



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

PROYECTO EDUCATIVO

TOPIC:

**APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO
DEVELOP THE WRITING SKILL**

PROPOSAL:

DESIGN OF A HANDBOOK WITH MUSIC / SONG EXERCISES

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN,
MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA**

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En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: Lenguas y Lingüística, el día 16 mayo del 2018.

Tengo también informar lo siguiente:

Que la integrante: Gisella Maritza Suárez Riofrío, con C.C: 0925334740 diseñó el Proyecto Educativo con el tema: APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO DEVELOP THE WRITING SKILL. Propuesta: DESIGN OF A HANDBOOK WITH MUSIC / SONG EXERCISES.

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

La participante satisfactoriamente ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

.....
MSc. Larry Torres Vivar
Consultor Académico

DEDICATION

This work is the result of my dedication and struggles. The support of my parents that helped me to get here, because they taught me to face adversity and keep going even in the most difficult moments.

My parents, José and Victoria, who have taught me values, principles, and constant perseverance with love and patience, and without asking anything in return.

I also dedicate this work to my little sister Gina and Ingrid, who encourage me to do my best; to be someone better and to be able to give her a good example of sacrifice and persistence.

Gisella Maritza Suárez Riofrío

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I have achieved this work, with the guidance of all my teachers who have motivated my academic training, they have believed in me all the time and have never doubted my skills, especially thanks to the MSc. Larry Torres for contributing with his wisdom and dedicating his time and patience in each revision of my project. His knowledge, his orientations, his work ethic, his persistence, patience and motivation have been fundamental for my training, for the present work and for my professional life. All that has instilled in me a sense of seriousness, responsibility and academic rigor. He has gained my loyalty and admiration, and I feel indebted to the knowledge received during my time as a student.

I also thank this prestigious university for training me as good person.

Gisella Maritza Suárez Riofrío



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ESCUELA DE LENGUAS Y LINGÜÍSTICA

TOPIC: Application of English Modern Music Lyrics as a Tool to Develop the Writing Skill.

PROPOSAL: Design of a Handbook with Music / Song Exercises.

RESEARCHER: Gisella Maritza Suárez Riofrío.

PROJECT'S ADVISOR: MSc. Larry Torres Vivar.

ABSTRACT

It is possible that due to insufficiencies in didactic resources at Unidad Educativa "Camilo Ponce Enriquez" the teaching of English is being limited, in consequence, students are using the same material and the same strategies to learn English all the time, it also reduces the students' interest by learning. Therefore, with the purpose to find out the application of English modern music lyrics as a tool to develop the writing skill to work with worksheets, the songs that could be listened to the radio, a CD, a flash memory or other storage device previously, in the criteria to choose the songs, the pupils are interested by the musical current panorama and teachers should follow this trending, too. Besides, my years of practice like teacher have allowed me to penetrate into the interests of the pupils of different ages. The classroom in that the didactic offer is going to take place is very spacious, which allows realizing psychomotor education activities. We have a normal blackboard, a speaker, many CDs or flash memories with different current styles of songs.

This handbook will have a huge benefit for the institution because it will allow teacher to improve or reinforce his or her teaching strategies, especially, now to apply writing skill.

Keywords: tool - lyrics - storage device



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TEMA: Application of English Modern Music Lyrics as a Tool to Develop the Writing Skill.

PROPUESTA: Design of a Handbook with Music / Song Exercises.

INVESTIGADORA: Gisella Maritza Suárez Riofrío.

ASESOR DE PROYECTO: MSc. Larry Torres Vivar.

RESUMEN

Es posible que debido a insuficiencias en recursos didácticos en la Unidad Educativa "Camilo Ponce Enríquez" la enseñanza del inglés sea limitada, en consecuencia, los estudiantes están utilizando el mismo material y las mismas estrategias para aprender inglés todo el tiempo, también reduce el interés de los estudiantes por el aprendizaje. Por lo tanto, con el propósito de descubrir la aplicación de letras de canciones modernas en inglés como una herramienta para desarrollar la habilidad de escritura para trabajar con hojas de trabajo, las canciones que podrían escucharse en la radio, un CD, una memoria flash u otro dispositivo de almacenamiento anteriormente mencionado, en los criterios para elegir las canciones, los alumnos se interesan por el panorama musical actual y los profesores deberían seguir esta tendencia también. Además, mis años de práctica como docente me han permitido penetrar en los intereses de los alumnos de diferentes edades. El aula en la que se llevará a cabo la oferta didáctica es muy espaciosa, lo que permite realizar actividades de educación psicomotriz. Tenemos una pizarra normal, un altavoz, muchos CD o memorias flash con diferentes estilos de canciones actuales. Este manual tendrá un gran beneficio para la institución porque le permitirá al maestro mejorar o reforzar sus estrategias de enseñanza, especialmente ahora para aplicar la destreza de escritura.

Palabras clave: herramienta - letras - dispositivo de almacenamiento



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INTRODUCTION

English is the most used language all around the world, that is why it is called the language of communication. Nowadays, it is worth considering to this language as a useful tool for managing any kind of fields, even in religion it is accepted. However, people or students only focus in learning speaking skill, leaving aside the other ones. For that reason, the author of this investigation is interested in developing this project regarding to the other productive skill that it is the writing one. Writing skill plays an important role in the teaching learning process of the English language because it is the other way how students can communicate with peers in real life, especially now that the social networks form part of their lives and to keep in touch with other people all around the world is the tendency.

On the other hand, the acquisition of this skill is not too easy, most of the time students confuse either in writing down what they listen to or what they want writing, perhaps they need another way how doing it in a correctly but educators do not consider the students learning styles for developing this skill.

For that reason, the researcher of this investigation want to introduce ludic activities, specifically song lyrics pretending to help in some way the acquisition of this skill.

Rather than introducing a new word in isolation, teachers should introduce students to a rich variety of words that share the same root. This approach should help diverse learners including English language learners, make important connections among vocabulary words within the same family, and transfer core ideas across content areas.

Concerns about how to build academic writing its instruction into the teachers planning are common among classroom teachers. This

investigation reviews the research and offers some practical suggestions not only for students but also for teachers.

In this project, the researcher tries to present entertained and funny activities with music that students will take advantage and will feel enthusiastic in developing the writing skill.

Following the investigator of this project will show how this work is divided:

Chapter I

Context of research, conflict situation, scientific fact, general and specific objectives, formulation of the problem, causes, and justification.

Chapter II

Backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter III

Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.

Chapter IV

Justification, feasibility, general and specific objectives, description of the proposal, and bibliography.

CHAPTER I

THE PROBLEM

CONFLICT SITUATION

Writing is an important skill for language production. However, it is considered a difficult skill, particularly in English as a foreign language context where students face many challenges in writing. Therefore, the present study was conducted with an aim to investigate problems in Ecuadorian undergraduate learners' writing and factors that hinder their writing skills. It also aimed at obtaining suggestions on how to improve their writing skills.

Many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. Part of the problem was an ever decreasing vocabulary, which limited the ability to formulate and write logical arguments. Besides, lack of focused concentration is another common problem since more students are coming into lectures with the attitude that they could just look everything up on the internet later.

Learning to write is uniquely challenging. Writing requires the mastery and concurrent use of a complex array of language skills, from vocabulary and spelling to the ability to organize and convey ideas. Indeed, the intricacies of writing make it one of the highest forms of human expression. It is wonder that many students need extra support along the way to becoming writers.

This project mainly focus on the problems students often have in learning writing skill and the main reasons lead to these problems.

SCIENTIFIC FACT

Insufficiency in the development of writing skill in students of eighth year at Basic Education at Unidad Educativa “Camilo Ponce Enriquez” in the school year 2018 – 2019.

CAUSES

- Students do not receive enough writing practices; it is due teachers only focus in grammar preventing to develop this ability.
- Students feel boring in English classes since teachers do not apply the necessary tools such as songs in order to awake students’ attention.
- Teachers only work with the text guide and do not create another didactic material.

FORMULATION OF THE PROBLEM

What is the incidence in the application of English lyrics in the development of the writing skill in students of eighth year of Basic Education at Unidad Educativa “Camilo Ponce Enriquez” in the school year 2018 – 2019?

OBJECTIVES

General

- To determine the influence of lyrics in the development of the writing skills through a field investigation, bibliographical and statistical analysis in order to design a handbook with useful activities based on songs.

Specifics

- To establish the new didactic material through a field investigation, bibliographical and statistical research.
- To distinguish the writing skills through a field investigation, bibliographical and statistical research.
- To design a handbook with modern songs for developing the writing skills through obtained data interpretation.

RESEARCH QUESTIONS

- What kind of foundation will be used as scientific content?
- What type of techniques will be applied to obtain true results?
- Will the objectives be accomplished completely?
- What kind of method will help the author in the development of the proposal?
- Will the booklet increase the scholastic yield of the students?

JUSTIFICATION

Writing in English is important because it is a form of written communication. English is an international language that allows to communicate with people from all over the world. Billions of people speak and write English to at least a basic level. It is one of the six official languages of the United Nations.

Many people from different countries took English as their primary language. English is a widely spoken and written language. Many books, manuals, newspapers, letters, emails and information are written in English. If people do not learn English, they are isolating themselves away from almost half of the world's knowledge.

It is also used in variety of professional fields such as business, information technology, medicine, science, entertainment, aviation, diplomacy and etc. People who are thousand miles away from may also be reading the things that others write. So, it is important to write in English as people from thousand miles away might be from a different country understanding only the global language which is English.

CHAPTER II

THEORETICAL FRAMEWORK

THEORETICAL FOUNDATION

THE WRITING SKILL

Writing has been for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode. There is no objective measure, but if there were any doubts, the Internet explosion has laid to rest the idea that for the human race at large writing is only a 'minor' form of communication. It is not risky to call writing the single most consequential technology ever invented. The immensity of written record and the knowledge conserved in libraries, data banks, and multilayered information networks make it difficult to imagine an aspect of modern life unaffected by writing. 'Access', the catchword of the knowledge society, means access to written intelligence. Writing not only offers ways of reclaiming the past, but is a critical skill for shaping the future.

(Mahboob,2014; Mansoor,2005; Marlina & Giri,2014; Rahman,2002), Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge.

(Hyland, 2003), believes that performance in language development is subject to improvement in writing skills. A text of an effective ESL writer must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics (Jacobs & L,1981; Hall,1988). However, writing is often considered merely a part of teaching and learning grammar and syntax, which resultantly underestimates the nature and importance of writing, and affects its growth.

Definition

(Lannon, 1989), indicates that writing is the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning. Writing is a process of deliberate decision. (p.9)

Writing in one way or other influences the way we think, forces to define one's feeling and positions, and permits to express to others in more effective ways.

For (Westwood, 2013), "writing requires to a writer to formulate ideas, organize and sequence points in logical order, select vocabulary check for grammatical correctness spell words correctly punctuate and write legibly". (p.19)

Writing is not only the position of ideas neither paste them for creating a whole, it is more than that, because when writing, one must be careful in doing with sober grammar and punctuation as well as vocabulary, in many ways, depending on the scenario for example if it has to do literature, one has to follow rules, business correct vocabulary and so on.

For Word reference (2010), writing is one of the ways to give an idea or message on a piece of paper or the any other surface whatever the

purpose is. It is an act of making marks on certain plain area. Assuming the foregoing words, writing is a language expression that is created by symbols with specific values that represents a particular language to be decoded mentally and visually.

WRITING SKILL IN SECOND LANGUAGE

(Jim, 2010), explains that writing skill is complex and difficult to learn, it does not only requires grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information to create a style which is appropriate to subject matter. (p.2)

For Jim, it does not only consist of writing and create ideas and then put them together without order, it requires patterns and organization. For a student can succeed in writing, the teacher should involve them in constant exercises that permit them make corrections and adjustments so the students can realize the way they must put the ideas in order, these are called drafts, more than three drafts must be done for getting to a real writing.

For (Ghizan, 2016) writing provides useful practice and effective teaching methodologies for the development of the learning skills.

(Jalaludin, 2011) Writing is a system for interpersonal communication using various styles of language. It plays a fundamental role in our personal and professional lives. In academia, writing has become central as a measure for academic success. Students attempt to gain more control over improvement of English writing skill (Hamid, 2012) as cited by (Bijami, 2013, p.4)

For (Bijami, 2013), writing permits to interact formal and informally, by following rules, it can get a person or a student to high levels of 13 communications, that gradually adjusts the capacity of getting a full time writer.

IMPORTANCE

THE IMPORTANCE OF WRITING

Frydrychova,(2013) indicates that writing can present many advantages since it helps to: express one's personality; foster communication; develop thinking skills; make logical and persuasive arguments; give a person a chance to later reflect on his/her ideas and re- evaluate them; provide and receive feedback; and prepare for school and employment. (p.9)

On the other hand, Frydrychova (2013), mentions (Walsh, 2010) who says:

Writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

Writing has many benefits as (Walsh, 2010) says when mentioning that a good writer in the future will have to deal with many challenges at university, at work, at the office when they are put under proof. The final proof is the work or reports that they will have to do when being asked at work or any other place. Writing is the pure representation of a good competence for communicating, therefore teachers should highlight their teaching with more accuracy to writing off the other skills. In fact, learners need to set an objective for their writing, plan it carefully and think over its layout and logical structure.

In the process of writing the students have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them the feeling of creativity. (Frydrychova,2013,p.9)

For having a well induced writing, the students need to have strategies to pursue what they intend to write. It is difficult to start writing with no ideas or support of what they want to write, therefore, it is essential the teacher prepare eventually material that give students ideas in order to awake the imagination. Even senior writers need inspiration or a point of departure to start writing.

Creative writing obviously can play a crucial role in the development of writing skills (cf. Janikova, 2005/6; Zajicova, 2011; or Rico, 1984). Maley (2009), emphasizes the following benefits of creative writing:

It aids language development at all levels: grammar, vocabulary, phonology and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings; it requires a willingness to play with the language; and it concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.(Maley,2009) cited by (Frydrychova,2013,p.9).

Assuming Maley,(2009) as cited by Frydrychova, (2013) writing is as important as thinking, it can benefit students in all its parameters that can even be sustained through their lives. It is a skill that does not only consist of setting ideas on paper but set life, feelings, stories, jokes, documentary, poem, literature and many other kind of writing, allowing the writer takes part of an intrinsic world of simplicity and joy at the same time just as the moment the researchers herewith are writing this paper work. For what, by introducing and practicing writing with elementary activities at school can make a student boost his/her confidence and get passionned for writing.

THE PROCESS OF WRITING

The Capella University presents a set of activities that aid the teacher in the process of writing. The pre-writing one, pretends to establish the

necessity of first having a strategy for encountering the real rhythm to start writing, as far as author experience, it is important to alternate games to reinforce imagination with preparing strategies; this combination will easily take the activity to the other level of writing.

Pre-writing

Pretend that students have time and finances to visit a country they have never visited and know little about, they would probably do some Google searches, browse guidebooks, buy a map, sketch a complete itinerary, book all the hotels, and read extensively about their destination. (...) Writing is like taking a trip. Planning and preparation will usually result in a smoother voyage and give them confidence and energy to complete the trip. (The Capella University, n/d, p.16).

Thinking and planning is the best way to prepare a strategy for writing, the many advantages planning offer, to conclude in the production after having had all the requisites for fulfilling accurately with the model of what one really wants to write.

Drafting

Drafting is the actual journey. Sometimes students follow the itinerary they mapped out in the prewriting phase. However, the process of writing can occasionally tempt them off the beaten track as they stumble onto side roads they didn't know existed. Then they have to decide if they will stay with their original plan, take an unexpected side trip, or revise the entire itinerary. (The Capella University, n/d, p.20).

For the Capella University, drafting helps students to make the right decision of where to go, what to write and how to start. Many mistakes can be corrected with the drafting for handling for good or getting back to the very beginning to start writing over. In fact, drafting is like the writing that is prepared is not what students really wanted to do. In the drafting phase, the

introduction phase is set as the main idea to get directed to where one wants to go through, false arguments and rushed positions can alter at any moment what was aimed to fulfill.

The key in this stage of the writing process is to avoid editing and proofreading until having ideas down. Stopping and starting and making small changes will interrupt the thinking. Understanding the distinction between drafting and revising will also save time. (The Capella University, n/d, p.20).

Revising

Revision involves looking again at the entire work for details that could not be seen during the two last moments. While revising, the writer can find grammar, words, missing words, context that was not well observed before, therefore, it can be taken as a second draft or last one. It can be also done by someone else's point of view if necessary just to see what was not seen.

Revision means looking at a paper like an outside critic and finding opportunities for cutting, adding to, reordering, or rewording a draft. It requires writers to reconsider the big picture of their drafts. Be prepared when it revises to cut whole sections of what it has written. Conversely, once students look again at their paper, they might want to add new sections. (The Capella University, n/d, p.27).

Assuming the foregoing words, revision has to do with retaking or readopting other new words, that might be the right ones but in the revision, can be altered if the writer feels that they are not the appropriate for the reader, therefore this module permits to do other kind of adjustments.

Polishing

For this stage, the goal is not to make major revisions but simply to smooth off the edges of the work for its final presentation. In this final stage of writing is to use the sculpting tools, editing and proofreading, to ready the paper for presentation. (The Capella University, n/d, p.34)

Polishing as editing has its ideal moment, teachers when dealing with this moment of writing, must be clear of giving right directions and fully controlling the student's exercise. For a better assistance to the students in writing, it is essential the teachers can have time and dedication to fulfill with certain patterns that it requires, we recommend that for every competence of English Skills, there should be a special moment for the students, that is some extra time for dedicating full time to the writing skill in this case.

MUSIC

Definition

Dictionary.com provides seven entries under the headword music. The first explanation says that "music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color."

The definition emphasizes that music's role is to describe emotions and there are four essential features which characterize music. The second definition says that these are "the tones or sounds employed, occurring in single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both." In fact, in this explanation it is all about instruments and voice. Simply, music is instruments or voices (or both) people hear.

THE ROLE OF MUSIC IN EVERYDAY LIFE

Music has always been a vast part in people's lives: it is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world. Regardless of the extent to which the capacity and sensitivity to music are programmed in the human brain or are by-products of other authorities and tendencies in the culture of music, without a doubt it plays a fully central and fundamental role.

It seems that the passion for music is deeply rooted in human nature. Sacks points out: "we the people, we are a species to a lesser extent in music or

speaking” (2009: 12). Presently, avoiding music is not an easy task, for it belongs to many aspects of life. Various kinds of music may be heard in almost every place and during performing important events such as Olympic Games. Seeing school, it is said that using songs during classes is not so popular. It is perceived in that way because for majority people listening to music is connected with spare time, not with working or learning (Murphey 1992: 7)

According to McDermott and Hauser (2005: 29), music may be found in every human culture. Namely, we can hear it almost everywhere: while listening to the radio, when watching television and on different family occasions, such as birthday parties, wedding ceremonies, at a funeral, in restaurants, shops, cars, and even in the streets.

The authors define music as, on the one hand strange, but on the other hand, a marveling phenomenon since it has been for such a long time and still surrounds people.

It is common knowledge that music can create a wide range of feelings. Moreover, music is so accepted that people all over the world pay a lot of money for musical business (McDermott – Hauser 2005: 29).

People may naturally make use of music and songs for their own behaves in everyday life. Primarily, they may simply listen to music at any time and at any place. Next, there is a possibility to sing without listening to any recording. Still, some people like humming or whistling while listening to a piece of music. Not only people listen, but they also talk about it, as music seems to be quite a common topic especially among teenagers who share their opinions about the latest news connected with artists or brand-new video clips they have recently seen. Some people find it useful to use songs and music to make a social environment, form a feeling of partnership or just dance (Murphey 1992: 9).

All of the cases mentioned above show that music is really important phenomenon in our lives because it may be with us everywhere, whether we want it or not. Definitely, it has been with people for long times and has become part of our habitual lives.

REASONS FOR USING SONGS IN THE CLASSROOM

Very often music is the main source of English outside the classroom. Thus, using it in the lesson seems to be a good idea. There can be distinguished affective and cognitive rationale for playing a song during a lesson.

As a matter of fact, affective reasons are connected with Krashen's Affective Filter Hypothesis. In short, it gives an explanation why some learners learn and others do not. The crucial thing is that students need to develop a positive attitude towards learning (Eken 1996: 46). Krashen (1982: 45) has it that: "for effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present." Hence teachers' task is to provide a positive atmosphere favourable for learning. In this aspect music and songs may be one of the methods for obtaining weak affective filter (Eken 1996: 46).

(Eken, 1996) enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. (p.46)

Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom (Schoepp 2001). Automaticity is defined as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses" (Gatbonton – Segalowitz 1988: 473). To put it in other words, songs may

help automatize the language improvement process. Essentially, the students should be placed in an environment in which it is possible to use the target language in a communicative way (Gatbonton – Segalowitz 1988: 476). As a matter of fact, the nature of songs is said to be quite repetitive, logical and persistent.

BENEFITS OF USING MUSIC AND SONGS IN THE CLASSROOM

Some teachers might not be aware of possibilities of using songs in the classroom. They may feel that such activities are not appropriate for classes which often cause discipline problems. To add more, lecturers may think that using music may create chaos or students may be reluctant to sing. Stanislawczyk and Yavener (1976: 60) are of the opinion that a song is an advantageous tool and a teacher should take advantage of it during linguistic practice. She also emphasizes the importance of the engagement learners get when listening to songs or creating own lyrics: “In the era when guitar players are ubiquitous, music must be an integral part of language study. It is a part of classroom activities from the start of the work in language, supplying additional language learning and cultural insights. At the advanced level, students become even more actively involved in music by creating songs” (Stanislawczyk – Yavener 1976: 60). The passage below attempts to present rationale for using song activities in English foreign language classrooms.

Motivation

Fundamentally, popular songs touch the lives of learners, and are connected with their various interests and everyday experiences. Almost all popular songs are related to the same topic of friendship, love, dream, sorrow, and the rest which are the common feelings of people. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Experiencing with films, television, computer games and popular music seems to be highly motivating. Accordingly, more time and concentration to

popular music in English foreign language classroom would surely increase learners' motivation as classroom tasks would reflect on their knowledge, their music and the vocabulary they already know from the songs (Baoan 2008).

Although motivation is absolutely important in learning all school subjects, this is studying a foreign language that makes motivation play a huge role (Williams – Burden 1997 in: Siek-Piskozub – Wach 2008: 144). Dorneyi (2007: 727-728) points out that learning a language is a long-term process and learners are in charge of their learning at length. The students need to support their efforts for a long time, very often against numerous failures and difficulties.

Positive Atmosphere

Another important factor making a song valuable for an English lesson is that it may create really favorable conditions for learning. Murphey (1992: 6) is of the opinion that “the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections”. People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere.

Moreover, music may be used to relax students since for many learning a new language is a new experience. Our mother tongue – our basis of communication, is in some classes forbidden to use and learners may feel lost or helpless (Griffiee 1992: 4). The author also adds World Scientific News 43(1) (2016) 1-55 -25- that especially instrumental playing silently in the background makes students feel more secure when doing the task at the same time.

Songs played in the background when learners read some conversations, are typical of Suggestopaedia. This teaching method was invented by Georgi Lozanow in Bulgaria and its valuable element is music in the background. Essentially, the Suggestopaedia method involves the

students' barriers and negative attitudes such as low self-esteem, anxiety or lack of motivation to learning. Meanwhile, students' learning occurs subconsciously and may be amusing for them as well. These are some important features of that teaching technique: a relaxed atmosphere, a classroom positive environment, a new identity of learners, or music activities themselves (Larsen – Freeman 2000: 73-80).

OTHER ADVANTAGES

Not only do songs are appealing for the students, but also the teachers find them quite attractive. Imprimis, songs are short and self-contained recordings, texts, and films that are easy to use in a lesson. Additively, the supply is almost infinite and there is a broad range of titles to choose from (Griffiee 1992: 8).

Furthermore, learning a foreign language through music can be seen as an informal method called edutainment. Edutainment software are all the applications that are used for example, in game-like activities or teaching or rely on visual materials. The principle of edutainment is to draw learners' attention, keep them emotionally involved and make them interested in the lesson (Okan 2003: 255). Activities which are conducted with the use of the edutainment method are done in an enjoyable way and this is why teaching with the use of music is the combination of the words education and entertainment (Okan 2003: 255).

When young learners are disruptive the teacher can discipline them with a song. Szpotowicz and Szulc-Kurpaska (2009: 196) notice that singing a song is a lockstep activity in which all the students are engaged in the same exercise at the same time. A song may be also a reward for a good behaviour. The authors also state that singing is a nice variety from language work in class and may provide a break from sameness. Finally, they add that music acts as a key to the imagination even with many students who think that they have no imagination at all.

THREE STAGES OF A SONG

Songs are traditionally presented in three stages, with pre-study activities, while studying activities and post-study activities. This classification is very useful as the students may get involved and then consolidate the knowledge.

The purpose of the pre-stage is to develop the students thematically, linguistically, educationally and psychologically for the activity (Davanellos 1999: 14). The learners may be introduced to the subject matter and key lexis, or any linguistics features from which they may benefit at a later step. The essential element of pre-stage is to create a reason for the students to want to listen to the song. Arevalo (2010: 125) clarifies that the concept of prior knowledge is a part of the cognitive model of language processing. When people read or listen, they process the message they hear both bottom-up and top-down. The latter means using experiences and prior knowledge, whereas bottom-up processing means using the information people have about word meanings, sounds, and discourse markers like 'first', 'then' to bring together their comprehension of what they hear or read step by step (Arevalo 2010: 125).

During the second stage, which might be seen as the main focus of the lesson, the learners complete the activities and tasks which directly concern the song. Interestingly, the author gives the idea of grading tasks as the students familiarize with the song. For instance, when listening to "An Englishman in New York" by Sting, first activity might be to identify the subject matter of the song. Next, a later task might be dealing with specific information and intensive listening or reading by asking them for example, to tick sentences true or false (Davanellos 1999: 14). In this stage, the learners are very often performing activities simultaneously, their task may be to listen to a song and underline something in the text.

Additionally, the students might be asked to reflect on its language and content after the comprehensive exploitation of the song. Arevalo (2010: 125) is of the opinion that having a purpose for listening helps listen more

efficaciously. He compares a listening activity to listening to a weather forecast and illustrates it with a desire to know whether to wear a coat or not; thus the focus is on the temperature. That is to say, in this stage the teachers should explain their students what is the aim of the task. Essentially, the students may listen for details, for the main idea, and for making conclusions. Accordingly, the learners develop a sense of why they listen and which skill use to listen better. The lecturers may develop these skills by asking the students to focus on their purpose for listening every time they listen. This form of strategy is called training. The concept of knowing the reason of listening is a very efficient first strategy because it helps the students to organize and reflect on their learning (Arevalo 2010: 125-126).

The third stage usually involves follow-up activities that practice the productive skills of writing and speaking in different ways. Although the students might have been writing or speaking in order for example to discuss their personal experience of the topic, the aim and focus of the pre-stage is not the improvement of productive skills, but the means for motivation increment and introducing the general theme. In that stage, it is the text of the song that stimulates for further exercises which improve other language skills. The author gives an example of follow-up work to “She’s leaving home” by the Beatles where the learners either write the letter the girl wrote for her parents, or role-play the dialogue between the girl and her parents. At this stage the activities will almost exactly include the assimilation of previously taught language with new languages and ideas recently introduced through the song (Davanellos 1999: 14).

Interestingly, Arevalo (2010: 125) notices that usually when the teachers think of listening activities, they have inclination to think of the learners listening to a recording and doing an activity. However, the teachers may use post-listening tasks to check apprehension, evaluate listening skills and use of listening strategies, and also continue the knowledge gained to other contexts. A post-listening activity might relate to a pre-listening task, such

as predicting, may transfer what has been learnt to writing, reading, or speaking activities, or may extend on the topic or the listening text (Arevalo 2010: 126).

EXAMPLES OF WAYS TO USE SONG LYRICS IN CLASS

These qualities make song lyrics perfect for comprehension tasks that promote critical thinking. Don't just ask your class to simply recall information from a song, or listen for a specific set of words. Instead, get them to analyze the meaning of the song lyrics, compare the lyrics with other similar texts, such as poems or short stories, or make personal connections.

There are lots of creative possibilities.

In the examples below, we will look at some ways to help students develop their reading, listening, speaking and writing skills, using the 1995 song Lemon Tree by the German band, Fool's Garden. The song is about a person who is bored and alone, waiting for someone's help. It begins:

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder'

PRODUCTIVE SKILLS: SPEAKING AND WRITING

Ask students to write a story based on a few words from the song lyrics, and then compare it with the actual story in the song. What type of story do you think students could come up with using the title of the song Lemon Tree, and a few other words?

Ask students to make connections between the song and their own experiences. Can your class think of times when they felt the same way as

the singer in Lemon Tree? What was the reason? How did they solve the problem?

These personal responses to song lyrics can produce meaningful classroom debates and creative writing. Students could write a letter to the narrator of Lemon Tree, giving advice on how to solve his problem. They could continue the story, or even write a piece from the point of view of a friend who is trying to help.

Engaging students in critical thinking skills helps students understand texts better and improves language learning by making the texts their own. Songs are a perfect way to teach many of these skills.

PLANNING FOR USING SONGS IN CLASS

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

Carefully examine what it is they want their class to learn in the lesson.

Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? I once used 'You're so vain' by Carly Simon to introduce a text that looked at vain people. In another lesson, I used 'In the air tonight' as it uses the present perfect continuous tense. Whatever your focus, remember that this doesn't necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson accordingly, but you might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics!

Think about the language level of the class

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

How old are the learners?

Teachers of young learners, will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. It is often best to ask them which is the best for them. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group.

Are there any specific cultural issues regarding the make-up the class?

What kinds of things are generally unacceptable in the culture in which teach? Whatever teachers do, they must not use music solely based on their own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that are used commonly.

SIX STEPS FOR MAKING A SONG THE FOCUS OF YOUR CLASS

The author wants to provide a basic outline it can use with any song. Remember, these are just suggestions so make sure to keep the profile of the learners in mind.

1. Listen to the song

Start things off by just listening. It's important to remember that this is supposed to be a fun activity; do not make it too serious or boring.

As an alternative, it can show a video clip if it has one. In fact, it is strongly recommended it, as it will cater to more learners' learning preferences.

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

2. Ask some questions about the title

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

For John Lennon's wonderful 'Jealous Guy':

'What is a 'jealous guy'?'

'What are three things a jealous guy might do?'

'What kinds of jealousy are there?'

For Queen's classic 'We are the champions':

'What is a champion?'

'What kinds of champions are there in the world?'

'What activities have champions?'

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

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

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

This time, it should give learners the chance to read the lyrics to the song.

At this point teachers might do one or more of the following activities:

Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion.

It is possible to make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.

Make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time, learners match the word strips to the gaps as they listen.

4. Focus on a particular verb tense or aspect of grammar

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

How many examples can you find of the past simple in the lyrics?

Why did the writer of this song choose this verb tense?

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

5. Focus on vocabulary, idioms and expressions

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

What does 'I've paid my dues' mean?

What does 'my share of' mean?

What does 'I've taken my bows' mean?

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

6. Round things off with some creativity

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

Write another verse of lyrics, maintaining the same mood and style as the original. This can be done individually or in groups. These new lyrics can be presented to the rest of the class. Perhaps several groups can work on this to come up with a completely new set of lyrics for the whole song.

A song tends to give you the perspective of the singer. Write a response (this can be a paragraph, i.e., not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist. Have the learners plan a music video for the song. In groups they decide the location, the characters, and what happens. Then each group explains their idea to the rest of the class and the learners vote on the best one. The results can be surprising, as they frequently come up with an interpretation that hadn't even occurred to you!

Write a diary entry for a character in the song. Get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics.

TEACHING STRATEGIES AND ACTIVITIES

How to prepare a song for a language classroom.

Preparing songs for use in the classroom can be divided into 3 levels according to the students' language skills and ages. Simple, repetitive songs often contain grammatical and basic phonetic patterns, more difficult songs contain interesting vocabulary, but in songs for advanced learners you can find almost any language unit: homophones, homographs, homonyms, as well as typical fast speech pronunciation.

Low level

The students are handed the work sheets and told to think about what the missing words may be. They can look at the words at the bottom of the page and each word can be translated and the meanings are explained. The teacher has the students repeat the words in chorus. After much discussion the music for the song is played. They choose the words that they think that will fill in the blanks. The music is played at least 4 times. Finally, the correct words are written on the blackboard and the students mark their papers. Finally, the music is played again and the students all sing along to the song with the correct lyrics.

Intermediate level

The students are handed the work- sheets and told to look at the words at the bottom of the page. The key words are translated and the meanings are explained. The teacher has the students repeat the words in chorus or individually. While the music is played the students work according the given tasks (fill in the blanks, complete the words, write letters, etc., from just listening to the music. The students work as individuals (in most cases) and the song is played 3 times. For homework the students memorize any new vocabulary, verses, ideas, etc.

EPISTEMOLOGICAL FOUNDATION

Indira Hernández (2014, p.3) mentions Gershenson (2013) who affirms that Epistemology consists directly in the knowledge: how to acquire, how are validated, what are your limits and has an intimate relation with the science philosophy.

Education as a social science together with epistemology allows a complete learning process, from comprehension of their concepts, methods and laws, knowledge can become an improved process of Education-Learning.

The epistemology is considered as a fundamental base to help improve the relationship between educator and pupils.

According to Manuel Santos (n/d) who states that thinking of epistemology from the educational focus implies going through a historical path of how science and scientific knowledge have influenced the pedagogy and teaching, to the current scheme we have today conceived. (p.1)

The importance of the epistemology as basis on our educational project, shows how to get knowledge that can be of great help in the teaching-learning process for improving the teacher-student relationship, which will help to tie the links between them.

PEDAGOGICAL FOUNDATION

Harry Daniels (2001, p. 18) according to Moll (1990) Vygotsky believed that the ability to teach and get benefit from teaching is an essential human attribute:

Vygotsky's main contribution was to develop a comprehensive approach which integrates fully education as a human activity that is a theory of psychological development. Human pedagogy in all its forms is the feature of his approach, the central concept of its system (Moll, 1990, p. 15).

Harry Daniels (. 2001) mentions Popkewitz (1998) who says: pedagogy is a practice of social administration for individuals. Since at least the nineteenth century, educational speeches about teaching, children and learning at schools connected the scope and aspirations of the public faculties with personal abilities and subjective of individuals (Popkewitz, 1998, p. 536).

This project has Pedagogical foundation, it has been necessary to use techniques and methodology to be applied in education in this second language, as mentioned by Vygotsky teach and get benefit from what is taught must be essential for humans. It is applied Pedagogy in teaching and education, the teacher who applied pedagogy will do it in order to become in a guide to their students.

PHILOSOPHICAL FOUNDATION

Amalia, B., Jose, S., (1984, p. 16) who affirms that Philosophy of education offers to the teacher the instrument to attribute each idea, weight, depth and spreading in order to know where ideas, principles and concerns come from.

Ramos,(n/d) quotes that the importance of philosophical foundation of education can be clearly seen by the significance of the demonstration, understood as the ability to consciously take a stance, explanation or attitude based on understand and argue it consciously. (p.5)

Theoretical and practical demonstration of the contents includes to demonstrate and put in consideration a system of educational activities to be feasible and implement training capacity demonstration; the importance

of creating a climate of freedom and respect that facilitate and stimulate this work, should consider the development of the capacity of the student as a central element.

Philosophy in education provides teachers to think and to have the willingness to know why things exist. As teachers, it would be essential to apply philosophical trends at Unidad Educativa "Camilo Ponce Enriquez" within the students of 8th year to feel the interest learning more about what it was taught.

The educational psychology concerns the field judgment of reality; does not judge: check or try to understand or explain what is happening within the education situation. The results it gets, the facts established laws which evidence can be used in different ways by educators, who have the choice and responsibility of resources and content to train their educational activity (Gaston Mialaret, 2006, p. 13). 43

It is important to deal with the psychology of education as a fundamental base when students are connected each other each other to the psychology, because this will allow understand their attitudes and treat them according to their behavior and somehow this will allow to learn to know what there is behind each student.

SOCIOLOGICAL FOUNDATION

The sociological foundations of education activity directed to found and strengthen the essence of man:

The sociological foundations of educational activity are related philosophically to those presupposes which frame to education as a human and social phenomenon, as activity directed to inform and enhance the essence of man and correspondence with its existence, which contributes decisively to education (Gerardo Ramos, n / d, p.5).

The school operates as a social environment for the student get develops as a social being:

According to Brigido (2006), "At the same time it educates, school transmits a set of regulations attitudes and values that make the individual a more complex social person and prepare them to adapt to social life ". (p.110)

It is necessary that humans may socialize with others, regarding to education as the sociological foundations as shown in the paragraphs cited school is a social environment in which students begin to deal with and develop as a social being, so it is important that they could interact and socialize to get adapted to social life.

LEGAL FOUNDATION

National Constitution

The basic general education has as objective to develop capacities, abilities, skills and competences in children and teenagers up to finish their learning at high school, to carry out this educative process, it is necessary based on principal national law. (The constitution) and know which is, through these laws, the support that government give to the education. According to Second Supplement - Official No. 417 (LOEI) That Article 347-literal 8 of the Constitution of the Republic establishes that:

It is the responsibility of the State: to strengthen public education and co-education, Incorporate information technology and communication in the educational process and promote the link education with productive activities.

National Constitution

Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple

dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.

International Standards According to Common European Framework

Minister of education and many other educational institutions around the world use the Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability. It is used around the world to describe learners' language skills.

Speaking Proficiency Levels

Common European Framework, (2017) defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (p.1), as well as will provide teachers and curriculum planners with orientation points.

The next chart illustrates relatively high degree of grammatical control the in English language according to Common European Framework, (2017). It has been taken as an international standard for the teaching and learning process. According to this thesis, proposal will be applied to the 8th grade at Unidad Educativa "Camilo Ponce Enriquez" whose level belongs to A1 and A2 of proficiency.

Speaking Level for EFL Learners

Proficiency User

- C2:I speak and understand English completely fluently.
- C2:I speak and understand very well but sometimes have problems with unfamiliar situations and vocabulary.
- C1:I speak and understand well but still make mistakes and fail to make myself understood occasionally.

Independent User

- B2:I speak and understand well but still make mistakes and fail to make myself understood occasionally.

- B1: I can speak and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.
- B1: I can make simple sentences and can understand the main points of a conversation but need much more vocabulary.

Basic User

- A2: I can communicate simply and understand in familiar situations but only with some difficulty.
- A1: I can say and understand a few things in English.
- A: STARTER I do not speak any English.

Level A1

Basic user is considered the lowest level of generative language use—the point at which the learner can interact in a straightforward way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (CEF, 2017, p-33)

Level A2

Upper basic user, at this level most of descriptors stating social functions are to be found, like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and decide to meet; make and accept offers. (CEF, 2017, p-33)

CHAPTER III

THE METHODOLOGY

RESEARCH DESIGN

This research study is presented with qualitative, and quantitative approaches that would consent the theoretical basis and would also be able to perform the procedures admit appliance the needed resources to create, vary, or make an adjustment of determined variables.

(Upel ,2010) states a feasible project as the analysis of the research, in order to elaborate and create a proposal as a viable operating method to solve problems, requirements or needs of organizations or social groups.

It could also be pointed out that the current study work has the quoted characteristics by the author, at Unidad Educativa “Camilo Ponce Enriquez” it could also be detected many learners with low academic performance in the teaching-learning process of English, in which the writing skill is the most affected, for that reason this research expects to acquire all the needed information, and create a possible and immediate solution for these learners.

In this research study, the learners, teachers and principals of the Unidad Educativa “Camilo Ponce Enriquez” have collaborated with the author of this project giving all the necessary information. The procedure for gathering data in the mentioned Institution was in the school year 2018 – 2019.

TYPES OF RESEARCH

The researcher of this project has specified some of the most relevant types of research in a better understanding way.

Bibliographic Research

(College of San Mateo Library, 2015) asserts that it is any research in which information is gathered from published materials. Traditionally, this has included books, magazines, journals, newspapers and various specialized documents. (pp. 2).

The author of this project has realized a huge and exhausted search of data in libraries, websites, journals, magazines, etc., in order to gather and obtain all the information required and associate them correctly with the variables of the investigation specifically with the problem that was detected in the first visit to the institution.

(College of San Mateo Library, 2015) In addition, also asserts that there are two other broad categories; empirical and oral research. (pp. 3).

Empirical Research

The researcher of this project did an empirical investigation, because they collected all information of the experience using the observation in order to identify the problem which is basically a low performance, and a lack of participation in the writing process.

Oral Research

It is called oral report, too. The following project is an oral research due to the fact of the author have a direct dialogue with learners, teachers, and main authorities of this Institution and it was possible through a survey and an interview in which all people previously mentioned supplied all needed data that in some cases is extremely hard to find in libraries, newspapers or magazines.

Non- Experimental Research

(Kowalczyk, 2003) says that it is the label given to a study when a researcher cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interaction to come to a conclusion. (pp. 5).

According to this, it could be said that the researcher did not manipulate the data because the purpose was to observe and show the variables in its natural form and finding a possible solution at the end of the process.

Exploratory Research

(Brown, 2006) points out that Exploratory Research tends to tackle new problems on which little or no previous research has been done. (p. 43).

In the same way, it can be added that the following study research is not a new investigation topic but it has a big importance not just by the researchers but also by educators and authorities of this Unidad Educativa where it can be found students with a low academic performance in the teaching learning process of the English language specifically the writing skills.

Descriptive Research

Mirzaee (2014), argues that Descriptive Research gathers quantifiable information that can be used for statistical inference on investigators target audience through data analysis. As a consequence, this type of research takes the form of closed-ended questions (pp. 2).

Likewise, it can be said that the researcher made a description of the matter of the Unidad Educativa “Camilo Ponce Enriquez” since they not just obtained the data through observing but also formulated questions. All interrogation was elaborated with a view to identifying the principles dissimilarities and aspects of the problem in context.

Field Research

(MSG, 2008) indicates that this research deals with creation and collection of current and authentic information by field in any organization.

The process involves determining what precise data is necessary and from where this information needs to be obtained. (pp. 1).

Similarly, it can be pointed out that this research study can be catalogued as a field research due to the fact that people responsible for this project were in the location of the trouble, where all the information was gathered without making any adjustment or change.

POPULATION AND SAMPLE

Population

(Butler, 2013) refers that population consists of all surveys elements that qualify for inclusion in the research study. The population may be individuals, groups of people, organizations, or event objects. (pp. 1). For this research study the author has considered as population all the students at Unidad Educativa “Camilo Ponce Enriquez” such as teachers, and directives.

Sample

(Cherry, 2015) asserts that in statistics a sample is a subset of a population that is used to represent the entire group as a whole. (pp. 1). According to this statement, it can be indicated that a sample is an important amount of elements that belong to a group of people, animals, or objects in a population which can be examined in a better manner than to the whole community.

The sample was taken from students of eighth year of Basic Education at Unidad Educativa “Camilo Ponce Enriquez” which was detected the problem regarding to writing skill.

Table 1

STRATUM

| STAFF | POPULATION | SAMPLE | PERCENTAGE |
|-----------|------------|--------|------------|
| AUTHORITY | 1 | 1 | 2 % |
| TEACHERS | 5 | 1 | 2 % |
| STUDENTS | 419 | 35 | 96 % |
| TOTAL | 425 | 37 | 100 % |

Developed by Gisella Maritza Suárez Riofrío

Table 2

OPERATIONALIZATION OF VARIABLES

| VARIABLES | DIMENSIONS | INDICATORS |
|--|---------------------------|---|
| INDEPENDENT VARIABLE MUSIC / LYRICS | DEFINITION | Music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Both the simple folk song and the complex electronic composition belong to the same activity, music. Both are humanly engineered; both are conceptual and auditory, and these factors have been present in music of all styles and in all periods of history, throughout the world. |
| | SONGS IN CLASSROOM | Awake the students' attention for the English language. Students show interest learning with songs. Students' attitude changes considerably. |
| | BENEFITS | Take advantage of songs during writing practice, it engages learners when listening to songs or creating own lyrics. |
| DEPENDENT VARIABLE WRITING SKILL | DEFINITION | Writing is the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning. Writing is a process of deliberate decision. |
| | TYPES | Grammatical skill Stylistic skill Mechanical skill Judgment skill |
| | IMPORTANCE | Express one's personality. Foster communication. Develop the thinking skill. Make logical and persuasive arguments. Give a person a chance to later reflect on ideas and re-evaluate them. Provide and receive feedback. |

METHODS OF INVESTIGATION

Deductive Method

(Castillo, 2010) stated that deductive method alludes to discover answers from the fundamental thought. Deductive is valuable to clarify huge ideas. In this scheme, it is valuable since it is essential to answer intelligent and rationally look into questions and clarify the motivation behind the examination.

Deductive method has the characteristic of starting from the general to the particular, the current group of methodologies is the one which demonstrates concepts, definitions, principles that can be studied, put in comparison and validated. The deductive method is also referenced as a logical procedure supported on the deduction from theories. Besides, the fact of this strategy takes the theories as valid, but not probable and it can be also considered as hypothetical - deductive when the theories are verifiable hypothesis.

Inductive Method

(Castillo, 2010) notices that specific cases are investigated, with a specific end goal to give general conclusions. This method is connected on the grounds that it would be exceptionally hard to get decisions about the information gathered through research. Inductive method has that name because it has the particularity of carrying particular circumstances to more general rules which differs with the deductive method. This procedure is also known as a logical reasoning that has as the first step examining a particular problem in order to legislate equivalents for its qualities and particularities of the different characteristics of the elements that have to be studied or analyzed with the purpose of setting up them on the laws of science.

Qualitative Method

(Wyse, 2011) argues that this method is used to gain an understanding of underlying reasons, opinions, and motivation. Qualitative

research is also used to uncover trends in thought and opinions, and dive deeper into the problem. (pp. 3).

In this project, the qualitative and quantitative methods were used by the researcher at the moment of gathering data. It is qualitative since the fact of analyzing the general form of the event which gave them a lot of important information and it can also be added that this method helped to recognize the principal reasons that were evaluated with intensity and amplitude which allow them expose the nature of the phenomena.

Quantitative Method

(Wyse, 2011) also indicates that it is used to quantify the problem by way of generating numerical data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables and generalize results from a larger sample population. (pp. 4).

In the same way with the author, it can be said that the quantitative method is employed to expose the gathered information that comes from a depth evaluation of a certain groups of events in order to analyze a verifiable concept putting all of them in a statistical form and that is the reason that the author of this research study can assure that the quantitative method was also applied.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

Interview

Interview is the dialogue or conversation between two or more people where one of them make the role of interviewer making questions to the other ones. In this case, the interview was made to the principal of the Educational Institution and one English teacher in order to collect precise information with regard to the problem that is the low performance in writing skill.

Survey

The survey is well known as a method or technique that allows collecting data from determined quantities of people whose personal thoughts call the attention to the researcher. One characteristic of surveys is that contains different questions but with only one purpose.

For this investigation the survey was made to students of eighth year of Basic Education at Unidad Educativa “Camilo Ponce Enriquez” who were willing to collaborate with the realization of this project.

Observation

As its name indicates, this technique consists in observing the situation at same place where it is occurring. It is considered very important since the researcher can collect data using only the sight sense. It is also known as empirical technique because researchers do not need some especial knowledge for putting in practice. Furthermore, investigators can present possible solutions to the problem.

This technique helped the researcher to detect the problem at the same time when the teacher was explaining the class.

UNIVERSIDAD DE GUAYAQUIL
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

RESULTS OF SURVEY

| Statements | Totally disagree | Disagree | Indifferent | Agree | Totally agree | TOTAL |
|---|-------------------------|-----------------|--------------------|--------------|----------------------|--------------|
| The English classes are interesting for you | 12 | 15 | 1 | 3 | 4 | 35 |
| English teacher develops writing skills constantly. | 14 | 15 | 3 | 2 | 1 | 35 |
| You want to practice writing skills in real life | 6 | 5 | 0 | 8 | 16 | 35 |
| You like to write letters in English to your friends. | 5 | 3 | 2 | 16 | 9 | 35 |
| The English teacher uses songs for teaching English. | 26 | 8 | 1 | 0 | 0 | 35 |
| The English teacher practices vocabulary through songs. | 18 | 12 | 0 | 2 | 3 | 35 |
| You like to learn English through songs. | 4 | 2 | 0 | 15 | 14 | 35 |
| You like to sing at the same time learning grammar. | 3 | 3 | 1 | 14 | 14 | 35 |
| The English teacher must use another kind of didactic material. | 3 | 1 | 0 | 16 | 15 | 35 |
| You think it is necessary to use another resource for learning English. | 1 | 2 | 3 | 15 | 14 | 35 |

ANALYSIS OF RESULTS

Statement 1: The English classes are interesting for you.

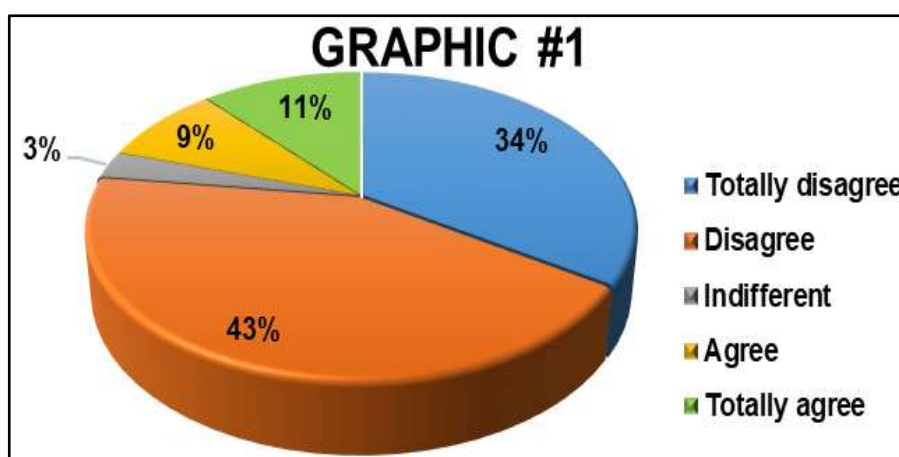
Sample: 35 students

CHART OF FREQUENCY # 1

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|-------------|
| Totally disagree | 12 | 34% |
| Disagree | 15 | 43% |
| Indifferent | 1 | 3% |
| Agree | 3 | 9% |
| Totally agree | 4 | 11% |
| TOTAL | 35 | 100% |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

According to the results of the 35 students surveyed, the 43% of them totally disagree that the English classes are interesting for them. While, the 3% of them are indifferent to this question; finally, the 9% of them, it means a minority part, answered positively. However, neither teachers nor authorities make something good for repair this situation, since students want to learn English.

ANALYSIS OF RESULTS

Statement 2: The English teacher develops writing skills constantly.

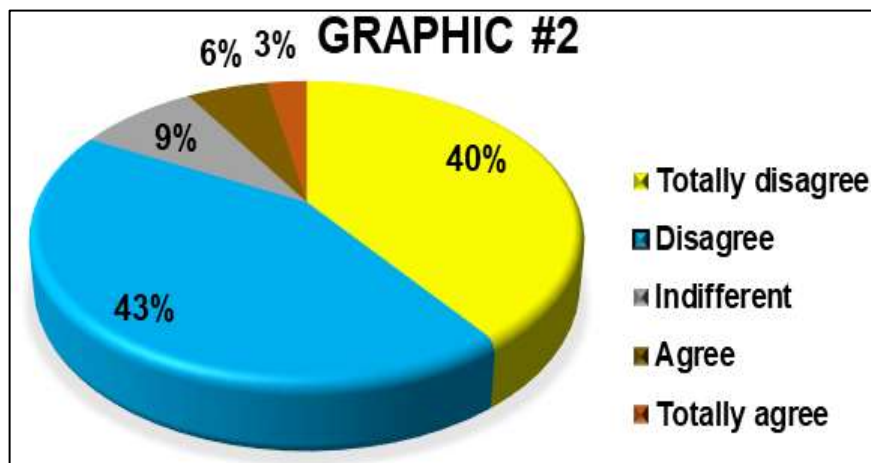
Sample: 35 Students

CHART OF FREQUENCY # 2

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|-------------|
| Totally disagree | 14 | 40% |
| Disagree | 15 | 43% |
| Indifferent | 3 | 9% |
| Agree | 2 | 6% |
| Totally agree | 1 | 3% |
| TOTAL | 35 | 100% |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

In the statement number two, most of the students, it means the 43% answered that English teacher must develop writing skills constantly, because actually does not practice properly. The teacher only limits to impart grammar and it is not enough for students, they want to learn new things every single day. The 9% of them are indifferent related to this item so it means there are some students are unmotivated to pay attention in the English classes.

ANALYSIS OF RESULTS

Statement 3: You want to practice writing skills in real life.

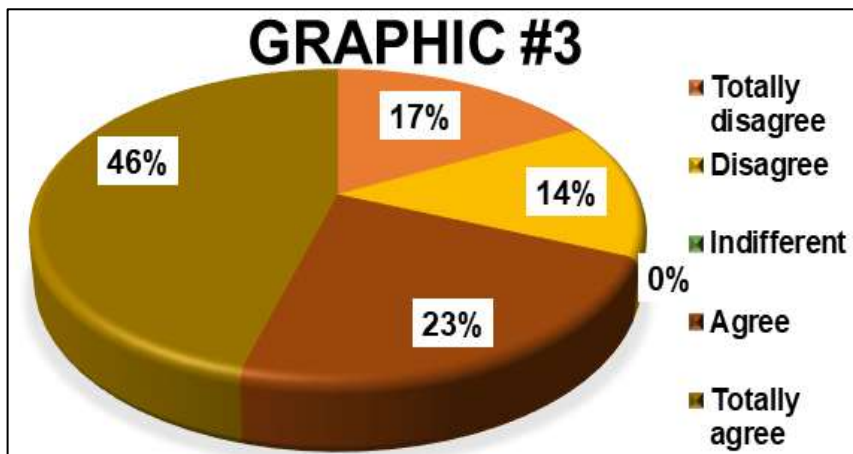
Sample: 35 Students

CHART OF FREQUENCY # 3

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 6 | 17% |
| Disagree | 5 | 14% |
| Indifferent | 0 | 0% |
| Agree | 8 | 23% |
| Totally agree | 16 | 46% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

In the results obtained in the statement number three, a big amount of students, it means the 46% want to use English in real life being that now they don't do it. They realize that it is very useful for modern society and they can use it through social networks. The 17% of them, a minority part of them disagree related to this item so it means there are some students are unmotivated to follow the English language practice by themselves.

ANALYSIS OF RESULTS

Statement 4: You like to write letters in English to your friends.

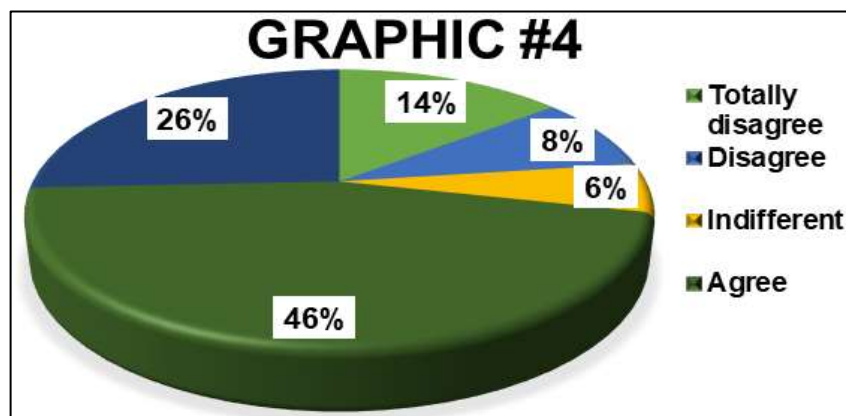
Sample: 35 Students

CHART OF FREQUENCY # 4

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 5 | 14% |
| Disagree | 3 | 9% |
| Indifferent | 2 | 6% |
| Agree | 16 | 46% |
| Totally agree | 9 | 26% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

In this statement, the 46% students have answered they want to communicate with friends through letters, they think it is very important for practicing writing skill. Besides, in this way they can put in practice not only grammar but also vocabulary, the 26% of them expressed they think the same but they need motivation in a funny way.

ANALYSIS OF RESULTS

Statement 5: Your teacher uses songs for teaching English.

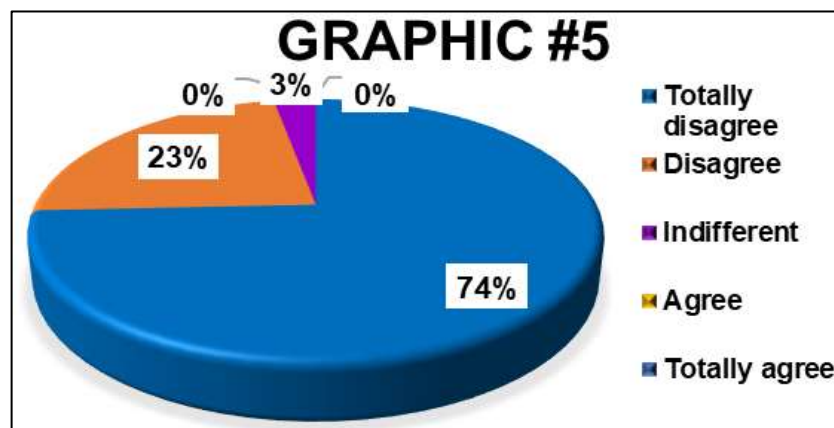
Sample: 35 students

CHART OF FREQUENCY # 5

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 26 | 74% |
| Disagree | 8 | 23% |
| Indifferent | 1 | 3% |
| Agree | 0 | 0% |
| Totally agree | 0 | 0% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

In this statement, the 74% of students, it means the majority of them answered negatively. Nowadays, English teacher does not use songs for imparting the classes, especially for developing the writing skill. Students want to learn this language in a different way such as with songs or lyrics.

ANALYSIS OF RESULTS

Statement 6: The English teacher practices vocabulary through songs.

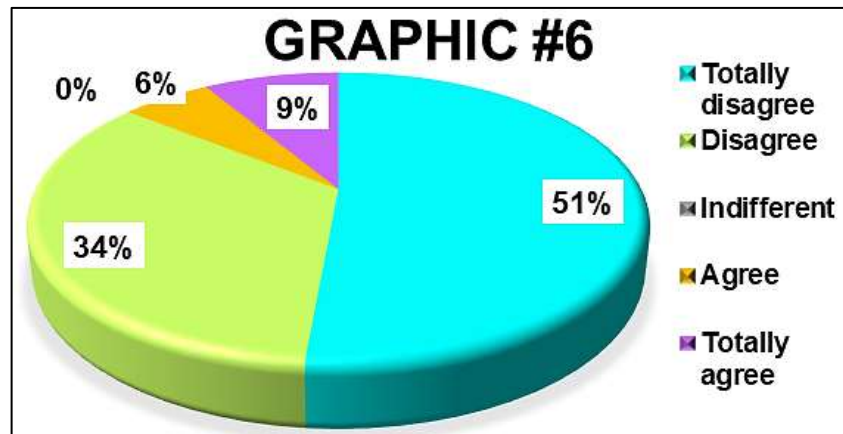
Sample: 35 Students

CHART OF FREQUENCY # 6

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 18 | 51% |
| Disagree | 12 | 34% |
| Indifferent | 0 | 0% |
| Agree | 2 | 6% |
| Totally agree | 3 | 9% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suarez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

According to the results obtained in this statement, most of the students, between the 34% and 51% of them agree that the English teacher must practice vocabulary through songs. It is important for the author of this project because the additional didactic material contains different and useful exercises related to learn vocabulary through lyrics.

ANALYSIS OF RESULTS

Statement 7: You like to learn English through songs.

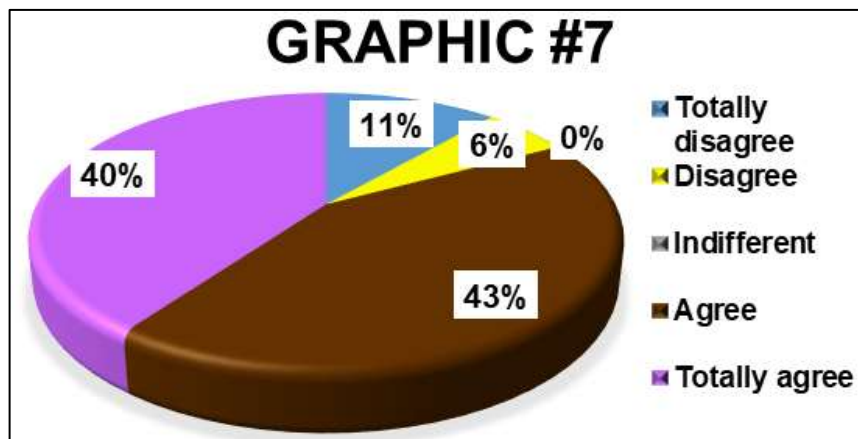
Sample: 35 Students

CHART OF FREQUENCY # 7

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 4 | 11% |
| Disagree | 2 | 6% |
| Indifferent | 0 | 0% |
| Agree | 15 | 43% |
| Totally agree | 14 | 40% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

As we can observe the results obtained in this statement, show that almost the whole of the students (adding the 40% and the 43% of them) agree that they want to learn English through songs, especially for improving the writing skills.

ANALYSIS OF RESULTS

Statement 8: You like to sing and at the same time learning grammar.

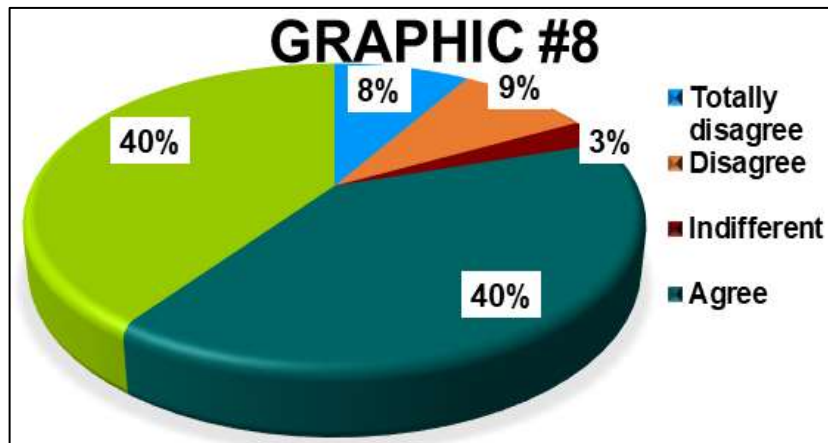
Sample: 35 Students

CHART OF FREQUENCY # 8

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 3 | 9% |
| Disagree | 3 | 9% |
| Indifferent | 1 | 3% |
| Agree | 14 | 40% |
| Totally agree | 14 | 40% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

According to the results obtained in this statement, adding the 40% and the other same 40% of the surveyed, the most of the students want to sing in English songs and at the same time learning how to write new words correctly. It will be a good advantage for them since they will enjoy the acquisition of the new language.

ANALYSIS OF RESULTS

Statement 9: The English teacher must use another kind of didactic material.

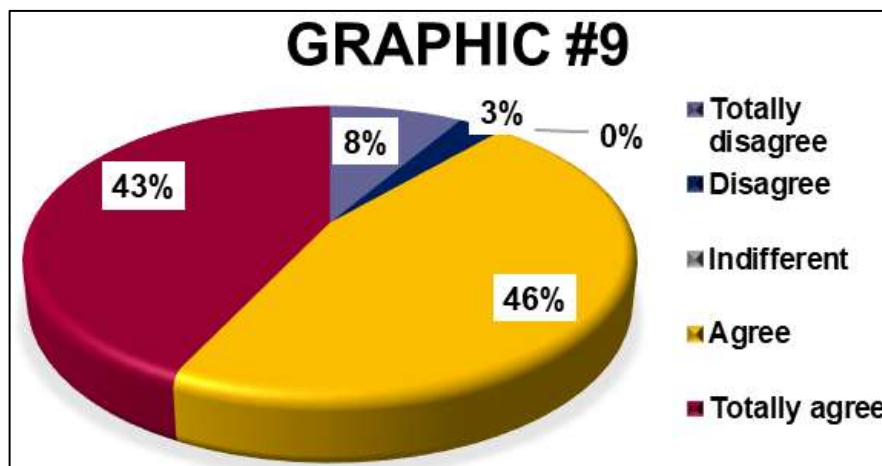
Sample: 35 Students

CHART OF FREQUENCY # 9

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 3 | 9% |
| Disagree | 1 | 3% |
| Indifferent | 0 | 0% |
| Agree | 16 | 46% |
| Totally agree | 15 | 43% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

In this statement most of the students agree (adding the 43% and 46% of the surveyed) that the English teacher must use a new didactic material for the teaching learning process of the English language, since it was noticed that the text guide does not contains the necessary techniques and strategies for catching the students' interest.

ANALYSIS OF RESULTS

Statement 10: You think it is necessary to use another resource for learning English.

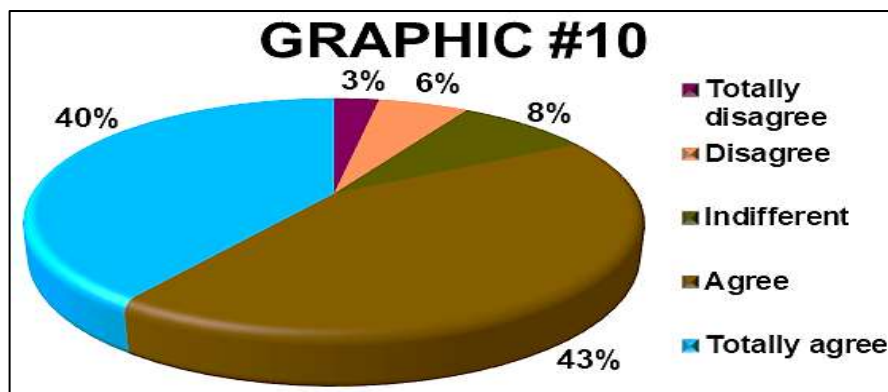
SAMPLE: 35 STUDENTS

CHART OF FREQUENCY # 10

| ITEMS | FREQUENCY | PERCENTAGE |
|------------------|-----------|--------------|
| Totally disagree | 1 | 3% |
| Disagree | 2 | 6% |
| Indifferent | 3 | 9% |
| Agree | 15 | 43% |
| Totally agree | 14 | 40% |
| TOTAL | 35 | 100 % |

Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío



Source: Unidad Educativa “Camilo Ponce Enriquez”

Researcher: Gisella Maritza Suárez Riofrío

ANALYSIS

In this statement, the major part of the students (the 83% adding the 40% and 43% of positive responses) of answered that they are going to support the implementation of a new didactic material, since they think it is important for developing the knowledge of the English language. Furthermore, they have realized that for improving the writing skill they will have gained experience and will feel more confident when performance in class.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After obtaining and analyzing the results of the surveys the author of this project can conclude the following:

- Writing sentences even words in English is difficult for the students.
- Writing is important when learning a second language and it is due to the fact that to practice every single day will help in the development of this skill.
- Students do not practice enough writing skill, prejudicing the acquisition of the new language.
- Students want to learn English in a different way.
- The new methodology demonstrated by the author of this project was good acceptance by part of the students it means they want to learn English in a different way.
- Students want to communicate with others through writing and taking advantage the social networks for practicing this skill.

RECOMMENDATIONS

The following recommendations must be put in practice according to the author of this project:

- Creating and using more than one additional didactic materials for teaching English and developing writing skill is the critical situation that has to change immediately.
- English teachers have to upgrade their knowledge taking into consideration that using lyrics and songs are one of the best way for giving and entertained and motivated class.
- It is imperative both teachers and students give the real importance to the English language thus they will have the willingness to acquire it.
- Incentivize to the English teachers that using lyrics and songs in the teaching learning process will awake the students' interest for this subject.

CHAPTER IV

THE PROPOSAL

DESIGN A HANDBOOK WITH MUSIC / SONGS EXERCISES

Justification

Teaching English language is a great challenge not only for teachers but also for authorities that are immerse in this field. For that reason, the author of this project has used an important technique which is going to awake and catch the students' attention in this way improving the teaching learning process and consequently to develop the writing skill.

The realization of this project had as essential purpose to discover the causes or reasons that lead students to have a number of difficulties in the ability of writing in the English language. It is known that to learn another language correctly, students need to put their best for having success, that is why the author has taken into account the elaboration of an additional didactic material that contains lyrics and songs that first of all will catch the students' attention and secondly will help them to awake the interest for the English language, specifically the writing skill.

The traditional methods, techniques, and strategies used by teachers currently are no longer work with success, since they provoke disinterest, boring, missing classes, indiscipline, and create a bad atmosphere during the English class.

For that reason, the creation of this handbook pretends to incentivize both teachers and students during the teaching learning process and to awake the interest for this language that everyday becomes as an important tool not only in academic life but also in personal life.

Using songs and lyrics students will gain confidence at the moment of speaking because through this, they can strengthen the listening skill, at the same time practicing and developing the writing ability in an entertained way and the most important they will enjoy acquiring this language.

OBJECTIVES

General

- To present an innovative strategy related to lyrics and songs in order to catch students' attention that will foster their writing skill.

Specifics

- To introduce the additional didactic material with the purpose of familiarizing with students the new content.
- To analyze the booklet and demonstrate why it will be important for the teaching learning process, specifically for the development of the writing skill.
- To assess the students' performance in order to affirm the new knowledge acquired by them.

FEASIBILITY

Financial

According to the different stages that the author of this project has made for the consecution and execution of itself, the expenses were covered by the same researcher totally, demonstrating that it is not necessary a lot of money when exist the willingness and love of teaching something new to others.

Human

Before, during, and after this project had the support of all people who is involved in the creation of itself. It means, the authority of the Unidad

Educativa who was always interested in the application of the new didactic material and opened institution's gate demonstrating always the collaboration to this project. Besides, not only the English teachers but also the rest of the educators put their experience and capacity for helping to the author either for applying the proposal or giving their time for the interviews. Finally, the support of the whole educational community was essential since without their helping there was not possible the success of this research.

DESCRIPTION OF THE PROPOSAL

This project refers to lyrics and songs which are going to develop the writing skills of the students. It consists in practical activities and exercises where students can acquire new vocabulary and at the same time practice grammar structure which are very important for the development of this ability.

CONCLUSIONS

According to the results obtained after applied the surveys and the proposal of this project, the author can conclude the following:

Songs has a lot of influence in the teaching learning process of the English language since it is a useful tool for developing it.

Using lyrics and songs can awake the students' attention for a better performance during the English class.

Teachers and students feel motivated teaching and learning writing skills through lyrics and songs.

Students can acquire new vocabulary through lyrics and songs.

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ANNEXE ONE DOCUMENTS



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA

Guayaquil, 24 Abril 2018

MSc.

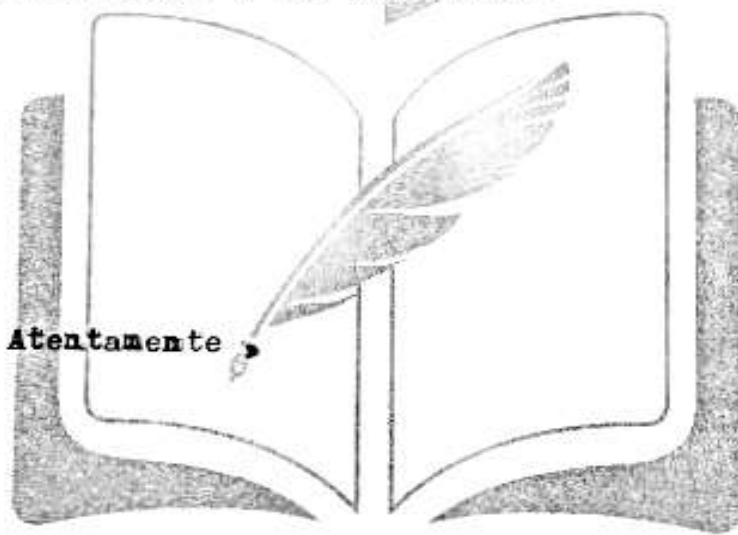
Silvia Moy Sang Castro

DECANA DE LA FACULTAD DE FILOSOFIA

Ciudad.-

Yo, Suarez Riofrio Gisella , con CC- 0925334740 ,
egresada de la mención de Lenguas y Lingüística de Inglés-
Frances , solicito a usted muy respetuosamente se me conce-
da la Matrícula para la realización del MODULO DE ACTUALIZA-
CION DE CONOCIMIENTO , del año 2018 .

Atentamente ,



email : gimasuri253@hotmail.com

celular : 0987153483

Universidad de Guayaquil

CARTA DIRIGIDA A LA INSTITUCIÓN EDUCATIVA



UNIVERSIDAD DE GUAYAQUIL
ESPECIE UNIVERSITARIA - NIVEL PREGRADO

Guayaquil, 4 junio del 2018

Arq.

Silvia Moy Sang Castro, MSc.

Decana de la Facultad de Filosofía

Ciudad.-

De mis consideraciones:

Yo, GISELLA MARITZA SUÁREZ RIOFRÍO con C.I. 0925334740, egresada de la Escuela de Lenguas y Lingüística, especialización Inglés - Francés, sistema presencial, solicito a usted muy respetuosamente, MSc. Jorge Peñafiel Rosado, se me conceda la autorización para desarrollar el Proyecto Educativo en la Unidad Educativa Fiscal "Camilo Ponce Enríquez".

Por la atención brindada a la presente solicitud, reiteramos nuestros más sinceros agradecimientos.

TOPIC: APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO DEVELOP THE WRITING SKILL.

PROPOSAL: DESIGN OF A HANDBOOK WITH MUSIC / SONG EXERCISES.

Atentamente,

RECIBIDO

FECHA: 04/06/18

Hora: 18:08

FIRMA

MSc. Jorge Peñafiel Rosado

RECTOR



Gisella Suárez Riofrío

Gisella M. Suárez Riofrío

C.I. 0925334740

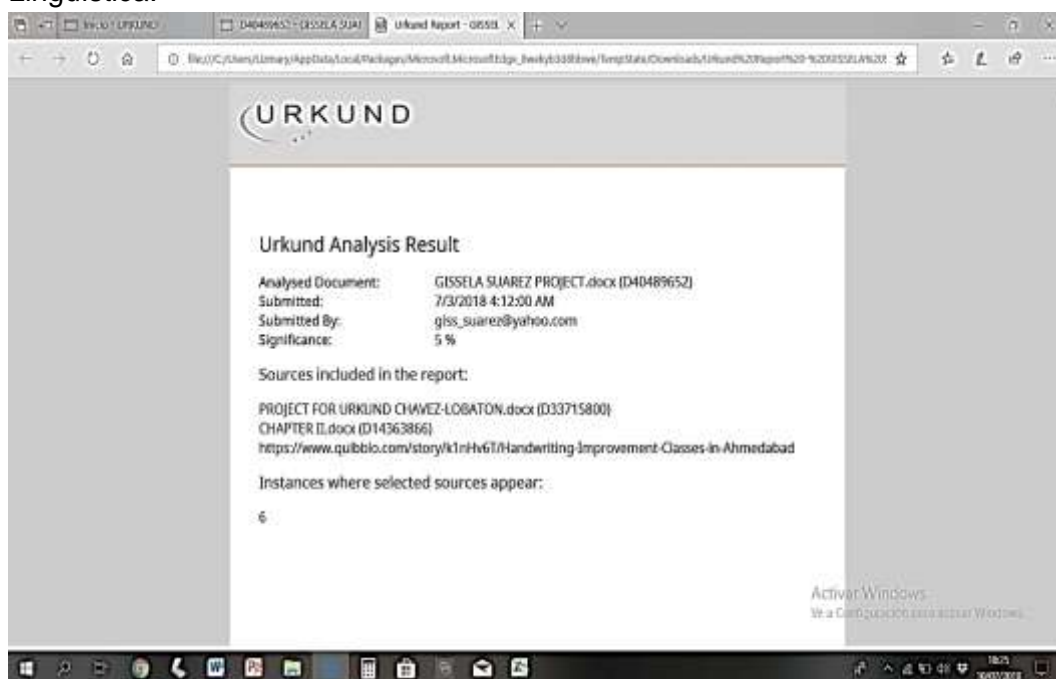
*Antesipago
proyecto
educativo
Unidad Educativa Fiscal "Camilo Ponce Enríquez"*
UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

CERTIFICADO DE PORCENTAJE DE SIMILITUD



UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS Y LINGÜÍSTICA CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Master Larry Torres Vivar, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por GISELLA MARITZA SUÁREZ RIOFRÍO, con C.I. 0925334740, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Lenguas y Lingüística.

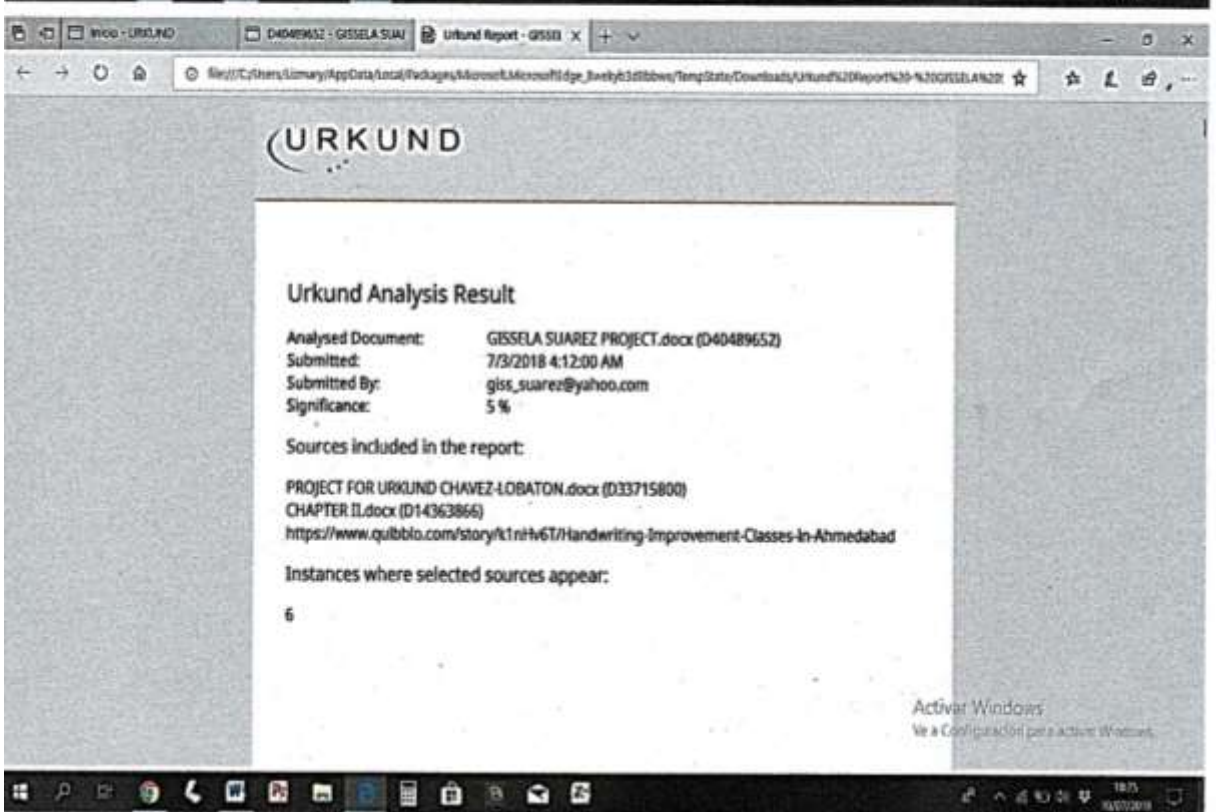
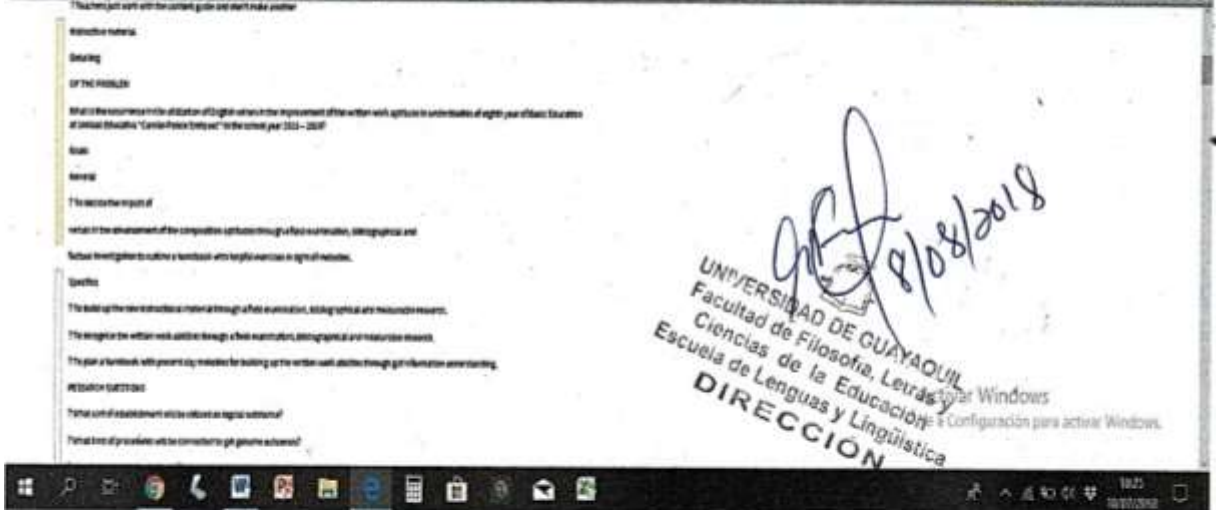
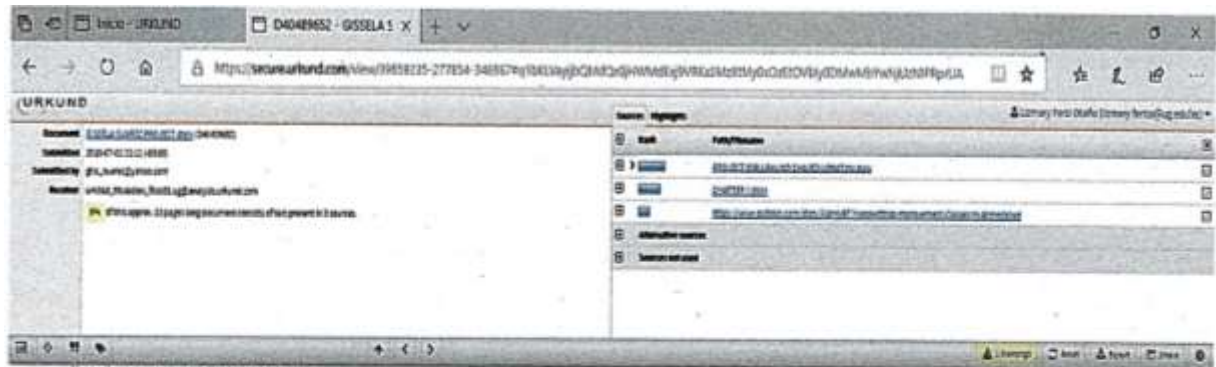


Se informa que el trabajo de titulación,

TOPIC: APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO DEVELOP THE WRITING SKILL. **PROPOSAL:** Design of a Handbook with Music / Song Exercises, ha sido orientado durante el período de ejecución en el programa de anti plagio URKUND quedando el 5% de coincidencia.

MSc. Larry Torres Vivar
Consultor Académico

C.I. 0913004347





Universidad de Guayaquil

ANEXO 3

FACULTAD

ESCUELA/CARRERA

UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor:

YSE LARRY TORRES

Tipo de trabajo de titulación:

PROYECTO EDUCATIVO

Título del trabajo:

APPLICATION OF ENGLISH MODERN MUSIC LYRICS

Carrera:

LENGUAS Y LINGÜÍSTICA

| No. DE SESIÓN | FECHA TUTORÍA | ACTIVIDADES DE TUTORÍA | DURACIÓN: | | OBSERVACIONES Y TAREAS ASIGNADAS | FIRMA TUTOR | FIRMA ESTUDIANTE |
|---------------|---------------|--|-----------|-------|--|-------------|------------------|
| | | | INICIO | FIN | | | |
| 1 | 22/5/18 | INTRODUCTION. CHAPTER I | 19:05 | 19:40 | USE ACADMIC WRITING IN THE CONFIDENT STATE. | [Signature] | [Signature] |
| 2 | 5/06/18 | OBJECTIVES, GENERAL AND SPECIFIC. JUSTIFICATION | 18:50 | 19:30 | THE OBJECTIVES MUST ACCOMPLISHES NOTICELY. | [Signature] | [Signature] |
| 3 | 12/06/18 | CHAPTER 2: BACKGROUND THEORETICAL FOUNDATIONS | 19:00 | 19:40 | USE WORDS APP. SHORT QUOTES, LONG QUOTES. | [Signature] | [Signature] |
| 4 | 26/06/18 | THE METHODOLOGY MATRIX OF VARIATIONS SOURCES. | 18:45 | 19:15 | CHECKING THE STRUCTURE OF SOURCES AND RESOURCES THE INTERVIEW. | [Signature] | [Signature] |
| 5 | 03/7/18 | ANALYSIS OF THE RESULTS. | 18:50 | 19:40 | USE GRAPHICS ACCORDING TO THE RESULTS. | [Signature] | [Signature] |
| 6 | 10/7/18 | CHAPTER V: OBJECTIVES CONCLUSION. DESIGN OF THE BOOKLET. | 18:00 | 18:40 | CHANGE SOME ACTIVITIES FOR THE BOOKLET. | [Signature] | [Signature] |
| 7 | 24/7/18 | EXERCISES AND ACTIVITIES OF THE | 19:20 | 19:50 | APPLY WORDS APP IN BIBLIOGRAPHY. | [Signature] | [Signature] |

Suárez Riofrío



Universidad de Guayaquil

**FACULTAD FILOSOFIA Y LETRAS
ESCUELA DE LENGUAS Y LINGÜISTICA
UNIDAD DE TITULACIÓN**

ANEXO 4



Guayaquil, 16 de agosto del 2018

Sr. MSc. Alfonso Sánchez
DIRECTOR (A) DE ESCUELA de LENGUAS Y LINGÜÍSTICA
FACULTAD FILOSOFIA
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO DEVELOP THE WRITING SKILLS de la estudiante GISELLA MARITZA SUAREZ RIOFRIO, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

TUTOR MSc. Larry Torres Vivar

C.I. 0913004347



Universidad de Guayaquil

ANEXO 5

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

| Título del Trabajo: APLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO DEVELOP THE WRITING SKILL | | |
|--|----------------|-------|
| Autor(s): Gisella Suarez Riofrio | | |
| ASPECTOS EVALUADOS | PUNTAJE MÁXIMO | CALF. |
| ESTRUCTURA ACADÉMICA Y PEDAGÓGICA | 4.5 | 4.3 |
| Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil. | 0.3 | 0.3 |
| Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera | 0.4 | 0.4 |
| Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema. | 1 | 1 |
| Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV | 1 | 1 |
| Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión | 1 | 1 |
| Responde como propuesta innovadora de investigación al desarrollo social o tecnológico. | 0.4 | 0.4 |
| Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera. | 0.4 | 0.4 |
| RIGOR CIENTÍFICO | 4.5 | 4.4 |
| El título identifica de forma correcta los objetivos de la investigación | 1 | 1 |
| El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación. | 1 | 1 |
| El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia. | 1 | 0.9 |
| El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos. | 0.8 | 0.8 |
| Actualización y correspondencia con el tema, de las citas y referencia bibliográfica | 0.7 | 0.7 |
| PERTINENCIA E IMPACTO SOCIAL | 1 | 1 |
| Pertinencia de la investigación | 0.5 | 0.5 |
| Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional | 0.5 | 0.5 |
| CALIFICACIÓN TOTAL * | 10 | 9.9 |
| * El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. | | |

TUTOR: MSc. Larry Torres

No. C.I. 0913004347

FECHA: 17/8/2018



Universidad de Guayaquil

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA
Unidad de Titulación

Guayaquil, agosto 27 del 2018

Señor

Lic. ALFONSO SANCHEZ AVILA, MSC.

DIRECTOR DE LA CARRERA DE LENGUAS Y LINGUISTICA

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -



De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación cuyo título es APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOLL TO DEVELOP THE WRITING SKILL de la estudiante **GISELLA SUAREZ RIOFRIO**. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 14 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo _____ años.
- La propuesta presentada es pertinente.


Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante GISELLA SUAREZ RIOFRIO está apta para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,


RODRIGO GUERRERO SEGURA
DOCENTE TUTOR REVISOR
C.I. 0910135557



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA
Unidad de Titulación




RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

TÍTULO DEL TRABAJO: APPLICATION OF ENGLISH MODERN MUSIC LYRICS AS A TOOL TO DEVELOP THE WRITING SKILL

AUTOR: GISELLA SUAREZ RIOFRIO

| ASPECTOS EVALUADOS | PUNTAJE MÁXIMO | CALF. | COMENTARIOS |
|---|----------------|-----------|-------------|
| ESTRUCTURA Y REDACCIÓN DE LA MEMORIA | 3 | | |
| Formato de presentación acorde a lo solicitado | 0.6 | 06 | |
| Tabla de contenidos, índice de tablas y figuras | 0.6 | 06 | |
| Redacción y ortografía | 0.6 | 06 | |
| Correspondencia con la normativa del trabajo de titulación | 0.6 | 06 | |
| Adecuada presentación de tablas y figuras | 0.6 | 06 | |
| RIGOR CIENTÍFICO | 6 | | |
| El título identifica de forma correcta los objetivos de la investigación | 0.5 | 05 | |
| La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece | 0.6 | 06 | |
| El objetivo general está expresado en términos del trabajo a investigar | 0.7 | 07 | |
| Los objetivos específicos contribuyen al cumplimiento del objetivo general | 0.7 | 07 | |
| Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación | 0.7 | 07 | |
| Los métodos y herramientas se corresponden con los objetivos de la investigación | 0.7 | 07 | |
| El análisis de la información se relaciona con datos obtenidos | 0.4 | 04 | |
| Factibilidad de la propuesta | 0.4 | 04 | |
| Las conclusiones expresan el cumplimiento de los objetivos específicos | 0.4 | 04 | |
| Las recomendaciones son pertinentes, factibles y válidas | 0.4 | 04 | |
| Actualización y correspondencia con el tema, de las citas y referencia bibliográfica | 0.5 | 05 | |
| PERTINENCIA E IMPACTO SOCIAL | 1 | | |
| Pertinencia de la investigación/ Innovación de la propuesta | 0.4 | 04 | |
| La investigación propone una solución a un problema relacionado con el perfil de egreso profesional | 0.3 | 03 | |
| Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela | 0.3 | 03 | |
| CALIFICACIÓN TOTAL* | 10 | 10 | |

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.


RODRIGO GUERRERO SEGURA
FIRMA DEL DOCENTE TUTOR REVISOR
No. C.I. 0910135557

FECHA: Guayaquil 24 de Agosto, 2018

ANNEXE TWO SURVEY

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
SURVEY TO THE STUDENTS

OBJECTIVES: To demonstrate whether students of eighth year of Basic Education at Unidad Educativa “Camilo Ponce Enriquez are able to use the writing skills correctly.

SPECIFIC INFORMATION

Write an (X) according to your best opinion.

| # | Statements | Totally disagree | Disagree | Indifferent | Agree | Totally agree |
|----|---|------------------|----------|-------------|-------|---------------|
| 1 | The English classes are interesting for you | | | | | |
| 2 | English teacher develops writing skill constantly. | | | | | |
| 3 | You want to practice writing skills in real life | | | | | |
| 4 | You like to write letters in English to your friends. | | | | | |
| 5 | The English teacher uses songs for teaching English. | | | | | |
| 6 | The English teacher practices vocabulary though songs | | | | | |
| 7 | You like to learn English through songs. | | | | | |
| 8 | You like to sing at the same time learning grammar. | | | | | |
| 9 | The English teacher must use another kind of didactic material. | | | | | |
| 10 | You think it is necessary to use another resource for learning English. | | | | | |

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
INTERVIEW TO THE DIRECTOR

OBJECTIVE OF THE INTERVIEW

To know directive 's point of view about the influence of music lyrics as a tool to develop the writing skill.

1.- Do you think your students need to improve their writing skill?

Of course, writing skill is one of the most essential for successful communication in any language.

2.- Do you think students will learn better if they use different didactic material?

Actually, there are a lot of books but sometimes they do not have the right explanation or exercises for reinforce the English knowledge.

3.- Do you think the use of modern strategies as the lyrics of music worksheets in class will motivate the students to write correctly?

Obviously, because the students are in an age that they love all related with the music, TV or other similar things.

4.- Do you think that the implementation of this project will help to motivate the development of writing process in this institution?

This will be an useful tool to motivate to the students in an interesting way so they will be connected with the foreign language in a hilarious mode for them.

ANNEXE THREE PHOTOS

PHOTO Nº 1
Tutorials with the Msc. Larry Torres



Source: Universidad de Guayaquil
Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 2
Tutorials with the Msc. Larry Torres



Source: Universidad de Guayaquil
Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 3

Unidad Educativa “Camilo Ponce Enriquez”



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 4

Explaining the benefits of using the handbook to the Vice principal, MSc. Hilda Zhigui.



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 5

Unidad Educativa “Camilo Ponce Enriquez” Vice principal, MSc. Hilda Zhigui



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 6

Students of 8th grade, section F



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 7

Explaining the activities to the students.



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 8

Answering the students' questions.



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 9

Showing a part of the handbook content.



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

PHOTO Nº 10

Donation of the English handbook to the English teacher coordinator.



Source: Unidad Educativa “Camilo Ponce Enriquez”

Author: Gisella Maritza Suárez Riofrío

ANNEXE FOUR

THE

PROPOSAL

ENGLISH PRACTICE HANDBOOK



AUTHOR: GISELLA SUÁREZ RIOFRÍO

INTRODUCTION

Have the right words to start a dialogue or make an essay, a composition or other written work sometimes result difficult for many people, students are one group of these and one of the reason is that they do not have the enough vocabulary to do so, possibly for the lack of practice or at least one word every day to acquire or developing their knowledge in the English language.

This English practice handbook with lyrics of songs worksheets purposes to increase in the students the written skill by strengthening the contents that are given each day in class. Moreover, wants to motivate learning through the diverse activities to be accomplished below.

OBJECTIVES

General

- To present an innovative strategy related to lyrics and songs in order to catch students' attention that will foster their writing skill.

Specifics

- To introduce the additional didactic material with the purpose of familiarizing with students the new content.
- To analyze the booklet and demonstrate why it will be important for the teaching learning process, specifically for the development of the writing skill.
- To assess the students' performance in order to affirm the new knowledge acquired by them.

PREPOSITIONS

LEMON-TREE by Fools Garden

Fill in the gaps with the prepositions in the box

| | |
|-------|--------|
| about | around |
| down | for |
| in | into |
| of | on |
| to | up |

I'm sitting here (1) _____ a boring room
it's just another rainy Sunday afternoon
I'm wasting my time
I got nothing (2) _____ do
I'm hanging (3) _____
I'm waiting (4) _____ you
But nothing ever happens- and I wonder

I'm driving (5) _____ (6) _____ my car
I'm driving too fast,
I'm driving too far
I'd like (7) _____ change my point (8) _____ view
I feel so lonely, I'm waiting (9) _____ you
But nothing ever happens- and I wonder

CHORUS

I wonder how, I wonder why,
yesterday you told me (10) _____ the blue blue sky
and all that I can see is just a yellow lemon-tree
I'm turning my head (11) _____ and (12) _____
I'm turning turning turning turning turning (13) _____
And all that I can see is just another lemon-tree

I'm sitting here
I miss the power
I'd like (14) _____ go (15) _____
taking a shower but there's a heavy cloud
(16) _____ side my head
I feel so tired
put myself (17) _____ bed
where nothing ever happens- and I wonder

Isolation - is not good (18) _____ me
Isolation - I don't want (19) _____ sit
(20) _____ a lemon-tree
I'm stepping (21) _____
(22) _____ a desert joy

Baby anyhow
I'll get another toy and
everything will happen-
and you'll wonder why

CHORUS

ABOUT FOOLS GARDEN

Fools Garden is a German pop group formed in 1991 under the name Fool's Garden (with apostrophe), comprising singer Peter Freudenthaler, guitarist Volker Hinkel, bassist Thomas Mangold, keyboardist Roland Rühl and drummer Ralf Wöchele. They debuted in 1991 with the eponymous album *Fool's Garden*, the next (1993) was album *Once in a Blue Moon*. Two years later Fool's Garden issued their third album *Dish of the Day*, scoring a massive European and Asian chart hit with "Lemon Tree".










Go And Ask Peggy For The Principal Thing followed in 1997, along with three albums in 2000, 2003 and 2005. In 2003 three members left the band and were replaced by Dirk Blümlein (bassist), Claus Müller (drummer) and Gabriel Holz (2nd guitarist), and the name of the band changed to Fools Garden (no apostrophe).





Gabriel Holz left the band in the middle of 2007







ADJECTIVES

Hot N Cold Katy Perry



You change your  _____
 Like a  _____ changes  _____
 Yeah you P.M.S
 Like a b****
 I would  _____
 And you over  _____
 Always  _____ cryptically
 I should know
 That you're no  _____ for me

(CHORUS)
 'cause you're  _____ then you're  _____
 You're  _____ then you're  _____
 You're  _____ then you're  _____
 You're  _____ then you're  _____
 You're  _____ when it's  _____
 It's  _____ and it's  _____
 We  _____ we break up
 We  _____ we make up
 You, you don't really wanna stay no
 You, but you don't really wanna  _____

_____ then you're  _____
 You're  _____ then you're  _____
 You're  _____ then you're  _____
 You're  _____ then you're  _____

We used to be
 Just like  _____
 So in sync
 The same  _____
 Now's a dead  _____
 Used to I  _____
 About nothing
 Now you're plain  _____
 I should  _____
 That you're not gonna change

CHORUS

Someone call the  _____
 Got a case of  _____ bi polar
 Stuck on a  _____
 And I can't get off this ride...

You change your  _____
 Like a  _____ changes  _____
 CHORUS

UPTOWN FUNK



1. Fill in the gaps with the missing letters.

This hit, that ice c_____
Michelle Pfeiffer, that w____ g_____
This one for them hood girls
Them good g_____ straight masterpieces
Stylin', whilen, livin' it up in the c_____
Got Chucks on with Saint Laurent
Got k_____ myself, I'm so p_____

2. Fill in the gaps with the missing word.

I'm too hot (hot damn)
Called a _____ and a _____
I'm too hot (hot damn)
Make a _____ wanna retire _____
I'm too hot (hot damn)
Say my _____ you know who I am
I'm too hot (hot damn)
Am I bad 'bout that _____, break it down

3. Correct the mistakes in the CHORUS.

Girls hit your hallelujah (whoa)
Girls hit your hallelujah (whoa)
Girls hit your hallelujah (whoa)
'Cause uptown funk gon' give it to you
'Cause uptown funk gon' give it to you
'Cause uptown funk gon' give it to you
Sunday night and we in the spot
Don't believe me just work (come on)

Don't believe me just work uh *5

Hey, hey, hey, oh

4. Order the sentences.

____ If we show up, we gon' show out
____ Fill my cup, put some liquor in it
____ Stop, wait a minute
____ Ride to Harlem, Hollywood
____ Jackson, Mississippi
____ Smoother than a fresh dry skippy
____ Take a sip, sign a check
____ Julio, get the stretch

CHORUS

5. Fill in the gaps with the missing letters.

Come on, d_____, j_____ on it
If you sexy then flaunt it
If you f_____ then own it
Don't brag about it, come s_____ me

Come on, dance
Jump on it
If you sexy then flaunt it
Well it's Saturday night and we in the

s_____
Don't believe me just watch come on!

Don't believe me just watch uh

Don't believe me just watch uh
Don't believe me just watch uh
Don't believe me just watch
Hey, hey, hey, oh

6. Translate these words in your language.

Uptown funk – hood- chucks- flaunt- drag
– skippy

Set Fire to the Rain - Adele

- 1) Use the verbs in parentheses to complete the song.
All verbs are in the simple past form:

I let it fall, my heart
And as it _____ (fall), you _____ (rise) to claim it
It was dark and I was over
Until you _____ (kiss) my lips and you saved me

My hands they were strong
But my knees were far too weak
To stand in your arms
Without falling to your feet

But there's a side, to you, that I never knew, never knew
All the things you'd say, they were never true, never true
And the games you'd play, you would always win, always win

But I _____ (set) fire to the rain
_____ (watch) it pour as I _____
(touch) your face
Well, it burned while I _____ (cry)
'Cause I _____ (hear) it screaming out your name, your name!

- 2) Listen to the song and complete the lyrics according to what you're listening to:

_____ I lay, with _____
I could stay there, _____ my eyes
Feel _____ here forever
You and me together, _____ is better!

Cause there's a side, to you, that I never knew, never knew
All _____ things you'd say, _____ were never true, never _____
And the games you'd play, you _____ always win, always win

- 3) Organize the verses from 1 to 4 according to what you're listening to:

() Well, it burned while I cried
() Watched it pour as I touched your face
() But I set fire to the rain
() 'Cause I heard it screaming out your name, your name!

() Well, it felt something died
() Cause I knew that that was the last time, the last time!
() I set fire to the rain
() And I threw us into the flames

() Even now when we're already over
() That heart you caught must be waiting for ya...
() Sometimes I wake up by the door
() I can't help myself from looking for ya

I set fire to the rain
Watched it pour as I touched your face
Well, it burned while I cried
'Cause I heard it screaming out your name, your name!

I set fire to the rain
And I threw us into the flames
Well, it felt something died,
'Cause I knew that that was the last time, the last time!

Oh oh oh oh oh...



HAPPY by Pharrell Williams

It might seem (1) crazy / lazy what I'm 'bout to say
(2) Sunshine / Outside she's here, you can take a break
I'm a hot air balloon that could go to (3) Spain / space
With the air like I don't (4) care / fear, baby, by the way

[Hook:]

Because I'm happy...
Clap along if you feel like a (5) room / broom without a (6) roof / move
Because I'm happy...
Clap along if you feel like happiness is the (7) booth / truth
Because I'm happy...
Clap along if you (8) flow / know what happiness is to you
Because I'm happy...
Clap along if you feel like that's (9) what / who you want to do

[Verse 2:]

Here comes bad (10) boots / news, talkin' this and that
But give me all you've got, and don't (11) hold / pay it back
Well, I (12) must / should probably warn you, I'll be just (13) fine / fin
No offense to you, don't (14) waste / spend your time, here's why...

[Hook]

[Bridge:]

Bring me down... can't nothing...
Bring me down... your love is too high...
Bring me down... can't nothing...
Bring me down, I said (let me tell you now)
Bring me down... can't nothing...
Bring me down... your love is too high...
Bring me down... can't nothing...
Bring me down, I said...

[Hook x2]

[Bridge 2:]

Bring me down... can't nothing...
Bring me down... your love is too high...
Bring me down... can't nothing...
Bring me down, I said (let me tell you now)

[Hook]



LISTEN TO THE
SONG AND
CHOOSE THE
RIGHT OPTION.

WHAT IS THE
MESSAGE OF
THIS SONG?

WHAT MAKES
YOU FEEL?

DARE YOU SING?

ADVERBS

REM

Losing My Religion

1. Complete the song using the words below.

confessions bigger fantasies too much sing corner
century try eyes whisper knees spotlight trying



Oh, life is _____
It's bigger than you
And you are not me
The lengths that I will go to
The distance in your _____
Oh, no I've said _____
I set it up

That's me in the _____
That's me in the _____
Losing my religion
Trying to keep up with you
And I don't know if I can do it
Oh no, I've said _____
I haven't said enough

I thought that I heard you laughing
I thought that I heard you _____
I think I thought I saw you _____

Every _____
Of every waking hour
I'm choosing my _____
_____ to keep an eye on you
Like a hurt, lost and blinded fool (Fool)
Oh, no I've said too much
I set it up

Consider this (2x)
The hint of the _____
Consider this
The slip that brought me
To my _____ failed
What if all these _____
Come flailing around
Now I've said too much

I thought that I heard you laughing
I thought that I heard you _____
I think I thought I saw you _____

But that was just a dream
That was just a dream

That's me in the _____
That's me in the _____
Losing my religion
Trying to keep up with you
And I don't know if I can do it

Oh, no I've said too much
I haven't said enough

I thought that I heard you laughing
I thought that I heard you _____
I think I thought I saw you _____

But that was just a dream
Try, cry, why, try
That was just a dream
Just a dream, just a dream, dream

2. Complete the sentences with an adjective or adverb.

- (beautiful) This music is very _____.
- (enthusiastic) The students are listening to the song _____.
- (patient) Students need to be _____ to understand the lyrics while listening to music.
- (good) REM vocalist sings very _____.
- (extreme) My students get _____ excited when listening to music.
- (interesting) This song is pretty _____.

3. Write the adverb form for the adjectives below.

| | |
|--------------|--------------------|
| Careful | |
| Beautiful | |
| Happy | |
| Lucky | |
| Horrible | |
| Terrible | |
| Ironie | |
| Enthusiastic | 1st Collection.com |

SYNONYMS

perfect



2. FIND SYNONYMS IN THE WORDS IN CAPITAL LETTERS IN THE SONG:

- not wearing shoes
- I don't have the merit, the right to something
- I spoke very low
- trying to solve all problems
- come with me, do as I do
- you were untidy

3. TRANSLATE THE WORDS AROUND ED



1. FILL IN THE GAPS

I found a love for me,
darling just dive right in
And FOLLOW MY LEAD
Well I found a _____
beautiful and sweet

I never knew you were the _____ waiting for me

'Cause we were just _____ when we fell in love
Not knowing what it was

I will not give you up this _____

But darling, just kiss me slow, your _____ is all I own
And in your eyes you're holding mine

Baby, I'm _____ in the dark with you between my arms
BAREFOOT on the grass, _____ to our favorite song

When you said YOU LOOKED A MESS,
I WHISPERED underneath my breath

But you heard it, _____, you look perfect tonight

Well I found a _____
stronger than anyone I know

She shares my _____

I hope that someday I'll share her home

I found a _____

to carry more than just my _____

To carry love, to carry children of our own

We are still _____, but we're so in love
FIGHTING AGAINST ALL ODDS

I know we'll be alright this _____

Darling, just _____ my hand, be my girl, I'll be your man
I see my _____ in your eyes

Baby, I'm _____ in the dark, with you between my arms
Barefoot on the grass, _____ to our favorite song

When I saw you in that _____, looking so beautiful

I DON'T DESERVE this, _____, you look perfect tonight

Baby, I'm _____ in the dark, with you between my arms
Barefoot on the grass, _____ to our favorite song

I have faith in what I see,

now I know I have met an _____ in person

And she looks perfect I don't deserve this

You look perfect tonight

4. WRITE YOUR OPINION ABOUT THE SONG

ROBBIE WILLIAMS

"FEEL"

"Feel"

Come and _____ my hand
I wanna contact the living
Not sure I _____
This role I've been given
I _____ and _____ to
God
And he just _____ at my plans
My head _____ a language
I don't understand

I just wanna feel
Real love feel the home that I
_____ in
Cos I _____ too much life
Running through my veins
Going to waste
I _____ wanna die
But I ain't keen on living either
Before I fall in love
I'm preparing to _____ her

_____ myself to death
That's why I _____ on running
Before I've arrived
I can see myself coming
I just wanna _____
Real love feel the home that I
live in
Cos I got too much life
Running through _____ veins
Going to waste
And I need to feel
Real love and the love ever
after
I can not get enough

I just _____ feel
Real love feel the _____
that I live in
I got too much love
_____ through my veins
To go to waste

I just wanna feel
Real love and the love ever
after
There's a hole in my soul
You can see it in my _____
It's a real big place

Come and hold my _____
I wanna contact the living
Not sure I understand
This role I've been given
Not sure I understand
Not sure I understand
Not sure I understand
Not sure I understand

WORDS TO USE:

UNDERSTAND

SIT

HAND

LIVING

TALK

HOLD

SPEAKS

DON'T

SCARE

LIVE

MY

FEEL

GOT

HOME

LEAVE

LAUGHS

KEEP

WANNA

FACE

DON'T

RUNNING

Don't Give Up

Bruno Mars

Choose the correct alternative for each situation. Then, listen and check.



When you **want/wants** to do something that's new
And it **seem/seems** really, really hard to do
You **feel/feels** like quitting, you **feel/feels** you're through
Well I **have/has** some advice for you

If you **want/wants** to catch a ball
But you're having no luck at all
The ball **hit/hits** your head, it **hit/hits** your nose
It **hit/hits** your belly, your chin and toes
Well, try and try and try again
Keep on trying and soon end
You **put/puts** your hands out in the air
You'll catch the ball
Yes this I **swear/swears**

Don't give up
Keep on trying
You're gonna make it
I ain't lying
Don't give up, don't ever quit
Try and try and you can do it
Don't give up, yeah

You got yourself rollerskates
You **put/puts** them on and you **feel/feels** great
You **stand/stands** up, then you **fall/falls**,
Don't think you can skate at all
You **get/gets** back up, then you **trip/trips**,
You **skip/skips** and **tip/tips** and **slip/slips**, and **flip/flips**
You **try/tries** and **try/tries** and **try/tries** some more
And soon you're skating across the floor

Don't give up
Keep on going
You're on a boat,
So keep on rowing
Don't give up, don't ever stop
Try and try and you'll come out on top
Don't give up



Don't give up, keep on moving,
You're gonna get there, just keep on grooving

Don't give up, don't pack it in
Try and try, and you'll win
Don't give up, no no no (x4)
Don't give up!

Someone like you Adele



Ex. 1: Complete with the verbs in the box in **Past Simple form**

| | | | | |
|------|----------|-----------|--------|------|
| give | not give | hear (2X) | settle | find |
|------|----------|-----------|--------|------|

I _____ that you're _____ down
That you _____ a girl and you're married now
I _____ that your dreams came true
Guess she _____ you things, I _____ to you

Ex. 2: Complete with the words you hear

Old friend

Why _____ you so shy

It ain't like you to hold _____

Or hide from the light

I hate to _____ up out of the blue uninvited

But I _____ stay away, I couldn't _____ it

I hoped you'd _____ my face and that you'd be reminded

That for me, it isn't _____

Ex. 3: Circle the correct alternative

Never mind, I'll / 'd find someone like you
I wish nothing but the best for you, *too* / *you*
Don't forget me, I *pray* / *beg*, I remember you said
Sometimes it *rests* / *lasts* in love
But sometimes it hurts *instead* / *in sad*

Chorus



Ex. 4: Order the sentences according to the song

- () We were born and raised in a summery haze
- () Only yesterday was the time of our lives
- () Bound by the surprise of our glory days
- () You'd know how the time flies

Ex. 5: Link the first part of the sentence with the second one.

Nothing compares
Regrets and mistakes
Who would have known

how bitter-sweet this would taste
no worries or cares
they're memories made

Bruno Mars - Just The Way You Are

Ex. 1. Listen to the song and fill in the empty spaces with the words you hear.

Oh her....., her eyes
 Make thelook like they're not shining
 Her....., her hair
 Fallswithout her trying
 She's so
 And Iher every day



Ex. 2. Listen and put the words from the table in the right places.

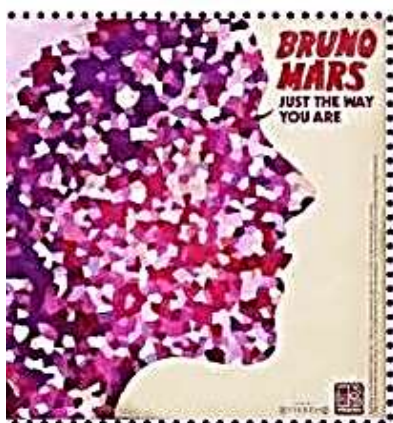
look / think / compliment / know / believe / every

Yeah I....., I know
 When Iher
 She won'tme
 And its so, its so
 Sad to she don't see what I see
 But..... time she asks me do I okay
 I say



Ex. 3. Number the lines in the correct order.

.....And when you smile,
Just the way you are
Cause you're amazing
Just the way you are
When I see your face
The whole world stops and stares for awhile
There's not a thing that I would change
Cause girl you're amazing



Ex. 4. Choose the word you hear from the three given.

Her lips, her lips
 I could kiss / miss / tease them all day if she'd let me
 Her laugh, her laugh
 She loves / hates / likes / but I think its so sexy
 She's so wonderful/ beautiful / peaceful
 And I tell her every time / minute / day

Ex. 5. Listen and fill in the blanks with the word you hear.
 You are given the first letter.

Oh you k....., you know, you know
 I'd n..... ask you to c.....
 If p..... is what you're s..... for
 Then just s..... the same
 So don't even bother a.....
 If you l..... okay
 You know I s.....



GERUNDS vs INFINITIVES

MARCOON 5 SUGAR



1. Choose the right word:

I'm starting/hurting/hurrying baby,
I'm breaking/broken/rocking down
I need yours/your/you're loving, loving
I need it how/know/now
When I'm about/without/in doubt you
I'm something week/wink/weak
You got me betting/begging/wedding, betting/begging/wedding
I'm on my keys/knees/news

2. Fill the gaps with the words you hear:

I don't wanna be _____ your love
I just wanna be _____ in your love
And it's killing me when _____ away
Ooh _____, cause I really don't care _____ you are
I just wanna be _____ where you _____
And I gotta _____ little _____



3. Fill the gaps with the antonyms of the given words::

Sugar
_____ please
Won't you _____ and put it _____ on me
I'm right _____, cause I need
_____ love and _____ sympathy
Yeah you _____ me _____ loving
Make it _____
Need a _____ _____ in my life
Sugar
_____ please
Won't you _____ and put it _____ on me

| | | |
|--------|--------|----------|
| up(x2) | bad | sourness |
| no(x2) | go(x2) | big(x3) |
| there | wrong | hide |

4. Choose the right spelling:

My broken peaces/pieces/pisces
You peek/pik/pick them up
Don't live/leave/leeve me hanging, hanging
Come geeve/gave/give me some
When I'm witouth/without/without you
I'm so Insecare/unsicure/insecure
You are the one tingh/thingh/thing, one tingh/thingh/thing
I'm leevng/levng/living for





Thinking Out Loud- Ed Sheeran



| | | | | |
|--------|------|-------|-------|-------|
| cheeks | love | heart | feet | taste |
| touch | legs | eyes | honey | mouth |

Fill in the missing words or choose the correct word.

When your _____ don't work like they used to before
 And I can't sweep you off of your _____
 Will your _____ still remember the _____ of my love
 Will your _____ still smile from your _____

And darling I will be loving you 'til we're 70/ 17/ 73
 And baby my _____ could still fall as hard at 20/ 23/ 33

And I'm thinking 'bout how people fall in love in mystery/ mysterious ways
 Maybe just the _____ of a hand/ plan/ grand
 Oh me I fall in _____ with you every single way/ day/ stay
 And I just wanna tell you I am So _____ now



Chorus: Number in the correct order.

_____ I'm thinking out loud
 _____ Kiss me under the light of a thousand stars
 _____ Maybe we found love right where we are
 _____ Take me into your loving arms
 _____ Place your head on my beating heart



We Don't Talk Anymore

Chorus

1. Fill in the chorus with the words:
Do - Love - Like - Was - Used

We don't talk anymore (3x)
 _____ we _____ to _____
 We don't _____ anymore
 What _____ all of it for?
 Oh, we don't talk anymore
 _____ we _____ to _____

2. Fill in the blanks with the verbs bellow in the *gerund* or *past tense*

Be(2x) - Look(2x) - Find - Overdose - Wear - Do(2x) - Hear - Hold

forms:

I just _____ you _____ the one you've been _____
 You've been _____ for _____
 I wish I would have known that _____ n't me
 Cause even after all this time I still wonder
 Why I can't move on
 Just the way you _____ so easily

Don't wanna know
 What kind of dress you're _____ tonight
 If he's _____ onto you so tight
 The way I _____ before
 I _____
 Should've known your love _____ a game
 Now I can't get you out of my brain
 Oh, it's such a shame
 Chorus

3. Circle the word that actually appears in the lyrics:

I just hope you're lying (next to / close to) somebody
 (She / Who) knows how to love you like me
 There must be a good (reason / excuse) that you're gone
 Every (now and then / then and now) I think you
 Might want me to come show up at your (house / door)
 But I'm just too (scared / afraid) that I'll be wrong
 Don't wanna know
 If you're looking into her (mind / eyes)
 If she's holding onto you so (tight / kind)
 the way I did (before / no more)
 I overdosed
 Should've known your love was a (shame / game)
 Now I can't get you out of my (frame / brain)
 Oh, it's such a (shame / blame)

Blank Space- Taylor Swift

| | | | | | |
|------|---------|---------|----------|------------|----------|
| bad | mistake | funny | see | incredible | passport |
| suit | been | friends | magazine | game | face |

Write the correct word.

Nice to meet you

Where you _____?

I could show you _____ things

Magic, madness, heaven, sin

Saw you there and I thought oh my god

Look at that _____, you look like my next _____

Love's a _____, wanna play

New money, _____ and tie

I can read you like a _____

Ain't it _____ rumors fly

And I know you heard about me

So hey, let's be _____

I'm dying to _____ how this one ends

Grab your _____ and my hand

I could make the _____ guys good for a weekend



[Pre-Chorus] Circle the correct word.

So it's gonna be freezer/ forever/ freer

Or it's gonna go down in blames/ fame/ flames

You can tell me when it's over/ oval/ overt

If the high was worth the pain/ stain/ gain

Got a long list of ex-loafers/ex-lovers/ex-liars

They'll tell you I'm in pain/ insane/ insight

Cause you know I love the players/ plays/ playing

And you love the same/ fame/ game



I Was Here – Beyoncé

I want to _____ my footprints on the sands of time
Know there _____ something there, and something that I _____ behind
When I _____ this world I'll _____ no regrets
Leave something to remember so they won't forget

CHORUS

I was here
I _____, I _____
I was here
I _____, I _____
Everything that I _____
and it _____ more than I _____ it would be
I will leave my mark so everyone will know
I was here

I want to say I'll live each day
Until I die
And know that I _____ something
In somebody's life
The hearts that I _____
Will be the proof that I leave
That I made a difference
And this world will see

Repeat CHORUS 2x

I just want them to know
That I _____ my all
_____ my best
_____ someone to happiness
Left this world a little better
Just because
I was here

I was here
I _____, I _____
I was here
I _____, I _____
I was here (2x)

Repeat CHORUS

IRONIC

Alannis Morissette

1. PUT THESE VERBS IN THE PAST AND THEN PUT THEM IN THE RIGHT PLACE

| | | |
|-------|------|------------|
| CRASH | WAIT | (not) TAKE |
| WIN | TURN | DIE |
| PACK | BE | KISS |

An old man _____ ninety-eight
 He _____ the lottery and _____ the next day
 It's a black fly in your chardonnay
 It's a death row pardon two minutes too late
 Isn't it ironic ... don't you think.

It's like rain on your wedding day
 It's a free ride when you've already paid
 It's the good advice that you just _____
 Who would've thought ... it's figures

CHORUS

Mr. Play It Safe _____ afraid to fly
 He _____ his suitcase and _____ his kids good-bye
 He _____ his whole damn life to take that flight
 And as the plane _____ down he thought
 "Well isn't this nice..."
 And isn't it ironic ... don't you think

CHORUS

Well life has a funny way of sneaking up on you
 When you think everything's okay and everything's going right
 And life has a funny way of helping you out when
 You think everything's gone wrong everything blows up
 In your face



2. MATCH THE TWO PARTS OF THE SENTENCES

- | | |
|------------------------------------|---|
| 1. A traffic jam | () the man of my dreams |
| 2. A no-smoking sign | () and yeah I really do think |
| 3. It's like a ten thousand spoons | () on your cigarette break |
| 4. It's meeting | () his beautiful wife |
| 5. And then meeting | () when all you need is a knife |
| 6. And isn't it ironic ... | () when you're already late |
| 7. A little too ironic ... | () don't you think |

CHORUS

Life has a funny way of sneaking up on you
 Life has a funny, funny way of helping you out
 Helping you out.

PARADISE

BY COLDPLAY

When she 1 _____ just a girl
She 2 _____ the world
But it 3 _____ away from her reach so
She 4 _____ away in her sleep
and 5 _____ of
Para-para-paradise, Para-para-paradise, Para-para-paradise
Every time she 6 _____ her eyes

When she 1 _____ just a girl
She 2 _____ the world
But it 3 _____ away from her reach
and the bullets catch in her teeth
Life goes on, it gets so heavy
The wheel breaks the butterfly
Every tear a waterfall
In the night the stormy night she'll close her eyes
In the night the stormy night away she'd fly

and dreams of
Para-para-paradise
Para-para-paradise
Para-para-paradise

Oh oh oh oh oh oh-oh-oh
She'd dream of
Para-para-paradise
Para-para-paradise
Para-para-paradise
Oh oh oh oh oh oh-oh-oh-oh

lalalalalalalalalalala
And so lying underneath those stormy skies
She'd say, "oh, ohohohoh I know the sun must set to rise"

This 7 _____ be
Para-para-paradise
Para-para-paradise
Para-para-paradise
Oh oh oh oh oh oh-oh-oh
This 7 _____ be
Para-para-paradise
Para-para-paradise
This 7 _____ be
Para-para-paradise
Oh oh oh oh oh oh-oh-oh-oh

WRITE THE PAST FORM:

dream _____
fly _____
run _____
is _____
close _____
expect _____
can _____



"Shape Of You" _ ED SHEERAN

Task 1: Fill in the gaps with the words in the box below:

Start Dance Best Trust Shots Bar Jukebox

The club isn't the _____ place to find a lover
 So the _____ is where I go
 Me and my friends at the table doing _____
 Drinking fast and then we talk slow (mmmm)
 You come over and _____ up a conversation with just me
 And _____ me I'll give it a chance now
 Take my hand, stop
 Put Van The Man on the _____
 And then we start to _____
 And now I'm singing like



Task 2: Pre-Chorus: Match the sentence halves:

| | |
|--------------------------------------|--|
| 1. Girl, you know I want your love | A. Grab on my waist and put that body on me |
| 2. Come on now, follow my lead | B. I may be crazy, don't mind me |
| 3. Say, boy, let's not talk too much | C. Your love was handmade for somebody like me |
| 4. Come on now, follow my lead | D. Come, come on now, follow my lead (mmmm) |

Fill in the gaps: CHORUS:

I'm in love with the shape of you
We push and _____ like a magnet do
Although my heart is falling too
I'm in love with your _____
And last night you were in my _____
And now my bedsheets _____ like you
Every day _____ something brand new



I'm in love with your body
Oh I oh I oh I oh I
x3

I'm in love with your body
Every day _____ something brand new
I'm in love with the shape of you

One week in we let the story _____
 We're going out on our first _____ (mmmm)
 You and me are thrifty
 So go all you can eat
 Fill up your bag and I fill up a _____
 We talk for hours and hours about the sweet and the _____
 And how your family is doing okay
 Leave and get in a taxi, then _____ in the backseat
 Tell the driver _____ the radio play
 And I'm singing like

Pre-Chorus

CHORUS

Come on, be my baby, come on x8

CHORUS



★ COLDPLAY – IN MY PLACE ★

1. Complete the gaps.

In my place, in my place
 Were lines that I _____ change
 I was lost, oh yeah
 I was lost, I was lost
 Crossed lines I _____ have crossed
 I was lost, oh yeah

2. Circle the correct word(s).

Yeah, how long must you wait/be away for it?
 Yeah, how long must you be/pay for it?
 Yeah, how long must you wait/be away for it?
 For it

3. Number the sentences in the right order.

- () Then I'll wait for you, yeah
- () If you go, if you go
- () Then Leave me down here on my own
- () But I waited for it
- () I was scared, I was scared
- () Tired and underprepared

4. Go back to exercise 2.

5. Complete the gaps.

Sing it please, please, please
 Come _____ and sing to me
 To me, me
 Come on and sing it out, now, now
 Come on and sing it out, to me, me
 Come _____ and sing it.

In my place, in my place
 Were lines that I _____ change
 I was lost, oh yeah
 Oh Yeah

6. Vocabulary - Write the definition of the words in English. Use a dictionary if necessary.

Lost - _____

Pay - _____

Wait - _____



7. Write sentences using the words below.

Lost - _____

Pay - _____

Wait - _____

Love Yourself

JUSTIN BIEBER

1. Fill the gaps:

For all the that you on my parade
And all the you get in using my
You think you my heart, oh girl for goodness
You think I'm oh my oh, I ain't

2. Choose the right word:

And I didn't wanna right/write/rate a song
cause I didn't want anyone digging/sinking/thinking I still care
I don't but, you still/steal/steel hit my phone up
And baby I'll be movie/move in/moving on
and I think you sure/should/shunt be something
I don't wanna called/told/hold back,
maybe you should no/now/know that

3. Find and correct the mistakes:

My mama don't lake you and she likes ever one
And I never lie to admit that I was rung
I've been so caught up with my joke,
didn't sea what's going off
And know I now, I'm batter sleeping on my own



4. Choose the right spelling and cross out the extra words:

'Cause baby if you laik/like/leik the way you luck/louk/look that much
Oh baby you shood/should/shuld go now and love yourself
And if you tinck/think/thinck that I'm still holding on to samething/somthing/something else
You shood/should/shuld go and go love yourself

5. Fill the gaps with verbs in past simple and the antonyms of the words in brackets:

But when you me that you my (enemies)
The only problem with you and not them
And every time you me my opinion (right)
And to make me (remember) where I from

6. Order the lines:

My mama don't like you _____
And baby I'll be moving on _____
And I didn't wanna write a song _____
And I've been so caught up in my job, _____
And now I know, _____
I don't but, you still hit my phone up _____
I'm better sleeping on my own _____
I don't wanna hold back, _____
and she likes everyone _____
and I think you should be something _____
cause I didn't want anyone thinking I still care _____
didn't see what's going on _____
And I never like to admit that I was wrong _____
maybe you should know that _____





Count on me (Bruno Mars)



1) Complete the definitions with the right words

stuck - find out - mean to - in need - toss and turn - count on

1. If you _____, you keep moving around in bed and cannot sleep properly, for example because you are ill or worried.
2. If you _____ something _____, you learn something that you did not already know, especially by making a deliberate effort to do so.



This one's good if you like to toss and turn all night."

3. If you _____ someone you rely on them to support you or help you.



4. If something _____ something _____ you, it is important to you in some way.

5. If someone is _____, he/she is in a difficult situation.

6. If you are _____ you are unable to escape from a bad or boring situation.



2) Complete the sentences with the correct form of the verbs and the words or phrases represented by the pictures

If you ever _____ (find) yourself stuck in the middle of the



I _____ the world to find you.

If you ever _____ (find) yourself lost in the dark and you



I _____ (be) the _____ to guide you.



Find out what we're made of when we are called to help our friends in need.

You can count on me like one two three

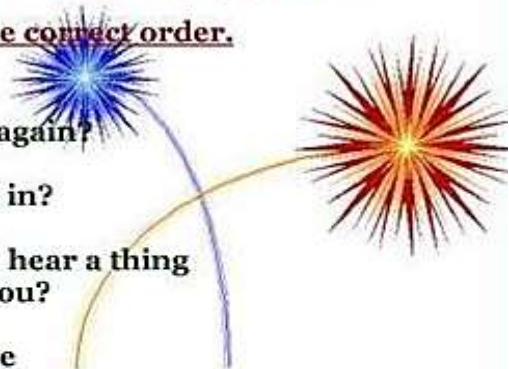
I _____ (be) there

And I know when I _____ (need) it I can count on you like four three two

Katy Perry - Firework

Ex. 1. Listen to the song and number the lines in the correct order.

.....Do you ever feel like a plastic bag,
Drifting through the wind, wanting to start again?
Do you ever feel, feel so paper-thin
Like a house of cards, one blow from caving in?
Do you ever feel already buried deep?
Six feet under screams, but no one seems to hear a thing
Do you know that there's still a chance for you?
'Cause there's a spark in you
You just gotta ignite the light, and let it shine
Just own the night like the Fourth of July



Ex. 2. Listen and put the words from the table in the correct empty spaces.

/ worth / firework / come / make / shoot /



2 x

'Cause baby, you're a
on, show 'em what you're
 'em go "oh, oh, oh!"
 As youacross the sky-y-y

Ex. 3. Listen and choose the word you hear from the three given.

You don't have to feel like a waste of space / chance / time
 You're original, cannot be tasted / replaced / wasted
 If you only knew what the future is / has / holds
 After a hurricane, comes a rain / rainbow / sun

Ex. 4. Listen and fill in the words you hear. The first letter is given.

M the reason why all the doors are closed
 So you could o..... one that leads you to the p..... road
 L..... a lightning bolt, your heart will glow
 And when it's t..... you know

You just gotta ignite the l....., and let it shine
 J..... own the night like the Fourth of July

[chorus 2x]

Ex. 5. Listen and again number the lines in the correct order.

.....It's always been inside of you, you, you
Even brighter than the moon, moon, moon
And now it's time you let it through-oooh-oooh
Boom, boom, boom



Survivor Destiny's Child

Ex. 1: Complete using the comparatives correctly

Now that you are out of my life,
I'm so much _____ (good).
You thought that I'd be weak without ya,
But I'm _____ (strong).
You thought that I'd be broke without ya,
But I'm _____ (rich).
You thought that I'd be sad without ya,
I laugh _____ (harder).
You thought I wouldn't grow without ya,
Now I'm _____ (wise).
You thought that I'd be helpless without ya,
But I'm _____ (smart).
You thought that I'd be stressed without ya,
But I'm chillin'.
You thought I wouldn't sell without ya,
Sold nine million.

CHORUS

Ex. 2: Complete with the verbs in the box

| Gave up (2X) | Work (2X) | Make (2X) | Stop (2X) |
|-----------------|-----------|-----------|-----------|
| Survive (2X) | | | |

I'm a survivor (what).
I'm not gonna _____ (what).
I'm not gon' _____ (what).
I'm gonna _____ harder (what).
I'm a survivor (what).
I'm gonna _____ it (what).
I will _____ (what).
Keep on survivin' (what).
I'm a survivor (what).
I'm not gonna _____ (what).
I'm not gon' _____ (what).
I'm gonna _____ harder (what).
I'm a survivor (what).
I'm gonna _____ it (what).
I will _____ (what).
Keep on survivin' (what).

Ex. 3: Match the sentences in A with the sentences in B

- 1 - Thought I couldn't breathe without you.
- 2 - You thought I couldn't see without you.
- 3 - You thought I couldn't last without ya.
- 4 - You thought that I would die without ya.
- 5 - Thought that I would fail without ya.
- 6 - Thought it would be over by now.
- 7 - You thought that I would self-destruct.
- 8 - Even in my years to come.

- () Perfect vision
- () But I'm living
- () But it won't stop
- () I'm inhaling
- () But I'm lasting
- () But I'm on top
- () But I'm still here
- () I'm still gon' be here
- () But it won't stop

Ex. 4: Complete with the words you hear

I'm wishin' you the _____.
Pray that you are blessed.
Much _____ no stress, and lots of happiness.
(I'm better than that)
I'm not gonna _____ you on the radio.
(I'm better than that)
I'm not gonna _____ on you or your family, yo.
(I'm better than that)
I'm not gonna _____ you in the magazine.
(I'm better than that)
I'm not gonna _____ my Christianity.
(I'm better than that)
You know I'm not gonna _____ you on the Internet.
Cause my momma told me better than that.



Goodbye my lover James Blunt



Ex. 1: Link the first part of the sentence with the second one.

- | | |
|-------------------------------|-----------------------------|
| 1. Did I disappoint you | a. before we'd begun |
| 2. Should I be feeling guilty | b. or let you down? |
| 3. 'Cause I saw the end | c. and I knew I had won |
| 4. Yes I saw you were blinded | d. or let the judges frown? |
| 5. So I took what's mine | e. if you'd only care |
| 6. Took your soul out | f. but it won't stop there |
| 7. It may be over | g. by eternal right |
| 8. I am here for you | h. into the night |

Ex. 2: Complete with the verbs in the box in the correct tense

| | | | | | | |
|---------------|------------|--------------|------|---------------|--------|------|
| touch (2x) | be (2x) | know (3x) | hold | share (2x) | change | kiss |
|---------------|------------|--------------|------|---------------|--------|------|

You _____ my heart, you _____ my soul
 You _____ my life and all my goals
 And love _____ blind and that I _____ when
 My heart _____ blinded by you
 I've _____ your lips and _____ your hand
 _____ your dreams and _____ your bed
 I _____ you well, I _____ your smell
 I've been addicted to you

Ex. 3: Complete the sentences with the words you hear

Goodbye my lover
 Goodbye my _____
 You _____ been the one
 You _____ been the one for me

Ex. 4: Number the sentences in order

- () As you move on, remember me
- () I'm a dream and when I wake
- () Remember us and all we used to be
- () You can't break my spirit
- () I've seen you cry, I've seen you smile
- () I know your fears and you know mine
- () It's my dreams you take
- () I've watched you sleeping for a while
- () I'd spend a lifetime with you
- () We've had our doubts but now we're fine
- () I cannot live without you
- () And I love you, I swear that's true
- () I'd be the father of your child

Ex. 5: Circle the correct word

And I still hold your hand in **my** / mine
 In mine when I'm **sleep** / asleep
 And I will **pair** / bare my soul in time
 When I'm kneeling at your **foot** / feet

I'm so hollow, baby, so hollow
 I'm so, I'm so, I'm so hollow



"Fortune Teller" by **MAROON 5**

Complete each gap with a word from the box below.

future – tomorrow – fortune teller (x2) – crystal ball



I'm not a _____

I won't be bringing news of what _____ brings

I'll leave that up to you

I'm not a _____

Don't have a _____

I can't predict the _____

Can't see nothing at all

Matching

It doesn't mean I'm afraid

Stuck in the moment today

But I just think we should stay

No matter how hard I try

And as the seasons roll by

Of all the things that you say

Summer will end and the leaves will turn again

Fill in the spaces with the correct form of the verbs in brackets.

I _____ (not/know) why you're acting like this

I don't know why you _____ (have to) do it again

Why'd you have to go and ruin the night?

_____ (not/worry) about tomorrow's mess

I'll never know

How the future _____ (go)

I _____ (not/know) what to tell you,

I'm not a fortune teller

I'll never change,

But I _____ (want) you to stay

I don't know what to tell you,

I'm not a fortune teller

I don't like _____ (watch) TV

I don't know what it all _____ (mean)

And your American dream,

Baby, it just isn't me

I know that what I _____ (think)

May not be on your mind

I know the song I _____ (sing)

Is not your favorite kind

This feeling keeps growing,

These rivers keep flowing.

How can I have answers when you drown me in questions?



Answer the following questions about the song.

Who is the singer singing this song to?

How does the singer feel? (Confused – happy – sad – overwhelmed – excited...)

Why does he feel that way?

Is he worried about the present or the future?

Who is worried about the future? Why?

ADELE Rolling in the deep

1. Listen and put the verses in order:

_____ and I'll lay your shit bare
 _____ reaching a fever pitch,
 _____ finally I can see you crystal clear
 _____ it's bringing me out the dark
 _____ Go head and sell me out
 _____ 1 _____ There's a fire starting in my heart

2. Fill in the blanks with the following words:

dark ; fever ; do ; piece ;
 underestimate ; fire; heart

See how I leave with every of you

Don'tthe things that I will

There's a starting in my

Reaching a pitch
 And its bring me out the

3. Choose between the 2 ! the first one is done for you !

The scars of your love / ~~laugh~~ remind me of us

They keep me singing / thinking that we almost had / have it all

The scars /stars of your love they leave me speechless / breathless

I can't help feeling/ feeding

CHORUS!


We could have had it all
 Rolling in the deep


You had my heart inside of your
 And you played it
 To the beat

4. Listen and put the verses in order:

__ Baby I have no story to be told
 __ Think of me in the depths of your despair
 __ And I'm gonna make your head burn
 __ But I've heard one of you
 __ It Reminds you of the home we shared
 __ Making a home down there

5. Find the right word!

Throw your soul through every open 

Count your blessings to find what you  for

Turned my sorrow into treasured 

You  me back in kind and reap just what you sow



rtorrerag

IF I WERE A BOY (Beyoncé)

If I were a boy even just for a day
 I'd **roll** out of bed in the _____
 And throw on what I wanted and go
 Drink beer with the guys
 And chase after _____
 I'd kick it with who I wanted
 And I'd never get confronted for it
 'Cause they **stick up** for me

{Chorus}
 If I were a boy
 I think I could understand
 How it feels to love a girl
 I _____ I'd be a better man
 I'd listen to her
 'Cause I know how it hurts
 When you lose the one you _____
 'Cause he's **taking you for granted**
 And everything you had got destroyed

{Verse}
 If I were a boy
 I would turn off my phone
 Tell everyone it's **broken**

So they'd think that I was sleeping _____
 I'd put myself first
 And make the rules as I go
 'Cause I know that she'd be faithful
 Waiting for me to come _____
 To come home...

{Chorus}
 If I were a boy
 I think I could understand
 How it feels to love a girl
 I _____ I'd be a better man
 I'd listen to her
 'Cause I know how it hurts
 When you lose the one you _____
 (_____)
 'Cause he's taking you for granted
 (granted)
 And everything you had got destroyed

{Bridge}
 It's a little too late for you to come back
 Say it's just a _____
 Think I'd forgive you like that
 If you thought I would wait for you
 You thought wrong

{Chorus }
 But you're just a boy
 You don't understand
 Yeah you don't understand, oh
 How it feels to love a girl
 Someday you wish you were a better _____
 You don't listen to her
 You don't care how it hurts
 Until you lose the one you wanted
 Cause you're taking her for granted
 And everything you had got destroyed
 But you're just a boy!

1. Fill in the blanks.
2. Try to give a definition for the expressions in bold type.
3. What type of song (love, protest, etc.) is this one?
4. Are there different parts in the song? Which ones? How do you know?
5. What are the things she would do "if she was a boy"? List them.
6. What is the message of the song? What is she trying to say? Is there anything she doesn't like?
7. What would you do if you were a boy/girl? How would your life be different?

Who Knew

You took my hand
You showed me how
You promised me you'd be around
That's right
I took your words and I believed
In everything you said to me
That's right

If someone said three years from now
You'd be long gone
I'd stand up and punch them out
Cause they're all wrong
I know better
Cause you said forever, and ever
Who knew

Remember when we were such fools
And so convinced and just too cool
Oh no, no no
I wish I could touch you again
I wish I could still call you friend
I'd give anything

When someone said count your blessings now
'fore they're long gone
I guess I just didn't know how
I was all wrong
They knew better
Still you said forever, and ever
Who knew

I'll keep you locked in my head
Until we meet again
Until we, until we meet again
And I won't forget you my friend
What happened

If someone said three years from now
You'd be long gone
I'd stand up and punch them out
Cause they're all wrong and
That last kiss I'll cherish
Until we meet again
And time makes it harder
I wish I could remember
But I keep your memory
You visit me in my sleep
My darling
Who knew

Wh- words



Find in the lyrics the past simple form of the following verbs.

| | | |
|------|------|---------|
| say | | believe |
| | be | |
| take | | can |
| | know | |
| | show | promise |

SUGGESTIONS FOR MORE GRAMMAR TOPICS:

Adverbs

| | |
|---|------------------------|
| Britney Spears - Sometimes | Adverbs Of Frequency |
| Coldplay - Viva La Vida | Adverbs Of Frequency |
| Elvis Presley – Always On My Mind | Adverbs Of Frequency |
| Jimmy Cliff - I Can See Clearly Now (The Rain Has Gone) | |
| Martina McBride - I Love You | |
| Michael Montgomery - I Swear | |
| Supertramp - Logical Song | Adverbs vs. Adjectives |

Articles

Maroon 5 - This Love
 Candi Staton - Young Hearts Run Free
 Bon Jovi - It's My Life
 The Beatles - With A Little Help From My Friends
 Arctic Monkeys - When The Sun Goes Down

Auxiliary Verbs

| | |
|--|--|
| John Lennon / Eva Cassidy - Imagine | Modal Auxiliaries (Might; May; Could; Would) |
| Lemar - If There's Any Justice In The World | Modal Auxiliaries (Would; Should) |
| The Beatles - With A Little Help From My Friends | Auxiliary Verbs |

Causative

Pink – Get The Party Started

Collocations

Gene Pitney - 24 Hours From Tulsa
 Prince – Purple Rain
 Simple Plan - Welcome To My Life
 The Police – Every Breath You Take

Comparatives And Superlatives

| | |
|---|-------------------------|
| Alanis Morissette – Everything | |
| Christina Aguilera – Fighter | |
| Destiny's Child - Survivor | Comparative |
| Elton John - Your Song | |
| Tina Turner – The Best | |
| Whitesnake - The Deeper The Love | Comparative |
| Coldplay - Bigger, Stronger | Comparative |
| Madonna - Deeper And Deeper | Comparatives |
| Michael Jackson & 'Friends'- We Are The World | |
| Prince - The Most Beautiful Girl In The World | Superlative |
| Sade - Never As Good As The First Time | 'As...As'; Comparatives |

Conditionals

| | |
|---|-------------------------|
| ABBA - Money Money Money | 2nd Conditional |
| Barenaked Ladies - If I Had A Million Dollars | 2nd Conditional |
| Beautiful South - I'll Sail This Ship Alone | 1st Conditional |
| Beyonce – If I Were A Boy | 2nd Conditional |
| Bon Jovi - In These Arms | 2nd Conditional |
| Brian McKnight - Shoulda, Woulda, Coulda | 3rd Conditional; Modals |
| Chicago - If You Leave Me Now | |
| Celine Dion - When I Fall in Love | |

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