



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

EDUCATIONAL PROJECT BEFORE OBTAINING THE BACHELOR  
DEGREE IN SCIENCES OF EDUCATION SPECIALIZATION: ENGLISH  
LANGUAGE AND LINGUISTICS

**TOPIC:**

**THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR  
A2.1 LEVEL.**

**PROPOSAL:**

**DESIGN OF A HANDBOOK BASED ON MUSICAL ACTIVITIES  
RESOURCES FOR A2.1 LEVEL**

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I thank God and my family for being my unconditionally support not just during my career but also all my life. I thank my university teachers for their impeccable formation and teaching during the years of my career. I am so proud and happy to have met such great professionals and educators of the Universidad de Guayaquil. Special thanks to Ph.D. Maria Antonieta Morales Jaramillo who has been our advisor during this period and has dedicated so much of her time to our project and has as well encouraged and supported us to carry out the realization of the project with the main goal of contributing to the teaching-learning process in education. Thanks to Frau Shirley Icaza who helped me to achieve a scholarship awarded from a German Institution through her advice and support, I never thought that German was too easy for learning until I could know Msc. Shirley Icaza. Thanks to my friends that I have made at the university since the first days of classes who have made my days nicer and showed me a valuable friendship.

Ayly Lissette Meza Barreiro

## **DEDICATION**

First of all, the present project is dedicated to God whom I put in his hands the realization of this work. In addition, I would like to thank as well my family since they have been my support in all of the years of my career and who supported me unconditionally to achieve my professional goals during the formation of my two careers and who have filled me with values, principles, and education every time. Finally, I feel so proud to dedicate the following project made enthusiasm and dedication to people that have been always there for me

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Sara Julissa Martínez León

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**ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)**  
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**  
**FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN**

**TÍTULO Y SUBTÍTULO:** Topic: The use of English songs to improve speaking skills for A2.1 level.

**PROPOSAL:** Design of a handbook based on musical activities resources for A2.1 level.

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<b>RESUMEN</b>	La habilidad para expresarse oralmente es una de las mayores dificultades que presentan los estudiantes al momento de estudiar inglés. Por este motivo los autores se enfocaron en el uso de canciones en inglés como una herramienta para mejorar las habilidades orales. Los autores usaron los estudios descriptivo y explicativo, con un enfoque cuantitativo. Las herramientas usadas fueron una guía de observación, la encuesta realizada a 43 estudiantes de décimo año del Colegio Fiscal patria Ecuatoriana y la entrevista al docente de inglés. Los resultados evidenciaron un bajo rendimiento en sus habilidades orales y una predisposición a usar canciones en inglés como una herramienta para mejorar sus habilidades orales. Las conclusiones son que el uso de canciones en inglés es una forma de motivar a los estudiantes para practicar sus habilidades orales. Basado en las conclusiones crearon un manual de actividades musicales para estudiantes de nivel A2.1.	
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**FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN**

**TÍTULO Y SUBTÍTULO:** Topic: The use of English songs to improve speaking skills for A2.1 level.

Proposal: Design of a handbook based on musical activities resources for A2.1 level.

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<b>ABSTRACT</b>	Speaking skill is one of the greatest difficulties that students present when are studying a foreign language. That is the reason why the authors focused on the use of English songs as a tool to improve speaking skills. The authors used Descriptive and Explanatory Research with a quantitative approach. The tools used were an observation guide, a survey which was conducted with 43 students of Then Grade of the Colegio Fiscal Patria Ecuatoriana, and an interview with the English teacher. The results show a low performance in their oral skills and a predisposition to use English songs as a tool to improve their oral skills. The conclusion was that the use of English songs is a good way to encourages students to practice their oral skills. Based on this conclusion, the authors created a handbook of musical activities for students of level A.2.1.	
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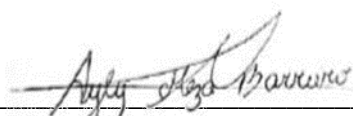
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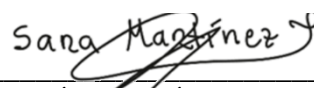
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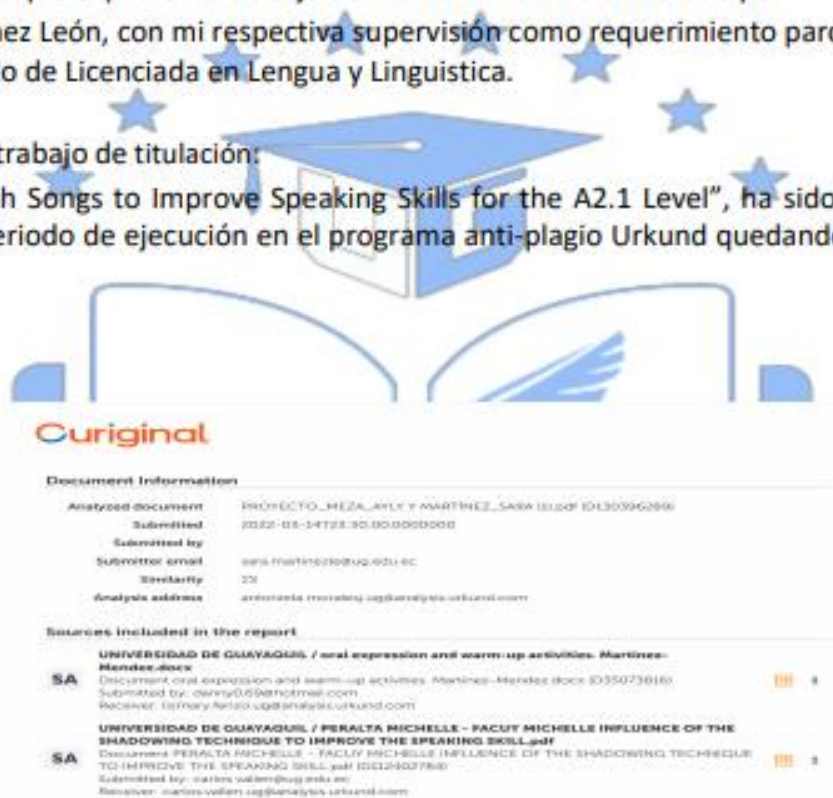
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## ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Ph.D. María Antonieta Morales Jaramillo, tutor del trabajo de Titulación, certifico que el presente trabajo de titulación ha sido elaborado por Sara Julissa Martinez León, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Lengua y Linguística.

Se informa que el trabajo de titulación:

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ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (ESPAÑOL)  
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CARRERA DE LENGUA Y LITERATURA INGLESA, FRANCESA, ITALIANA O ALEMANA

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“THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR A2.1 LEVEL.”

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### Resumen

La habilidad para expresarse oralmente es una de las mayores dificultades que presentan los estudiantes al momento de estudiar inglés. Por este motivo los autores se enfocaron en el uso de canciones en inglés como una herramienta para mejorar las habilidades orales. Los autores usaron los estudios descriptivo y explicativo, con un enfoque cuantitativo. Las herramientas usadas fueron una guía de observación, la encuesta realizada a 43 estudiantes de décimo año del Colegio Fiscal patria Ecuatoriana y la entrevista al docente de inglés. Los resultados evidenciaron un bajo rendimiento en sus habilidades orales y una predisposición a usar canciones en inglés como una herramienta para mejorar sus habilidades orales. Las conclusiones son que el uso de canciones en inglés es una forma de motivar a los estudiantes para practicar sus habilidades orales. Basado en las conclusiones crearon un manual de actividades musicales para estudiantes de nivel A2.1.

**Palabras claves:** habilidades orales, canciones en inglés, manual de actividades musicales.

ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN ABSTRACT (INGLÉS)  
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“THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR A2.1 LEVEL”

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**ABSTRACT**

Speaking skill is one of the greatest difficulties that students present when are studying a foreign language. That is the reason why the authors focused on the use of English songs as a tool to improve speaking skills. The authors used Descriptive and Explanatory Research with a quantitative approach. The tools used were an observation guide, a survey which was conducted with 43 students of Then Grade of the Colegio Fiscal Patria Ecuatoriana, and an interview with the English teacher. The results show low performance in their oral skills and a predisposition to use English songs as a tool to improve their oral skills. The conclusion was that the use of English songs is a good way to encourage students to practice their oral skills. Based on this conclusion, the authors created a handbook of musical activities for students of level A.2.1.

**Keywords:** speaking skills, English songs, handbook with musical activities.

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## **INTRODUCTION**

Learning the English language has become a priority due to technological advances and the need to communicate. The present project analyzes the influence of the use of English songs in musical activities to improve speaking skills. This work is developed to encourage students to practice and improve their speaking skills. During the process, the authors noticed a low performance in the oral skills presented and a lack of motivation to practice and improve oral skills by the students of the Tenth grade of the Colegio Fiscal Patria Ecuatoriana school year 2021-2022.

This work has four chapters:

### **CHAPTER I: THE PROBLEM**

Chapter I is focused on the context of the problem, defining the problem statement, identifying the conflict situation, naming the scientific facts and the causes, set general and specific objectives. In addition, the authors number the scientific questions and explain the justification and importance.

### **CHAPTER II: THEORETICAL FRAMEWORK**

Chapter II is focused on the background and theoretical framework of the research, the foundations, the levels of proficiency that the project is focused on. Moreover, in this chapter, the authors give detailed information about the dependent and independent variables. Finally, the authors explain the legal based on which the project was based.

### **CHAPTER III: METHODOLOGY**

Chapter III includes the methodological design, the type of research, the population and sample who are involved in the educational process, the operationalization of variables. The authors write about the different research methods and detail the research method used in this project. At the end of this chapter, the authors make a brief description of the instruments used in this project and analyses and interpretations the results.

### **CHAPTER IV: THE PROPOSAL**

Chapter IV covers all the topics related to the proposal, the title, the justification, the general and specific objectives, the theoretical aspects, the resources used during the process, the description of the proposal, the conclusions, the bibliography, and finally the annexes.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 CONTEXT OF THE PROBLEM**

This research was developed at the Unidad Educativa Patria Ecuatoriana, in the students of tenth grade EGB. The authors examine the speaking skills of the students and their connection with the use of English songs. English music in the educational field helps activate the cerebral hemispheres Bokiev, Daler, et al (2018). Along the same lines, Liva & Bunau (2015) refers to the influence of songs also to relax the brain to acquire new knowledge.

On the other hand, Xoshimova & Muxamatjonova (2020) states that songs motivate students and, therefore, learning takes place in a natural environment. For this reason, the authors considered it necessary to implement an interactive strategy based on musical activities, so it fosters the development of speaking skills.

#### **1.2 PROBLEM STATEMENT**

How could musical activities as a teaching strategy improve speaking skills in the English language in Tenth-grade students of Unidad Educativa “Patria Ecuatoriana”?

#### **1.3 CONFLICT SITUATION**

Through some class observations and the data collected through the research instruments, it could be detected that some students showed difficulties with their oral production when trying to express their ideas adequately.

Ministerio de Educación in 2016, adopted the standards of the Common European Framework of Reference CERF (2017) to the Ecuadorian National Curriculum guidelines to the

English Learning Programs; tenth-grade students of ages 13-15 must reach the A2.1 level and be able as well to interpret relevant information and simple expressions to communicate. It is essential to mention that the lack of speaking skills in the students from the public institution "Unidad Educativa Patria Ecuatoriana of the tenth grade could become an obstacle for achieving the proper level A2.1.

According to the observations during English classes, it could observe the following manifestations:

- Lack of pronunciation of some basic words
- Limited vocabulary knowledge.
- Difficult at the moment of telling short stories.
- Deficiency in the use of a proper language structure

#### **1.4 SCIENTIFIC FACT**

The authors of this project will focus on using songs to motivate students and help them improve their speaking skills. The impact of the English language has changed the world. The English language affects career goals and personal life. Therefore, communication between lands facilitates obtaining knowledge (Ahmad, 2016).

According to Bahadorfar & Omidvar (2014), the primary key to mastery English language is to improve the speaking skills, even the speaking skills are essential, students are not motivated to practice their oral skills in the classroom, there are many reasons why students do not improve their speaking skills.

According to Nofal (2012), the causes why students have problems improving speaking skills are:

- There isn't enough time to practice
- Curriculum plans are not balanced and focus on some skills more than others
- Insufficiency in carrying out patterns of interaction in English classrooms.
- Lack of strategic resources to develop oral activities.
- Deficiency of vocabulary to express ideas adequately.
- The independent variable is English songs

## **1.5 RESEARCH OBJECTIVES**

### ***1.5.1 GENERAL OBJECTIVE***

Determine the influence of English songs on improving speaking skills in the English language through a descriptive and explanatory research to design a handbook based on musical activities resource.

### ***1.5.2 SPECIFIC OBJECTIVES***

1. Analyze the use of English songs to improve speaking skills of the English language.
2. Encourage students to develop their speaking skills using interactive strategies.
3. To design a handbook based on song activities.

## **1.6 RESEARCH QUESTION**

- ❖ What are the aspects that influence the development of speaking skills?
- ❖ How could English songs in musical activities improve students' speaking skills at the A2.1 level?

## **1.7 SCIENTIFIC QUESTIONS**

1. How could English songs influence the development of the speaking in Tenth-grade students of the Unidad Educativa Fiscal "Patria Ecuatoriana"?
2. What theoretical bases support the use of English songs to improve speaking skills?

3. What are the most relevant features for designing a handbook based on musical activities?

### **1.8 JUSTIFICATION AND IMPORTANCE**

This research is conducted to develop the improvement of speaking skills of the English language through interactive song activities which could motivate students in the classroom where it is necessary to provide appropriate resources to manage the development of their speaking skills, which will allow the expansion of their vocabulary and improvement in pronunciation of the Tenth-grade students of the Public Institution Unidad Educativa Fiscal “Patria Ecuatoriana” in the 2021 – 2022 school year.

English songs expose EFL students to rich cultural content. English songs can relax students and create a comfortable atmosphere in the learning process (Tse, 2015). This project aims to strengthen and contribute to the teaching-learning process with the help of musical activities resources for the improvement of English language speaking skills

## **CHAPTER II**

### **2.1 Background of the Research**

This project is focused on the use of English songs to improve the speaking skills. There are many teachers who are qualified to teach English as a foreign language but the deficit of tools can produce a lack of understanding or interest by students.

According to Kürüm (2016), in his study called “Teaching speaking skills” he used the explanatory methodology. His conclusion was that the base of all knowledge in communication, speech allows people to communicate with each other, which means that the importance of speaking skills is enormous compared to other skills. Therefore, if an EFL student wants to have a correct command of English, speaking skill is considered of utmost importance because it is the base of social interaction.

Singh & Jeganmoha (2020) used the Qualitative and Quantitative Method to conclude that one of the most used methods to improve speaking skills in the English language is the use of songs. Therefore, songs create and reinforce knowledge; students obtain and record knowing through repetition. Finally, these repetitions are usually relevant since the student enjoys them. However, not all songs are helpful; teachers must select the songs according to the level of the students.

In addition, Hadi (2019) applies her study at the Junior High School class VII in which 25 students participated. Hadi used the qualitative paradigm and explanatory research to conclude that different genres and songs can affect other aspects of speaking skills like vocabulary, pronunciation, and intonation. To students practice and develop their oral skills, teachers should

apply songs in English that contain meaningful contexts. Incorporating the use of songs as a tool, students will show a higher level of motivation.

## **2.2 Theoretical Framework**

In the next chapter, the authors explain the importance of English songs to improve speaking skills in EFL students by collecting information from studies related to the topic. In addition, being guided by the hypotheses and conclusions of diverse works, the authors will create a solid foundation about how the use of songs can improve speaking skills in EFL students.

According to Srinivas (2019), developing speaking skills is essential for someone who wants to learn English. To acquire a level of proficiency in any language, learners should improve the four skills of the target language. All these skills are essential, but speaking skills are the key to improving the rest of them. Speaking skills are the central pillar because the student will be judged by how he involves in everyday situations, a student who dominates the speaking skills will dominate the rest of the skills. Therefore, speaking is the guide to developing and improving our English skills.

Moreover, Montenegro and Barragán (2019) affirm that songs are helpful tools to learn vocabulary, improve pronunciation, practice fluency and accents. According to Duarte, Tinjacá, and Carrero (2012), there is an increase in oral skills in students that use songs as a tool to practice their speaking skills. The conclusion was that songs to improve speaking skills have numerous benefits. Students learn and have a simple but fun activity.



## **2.3 Foundations**

### ***2.3.1 Linguistic Foundation***

As Schön et al. (2006) establish that linguistic and acoustic information form a unit allowing direct learning when people sing. He also mentioned that the interaction is composed of linguistic and melodic elements, and "Using words as stimuli may, for instance, have limited linguistic processing for the phonological and lexical aspects" (p.79).

According to Ferdinand (2002), speaking is studied as a system of signs necessary for a communicative act to be intangible and produce all its effects. It is also seen as the ability to learn to communicate since it refers to what is realized when they speak by modifying linguistic habits.

According to Madero (2018), it is essential to recognize phonology and phonetics in learning the English language. However, with globalization, it is necessary to master both to carry out effective communication, and all this is achieved through strengthening the development of speaking in English classes.

### ***2.3.2 Philosophical Foundation***

According to Bonsaint (1988), language, in addition to being a communicative act, also allows expressing the deepest thoughts of being and helps free the soul, showing that transcendent development is defined by speech. Also said, "Our very birth is an entry into physical existence and into a world formed by the words and names we hear and then gradually learn to utter for ourselves" (p. 3). Consequently, speaking will always revolve around life from the moment of birth.

Also, Ahmadi & Seyedeh (2017) considers that speaking is not an easy task. However, human beings learn to speak before other skills and even comparing the use of skills, speaking is the most used due to the need to engage in conversations.

Furthermore, Dedi (2012) establishes that English speaking ability is an effective means of interaction and communication for people who live in different countries since they can interact orally, exchange thoughts, part of the unconscious processes carried out by the human being, a social being by nature.

### ***2.3.3 Didactic Foundation***

According to Presseisen (2008), teaching requires prior knowledge of the teacher to achieve wisdom in students and master the ability to teach, relate them to experiences, and use the material and appropriate strategies to achieve the proposed objectives.

In particular, González & Tomalá (2021) refers to the need to improve speaking in students in the English area based on the requirements that arise, that is, implement all possible strategies (for example, English Songs) that help the learning process.

Aleksandrak (2011) mentions that speaking is considered a goal at the end of linguistic training, and the teacher is in charge of selecting the necessary techniques. However, the communicative process is seen as content, and the language is used outside the classroom in realistic situations.

### ***2.3.4 Psychological Foundation***

According to Kilgour & Lorna (2000), memorizing music lyrics helps develop cognitive ability. The subjects have introduced it as part of content development to facilitate learning, and those who are musically prepared have more developed skills; therefore, acquiring knowledge is faster.

As mentioned by Muñoz (2010), the cognitive theory where internal processes and the development of the individual are studied promote students to solve problems in a meaningful way.

Jean Piaget (1952) established that language and thought are developed separately. However, language development is made possible through study as part of the cognitive process. Therefore, additionally to the theoretical foundations, it is necessary to know the different levels of the students to use as a reference of the knowledge that must be mastered at the given level.

## 2.4 Levels of Proficiency

### 2.4.1 Common European Framework of References for Languages (CEFR)

The CEFR is a guide to knowing the level of linguistic ability of students of a foreign language. The CEFR helps teachers and students set objectives, and each level has different goals. The scale starts from level A to C, and each level has two sublevels. In this way, CEFR assistance in monitoring the students' learning progress (Cambridge, 2011). The present work will be focused on the students in tenth grade with an A2.1 level.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Using the CEFR: Principles of good practice, p. 10

<https://www.cambridgeenglish.org/es/Images/126011-using-cefr-principles-of-good->

### ***2.4.2 Level A2.1***

This project is focused on the speaking skills of students in tenth grade. According to Cambridge (2011), students in tenth grade have a level of A2.1, and they will be able to:

- Talk about their personal life
- Give information about their family and background
- Describe with essential words the environment
- Give information about their culture using simple words

## **2.5 Speaking Skills**

According to different authors, speaking is defined as:

According to Raba (2017), speaking allows expressing ideas and perceptions of the speaker's environment.

According to Liao (2019), speaking is the skill that the students will be judged upon most in a real-life situation. It is an integral part of everyday interaction, and most often, the first impression of a person is based on their ability to speak fluently and comprehensibly.

According to Rao (2019), speaking is an essential skill in learning a language because students face situations where they must naturally respond to their ideas.

Consequently, it could say that speaking skill is an essential aspect of every interaction. A person's ability to speak fluently and coherently is mainly used to create the first impression by expressing meaning and building effective communication. Therefore, it is also necessary to analyze the importance of speaking in the teaching-learning process and real life.

### ***2.5.1 Importance of speaking***

Speaking is the most effective communication tool; Qureshi (2007) says that in a communicative act, speech is needed so that language transcends writing due to the need to speak

in the different situations that arise in daily life. Hence, it is necessary to improve it so that the message that someone wants to express is clear and understandable, even more so when learning a foreign language. In most cases, there is not much familiarity with it. So that is the importance of enhancing this ability.

According to Rao (2019), speaking, among the four essential skills, is one of the essential skills for the development of learning a language and exchanging information in other languages. The ability to speak is fundamental in life, and it allows us to communicate with each other.

In addition, the main aspects involved in the spoken production are essential to consider, such as the sound of the language that will help us know how the sounds are produced, avoid mistakes in pronunciation, construct a clear speech, and establish effective communication.

### ***2.5.2 The sound of the language***

Language as a universal means of communication comprises elements that allow communication to be more effective. However, Harmer (2017) also involves different issues, such as pronunciation, especially when learning a foreign language.

According to Harmer (2017), people construct phrases with individual sounds using pitch change, intonation, and stress to convey different meanings. However, the correct use of these elements causes issues when speaking a new language. Harmer focused on the following five pronunciation issues:

- **Pitch:** The tone of voice varies according to people and is also affected by emotions.
- **Intonation:** The melody is used when speaking; it also gives the guideline to understand what type of sentence we are using when speaking.
- **Individual sounds:** They are the set of sounds that we use when speaking, which individually would not have meaning, but combined, they obtain one.

- **Sounds and spelling:** These are not closely related in English since vowels and consonants can take on pronunciation diversity and are unrelated to their spelling.
- **Stress:** Stress varies depending on the accent used (British or American) and is more complex when the word has more than two syllables.

Furthermore, to the pronunciation issues, Hosni (2014) mentions that other aspects cause difficulty in speaking in EFL learners.

### ***2.5.3 Speaking difficulties for English as a Foreign Languages learners (EFL)***

According to Al Hosni (2014), EFL learners present difficulties when they are learning a new language. These difficulties are:

- **Inhibition.** Students do not speak for fear of making mistakes.
- **Nothing to say.** Students are not motivated to participate.
- **Low or uneven participation.** Teachers prefer to pay attention to students who want to participate due to the time and number of students.
- **Mother-tongue use.** Learners feel safer speaking in their native language than in another language.

To improve speaking skills, Rao (2009) recommends specific strategies that would help develop this ability.

### ***2.5.4 Strategies to Improve Speaking Skills***

Rao (2019) suggest some strategies, techniques, and activities that teachers should implement in the classroom to improve oral skills, among them we have:

- **Choral repetition:** It consists of the repetition of words of the students instructed by the teacher.

- **Some initial speaking activities:** He suggests that teachers carry out speaking activities using verbal and non-verbal elements to enrich vocabulary while speaking.
- **Substitution Drills:** The teacher gives an initial guideline, and then the students amplify the sentence with other vocabularies.
- **Question and Answer (Q & A) Drills:** The teacher provides a question, and the students give their possible answers.
- **Pictures:** The author mentions that visual learning is significant, so the teacher must use images that introduce a topic. The students can describe the subject or what it would be related to.
- **Information Gap Activities:** Students develop their skills by completing missing information with this activity.
- **Language Game:** The teacher implements interactive games that make students actively participate.
- **Rhymes, Songs, Chants, and Poems:** Using this activity makes the class fun while students unconsciously improve their skills.

According to Garcés & Sánchez (2017), songs are one of the tools that help to create a low affective filter in the classroom. A low effective filter means a positive attitude in the learning process. Songs promote language learning, help to stimulate feelings and provide a comfortable and fun atmosphere. In addition, songs significantly influence students' learning process and are accepted by them.

## **2.6 English Songs as a tool to improve speaking skills**

To better understand the use of English songs to improve speaking skills, first, the reader has to know the meaning of the word song.

According to Firdaus (2013), a song is a composition or a melody made to sing or dance, formed by musical instruments. It means that it is a composition created intentionally or accidentally from percussion, wind instruments. Songs are a way to express feelings, and they have a structure like verse, chorus, and more. The song's frame and the language vary depending on the author and where the song is written.

Custodio & Cano-Campo (2017) affirm that the correct use of English songs increases speaking skills. In addition, Lems (2018) creates lesson ideas using songs as a tool for improving English speaking skills in EFL learners.

Shen (2009) states that human beings use songs since they can speak. Therefore, for EFL learners, English songs are an essential part of getting oral experience, and it makes songs value to improve oral skills in the English language learning process.

#### ***2.6.1 The use of songs to improve speaking skills in EFL learners.***

Lake (2003) concluded that language and songs inside our brains have a close relationship. It improves speaking skills by allowing EFL learners to memorize the tone, rhythm, and phrasing. According to Özdemir & Yangil (2022), English songs make it fun and easy to acquire speaking skills. Songs are so associated with language that they allow our brain to develop oral skills quickly. The characteristics related to the song make this a perfect tool to learn English.

According to Boothe & West (2015), English teachers can use many tools and strategies that allow their learners the development of their speaking skills. As the authors referring in this research, one of these tools is the use of English songs. English songs allow fun learning and encourage learners to continue learning. In addition, English songs enable learners to become familiar with the English language thanks to its vocabulary, Grammar, Phonetic, and intonation components.



**Vocabulary:**

Castro Bone & Medina Figueroa (2017) said that one of the keys to learning speaking skills is vocabulary. Without this knowledge, oral skills will be negatively affected. A tool that could be used to enhance vocabulary learning is songs. English. Students will learn new words and reinforce the ones they already know.

**Grammar:**

Singh & Jeganmoha (2020), that grammar and speaking skills are related. The grammar allows proper communication. It is the key to expressing ideas, feelings, and thinking. It will enable the subject to form ties with society. Saricoban, and Metin (2000), explain that the correct English songs benefit the learning of grammatic, improving the speaking skills.

**Pronunciation**

The songs allow EFL Students to practice the pronunciation of different words. Practicing pronunciation using English songs will allow students to develop their oral skills effectively because EFL students will have access to the pronunciation of native speakers. Hearing native speakers are the key to improving speaking skills. (Stanculea, TEACHING PRONUNCIATION THROUGH SONGS, 2015).

**Intonation**

The intonation in a song allows the singer to express the meaning of a sentence that can not be expressed in the written version. According to Barasa & Thiong'o (2019), Intonation is essential to develop speaking skills because, through intonation, emotions like anger, happiness, and confusion can be transmitted in different situations.

According to Kihoroi (2018), all these components are the base to improve speaking skills, and one way EFL students can develop each of these components is through the use of songs in speaking skills strategies.

### ***2.6.2 The use of songs in Speaking skills Strategies***

According to Vargas & Rivera (2019), there are many strategies to improve the speaking skills using songs, and each strategy improves a different component (vocabulary, grammar, pronunciation, intonation). The authors will explain the strategy used in the proposal.

#### **Complete the song**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Remove the essential words from the lyric and place them at the top of the activity.
- ❖ Play the song to the students guided by it and can complete the lyrics.
- ❖ When they finish, check their answer.
- ❖ Make them sing the song with the help of the sheet they filled out.

#### **Practicing Pronunciation**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Highlight the words or phrases which has a problematic pronunciation
- ❖ Play the music
- ❖ Students should write-behind or above the correct pronunciation of the highlighted words or phrases.

#### **Singalong**

- ❖ Divide the class into five groups.
- ❖ Once the groups have been chosen, give them the song's lyrics.
- ❖ Students will listen to the song and practice the intonation of the words related to the topic.

- ❖ In the end, the group with the best intonation will win. The teacher can motivate the students by giving a prize to the winning group.

### **True or false**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Put two options in each preposition that you find in the lyric.
- ❖ Students must write “True” in the correct preposition.
- ❖ Give them the correct answer and make them sing the song

### **Cross the line**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Put on the left side the lyric in order and on the right side the phrases that complete the lyric in disorder.
- ❖ Make students hear the song five times.
- ❖ Check the students' answers.
- ❖ With the lyrics, complete the song with the students.

### **Put in order**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Put a part of the lyric in disorder.
- ❖ Students will put in order the lyrics while the song is playing.
- ❖ Finally, check the answers and sing with them.

### **Phrase practice**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Choose five words or phrases from a song to work with the student's pronunciation.
- ❖ Teach students the correct pronunciation and have them repeat. Considering the difficulties of each student, set aside time for students to practice and perfect their pronunciation.
- ❖ When they are accustomed to the pronunciation, they will sing the song and notice how many similarities they show with the singer.

### **Complete the song (2)**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Remove the essential words from the lyric and side write them in their based form.
- ❖ Play the song to the students complete the lyrics using the song and the verbs in based form.
- ❖ When they finish, check their answer.
- ❖ Make them sing the song with the help of the sheet they filled out.

### **Find the word**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Play the song.
- ❖ Students must order the letters to form the correct word.
- ❖ Students will write the correct word on the line.

- ❖ Sing the song together.

### **Circle the word**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Students must read the lyric before playing the music.
- ❖ Students will circle the words related to the topic chosen.
- ❖ With the help of the lyrics, students will sing the song.

### **Roleplay (songs)**

- ❖ Create a group of three or more students (the number of members can vary)
- ❖ Make students choose a song related to the topic.
- ❖ Students must prepare a performance; they will act the song while singing.
- ❖ Encourage students to give them a prize for the tree best performance.

### **The Bomb**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Play the song.
- ❖ Students must pass the ball while the song is playing.
- ❖ The student who has the ball must sing the song.
- ❖ The student who pronounces incorrectly loses.

The suggested strategies will help students develop Speaking. This strategies were implemented in at specific context, the Unidad Educativa Fiscal “Patria Ecuatoriana”

## **2.7 Contextual Framework**

The Unidad Educativa Fiscal “Patria Ecuatoriana” is located in La Cuarenta entre Portete y Camilo Destrugue in the city of Guayas-Guayaquil. Patria Ecuatoriana has three

different schedules: morning, afternoon, and evening, and offers EGB and high school in modality online and presential. The institution counts with 87 teachers and 3014 students. Nowadays, Magister Briones Castro Elias Edison directs the school with his intelligence and responsibility.

Based on the above information, it was necessary to abide by the necessary laws for a legal investigation.

## **2.8 Legal Framework**

This work, about how the use of English songs improves speaking skills, is based on the Constitution of the Republic, in force since 2008, which determines in article number twenty-eight:

Education is a right of persons throughout their lives and unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion, and the indispensable condition for a good way of living. Therefore, persons, families, and society have the right and responsibility to participate in education. (Constitución de la República del Ecuador, 2008, p. 17).

The article establishes that education is a right that everyone without exception should have. The state guarantees offer an education with qualified professionals that will provide an education of quality. The state will consider the level of each student to provide them education according to their needs. Universal access to quality education is guaranteed, and each child could end their studies without discrimination.

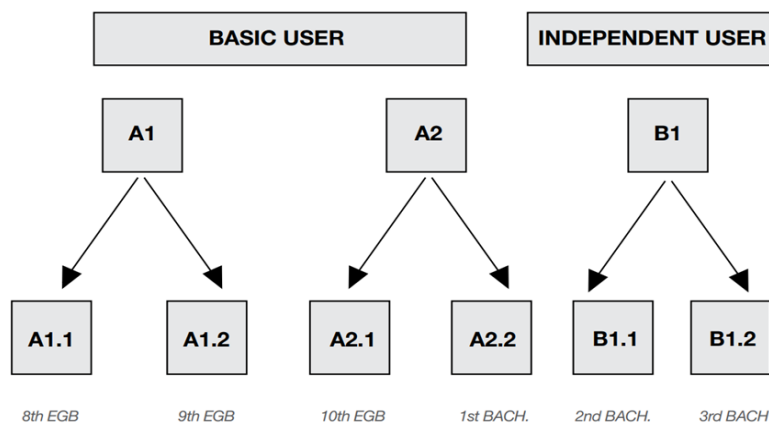
The exclusion, restriction, or preference that affects the enjoyment of this right is completely prohibited and will be sanctioned. The teaching environment will achieve with the correct infrastructure respecting the needs of each student. It includes the study of a foreign

language. Another article in the Constitution of the Republic of Ecuador that supports this work is the fifty-seven numeral fourteen, where it says:

To develop, strengthen, and upgrade the intercultural bilingual education system, based on quality criteria, from early stimulation to higher levels of education, in conformity with cultural diversity, for the care and preservation of identities, in keeping with their teaching and learning methodologies. (Constitución de la República del Ecuador, 2008, p. 29).

The article assures an intercultural bilingual education from the first grade until the highest level without neglecting the own culture and the use of teaching methods depending on the level of each student and taking into account their development. Secure the use of tools to increase motivation in students. The tools depend on students' culture, age, and beliefs. Tools will be of quality and allow students to strengthen their knowledge or create a base to develop it.

According to National Curriculum Guidelines, the levels are divided into six parts depending on the grade.



**Figure 1: Illustrates the Levels of Proficiency: Branching Approach.**

**Source:** National Curriculum Guidelines, (p. 7)

## 2.9 Operationalization of Variables

VARIABLES	DIMENSIONS	INDICATORS
<b>SPEAKING (DEPENDENT)</b>	Definition	- Speaking
	Importance	- Importance of speaking
	Sounds of the language (pronunciation skills)	- Pitch - Intonation - Individual sounds - Sounds and spelling - Stress
	Importance	- Importance of speaking
	Difficulties for learners EFL	- Inhibition - Nothing to say - Low or uneven participation - Mother-tongue use
	How to Improve Speaking Skills?	- Choral repetition - Some initial speaking activities - Substitution Drills - Question and Answer (Q & A) Dills - Pictures - Information Gap Activities - Language Games - Rhymes, Song, Chants, and Poems.
<b>ENGLISH SONGS (INDEPENDENT)</b>	Concept	- What is a Song?
	English songs	- English songs
	The use of songs in oral skills	The use of songs to improve speaking skills in EFL Students
	English learning through songs	Learn speaking skills through songs
	Characteristics	-Vocabulary                      - Intonation -Grammar                        -Pronunciation
	Musical Activities	-Complete the song              -Phrase practice -Singalong                        -Summarize the song - Rewrite the lyrics              - Lyric challenge



## **CHAPTER III**

### **Methodology, Process, Analysis, and Discussion of Results**

The present chapter explains the methodological design used for this research work, including the methods, types, techniques, and instruments of the investigation that will apply to understand the problem better and create immediate and possible solutions for the learners. It also includes the sample and population, which will help analyze and interpret the results.

The procedure for gathering data was developed in the Unidad Educativa Fiscal Patria Ecuatoriana for the Tenth-grade students.

#### **3.1 Methodological Design**

According to Hernández et al. (2014), the research design is a plan to seek answers to previously raised hypotheses through various strategies to help answer questions and generate new knowledge based on the results obtained. The methodology helps to identify the objective of the investigation and facilitates a better understanding of the topic and the process of solving the problem. Hernández et al. (2014)

The present chapter explains the methodological design used for this research work, including the methods, types, techniques, and instruments of the investigation that will apply to understand the problem better and create immediate and possible solutions for the learners. It also includes the sample and population, which will help analyze and interpret the results.

The procedure for gathering data was developed in the Unidad Educativa Fiscal Patria Ecuatoriana to the Tenth-grade students.

#### **3.2 Types of Research**

This study used the Descriptive-explanatory research.

### ***3.2.1 Descriptive and Explanatory Research***

Brink & Wood (1998) conceptualize descriptive research as research where a particular situation is carefully detailed. Based on the previous concept, this research is descriptive since it provides a specific description of the situation and reveals the actual status of the problem. Through interrogations, it could identify the principle dissimilarities of the problem in context and the relationships between the variables.

Also, the same author explains that explanatory research is a study of unknown or little investigated knowledge; the researcher explores the variables and seeks new meanings of a situation through data analysis. This research is explanatory since it examines the causes and explains the reason for the problem and under what conditions it manifests itself, giving the researchers a better comprehension of the problem.

## **3.3 Population and Sample**

The students and two teachers of the Tenth-grade at the Unidad Educativa Fiscal "Patria Ecuatoriana" were taken as the population in this research. The sample was selected according to the total population.

### ***3.3.1 Population***

López (2004) explains that a population is a group of something or people investigated to prove or disprove a study approach. This research is considered the population of all the students of Tenth grade EGB and teachers and directives of the Unidad Educativa Fiscal Patria Ecuatoriana.

### ***3.3.2 Sample***

López P. (2004) mentions that a sample is part of the population to be investigated. The following sample was taken from students, teachers, and directives of Tenth-grade EGB of the Unidad Educativa Fiscal Patria Ecuatoriana. They are involved in the educational process, in the

school where was detected the problem regarding speaking skills. Two English teachers are working with the students of the tenth year.

Only one teacher participated in the interview, the teacher who collaborated with the project was Master Lider, who kindly gave his class time to his students to fill out the survey and the interview. The students who participated in the survey were 43 in total.

*Table 1: Sample and Population*

ITEM N°	STRATA	POPULATION	SAMPLE
1	Teacher	1	1
2	Students	43	43
	TOTAL	44	44

### **3.4 Research Methods**

#### ***3.5.1 Inductive-Deductive Method***

Vázquez (2017) expresses that in this method, the researchers start from a theory or law, observe facts or reality, obtain hypotheses, and explain the different facts through logic; the starting point can be first the reason and then the previous steps. Therefore, the Inductive-Deductive method is used in this research since it reaches general conclusions based on a hypothesis and background.

Likewise, through the Inductive-Deductive method, a diagnosis and data collection is made in a specific context with the Tenth-grade students of the Unidad Educativa Fiscal Patria Ecuatoriana, where a proposal was presented as an alternative for improvement of speaking skills.

### ***3.5.2 Analysis-synthesis Method***

Rodríguez & Pérez (2017) describes this method as a set of inverse methods in which the study is divided into parts. Then an analysis of the broken parts is made to draw accurate conclusions from the object of study. This research uses the analysis-synthesis method since it is fundamental for the researchers because it allows them to observe the causes, acquire more comprehension of the subject and organize it to construct a final synthesis of the problem.

### ***3.5.3 Qualitative and Quantitative Method***

According to Hernández et al. (2014b), the Quantitative method represents results in numerical and statistical symbols for testing theories. This research is quantitative because it includes statistical methods to analyze the data obtained through the instruments of investigation, such as the survey to the students.

And also, these authors mention that the Qualitative Method “uses data collection and analysis to refine research questions or reveal new questions in the interpretation process” (p.7). In this project, the qualitative method was used to analyze and interpret the public event that happened in the class, which helped gather in-depth insights into the problem.

### ***3.5.4 Systemic-Structural Method***

Rodríguez & Pérez (2017) describe this method as the basis of an investigation where researchers classify the primary as secondary elements of the object of study. The Systemic-Structural method was used in this research to create a model proposal as a learning strategy. Students improve the spoken production using English songs by designing a handbook that helps teachers use other techniques in the classroom.

## **3.6 Research Instruments and techniques**

The research was analyzed according to the results of the following instruments, which were defined by Grau (2016):

### ***3.6.1 Interview***

According to Grau (2016), the Interview is a structured dialogue between two or more people, where the interviewer asks several questions which the Interviewee will answer. For this research, the interview was used as an instrument to obtain relevant information about the teaching method of the English language. The interview in this project was conducted by the Master Lider in charge of one course of Tenth grade. The interview contains ten Open-ended questions in order to get information about the teacher and the tools use in the classroom. This instrument was applied online, through the platform Zoom.

### ***3.6.2 Survey***

Also, Grau (2016) mentioned that a survey is a technique used for collecting and applied to a reasonable amount of people who give their point of view on a particular subject. This technique is essential for the present research because it allows knowing the characteristics of the population and helps as a strategy to identify the grade of the problem and determine a solution.

The survey was filled by the students of Tenth grade under the tutelage of Master Leader. The survey contains ten Likert scales questions in order to get information about the students. This instrument was applied online, through the platform Zoom and Google Form.

### ***3.6.3 Observation Guide***

For Grau (2016), an observation guide is a tool that allows establishing parameters and evaluating what is observed in the classroom. The guide was used in this research to analyze the teacher's resources in English classes; this consisted of 10 statements to evaluate teachers and students, which allowed the researchers to understand the way lessons are performed and the development of speaking skills in students.

### 3.7 Analysis and Interpretation of Results

#### *3.7.1 Analysis and Interpretation of the results of the observation in the class of the tenth year.*

This work was used as a guide of observation to students of tenth Grade in the Unidad Educativa "Patria Ecuatoriana" to know how the teacher develops the English class focus on speaking skills. The following conclusions were found during the observation.

*Table 2: Observation Guide*

<b>TEACHER</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATION</b>
The teacher encourages students to the development of oral production.	x		<b>The student's interest in speaking is low.</b>
The teacher hooks and engage student's interest in classes		x	
The teacher develops oral activities.		x	<b>The class focuses on grammar Speaking activities are not develop</b>
The teacher uses appropriate tools or resources in English classes.		x	<b>There was not enough tool and resources used in English classes</b>
The teacher uses the student's background knowledge to help students regarding their pronunciation.		x	
The teacher has an appropriate level of English language (B2)	x		
<b>STUDENT</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATION</b>
The students are motivated during English classes.		x	<b>Students show indifference during the class</b>
The students participate orally when necessary.		x	<b>The teacher encourages students to participate.</b>
The students understand when the teacher gives instructions in English.		x	
Students speaking show coherence and confidence		x	
The students can organize their ideas while speaking.		x	

#### **Comment:**

After applying the observation guide, the conclusion is: there is a problem in oral production in the tenth-year students. The teacher shows interest in promoting the development

of speaking skills, but students are not interested in participating and improving their speaking skills.

### 3.7.2 Analysis and Interpretation of the Survey Results

**Item 1:** I like to speak English

**Sample:** 43

**Room:** Tenth grade EGB

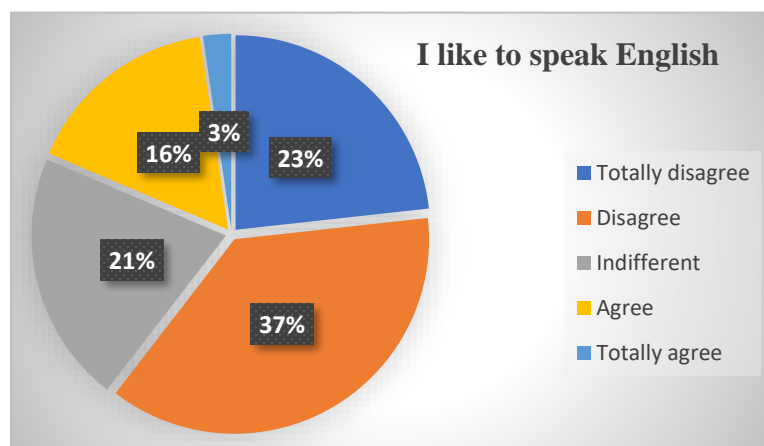
Table 3: I like to speak English

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N°1	Disagree	10	23%
	Disagree	16	37%
	Indifferent	9	21%
	Agree	7	16%
	Agree	1	3%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

Graphic 1



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** It is evident that students are not interested in speaking English. Only 19% of them gave a positive answer. Therefore, this proposal was selected because students need tools to motivate them to practice speaking skills.

**Item 2:** I like English songs  
**Sample:** 43

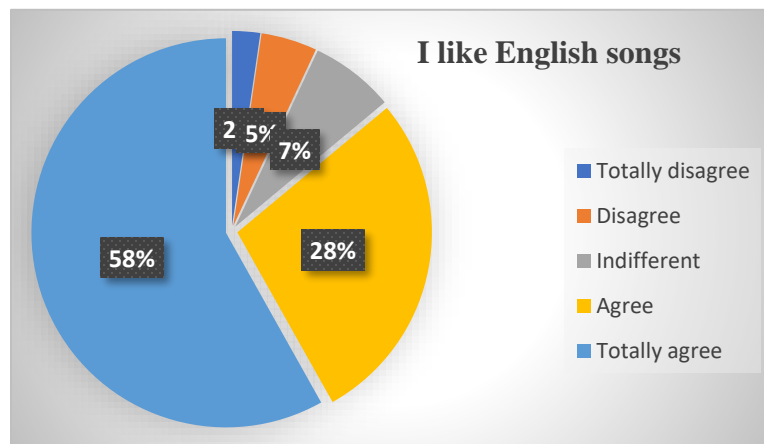
**Room:** Tenth grade EGB  
**Table 4:** I like English songs

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 2	Totally disagree	1	2%
	Disagree	2	5%
	Indifferent	3	7%
	Agree	12	28%
	Totally agree	25	58%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 2*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León



**Comment:** Results show that English songs are popular among students of the tenth-grade year; more than 50% of students ensure enjoying them. It means that a way to encourage students to improve their speaking skills is through English songs.

**Item 3:** I would like to learn English using songs

**Sample:** 43

**Room:** Tenth grade EGB

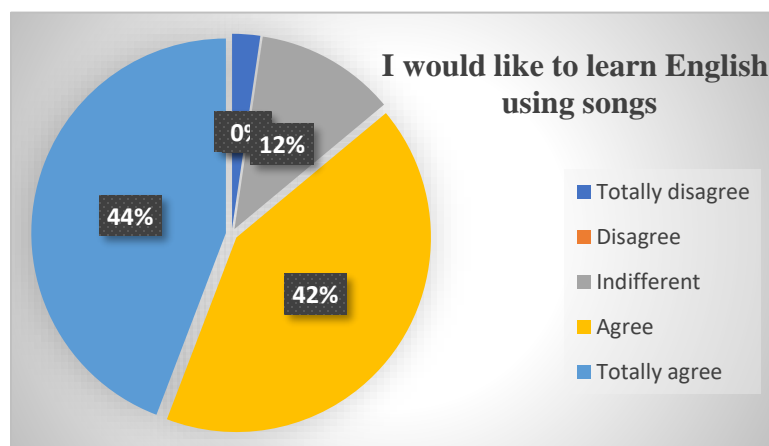
Table 5: I would like to learn English using songs

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N °3	Totally disagree	1	2%
	Disagree	0	0%
	Indifferent	5	12%
	Agree	18	42%
	Totally agree	19	44%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

Graphic 3



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** On this item, students demonstrate a positive attitude related to using English songs as a tool to learn. Just 2% are not comfortable with the idea, and the 12% are indifferent. It suggests that the use of English songs will motivate the major of students to practice speaking skills.

**Item 4:** I feel confident and motivated when singing  
**Sample:** 43

**Room:** Tenth grade EGB

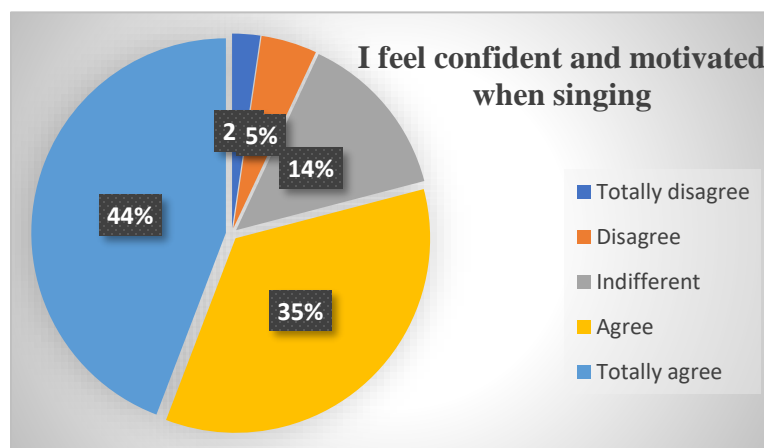
Table 6: I feel confident and motivated when singing.

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 4	Totally disagree	1	2%
	Disagree	2	5%
	Indifferent	6	14%
	Agree	15	35%
	Totally agree	19	44%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 4*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** 79% of students affirm that they feel confident and motivated when singing.

This fact shows that the proposal of this project will be a tool that encourages students to practice and produce oral skills.

**Item 5:** I practice English only in the classroom

**Sample:** 43

**Room:** Tenth grade EGB

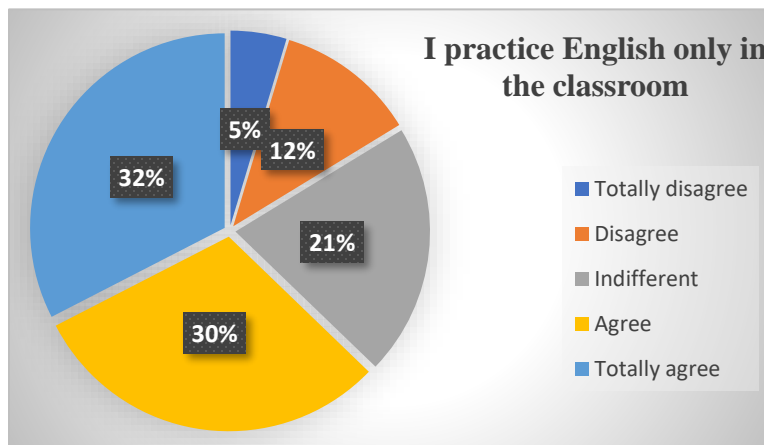
Table 7: I practice English only in the classroom

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 5	Totally disagree	2	5%
	Disagree	5	12%
	Indifferent	9	21%
	Agree	13	30%
	Totally agree	14	32%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 5*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** As mentioned in the first item, students don't show interest in practicing English. 83% of students accept, don't want, or don't be interested in practicing English outside of the classroom. This project seeks to increase students' interest in practicing English by themselves.

**Item 6:** I like my English class

**Sample:** 43

**Room:** Tenth grade EGB

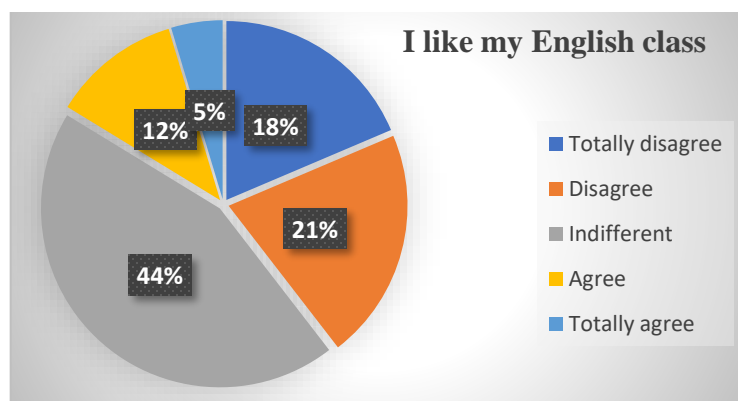
Table 8: I like my English class

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 6	Totally disagree	8	18%
	Disagree	9	21%
	Indifferent	19	44%
	Agree	5	12%
	Totally agree	2	5%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 6*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** According to the results, 44% of students show indifference to their English class. These figures are disturbing with the proposal of this work; the authors hope the students can see the positive side of English class.

**Item 7:** The teacher uses activities during the class to motivate me to speak English  
**Sample:** 43

**Room:** Tenth grade EGB

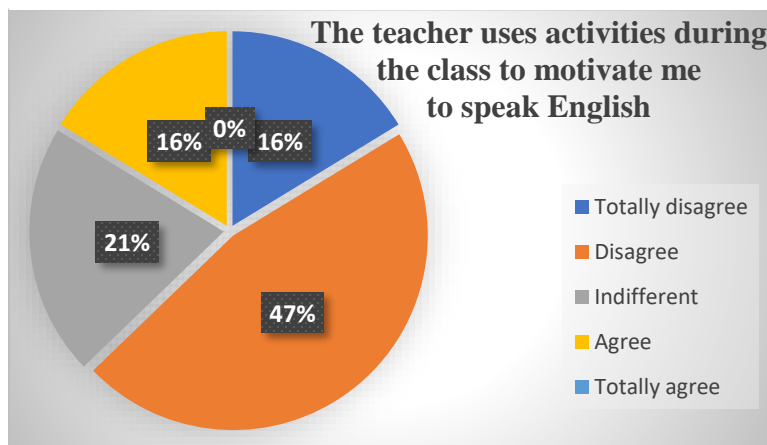
Table 9: The teacher uses activities during the class to motivate me to speak English

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 7	Totally disagree	7	16%
	Disagree	20	47%
	Indifferent	9	21%
	Agree	7	16%
	Totally agree	0	0%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 7*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** This item reveals that 63% of students affirm that the teacher doesn't use activities to motivate them to speak English during the class. Students support the authors' conclusion in the observation guide, teacher use activities but focus on grammar.

**Item 8:** Teacher uses interactive activities like dialogs, English songs, work in group or games

**Sample:** 43

**Room:** Tenth grade EGB

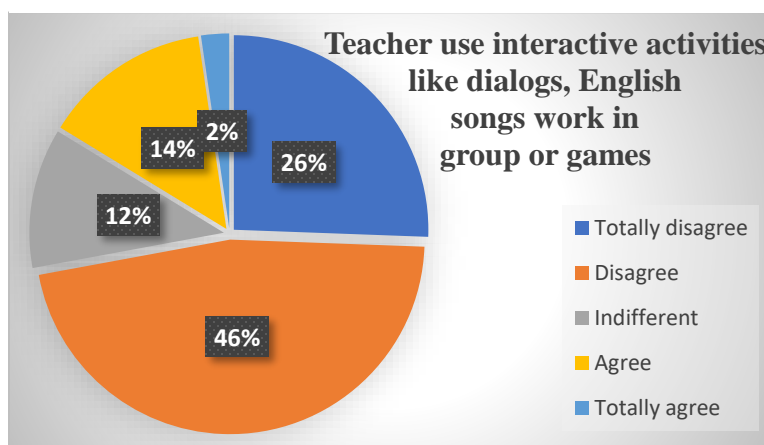
Table 10: Teacher uses interactive activities like dialogs, English songs, work in group or games

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 8	Totally disagree	11	26%
	Disagree	20	46%
	Indifferent	5	12%
	Agree	6	14%
	Totally agree	1	2%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 8*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** The result shows that 72% of students do not agree with the statement, 16% are agreed, and 12% are indifferent. The low knowledge of tools like zoom and teams avoid teachers can use interactive activities.

**Item 9:** I think that the used English songs can improve my speaking skill.

**Sample:** 43

**Room:** Tenth grade EGB

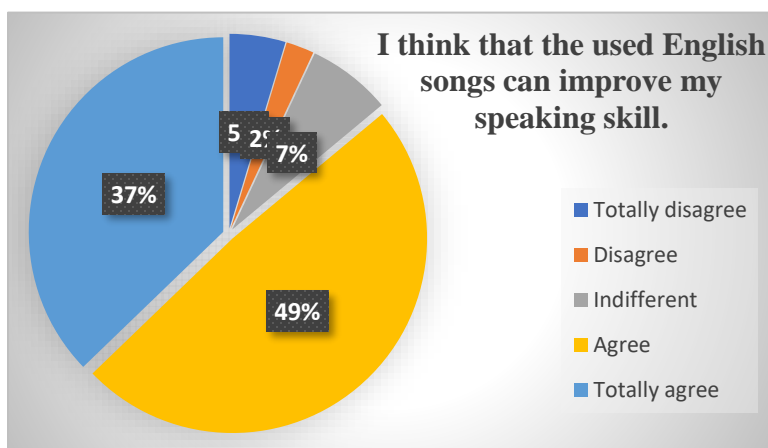
Table 11: I think that the used English songs can improve my speaking skill.

CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N° 9	Totally disagree	2	5%
	Disagree	1	2%
	Indifferent	3	7%
	Agree	21	49%
	Totally agree	16	37%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

*Graphic 9*



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

**Comment:** According to the results in this item, 86% of the students are "agree" or "totally agree" that the use of English songs can improve their speaking skills. This result supports the proposal of creating a handbook with musical activities to improve speaking skills at the A1.2 level.

**Item 10:** I would like to have a handbook based on musical activities to improve my speaking skill

**Sample:** 43

**Room:** Tenth grade EGB

Table 12: I would like to have a handbook based on musical activities to improve my speaking skills

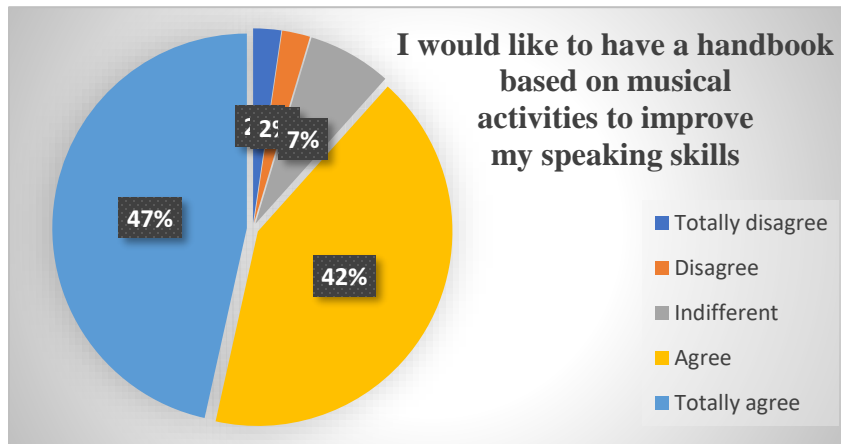
CODE	CATEGORY	QUANTITY	PERCENTAGE %
Item N°10	Totally disagree	1	2%
	Disagree	1	2%
	Indifferent	3	7%
	Agree	18	42%
	Totally agree	20	47%
Total		43	100%

**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León



Graphic 10



**Source:** Unidad Educativa Patria Ecuatoriana tenth grade students

**Authors:** Ayly Meza Barreiro y Sara Julissa Martínez León

Comment: In this statement, most students support the idea of a handbook based on musical activities to improve speaking skills. This result is favorable and shows that the proposal will have great acceptance.

### **2.7.3 Interview with the teacher**

The interview was realized with the English teacher of Tenth grade EGB in the Unidad Educativa Fiscal "Patria Ecuatoriana" to gather relevant information about the methods and strategies teachers use in classes to improve students' speaking skills in tenth grade.

#### **1. What is the level of spoken production of the students of the Tenth grade?**

It is A2.

#### **2. What method do you use to promote oral production in your students?**

To promote Spoken production in students, I used to use role-play

#### **3. Do you possess an International Proficiency Certificate in the English language?**

Yes, I have B2

#### **4. What is your opinion about using English songs in class to improve Speaking skills?**

I think it is entertaining and exciting to appeal to English students' attention, and it is simple to use in class. Besides, to review English grammar too.

#### **5. What type of strategies do you use to promote the development of speaking skills?**

Describe pictures, Brainstorming, and English songs.

**6. What do you think about the implementation of a didactic guide based on English songs as a resource for using in classes?**

I think it is beneficial and practical.

**7. Do you think students would like the idea of using English songs in classes?**

Of course, but it must be modern songs.

**8. Do you consider that speaking skills development in students is important?**

I consider it is imperative to get a good level of English speaking.

**9. How many years do you have teaching English?**

25 years.

**10. Are you receiving any training during the last year, or do you plan to do so in the future?**

I am keeping training all the time.

**11. What is the level of English with which you obtained your degree?**

B2

**Comment:**

In order to improve the speaking skills in EFL students of Tenth Grade with an A2.1 level, the teacher use roleplay, describing pictures and brainstorming as teaching strategies. Although even the teacher uses those strategies, he is agreed with the use of English songs as a tool to improve the speaking skills and support the idea to implementation a didactic guide based on English songs as a resource for using in classes because he affirms that the development of speaking skills in EFL students is essential. The teacher, who has 25 years of experience and a Proficiency certificate, suggests that the English songs should be modern to appeal to English students' attention.

## **4 Chapter IV**

### **The proposal**

#### **4.1 Title**

Design of a handbook based on musical activities resources

#### **4.2 Background**

Education is being minimized due to a series of "distractors" that appear in everyday life, it is for them that teachers seek to use these tools in favor of facilitating and involving situations, objects, music, programs, series, etc. in learning the English language. Music has a great influence on people and multiple benefits, above all it helps to improve the speaking skills of the listeners since it makes them familiar with the native speech of the interpreters. That is why the authors of this project designed a basic handbook with musical activities resources which will help in the teaching-learning process.

#### **4.3 Justification**

The present proposal focuses on designing a handbook based on musical activities to improve speaking in the English language in the Tenth-grade students at Unidad Educativa Fiscal Patria Ecuatoriana. They showed difficulties regarding their speaking skills, which could be observed as a lack of practice, feelings of insecurity, and inadequacy in students at the moment of speaking.

The realization of this project helped the authors find out the causes that lead students to have difficulties developing their speaking skills by applying investigation instruments such as interviews, observation guides, and surveys conducted to the students and the teacher of the English area. For this reason, the authors have considered the elaboration of a handbook based on musical activities that contain exercises for completing lyrics songs and practicing the pronunciation of words.

Nowadays, regardless of the language, songs take part in people's lives and are meant to attract attention mainly to younger people. Therefore, the design of this handbook based on musical activities would be a helpful tool and pretends to encourage students and teachers during the teaching-learning process to improve speaking skills.

This proposal aims to contribute to the teaching and learning of the English language. Its application implies a new opportunity to update old teaching methods. Students and teachers can benefit by using the handbook with musical activities and creating a comfortable and pleasant environment in the classroom. Furthermore, the proposal is carried out to help students improve their speaking skills according to their level.

#### **4.4 Objectives**

##### ***4.4.1 General Objective***

To strengthen the development of speaking skills of the students through the use of a handbook based on musical activities

##### ***4.4.2 Specific Objectives***

- Analyze the use of English songs to improve English language speaking skills by implementing interactive pedagogical strategies.
- Encourage students to develop their speaking skills through the use of interactive processes.
- To design a handbook based on song activities to improve students' speaking skills.

#### **4.5 Theoretical Aspects**

The theoretical aspects of the research proposal were carried out based on the necessary elements; for this purpose, author Nogales (2016) establishes that:

#### ***4.5.1 Linguistics Aspect***

According to Saussure (1916), he said that human being expresses himself from always to the present in an oral or written way. In turn, Nogales (2016) describes language as part of grammar and emphasizes that implementing English songs will help reach the required linguistic levels and enhance all skills, especially speaking.

#### ***4.5.2 Psychological Aspect***

According to Nogales (2016), motivation is fundamental in the teaching-learning process since, in this way, students better assimilate the contents. But on the other hand, he also mentions that how classes are taught is essential in the students' behavior.

#### ***4.5.3 Pedagogical Aspect***

Nogales (2016) also says that songs in English can have positive or negative effects; the question is how the teacher uses that tool in favor of his students, and also mentions that since ancient times it has been used as a relaxant. Currently, students of all levels spend the most time listening to songs, which is why the implementation of these songs in English will be helpful for effective learning in students.

### **4.6 Methodology**

This research was carried out under the natural approach, as mentioned CARI & PAMPA (2021), said that the natural approach allows students to carry out an accurate and coherent practice of the English language in a natural way. The same authors also cited Krashen and Terrel (1988), who emphasizes that this approach focuses on the acquisition and use of vocabulary without being grammatically perfect since the objective is the active participation of students without fear of making mistakes. This research was carried out under a descriptive-explanatory study since the causes of the problem were described; it was also designed based on quantitative and qualitative methods since

instruments such as an interview, a survey, and an observation guide were used, which helped to obtain the results of this research.

#### 4.7 Activities

# MUSICAL ACTIVITIES





## INDICE

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# Prologo

This handbook of musical activities was created to encourage students to practice and improve their speaking skills. This handbook uses Pop-Rock English songs as a tool to improve the teaching-learning process in the speaking área. According to Al-efeshat, & Baniabdelrahman (2020), the use of songs in the classroom has a lot of advantages, songs allow students to improve their speaking skills, learn grammar, practice their pronunciation, and develop intonation. Topics in this handbook were chosen using the CEFR. This handbook is focused on improving the speaking skill of students of the A2.1 level.

## Objectives

- Encourage students to practice their speaking skills
- Develop students' Speaking skills
- Increase the interest in the English language

## ¿How uses this handbook?

This handbook will encourage EFL students to develop their speaking skills using songs as a tool. In order to get good results, the teacher should put in practice the activities of each unit following the instructions. This handbook is focused on students of A1.2 Level, it has three units with four activities each one. Each unit has a central topic

- **UNIT 1: Days and life**

**Activity 1**

**Topic 1: Leisure activities**

**Activity 2**

**Topic: Daily routine**

**Activity 3**

**Topic 3: Speak about yourself**

**Activity 4**

**Topic 4: Prepositions of time**

- **UNIT 2: People and places**

**Activity 1**

**Topic 1: Describe the way people look**

**Activity 2**

**Topic 2: Talk about a place**

**Activity 3**

**Topic 3: Get to know someone**

**Activity 4**

**Topic 4: Verbs in past (regular and irregular)**

- **UNIT 3: Health and safe**

**Activity 1**

**Topic 1: Health problems**

**Activity 2**

**Topic 2: Verbs in present and past**

**Activity 3**

**Topic 3: Warning**

**Activity 4**

**Topic 4: Prepositions of place**



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# UNIT 1

## DAYS AND LIFE

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## ACTIVITY 1: Complete the song

**TOPIC:** Leisure activities

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to remember the vocabulary of leisure activities in order to pronounce them clearly.

**FOCUS ON:** Speaking-Vocabulary

### Warm-up

- ❖ Ask students questions about the leisure activities that they know
- ❖ Discuss leisure activities mentioned by students

### Procedure:

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Remove the important words from the lyric and place them at the top of the activity.
- ❖ Play the song to the students guided by it and can complete the lyrics.
- ❖ When they finish, check their answer
- ❖ Make them sing the song with the help of the sheet they filled out.

### Example:

#### 1) Complete the lyric with the song

#### The Lazy Song (Bruno Mars)

Today I don't feel like doing anything  
I just wanna \_\_\_\_ lay \_\_\_\_ in my bed  
Don't feel like \_\_\_\_\_ up my phone  
So leave a message at the tone  
'Cause today I swear I'm not doing anything.  
Uh! I'm gonna \_\_\_\_\_ my feet up  
Then \_\_\_\_\_ at the fan  
\_\_\_\_\_ the TV on, throw my hand in my pants  
Nobody's gonna tell me I can't

I'll be \_\_\_\_\_ on the couch,  
Just \_\_\_\_\_ in my snuggie  
Click to MTV, so they can teach me how to Dougie  
'Cause in my castle I'm the freaking man  
Oh, yes I said it (x3) 'cause I can  
Today I don't feel like doing \_\_\_\_\_  
I just wanna lay in my bed  
Don't feel like picking up my phone  
So \_\_\_\_\_ a message at the tone

'Cause today I swear I'm not doing anything  
 Nothing at all! Ooh, hoo, ooh, hoo, ooh, ooh-ooh  
 (x2)  
 Tomorrow I'll \_\_\_\_\_, do some P90X  
 \_\_\_\_\_ a really nice girl, have some really  
 nice \*\*\*\*\*  
 And she's gonna scream out: 'This is Great' (Oh  
 my God, this is great)  
 Yeah  
 I might mess around, \_\_\_\_\_ my college  
 degree  
 I bet my old man will be so proud of me  
 But sorry pops, you'll just have to wait Haha  
 Oh, yes I said it (x3) 'cause I can  
 Today I don't feel like doing anything  
 I just wanna lay in my bed  
 Don't feel like picking up my phone  
 So leave a message at the tone

'Cause today I swear I'm not doing anything  
 No, I ain't gonna comb my hair  
 'Cause I ain't going anywhere  
 No, no, no, no, no, no, no, no, no  
 I'll just strut in my birthday suit  
 And let everything hang loose  
 Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah,  
 yeah, yeah  
 Ooh  
 Today I don't feel like doing anything  
 I just wanna lay in my bed  
 Don't feel like picking up my phone  
 So leave a message at the tone  
 'Cause today I swear I'm not doing anything  
 Nothing at all  
 Nothing at all  
 Nothing at all

## ***ACTIVITY 2: Write the pronunciation***

**TOPIC:** Daily routine

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to recognize the vocabulary of daily routine to speak about their daily routine rightly

**FOCUS ON:** Speaking-Pronunciation

### **Warm-up**

- ❖ Give students two minutes to think about their daily routine
- ❖ Choose five students to talk about their daily routine

### **Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Highlight the words or phrases which has a difficult pronunciation

- ❖ Play the music
- ❖ Students should write behind or above the correct pronunciation of the highlighted words or phrases.

**Example:**

**1) Write the literal pronunciation of the highlight phrases**

**Routine (Steven Wilson)**

What do I do with all the children's clothes	Paintings they make still stuck to the fridge
such tiny things that still smell of them	Keep cleaning keep ironing
And the footprints in the hallway	Cooking their meals on the stainless steel top
onto my knees scrub them away	Keep washing keep scrubbing
And how to be of use make the tea and the soup	Long until the dark comes to bruise the sky
All of their favorites throw them away	Deep in the debt to night, routine keeps me in line
And all their schoolbooks and the running shoes	Helps me pass the time, helps me to sleep
Washing and cleaning the dirty still sink	Routine keeps me in line, helps me pass the time
Routine keeps me in line, helps me pass the time	Helps me to sleep, the most beautiful morning forever
Concentrate my mind, helps me to sleep	Like the ones from far off, far off away
And keep making beds and keep the cat fed	With the hum of the bees in the jasmine sway
Open the Windows let the air in	Don't ever let go, try to let go (x2)
And keep the house clean and keep the routine	

**ACTIVITY 3: Sing along**

**TOPIC:** Speak about yourself

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers.

**OBJECTIVE:** Students will be able to identify the free time activities to speak about them.

**FOCUS ON:** Speaking-Intonation

## Warm-up

- ❖ Encourage students to write on the board their favorite things
- ❖ Make students talk about themselves

## Procedure:

- ❖ Divide the class into five groups, the number of groups depends on the number of students.
- ❖ Once the groups have been chosen, give them the lyric of the song.
- ❖ Students will listen to the song and practice the intonation of the words related to the topic.
- ❖ In the end, the group with the best intonation will win. The teacher can motivate the students by giving a prize to the winning group.

## Example:

### 1) Listen to the song a repeat it

#### Introducing me (Jonas brothers)

I'm good at wasting time, I think lyrics need to rhyme  
And you're not asking, But I'm tryna grow a mustache

I eat cheese, but only on pizza, please  
And sometimes on a homemade quesadilla  
Otherwise, it smells like feet to me

And I, I really like it, when the moon looks like a toenail  
And I love it when you say my name

If you wanna know, here it goes, gonna tell you this  
A part of me that shows, If we're close gonna let you see  
Everything, but remember that you asked for it

I'm tryna do my best to impress, but it's easier to let you  
Take a guess at the rest, but you wanna hear the things in my brain  
My heart, well you asked for it for your perusing  
At times confusing, slightly amusing, introducing me

Do-do do-do-do-do-do (x2)  
La-da-da-da la-da-da-da-da-da-da-da

I never trust a dog to watch my food  
And I like to use the word "dude"  
As a noun or an adverb or an adjective  
And I, I've never been into cars  
I like really cool guitars and superheros

And checks with lots of zeros on them  
I love the sound of violins and making someone  
Smi-i-i-ile

If you wanna know, here it goes, gonna tell you this  
A part of me that shows, if we're close gonna let you see  
Everything, but remember that you asked for it

I'm tryin' to do my best to impress, but it's easier to let you  
Take a guess at the rest, but you wanna hear the things in my brain  
My heart, well you asked for it for your perusing  
At times confusing, possibly amusing,  
introducing me

Well, you probably know more than you ever wanted to  
So be careful when you ask next ti-i-i-ime

So, if you wanna know, here it goes, gonna tell you this  
A part of me that shows  
If we're close gonna let you see  
Everything, but remember that you asked for it

I'm tryna do my best to impress  
But its easier to let you, take a guess at the rest  
But you wanna hear the things in my brain  
My heart, well you asked for it

For your perusing, at times confusing  
Hopefully amusing, introducing me

Do-do do-do-do-do-do (x2)

Introducing me

### ***ACTIVITY 4: True or false***

**TOPIC:** Prepositions of time

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to use prepositions of time in English to speak about the past politely.

**FOCUS ON:** Speaking-Grammar

#### **Warm-up**

- ❖ Talk about the importance of the use of prepositions of place.
- ❖ Show what the prepositions of place are.

#### **Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Put two options in each preposition that you find in the lyric.
- ❖ Students must write “True” in the correct preposition or false if the preposition is incorrect.
- ❖ Give them the correct answer and make them sing the song

#### **Example:**

**a) Write true if the preposition is correct or false if the preposition is incorrect.**

#### **A Little Piece of Heaven (Avenged Sevenfold)**

Before ( ) the story begins, is it such a sin  
For me to take what's mine, until ( ) the  
end of time?

We were more than friends, before ( )  
the story ends  
And I will take what's mine, create what God  
would never design

Our love had been so strong for ( ) far too  
long  
I was weak with fear that somethin' would go  
wrong  
Before ( ) the possibilities came true  
I took all possibility from you

Almost laughed myself to tears  
Conjuring her deepest fears (come here you  
\*\*\*\*\*)

Must have stabbed her fifty \*\*\*\*\* times  
I can't believe it  
Ripped her heart out right before her eyes  
Eyes over easy, eat it, eat it, eat it

She was never this good in bed, even when she  
was sleepin'  
Now she's just so perfect I've never been quite  
so \*\*\*\*\* deep in  
It goes on ( ) and on and on

I can keep you lookin' young and preserved  
forever  
With a fountain to spray on your youth  
whenever

'Cause I really always knew that my little crime  
Would be cold, that's why I got a heater for  
your thighs  
And I know, I know it's not your time  
But bye, bye  
And a word to the wise, when the fire dies  
You think it's over but it's just begun  
Baby, don't cry  
You had my heart, at least for the most part  
'Cause everybody's gotta die sometime  
We fell apart, let's make a new start  
'Cause everybody's gotta die sometime, yeah,  
yeah  
But baby, don't cry

Now possibilities I'd never considered  
Are occurring the likes of which I'd never heard  
Now ( ) an angry soul comes back from  
( ) beyond ( ) the grave  
To repossess a body with which I'd misbehaved

Smiling right from ear to ear  
Almost laughed herself to tears

Must have stabbed him fifty \*\*\*\*\* times  
I can't believe it  
Ripped his heart out right before his eyes  
Eyes over easy, eat it, eat it, eat it (eat the shit  
out of it)

Now that it's done, I realize the error of my ways  
I must venture back to apologize from  
somewhere far beyond ( ) the grave  
I gotta make up for what I've done  
'Cause I was all up in a piece of heaven  
While you burned in hell, no peace forever

'Cause I really always knew that my little crime  
Would be cold, that's why I got a heater for  
your thighs  
And I know, I know it's not your time  
But bye, bye  
And a word to the wise, when the fire dies  
You think it's over but it's just begun  
But baby, don't cry  
You had my heart, at least for the most part  
'Cause everybody's gotta die sometime  
We fell apart, let's make a new start  
'Cause everybody's gotta die sometime, yeah,  
yeah  
But baby, don't cry

I will suffer for ( ) so long (what will you  
do, not long enough)  
To make it up to you (I pray to God that you  
do)  
I'll do whatever you want me to do (well, then,  
I'll grant you one chance)  
And if it's not enough (if it's not enough, if it's  
not enough)  
If it's not enough (not enough)  
Try again (try again)  
And again (and again)  
Over and over again

We're coming back, coming back  
We'll live forever, live forever  
Let's have wedding, have a wedding  
Let's start the killing, start the killing

Do you take this man in death for the rest of  
your unnatural life  
Yes, I do  
Do you take this woman in death for the rest  
of your unnatural life  
I do  
I now pronounce you

Becuse I really always knew that my little crime  
Would be cold, that's why I got a heater for  
your thighs  
And I know, I know it's not your time  
But bye, bye  
And a word to the wise, when the fire dies  
You think it's over but it's just begun

But baby, don't cry  
You had my heart, at least for the most part  
'Cause everybody's gotta die sometime  
We fell apart, let's make a new start, oh  
'Cause everybody's gotta die sometime, yeah,  
yeah  
But baby, don't cry



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## UNIT 2 PEOPLE AND PLACES

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## **ACTIVITY 1: Cross the line**

**TOPIC:** Describe the way people look

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers.

**OBJECTIVE:** Students will be able to use adjectives to describe people correctly.

**FOCUS ON:** Speaking-Vocabulary

### **Warm-up**

- ❖ Explain to students what the meaning of adjectives is
- ❖ Make students describe a member of their family

### **Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Put in the left side the lyric in order and on the right side the phrases that complete the lyric in disorder
- ❖ Make students hear the song five times
- ❖ Check the students' answers
- ❖ With the lyrics complete sing with the students

### **Example:**

#### **1) Cross the line and complete the song**

##### **Just the Way You Are (Bruno Mars)**

Oh, her eyes, her eyes	When I see your face
Her hair, her hair	"Do I look okay?"
She's so beautiful	I would change 'Cause you're amazing
Yeah, I know, I know	Just the way you are
And it's so, it's so	and stares for a while
But every time she asks me,	Falls perfectly without her tryin'
I say	Make the stars look like they're not shinin'
There's not a thing that	and I tell her everyday
Just the way you are	And when you smile
The whole world stops	Sad to think that she don't see what I see

'Cause girl, you're amazing

When I compliment her, she won't believe me

Yeah her lips, her lips, I could kiss them all day if she'd let me

Her laugh, her laugh, she hates, but I think it's so sexy

She's so beautiful and I tell her everyday

Oh, you know, you know, you know I'd never ask you to change

If perfect's what you're searchin' for, then just stay the same

So don't even bother askin' if you look okay

You know I'll say

Just the way you are

There's not a thing that

The whole world stops and stares for a while

'Cause you're amazing

Girl, you're amazing, just the way you are

And when you smile

I would change

'Cause girl, you're amazing

Just the way you are

The way you are, the way you are

When I see your face

When I see your face, there's not a thing that I would change

'Cause you're amazing, just the way you are

And when you smile, the whole world stops and stares for a while

'Cause girl, you're amazing, just the way you are Yeah

## ***ACTIVITY 2: Put in order***

**TOPIC:** Talk about places

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to describe places to talk about their favorite places.

**FOCUS ON:** Speaking-Pronunciation

### Warm-up

- ❖ Brainstorming of a place students would like to visit in their country
- ❖ Make seven students describe one of the seven wonders of the world

### Procedure:

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Put a part of the lyric in disorder.
- ❖ Students will put in order the lyrics while the song is playing.
- ❖ Finally check the answers and sing with them.

### Example:

#### 1) Listen to the music and put in order the phrases.

##### Hotel California (Eagles)

- ( 11 ) There were voices down the corridor,
- ( 7 ) I heard the mission bell
- ( 9 ) This could be Heaven or this could be Hell'
- ( 10 ) Then she lit up a candle and she showed me the way
- ( 2 ) Warm smell of colitas, rising up through the air
- ( 4 ) My head grew heavy and my sight grew dim
- ( 3 ) Up ahead in the distance, I saw shimmering light
- ( 5 ) I had to stop for the night
- ( 1 ) On a dark desert highway, cool wind in my hair
- ( 12 ) I thought I heard them say...
- ( 8 ) And I was thinking to myself,
- ( 6 ) There she stood in the doorway;

Welcome to the Hotel California

Such a lovely place (Such a lovely place)

Such a lovely face

Plenty of room at the Hotel California

Any time of year (Any time of year)

You can find it here

- ( 7 ) And still those voices are calling from far away  
( 8 ) Wake you up in the middle of the night  
( 1 ) Her mind is Tiffany-twisted, she got the Mercedes Benz  
( 4 ) Some dance to remember, some dance to forget  
( 9 ) Just to hear them say...  
( 2 ) She got a lot of pretty, pretty boys she calls friends  
( 5 ) So I called up the Captain, 'Please bring me my wine'  
( 3 ) How they dance in the courtyard, sweet summer sweat.  
( 6 ) He said, 'We haven't had that spirit here since nineteen sixty nine'

Welcome to the Hotel California

Such a lovely place (Such a lovely place)

Such a lovely face

They livin' it up at the Hotel California

What a nice surprise (what a nice surprise)

Bring your alibis

- ( 5 ) But they just can't kill the beast'  
( 7 ) I had to find the passage back to the place I was before  
( 4 ) They stab it with their steely knives,  
( 6 ) Last thing I remember, I was running for the door  
( 8 ) Relax, ' said the night man, 'We are programmed to receive.  
( 9 ) can check-out any time you like, But you can never leave!'  
( 2 ) And she said 'We are all just prisoners here, of our own device'  
( 1 ) Mirrors on the ceiling, the pink champagne on ice  
( 3 ) And in the master's chambers, they gathered for the feast

### **ACTIVITY 3: Phrase practice**

**TOPIC:** Get to know someone

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers.

**OBJECTIVE:** Students will practice their intonation to ask and answer questions correctly

**FOCUS ON:** Intonation

#### **Warm up**

- ❖ **Show a video about getting to know someone**  
(<https://www.youtube.com/watch?v=pEGa1VWHQIU>)
- ❖ **Ask students about an experience**

#### **Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Choose five words or phrases from a song to work with the student's pronunciation.
- ❖ Teach students the correct pronunciation and have them repeat. Considering the difficulties of each student, set aside time for students to practice and perfect their pronunciation.
- ❖ When they are accustomed to the pronunciation, they will sing the song and notice how many similarities they show with the singer.

#### **Example:**

##### **1) Listen to the music and practice the intonation of the highlight words.**

Tell me baby (Red hot chili peppers)

They come from every state to find

Some dreams were meant to be declined

Tell the man what did you have in mind

What have you come to do?

No turning water into wine

No learning while you're in the line

I'll take you to the broken sign

You see these lights are blue

Come and get it, lost it at the city limit

Say goodbye, 'Cause they will find a way to trim it  
Everybody, lookin' for a silly gimmick  
Gotta get away, can't take it for another minute  
This town is made of many things  
Just look at what the current brings  
So high, it's only promising  
This place was made on you  
Tell me, baby, what's your story  
Where you come from  
And where you wanna go this time?  
Tell me, lover, are you lonely?  
The thing we need is  
Never all that hard to find  
Tell me, baby, what's your story  
Where do you come from  
And where you wanna go this time?  
You're so lovely, are you lonely?  
Giving up on the innocence you left behind  
Some claim to have the fortitude  
Too shrewd to blow the interlude  
Sustaining pain to set a mood  
Step out to be renewed  
I'll move you like a baritone  
Jungle brothers on the microphone  
Getting over with an undertone  
It's time to turn to stone  
Chitty chitty, baby, when your nose is in the nitty gritty

Life could be a little sweet  
But life could be a little shitty, what a pity  
Boston and a Kansas city  
Looking for a hundred  
But you only ever found a fitty  
Three fingers in the honeycomb  
You ring just like a xylophone  
Devoted to the chromosome  
The day that you left home

CHORUS 1

CHORUS 2

CHORUS 1

CHORUS 2

### ***ACTIVITY 4: Complete the song (2)***

**TOPIC:** Simple past verbs (regular and irregular)

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to use verbs in simple past to speak about past experiences correctly.

**FOCUS ON:** Speaking-Pronunciation

#### **Warm-up**

- ❖ Talk about the differences between regular and irregular verbs.
- ❖ Give examples of regular and irregular verbs.
- ❖ Make students use one regular and one irregular verb to create a sentence.

#### **Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.



- ❖ Remove the important words from the lyric and side write them in their based form.
- ❖ Play the song to the students complete the lyrics using the song and the verbs in based form.
- ❖ When they finish, check their answer
- ❖ Make them sing the song with the help of the sheet they filled out.

**Example:**

**1) Complete the song using the past of the verbs in the parentheses**

**Lovebug (Jonas brothers)**

\_\_\_\_\_ (call) you for the first time yesterday

Finally \_\_\_\_\_ (find) the missing part of me

\_\_\_\_\_ (fall) so close but you were far away

\_\_\_\_\_ (leave) me without anything to say

Now I'm speechless

Over the edge, I'm just breathless

I never \_\_\_\_\_ (think) that I'd catch this lovebug again

Hopeless, head over heels in the moment

I never thought that I'd get hit by this lovebug again

I can't get your smile out of my mind

(I can't get you out of my mind)

I think about your eyes all the time

You're beautiful but you don't even try

(You don't even, don't even try)

Modesty is just so hard to find

Now I'm speechless

Over the edge, I'm just breathless

I never \_\_\_\_\_ (think) that I'd catch this lovebug again

Hopeless, head over heels in the moment

I never \_\_\_\_\_ (think) that I'd get hit by this lovebug again

I \_\_\_\_\_ (kiss) her for the first time yesterday

Everything I \_\_\_\_\_ (wish) that it would be

Suddenly I \_\_\_\_\_ (forget) how to speak

Hopeless, breathless

Baby can't you see?

Now I'm...

Yeah, oh

Now I'm speechless

Over the edge, I'm just breathless

I never thought that I'd catch this lovebug again

Now I'm hopeless, head over heels in the moment

I never thought that I'd get hit by this lovebug again

Oh-oh

Lovebug again

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# UNIT 3

## HEALTH AND SAFE

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## ACTIVITY 1: Find the word

**TOPIC:** Health problems

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to talk about health problems to give information about their health.

**FOCUS ON:** Speaking-Vocabulary

### Warm-up

- ❖ Mention some common health problems.
- ❖ Show pictures of health problems

### Procedure:

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Play the song
- ❖ Students must order the letters to form the correct word
- ❖ Students will write the correct word on the line
- ❖ All together sing the song

### Example:

#### 1) Put in order the letter and find the correct word

##### I'm not a vampire (Falling in reverse)

Well, I'm not a vampire, but I feel like one

Sometimes I sleep all day, because I hate the sunlight

My hands are always **khisnag** \_\_\_\_\_

Body's always **hganic** \_\_\_\_\_

And the dark is when I feed

Well, I can lure any woman that I want to in my bed

With me, and whiskey seems to be my holy water

Mothers better lock your doors, and hide your daughters

I'm **sienna** \_\_\_\_\_ Well, I can feel it in my **nbose** \_\_\_\_\_

Coursing through my **ivnse** \_\_\_\_\_

When did I become so cold?, For goodness' sakes

Where is my self control?, If home is where my **erath** \_\_\_\_\_ is

Then my heart has lost all hope

Well, I'm not a zombie, but I feel like one today

Self-induced **motaceso** \_\_\_\_\_, chemical **deza** \_\_\_\_\_

My head is always nnipisgn \_\_\_\_\_  
 From this zyzid \_\_\_\_\_, rublyr \_\_\_\_\_ vision  
 And my stomach has had enough, I feel like a lady  
 That is pregnant with a baby, 'Cause I'm always wtiogrn \_\_\_\_\_ up  
 Hi, my name is Ronnie, I'm an addict  
 (Hi, Ronnie)  
 Daddy should've never raised me on Black Sabbath  
 I'm insane, well, I can feel it in my bones  
 Coursing through my veins, when did I become so cold?  
 For goodness' sakes, where is my self control?  
 If home is where my heart is, then my heart has lost all hope  
 God bless all of you now, 'Cause I'm going straight to hell  
 And I'm taking you down with me, 'Cause you know damn well  
 I'm iaensn \_\_\_\_\_ well, I can feel it in my sbeno \_\_\_\_\_  
 Coursing through my veins  
 When did I become so cold?  
 I'm insane, well, I can feel it in my bones  
 Coursing through my veins  
 When did I become so cold?  
 For goodness' sakes, where is my self control?  
 If home is where my heart is  
 Then my heart has lost all hope  
 All hope  
 All hope

## ***ACTIVITY 2: Circle the word***

**TOPIC:** Verbs present and past

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, pen.

**OBJECTIVE:** Students will be able to use the verbs in past and present to speak in different times correctly.

**FOCUS ON:** Speaking-Grammar

### **Warm-up**

- ❖ Ask students: What is a verb? – What is the difference between the first, second and third person?
- ❖ Make students write in their notebook sentences using the first, second, and third person

**Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Students must read the lyric before playing the music.
- ❖ Students will circle the words related to the topic chosen.
- ❖ With the help of the lyrics, students will sing the song.

**Example:**

**1) Circle the correct form of the verb**

**Billie Jean (Michael Jackson)**

She was more like a beauty queen from a movie scene

I said don't mind, but what do you mean, I ( am - are ) the one

Who will dance on the floor in the round?

She ( said - say ) I am the one, who will dance on the floor in the round

She ( told - tells ) me her name was Billie Jean, as she caused a scene

Then every head turned with eyes that dreamed of being the one

Who will dance on the floor in the round

People always ( told - tell ) me be careful of what you do

And don't go around breaking young girls' hearts

And mother always told me be careful of who you love

And be careful of what you do 'cause the lie becomes the truth

Billie Jean ( is - are ) not my lover

She's just a girl who claims - claim that I am the one

But the kid ( am - is ) not my son

She say - says I am the one, but the kid is not my son

For forty days and forty nights

The law was on her side

But who can stand when she's in demand

Her ( scheme - schemes ) and ( plans - plan )

'Cause we danced on the floor in the round

So take my strong advice, just remember to always think twice

Do think twice, do think twice

She told my baby we'd danced 'til three, then she looked at me

Then showed a photo my baby cried his eyes were like mine (oh, no)  
'Cause we danced on the floor in the round, baby  
People always told me be careful of what you do  
And don't go around breaking young girls' hearts  
She ( came - comes ) and stood right by me  
Just the smell of sweet perfume  
This happened much too soon  
She ( called - called ) me to her room  
Billie Jean is not my lover  
She's just a girl who claims that I am the one  
But the kid is not my son  
Billie Jean is not my lover  
She's just a girl who claims that I am the one  
But the kid is not my son  
She says I am the one, but the kid is not my son  
She says I am the one, but the kid is not my son  
Billie Jean is not my lover  
She's just a girl who claims that I am the one  
But the kid is not my son  
She says I am the one, but the kid is not my son  
She says I am the one  
You know what you did, (she says he is my son) breaking my heart babe  
She says I am the one  
Billie Jean is not my lover (x6)

### ***ACTIVITY 3: Roleplay (songs)***

**TOPIC:** Warning

**TIME:** 80 minutes (2 classes)

**MATERIALS:** Radio, cell phone, speakers.

**OBJECTIVE:** Students will be able to recall the correct intonation of the vocabulary related to warnings to give information correctly.

**FOCUS ON:** Intonation

#### **Warm up**

- ❖ Talk about the importance of understanding and give warnings
- ❖ Ask students about warnings most commons

#### **Procedure:**

- ❖ Create a group of three or more students (the number of members can vary)
- ❖ Make students choose a song related to the topic
- ❖ Students must prepare a performance; they will act the song while they are singing
- ❖ Encourage students to given them a prize for the tree best performance

#### **Example:**

- 1) Prepare a performance about the topic of the song and sing it.

#### **Warning (Green day)**

This is a public service announcement

This is only a test, emergency evacuation protest

May impair your ability to operate machinery

Can't quite tell just what it means to me

Keep out of reach of children, don't you talk to strangers

Get your philosophy from a bumper sticker

Warning, live without warning

I say a warning, live without warning, without, Alright

Better homes and safety-sealed communities

Did you remember to pay the utilities?

Caution: police line: you better not cross

Is the cop or am I the one that's really dangerous?

Sanitation, Expiration date, Question everything

Or shut up and be a victim of authority

Warning, live without warning

I say a warning, live without warning (x3)

Without Alright!

Better homes and safety-sealed communities



Did you remember to pay the utilities?

Caution: police line: you better not cross

Is the cop or am I the one that's

Really dangerous?

Sanitation, Expiration date, Question everything

Or shut up and be a victim of authority

Warning, live without warning

I say a warning, live without warning (x3)

This is a public service announcement

This is only a test

## ***ACTIVITY 4: The Bomb***

**TOPIC:** Prepositions of place

**TIME:** 40 minutes

**MATERIALS:** Radio, cell phone, speakers, paper, ball.

**OBJECTIVE:** Students will be able to use the prepositions of place to say where the things are correctly.

**FOCUS ON:** Speaking-Grammar

### **Warm-up**

- ❖ Explain to students what the prepositions of place are
- ❖ Ask students to write on the board a preposition of place

### **Procedure:**

- ❖ In a worksheet, put the lyrics of a previously chosen song. Keep in mind that the lyric must have the correct level for the students.
- ❖ Play the song
- ❖ Students must pass the ball while the song is playing
- ❖ The student who has the ball must sing the song
- ❖ The student who pronounces incorrectly loses.



### **Example:**

#### **1 ) Sing with your partners**

#### **Dynamite (BTS)**

'Cause I-I-I'm in the stars tonight

So watch me bring the fire and set the night alight

Shoes on, get up in the morn'

Cup of milk, let's rock and roll

King Kong, kick the drum, rolling on like a Rolling Stone



Sing song when I'm walking home

Jump up to the top, LeBron

Ding dong, call me on my phone

Ice tea and a game of ping pong, huh

(This is getting heavy

Can you hear the bass boom? I'm ready (woo hoo)

Life is sweet as honey

Yeah, this beat cha-ching like money, huh

Disco overload, I'm into that, I'm good to go

I'm diamond, you know I glow up

Hey, so let's go

'Cause I-I-I'm in the stars tonight

So watch me bring the fire and set the night alight  
(hey)

Shining through the city with a little funk and soul

So I'ma light it up like dynamite, whoa oh oh)

Bring a friend, join the crowd

Whoever wanna come along

Word up, talk the talk

Just move like we off the wall

Day or night, the sky's alight

So we dance to the break of dawn

Ladies and gentlemen, I got the medicine

So you should keep ya eyes on the ball, huh

### CHORUS

Dy-na-na-na, na-na, na-na-na, na-na-na, life is  
dynamite (X2)

Shining through the city with a little funk and soul

So I'ma light it up like dynamite, whoa oh oh

Dy-na-na-na, na-na, na-na, ayy (X3)

Light it up like dynamite

Dy-na-na-na, na-na, na-na, ayy (X3)

Light it up like dynamite

'Cause I-I-I'm in the stars tonight

So watch me bring the fire and set the night alight

Shining through the city with a little funk and soul

So I'ma light it up like dynamite (this is ah)

'Cause I-I-I'm in the stars tonight

So watch me bring the fire and set the night alight  
(alight, oh)

Shining through the city with a little funk and soul

So I'ma light it up like dynamite, whoa (light it up  
like dynamite)

Dy-na-na-na, na-na, na-na-na, na-na-na, life is  
dynamite

Dy-na-na-na, na-na, na-na-na, na-na-na, life is  
dynamite

Shining through the city with a little funk and soul

So I'ma light it up like dynamite, whoa oh oh

## 4.8 Chronogram of activities

The realization of the Project was carried out under the supervision of the teacher María Antonieta Morales Jaramillo, Ph. D,

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	15/12/21	Introduction of Msc. Morales Explanation of the process	12:30	2:30	Organize the ideas to the development of the project
2	22/11/21	Explanation of the academic calendar Steps to development of chapter 2	12:30	2:30	Make the chapter 2
3	29/11/21	Correction of chapter 2	12:30	2:30	Finish the chapter 2
4	05/01/22	Correction of the background and theoretical framework  Feedback of the background and theoretical framework	12:30	2:30	Check the background and the theoretical framework  Put more authors
5	12/01/22	Correction of the foundations	12:30	2:30	Use two or more authors
6	19/01/22	Development of the operationalizations Analysis of the operationalizations	12:30	2:30	Identify the operationalizations
7	26/01/22	Review of the operationalizations Feedback of chapter 3 Development of chapter 3	12:30	2:30	Realize the tables and graphs
8	02/02/22	Review of chapter 3 Analysis of the results Feedback of chapter 4	12:30	2:30	Design the proposal
9	09/02/22	Review of chapter 4 Review of proposal	12:30	2:30	Change the topics used in the proposal
10	16/02/22	Analysis of the topics used in the proposal	12:30	2:30	Finish the proposal
11	23/02/22	Review of the proposal Explanation of chapter 1 Development of chapter 1	12:30	2:30	Correct the chapter 1 and finish it.
12	02/03/22	Review of chapter 1	12:30	2:30	Put the annexes and fill it
13	09/03/22	Review of the annexes and the project	12:30	2:30	Order the annexes  Correct the last details of the project
14	15/03/22	Review the whole Project Send the finished Project	12:30	2:30	

## **4.9 Feasibility**

According to Quiroa (2020), the feasibility study allows knowing if the proposal of a project is favorable or not, considering all the aspects that the investigation entails. As well as this author describes each type of feasibility. As authors of this investigation, the elements that were involved in this investigation were selected as follows:

### ***4.9.1 Operational or human Feasibility***

Quiroa (2020) establishes that in this type of research, people involved in the project are evaluated, and the knowledge they must have according to their role in the investigation. Therefore, this project is feasible since the Unidad Educativa "Patria Ecuatoriana" authorities and the students were predisposed to collaborate in everything necessary for this investigation.

### ***4.9.2 Economic or financial Feasibility***

Quiroa (2020) explains that in this type of feasibility, a study between costs and benefits is made, and every time the benefits exceed the costs, the proposal will be feasible. Based on this explanation, this project is economically viable since the Handbook based on Musical Activities Resources was designed so that students and teachers can afford its value when they wish to photocopy it.

### ***4.9.3 Technical feasibility***

Quiroa (2020) describes this type of feasibility as the physical space and technical knowledge to develop a project. So, this project was feasible because it had the necessary structure and expertise to complete the investigation.

#### **4.10 Conclusions**

The authors developed this proposal to improve EFL students' speaking skills using songs and musical activities as a tool. This project shows that the use of English songs can improve speaking skills by implementing interactive pedagogical strategies. According to the survey students showed an interest in use a handbook will help EFL students of the Then grade be more confident about practicing their speaking skills. In this way, they will improve their speaking skills. On the other hand, the handbook will be a resource for teachers who need to improve the teaching process by focusing on speaking skills. In conclusion, the handbook is a positive didactic resource.

#### **4.11 Recommendations**

The authors suggest:

- It is advisable to encourage students to use songs to practice their speaking outside the classroom.
- It is urged to use more musical activities focused on each of the components' songs to improve students' speaking skills.
- It is recommended to use the handbook as a guide. The handbook could be modified according to the necessity of the teacher.
- It is advisable to increase the difficulty level of the songs according to the abilities of each classroom.
- It is proposed that the teacher use complementary tasks to reinforce the knowledge acquired during the musical activities.
- Urged to the teacher finds and uses other musical activities that have not been used in the manual.

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# ANEXOS



## ANEXOS

### ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

FACULTAD  
CARRERA DE LENGUA Y LITERATURA INGLESA FRANCESA, ITALIANA O ALEMANA

#### TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	DESIGN OF A HANDBOOK BASED ON MUSICAL ACTIVITIES RESOURCES FOR A2.1 LEVEL		
Nombre del estudiante (s):	Ayly Lissette Meza Barreiro Sara Julissa Martínez León		
Facultad:	Filosofía Letras y Ciencia de la Educación	Carrera:	Lengua y Literatura Inglesa, Francesa, Italiana o Alemana
Línea de Investigación		Sub-línea de Investigación:	
Fecha de presentación de la propuesta de trabajo de Titulación:		Fecha de evaluación de la propuesta de trabajo de Titulación:	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de Titulación:			
Línea de Investigación / Sublíneas de Investigación:			
Planteamiento del Problema:			
Justificación e importancia:			
Objetivos de la Investigación:			
Metodología a emplearse:			
Cronograma de actividades:			
Presupuesto y financiamiento:			

	APROBADO
	APROBADO CON OBSERVACIONES
	NO APROBADO

\_\_\_\_\_  
Firma del presidente del Consejo de Facultad o su delegado (también debe ser miembro del Consejo de Facultad)

\_\_\_\_\_  
Nombre del presidente del Consejo de Facultad o su delegado (también debe ser miembro del Consejo de Facultad)  
CC: director de Carrera, Gestor de Integración Curricular.

Guayaquil, 13 de enero de 2021

## ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

### FACULTAD FILOSOFÍA Y LETRAS CARRERA LENGUA Y LITERATURA

Guayaquil, 17 de diciembre de 2021

Msc. Sara Lorena Anaguano  
Directora de Carrera  
En su despacho. -

De nuestra consideración:

Por medio de la presente quienes aquí suscribimos este documento Ph.D. María Antonieta Morales Jaramillo, docente tutor del trabajo de titulación y las estudiantes Ayly Lissette Meza Barreiro y Sara Julissa Martínez León la Carrera de Lengua y Literatura Inglesa Francesa Italiana y Alemana, comunicamos que hemos acordado realizar las tutorías semanales en el siguiente horario:

Miércoles de 12:30 a 2:30 pm, durante el periodo ordinario 2021-2022.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70%.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de titulación conforme al calendario académico.

Tenemos conocimientos que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma

Sara Julissa Martínez León  
C.I.: 0944034578

Firma

Ayly Lissette Meza Barreiro  
C.I.: 0954097580

MARIA ANTONIETA  
MORALES JARAMILLO

Digitally signed by MARIA  
ANTONIETA MORALES  
JARAMILLO  
Date: 2021.12.17 20:31:48 -05'00'

Firma

Ph.D. Maria Antonieta Morales J  
C.I.: 0913597241

## ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: María Antonieta Morales Jaramillo

Tipo de trabajo de titulación:

Título del trabajo: The use of English songs to improve speaking skills for A2.1 level

Propuesta: Design of a handbook based on musical activities resources for A2.1 level.

Carrera: Lengua y Literatura Inglesa Francesa, Italiana o Alemana.

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	15/12/2021	Introduction of Msc. Morales Explanation of the process	12:30	2:30	Organize the ideas to the development of the project
2	22/11/21	Explanation of the academic calendar Steps to development of chapter 2	12:30	2:30	Make the chapter 2
3	29/11/21	Correction of chapter 2	12:30	2:30	Finish the chapter 2
4	05/01/22	Correction of the background and theoretical framework Feedback of the background and theoretical framework	12:30	2:30	Check the background and the theoretical framework Put more authors
5	12/01/22	Correction of the foundations	12:30	2:30	Use two or more authors
6	19/01/22	Development of the operationalizations Analysis of the operationalizations	12:30	2:30	Identify the operationalizations
7	26/01/22	Review of the operationalizations Feedback of chapter 3 Development of chapter 3	12:30	2:30	Realize the tables and graphs
8	02/02/22	Review of chapter 3 Analysis of the results Feedback of chapter 4	12:30	2:30	Design the proposal
9	09/02/22	Review of chapter 4	12:30	2:30	Change the topics used in the proposal

		Review of proposal			
10	16/02/22	Analysis of the topics used in the proposal	12:30	2:30	Finish the proposal
11	23/02/22	Review of the proposal Explanation of chapter 1 Development of chapter 1	12:30	2:30	Correct the chapter 1 and finish it.
12	02/03/22	Review of chapter 1	12:30	2:30	Put the annexes and fill it
13	09/03/22	Review of the annexes and the project	12:30	2:30	Order the annexes Correct the last details of the project
14	15/03/22	Review the whole Project Send the finished Project	12:30	2:30	

MARIA ANTONIETA  
MORALES JARAMILLO

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ANTONIETA MORALES JARAMILLO

Date: 2022.03.21 00:35:22 -05'00'

Msc. María Antonieta Morales Jaramillo

Docente Tutor

C.I.: 0913597241

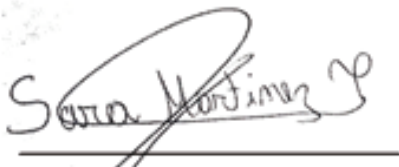


Plataforma de Integración Curricular para  
RODRIGO ANTONIO  
GUERRERO SEGURA

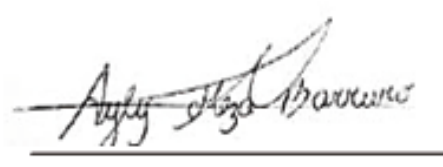
Msc Rodrigo Guerrero Segura

Gestor de Integración Curricular

C.I.: 0910135557

  
Firma Estudiante

C.I.: 0944034578

  
Firma Estudiante

C.I.: 0954097580



## ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: The use of English Songs to Improve Speaking Skills for A2.1 Level. Propuesta: Design of a Handbook Based on Musical Activities Resources for A2.1 level. Autor: Ayly Lisette Meza Barreiro.		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	<b>4.5</b>
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
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	
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	1
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
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	
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
<b>CALIFICACIÓN TOTAL *10</b>		<b>10</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. **El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).		

MARIA ANTONIETA MORALES  
JARAMILLO

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JARAMILLO  
Date: 2022.03.14 01:08:40 -05'07'

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN  
No. C.I. 0913597241  
FECHA: 13 de Marzo de 2022

## ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: The use of English Songs to Improve Speaking Skills for A2.1 Level. Propuesta: Design of a Handbook Based on Musical Activities Resources for A2.1 level. Autor: Sara Julissa Martínez León.		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	4.5	4.5
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
<b>RIGOR CIENTÍFICO</b>	4.5	
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	1
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
<b>PERTINENCIA E IMPACTO SOCIAL</b>	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
<b>CALIFICACIÓN TOTAL * 10</b>		10
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. **El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).		

MARIA ANTONIETA MORALES  
JARAMILLO

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JARAMILLO  
Date: 2022.03.14 01:10:20 -05'00'

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN  
No. C.I. 0913597241  
FECHA: 13 de Marzo de 2022



## ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

**FACULTAD**  
**CARRERA**

Guayaquil,

Sr. /Sra.

SARA ANAGUANO PÉREZ

DIRECTORA DE LA CARRERA DE LENGUAS

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación The use of English songs to improve speaking skills for A2.1 level de las estudiantes Meza Barreiro Ayly Lissette, indicando que han 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 las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

MARIA ANTONIETA  
MORALES JARAMILLO

Digitally signed by MARIA ANTONIETA  
MORALES JARAMILLO  
Date: 2022.03.14 01:09:36 -05'00'

Ph.D. María Antonieta Morales Jaramillo

TUTOR DE TRABAJO DE TITULACIÓN

C.I. 0913597241

FECHA: 13 de Marzo de 2022

## ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

**FACULTAD**  
**CARRERA**

Guayaquil,

Sr. /Sra.

SARA ANAGUANO PÉREZ

DIRECTORA DE LA CARRERA DE LENGUAS

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación The use of English songs to improve speaking skills for A2.1 level de la estudiante Martínez León Sara Julissa, indicando que han 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 las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

MARIA ANTONIETA  
MORALES JARAMILLO

Digitally signed by MARIA ANTONIETA  
MORALES JARAMILLO  
Date: 2022.03.14 01:09:36 -05'00'

Ph.D. María Antonieta Morales Jaramillo

TUTOR DE TRABAJO DE TITULACIÓN

C.I. 0913597241

FECHA: 13 de Marzo de 2022





#### Document Information

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Similarity	5%
Analysis address	antonio.moralesj.ug@analysis.unkund.com

#### Sources included in the report

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	Document PERALTA MICHELLE - FACUY MICHELLE INFLUENCE OF THE SHADOWING TECHNIQUE TO IMPROVE THE SPEAKING SKILL.pdf (0512402786) Submitted by: carlos.valen@ug.edu.ec Receiver: carlos.valen.ug@analysis.unkund.com		

## ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, Abril 04 de 2022

Sr. /Sra.

Sara Anaguano Pérez, MSc.

DIRECTOR (A) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA - PIN

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación: **THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR A2.1 LEVEL. PROPOSAL: DESIGN OF A HANDBOOK BASED ON MUSICAL ACTIVITIES RESOURCES FOR A2.1 LEVEL** del o de los estudiante (s) **MEZA BARREIRO AYLY LISSETTE y MARTÍNEZ LEÓN SARA JULISSA**. 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 25 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 5 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 está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,



Creado digitalmente por:  
**CLAUDIO  
FEDERICO MALO  
TOLEDO**

MSc. CLAUDIO MALO TOLEDO

DOCENTE TUTOR REVISOR

C.I. 0301695128

FECHA: 04 / 04 / 2022

## ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

### FACULTAD DE FÍSICA LETRAS Y CIENCIAS DE LA EDUCACIÓN

### CARRERA DE LENGUAS Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

<b>Título del Trabajo:</b> THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR A2.1 LEVEL. <b>Propuesta:</b> DESIGN OF A HANDBOOK BASED ON MUSICAL ACTIVITIES RESOURCES FOR A2.1 LEVEL <b>Autor(es):</b> MEZA BARREIRO AYLY LISSETTE			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>2.8</b>	
Formato de presentación acorde a lo solicitado.	0.6	0.4	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>	<b>5.2</b>	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
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	0.4	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.6	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.6	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.3	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.3	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.4	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	<b>0.9</b>	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
<b>CALIFICACIÓN TOTAL*10</b>		<b>8.90</b>	

\* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. \*\*\*\*El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).



CLAUDIO  
FEDERICO MALO  
TOLEDO

MSc. Malo Toledo Claudio Federico

Docente Revisor

C.I.: 0301695128

FECHA: 04 / 04 / 2022



## ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUAS Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

<b>Título del Trabajo: THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR A2.1 LEVEL.</b> <b>Propuesta: DESIGN OF A HANDBOOK BASED ON MUSICAL ACTIVITIES RESOURCES FOR A2.1 LEVEL</b> <b>Autor(es): MARTÍNEZ LEÓN SARA JULISSA</b>			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>2.8</b>	
Formato de presentación acorde a lo solicitado.	0.6	0.4	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>	<b>5.2</b>	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
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	0.4	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.6	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.6	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.3	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.3	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.4	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	<b>0.9</b>	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
<b>CALIFICACIÓN TOTAL*10</b>		<b>8.90</b>	

\* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. \*\*\*\*El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).



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# **ADDITIONAL DOCUMENTS**



**FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN**

**CARRERA LENGUAS Y LINGÜÍSTICA**  
Teléf. 2-294888



Oficio No. UG-LENGUAS- 2021-097  
Guayaquil, 29 de noviembre del 2021

PhD.

María Antonieta Morales Jaramillo

**PROFESORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designada **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación constan los nombres de las estudiantes de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (semestral), **MARTINEZ LEÓN SARA JULISSA Y MEZA BARREIRO AYLY LISSETTE**, con el tema y propuesta aprobado por el Consejo de Facultad:

**TOPIC:** THE USE OF ENGLISH SONGS TO IMPROVE SPEAKING SKILLS FOR A2.1 LEVEL.

**PROPOSAL:** DESIGN OF A HANDBOOK BASED ON MUSICAL ACTIVITIES RESOURCES FOR A2.1 LEVEL

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

El Instructivo del Proceso de Titulación de grado de la Universidad de Guayaquil, señala en su parte: **DEL DESARROLLO Y EVALUACIÓN DEL PROCESO DE TITULACIÓN, OPCIÓN TRABAJO DE TITULACIÓN.**

**TUTORÍAS INDIVIDUALES.** - Son funciones del docente- tutor de trabajo de titulación las siguientes:

- Realizar la tutoría a los estudiantes asignados dos horas semanales por cada trabajo de titulación, o las veces que considere pertinente, según la disponibilidad del docente.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (**Anexo IV. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**).

Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo al calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias URKUND e ingresar al módulo

**UNIVERSIDAD DE GUAYAQUIL**

📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy  
🌐 [www.ug.edu.ec](http://www.ug.edu.ec)

**Licenciada**  
**Elías Edison Briones Castro**  
**RECTOR DE LA UNIDAD EDUCATIVA "PATRIA ECUATORIANA"**  
**Ciudad.**

**ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.**

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual del presente periodo académico 2021-2022, CICLO II, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a los siguientes discentes:  
**MARTÍNEZ LEÓN SARA JULISSA, con C.I. Nro. 0944034578**  
**MEZA BARREIRO AYLY LISSETTE, con C.I. Nro. 0954097580**

Actualmente matriculados en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciados en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se les brinden las facilidades necesarias a los discentes mencionados anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:

sara.anaguanop@ug.edu.ec  
 titulacion.lenguas@ug.edu.ec  
 alexandra.delgado@ug.edu.ec

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

**SARA LORENA**  
**ANAGUANO**  
**PEREZ**

**MSc. SARA ANAGUANO PEREZ**  
**DIRECTORA**

**CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN**  
**MODALIDADES SEMESTRAL Y ANUAL**  
**sara.anaguanop@ug.edu.ec**

c.c.: MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022; y Estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Rodrigo Guerrero Segura	GESTOR DE TITULACIÓN	





## UNIDAD EDUCATIVA FISCAL PATRIA ECUATORIANA

Guayaquil, 31 de enero de 2022

MSC

SARA ANAGUANO PEREZ

Mis consideraciones:

Reciba un atento saludo, en relación con el oficio No. UG-Lenguas-2022-2023 suscrito por usted tengo a bien informarle que la Unidad Educativa Fiscal "Patria Ecuatoriana" acepta el desarrollo del proyecto de Titulación Educativo desarrollado por las estudiantes Ayly Lissette Meza Barreiro y Sara Julissa Martínez León, requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lengua Inglesa y Lingüística, aplicado a los estudiantes de 10mo EGB

Tema: The use of English songs to improve speaking skills for a2.1 level.

Propuesta: Design of a handbook based on musical activities resources for a2.1 level

Particular me comunico para los fines legales pertinentes.

Mg. Elías Edison Briones Castro

RECTOR DE LA UNIDAD EDUCATIVA FISCAL PATRIA ECUATORIANA

31-01-2022  
Mgs. Elías Briones Castro  
RECTOR  
U.E. PATRIA ECUATORIANA



# **PHOTOGRAPHIC EVIDENCE**

## THESIS TUTORING SESSIONS (TEAMS)

The image displays two screenshots of a Zoom meeting interface, likely from a thesis tutoring session.

**Top Screenshot:** The main window shows a presentation slide titled "PROYECTO AYLY Y SARA". The slide content includes the text: "Stress: Stress varies depending on the accent used (British or American) and is more complex when the word has more than two syllables". The slide number "36" is visible. The Zoom interface shows three participants: Maria Morales Jaramillo, Ayly M, and Sara Julissa Martínez León. The chat window on the right shows a message from Maria Morales Jaramillo to all participants: "antonieta.moralesj.ug@analysis.orkund.com".

**Bottom Screenshot:** This screenshot shows a gallery view of the participants. Maria Morales Jaramillo is in the top left, Ayly M is in the top right, and Sara Julissa Martínez León is in the bottom center. The Zoom interface and chat window are consistent with the top screenshot.

## INSTITUTION



## ADMINISTRATION OF THE INSTRUMENTS

The screenshot shows a Google Forms survey titled "Cuestionario para los estudiantes de 10mo" (Survey for 10th grade students). The survey is displayed within a Zoom meeting window. The survey questions are as follows:

Selecciona el número que consideres apropiado con respecto a la pregunta.

1. Totalmente en desacuerdo 3. Indiferente 5. Totalmente de acuerdo  
2. En desacuerdo 4. De acuerdo

1. ¿Te gusta hablar en inglés?

☐ 1. Totalmente en desacuerdo  
☐ 2. En desacuerdo  
☐ 3. Indiferente  
☐ 4. De acuerdo  
☐ 5. Totalmente de acuerdo

2. ¿Escuchas canciones en inglés?

☐ 1. Totalmente en desacuerdo  
☐ 2. En desacuerdo  
☐ 3. Indiferente  
☐ 4. De acuerdo

The Zoom interface shows a list of participants on the right, including "LIDER OVIDIO MENDOZA PL..." (Organizer) and "AYLY MEZA (Guest)". The bottom toolbar shows various Zoom controls and a search bar.

The screenshot shows the same Google Forms survey displayed within a Zoom meeting window. The survey progress is further along, showing questions 5 and 6:

5. ¿Practicar inglés solo en clases?

☐ 1. Totalmente en desacuerdo  
☐ 2. En desacuerdo  
☐ 3. Indiferente  
☐ 4. De acuerdo  
☐ 5. Totalmente de acuerdo

6. ¿Te gustan tus clases de inglés?

☐ 1. Totalmente en desacuerdo  
☐ 2. En desacuerdo  
☐ 3. Indiferente

The Zoom interface shows a different participant, "Sara Martinez (Guest)", in the video feed. The bottom toolbar shows various Zoom controls and a search bar.

# **RESEARCH INSTRUMENTS**



## UNIVERSIDAD DE GUAYAQUIL

### FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

#### ESCUELA DE LENGUAS Y LINGÜÍSTICA

**Objetivo:** Conocer las necesidades de los estudiantes para mejorar el desarrollo de sus habilidades comunicativas a través de una guía didáctica.

**Instrucciones:** Coloca una x en el número que consideres apropiado con respecto a la pregunta.

1. Totalmente en desacuerdo    3. Indiferente    5. Totalmente de acuerdo    2. En desacuerdo    4. De acuerdo

PREGUNTAS	1	2	3	4	5
1. Do you like to speak English?					
2. Do you like English songs?					
3. Do you like to learn English using songs?					
4. Do you feel confident and motivated singing?					
5. Do you practice English only in the classroom?					
6. Do you like your English class?					
7 Does the teacher use activities during the class to motivate you to speak English?					
8. Does the teacher use interactive activities like dialogs, English songs, work in groups or games?					
9. Do you think that the use of English songs can improve your speaking skills?					
10. Do you like to have a handbook based on musical activities to improve your speaking skills?					





**UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**Objective:** To gather relevant information about the methods that teachers use in classes to improve speaking skills in students.

**INTERVIEW TO THE TEACHER**

- 1. What is the level of spoken production development that students in the Tenth grade have?**
- 2. How do you promote spoken production in your students?**
- 3. Do you have a Proficiency Certificate?**
- 4. What is your opinion about the use of English songs in class to improve speaking skills?**
- 5. What types of resources or strategies do you use to promote spoken production development?**
- 6. What do you think about the implementation of a didactic guide based on English songs as a resource for using in classes?**
- 7 Do you think students would like the idea of using English songs in classes?**
- 8. Do you consider that speaking skills development in students is important?**
- 9. How many years do you have teaching English?**
- 9. Are you receiving any training during the last year, or do you plan to do so in the future?**
- 10. What is the level of English with which you obtained your degree?**



**UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**Objective:** To know how speaking activities are performed for the development of speaking skills in Tenth-grade students from EGB at Unidad Educativa Patria Ecuatoriana

**COURSE:**

**TEACHER:**

**DATE:**

<b>TEACHER</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATION</b>
<b>The teacher encourages students to the development of oral production.</b>			
<b>The teacher hooks and engage student's interest in classes</b>			
<b>The teacher develops oral activities.</b>			
<b>The teacher uses appropriate tools or resources in English classes.</b>			
<b>The teacher uses the student's background knowledge to help students regarding their pronunciation.</b>			
<b>The teacher has an appropriate level of English language (B2)</b>			
<b>STUDENT</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATION</b>
<b>The students are motivated during English classes.</b>			
<b>The students participate orally when necessary.</b>			
<b>The students understand when the teacher gives instructions in English.</b>			
<b>Students speaking show coherence and confidence</b>			
<b>The students can organize their ideas while speaking.</b>			