UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA

How to Foster EFL Listening and Speaking Skills through Songs, in the eighth grade in "*Fray Vicente Solano*" High School**.**

Trabajo investigativo del curso de graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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RESUMEN

Este trabajo titulado: Como Mejorar el Lenguage Extranjero en las destrezas de Escuchar y Hablar a través de Canciones en el Octavo Curso del Colegio Fray Vicente Solano. Tiene el propósito, de presentar nuevas ideas a los profesores de la institución; de cómo mejorar el lenguaje extranjero en los estudiantes a través de canciones y como desarrollar sus habilidades o destrezas.

Este proyecto está dividido en cuatro capítulos; en cada uno de ellos se ha trabajado cuidadosamente con la información, para ofrecer una guía adecuada a los profesores de la institución.

El primer capítulo contiene: un análisis completo de como las canciones ayudan a mejorar las destrezas para hablar y escuchar en el aula de clase. Por ende, describimos el propósito de esta investigación y desarrollamos actividades que ayuden a los estudiantes en adquirir de una manera eficiente, El Segundo Lenguaje. Finalmente, describimos los objetivos que nos proponemos alcanzar al término de este proyecto.

El segundo capítulo presenta: Teorías de Autores como Piaget, Krashen, Villalobos, Gardner, etc. quienes contribuyen en nuestra investigación con nuevas estrategias en el proceso de enseñanza-aprendizaje; por cuanto nos despiertan determinadas guías de enseñanza – aprendizaje, desde la niñez hasta la adultez.

En el tercer capítulo, presentamos la metodología, la misma que describe el desarrollo de nuestra investigación. Iniciando con la búsqueda de fuentes bibliográficas, entrevistas a expertos en educación, encuestas a estudiantes, observaciones de clases y el análisis del contenido del libro Nuestro Mundo a través del Inglés Uno.

En el último capítulo presentamos el análisis de los resultados e interpretación de los datos obtenidos durante la investigación.
En conclusión podemos expresar: que la música es una de las mejores metodologías, la que brinda una motivación y al mismo tiempo animación espiritual para captar vocabulario, oraciones y pensamientos de este idioma tan conocido y utilizado mundialmente.

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ABSTRACT

This research project was developed in "Fray Vicente Solano" High School. The purpose of the project was to focus the importance of music as a resource for teaching and learning English as a foreign language. We contributed this project and its results as a suggestion for teachers. We believe that teachers can use   music as an important resource in the English classroom to practice listening and speaking skills with activities related with vocabulary and communicative tasks. Teachers can use songs to create a fun and interesting environment where teenagers feel free and motivated to participate in class through songs, while they are developing English language abilities and skills.

This research contains four lesson plans in which students have to practice the present tense, the past tense, the use of the auxiliary verbs "can" or "can not," the use of correct prepositions in sentences and daily activities. All these lesson plans were applied in the eighth-level courses, "A","B," and "C", during four weeks, five hours per week. In these classes, we used songs, tasks, and karaokes, to facilitate the learning of the foreign language. When we worked with these lesson plans, students feel motivated, interested, and confident in their English classes because the activities with music create a comfortable environment to make the teaching – learning process easier. As Villalobos emphasizes, music can help as comprehensible input for students, because it enables them to understand a foreign language better and acquire new rules, vocabulary, and pronunciation, as well as motivating learners and helping them to feel more comfortable (96).

Finally, we can say that we got the objectives of developing the listening and speaking skills with songs in a valuable way.

Keywords: listening, speaking, lesson plans, cognitive development, songs, multiple intelligences, learning styles.

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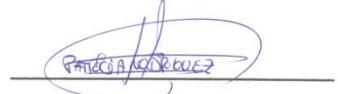
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DEDICATION

To my loving father who has been my unconditional support throughout my career. To my siblings who have shown their patience during my absence. To my mother, who is my strength, my inspiration and my example. She is always contempling me from heaven in my sadness and joys. Finally, to God for giving me life, health and wisdom to achieve my goal.

Marcia

To God for giving me life and guide to make my inhaled dream come true. To my beloved mother, who has always given me her unconditional support, patience and comprehension during my life; to my daughter, Gabriela, who has trusted in me lovely and patiently during my career. To my dear husband, Eddie, who has been the essential strength to finish my career.

Patricia

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INTRODUCTION

The present project, titled How to Foster EFL Listening and Speaking Skills through Songs in the Eighth Grade in *"Fray Vicente Solano"* High School, has been written with the purpose of presenting new ideas to high school teachers on how to improve an English class for teenage students through songs, considering that it is important to help students develop their abilities or skills to learn English as a foreign language, while expanding their vocabulary. With this method, teenagers will feel confident using the foreign language in class.

This project is divided into four chapters; each one of them was worked out carefully with all the information and creativity to offer a useful guide to English High School teachers. In the first chapter, we start with the problem, the topic and the description of the problem of English teaching in *"Fray Vicente Solano"* High School. In this research, we present an analysis how songs help to foster the listening and speaking skill in classroom in order to improve the teaching of English as a second language.

The purpose of this project is to foster the student's English performance in the classroom with the use of songs. In the justification, we will describe the aim of this investigation and develop activities which raise the learner's competence in a foreign language. Also, we try to create an effective environment where the students feel confident and free to use the language. In order to accomplish this, we find and present material that will serve to share social experience and help to develop group identity within the class.

Then we identify the general and specific objectives of this research project. The main general objective is analyze the importance of songs in the development of listening and speaking skills for students of the eighth grade in *"Fray Vicente Solano"* High School. One of the most important specific objectives is to teach vocabulary through songs based on students' interest.

In the second chapter, we present our review of the literature. Here we refer to Piaget's Cognitive Development Theory and its two biological

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tendencies which are organization and adaptation. Moreover, Piaget differentiates between four stages of cognitive development. Also, we discuss briefly Krashen's Input and Affective Filter Theory, which emphasizes that comprehensible input is the only true way a learner can acquire a second language.

We also refer to Villalobos, who emphasizes that both hypotheses can be taken into account when using music. She also remarks that music can help as comprehensible input for students because it enables them to understand a foreign language better and acquire new rules, vocabulary and pronunciation. We also present to Larry Lynch, who emphasizes that a variety of new vocabulary can be introduced to students through songs. Another important author we mention in the literature is Schoepp, who states that songs can be used for encourage, stimulate and provide a relaxed classroom atmosphere.

Orlova is another author mentioned in our literature that emphasizes that songs can increase esthetic appreciation and may actually shape the artistic tastes of the language learners. Shen highlights that "Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with". Maggie Lieb, an English teacher at a Japanese University focuses that musical genre should be chosen in the EFL classroom because it offers great opportunities.

Cunningham stresses that "Speaking is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language, such as grammar, pronunciation, or vocabulary, but they also understand when, why, and in what context to produce language. Williams Burden who defined motivation as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal or goals.

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Finally, we conclude with Gardner's Multiple Intelligences Theory, which states that human beings have several different ways of learning and processing information, but these methods are independent of one another. Our purpose is to develop musical intelligence, because some students may learn better with music by turning lessons into lyrics and speaking rhythmically. Tools include musical instruments, music, radio, CD ROM, and multimedia.

In the third chapter, we present our methodology, which describes how we have based our research. We start our research with information taken from articles, journals, books, an interview with an expert, observations of an English teacher and the students during classes, and a survey applied to the eighth courses, divided into three parallels. "A" "B" and "C". We continue with the development of the content of the book "Our World Through English One" in order to see the weaknesses and the strengths of the book regarding the tasks, the listening   activities, the methodological strategies, the contents and how the evaluation is applied. We apply the lesson plans of unit one. In this way we have provided some useful materials that include songs and tasks that can be used in an English class to motivate teenagers to learn the foreign language.

In the last chapter, we present our results: Analysis and Interpretation. Here we offer an analysis of the surveys, to find out information about their English classes and how much students enjoy learning the foreign language. Also, we present a statistical analysis of a pre-test and a post-test applied to the students of the eighth-level courses in *"Fray Vicente Solano"* High School. The evaluation was graded over 10 points and we analyze the percentages of students who get from zero to three, from three to five, from five to seven, and from seven to ten in the three courses, explained in a circular diagram for each course. Then we report the differences and similitudes among these three courses.

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CHAPTER I

1.1 Purpose

The aim of this project is to help students in "*Fray Vicente Solano*" High School to improve their ability to communicate by developing fluency in speaking and listening English skills through the application of didactical material presented in the booklet.

1.2 Description of Problem

The situation of English teaching at *"Fray Vicente Solano"* High School requires an analysis of didactical materials that are being used in the classroom in order to improve them. The purpose of this project is to foster the students' English performance in the classroom with the use of songs.

1.3 Justification

Speaking and listening are very important language and life skills; the process of language acquisition in children is unique to each child. Teachers have to motivate their learners through activities that develop their creativity in order to learn a foreign language. It would be one of the main factors that determine the success in developing competence in a foreign language, but it depends on how the teacher motivates the students in the classroom.

Likewise, the teacher's task is to use listening and speaking strategies through songs that help the learner to start meaningful conversations since the motivation that a teacher can provide is an important aspect in the teaching and learning process in the classroom. A teacher is a facilitator who can help a learner to achieve competence. For this reason, a teacher has the obligation to research and create an appropriate environment in order to enhance the teaching and learning process. In addition, we have to remember that a teacher must be a facilitator who has to provide his or her pupils reasons to learn a foreign language, such as English.

Furthermore, a facilitator must keep in mind that some students are excellent at learning a foreign language, but there are those who have more

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difficulties to accomplish it. For this reason, a teacher must present the material to be learnt in a wide variety of ways using music, art activities, role plays, multimedia, field trips, inner reflection, and many more ways to help them achieve competence in the foreign language. The aim of this project is to develop activities which raise the learners´ competence in a foreign language. Also, it will try to create an affective environment where the students feel confident or free to use the language.

Finally, we aim to find materials that will serve to share social experience and help to develop a class and group identity. They can also help to increase self-confidence because even the more inhibited child will feel secure when singing and chanting as a class or in groups. But the major benefit by using songs, rhymes and chants is practicing pronunciation including features relating to stress, rhythm and intonation.

1.4 Research Question

What is the effect of using songs to foster listening and speaking skills in the students of the eighth grade in "Fray Vicente Solano" High School?

1.5 Objectives

1.5.1 General Objective

- To analyze the importance of songs in the development of listening and speaking skills for students of the eighth grade in "*Fray Vicente Solano*" High School.

1.5.2 Specific Objectives

- To analyze the contents of the books regarding speaking and listening activities for students of the eighth grade in "*Fray Vicente Solano*" High School.

- To design and elaborate didactical materials, games and cards related to songs to increase EFL students´ vocabulary.

- To teach vocabulary through songs based on students' interests.

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CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

There are four theories that might be applied to using songs in the classroom for improving listening and speaking skills in an EFL context. The first is Piaget's "Cognitive Development Theory", the second involves Krashen's "Input and Affective Filter Theories, the third is Gardner's "Theory on Multiple Intelligences" and "Musical Intelligence" in particular, while the fourth concerns learning styles with a special emphasis on the auditory learner. The literature review below will make an attempt to establish the links between these theories and the methodology proposed.

2.1.1 Piaget's "Cognitive Development Theory".

The Swiss developmental psychologist and philosopher, Jean Piaget, assumed that learning is a physical, biological function in order to deal successfully with the environment. Piaget's theory of cognitive development is founded on two biological tendencies. These two tendencies are organization and adaptation.

Organization: according to Piaget, humans are designed to arrange their observations and experiences into logical sets of meanings. This organization of observations makes the thinking process more efficient. If a person can put the things they observe in some sort of an order, it is easier to remember and apply their observations. If we did not organize our observations and experiences, we would have little bits of information floating around in our brains with no connection between them (Piaget n. pag.).

Adaptation: according to Piaget, this is the process by which matches between our original observations and new ones that might not exactly fit together. Our original observations and conceptions are called our schemas. To incorporate new observations and experiences into our schemas, we apply one of two techniques.

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The information can be assimilated by putting it together with old schemas or conceptions. If the observations do not fit into our existing schemas, the second of the adaptation techniques can be used, namely our schema can be accommodated or changed to fit our observation (Piaget n. pag.).

2.1.2 Stages of cognitive development

Piaget differentiates between four stages of cognitive development. For our purposes, the Concrete Operational stage (Stage 3) has special importance because it appears between the ages of 7-12, and so refers to the age group that we will be dealing with.

This stage is characterized by appropriate use of logic. There are several important processes taking place: the first is serration, namely the ability to sort objects orderly according to size, shape, or any other characteristics. The second is classification or the ability to name and identify sets of objects according to appearance, size or other characteristics, and includes the idea that one set of objects can include another. Another process is decentering during which the child takes into account multiple aspects of a problem in order to solve it. A further important aspect is the elimination of egocentrism—the ability to view things from someone else's perspective (Piaget n. pag.).

While Piaget's theory on cognitive development has implications regarding language acquisition, there are characteristics that are specific to this area of human development.

2.1.3 Skill

One important aspect is related to skills. A "skill" is the ability to do something well, or something that requires training and experience to be done well. During the process of language acquisition, listening and speaking skills need to be developed systematically.

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2.1.3.1 Listening Skill

Listening is an internal process that can not be directly observed. Kanu suggests that listening is part of the transactional process of communication where the receiver's responses have a direct impact on the conversation. The goal of this skill is to become active listeners rather than passive ones. Active listening involves providing feedback that clarifies and extends a speaker's message (57).

According to this theory, listening is an active process in which the listener plays a very active part in constructing the overall message that is eventually exchanged between listener and speaker. However, we can point out some further factors that come into play when we listen. First, there is knowledge of phonology or sound system of the language. Another factor is how familiar we are with the subject of the discussion, as well as the tone of the voice, facial expressions, gestures, etc. These also influence how we listen and how much we comprehend.

2.1.3.2 Speaking Skill

Speaking is perhaps the most demanding skill for the teacher to teach. In their own native language, children are able to express emotions, communicate intentions and reactions, explore the language and play around with it, so they expect to be able to do the same in English.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Cunningham stresses that "Speaking is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language, such as grammar, pronunciation, or vocabulary, but they also understand when, why, and in what context to produce language (n. pag.).

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2.2 Krashen's Input and Affective Filter Theory

Stephen Krashen's book, *"Second Language Acquisition and Second Language Learning",* emphasizes that comprehensible input is the only true way a learner can acquire a second language. Krashen defines "output" as the outcome of what students have learned (19-21).

The Affective Filter Hypothesis is another of the five proposed hypotheses developed by Stephen Krashen (35). It offers an explanation as to how affective factors relate to language learning. It is particularly appealing to teachers as it provides a possible explanation to why some learners learn and others do not.

Villalobos emphasizes that both hypotheses can be taken into account when using music (meaningful songs) in EFL: Music can help as comprehensible input for students because it enables them to understand a foreign language better and acquire new rules, vocabulary, and pronunciation as well as it motivates learners and makes them feel more comfortable. By creating a low affective filter and awareness in what is to be learned, songs become a useful tool for teachers and students when they are dealing with language (96).

Teachers have been aware for a long time that students need to have a positive attitude regarding to learning. Krashen explains that for optimal learning to happen the affective filter must be low. A low affective filter means that an open attitude towards learning is present. If the affective filter is strong, the learner will not be on the lookout for language input, and in turn, not be open for language acquisition (21). According to Schoepp, songs may be very useful to keep the affective filter low: He stresses that using songs can lower the affective filter because they create a relaxed atmosphere that helps language learning (n. pag.).

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2.2.1 Motivation

Several authors emphasize the positive relationship between affective learning and motivation. "Motivation is a vital element in affective learning," says Shen, referring to Williams and Burden who defined motivation as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (90). He also stresses that songs can arouse motivation and, as a result, help maintain a weak affective filter.

Eken (qtd. in Schoepp) states that songs can be used for the following purposes:

- To encourage students to develop extensive and intensive listening skills.

- To present a grammar point, topic or vocabulary.

- To enhance development of creativity and imagination.

- To inspire positive attitudes toward having discussions and expressing feelings.

- To have fun in the teaching learning process (n.pag.).

2.2.2 Lynch's advantages of using songs

Larry Lynch refers to the advantages of using songs from the point of view of vocabulary learning. He emphasizes the importance of using songs that contain authentic and natural language and suggests that teachers avoid using songs whose lyrics or message are inappropriate. Lynch believes that a large stock of usable songs may be built up over time (n.pag.).

He goes on to say that **variety of new vocabulary can be introduced to students through songs** "looking to boost student vocabulary with useful phrases, vocabulary and expressions, songs are almost always directed to the native-speaking

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population so they usually contain contemporary vocabulary, idioms and expressions" (Lynch n. pag.).

2.3 Gardner's multiple intelligences theory

Howard Earl Gardner states, that not only do human beings have several different ways of learning and processing information, but these methods are relatively independent of one another. This leads to multiple "intelligences" as opposed to a general intelligence factor among correlated abilities. Gardner suggests that the traditional notion of intelligence is far too limited. Instead, he proposes eight different intelligences to account for a broader range of human potential in children and adults which are the following: linguistic intelligence, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence (p.98).

2.3.1 Musical Intelligence

Musical intelligence is described as follows: People who possess this kind of intelligence have the talent to appreciate and use sound; they recognize tonal and rhythmic patterns, understand the relationship between sound and feeling. They will work as musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers and party-planners. They are able to create a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions (Howard Gardner pag.98).

2.3.2 Learning Styles

Educationalists usually talk about four different learning styles. It is assumed that these are visual, auditory, tactile and kinesthetic learners. For our purposes, special attention should be paid to the auditory learner whose characteristics are described as follows:

1. Auditory learners can remember quite accurately details of information they hear during conversations, speeches or lectures.

2. They have well developed language skills, which include vocabulary and new words.

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3. Language skills which are well developed often lead to having strong oral communication skills. It permits the learner to have an interesting conversation and to express his/her ideas clearly.

4. Thanks to the "fine-tuned ear," auditory learners find learning a foreign language easy.

5. They can easily hear tones, rhythms, and notes with their fine auditory skills (Auditory Learners pag.1).

Villalobos stresses that teaching songs utilizes the fact that learners may have different learning styles. Students input and process information in different ways: by seeing, hearing and doing and teachers can use different methods. When mismatches exist between the learning styles of many students in a class and the instructor's teaching style, students can become uninterested and get disappointed about the course. Listening to songs takes advantage of the different learning styles students have and by carrying out activities with music, students can practice the language the way they like (98).

Orlova emphasizes the fact that songs can improve speaking and artistic skills in EFL students. She points out that songs provide information about cultural patterns in the target language. Moreover, songs can increase esthetic appreciation and may actually shape the artistic tastes of the language learners   (n. pag.).However, using songs has a special bonus when it comes to the development of actual listening skills.

2.3.3 Music as an important resource to teach English

Shen highlights this as follows: "Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with" (91). He reminds us that songs have an important part to play in first language acquisition, but obviously, they can enhance second and foreign language acquisition as well:

"Songs have been an entertaining companion for human beings for a long time, since we started to speak. It is an integral part of our

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language experience and can be of great value to foreign language teaching. In this way the songs may enrich and activate our foreign language class" (Orlova 88).

Maggie Lieb, who teaches at a Japanese University, highlights what musical genre should be chosen in the EFL classroom. She believes that popular music, as a musical genre, offers great opportunities because it can help overcome the anxiety related to listening activities. It also establishes the interconnectivity between music and language (37).

"Songs have become an integral part of our language experience, and as such are a very useful tool in the foreign language classroom", says Villalobos, adding that they perform a double task; they help improve language skills and provide information about the target culture (93).

3.3.3.1 Advantages of using songs

Maggie Lieb, provides a fairly exhaustive list of why songs can be a meaningful and fun tool in second language learning. There are many advantages for using songs: establishing a positive learning state, motivating learning activities, increasing attention, improving memory, releasing tension, increasing imagination, developing inspiration and motivation, and adding fun. Songs tend to have simplified, colloquial language use, natural rhythm, stress, intonation, contractions, slangs, expressions, idioms, authentic material and communicative repetition, all of which help to build vocabulary and other language structures (95).

The teacher's duty is to help students improve their language development, especially with listening and speaking skills. For that reason theories were applied to help students enhance their learning process through the use of songs. This method can contribute to the students' cognitive development; it can provide comprehensible input and lower the affective filter. It caters for both the multiple intelligences of our students as well as takes into account the fact that our students have different learning styles.

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Teaching English through songs has a number of advantages in the teaching-learning process: it raises cultural awareness; helps retain vocabulary, improves pronunciation as well as provides fun and relaxation in the language classroom – all very good arguments in favor of using this method, especially for the age group that our research is targeting.

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CHAPTER III

METHODOLOGY

We based our research on information taken from articles, journals, books, and field research as well as through an interview with an expert, a survey administered to 91 students, and English class observations. The methods used for the development of this research project were the bibliographic method in order to develop the collection of scientific information for the elaboration of the literature review, as well as the research of strategies and activities that teachers can use in order to reinforce the listening and speaking skills in EFL classroom. Also, the qualitative method was used in order to describe and analyze the interview and the survey.

3.1 Interview

It was important to interview an expert in the field of teaching teenagers with the purpose of getting valuable information based on many years of experience. Thus, this information would contribute to support the importance of developing of listening and speaking skills. This interview had twelve questions about the importance of the development of listening and speaking skills in the learning process of a foreign language and especially in teenagers (see appendix 2 pag 72). It was first recorded and then transcribed for further analysis (see Appendix 3 page 73).

3.2 Survey

In addition, a survey was administered to 91 students in the eighth level in *"Fray Vicente Solano"* High School in order to get to know the activities they use in English classes to develop the listening and speaking skills. It consisted of nine questions (see Appendix 1 page 70); three of them were about the students' preferences about the subjects and their favorite activities in their classes. Three of them were related to the teacher, the material, the strategies and the students' attitude to their English classes. The last three were about the good and bad experiences that students had in their student life. It was designed with multiple choice questions and some of them

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required additional explanation which depended on the different points of view. This took place in *"Fray Vicente Solano"* High School on May 02, 2013. All the information acquired from the interview's experience has been valuable for us because it matches the theory we have previously described. We use the qualitative method to analyze the results obtained from the survey.

3.3 Analysis of the content of the book "Our World Through English One".

Also, we analyzed the model of the book "Our World Through English One". English has been considered an important subject to teach in all stages of development including the age from 11 to 13 years old, but it is not the exception and considering the fact that we live in a globalized world which demands that everybody should know a foreign language to deal with today's technological advances, we should focus on teaching English to our students in high schools. Teachers in high schools have to continue teaching a foreign language, for this reason, they have to look for new techniques that keep the interest of students in the foreign language.

The teaching of a target language through songs is an interesting way to get excellent results because this is one of the things that teenagers love to do, that is, singing songs. So songs are a motivating way or method to teach English to students aged eleven to thirteen; songs make teenagers like learning a foreign language. At the same time, songs are appropriate to develop the teenagers' skills, social and effective behavior, etc.

Our World Through English is the student's book used with the students in *"Fray Vicente Solano"* High School. According to our experiences as English teachers, we understood that teenagers have special needs and interests; for example, they want to be free and popular in their natural environment to develop their skills.

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However, due to the shortness of time, we analyzed only one unit and organized four lesson plans which we developed in each one of the classes during four weeks; we used some songs and activities according to the students' level; in this way students use the foreign language to communicate among each other by moving their bodies and repeating the lyrics of the songs.

We realized from this experience that this book has some weaknesses because it has not got any interesting songs that would make students enjoy learning English as a foreign language. For example, unit three deals with prepositions, the activities that the book suggests do not help to achieve the goal, so we incorporated some extra activities and applied the methodology which consisted of repeating the different lyrics of songs so as to motivate teenagers to participate actively in the classroom´s activities. This book, Our World through English is divided into six units which are the following:

Unit One: Can you count?

Unit two: I always get up at six – thirty.

Unit three: Miami - A great place to be!

Unit four: What's Brian doing?

Unit five: Did he call her again today?

Unit six: I really had a great time.

After analyzing the contents of this book and according to our proposal, we found some weaknesses and strengths which must be taken into account when helping students to learn English.

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IDENTIFICATION OF STRENGTHS AND WEAKNESSES

DIAGNOSTIC OF EDUCATIONAL WORK	
STRENGTHS	**WEAKNESSES**
SKILLS	
• This book contains the four general skills of a language. • Listening • Speaking • Writing • Reading	• Each lesson of the book does not contain a lot of pages to be filling up by students. There are not enough opportunities for students to work on activities in the book. • There are not many songs to improve their vocabulary.
CONTENTS	
• The book has six units that include topics to develop the teenagers' needs. • The topics of the book deal with feelings, likes, dislikes and preferences.	• Most of the units do not have enough extra pages to complement the teenagers understanding.
METHODOLOGICAL STRATEGIES	
• In this book we, find some strategies to get the students' attention. • Use of the body to express and communicate feelings and emotions.	• There is a lack of methodological strategies to improve the students' vocabulary.
DIDACTIC RESOURCES	
• Teacher's book • Student's book • Audio CD	• There are not enough extra activities in the students' book to reinforce the learning process.
EVALUATION	
• Each lesson has short stories, role plays and descriptions of famous	• There is not an extra manual activity to work with teenagers and stimulate

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|	
people or places which are easy to comprehend.	the learning process. The material does not motivate students sufficiently.

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Our research work is fully developed in Unit One which deals with Can you count?
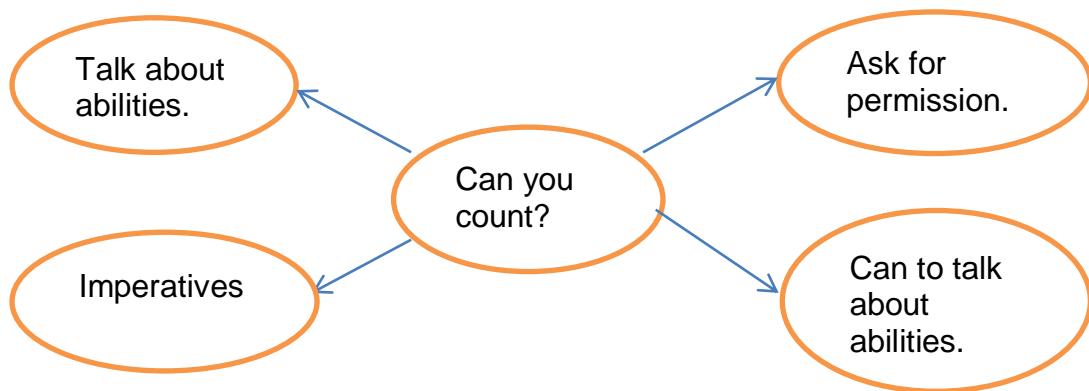
3.4 Observation

An observation was administered to an English teacher of "*Fray Vicente Solano"* High School in order to observe the process, the activities and the techniques he uses in his English classes. At the beginning, we observed English classes of eighth level "A", "B" and "C", and we also looked up information about the English language lesson plans that were prepared for that level. We realized that the teacher's goal is to help students to learn and practice the foreign language to communicate their feelings, thoughts and preferences. The English class was designed for teenage students who used English for communication, singing and for giving information. The English classes that we observed were of lower speaking skills. Each class lasted 45 minutes.

Before performing the class observation, we asked to the English teacher about the goals of the lesson. The teacher's purpose of that lesson was to work on reading strategies: identifying main ideas of a text and understanding details. The teacher mentioned that there were 30 learners in each class and almost all of them were between the ages of 11 to 13 years old.

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In the observation, the instructor started the class with a warm up. Students did not follow the warm up because they did not understand the teacher's instructions. After that, he introduced a new topic through questions and answers. The teacher asked some questions to the students about their activities last night. The teacher rarely guided his pupils in class, and he did not seem to be interested in hearing their thoughts laughing at their mistakes. The students did not look comfortable in class, and they did not often understand the teacher´s speech and instructions. Besides, the students rarely contributed to complete some tasks because they were afraid of making mistakes.

During the class, students seldom exchanged and criticized ideas because they did not feel sure of their pronunciation. Through the development of the English classes, students sometimes interacted, discussed, and make questions to their other mates. The teacher sometimes followed the learning process stages during his English classes (presentation, practice and production).

These observations to the teacher and the students were made during a week in the three eighth levels "A", "B" and "C". Moreover, we noticed that not all the levels were equal in their learning process. We realized that level "B" had a high level of understanding because they followed all the teacher's instructions and participated actively in class. On the other hand, the courses "A" and "C" had a lower level; students had a lot of problems in pronunciation, speaking and understanding the teacher's instructions. The teacher constantly had to help the students with the activities.

After the class observation, we wrote a brief report about the teacher's personal and professional qualities. At the beginning, the teacher was on time in class, the teacher's tone of voice was good, but he did not keep the control of his class. According to our observation, we noticed that the teacher seldom attended the students' needs, because most of the time, he sat down on his desk and did not move around the classroom. The teacher rarely interacted with the students. Also, the teacher did not help students with their

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tasks, and he corrected the mistakes in front of the whole class. Second, the teacher rarely helped the students with their pronunciation. Finally, the teacher sometimes gave feedback to his students in class and showed interest in the students' learning process and their needs.

3.5 Strategies to improve an English class through songs (LESSON PLANS).

LESSON PLAN ONE

Age: 11 to 13   Themes: Daily Routines

Course: Eighth   Level: Basic

Subject: English Subject

Time: Five hours (225 minutes).

Aim: At the end of the lesson, students will be able to identify verbs, nouns, time expressions, pronounce them correctly and apply them in sentences in their daily life.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To listen to the song and match the verbs to the corresponding picture.

-To classify typical daily activities.

-To answer questions using the adverbs of frequency.

- To use simple present according | *1.Conceptual*

-Typical day activities: Brush the teeth, wake up, eat breakfast, take a shower, etc.

2. Procedures

-Listening
-Oral practice
-Individual practice
-Demonstrations | -Teacher begins the class with a warm up. "Simons says".
-Teacher activates student's previous knowledge.
-Teacher gives students instructions.
-Teacher gives students a sheet of paper with the song.
-Students listen to a song.
-Students work in pairs.
-Students identify actions that people | *1. Human Resources*

-Teacher

-Students

2. Material Resources

-Board

-Markers

-Erasers

-Pencils | -Listen to the song and circle the verbs.

-Complete the sentences according to the teacher's instructions.

-Complete and answer the tasks.

- Talk about their daily |

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to the personal pronouns.	-Questions and answers -Motivation. -Fill in the blanks. -Mimics. -Students identify verbs and use them correctly in sentences according to the correct personal pronoun. -Comprehension of the words in context. -Students practice two of the four main skills: Listening and speaking. *3. Attitudinal* -Students active participation. -Students assess their own tasks and their classmates. -Respect, tolerance and cooperation.	do in the song. -Teacher checks students understanding. -Students practice their listening and speaking with the vocabulary taken from the song. -Teacher monitors the students' tasks. -Teacher checks the students' understanding by means of questions, answers and descriptions. -Students practice their speaking and writing.	-Handouts -Flashcards -CD/MP3 player -Projector -Audio CD	activities using the adverbs of frequency.

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DEVELOPMENT OF THE FIRST LESSON PLAN

BEFORE THE CLASS

1. WARM UP: Simon says:

Teacher asks students to stand up and form a semi-circle. Then she/he starts the class playing a little bit. The teacher asks students to pay attention and then she says, "Simon says, touch your eyes, touch your mouth, move your shoulders, move your head", etc.

Simon Says is a child's game for 2 or more players where 1 player takes the role of "Simon" and gives instructions to the other players, which must only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the trigger phrase or by failing to follow an instruction which includes the phrase, "Simon says".

http://en.wikipedia.org/wiki/simon_Says

DURING THE CLASS

First, the teacher starts the class and he or she says "today we are going to learn about the *TYPICAL DAY ACTIVITIES".* Then the teacher shows the meaning of daily activities, frequency adverbs, the use of them in sentences and some examples. Wake up, wash my face, wake up in the morning, brush my teeth, comb my hair, eat breakfast, and go to school. Adverbs of frequency: always, sometimes, usually, often, never and rarely.

The teacher uses pictures through the projector about the daily routines to present the new vocabulary.

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http://chaman08.wordpress.com/plan-de-area-de-english-sixth-grade/

Also, the teacher asks students how often they do these activities. For these, he/she presents the adverbs of frequency and their meaning. For this, the teacher presents the grammar chart:

Always	100%
nearly/almost always	90%
Usually	80%
Very Often/Frequently	70%
Often	60%
Sometimes	50%
Occasionally	40%
Almost never/ever	20%
Seldom/Almost never	10%
Never	0%

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> **How often do you arrive late for school?**
>
> *1. Positions of frequency adverbs with be:*
>
> I'm always late for school.
>
> I'm usually late for school.
>
> I'm often late for school.
>
> I'm sometimes late for school.
>
> I'm rarely/seldom late for school.
>
> I'm never late for school.
>
> I'm sometimes late for school.
>
> Dana is never late for school.
>
> *2. With other verbs*
>
> I sometimes wake up late.
>
> Carlos never wakes up late.

After the grammar explanation, the teacher asks students to order the words to form sentences.

Example:

Always/ at 6 am/ every day/get up/I

I always get up at 6 am every day.

Goes/sometimes/to school/she

He/ studies/never/at home.

We/watch TV/ often/ at night.

Karen/ seldom/ is/ late/ for class.

Rarely/ my friends/ are/ in the disco.

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Now, students answer the questions about themselves. Use the adverbs of frequency in the answer.

What time do you get up on school days?

Do you play basketball at school?

Where do you go on Friday evenings?

Do you have coffee for breakfast?

2. Listen to the song: "Wake up!"

First, the teacher plays the CD, and asks students to listen to the song carefully and encourages them to sing the song using mimics.

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Alright, alright

Here we go…

I   wake up, I wake up, I wake up

I wash my face, I wash my face, I wash my face

This is what I do when I wake up in the morning.

This is what I do when I wake up.

I brush my teeth, I brush my teeth, I brush my teeth

I comb my hair, I comb my hair, I comb my hair

This is what I do when I wake up in the morning.

This is what I do when I wake up.

I eat breakfast, I eat breakfast, I eat breakfast

I go to school, I go to school, I go to school

This is what I do when I wake up in the morning.

This is what I do when I wake up.

I wake up, I wake up,

I wash my face, I wash my face

I brush my teeth, I brush my teeth

I comb my hair, I comb my hair

I eat breakfast, I eat breakfast

I go to school, I go to school

Alright …alright ….alright

http://youtu.be/eUXkj6j6Ezw

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Second, listen again, circle, and draw the daily routines. The teacher asks students to circle the daily routines on the photocopies that he/she gave to the students. Then the teacher asks the students to listen and repeat the routines in English. After that, the teacher asks the students to work in pairs, ask and answer the questions about their activities during the day.

After that, the teacher reinforces the vocabulary, the meaning and the pronunciation given before. Next, the teacher asks students to work in pairs. The task is to ask and answer questions:

A. What time do you wake up?

B. I wake up at _____

A. What time do you brush your teeth?

B. I _____

A. What time do you eat breakfast?

B. I _____

A. What time do you leave home?

B. _____

C. What time do you wake up?

D. I _____

A. What time do you watch TV?

B. I _____

Next, the teacher asks students to present to the whole class a brief introduction about their partner's activities.

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3. EVALUATION

Write and tell the class about your typical day. Use the adverbs of frequency.

My typical day
I always get up at…

4. REINFORCE

The teacher gives students pictures of daily activities and students have to choose some pictures to do an oral description about the daily activities on the weekend.

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LESSON PLAN TWO

Age: 11 – 13   Themes: CAN AND CAN'T

Course: Eighth   Level: Basic

Subject: English Subject

Time: Five hours (225 minutes).

Aim: At the end of the lesson, students will be able to use the modal auxiliary "can" in affirmative and negative form, pronounce them correctly and to talk about what they can or can't do every day.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To listen to the song and match the verbs to the corresponding picture. -To talk about their abilities.	*1. Conceptual* -How about you? What can you do? Jump, I can jump/ sing /swim /draw, etc. *2. Procedures* -Listening -Oral practice -Individual practice. -Questions and answers. -Fill in the blanks -Mimics	-Teacher begins the class with a warm up. "Let's play HANGMAN". -Teacher activates student's previous knowledge. -Teacher gives students instructions. -Teacher gives students a sheet of paper with the song. "How about You?" -Students listen to a song. -Students work in pairs. -Students identify the actions people do in the song. -Students match the pictures with the verbs.	*1. Human Resources* -Teacher -Students *2. Material Resources* -Board -Markers -Erasers -Pencils -Handouts -Flashcards -CD/MP3 players	-Listen to the song and match the verb with the corresponding drawing. -Identify the verbs and their meaning. - Role play. -Answers the teacher's and classmates' questions. - Act out the conversation.

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-Students identify verbs and use them correctly in sentences. -Students use correctly the modal "Can" in affirmative or negative form. -Comprehension of the words in the song according to the context. -Students practice two of the four main skills: Listening and speaking. ***3. Attitudinal*** -Students active participation. -Students create their own tasks. -Students interact with their classmates. -Respect, tolerance and cooperation.	-Teacher checks students' understanding. -Students practice their listening and speaking skills in groups with the vocabulary taken from the song. -Teacher monitors the student's tasks. -Teacher checks the students understanding by means of completing questions and answers. -Students practice their speaking skill.	-Projector -Audio CD	-Fill in tasks using the modal "can" or "can't".

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DEVELOPMENT OF THE SECOND LESSON PLAN

BEFORE THE CLASS

1. WARM UP: Let´s Play HANGMAN

One player thinks of a word; the others try to guess what it is, one letter at a time. The player draws a number of dashes equivalent to the number of letters in the word. If a guessing player suggests a letter that occurs in the word, the other player fills in the blanks with that letter in the right places. If the word does not contain the suggested letter, the other player draws one element of a hangman's gallows. As the game progresses, a segment of the gallows and of a victim is added for every suggested letter not in the word.
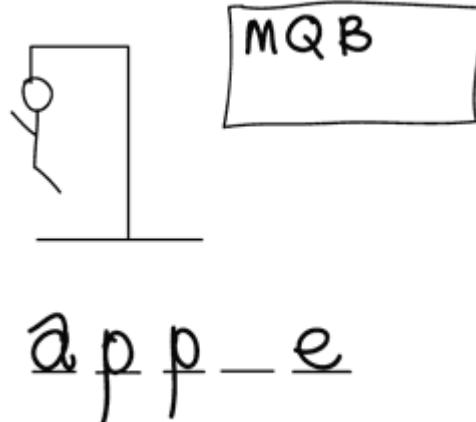
http://en.wikipedia.org/wiki/Hangman_(game).

Here, the teacher thinks a name of a thing, animal, or person. Then the teacher writes the first letter of the world. C - - - - - - - - (classroom).

Then the teacher asks their students to give a letter and the teacher writes the letter if belong to the word or if not, he begins to draw on the board.

Teacher activates student's previous knowledge by presenting some verbs such as: Jump, swim, ride, read, sing, and play. The teacher uses flashcards of verbs to present the new vocabulary. Before sticking the flashcards on the board the teacher asks students to guess what flashcards he/she has in her/his hands. When the students guess what verb it is, the teacher sticks the flashcard on the board. After that, the teacher carries on asking what verb is missing until he/she sticks all the verbs on the board.

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2. Teacher gives students a sheet of paper with the song: "How about you".

How about you?

How about you?

How about you?

What can you do?

Jump, I can jump

Jump, I can jump

Jump, I can jump

Jump, Jump, Jump, Jump

I can jump.

Swim, I can swim,

Swim, I can swim, swim, swim, swim,

Ride a bike; I can ride a bike,

Ride a bike, I can ride a bike

Ride, ride, ride….

How about you?

How about you?

How about you?

What can you do?

Read, I can read, read, I can read, read, read, read.

Alright…

Play the guitar, I can play the guitar.

I can play the guitar, play, play, play

Sing a song, I can sing a song,

I can sing a song, sing, sing, sing… a song

Heeeey !

http://youtu.be/7MKmbyfhkkE

3. Pair work

What can you do?

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The teacher asks the students to listen and repeat the sentences from the song. For example, students listen and repeat the following sentences:

Teacher says: I can jump

Students say: I can jump, and so on.

Then, the teacher presents a table with verbs and pictures and asks the students to match the picture with correct verb.

• jump	
• swim	
• ride	
• read	
• sing	
• play	

http://bobesponja-3000.blogspot.com/2010/05/bob-esponja-enamorado_14.html

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After that, the teacher checks if the students understand by asking them about what they can/ can't do in their daily life. Next, the teacher activates the students' previous knowledge by asking about the students' abilities and they have to talk about what they can/can't do. Students say:

I can play soccer. I love soccer.

I can't swim. I hate cold water.

I can ride a bike. I like to go around the park.

Immediately, the teacher asks the students to work in pairs. The students have to reorder, complete and answer this dialogue.

1. Reorder, complete and answer.

A. Hello, _____

B. Hi, _____

A. _____ (do - you - What – can ?)

B. I can _____ .

_____ (you – about – How ?)

A. I _____   _____ .

The teacher checks the dialogue by asking the students to act out the conversation in front the whole class.

4. REINFORCE

Teacher asks students to create a rhyme, a song, a drawing, or a picture that describe their favorite activity.

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LESSON PLAN THREE

Age: 11 – 13   Themes: Preposition of place

Course: Eighth   Level: Basic

Subject: English Subject

Time: Five hours (225 minutes).

Aim: At the end of the lesson, students will be able to use prepositions, places to create their own sentences and there is and there are to give answers.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To listen to the song and cross out the extra words. -To give information using different places. -To use WH - questions to ask directions.	*1.Conceptual* -Prepositions song. Where is the monkey? The monkey is under the bed. Where is the monkey? The monkey is on your head. *2. Procedures* -Listening -Oral practice -Individual practice -Demonstrations -Questions and answers. -Fill in the blanks. -Mimics.	-Teacher begins the class with a warm up. "Train ride game". -Teacher activates students' previous knowledge. -Teacher gives students instructions. -Teacher gives students a sheet of paper with the song. "Preposition song". -Students listen to a song. -Students work in pairs. -Students identify the places of the picture. -Students complete a conversation. -Teacher checks students understanding.	*1. Human Resources* -Teacher -Students *2. Material Resources* -Board -Markers -Erasers -Pencils -Handout -Flashcards -CD/MP3 players -Projector	-Listen to the song and cross out the extra words. -Identify the prepositions and their meaning. - Answer the questions to give information about different places in the picture. -Answer to the teacher's and classmates' questions about the object in the classroom. - Act out the conversation.

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	-Students identify verbs and use them correctly in sentences. -Students use correctly prepositions to give directions. -Comprehension of the words in the song. -Students practice two of the four main skills: Listening and speaking. **3. Attitudinal** -Students active participation. -Students create their own tasks. -Students interact with their classmates. -Respect, tolerance and cooperation.	-Students practice their listening and speaking in groups with the vocabulary taken from the song. -Teacher monitors the students' tasks. -Teacher checks the students' understanding by means of answering questions. -Students practice their speaking.	-Audio CD

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DEVELOPMENT OF THE THIRD LESSON PLAN

BEFORE THE CLASS

1. WARM UP: TRAIN RIDE GAME

   Students have to form a train (starting in line holding onto each other by saying choo choo) around the classroom and call out instructions like fast, slow, stop, go, etc.

   Teacher activates student's previous knowledge by explaining the following prepositions: under, in, on, at, in front of, from, over, next, between and behind. Teacher brings a ball and puts it in different places and explains the pronunciation and the meaning of each preposition.

2. Teacher gives students a sheet of paper with the song: "Preposition song".

Where's the monkey? Where's the monkey?

The monkey is **UNDER – ON**   the bed.

The monkey is under the bed.

Where's the monkey? There's the monkey.

The monkey is under the bed

Where's the monkey? Where's the monkey?

The monkey is IN – IT the drawer.

The monkey is in the drawer.

Where's the monkey? There's the monkey.

The monkey is in the drawer.

Where's the monkey? Where's the monkey?

The monkey's ON - your head.

The monkey's on your head.

Where's the monkey? There's the monkey.

The monkey's on your head.

Where's the monkey? Where's the monkey?

The monkey's in FRONT – FROM of the TV.

The monkey's in front of the TV.

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Where's the monkey? There's the monkey.

The monkey's in front of the TV.

Where's the monkey? Where's the monkey?

The monkey's OVER –**LOVER** the desk.

The monkey's over the desk.

Where's the monkey? There's the monkey.

The monkey's over the desk.

Where's the monkey? Where's the monkey?

The monkey's NEXT - TEXT to the door.

The monkey's next to the door.

Where's the monkey? Where's the monkey?

There's the monkey.

The monkey's next to the door.

Where's the monkey?

The monkey's BETWEEN – BE WIN the box and the ball.

Where's the monkey? Where's the monkey?

There's the monkey.

The monkey's between the box and the ball.

Where's the monkey? Where's the monkey?

The monkey's BEHIND - BETWEEN the curtains.

The monkey's behind the curtain.

Where's the monkey?

There's the monkey.

The monkey's behind the curtain.

Where's the monkey? Where's the monkey?

Where's the monkey? Where's the monkey?

http://youtu.be/idJYhjGyWTU

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3. Pair work

The teacher asks the students to listen and cross out the extra words from the song.

For example:

Teacher says: Where's the monkey? Where's the monkey?
The monkey is **UNDER – ON**   the bed.
The monkey is under the bed.
Students have to cross out ON
Teacher says: Where's the monkey? Where's the monkey?
The monkey is IN - IT the drawer.
Students say: The monkey is in the drawer, and so on.

Then, the teacher presents a picture of a city with different places and streets. He/she explains that the students have to write interrogative sentences by using "where". In the answer, the students have to use "there is" and "there are". There is, is used in singular and there are, is used in plural.

http://tx.english-ch.com/teacher/jocelyn/level-a/giving-direction-exercise/
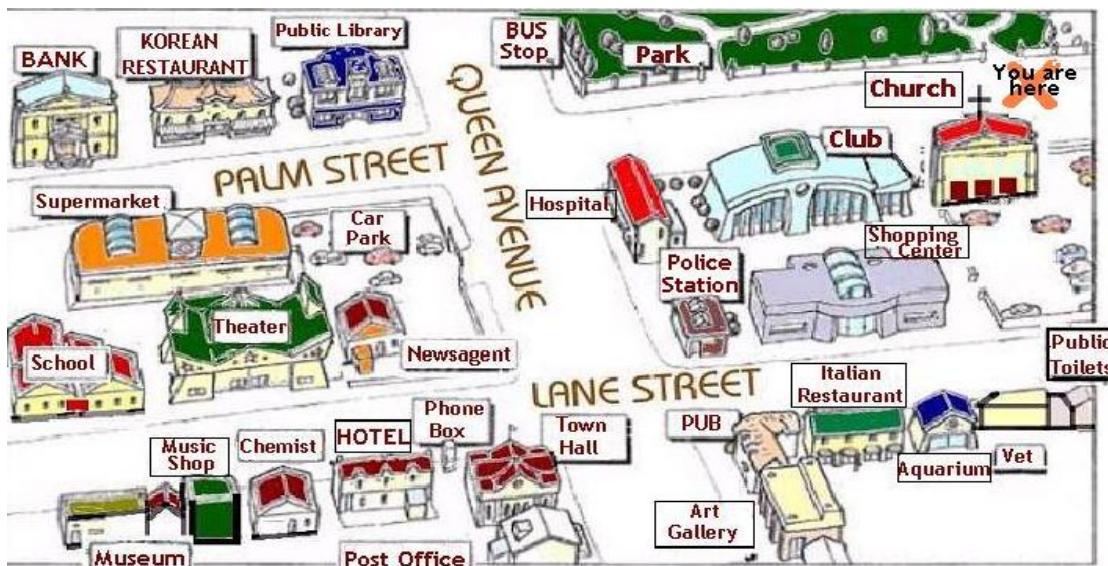
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A. Where is the Italian Restaurant?

B. The restaurant is between the Aquarium and the Pub.

A. Where is the hotel?

B. _____

A. Where's the church?

B. _____

A. Is there a theater next to the newsagent?

B. Yes, there is.

A. Are there any post offices in the city?

B. _____

A. Is there a zoo behind the museum?

B. _____

Next, the teacher activates the students' understanding by asking about the positions of different objects and places in the classroom and in the city.

Teacher asks: Where is the map?
Students answer: The map is on the wall.
Teacher asks: Where is the desk?
Students answer: The desk is next to the board.
Students have to complete the dialogue:

A. Hello, my name's ____. I am from _____ .

B. Hi, I am _____ . I'm from _____ .

A. Where is the police station?

B. _____

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A. _____

B. _____

A. _____

B. _____

A. Thank you.

B. Bye, see you.

Finally, the students have to act out the conversation in front of the whole class with their partners.

4. REINFORCEMENT

The teacher asks the students to draw a picture of the neighborhood where they live, and describe it.

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LESSON PLAN FOUR

Age: 11 – 13   Themes: Past tense

Course: Eighth   Level: Basic

Subject: English Subject

Time: Five hours (225 minutes).

Aim: At the end of the lesson, students will be able to identity verbs in the past tense, past time expression, pronounce them correctly and apply them in sentences to talk about past events.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
-To listen to the song and complete the lyrics. -To complete the chart with verbs in past tense. -To create sentences in past tense.	*1.Conceptual* - Past tense. "You are beautiful" song. Plan/planned, Sleep/slept, Smile/smiled. *2. Procedures* -Listening -Oral practice -Individual practice -Demonstrations -Questions and answers. -Fill in the blanks. -Mimics.	-Teacher begins the class with a warm up. "The Itsy Bitsy Spider". -Teacher activates students' previous knowledge. -Teacher gives students instructions. -Teacher gives students a sheet of paper with the song. "The Itsy Bitsy Spider." Students listen to a song. -Students work individually. -Students listen and complete the lyrics. -Students complete the song. -Teacher checks students' understanding.	*1. Human Resources* -Teacher -Students *2. Material Resources* -Board -Markers -Erasers -Pencils -Handouts -Flashcards -CD/MP3 Players	-Listen to the song and cross out the extra words. -Write a list of the verbs and identify their past tense forms. -Create a story and tell it to the whole class.

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	-Students identify verbs and use them correctly in past tense. -Students use correctly the past tense of the verbs. Comprehension of the words in the song. -Students practice two of the four main skills: Listening and speaking. ***3. Attitudinal*** -Students active participation. -Students create their own tasks. -Students interact with their classmates. -Respect, tolerance and cooperation.	-Students practice their listening and speaking in groups with the vocabulary taken from the song. -Teacher monitors the student's tasks. -Students practice their speaking.	-Projector -Audio CD	

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DEVELOPMENT OF THE FOURTH LESSON PLAN

BEFORE THE CLASS

1. WARM UP: Listen to the song and then sing along.

THE ITSY BITSY SPIDER

The itsy bitsy spider

Climbed up the waterspout

Down came the rain

And washed the spider out

Out came the sun

And dried up all the rain

So the itsy bitsy spider

Climbed up the spout again.

http://www.youtube.com/watch?v=2TFhrjVadJ0

Teacher activates student's previous knowledge by presenting the verbs in simple present and then he/ she explains the students how to form the past tense of the regular and irregular verbs.

Example: Plan, sleep and smile.

REGULAR VERBS		IRREGULAR VERBS	
Add **"ed"** to form past		Own form	
Smile	smil**ed**	**Think**	thought
Talk	talk**ed**	**Know**	knew

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2. Teacher gives a sheet of paper with the song: "You're beautiful".

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My life is brilliant

My life is pure

I saw an angel

And that shocked

She smiled at me on the subway

She was with another man

But I won't lose no sleep on that

'Cause I've got a plan.

You're beautiful

You're beautiful

You're beautiful, it's true

I saw your face

In a crowded place

And I don't know what to do

'Cause I'll never be with you

Yes, she caught my eye,

As I walked on by.

She could see from my face that I

was,

Flying high,

And I don't think that I'll see her

again,

But we shared a moment that will

last till the end.

You're beautiful

you're beautiful

You're beautiful

It's true.

I saw your own face

In a crowded place

And I don't know what to do

'Cause I'll never be with you

Oooh You're beautiful

You're beautiful

You're beautiful, it's true

There must be an angel

With a smile on her face

When she thought up

That I should be with you

But it's time to face the truth

I will be never be with you

http://youtu.be/oofSnsGkops

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3. Individual work and pair work

Teacher asks students to work individual. He or she asks students to listen again and complete the lyrics with the words in the box.

my- is- an- a – saw

My life is brilliant

_____ life is pure

I _____ an angel

And that shocked

Then, the teacher asks the students to complete the chart with the verbs in past tense.

VERBS	PAST
SMILE	SMILED
KNOW	

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4. Pair work

The teacher asks the students to read the verbs to their partners and later they have to change the roles and check it. Immediately, the teacher activates the student's previous knowledge asking about verbs in present and students have to form in past. And another activity the teacher does with the students is present a list of sentences and ask the students to order according to the song.

(   ) She could see from my face

(   ) Yes, she is caught my eye

(   ) That I was flying high

(   ) As I walked on by

(   ) And I don't do

(   ) Think that I'll see her again

(   ) But we are shared a moment

(   ) That will last 'till the end.

Next, the teacher asks the students to listen again and cross out the extra words.

You're no beautiful

You're beautiful

You're beautiful

I saw your own face

In a crowded place

And I don't know what to do

'Cause I'll never be with you are

Oooh You're beautiful

You're beautiful babe

You're beautiful, it's true

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The teacher makes a karaoke and asks the students to sing following the lyrics of the song. Then the teacher asks the students some questions about the karaoke activity.

a) Who won?

----

b) Did you like the song?

----

c) Did you like this love story?

----

5. REINFORCEMENT

Finally, the teacher asks the students to imagine and write a story and tell it to the whole class.

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CHAPTER IV

RESULTS: ANALYSIS AND INTERPRETATION

4.1 Interview

The interviewed expert states that it is very important to expose students to different vocabulary, songs, or activities since language acquisition is an important stage in the learning process. He recommended listening to and practicing songs to motivate them and keep their attention focused on the learning of the foreign language. Also, he remarked that it is essential to develop teenagers' listening and speaking skills because this is the only way to produce. Therefore, all the information acquired from the interviewee's experience has been valuable for us because it matches the theory we have previously described.

4.2 Survey

We also administered a survey to 91 students in order to find out information about their English classes and how they enjoy learning the foreign language. Regarding the first question, 70 students do not like English classes which is 78.92%, while 21 enjoy them which is 21.08%. According to the second question about the skills that students enjoy more, 35 students enjoy writing skills which is 38.46%, 16 students enjoy speaking skills that is 17,58%, 15 enjoy listening which is 16.48%, and 25 enjoy reading which is 27.48%. As for the materials that the teacher uses in class, 11 students say that the teacher uses CDS in the classes which is 21.97% and 16 students say that the teacher uses worksheets which is 65.95%. 75 students like to learn songs in English which is 82.42 %, while 16 do not like this activity which is 17.58% .15 students say that the teacher always uses English songs in classes which is 16.48%, 70 students say that the teacher sometimes uses songs which is 76.92% and 6 students say that the teacher never uses songs in class which is 6.60%.

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60 students say that the teacher's teaching style is boring in classes which is 65.95%, 15 students say that the teacher is friendly in classes which is 16.48%, and 16 students say that the teacher is patient which is 17.57%. 45 students have a good relationship with the teacher which is 49.45% but 46 students do not have such a relationship with their teacher which is 50.55%. 78 students can remember an unhappy experience during English classes when, for example, the teacher corrected their pronunciation or mistakes in front of the class which is 85.71%; 13 has not had a bad experience of this kind which is 14.29%. 43 students have a good experience in English classes because teachers help students during and after classes which is a 47.25% but a higher number, 48 students have not had a good experience which is 52,75%.

All this information is coherent with the ideas of some authors like Piaget and Gardner when they state the importance of developing listening and speaking skills.
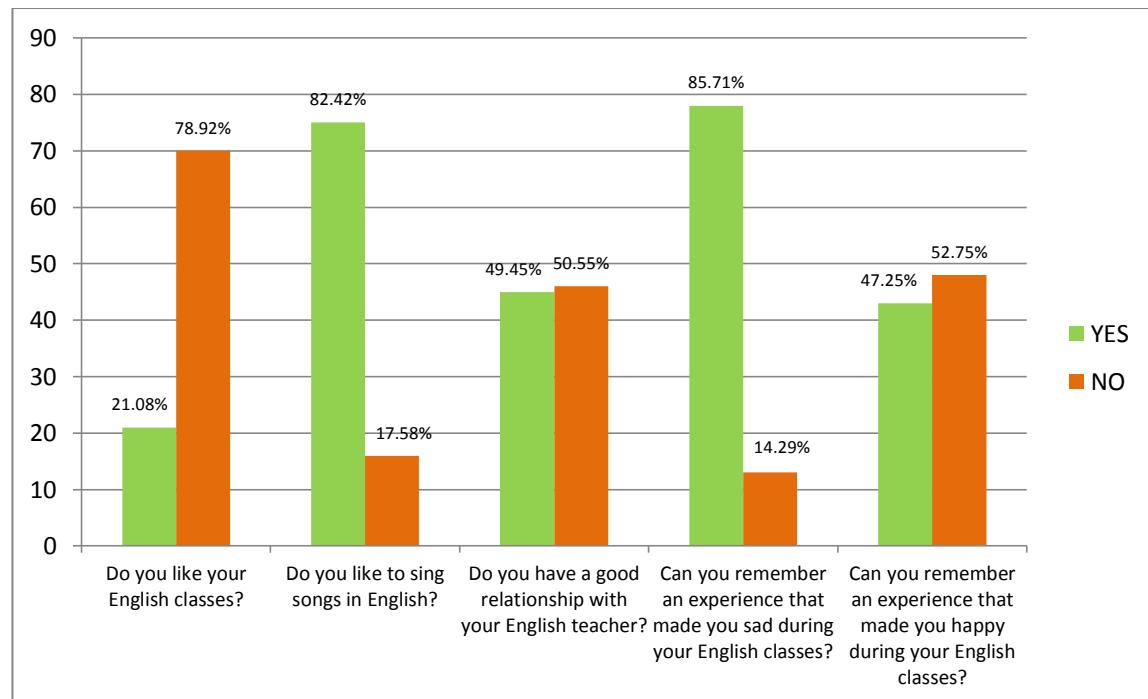
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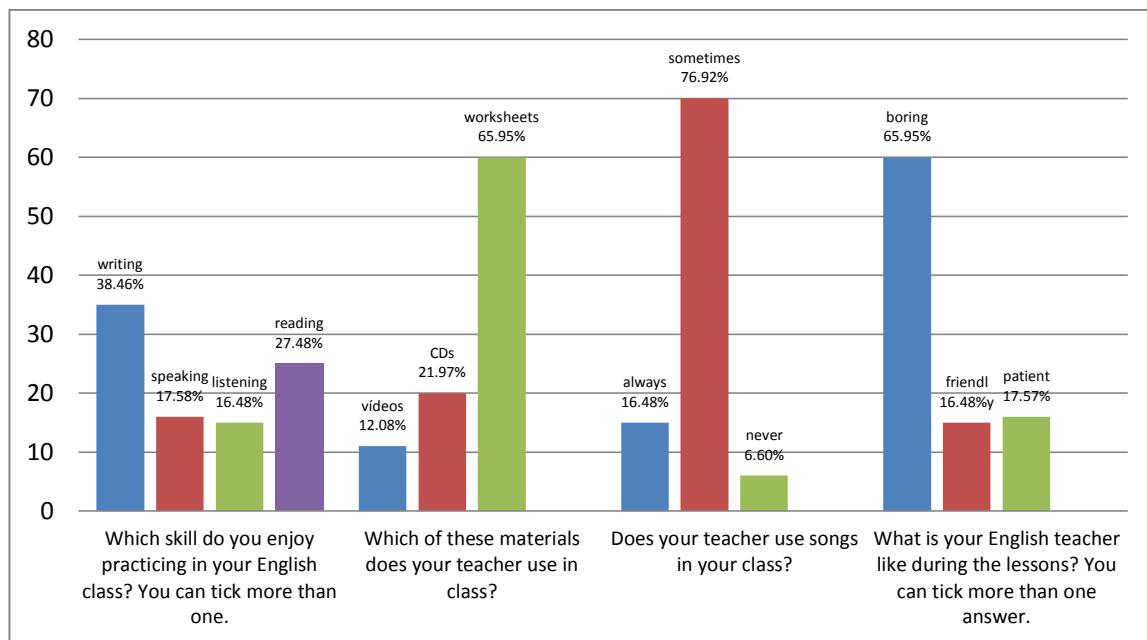
So we conclude by saying that our survey has helped us to restate the fact that it is very important to work on listening at this and previous levels.

4.3 Pre - Test and Post - Test

4.3.1 Pre-Test

Regarding the participants, this research involved three groups of junior learners of the same age, 11-13 years old, whose proficiency English level was "beginner" and whose native language is Spanish. Each group had 30 students divided into three courses, "A", with 30 students, more males than females, "B" with 31 students, in the same way, more males than females, and "C" with 30 students, more males than females. The sampling procedure for a selection was intact classes. We taught the three courses with the same contents, and we had the same amount of hours (5) to teach them per week. This process was applied in *"Fray Vicente Solano"* High School. For each group, we put a code, course "A" is C1, "B" is C2 and "C" is C3. The aim of this research was to identify which course is the better in acquiring the learning process.

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Learners were evaluated in the use of different ways of making descriptions through the application of an individual examination, including a series of practical tasks, like multiple choice alternatives, fill in the blanks, ordering, and completion, to test their knowledge and ability in the use of these standard grammatical structures.

Treatment Group: In Eighth "C1", "C2", "C3", we applied a pre-test in order to identify their weakness and strengths in acquiring a foreign language. The results of the pre-test that apply to "C1" are shown in figure 1; "C2" in figure 2, and "C3" in figure 3.

4.3.2 Post – Test

An evaluation test concerning the correct use of prepositions, auxiliary "can" and "can not", simple present and simple past was administered. This test was taken in each course after all the classes had been given, according to the planification. Our purpose was to develop the two skills of listening and speaking through exercises, role plays, games and descriptions. Later on, the results were tabulated quantitatively for later statistical representation of the collected information. "C1" is shown in figure 4; "C2" in figure 5, and "C3" in figure 6. In addition, a contextual analysis was done to synthesize the data and establish results.

4.3.3 Materials

First is the research instrument used to evaluate how students employ English to communicate. This post-test included listening, completion, fill in the blanks, and ordering activities, among others.

The first question asked the students to introduce themselves. In this task, students had to write the basic information about themselves, for example: My name is…I am twelve years old. I am a…In the second question, students had to listen to the song "how about You", then they had to complete questions with the correct option that they had on the sheet of paper. In the third question, students had to write a sentence with the correct verb that the teacher gave. In the fourth sentence, the students had to reorder, complete

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and answer a given conversation. In the next one, students had to look at the picture and fill out the missing word, according to the picture. Then the students had to answer questions about themselves according to their daily activities. In the last part, students had to complete the chart using the correct verb in the simple past. This post-test had (28) twenty eight difficulties over (10) ten points.

At the end of the month, after taking these evaluations, in forty-five minutes each course, they were graded and we showed the statistical results in the following figures. C1 showed in figure 7; "C2" in figure 8, and "C3" figure in 9.

In the control group class, we used audio and visual materials. A CD of songs was used to present vocabulary about daily activities, use of prepositions, places in a city, professions, abilities, etc. Then we presented sheets of paper where students had to fill   in the blanks with words learned from the song:

my- is- an- a – saw

My life is brilliant

_____ life is pure

I _____ an angle

Of that I am sure.

In addition, a role play about what the students learned was done in groups. We also created songs with the vocabulary learned during classes. The students were asked to write some complete sentences after listening the songs. They were asked to describe themselves, their parents or famous people. Some of these activities were made individually or in a group.

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As our research project involved directly gathering human data, to avoid conflict of interest, we explained to our students that our classes were about the different topics research used to investigate if songs are a good resource for improving listening and speaking skills in a foreign language. We also explained to the students that we were only doing research and that we were teaching the same topics from the book, using songs and extra exercises to improve their learning process. As a result of this explanation, students expressed their consent to our use of their data and our doing the research in their classes. We also told them that they would be informed of the results and their grades would not be affected.

Finally, we assured the students that all the data and final results would not be published in the high school and that the information would be disseminated just among themselves, the Rector of the high school, Lcd. Luis Mora, my tutor Lcd. Veronica León, and the English Teacher.

4.4 Results

As it was mentioned before, there were a post-test and a pre-test that were applied to students in the three courses: "A", "B" and "C". A coding system was used to differentiate each course: "C1", "C2" and "C3". In each test, we graded over ten points (10) which we divided into 4 ranks: 0-3; 3-5; 5-7 and 7-10.

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FIGURE 1

PRE-TEST
"C1"
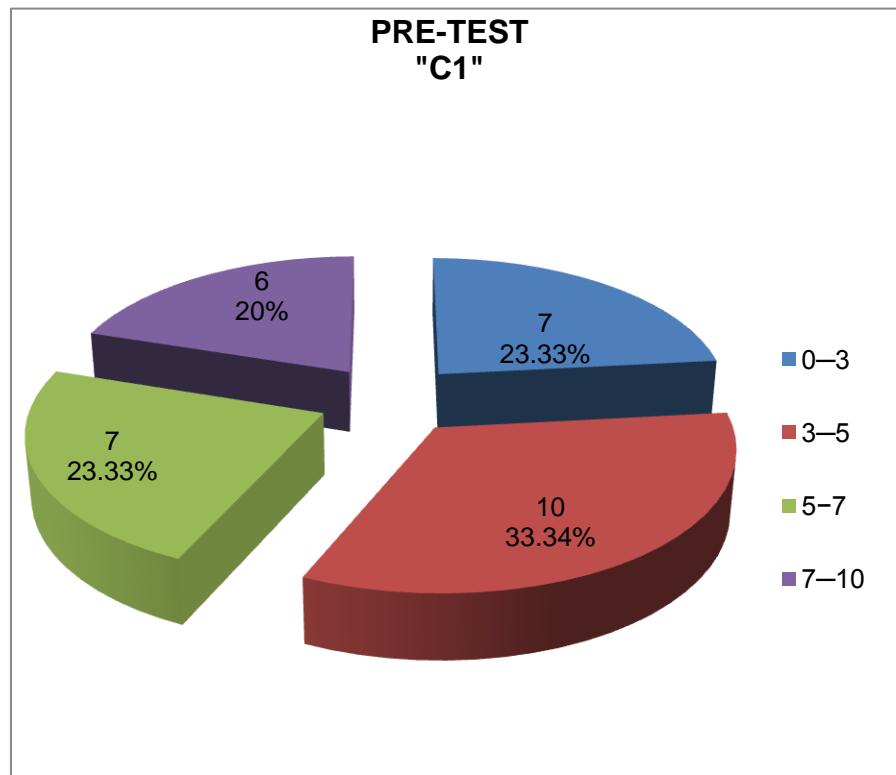
This chart illustrates the control course grades for "C1" which occur from:

0-3: six students that represent the 20%.

3-5: ten students that represent the 33.34%.

5-7: seven students that represent the 23.33%.

7-10: six students that represent the 20%.

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FIGURE 2
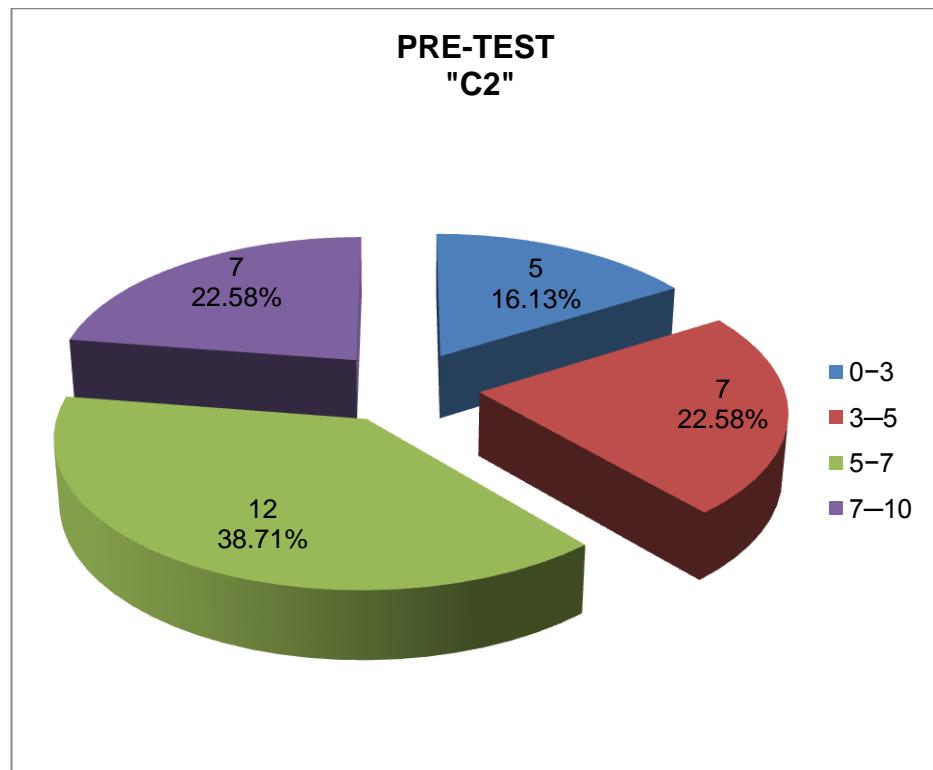
This chart illustrates the control course grades for "C2" which occur from:

0-3: five students that represent the 16.13%.

3-5: seven students that represent the 22.58%.

5-7: twelve students that represent the 38.71%.

7-10: seven students that represent the 22.58%.

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FIGURE 3
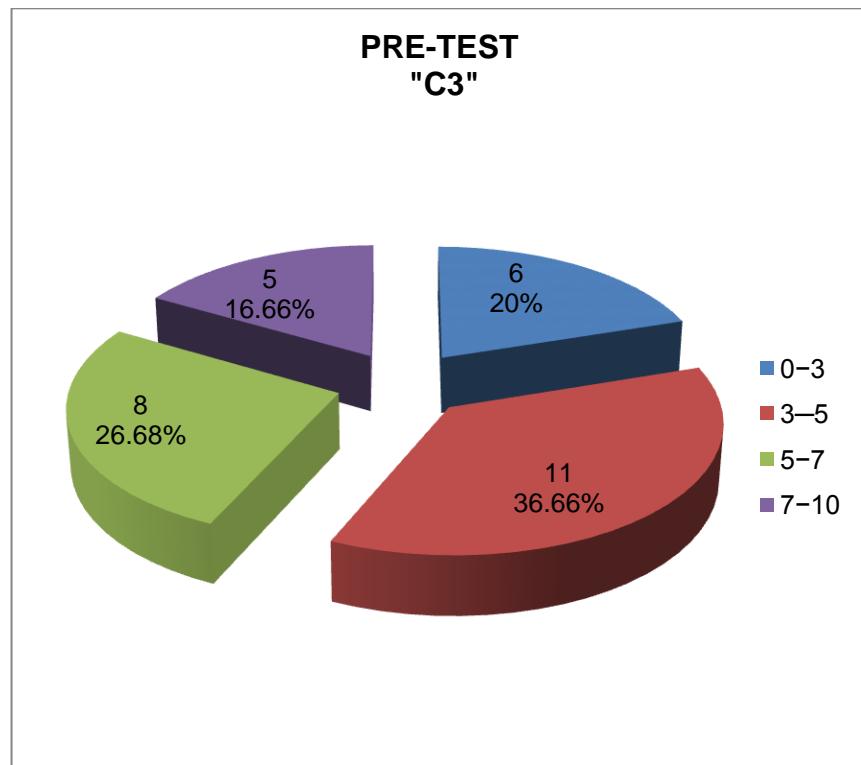
This chart illustrates the control course grades for "C3" which occur from:

0-3: six students that represent the 20%.

3-5: five students that represent the 16.66%.

5-7: eight students that represent the 26.68%.

7-10: five students that represent the 16.66%.

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POST - TEST

FIGURE 4:
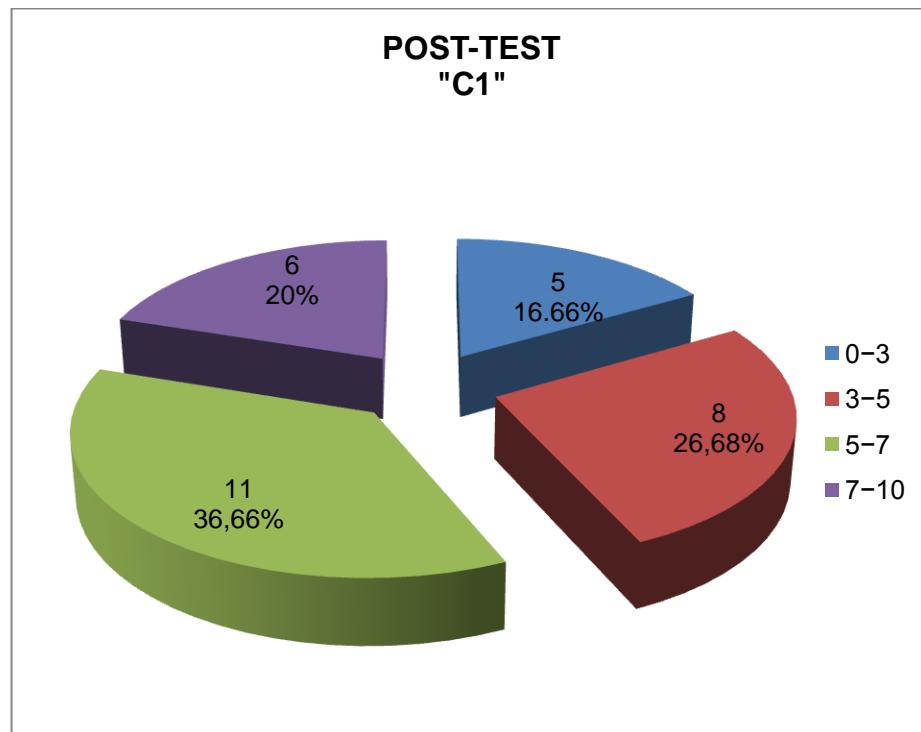
These charts illustrate the post-test course grades which are the following:

0-3: five students that represent the 16.66%.

3-5: eight students that represent the 26.68%.

5-7: eleven students that represent the 36.66%.

7-10: six students that represent the 20%.

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FIGURE 5

POST-TEST
"C2"
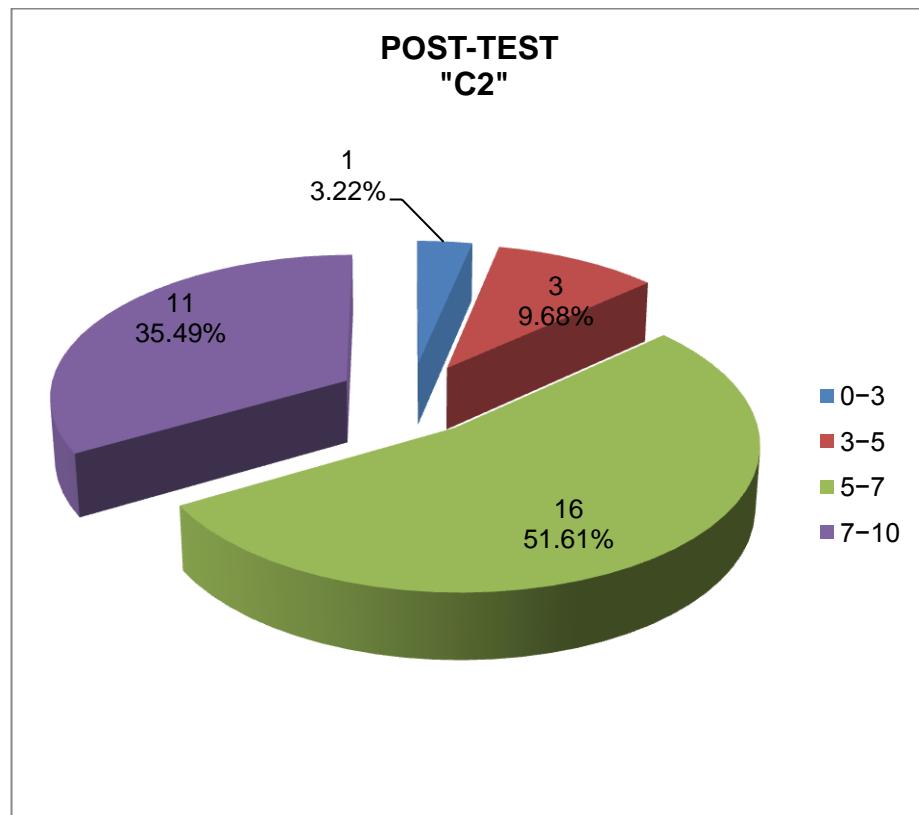
0-3: one student that represents the 3.22%.

3-5: three students that represent the 9.68%.

5-7: sixteen students that represent the 51.61%.

7-10: eleven students that represent the 35.49%.

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FIGURE 6

POST-TEST
"C3"
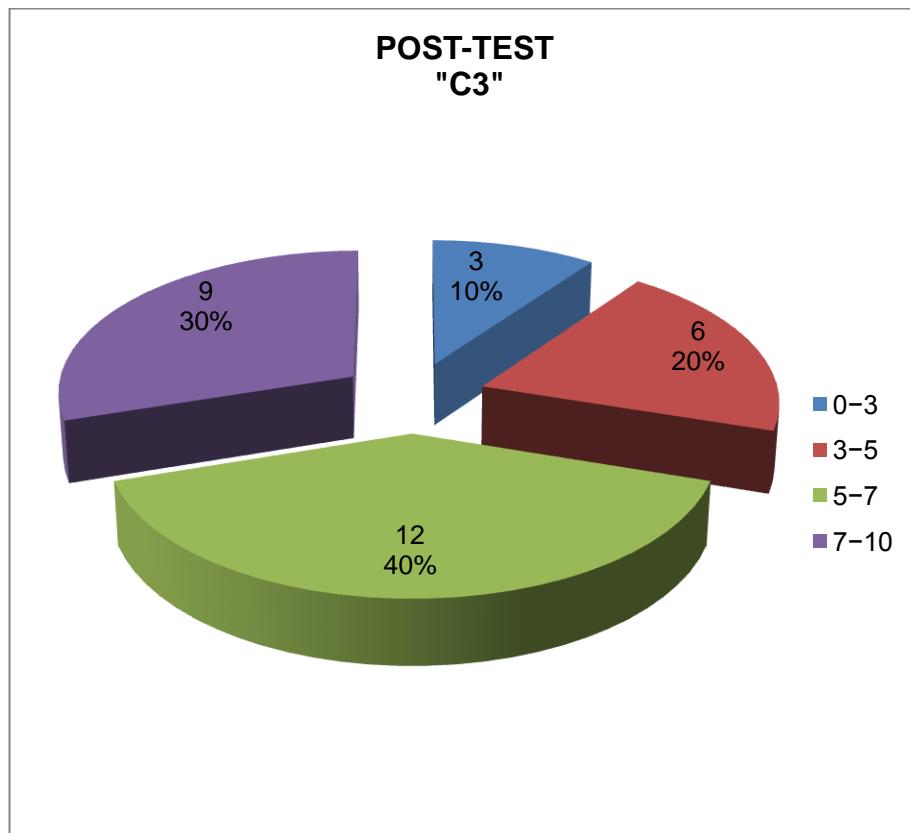
0-3: three students that represents the 10%.

3-5: six students that represent the 20%.

5-7: twelve students that represent the 40%.

7-10: nine students that represent the 30%.

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4.4.1 Comparison

These tables represent the comparison between the pre-test and the post-test in Eight level "A", "B" and "C".

FIGURE 7
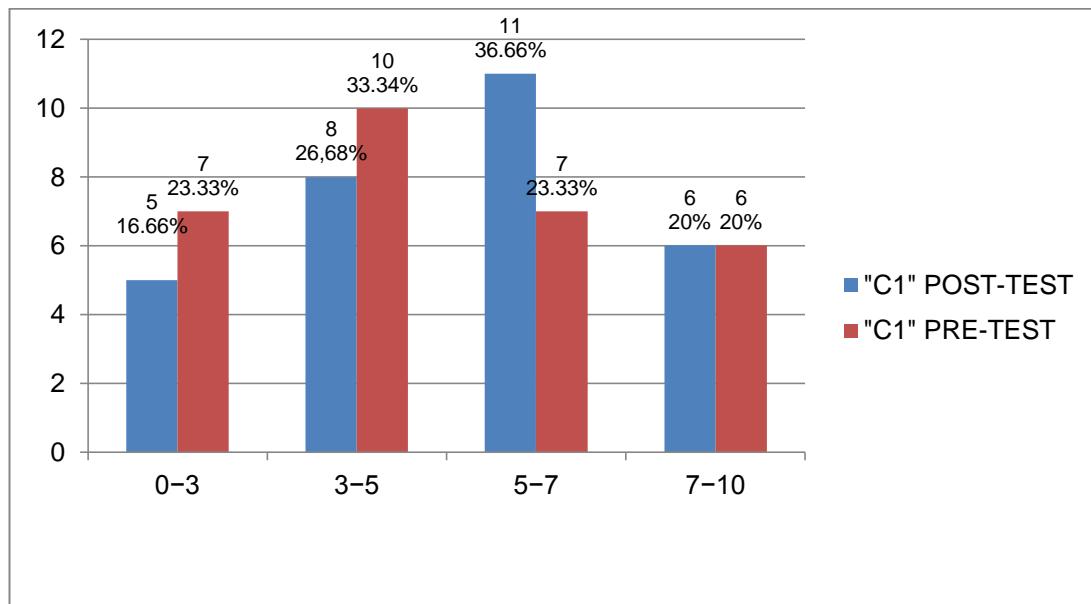
0-3: In the pre-test, seven students that represent 23.33% and in the post-test five students that represent 16.66%.

3-5: In the pre-test ten students that represent 33.34% and in the post-test eight students that represent 26.68%.

5-7: In the pre-test seven students that represent 23.33% and in the post-test 11 students that represent 36.66%.

7-10: In the pre-test six students that represent 20% and in the past tense six students that represent 20%.

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FIGURE 8
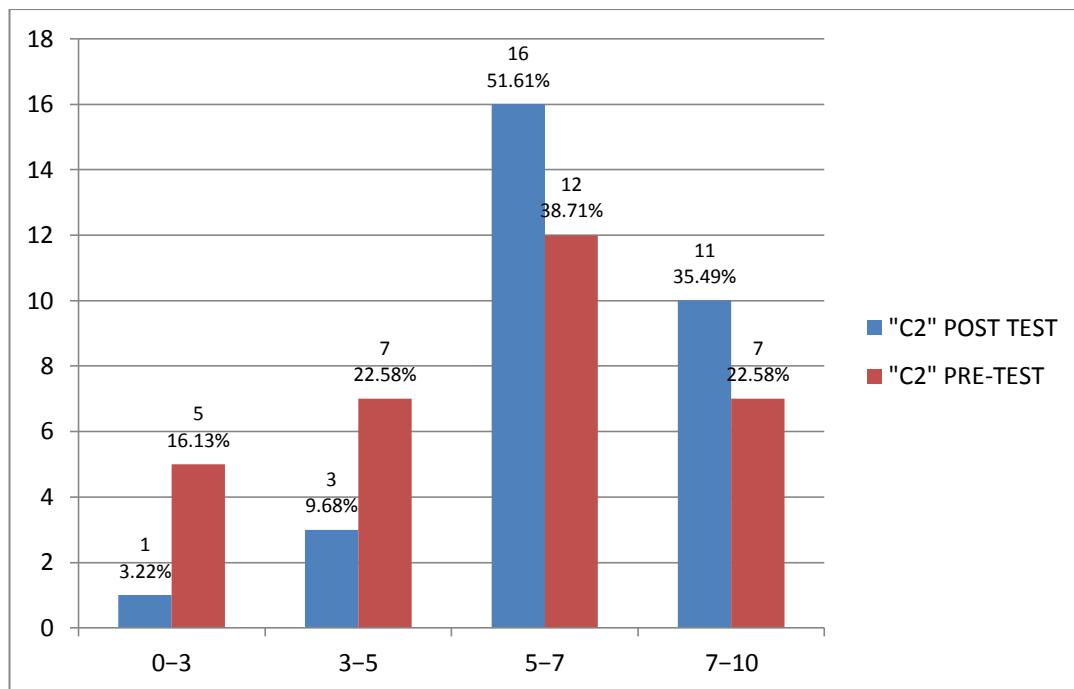
0-3: In the pre-test, five students that represent 16.13% and in the post-test one student that represents 3.22%.

3-5: In the pre-test seven students that represent 22.58% and in the post-test three students that represents 9.68%.

5-7: In the pre-test twelve students that represent 38.71% and in the post-test sixteen students that represent 51.61%.

7-10: In the pre-test eleven students that represent the 35.49% and in the post-test seven students that represent 22.58%.

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FIGURE 9
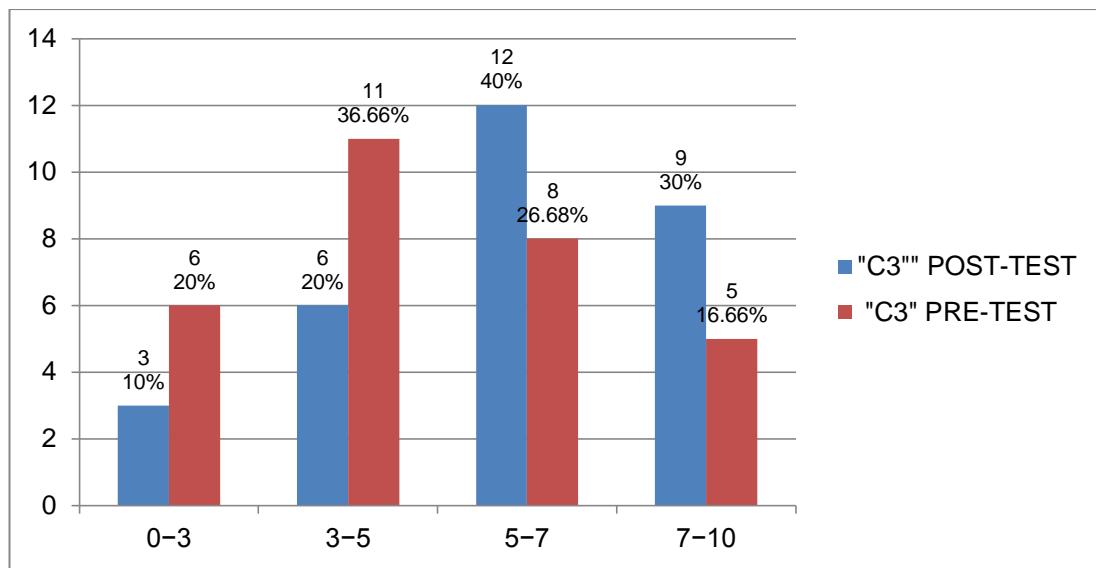
0-3: In the pre-test, six students that represent 20% and in the post-test three students that represent 10%.

3-5: In the pre-test eleven students that represent 36.66% and in the post-test six students that represent 20%.

5-7: In the pre-test eight students that represent 26.68% and in the post-test twelve students that represent 40%.

7-10: In the pre-test five students that represent 16.66% and in the past tense nine students that represent 30%.

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4.5 Conclusion

At the end of our research, we felt pleased with our results and our proposal   to teach English through music. When we put it into practice in the classroom, it brought us positive emotions because the students enjoyed the learning process when they sang the songs. It originated unconscious repetitions which helped the teacher to practice listening and speaking in an easy way. We can say that activities with music motivate students to learn the target language. Music, sounds, melody and rhythm are very good motivating elements because the learners enjoy the class in this way. For example; Vanesa Bernal, Genoveva Bustos and Jessica Bermeo, students in the eighth grade in *"Fray Vicente Solano"* High School, who participated in these classes, told us that they like activities with songs because they feel motivated, secure, and encouraged in the foreign language class.

Activities with music offer the opportunity of having a conversation between the teacher and the students, to talk about the songs and their messages. This musical experience also suggests an interesting topic for questions and answers. The class, therefore, becomes a discussion during and after the music or singing.

In short, we concluded that the brief application of our research work achieved the established objectives in three courses in this institution. We observed at the beginning that the students were not able to talk in English because they were afraid of making mistakes. In addition, they did not want to speak since they did not know how to pronounce some words. After the application of activities, which included listening to songs and singing, students showed a different attitude at the beginning of English classes.

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They were more attentive in their classes, and they started to use more English words in their classes. Listening and speaking activities involved all the students, since throughout the process everyone demonstrated that they improved their listening and speaking abilities. We found some limitations in our classes: the amount of students in each class do not let us to practice with all the students in all the activities; the physical environment is also a limitation, in the teaching-learning process because we did not have enough space to do kinesthetic activities and group work. The shortness of time was another limitation because it did not let us to put in practice all the activities planned to do during classes and to analyze what results we could get from students learning process using songs to teach them the foreign language.

Our contribution to the high school is provide to the English teachers a booklet with extra activities and songs that will help students develop the listening and speaking skills in a better way.

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4.6 Recommendations

Music is an important tool for developing all the basic skills, especially listening and speaking. For this reason, teachers should apply activities with fun songs in all the classes, because it helps students to learn successfully the new language.

The teacher has to select the songs according to the students' level, age, and interest. Also, the speed of the songs is very important, because if a song is too fast, the students might get lost with the content of the song.

One of the most important suggestions is that a teacher should be very creative and facilitating in the teaching-learning process, employing motivating activities such as: movies, music, games, rhymes, etc.

Teachers can take advantage of the new technology because it gives teachers extraordinary tools to develop the teaching-learning process in a good way. For example, the teacher can use some actual sources to create good presentations like movies, cartoons, and some audio presentations through resources such as: prezi, wiki, powtoon, wordle, webquest, etc.

Also, teachers have to use body language as well as songs and games so that children may visually absorb vocabulary. As a result, they will feel confident in each one of their interpretations. When teenagers work with these kinds of resources, students are highly engaged in class and group discussions; they enthusiastically participate in games, rhymes, and tasks, without needing much guidance or supervision from the teacher, and they demonstrate a clear understanding of the importance of having good listening and speaking skills. Moreover, students will engage in class and group discussions with little teacher supervision or guidance.

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APPENDICES

APPENDIX 1: SURVEY

The following survey intends to collect information related to "How to Foster EFL Listening and Speaking Skills through Songs in the eighth grade in "*Fray Vicente Solano*" High School.

1. - Do you like your English classes?

Yes (   ) No ( )

2. - Which skill do you enjoy practicing in your English class? You can tick more than one option.

Writing (   )   speaking (   ) listening (   ) reading (   )

3. - Which of these materials does your teacher use in class?

Videos (   )   CDs   (   )   worksheets (   )

4. - Do you like to sing songs in English?

Yes (   ) No (   )

5. - Does your teacher use songs in your class?

Always (   )   Sometimes (   ) Never ( )

6. - What is your English teacher like during the lessons? You can tick more than one answer.

Boring (   ) friendly (   ) patient   (   )

7. - Do you have a good relationship with your English teacher?

Yes (   )   No (   )

8. - Can you remember an experience that made you sad during your English classes?

Yes (   ) No (   )

If yes, do you want to share it?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

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9. - Can you remember an experience that made you happy during your English classes?

If yes, do you want to share it?

……………………………………………………………………………………………

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APPENDIX 2: INTERVIEW

1. - Which were the main teaching / learning difficulties in the eighth grade at the beginning of the school year?

2. - Can you mention some effective strategies for improving listening and speaking?

3. - What kind of methods do you use to improve listening and speaking skills?

4. - What materials do you find most useful, effective, and efficient to teach listening and speaking?

5. - Do you have hyper students?

6. - If you have any, how do you work with them?

7. -What kind of materials do you use with them?

8. - How do you deal with a particularly unmotivated student?

9. - How do you motivate your students to learn?

10. - Do you believe that songs can improve the skills in listening and speaking?

11. - How far do you think singing songs can improve pronunciation?

12. - Why did you choose to become an English teacher?

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APPENDIX 3: INTERVIEW TRANSCRIPTION

1. Which are the main problems in the eighth grade at the beginning of the course?

First, I apply my pupils a diagnostic test to know the strengths and weakness using English. One of the main problems is that the students come from different schools (private or state ones). It is hard to say that students from private school have a better competence using English than the other ones from state schools, and I have to make a lot of material to help.

2. Do you believe that songs improve listening and speaking skills, what kind of method do you use during the class?

Yes, of course. My pupils and I enjoy songs in class since They make English process more enjoyable, reduces stress, enhance cognitive performance, and improve productivity and creativity. Provide easy rehearsal and reinforcement of structures, pronunciation, and vocabulary.

According to the methods, I use the natural approach because the learners should be relaxed, Comprehensible input is essential for acquisition to take place.

Audio-lingual Method, Skills are sequenced: Listening, speaking, reading and writing are developed in order.

3. Do you have hyper students? If you have one, how do you work with them and which materials use for them?

Mmmm. Hyper students. I always try to keep them working. For example, they help me giving the work sheets, erase the board, collect money for copies or reading the instructions, etc.

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4. Which are your objectives with your students during the School Year?

I think that I have a whole objective; I think that they have to be competent using the foreign language.

5. Do you believe that exams are good for the students? If the answer is "YES" explains why…

Ok, I think that a teacher has to keep in mind these words assessment, evaluation, test and quiz in order to give her- his pupils an accurate score.

6. How do you feel about teaching English?

I enjoy teaching English because every day I play a game with my pupils, I talk with them, I listen to music, conversations, poems, etc. I sing, I smile, etc. It depends if you plan your class.

7. Which are some effective strategies for improving listening and speaking?

We have a lot of them I can list *Physical Response, repetition,* Relating sounds, etc.

8. How do you correct pronunciation without embarrassing the student?

With activities when whole group has to get involve. For example, debates, role plays, open questions tasks, repetitions, etc.

9. What are your feelings on homework?

I rarely ask my students to do homework; I prefer that they spend working with me and their classmates in class.

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10. What materials are most useful, effective, and efficient to teach listening and speaking?

In this case cd´s, listening worksheets, crosswords, videos, pupils 'own records, karaoke, fill in the blanks while listening.

11. Why did you choose to become a teacher?

First of all, when I was 17 years old, I liked to spend my time with children in summer courses (Colonia Vacacional) as a tutor.

12. How do you deal with a particularly unmotivated student?

It is easy. You have to encourage him/her with activities that like him/her, it is very important that a teacher knows his/her pupils´ likes and dislikes in order to plan a class.

13. How do you motivate your students to learn?

A teacher has to plan a good class with a lot of interesting tasks according to their level of competence using the foreign language. We as teachers have to plan English classes with a lot of materials.

14. Can you describe how your ideal classroom looks like?

It depends, I enjoy using a projector, a cd player, computers, books (tales, short stories,) big windows.

Source: Calle, Patricio. Personal Interview. March 23th, 2013.

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APPENDIX 4: OBSERVATION GUIDE

UNIVERSITY OF CUENCA
ENGLISH LANGUAGE MAJOR

INFORMATIVE DATA:

1. INTERNS: …………………………………………….…………………………….

2. ENGLISH TEACHER …………………………………….....................................

3. HIGH SCHOOL……………………………………………………………….……….

4. LEVEL…………………………………………………………………………………..

5. COURSE AND SECTION…………..… DATE AND TIME…………………

6. THEME……………………………….…………………………………………………..

II. - ENGLISH LEARNING ACQUISITION PROCESS

High School	Course			
Fray Vicente Solano High School	8th ¨A¨ ¨B¨ ¨C¨ Level: Beginners			
Skills	**Criteria**			
Help	1	2	3	4
Teacher guides his pupils.	Rarely	Sometimes	Frequently	Always
Listening	1	2	3	4
Students listen to the teacher´s speech and instructions.	Rarely	Sometimes	Frequently	Always
Collaborative work	1	2	3	4
Every student contributes to the task.	Rarely	Sometimes	Frequently	Always
Exchange of Ideas	1	2	3	4
Students exchange and criticize ideas.	Rarely	Sometimes	Frequently	Always
Interaction	1	2	3	4
Students offer ideas and report	Rarely	Sometimes	Frequently	Always

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their findings to each other. Students interact, discuss, and pose questions to all members of the team.				
Respect	1	2	3	4
Students encourage and support each other's ideas and efforts.	Rarely	Sometimes	Frequently	Always
Student's development	1	2	3	4
Students write answers confidently.	Rarely	Sometimes	Frequently	Always
Does the teacher follow the learning process stages in English class.(presentation, activity and production).	Rarely	Sometimes	Frequently	Always
Goals	1	2	3	4
Does the teacher achieve his/her goals in class?	Rarely	Sometimes	Frequently	Always

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APPENDIX 5: OBSERVATION: PERSONAL AND PROFESSIONAL QUALITIES

UNIVERSITY OF CUENCA
ENGLISH LANGUAGE MAJOR

INFORMATIVE DATA:

1. INTERNS: …………………………………………………………………………..
2. ENGLISH TEACHER ……………………………………………….................
3 HIGH SCHOOL……………………………………………………………………
4. LEVEL …………….……………………………………………………..…………
5. COURSE AND SECTION…………………DATE AND TIME……………
6. THEME…………………………………………………………………………

1. - How was the teacher's punctuality to class?

                        Good   Bad   Deficient

Why?

………………………………………………………………………………………

……………………………………………………………………………………..

2. - How was the teacher's tone of voice?

                        Good   Bad   Deficient

Why?

………………………………………………………………………………………

………………………………………………………………………………………

3. - Does the teacher's attend students' needs moving around the classroom?

………………………………………………………………………………………

………………………………………………………………………………………

4. - How was the teacher's interaction with the students? Describe 2 observed situations in the classroom?

..…………………………………………………………………………………………

………………………………………………………………………………………..

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5. Is there any feedback given by the teacher to his/her students in class? Describe any situation that you observed in it?

..…………………………………………………………………………………………

………………………………………………………………………………………….

6. - From your point of view. Do you consider the teacher shows interest in the students' learning process and their needs?

                         Yes   No

 Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

IV. - Observations and recommendations:

..…………………………………………………………………………………………

…………………………………………………………………………………………..

………………………   …………………………
        Interns   English teacher

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APPENDIX 6: RESEARCH PLAN TABLE

OBJECTIVES	ACTION PLAN	STRATEGY	SOURCES
.To design and elaborate didactical materials which will include songs, games, and cards related to songs to increase EFL students' vocabulary.	.To apply a poll about the students' interest.	.Subject Guide	.Students of eighth level at Fray Vicente Solano high school.
. To teach vocabulary through songs based on students' interests.	.To collect different listening and speaking activities according to the students' age. .To create, organize, and describe specific communicative activities to improve the speaking skill.	.Summarizing .Diagrams .Take notes	.Books .Internet

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APPENDIX 7: PRE-TEST FORMAT

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DIAGNOSTIC EVALUATION

COURSE _____

1. - Listen to your teacher and complete the conversation.

a) H_____. What´s your name?

b) My name is _____

a) How old are _____ ?

b) I´m _____ years old.

a) Where do you live?

b) I _____.

a) Where do you study?

b) I _____

a) Ok, _____

b) B_____

2. - Reorder the words and complete and answer.

C. Hello, _____

D. Hi, _____

C. _____ (do - you - What – can ?)

D. I can _____ .

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_____ (you – about – How?   )

B. I _____   _____ .

3. - Listen to the description of the place Answer the questions. Read your description aloud to your partner.
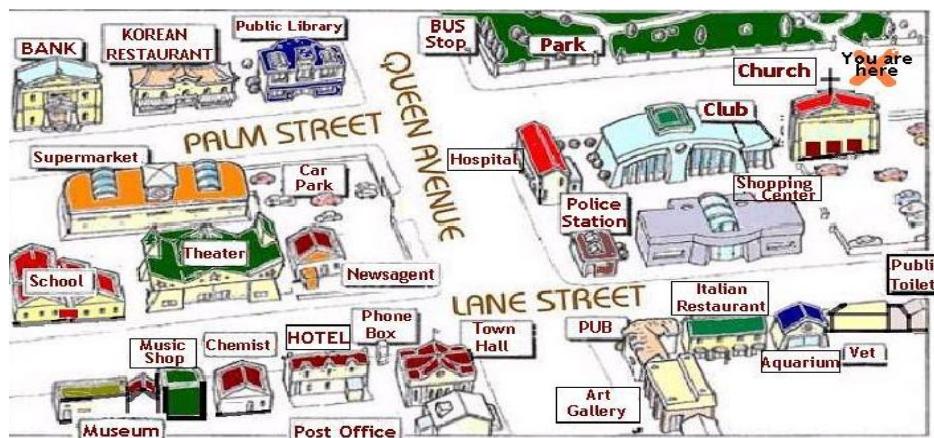
http://tx.english-ch.com/teacher/jocelyn/level-a/giving-direction-exercise/

A. Where is the Italian Restaurant?

B. The restaurant is between the Aquarium and the Pub.

 A   Where is the hotel.

 B   _____

A. Where´s the church?

B. _____

A. Is there a theater next to the news agent?

B. Yes, there is.

A. Are there any post offices in the city?

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B. _____

A. Is there a zoo behind the Museum?

B. _____

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4. - Answer the questions about your daily routines.

A. What time do you wake up?

B. I wake up at _____

A. What time do you brush your teeth?

B. I _____

A. What time do you eat breakfast?

B. I _____

A. What time do you leave home?

B. _____

A. What time do you wake up?

B. I _____

A. What time do you watch TV?

B. I _____

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APPENDIX 8: POST – TEST FORMAT

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ENGLISH LANGUAGE MAJOR

DIAGNOSTIC EVALUATION

COURSE _____

1. Introduce yourself:

----

2. Tell the class about the abilities of your classmates.

My classmate, _____ , can _____ . HE-SHE can´t _____ .

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3. Listen and complete the lyrics.

| my- is- an- a – saw |

My life is brilliant

_____ life is pure

I _____ an angel

| of that I'm sure |
| she- plan - sleep- beautiful – was - smiled |

She _____ at me on the subway

She _____ with another man

But I won't lose no _____ on that

'Cause I've got a _____

You're beautiful

You're _____

You're beautiful, it's true

4. Order the words to form sentences.

Example:

Always/ at 6 am/ every day/get up/I

I always get up at 6 am every day.

Goes/sometimes/to school/she

He/ studies/never/at home.

We/watch TV/ often/ at night.

Karen/ seldom/ is/ late/ for class.

Rarely/ my friends/ are/ in the disco.

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5. Answer the questions about your daily routines.

A. What time do you wake up?

B. I wake up at _____

A. What time do you brush your teeth?

B. I _____

A. What time do you eat breakfast?

B. I _____

A. What time do you leave home?

B. _____

A. What time do you wake up?

B. I _____

A. What time do you watch TV?

B. I _____

6. Complete the chart:

	Last week	?
What did you do?	Yesterday	?
	A week ago	?

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APPENDIX 9: PHOTO ALBUM

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