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CARRERA DE LENGUA Y LITERATURA INGLESA

The Use of Songs to Enhance the Listening Skills in the Tenth Level of
Basic Education at “Colegio Nacional Quingeo”

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RESUMEN

Esta monografía se refiere al Uso de las Canciones para Mejorar las Habilidades de Escuchar en los Adolescentes del Décimo Año de Educación Básica del “Colegio Nacional Quingeo”. Tomando en consideración que la enseñanza del inglés como idioma extranjero es un elemento importante en la educación moderna en nuestro mundo globalizado, es necesario dominar y perfeccionar las cuatro habilidades (escuchar, hablar, leer y escribir) para aprender este importante idioma. De acuerdo a investigaciones previas, la habilidad de escuchar es una de las más importantes para la adquisición del inglés como idioma extranjero, ya que desde temprana edad los seres humanos procesan los sonidos que ellos escuchan para luego producirlos. Por esta razón, es importante desarrollar las habilidades de escuchar en los estudiantes constante y efectivamente.

PALABRAS CLAVES: Escuchar, mejorar, canciones, habilidades, adolescentes, EFL, Aula de clase



ABSTRACT

This monograph titled The Use of Songs to Enhance the Listening Skills in the Tenth Level of Basic Education at “Colegio Nacional Quingeo” take into consideration that teaching English as a foreign language is an important element of modern education in our globalized world. It is necessary to master the four language skills (listening, speaking, reading, and writing) in order to learn this important language. According to previous research, the listening skill is one of the most important skills for acquiring English as a foreign language. From an early age, human beings process the sounds they hear and later they produce them. For this reason, it is important to develop the students’ listening skills constantly and effectively.

KEY WORDS: Listening, enhance, songs, skills, teenagers, EFL, classroom.



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AUTHORSHIP

All the ideas and opinions expressed in this work are the exclusive responsibility of its authors.

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DEDICATION

I want to dedicate this Monograph to my dear parents Maria and Leopoldo for their endless love and support during all my life. To my son Pablo for giving me the strength to continue and leading me where I am. To all the teachers of the English Literature School for their guidance and support.

Talia

I want to dedicate this monograph to my loved parents who have given me all their help and support to finish my career. To my husband, Fernando, and my daughters, Fernanda, Paulina, and Doménica, for their love, patience, and sacrifice.

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INTRODUCTION

Listening is one of the four skills that students have to develop in order to acquire the English language since it permits students to be able to distinguish sounds. Although many people, including teachers, focus on speaking because they consider that this skill is the most significant when a person wants to communicate, listening is also as important as speaking. Both of these should be practiced in a strategic way. The use of songs in the classroom is a helpful and attractive way of teaching English Language because it provides benefits to the students in the learning process such as: providing a comfortable atmosphere in the class, enhancing listening skills, acquiring new vocabulary, and improving pronunciation.

In addition, using songs is a useful tool for reviewing grammar and memorization since students can find in a song: structure, expressions, and spelling. The present work of investigation titled *The Use of Songs to Enhance the Listening Skills in the Tenth Level of Basic Education at “Colegio Nacional Quingeo”*, is divided into five chapters. The first chapter contains important information about the topic; a description of the problem; the main reasons why this topic has been chosen; and general and specific objectives that are going to be achieved with this investigation.

In the second chapter, there are definitions of essential terms related to listening. Furthermore, this chapter provides a literature review about the importance of listening to songs in the English learning process. Also, this chapter mentions the appropriate usage of songs and the reasons to introduce them in an EFL classroom.



The third chapter describes the methodology used to achieve the objectives of this research. The fourth chapter presents the results, analysis and interpretation of the data collected. In addition, this chapter contains graphics and details about the field research. Then, in the fifth chapter, conclusions and recommendations are presented.

Finally, this work provides a booklet containing songs and activities that students in the tenth level of Basic Education at “Colegio Nacional Quingeo” can use to reinforce what they have studied in an EFL class.



CHAPTER I

1.1 TOPIC

The Use of Songs to Enhance the Listening Skills in the Tenth Level of Basic Education at “Colegio Nacional Quingeo”.

Many teachers think that teenagers are the most difficult group to teach English, since students of this age are going through stages of change. This assertion makes sense because students of this age 10 to 17 years old are restless and feel the need to discover new things. “Curiosity represents the human’s desire of acquiring knowledge” (Muñoz 1). That is an innate quality of teenagers that the teachers have to take advantage of in order to enhance their students’ learning.

With regard to the English Language Teaching as part of a program of study, it is important to apply adequate techniques that enable students to achieve meaningful learning. In this way, they can understand and use the language as a tool for communication. According to previous experience, listening, reading, writing and speaking are the four skills that a person has to develop in order to learn his or her mother tongue as well as another language. This paper tries to facilitate the development of English as a foreign language focusing on listening through the strategy of using songs in the classroom. Listening is one of the most important skills since students can reproduce what they understand, improve pronunciation, follow patterns in order to keep them in mind, and be encouraged and motivated to learn the new language.



It is commonly known that teenagers are in the process of growing to reach maturity and as is natural, they are looking for new experiences and adventures. Therefore, teenagers are not usually very interested in reading boring theories, memorizing things or investigating. Most of the time they are interested in fun and easy things such as listening to music, watching videos and movies, and playing, among other activities. It is a huge opportunity, especially for English teachers, to exploit these likes and dislikes that teenagers have for these kinds of activities by motivating and encouraging them to appreciate learning. This research focuses on listening as a necessary skill for learning a target language.

In Ecuador, teenagers sometimes tend to dislike the English Language subject, but teachers need to help their students develop certain skills in order to obtain good results from students. It is hard work for teachers to know what students think or feel according to their age. For this reason, it is considered necessary to take into account the likes and dislikes of students, and based on that information; teachers can take advantage of students' strengths and overcome their weaknesses.

1.2 DESCRIPTION OF THE PROBLEM

According to previous experience, it is well known that students have difficulties increasing their vocabulary, improving their pronunciation, remembering grammar patterns or simply enjoying learning the language for various reasons. These reasons may include: monotonous activities, lack of creativity and motivating listening material, poor listening activities in the classroom and lack of lesson plans' preparation. Consequently, the learning



experience becomes tedious and not attractive or interesting for the students. As a result, students feel bored and discouraged about learning a foreign language.

According to a survey and an observation done in the tenth level of basic education in “Colegio Nacional Quingeo”, it has been possible to appreciate that the students lack motivation to do activities into the class, most of the lessons are not clear enough for students and they do not hear many English words because the teacher uses mostly Spanish words. The lessons also totally lack listening activities.

It is necessary to apply listening activities into the class. Most of the time the teacher’s experience may not be enough to help students to increase their vocabulary or improve their pronunciation. English learners need to listen to native speakers through songs or in a context to follow and reproduce what they understand. The idea is to guide the students to use their knowledge in the moment of facing real situations in life. It is an enormous opportunity for teachers to make the students get involved in real life contexts, through the use of songs in class.

If a group of English language learners does not listen to the new language often, it is very difficult to enhance listening skills or improve pronunciation or to learn the target language at all. This research paper has tried to prove the necessity of including listening activities by using songs in order to help English learners understand and improve their listening skills. What they hear is what they will orally produce.

Understanding through listening can be accomplished by the implementation of listening activities that motivate and improve listening



comprehension in an attractive way. This is possible by using listening activities accompanied with songs that help the teenagers want to be involved with the new language and at the same time feel comfortable. Songs can be applied in an interactive way in class. This paper demonstrates that the use of songs in English classes provides a method to enhance listening skills in English language learning or any foreign language class.

1.3 JUSTIFICATION

The authors of this monographic research have selected this topic because they consider that for the majority of students, it is difficult to develop in an effective way the listening skills during the process of learning English as a foreign language. Therefore, it is considered that it would be a good resource to give learners a guide to use songs to overcome these problems.

It is known that music is popular among teenagers, and it is an important point because the students can get motivated, and they can develop a positive attitude towards English. Another relevant aspect is that a person who listens to an English song not only tries to sing it well, but also he or she tries to understand the message of the song and what the song means.

There exist two main reasons why this topic has been chosen; the first reason is to find out the relevance of using songs for teenagers to enhance their listening. The second reason is to apply this technique in classrooms that lack technology and whose students' backgrounds and English knowledge is poor. The environments in which they live do not always help them to enhance English learning. Besides, they may have never listened to English songs before.



Nowadays, music is a valid tool to enhance learning of a foreign language; furthermore, songs can be a source of interest, motivation and appreciation especially for teenagers. The use of songs helps to introduce the students to a real and attractive world of a real life context. Songs provide opportunities to build on the language students learn from listening.

The idea is to make students enjoy their classes by receiving a different and original class. At the same time, students will develop listening skills based on topics of their interest with respect to songs, thus improving their listening comprehension as well as building up vocabulary.

On the other hand, it is important to mention that besides increasing motivation, enhancing pronunciation and building up vocabulary, there exists a considerable quantity of benefits of using songs for teachers in class; for example, to facilitate the teachers' work since the use of songs increases the students' interest in class, helping the teachers to control discipline. Most of the time this activity of using songs, entertains the students and the teachers as well. In addition students' moods change and their stress and tension decrease.

Furthermore, this topic has been chosen in order to share a well elaborated booklet having interesting songs and activities. The booklet is to be applied in the classroom and will be useful and interesting for English teachers and students. This booklet will especially help teachers with ideas concerning the correct usage of songs in the class. This booklet will help English students, , since they will have the opportunity to use the different activities at home; the songs and the activities can be practiced on their own while they learn and improve their listening.



Finally, a great purpose of including songs in the classroom is to actively involve teenagers in meaningful music experiences that will develop musical concepts and enhance the appropriate skills depending on the level.

1.4 OBJECTIVES

AIM

- To determine the relevance of songs to enhance the listening skills in teenagers of Tenth Level of Basic Education.

SPECIFIC OBJECTIVES

- To encourage students to use songs in order to improve their listening skills.
- To provide students and teachers a guide to use songs correctly in class.
- To make the students feel motivated in their English classes.
- To design a booklet with a compilation of interesting songs and activities to use in class.



CHAPTER II

LITERATURE REVIEW

2.1 SONGS

The Oxford English Dictionary defines a song as a brief composition written or adapted for singing. They are a composition of the human voice which contain lyrics and are accompanied by musical instruments.

In the book, “Songs in Action”, by Dale T. Griffiee, songs are defined as follows: “The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music; for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar” (Griffiee 3)

Songs are part of people’s lives because they follow them at home, at school, at the office, at restaurants, in cars, etc. Most people like songs because they can make one feel happy and inspired. Also, songs can be used as a motivator for students to learn something.

Griffiee explains that listening to music can help students to pay attention to pitch variation and timbre. This means that students’ ability will increase in order to distinguish specific sounds within words. (Griffiee 64)

2.2. MUSIC AND ITS ORIGIN

Since music is an inseparable component of our lives, it is necessary to have a look at its beginning in order to know more about it. Some speculations have been made about the origin of music, but there is certainty a theory about



it. However, it is important to mention that the first musical utterances in prehistoric times were imitations of bird songs or other natural noises; all of them as signals of hunting, battle, love, etc. (E. Borroff 3).

The word music comes from the Greek mousike (tekhne) by way of the Latin “musica”. It is ultimately derived from mousa, the Greek word for muse. In ancient Greece, the word mousike was used to refer to any of the arts or sciences governed by the Muses (E. Borroff, p 3).

2.3 BENEFITS OF SONGS

Songs are part of people’s lives because they listen to them in different situations. Most people like songs because they can make us feel happy and inspired. Also, songs can be motivating for students to learn something.

Using songs in the class can be of immense benefit for language development of the students, since they can pay attention to correct pronunciation of words. This means that the students’ ability will increase in order to distinguish specific sounds within words. Another benefit is that songs support students to have active listening activities which are an opportunity to learn to listen with intention.

Songs are based on great topics such as love, jealousy, friendship, money, and many other topics, making human life more attractive and enjoyable and the teaching learning process more efficient and fun in the classroom. Through the use of songs, students can feel motivated; have an appropriate atmosphere for learning, enhancing listening skills and improving pronunciation.



Motivation is an important issue in the process of teaching and learning a language. It has been proved that motivated students are more receptive to the received information. Nuria Villalobos says that motivation is a fundamental aspect when learning a foreign language; learners have to be eager to acquire the language and to use it in an everyday life situation (Villalobos 96).

According to Margaret A. Theobald, motivation is internal; it depends on each student. It is difficult to make a student learn when he/she is not motivated. Therefore, the teacher has to give students an appropriate environment in order to increase their motivation and make them want to learn (Theobald 1).

An appropriate atmosphere is also a benefit that the students acquire when songs are used in the class. English Language classes can be tedious sometimes, and a good solution to make them lively is by listening to music. Songs offer a change from the routine procedures in the classroom, and the teaching learning process can become a very enriching experience for teachers. Since music has the power to affect our feelings and energy levels, it can be said that “without even thinking about it, we use music to create desired moods, to make us feel happy, to enjoy movement and dance, to energize, to bring back powerful memories, to help us relax and focus.” (Grünert 23) It is important for teachers to know how valuable songs can be in the class in order to create a good environment for students.

Another important benefit that students can acquire with songs is pronunciation. In most English classes, teachers tend to give more emphasis to writing, reading, or translating; however, they do not give much attention to



pronunciation. Due to this, it is difficult to understand a person who does not have a good pronunciation.

According to Nuria Villalobos on her work “Using Songs to Improve EFL Students’ Pronunciation,” Spanish-speaking people have problems pronouncing vowel sounds in words like: bit vs. beat, lock vs. look. Consonant differentiation is another problem; it is not the same to say “these are the vowels” than “these are the bowels.” These mistakes may be considered insignificant; nevertheless, it is important to avoid them so that a person can be understood. Villalobos states that songs are good for students since they allow sound recognition. (Villalobos 100)

2.4 LISTENING

Listening is defined as the process of receiving, constructing meaning, and responding to spoken and/or nonverbal messages. According to Adler Rosenfeld, “Listening is the ability to accurately receive messages in the communication process” (Rosenfeld 108). Listening is the key to all effective communication; without the ability to listen effectively, messages are easily misunderstood, communication breaks down, and the sender of the message can easily become frustrated. (Rosenfeld 109)

Listening, reading, speaking and writing are four basic skills that a student has to develop when he or she is learning English as a second language. Listening and Reading are receptive skills and Speaking and Writing are productive skills. Listening belongs to four basic language skills and thus it is an important skill to be developed. By listening, students can learn new vocabulary or establish their understanding of grammar. Since tape listening is



not very popular among students. They feel that they have to listen and understand every word, which is not necessary. In fact, teachers should show students how to focus on catching the bits that are important to hear and how to become effective listeners (KateřinaKubjátová 14).

Listening involves observing body language and noticing inconsistencies between verbal and non verbal messages. Listening requires concentration and the use of other senses, in addition to simply hearing the spoken words (Remen 223).

2.5 IMPORTANCE OF LISTENING COMPREHENSION

It is absolutely essential to include activities that specifically target the student's needs and help them improve their listening comprehension skills. Songs are probably the most popular choice among ESL teachers, because they are so easy to use in class.

Learning English does not mean that students only have to talk and write. To learn a language completely, students need to acquire listening skills, so that they can understand what others are talking about; for this reason, songs are recommended because students of all ages are interested in music.

Using songs in the class can be an advantage for language development of the students, since they can pay attention to the correct pronunciation of words. This means that the students' ability will increase in order to distinguish specific sounds within words. Another benefit is that songs support students to have active listening participation and improvement.



If listening comprehension is weak, or if students lack comprehension skills, it is possible that the students will get discouraged. If the learners do not understand what they hear, they do not participate in class; they need to understand what they hear in order to enjoy class and learn.

2.6 IMPORTANCE OF LISTENING SKILL IN FOREIGN LANGUAGE TEACHING

It is absolutely essential to include activities that specifically target the students' needs and help them improve their listening comprehension skills. Human beings use and develop their listening skills during their entire life. People spend a large portion of their time listening because it is a key element of verbal communication. It has been estimated that adults spend almost half their communication time listening. However, in the past, reading and grammar skills were paid much attention to, while speaking and listening skills were taken for granted. As a result, language learners did not recognize its importance in developing language skills. Rost (1994) emphasizes the importance of listening for several reasons.

Listening is vital in the language classroom because it provides input for the learner. Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential.



Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.

Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language. Moreover, listening is also an important condition for developing other skills, especially speaking skills. Doff (1988) suggests that we cannot develop the speaking skill unless we develop the listening skill first. Indeed if we want to speak well, we firstly must listen to and clearly understand what others say. To sum up, the listening skill is a very important aspect in learning English. In order to develop communicative skills, listening must be practiced as much as possible.



CHAPTER III

METHODOLOGY

3.1 BASIC METHODOLOGY

The methodology used in this monograph is basically bibliographic, since the authors have gathered information about the relevance of songs to enhance the listening skill in the classroom as a complement to the learning process of English for teenagers.

A booklet containing songs will help teenagers improve their listening skill and build up vocabulary. This booklet has been done considering three stages that Kateřina Kubjátová suggests in her thesis research titled “Developing Skills through Songs”. These stages have to be taken into account by the English teachers in the classroom. The stages are: pre-listening, while-listening, and post-listening (Kubjátová 15).

Description of the Participants

The activities proposed in the booklet were applied at “Colegio Nacional Quingeo” in Cuenca. This High School is a public institution. The participants were a group of fifty two students of Tenth Level of Basic Education. The participants were female and male teenagers whose ages were about 14 years old. These students attended to ten English classes of forty five minutes each.



3.2 Data gathering techniques

The elaboration of this investigation was basically supported by three techniques of collecting data.

The first one is the analysis of bibliographic material related to the theme of this research. The bibliographic sources that the authors consulted included other researchers' publications, journals, articles and samples of songs that can be applied to teach English to teenagers.

The second one is a survey done to fifty-two teenagers at "Colegio Nacional Quingeo". The purpose of this survey, which included six questions, was to determine the frequency of the use of songs in the classroom, and to collect information about their influence in the development of the target language skills (See Appendix 1).

Fifty two students answered the survey. The survey included six questions. Each question had different options to choose and to give an answer. The options were (always, sometimes and never) ,(Yes /No),(A lot, Regular, little, Nothing),(Writing, Speaking, Reading, Listening),(Use of songs, Use of movies, Conversations, Role plays ,Nothing) , (Pop music, Classics of the 90's and 80's, English ballads, Others).

It is important to point out that the participants provided information from their point of view about teaching techniques, methods, materials, etc.

Finally, the main source that provided data to support the research was the direct application of the booklet to the participants that reported quantitative results of the activities based on the use of songs to enhance listening skills.



3.3 Data-collecting planning

In the literature review, it was mentioned that the development of listening skills in the classroom included activities with songs. For this study, a pre-designed booklet has been created to apply to the students of Tenth level of Basic Education at “Colegio Nacional Quingeo”. The booklet includes traditional and modern songs. In addition, these songs involved vocabulary like verbs, nouns; and grammar structures like the imperative form, simple past and simple present structures for the teenagers to learn in an easy way. Moreover the booklet includes activities focus on listening that the students have to develop in each lesson.

3.4 Processing planning.

The whole process of presenting the song and its activities was carried out by following some stages.

Pre-listening stage

In this stage students need to have a previous knowledge before listening to the song. The students need to become familiar with the new vocabulary that they are going to hear. When the students know the vocabulary, then they practice pronunciation to continue with the next stage.

While-listening stage

In this stage the students have a direct contact with the song and the listening activity, since those are based on learners’ listening training. The



listening activities include tasks such as fill the blanks, key words, discrimination of sounds, multiple choice, ordering words and verses, etc.

Post-listening stage

In this stage the teacher checks the activities jointly with the students. Finally the teacher asks to the students to sing the song in order to listen and practice once more pronunciation.

The evaluation of the presentation was based on the way teenagers performed the activities, and their participation in the class.

The readers can observe pictures about the application of the booklet to the students of “Colegio Nacional Quingeo” (See Appendix 2)

CHAPTER IV

ANALYSIS AND INTERPRETATION

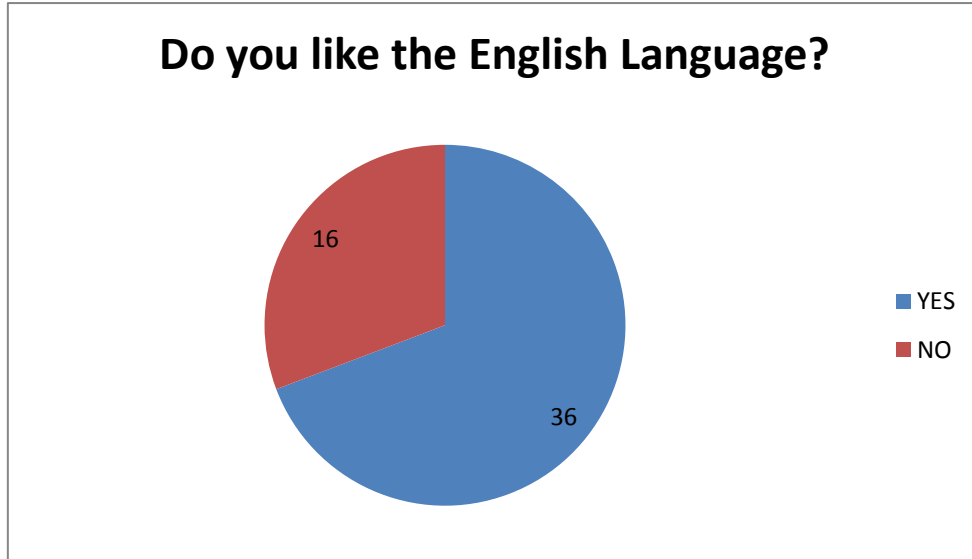
4.1 Results.

The present chapter shows the results obtained from the survey and the observation after the application of the booklet.

4.2 Quantitative Results of the Survey

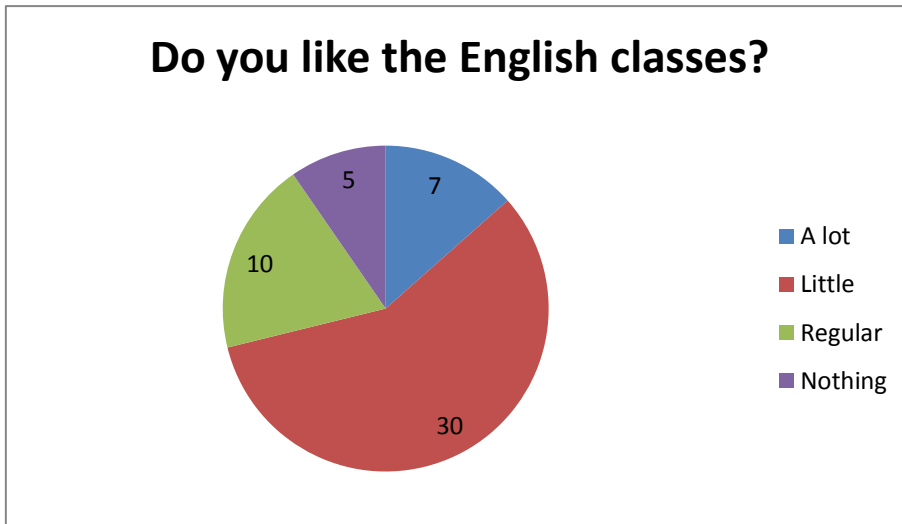
This section contains, in detail, the results of the survey applied to the students before the application of the booklet. The following graphs present the results obtained; in addition, an explanation has been included.

Graph 1



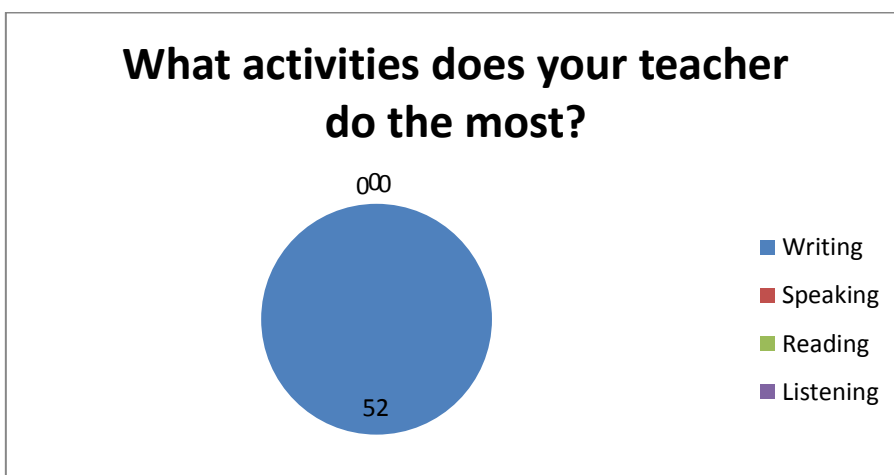
Teenagers were asked to answer if they like English Language; according to the survey, thirty six of fifty two students like English and sixteen students do not like English Language.

Graph 2



The students were asked if they liked their English classes. From fifty two students, five answered that they did not like English at all. Seven students answered that they liked English a lot and thirty students answered that they did not like English.

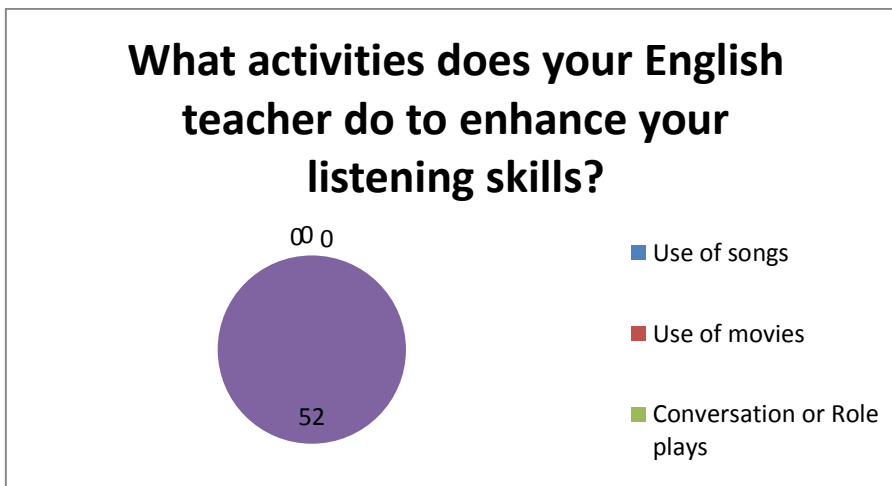
Graph 3





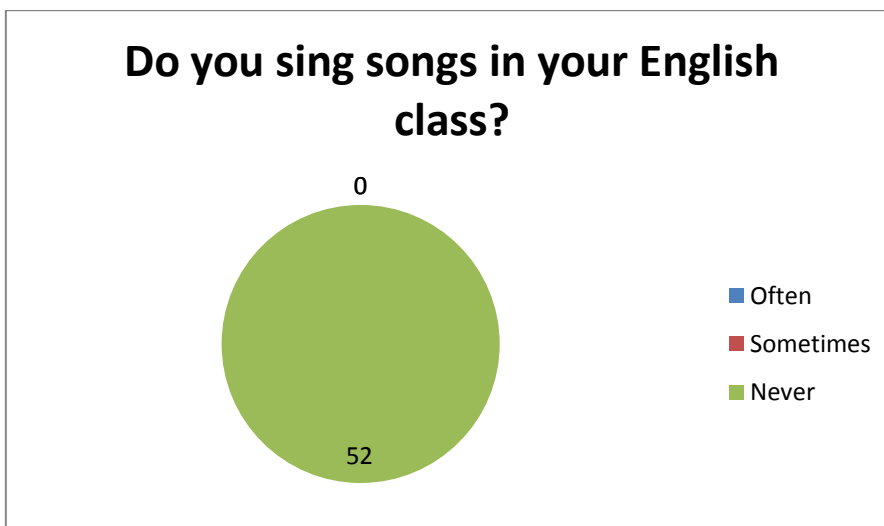
We asked the students in the survey about the activities that the teacher did the most in the English classroom and all the students answered that writing activities were mostly developed in classroom.

Graph 4



As it can be seen, all the students agreed that there were not listening activities during the English classes.

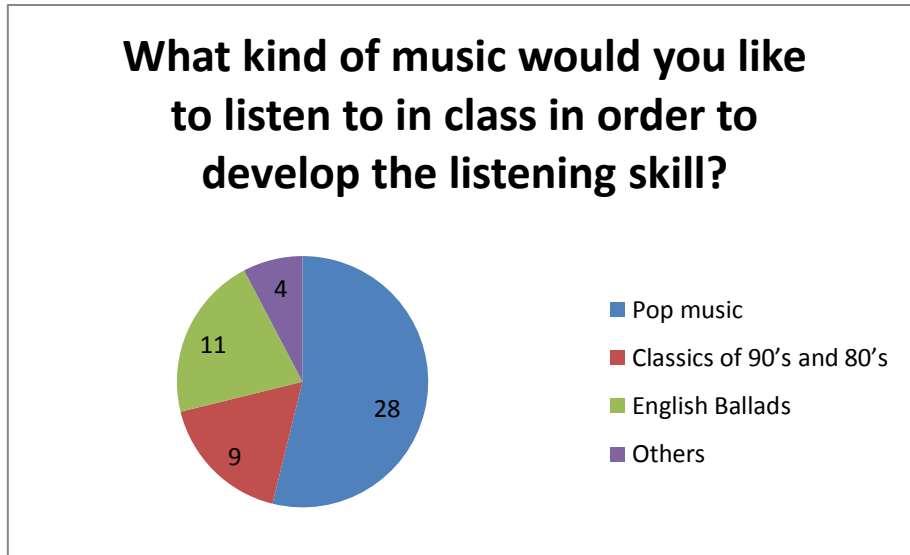
Graph 5





On the other hand, concerning the use of songs in the EFL classroom, all the students agreed that they never sang songs during the English classes.

Graph 6



As it can be seen in the graph, twenty eight students would like to listen to pop music in class; eleven students would prefer to listen to English Ballads, while the rest would like to listen to other types of music.

4.3 QUANTITATIVE RESULTS OF THE APPLICATION



Activity #	No. Students	No. Correct tasks	No. incorrect tasks	Results %	
				Correct tasks	Incorrect tasks
1. Complete the missing words	52	23	29	44.3	55.7
2. Listen and circle the correct verb	52	20	32	38.5	61.5
3. Complete the missing verses	52	41	11	78.8	21.2
4. Order the unscramble verses	52	46	6	88.4	11.6
5. Multiple choice	52	39	13	75	25
6. Listen and choose the correct word	52	44	8	84.6	15.4
7. Listen and write	52	36	16	69.2	30.8
8. Listen and choose the correct word.	52	52	0	100	0
9. Complete the missing words	52	48	4	92.3	7.

After the application of songs in the class with activities to students, it is noticeable that the results of our application were as it was thought they could



be. As it can be observed the first and the second activity developed with the students demonstrated a low percentage in the correct application of the task, but according as the activities were developed the results changed markedly.

Referring to the fifty students to whom the technique was applied, they demonstrated through the activities that the technique helped them to improve their listening skills.

It was possible to appreciate that songs encourage to the students to enhance their listening skill. Besides the authors of this research could observe during the ten applications that they understood vocabulary, participated in the class, and they were feeling motivated.

The use of songs in English classroom resulted to be one of the most useful and favorite tool for students in EFL classes. The booklet used by us contained nine soft English songs that the students could learn quickly since lyrics were easily memorable and clear.



CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions.

The use of songs to enhance listening skills in tenth Level of Basic Education at “Colegio Nacional Quingeo” consisted in a research project in which the main goal was to find out the relevance of songs for teenagers and to know if these kinds of activities work and have success in class. Furthermore, the research aimed to determine and support the relevance of songs to enhance listening skills in tenth level of Basic Education.

The present work has been done in order to support the importance of the use of songs in class to enhance listening skills. In addition, this work analyzes the use of these activities to the relevance of songs for teenagers in tenth level of Basic Education. Besides, this analysis allows determining interesting and motivating listening activities and how those can be correctly used in the classroom. Finally, the researchers have designed a booklet including a compilation of interesting songs and activities to be used in the EFL classroom.

According to previous experience as students and teachers; listening, reading, writing and speaking are the four skills that a person has to develop in order to learn and develop his or her mother tongue or another language, but this research tries to facilitate the development of English as a foreign language focusing on listening through the strategy of using songs in the classroom.

Since it has been considered necessary to previously know the context of the participants of this research, a survey and an observation, have been applied to the students of the tenth level of basic education at “Colegio Nacional



Quingeo". After applying the mentioned survey and observing an English class, it has been possible to determine the lack of motivating activities than can be used in the English classroom. Most of the lessons are not enough clear for students and they do not listen to many English words since the teacher uses Spanish words most of the time. The English classes lack of listening activities, so the students have not had the opportunity to listen to native speakers' pronunciation.

Then, there has been necessary to use a booklet having interesting songs for students; the mentioned booklet contained ten songs with different lesson plans and activities. It has been possible to appreciate that students enjoyed a lot the different activities with songs. All the activities were useful for motivating and encouraging the students to learn the English language. Furthermore, it was possible to notice that students could learn different phrases and expressions. At the end of the lessons, most of them understood what they were listening to, so that they were motivated to work on the activities proposed by the researchers.

5.2 Recommendations

According to previous experience as English students and English teachers, it is possible to mention some recommendations for future teachers and researchers. Most of the time the methodology used in the classroom is to follow a textbook in order to teach grammar and writing as the most important needs of English students.

It is important to take into consideration that the most important factor in an English classroom is students' motivation, since through motivation students



will enjoy what they are learning and will be interested in improving their knowledge.

In the present research work, it has been possible to investigate that one of the best sources for students' motivation is the use of songs in class. For that reason, our main recommendation is to use songs in class because they provide many benefits to students and teachers as well.

There exists a huge amount of advantages that songs have not only in the English classroom but in other classes because, as we have previously analyzed, music and songs have a strong influence in the human brain. Songs are able to influence students' behavior in a good or in a bad way.

It is important to mention that the booklet is only a guide about how to use songs in order to enhance learning, so it is better that teachers encourage their students to use songs by their own.

On the other hand, it is not suggested that teachers use songs in every single class, since it can become a tedious activity, thus making the class monotonous. It is good to use songs two or three times a week in order to vary and change the atmosphere of the classroom. This suggestion is based on the fact that there are other important skills that need to be developed.



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APPENDICES

APPENDIX 1

SURVEY ABOUT THE USE OF SONGS IN THE ENGLISH CLASSROOM

1. Do you like English language?

Yes ____ No ____

2. Do you like English classes?

A lot ____ Regular ____ little ____
Nothing ____

3. What activities does your teacher do the most?

Writing ____ Speaking ____ Reading ____
Listening ____

4. What activities does your teacher do to enhance your listening skills?

Use of songs ____ Use of movies ____ Conversations ____ or
Role plays ____
Nothing ____

5. Do you sing songs in your English class?

Often ____ Sometimes ____ Never ____

6. What kind of music would you like to listen to in class in order to develop listening skills?

Pop music ____ Classics of 80's and 90's ____ English ballads ____
Others ____

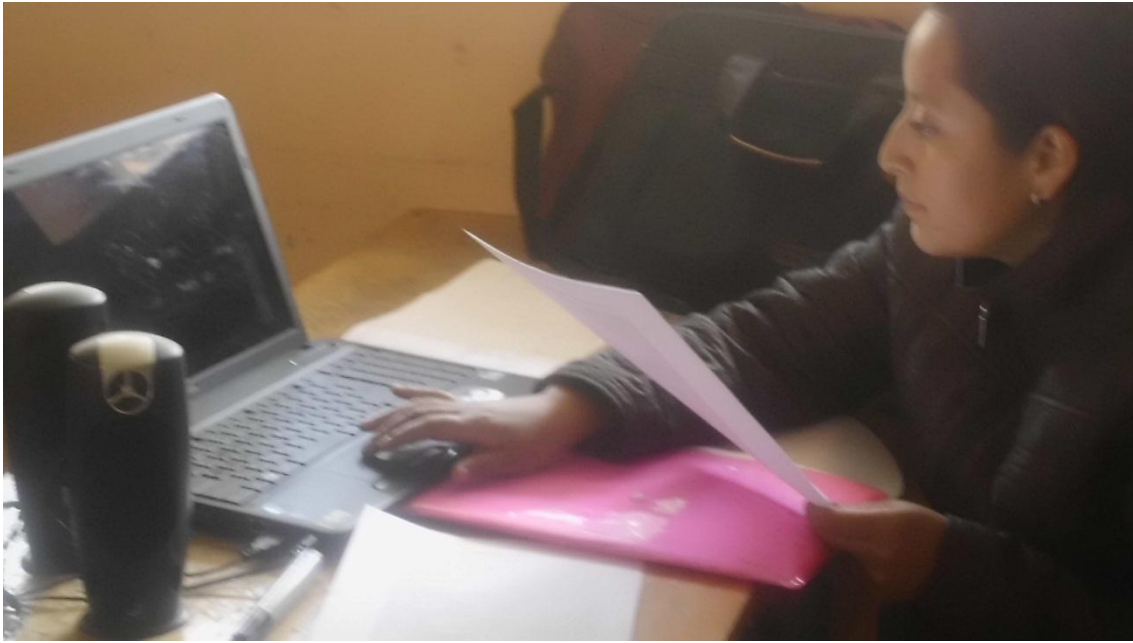
APPENDIX 2

PICTURES ABOUT THE APPLICATION OF THE BOOKLET WITH TEENAGERS OF TENTH LEVEL OF BASIC EDUCATION AT “COLEGIO NACIONAL QUINGEO”













APPENDIX 3

BOOKLET

AUTHORS

**TALIA CALLE MEJIA
PAOLA ZHAGUI GUAMAN**





ACTIVITY 1

AIM: To help students enhance their listening skill and increase vocabulary.

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students.

PROCEDURE

PRELISTENING:

- The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- The teacher explains the meaning of new vocabulary.
- The teacher asks the students to listen to the pronunciation of the new words.
- The students repeat the pronunciation of the words.

WHILE LISTENING:

The teacher asks the students to listen to the song and complete the missing words.



TITLE OF THE SONG: MY HEART WILL GO ON
SINGER: CELINE DION

Every night in my dreams
I _____ you, I _____ you,
That is how I _____ you go on



Far across the distance
And spaces between us
You _____ come to _____ you go on

Near, far, wherever you are
I _____ that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can _____ us one time
And last for a lifetime
And never let go till we're one

Love was when I _____ you
One true time I hold to
In my life we'll always go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will _____ on and on

You're here, there's nothing I _____,
And I know that my heart will go on
We'll _____ forever this way
You are safe in my heart
And my heart will go on and on

MISSING WORDS:

see feel know have show believe

touch loved go fear stay

POST-LISTENING

- Finally, the teacher divides the class in two groups (boys and girls).
- The teacher asks students to sing the song: the boys will sing the first part of the song and the second part will be sung by the girls.

ACTIVITY 2



AIM: To help students enhance their listening skill and increase vocabulary

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students and cards with some verbs.

PROCEDURE

PRELISTENING:

- a. The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
 - b. Teacher explains the meaning of new vocabulary.
 - c. The teacher asks the students to listen to the pronunciation of the new words.
 - d. Then students repeat the pronunciation of the words.
- c. The teacher practice pronunciation of the lyrics with the students through repetition.

WHILE LISTENING:

- a. The class is divided in groups.
- b. The teacher gives each group four cards with verbs.
- c. The students have to listen to the song and to raise the card with the correct verb according to the song.



TITLE OF THE SONG: I WILL ALWAYS LOVE YOU
SINGER: WHITNEY HOUSTON



So I go, but I know
I will **think** of you
every step of
the way.

So I'll go, but I know
I'll think of you every step of
the way.

And I will always **love** you.
I will always love you.
you, my darling you. hmm.

Bittersweet, memories
that is all I'm **taking**
with me.

So, goodbye,
please, don't cry.
we both know
I'm not what you, you need.

And i will always love you.
I will always love you.

(Instrumental)

I **hope**
life treats you kind
and I hope you have all you've dreamed of.
and I wish to you, joy
and happiness.
but above all this,
I wish you love.

And I will always love you.
I will always love you.
I will always love you.
I will always love you.
I will always love you.
And I will always love you.
You, darling, I love you.
ooh, I'll always, I'll always love you.

KEY WORDS

Think **love** **taking** **hope**

POST-LISTENING



- a. Finally, the teacher divides the class in two groups (boys and girls).
- b. The teacher asks students to sing the song: the boys will sing the first part of the song and the second part will be sung by the girls.



ACTIVITY 3

AIM: To help students enhance their listening skill and increase vocabulary

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students.

PROCEDURE

PRELISTENING:

- a. The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- b. Teacher explains the meaning of new vocabulary.
- c. The teacher asks the students to listen to the pronunciation of the new words.
- d. Then students repeat the pronunciation of the words.

WHILE LISTENING

- a. The teacher gives students the work sheets.
- b. The teacher asks students to complete the missing verses.



TITLE OF THE SONG: IMAGINE
SINGER: JOHN LENON



Imagine there's no Heaven

And no Hell below us
Above us only sky

Living for today
Imagine there's no country

Nothing to kill or die for
And no religion too
Imagine all the people

You may say I'm a dreamer
But I'm not the only one

And the world will be as one

Imagine no possessions
I wonder if you can

Or Brotherhood of Man

Imagine all the people
Sharing all the world

But I'm not the only one

I hope someday you will join us

MISSING VERSES

And the world will be as one

It's easy if you try

I hope someday you will join us.

No need for greed or hunger

Imagine all the people



You may say that I'm a dreamer

It isn't hard to do

Living life in peace

POST-LISTENING

- a. The teacher checks the activity with the students.
- b. The teacher asks students to sing the song.



ACTIVITY 4

AIM: To help students to enhance listening skill and increase vocabulary

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students.

PROCEDURE:

PRELISTENING:

- a. The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- b. Teacher explains the meaning of new vocabulary.
- c. The teacher asks the students to listen to the pronunciation of the new words.
- d. Then students repeat the pronunciation of the words.

WHILE LISTENING

The teacher asks students to listen to the song and to put in order the unscrambled verses which are lightened.



TITLE OF THE SONG: READ ALL ABOUT IT
SINGER: EMELI SANDE

You've got the words to
but/change/nation/a -----



you're biting your tongue.

You've spent a lifetime

Silence/struck/in/ afraid -----

you'll say something wrong.

If no one ever hears it, how
we gonna learn your song?
So come on come on, come on
come on.

You've got a heart as

lions/let/so/why/as/loud -----

your voice be tamed?

Maybe we're a little
different, there's no

ashamed/need/be/to. -----

You've got the light to fight
the shadows so stop hiding
it away
come on, come oooooon.

i wanna sing
i wanna shout.

i wanna scream till

dry/words/out/the -----

so put it in all of the
papers, i'm not
afraid.

They can read all
about it, read all about it

Oh ohoh
Ohohoh
ohooooh

Oh ohoh
Ohohoh



ohooooh

At night we're waking
up the neighbours while
the/blues/sing/we/ away

Making sure that we're
remembered yeah,
cause we all matter too

if /the/ truth/ has/ been/ forbidden,
then we're breaking all the rules
so come on come on, come on
come on

Let's get the TV and
the radio to play our
tune again,
it's bout time we got
some airplay of our
version of events

to/There's no/afraid/ need/be
i will sing with you my
friend
come on come on

i wanna sing
i wanna shout.

I wanna scream till
the words dry out

so put it in all of the
papers, i'm not
afraid.

They can read all
about it, read all about it

CORRECT ORDER OF THE VERSES.



- change a nation but
- stuck in silence afraid
- loud as lions so why let
- need to be ashamed.
- the words dry out
- we sing away the blues.
- if the truth has been forbidden,
- There's no need to be afraid,

POST-LISTENING

- a. The teacher checks the activity with the students.
- b. The teacher asks students to sing the song.



ACTIVITY 5

AIM: To help students enhance their listening skills and increase vocabulary.

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students.

PROCEDURE

PRELISTENING:

- a. The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- b. Teacher presents and explains the meaning of new vocabulary.

Vocabulary

Smiled	smelled	place	glace
Moment	comment	Crowded	crossed

- c. The teacher asks the students to listen to the pronunciation of the new words.
- d. Then students repeat the pronunciation of the words.

WHILE LISTENING

- a. The teacher gives students the work sheets.
- b. The teacher asks students to listen to the song and circle the word that they listen.
- c. The teacher makes a demonstration with the first example. Then the students work alone.



**TITLE OF THE SONG: YOU'RE BEAUTIFUL
SINGER: JAMES BLUNT**

"You're Beautiful"

My life is brilliant.

My life is brilliant.

My love is pure.

I saw an angel.

Of that I'm sure.

She **smiled / smelled** 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 / glace**,



And I don't know what to do,
'Cause I'll **neve r/ ever** be with you.

Yes, she caught my eye,
As we walked on by.
She could see from my face that I was,
Fucking high.[- CD version]
And I don't think that I'll see her again,
But we shared a **moment / comment** that will last 'til the end.

You're beautiful. You're beautiful.
You're beautiful, it's true.
I saw your face in a **crowded / crossed** place,
And I don't know what to do,
'Cause I'll never be with you.
You're beautiful. You're beautiful.
You're beautiful, it's true.
There must be an **angel / angle** 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 never be with you.

POST-LISTENING

- a. The teacher checks the activity with the students.
- b. The teacher asks students to sing the song.



ACTIVITY 6

AIM: To help students enhance their listening skills and increase vocabulary.

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: computers (Computer Laboratory)

PRELISTENING:

a. The teacher writes the title of the song on the board and elicits students to predict the meaning of the words.

WHILE LISTENING:

The teacher asks students to work in pairs. It means two students by computer.

The teacher asks students to open the file in the computer previously downloaded by the teacher.

The teacher asks students to listen to the song and choose the correct word which they can find in the dropdown bar.



TITLE OF THE SONG: NOTHING’S GONNA CHANGE MY LOVE FOR YOU
SINGER: GEORGE BENSON

If I had to my life you near me
The days would all be empty
The nights so long
With you I see oh so clearly
I have been in love before



But it never felt this strong
Our dreams are young and we both know
They'll take us we want to go
Hold me now, touch me now
I don't want to you

CHORUS:

Nothing's gonna my for you
You ought to by now how I love you
One thing you can be sure of
I'll never ask for more your love
Nothing's gonna change my love for you
You ought to know by now how much I you
The world may change my whole life through
But nothing's my love for you

If the road is not so easy
Our love will lead a way for us
Like a star
I'll be there for you if you should need me
You don't have to change a thing
I love you the way you are
So me and share the view
I'll you see forever too
Hold me now, touch me now
I don't want to without you

POST-LISTENING

The teacher gives a sheet of paper with the lyrics of the song.

The teacher checks the answers with the students.

Finally the students sing the song aloud.

If I had to **live** my life **without** you near me



The days would all be empty
The nights **would seem** so long
With you I see **forever**
Oh, so clearly I **might** have been in love before
But it never felt this strong
Our dreams are young and we both know
They'll take us **where** we want to go
Hold me now
Touch me now
I don't want to **live without** you

[Chorus]

Nothing's gonna **change** my **love** for you
You ought to **know** by now how **much** I love you
One thing you can be sure of
I'll never ask for more **than** your love
Nothing's **gonna change** my love for you
You ought to know by now how much I **love** you

If the road **ahead** is not so easy
Our love will lead the way for us
Like a **guiding** star
I'll be there for you if you should need me
You don't have to change a thing
I love you **just** the way you are
So **come with** me and share the view
I'll **help** you see forever too



Hold me now

Touch me now

I don't want to **live** without you

[Chorus]

Nothing's gonna change my love for you

You ought to know by now how much I love you

One thing you can be sure of

I'll never ask for more than your love

Nothing's gonna change my love for you

You ought to know by now how much I love you



ACTIVITY 7

AIM: To help students enhance their listening skills and increase vocabulary.

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets with the lyrics of the song for all the students.

PROCEDURE:

PRELISTENING:

- The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- The teacher asks students to take out a piece of paper.

WHILE LISTENING:

The teacher asks students to listen to the song and write on the piece of paper all the words they know.



TITLE OF THE SONG: INCOMPLETE
GROUP: BACK STREET BOYS

Empty spaces fill me up with holes
Distant faces with no place left to go
Without you within me I can't find no rest
Where I'm going is anybody's guess

I've tried to go on like I never knew you

Autoras: Talía Elizabeth Calle Mejía
Claudia Paola Zhagui Guamán



I'm awake but my world is half asleep
I pray for this heart to be unbroken
But without you all I'm going to be is incomplete

Voices tell me I should carry on
But I am swimming in an ocean all alone
Baby, my baby
Its written on your face
You still wonder if we made a big mistake

I've tried to go on like I never knew you
I'm awake but my world is half asleep
I pray for this heart to be unbroken
But without you all I'm going to be is incomplete

I don't mean to drag it on, but I can't seem to let you go
I don't wanna make you face this world alone
I wanna let you go (alone)

I've tried to go on like I never knew you
I'm awake but my world is half asleep
I pray for this heart to be unbroken
But without you all I am going to be is incomplete
Incomplete

POST-LISTENING

- a. The teacher gives a piece of paper with the lyrics of the song.
- b. The teacher asks students to compare their writings with the lyrics of the song.
- c. The teacher sings the song with the students using the lyrics.



ACTIVITY 8

AIM: To help students enhance their listening skills and increase vocabulary.

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students.

PROCEDURE:

PRELISTENING:

- a. The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- b. Teacher presents and explains the meaning of new vocabulary.

VOCABULARY

Many money know now used juice

Pain pay start salt say reason risen see

- c. The teacher asks the students to listen to the pronunciation of the new words.
- d. Then students repeat the pronunciation of the words.

WHILE LISTENING:

- a. The teacher gives students the work sheets.
- b. The teacher asks students to listen to the song and circle the word that they listen.
- c. The teacher makes a demonstration with the first example. Then the students work alone.



TITLE OF THE SONG: THE REASON
GROUP: SIMPLE PLAN

I'm not a perfect person
There's **many/money** things I wish I didn't do
But I continue learning
I never meant to do those things to you
And so I have to say before I go
That I just want you to **know/now**

I've found out a reason for me
To change who I **used/juice** to be
A reason to start over new
and the reason is you

I'm sorry that I hurt you
It's something I must live with every day
And all the **pain/pay** I put you through
I wish that I could take it all away
And be the one who catches all your tears
That's why I need you to hear

I've found out a reason for me
To change who I used to be
A reason to **start/salt** over new
and the reason is You

and the reason is You [x3]

I'm not a perfect person
I never meant to do those things to you
And so I have to **say/see** before I go
That I just want you to know



I've found out a reason for me
To change who I used to be
A reason to start over new
and the **reason/risen** is you

I've found a reason to show
A side of me you didn't know
A reason for all that I do
And the reason is you

POST-LISTENING

- a. The teacher checks the activity with the students.
- b. The teacher asks students to sing the song.



ACTIVITY 9

AIM: To help students enhance their listening skill and increase vocabulary.

LEVEL: Tenth level of Basic Education

HIGH SCHOOL: COLEGIO NACIONAL QUINGEO

MATERIAL: Work sheets for all the students.

PROCEDURE

PRELISTENING:

- The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- The teacher explains the meaning of new vocabulary.
- The teacher asks the students to listen to the pronunciation of the new words.
- The students repeat the pronunciation of the words.

WHILE LISTENING:

The teacher asks the students to listen the song and complete the missing words.



TITLE OF THE SONG: WHEREVER YOU GO

SINGER: RICHARD MARX

Oceans _____ day after day
And I slowly go insane

Autoras: Talía Elizabeth Calle Mejía
Claudia Paola Zhagui Guamán



I _____ your voice on the line
But it doesn't stop the pain

If I see you next to never
How can we say forever

Wherever you go
Whatever you do
I will be right here _____ for you
Whatever it takes
Or how my heart breaks
I will be right here waiting for you

I _____ for granted, all the times
That I thought would last somehow
I hear the laughter, I _____ the tears
But I can't get near you now

Oh, can't you see it baby
You've got me _____ crazy

Wherever you go
_____ you do
I will be right here waiting for you
Whatever it takes
Or how my heart _____
I will be right here waiting for you

I wonder how we can survive
This romance
But in the end if I'm with you
I'll _____ the chance

Oh, can't you see it baby
You've got me going crazy

_____ you go
Whatever you do
I will be right here waiting for you
Whatever it takes
Or how my heart breaks
I will be right here waiting for you

MISSING WORDS

Autoras: Talía Elizabeth Calle Mejía
Claudia Paola Zhagui Guamán



Apart hear waiting took taste
going breaks take Whatever

POST LISTENING

- a. Finally, the teacher divides the class in two groups (boys and girls).
- b. The teacher asks students to sing the song: the boys will sing the first part of the song and the second part will be sung by the girls.