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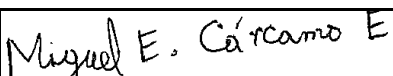|	CÓDIGO: FOR-DO-110
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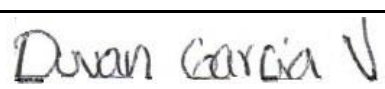
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BARRANQUILLA

2020

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MEIRA DELMAR SCHOOL

DUVAN JOSÉ GARCÍA VERGARA

DIEGO ANGEL NAVARRO BETHEL

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Monograph submitted to the Foreign Languages Department in partial fulfillment of the

requirements for the degree as a Teacher in Languages.

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2020

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ABSTRACT

Achieving effective oral production is one of the biggest obstacles in learning a second language; for that reason, the purpose of this work is to improve speaking skills by using musical strategies that analyze the behavior of students at the time of learning and develop their speech in a second language in the nature of the correlational study to evaluate their potential; this research used the qualitative method, with a research-action design, under the interpretive paradigm.

The sample was 15 students between 12 and 13 years old, there were eight boys and seven girls.

After the application of the pedagogical proposal, the results were satisfactory, this suggests that with a good disposition and a good strategy the objectives can be achieved.

Key Words: Listening, Pedagogical Tool, Music, Songs, Learning, Teaching, Singing, speaking.

CHAPTER I

1.0 INTRODUCTION

For some years, the learning of new languages has increased throughout the world where English is nowadays the most spoken language, for this reason it is very important to know the dynamics that occur in the process of acquiring a new language.

The English language is based on a communicative approach, which constitutes the human being as such (because he is not a complete human being if he is not able to communicate something), becomes increasingly strong and it is increasingly necessary to strengthen this area.

Due to the growing internationalization and globalization, it is essential to have an adequate management of a second language, so nowadays several forms and methods are used to facilitate the learning of languages.

A good strategy is to use music to improve communication in a new language: expression, comprehension, oral fluency, oral comprehension, writing, reading, etc.

Based on the idea that it is much easier to acquire a new language to children, it is essential to bring a quality education to primary schools. That is why the methods to teach English academically tend to increase in innovative, rigorous and effective ways to strengthen our cognitive skills as learners.

Consequently, the methods and didactics of foreign languages need adaptation and further development to the environment in which English will be taught. These reasons show some of the benefits of learning English as a foreign language. Significantly, learning English today needs to be taught in a real situation and mainly contextualized to the needs of the people in that environment. For this and other reasons, educational institutions must maintain optimal teaching conditions with certain parameters of

advanced application composed of methodological tools and relevant levels of teaching for a total quality and the successful appropriation of a foreign language. As a consequence, it is necessary to focus on new learning strategies based essentially on the development of communicative, grammatical and attitude skills, promoting motivation and producing results through music workshops that will result in the expectation that the main objective of learning will be settled down.

Currently, foreign language teachers are using more strategies to break the boring classes and motivate students with new techniques, including the humanistic-affective approach; these techniques refer to motivation and express knowledge through music. If we see around us the lives of young people from life, their formation is involved through music. Therefore, songs and rhythms are therefore necessary to use all these manifestations that will further enrich the acquisition or learning of a foreign language and will make the whole process more enriching and meaningful; therefore, it is the teacher (s) who must establish a pleasant environment that contains the implementation of new technologies, both auditory and visual, to facilitate the desired purpose. Therefore, this project has been developed with the aim of helping students improve their level of listening skills.

1.1 Research problem

The central problem of this research is the low performance of communication skills, such as second language students at the Colegio Meira Delmar School in 8th grade, located in Barranquilla, Atlántico.

Having few students, through observations, shows the misuse of the English language, poor vocabulary and inadequate pronunciation.

This problem lies in the fact that before the students did not have more than two hours a week of English, and the teachers were not trained for this.

The bad situation has turned into many conceptual and interpretative problems in the students, so the small group of today is very stayed at the level, their performance should be higher. Based on the fact that communication is a complex process because it tends to show a spontaneous and unpredictable way, it is clear that this process can be even more complex if we refer to a foreign language, and even more if you are learning a foreign language. In the case of learning English as a foreign language, one of the most difficult processes faced by students is the development of auditory skills, a fact that has been studied in the present project with 8th grade students at Colegio Meira del Mar School. In order to obtain more information about this presented situation, we investigated the possible causes by which the students have difficulties to listen to the comprehension. In this sense, the opinion of the English teachers of this school was taken into account. In this sense, they indicated that there are different reasons. For example, students present pedagogically a lack of continued interest in English classes and also evidence cases of lack of attention and low concentration. The external, personal and emotional problems are factors that influence the ability of concentration or attention of students, their courage and willingness to participate actively in class.

During the observation of the classes it was found that the main cause of failure in the listening activities are attention problems; if the students are not interested in the activities and do not participate in the tasks that will be developed, it is difficult to understand the messages of the listening exercises. This particular situation is becoming a big problem because when the listening process is not developed effectively, the academic performance of the students is affected in several aspects such as: the presentation of formal and informal exams, because the students just understand some words that have 3rd order, not continuity, receive the part of the message without understanding the general idea of this. This listening problem generates a failure in the communicative interaction, because if the message is not well understood, this can cause misunderstandings.

Based on the observations and diagnoses made to the 8th grade students at the School, it has been observed that students have difficulties learning English as a foreign language, mainly students do not have motivation and other important factors such as the notable lack of interest in learning another language because the classes are not contextualized to something that attracts their attention; so students mostly show rejection and apathy towards learning it assuming that they will never need this in the future and it is a difficult issue. Similarly, we observed that these English classes, mostly neglected, some are dedicated to the task of other subjects and others are distracted talking with their classmates, therefore, students have little ability to communicate both in English as in writing; they have very little vocabulary and are not able to read and understand what they have read, or even produce sentences or texts written in English.

The group in which we worked was composed of 15 students. However, an average of 5-7 students of 15 are always willing to class, participate and ask questions about new problems, while others get distracted. During most of the class, the teacher tries to attract their attention several times without reacting, then decides to take stricter measures, such as recording them in the control of the discipline; when this does not work, the teacher apparently uses a last resort. It is the only thing that works for their attention; she decides to send them to the coordination.

After making observations, we conducted a series of surveys in which the students responded about their previously observed behavior and their reluctance to learn the English language. But most of the students responded negatively because they could not link their thoughts and actions in that language.

To address this deficiency, we propose to implement some strategies and activities to improve the aspect of communicative competence, to implement the ability to listen and speaking as a fundamental part of our path to English proficiency because one of the goals of bilingualism in Colombia is that communication in English must be inside and outside the classroom, and the proposed strategies must be

framed in the communicative approach, with the purpose of increasing it and obtaining the required national standards.

1.2 Problem Question

What is the importance of the musical strategy to improve the ability to speak fluently in the learning of English as a foreign language in 8th grade students at Colegio Meira del Mar School?

1.3 OBJECTIVES

The objectives of this research work are:

1.4 General objective

• To improve speaking skills to learn English in 8th Grade at Meira Delmar School.

1.5 Specific objectives

• To identify the vocabulary that students have with respect to English interpretation and comprehension through listening.

• To analyze the level of understanding of 8th grade students, listening in context.

 - To analyze the methods used by the teacher to teach English.

1.6 Hypothesis

This project reveals the following hypothesis according to the problems posed:

• If songs in English are used from the local culture applied to teaching with innovative strategies and methodologies, as a tool that contributes to the improvement and increase of listening skills, in English, students would develop better performance and competence from language.

1.7 Variables

Identification of variables based on hypotheses

Independent variables:

• Innovative educational activities designed in English through songs from the local culture with interactive strategies applied by the teacher.

1.8 Additional Influencing Variables:

• Student attendance and punctuality learning English class.

• The practice the in the hours spent using songs with topics of current interest and attractions.

• The increasing, decreasing or not listening to the ability to speaking to students in the classroom.

1.9 Dependent Variables:

Student of auditory skills in English whose dimensions range from:

• The ability of students to understand the instructions to perform actions, identify the main idea of an oral text, identify people, situations, places and topic in simple conversations, identify the purpose of an oral text and use it according to the purpose and the text types of strategies (activation of prior knowledge, support body and sign language, use of images) to understand what they hear.

1.10 Justification

1.11 Social Relevance

With the implementation of this research project, the teaching population and 8th grade students are analyzed at the School, as well as the benefits are known, describe and analyze the problematic factors

related to the subject under study. Identify the actions, methods and strategy implemented by teachers to learn a foreign language (English), for the solution of this problem presented previously.

The recommendations aimed to solve or minimize the problem of how to involve students in an educational process and address them through an effective aspect such as the popular music of their own culture. Affective education is an important aspect to consider that students participate more actively relate what students learn according to the methodologies used by teachers, as well as the relationship between the curriculum and the strategies used by teachers. Another consideration is knowing how students integrate into the teaching-learning process and see if English as a foreign language should satisfy their expectations looking for a more affective content such as music.

1.12 Theoretical Value

The realization of this project is moving towards the formation of students and social beings capable of communicating in a foreign language; and thus strengthen Colombian society for a more competitive world. According to the Ministry of National Education "to learn and develop a culture, knowledge and integral educational opportunities in the foreign language. Having access to another language gives the student a better ability to understand the phenomena that occur in other places and why he sensitizes the understanding cultural and literary "(Curriculum Guidelines-English, 1998).

It should be noted that the mastery of two languages increased knowledge capabilities. This is, without a doubt, the greatest strength that a country can have.

Similarly, it should be noted that Colombia is currently developing a process of bilingualism that will be reflected in 2019. However, the above only clarifies that for this to be true it becomes relevant institutions that present an improvement plan that will lead to a Best standard of English.

1.13 Methodological Utility

Its objective is to transform the methodology that has been working in the institution in the English language, for the presentation of objectives indicated above. These changes will be based on the communicative approach, widely used in the teaching of languages since the seventies and whose principle is to favor language as an essential component in communication. Therefore, the foreign language will displace the mother tongue in the classroom; it will emphasize the verbal interaction student-student and teacher-student, among other things, that this approach entails.

It is also important to take into account the provisions of Law 115 of the General Education Law, which in article 23, paragraph 7, specifies that foreign languages, English is part of the compulsory areas, including also the Spanish language. In turn, it will comply with the provisions of Article 22, which establishes that students of an educational institution must be trained in the comprehension and production of texts, especially the oral foreign language. Therefore, it can lead students to achieve the basic level of English as proposed in the Basic Standards of Foreign Language Proficiency (2006).

1.14 Practical implication

It is a practical investigation because it provides information and tools to facilitate and improve teaching and learning at the middle level, providing a new methodological strategy for teaching and learning foreign languages. It also mediates a significant contribution in strategic teaching materials that facilitates understanding and motivation for students in the educational process. During the teaching-

learning process you can use various techniques, strategies or methods. Sometimes these methods are used empirically without further deepening and are sometimes used incompletely, this happens often due to ignorance and lack of education about it, therefore it is vital to study, analyze and implement different concepts, theory and development of the practical methodology to achieve the teaching and learning of foreign languages deepening and reaching a high level of education in the formation of children, adolescents and professional qualification.

CHAPTER II

2.0 THEORETICAL FRAMEWORK

2.1 Meaningful Learning

Bearing in mind that this project aims to optimize the teaching of English in education, it is essential to implement the theory proposed by the cognitive psychologist Ausubel (1963) in which it suggests that student learning depends on previous information related to a new one.

In the process of learning orientation, it is vital to know the cognitive structure or information of the student; not only about knowing the amount of information you have, but the organization of these. The learning principles proposed by Ausubel provide the framework for the design of tools that provide information on the organization of the cognitive structure of the student, which will allow a better orientation of the teaching, it is no longer considered a task to be developed, learning that Students start from the beginning, it is not, but students have a range of experience and knowledge that affects their learning and can be exploited in their favor.

This means that in the educational process, it is important to consider what the individual already knows to establish a relationship with what he must learn. This process takes place if the student has it in his concepts of cognitive structure.

Meaningful learning occurs when the new information is connected to a relevant concept that exists in the cognitive structure; this implies that, new ideas, concepts can be learned significantly to the extent that other ideas, relevant concepts are adequately clear and are available in the individual's cognitive structure and function as a point of connection with the first.

The most important feature is that meaningful learning produces an interaction between the most relevant knowledge and the new information, so that they acquire a meaning and are integrated in the cognitive structure in a non-arbitrary and substantial way.

Ausubel says that "the student must demonstrate his willingness to relate substantial and not arbitrarily new material to his cognitive structure since the learning material is potentially meaningful to him, which can be related to his knowledge structure on a non-arbitrary basis" (1963, p. 6).

Having a disposition to learn means that the student shows a disposition to relate substantively and not a new literal knowledge with its cognitive structure. Then, regardless of the amount of potential

meaning that the material has to learn, if the student's intention is arbitrary and literally memorizes the learning process and its results will be mechanical; on the contrary, it does not matter how significant the student's disposition or process is or the result will be significant, if the material is potentially insignificant, and if it can not be related to its cognitive structure.

In this theory, a very important feature is the principle of assimilation that plays a crucial role in student learning. This refers to the interaction between the new material to be learned and the existing information leads to a reorganization of the old and new meanings to form a different cognitive structure, this interaction of new information with relevant ideas that exist in the cognitive structure lead to its assimilation.

Assimilation is understood by Ausubel as the process by which new information is linked to relevant aspects and a pre-existing cognitive structure, a process in which the newly acquired information and the preexisting structure are modified. In this sense, Ausubel emphasizes: "This process of interaction modifies both the meaning of the new information and the meaning of the concept to which it is anchored" (p. 21).

The previous theory has been studied for many pedagogues, including Douglas Brown (2000) who affirms that the new information "conforms" to the previous information; you have to establish relationships with what we already know, this is related to the principle of automatism in which global information processing versus analytical processing is generally preferable; less grammatical explanations and work with real texts. Douglas Brown says: meaningful learning will lead to long-term retention better than memory learning (Brown, 2000).

2.2 Intrinsic Motivation

The motivation is divided into intrinsic and extrinsic. The first is one whose source resides in the task itself and while in the second the source is in something foreign or external to the task.

In this work it is vital to consider the intrinsic motivation since this behavior is carried out frequently and without any external contingency. The incentive in itself is intrinsic to the activity itself, that is, it is the realization of behavior that drives us, and the reasons that lead to the activation of this pattern of behavior are inherent in our people without external stimuli. Therefore, this type of behavior is considered intrinsic to each person's personal motivations.

Douglas Brown says: "The most powerful rewards are those that are intrinsically motivated within the student, because the behavior derives from the needs, desires or desires within oneself, the behavior itself is self-rewarding; therefore, a reward administered externally is not necessary" (p.31). Needs and desires are the source of personal reward and intrinsic motivation.

2.3 Background

Internationally, it was found some research's on the pedagogical use of songs in the teaching of foreign languages stands out. One of them is Dr. Suzanne Medina (2015) titled "*song - history*". To explain the implementation of the songs in education, Medina states that "... it is a common practice for teachers in first and second language to read stories to their students." In carrying out this practice, teachers not only shape the skills literary, but they cultivate auditory skills and promote the acquisition of vocabulary ... "With this research Medina measured the amount of vocabulary acquisition that occurred when the stories were sung, spoken and illustrated in a group of 48 third-degree foreign language and she showed that these stories were an effective tool for language acquisition. The results were very satisfactory.

Another important research in this area is the master's thesis conducted in 2008 by Fanny Dalis, a Spanish teacher in Norway, in order to motivate students to the foreign language, and try to answer some questions about the use of music in Spanish classes. With this thesis, Fanis Dalis concluded that the song is used in the educational field, but it is still not given the importance it deserves and that it works as a dynamic and motivating factor in teaching: learning the language abroad. In conclusion, when using songs, a student can learn a foreign language.

At the national level, it is worth highlighting the draft prepared in 1992 -1993 by Mrs. Neira Loaiza, entitled "Alain Souchon: a respect sur la France 20 dernières années". A pedagogical instrument for a cours de civilization française à l'université, worked as a requirement for the Bachelor in French for Foreigners, University of Rosario, Bogotá. This project focuses on the pedagogical exploitation of the musical work of Alain Souchon, highlighting the cultural aspect of French society to break some stereotypes that have in that culture. He is interested in developing the communicative skills of the students through the different tabs of pedagogical exploitation of the songs, it was made in the University of Bogotá with students of the 8th semester of Languages and eight songs of the author were selected and analyzed.

Spanish-French: At the institutional level, the research of Evila Díaz Collazos, carried out in 2002 to obtain a bachelor's degree with emphasis in modern languages, stands out. This educational project aims to motivate and help develop communicative competence in the French language students of the Pestalozzi Institute educational institution through the French song, with which they develop communication skills interwoven with cultural elements. In the end the students improved their French.

This is suitable for the proposal and is still incomplete! There is no critical perspective on it and it is not written as an essay.

2.4 Legal Aspects

In accordance with the implementation of the bilingualism program proposed by the national government in its educational policy, the Ministry of Education has made available to teachers' proficiency standards for teaching the English language, which will be disseminated and socialized with teachers through of 40 initial workshops in various regions across the country.

In accordance with the provisions of the Subdivision of Standards and Evaluation of the Ministry, during the first semester of 2018 the first of two phases will be developed, the socialization, and then the second phase of appropriation will be advanced. The 40 initial workshops and the 20 workshops that will work most in the second half cover the 78 education departments of the country. To have a 100% range, neighboring territorial entities will be associated to receive training from their English teachers. Keep in mind that in a time of booming international relations, many people in the world have adopted English as a means of international communication and, therefore, increases their learning more and more every day. From this perspective, an orientation of the teaching of English is privileged to meet the specific needs of the students. This approach greatly facilitates the participation of Colombian professionals and researchers in the educational community.

Faced with this challenge, it is necessary to prepare English teachers with a realistic vision of these demands and capable of generating changes in the scope of their work. Within this framework, the English teacher of advanced training must integrate the study of three fundamental areas: linguistics, pedagogy and analysis of the needs of the students. In this way, this would guarantee meaningful learning and adapt to environmental demands.

The proficiency standards in English to be integrated into the institutional educational project -PEI-in all educational establishments and throughout the teaching process, from first grade up to grade 11 of basic secondary education, considering that they are a reference guide and not a straitjacket. This will help teachers know what to teach and to what extent, so that students achieve the desired levels of English.

The implementation of the Standards of competence in English is one of the strategies that Educational Revolution has of the National Bilingual Program to make the English language a competence of all. Because English is the most widely spoken language in the world - an estimated 1.4 billion people speak, of which only a third are native speakers - and that is the lingua franca of science and technology and international business, The program has focused mainly on the promotion of education in educational institutions at all levels.

In the National Bilingual Program, the project has been defined taking into account the axes of the quality cycle: standards, evaluation and improvement. In the first axis, the competence standards were formulated in a foreign language: English.

In evaluation, the standards will serve as a reference, starting in 2007, to align the English component of the State that performs the MEN tests with the international reference points.

In relation to the improvement plans, the National Bilingual Program will continue its emphasis on the training of instructors of English teachers in teacher training in the area of public sector services and the intensive use of the means that serve the purpose of the project.

Level B2: towards a fluid and effortless communication. Among the objectives proposed by the Ministry, it is expected that the percentage of English teachers in primary and secondary education will reach level B2 in 2020 at 50% and 100% of teachers by 2025.

The B2 level according to the Common European Framework of Reference for Languages, which indicates that who is at that level, is able to understand the main ideas of complex texts, both concrete and abstract, even if they are of a technical nature, provided that they are within your field of experience. In addition, you can interact with native speakers with a degree of fluency and spontaneity that allows partners to communicate effortlessly.

In addition, it is implementing a scheme for accreditation of the quality of educational institutions dedicated to the teaching of English. This has been standardized by Decree 3870 of November 2, 2006, which regulates the organization and operation of "education programs for work and human development" (former NFE) in the area of languages and establishes the minimum quality. Therefore, the program addresses primary, secondary and higher education.

CHAPTER III

3.0 METHODOLOGICAL FRAMEWORK

In this chapter we find different items related to the paradigm and the type of research that guides it; in the same way the methodological approach, the techniques and instruments that were used to carry out

each of the phases of the project, and the context of the research, the population, the sample and the temporal delimitation.

According to the Venezuelan author Miguel Martinez (1994), the methodology is, by definition, the way to achieve safe and reliable knowledge and, if they are demonstrable, also science; the choice of a certain methodology involves the acceptance of a concept of knowledge and science, ie, a prior epistemological choice (theory of knowledge); this option is accompanied, in turn, by another option, the ontological option (theory on the nature of reality). Unfortunately, many academics are not aware of this, and this leads to a number of disorienting consequences.

The theory of knowledge or the theory of science is based on the concept of the specular (positivist) model, which considers the following to be a mirror and essentially passive, in the style of a camera. It accepts, on the other hand, the dialectical model, considering that knowledge is the result of a dialectic between the subject (his interests, values, beliefs, etc.) and the object of study. Therefore, strictly objective knowledge would not exist.

The object, in turn, especially in the area of human sciences, is seen and evaluated (ontological option or assumption) by the high level of structural or systematic complexity, produced by the set of bio-psycho-social variables that constitute it. In general, it is considered that all of reality, from the atom to the galaxy, is configured by systems of high level of complexity, where each share interacts with all others and with the whole (p.10).

These two conceptualizing ideas (the dialectical and the systematic) will change most of the methodological concepts that are applied. The qualitative research approach is, by its very nature, dialectical and systemic. These two presuppositions, epistemological and ontological, should be made explicit, in any project or research development, to avoid misunderstandings in the evaluators of the same.

In fact, the most evaluators of qualitative research projects are usually made from the epistemological framework of the specular (scientific-positivist) model, which is why evaluation fails on the ground.

The specific qualitative method to be used depends on the nature of the structure to be studied. The qualitative-systematic methodology has a series of methods, each one of which is more sensitive and adequate than the other for the investigation of a certain reality. Here we illustrate the central idea that characterizes and differentiates them.

The Hermeneutic-Dialectical Method in the broad sense, this is the method it uses, consciously or unconsciously, every researcher and at all times, since the human mind is, by its very nature, interpretive, that is, hermeneutic: it tries to observe something and seek meaning. Strictly speaking, it is advisable to use the rules and procedures for the information collected, the need for the case, for example, the study of organized crime, paranoid subjects, etc., where information given to us may be expressly intended to mislead or mislead. However, this method is useful and useful in this respect.

The Phenomenological Method. This method is most appropriate when it is not in a position to be in a good position for the future. example, the axiological world of drug addicts, the experiences of people who were docked and who were about to die, the break of a love relationship.

The Ethnographic Method. It is the most preferred ethnic, racial, ghetto or institutional group (tribe, race, nation, religion, prison, hospital, business, school, even the school classroom, etc.) Very sui generis and where the concepts norms, norms, ways of life and sanctions are very typical of the group as such. Therefore, these groups are considered and studied holistically, since each thing is related to the others. Hence the explanation also asks this global vision.

The Research-Action Method. It is the only one where the researcher does want to know a certain reality or a specific problem of a group, but also wants to solve it. In this case, the investigated subjects

participate as co-investigators in all phases of the process: problem solving, information collection, interpretation of the same, planning and execution of the concrete action to solve the problem, etc. The main purpose of these investigations is not something exogenous to it, but is oriented towards the awareness, development and emancipation of the study groups.

The Method of Life Stories. This method is recommended for the longitudinal studies of certain social groups, where the diachronic vision of reality is a gestalt in the field that cannot be divided. It focuses on a family, and sometimes a single person, studied over a long period of their lives. The most classic example of the Mass we have in Los Hijos de Sánchez, by Oscar Lewis (1961), a work that revolutionized the methods of sociological research.

It is also of importance that emphasis is placed on the specific nature of each of the topics outlined below. Collection of information: the instruments, the principles and the methods chosen, although they are mainly focused on the semi-structured interview and direct observation. It is necessary to describe the ones that are going to be used and to justify them. However, the qualitative methodology is an integral part of the method, which is used in the course of the study.

3.1 Paradigm.

The word paradigm comes from the Greek word "Paradeima" and it means "model" or "example". A paradigm is a set of "universally" recognized scientific achievements. The idea of paradigm is associated with the one that once gave Thomas Kuhn. On the subject of structure of scientific revolutions (1962), it is argued that this paradigm is defined as something that should be observed and solicited.

It can be said that a paradigm is a system of thinking and there are three types of them, each one focusing on a different perspective of the research process. According to Kuhn (1962) the types of paradigms are: Positivistic, Interpretative and Critical perspective.

The paradigm that this project has been done with is socio-critical. It was developed by Karl Marx and some feminist critical theorists. This is a paradigm in which the researcher 's work goes from social problematic analysis to finding solutions and solutions to those problems.

The socio-critical paradigm is oriented to "application", which means that it looks for ways to get better. The relationship between both researcher and participant is corresponding. Taking this into account, it can be said that according to the socio-critical paradigm, research has an auto-reflexive and transforming character to both individuals involved in it. The latter is one of the methods of observation, which implies that the subjects of the investigation are in permanent reflection to solve their problems or that they are seeking to be improved.

3.2 The Sample:

Each of the methods has their own way of understanding that they will provide the information needed to conduct the research. Aim, on the whole, the ontological option assumed by all of them (which is structural-systemic), a sample that can not be constituted by random elements decontextualized (as is, most of the time, information collected through preconceived questionnaires), Aim by a system with a life of its own, such as a person, an institution, an ethnic group or social group, etc. Therefore, depth is imposed on the extension and the sample is reduced in its numerical amplitude, and the conceptual criteria for its choice are explained, according to their relevance to the research objectives. However, it should be chosen in such a way that the variables of sex, age, socioeconomic level, profession, etc., depending on the case, are represented in the best possible way, since their information may be different and even contrasting.

Categories. There are no preconceived categories, prior to the investigation. If the researcher has them in his mind, it is because he has taken them from other investigations, from other samples, made by other

researchers elsewhere. The real categories that conceptualize our reality must emerge from the study of the information that is collected, in the process of categorization. However, it is possible that they have been established, and they are used to make it easier for them to use the label. The new reality with old names.

Variables. Nor are they preconceived variables (or dimensions), whether they are considered independent or dependent, as they would also come from the study of exogenous realities of the sample. The real variables of our reality will also emerge when, after categorization, we begin the process of theorizing, that is, when analyzing, relating, comparing and contrasting categories.

Categorization and Theorization. These two processes constitute the essence of investigative work. Good research can not remain at the empirical level, it will not be research properly; "Science is about creating theories," Einstein used to say. The purpose of the theorization (and of the preceding categorization) is to structure a representative image, a coherent and logical pattern, a theoretical model or an authentic theory, or a configuration of the study phenomenon, which gives meaning to its parts and components. Also, today, more than a few things are possible that the technical part of both processes: programs that manipulate, organize, and even attempt to interpret and theorize with qualitative data. (Martínez, 1994, pp. 12-20).

On the other hand, the American Psychological Association (Manual Publication, Apa, 6th edition, 2010) argues that when doing various studies of research and use of different methods; however, the full description of the methods used allows the reader to evaluate the membership of the methods and the validity of the results. They will also allow expert researchers to replicate the study. If the report is an up-to-date and / or ongoing study or a previous study and the methodology has already been published elsewhere, reference should be made to that source and a simple synopsis of the method is this section.

Sub-levels. It is convenient to divide the section of the method into labeled subsections. This section usually describes the participants or subjects of studies, describing the procedures used in research. This latter section may include the description of any experimental manipulations or interventions performed and the manner in which they were conducted, for example, any mechanical instrument used; procedures in making the sample, size and accuracy of the same, measurement approaches, and research design. If the study design is a complex or the stimuli require a detailed description, additional subsections or additional subheadings.

In these subsections, essential information must be included to understand and replicate the study. Insufficient details leave the reader with questions; and too much information in detail overwhelming the reader with irrelevant information. The use of appendices and / or additional information should be considered. (Publication Manual, Apa, 2010, pp. 29-32).

3.3 Paradigm

A scientific paradigm, in the most basic sense of the word, is a framework that contains all commonly accepted views on a topic, a structure of what direction research should take and how it should be carried out.

Kuhn (1962) suggests that a paradigm is "the practices that define a scientific discipline at a certain point in time". He also postulated that paradigms are discrete and culturally biased.

3.4 Types of Paradigms

The introspective paradigms is that we are going to use. The Introspective-Experiential Approach (by association, also called sociohistorical, phenomenological, dialectical-critical, symbolic-interpretative,

psychologist, hermeneutic, etc.) according to the first criterion, in this approach is seen as a product of knowledge interpretations of cultural symbolism through which the actors of a certain social group addressed the reality (human and social, basically). More than interpretation of an external reality, knowledge is the interpretation of a reality as it appears within spaces of subjective consciousness (hence the adjective Introspective). Far from discovering or inventing, in this approach, knowledge is an act of understanding. The role of science is conceived as a mechanism of transformation and emancipation of the human being and not as a simple mechanism of control of the natural and social environment. The notion of subject and subjective reality is emphasized, beyond the notion of object or objective reality.

The phenomenology of Alfred Schutz (2002) leads to a clear deduction of the way in which the subject relates to the social environment, introspection is the idea of "looking inside". It is the knowledge that the individual can acquire his own mental states, or designate the situation, for a given subject, observed and analyzed himself. On the other hand, Schutz considers it very important that the environment provides the human being with its concept of social reality, which also plays an important role in life and defines how it acquires and applies knowledge.

'A Theory of Intelligent Behavior' (1976), Bindra defined intelligence as a set of adaptive, directed, anticipative and creative behaviors designed to achieve the desired results. According to Schutz's line, Bindra (1976) infers introspectivism by saying that this type of observation offers us a direct, complete and irrefutable knowledge of the mind. (Bindra, 1976, pp. 177 - 178)

3.5 Type of Research

Qualitative research is, by definition, exploratory, and is used when we do not know what to expect, to define the problem or to develop an approach to the problem. It is also used to delve into topics of interest and explore nuances related to the problem in question. Common methods of data collection used

in qualitative research are focus groups, triads, dyads, in-depth interviews, uninterrupted observation, bulletin boards, and ethnographic participation / observation. (Minichiello, 1990).

It is vital to consider in our project the qualitative approach, which becomes a means of observation and analysis in the pedagogical reality. However, keep in mind that you must work with a research method that allows a deeper study of the educational experience. We are going to apply three main methods of data collection:

The first is the interactive interview that we request to verbally describe our phenomenon experiences. The descriptions of the participants and the Observation of descriptive observations of the verbal and the non-verbal are recorded.

3.6 Methodological Design

Since our research is mainly based on the study and solution of the problems of the student community, we focus mainly on ethnographic research. Ethnography, also known as ethnographic research or qualitative research is a useful research method in the identification, analysis and solution of many problems of education.

This method changes the positivist conception and incorporates the analysis of the qualitative aspects given by the behavior of individuals, their social relationships and interactions with the context in which they develop. If ethnography assumes that social actions occur in participants as the way they perceive, understand, interpret, judge and organize their world, to investigate social actions there is a more favorable way than asking participants directly why they act in a certain way. This means that the ethnographer analyzes why people act as they do and what meanings they obey. In ethnography, then, the importance of the role that the actor assumes and insists on the understanding of social actions from the perspective of the actor himself.

3.7 Techniques and Tools Used in Research

For the development of this research, the following techniques were applied that allowed gathering relevant information:

Observation.

He was oriented to basically describe the behavior of the students reflected in the activities assigned by the teacher. The type we are going to use is unstructured observation; Its basic concepts are diametrically opposed to structured observation. In such observation, the observer is free to write down what he feels is correct and relevant to the point of study and also this observation approach is very appropriate in the case of exploratory research. This type of observation is considered a qualitative technique that is not based on the determination of non-compliance to record the events to be observed, such as structured categories. However, once the observation categories are typically formulated to achieve an interpretation of the data.

The survey:

The investigation of the survey does not belong to any field and can be used by almost any discipline. According to Angus and Katona, "it is this capacity of broad application and wide coverage that gives the survey technique its great utility ..." (p.16).

In order to find out how the students had been initially employed in the English class with the previous teachers, as well as the methodology they had used, the first survey consisting of 6 questions was applied to the students. We gather information related to the taste for the language, the main difficulties in learning this language, thus (in this way) know what were its main failures at the time of mastering the language, and end with questions related to the use of the song, specifically if they would encourage you to practice songs in English.

In this research we will use descriptive surveys that seek to reflect and document present attitudes or conditions. This means trying to find out what the situation of a population is at the time of the survey.

The interview

The qualitative research interview seeks to describe the meanings of the central themes in the subjects' world of life. The main task in the interviews is to understand the meaning of what the interviewees say (Kvale, 1996). In this research, the type of interview used is the general approach of the interview guide: the aim of the guide is to ensure that the same general information areas of each interviewee are collected; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability to obtain the information of the interview.

The interview consisting of seven questions addressed to the group's teacher for its operation, was investigated about the reasons for the difficulties that students present in their learning process and identify those types of pedagogical strategies that are used to understand the language English.

The implementation of the previous techniques has allowed to know the real situation of the group and, in turn, to interpret it to present an investigative offer that seeks that the 8th grade students at the School, strengthen their ability to explore in English as a language foreign, starting from production, for the design and application of listening comprehension strategies (listening) using the song in English as a pedagogical tool. After gathering the information, the analysis and interpretation of the results will proceed.

Type of research

This research is a qualitative protect, exposing our perspectives and conclusions about the problem based on our personal experiences during the practical process, and also mixing aspects of a quantitative research as well as we can appreciate in all kind of research, exposed by using graphics and schemes with

the purpose to reflect the results of this research along the developing of the classes, everything in order to show   the results of this research In the clearest and specific way possible.

Type of paradigm

This research is based on our particular perspective and judgment about a problem that we consider the main cause of the low performance of the students during the learning process of a second language, and this problem is the lack of intrinsic motivation. This is a problem we could appreciate and identify not only during the practical, but also during our personal educational process (primary, middle school, and high school) not only in the language area but in almost all the subjects as well as math, science, history, etc. This is a problem that we think do not have the relevance that it deserves. Because is a problem that involve to teacher for not design classes in which the use strategies to treat this problem , students for do not have the desire to learn, and also the family for do not motivate their children to take seriously the learning of a second language or any other school subject.

Methodological design

This research is a project that use a methodology that take into account aspects as well as characteristics of a research with both, qualitative and quantitative approach, referring to the depth and detailed analysis of a specific group of students o the "Institucion Educativa Meira del Mar", specifically the students of eighth grade room this institution. Trough observations and the developing of activities specially designed and selected to fit to the approach of this project, everything with the purpose to identify the causatives and the solutions to the problem that is raised in this research.

Phases of methodological design

This is a qualitative research because the survey and the experiment. That is, open interviews, discussion groups or techniques of observation and participant observation. In this first step The intention in this research is look for a new strategies to improve the motivation for the student in the commutative skill, this is a problem that we can find in several schools in the great part of this country, it shows that the intrinsic motivation in the student is not present in the class room during the learning and also the teaching process.

This research was made through the observation and activities developed in class. The observation consisted in looking the behavior and performance of the students in order to make a very complete analysis to identify the main problem in the learning process of each student, and also a problem that could exists in the whole class on a general way.

Because of that, we decided to use tests, activities, and interviews with the main purpose of collect the information needed to find or design new strategies to improve the performance and motivation (Intrinsic Motivation) of all the students.

3.8 Contextual Framework

This paper analyzes the way of teaching foreign languages at the Institucion Educativa Meira del Mar, here in this space it was known as constituting the environment in which our research to develop.

"Intitucion Educativa Meira del Mar has been working to improve their English teaching and learning, in order to provide a better education in the languages area.

Currently the **"Institucion Educativa Meira del Mar"** is located in the city of Barranquilla, capital of the Department of the Atlantic about the CRA 13 N° 56-21. It is open to all kinds of public and has more than nine hundred students between men and women from age 6 to 18 years old.

It is a place that has been recently refurbish with the purpose to improve the learning experience, as well as conditioner air, an also a bilingualism area. With enough and well suited classrooms for students to be in an environment conducive to their classes, with competent teachers, innovative approaches and comprehensive service vocation in the context of a commitment to continuous improvement.

It also has policies to ensure a healthy and harmonious coexistence through basic rules of coexistence that all students must meet once registered.

And finally has a slogan " Jóvenes íntegros, emprendedores capaces de afrontar el reto que exige el mundo de hoy" Based on tradition and consolidated prestige in which it has maintained through the reissue, in his time, the quality of the former students able to enface the challenges and difficulties that the nowadays world has to offer.

The name of the school is *InstitutoTécnicoDistrital Meira Del Mar*, it is an official school that was founded in 1966, his principal is Magister LUIS RUBIO, this school has a big build located in Barranquilla in the neighborhood La Ceiba in the locality southwestern, in the street CRA 13 N 56-21 with 600M² and 28 classroom and 6 special classroom: 2 computer room, 1 laboratory, 1 library, 1 room bilingualism and 1 kiosk. Its head quarter is for primary and secondary school. There grades are between preschool, primary, secondary school and middle education. The *Instituto Técnico Distrital Meira Del Mar* has agreement with National Learning Service (SENA)

The name of the institution was placed to make reference to the poet woman Meira Del Mar, Olga Isabel Eljach Chams (Ottawa, April 21, 1922 - London, 18 March 2009), known by the pseudonym Meira Delmar, She was a poetisan. She is Colombian of Lebanese descent. It was one of the most significant poets of the twentieth century in Colombia, considered the most prominent female name of poetry in the country.

In his honor was created the National Poetry Prize Meira Delmar, whose first delivery was made on April 30, 2008; and was created to assess, recognize and determine the most significant book of poetry published and written by a Colombian poet, resident in the country or abroad.

Meira del Mar School
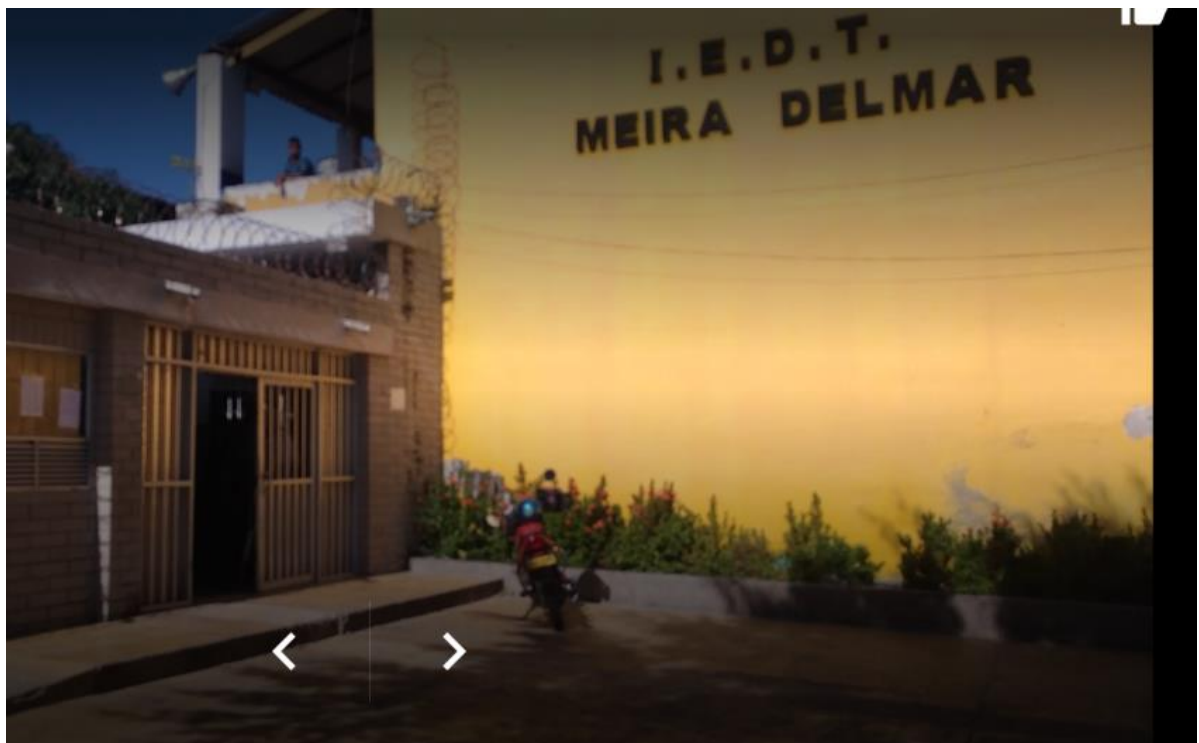
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CHAPTER IV

4.0 RESULTS

4.1 Data Analysis

From the beginning of the observations, it was observed and identified the different problems that students have in regard to English language. All these observations have been made in daily notes, all of them are significant at the moment of analyzing the problems as different situations and events that normally occurs in a classroom as well as the possible strategies to solve it.

Observation 1

First of all, teacher stars the class greetings his students. Then he makes a prayer and takes attendance. He wanted to remember the English students had learned in the past course. He writes on the board "parts of the body" and draws a body putting their meanings. He makes them repeat each word and with the objective of achieving a better understanding they play a game call "Simon says". The students stand up and do whatever Simon says. They have to touch their head, neck, knees etc. All the parts of the body using the vocabulary. Immediately, after finish the activity, they sit down and take their books out in order to work with it. The teacher says "please go to page 53" and explains the activity. They have to do three activities and the teacher says they only have 15 minutes to do it. After, he stars pointing at some

students in order to give him the answers. He corrects most of them. Finally, he writes on the board the homework and the students keep their things in the backpacks. The line most organized is the first to go out and so on.

Observation 2

Firstly, the teacher starts greetings his students. The students stand up and make a prayer with the teacher. Then the teacher takes attendance. With Regard to the class, he starts writing on the board "present continuous" and asks them what they are doing. The students tell him in Spanish and the teacher translates the actions into English. He explains the grammar and how the verb changes. Most of the students do not understand the topic. Due to that, he makes a little review about "the verb to be" because some students do not remember the topic. Then, he writes on the board some examples using different verbs and he points at three students in order to act in front of the class. The others have to tell what they are doing using the "ing". After the activity, the teacher says "go to page 57" and explains what they have to do. Most of the students participate and the teacher corrects them. Finally, he writes the homework and he tells them that the line most organized is the first to go out.

4.2 Analysis of observation

Firstly, thanks to the respective observations that were done at the school and to be in contact with students observing different pedagogical processes in the classroom helped this research group to develop guidelines, which enriched our learning in this area. Being fundamental to acquire skills for methodological development in English class.

On the other hand, the weakness that were noticed at the school was that the teacher did not use some resources with their students and the class became kind of monotonous, taking into account the school has a bilingual classroom in which they could take advantages of it and by this way, put in practice what they have learnt.

Also, it was noticed most of the students have problems at the moment they listen to activities and that did not allow students to work some activities in the book. In addition, some students did not understand at the moment the teacher talked to them in English because they are not used to work with that skill.

In regard to the classes, the teacher always starts the classes with a prayer and takes attendance. He speaks almost all the class in English and translates when they do not understand. He always worked with the book and made them copy in their notebook. Moreover, he usually asked some students questions about the topic he was talking about and he sometimes used flashcards with the objective of achieving a better understanding. It is relevant to say that there are few students with the material and it is difficult for all the students to be focus on the class.

4.3 Analysis of Surveys

Graphic 1

¿Te gusta el inglés?

■ Sí (3 estudiantes)   ■ No (12 estudiantes)

Do you like English?

The first graphic shows that the 19,98 % of the students affirmed they like English class and the other 79,92 % do not. With these results, it can be seen that most of the students do not like English and there is a big difference between the ones that like it and the ones that do not.

Graphic 2

¿En Cuál de estas habilidades consideras que tienes mayor dificultad para desarollar la clase de inglés?

0%

19.98%

53.28%

26.64%

■ Reading (3 estudiantes)   ■ Speaking (4 estudiantes)   ■ Listening (8 estudiantes)   ■ Writing
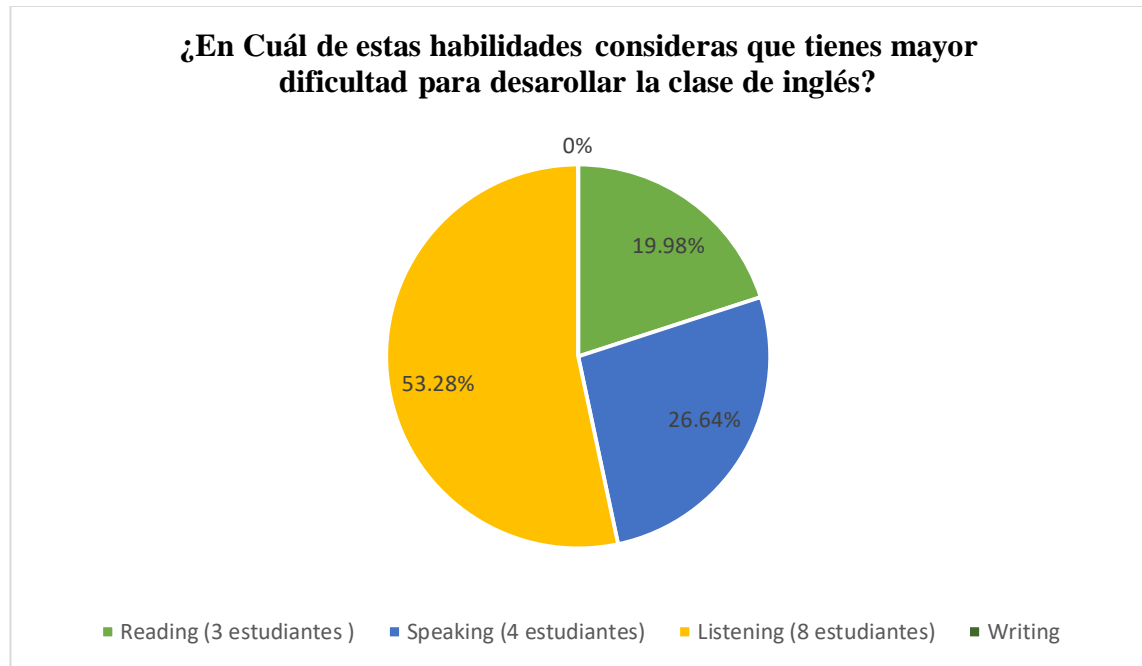
The second graphic shows that the 53,28 % of the students consider listening skill as their major problem. In second place was speaking with a 26,64 % followed by reading with a 19,98 % and the last place the writing with a 0 %.

Graphic 3

¿Prefieres aprender inglés por medio de canciones, lecturas o diálogos?

6.66%

13.32%

79.92%

■ Lecturas (1 estudiante)　　■ Dialogos (2 estudiantes)　　■ Canciones(12 estudiantes)
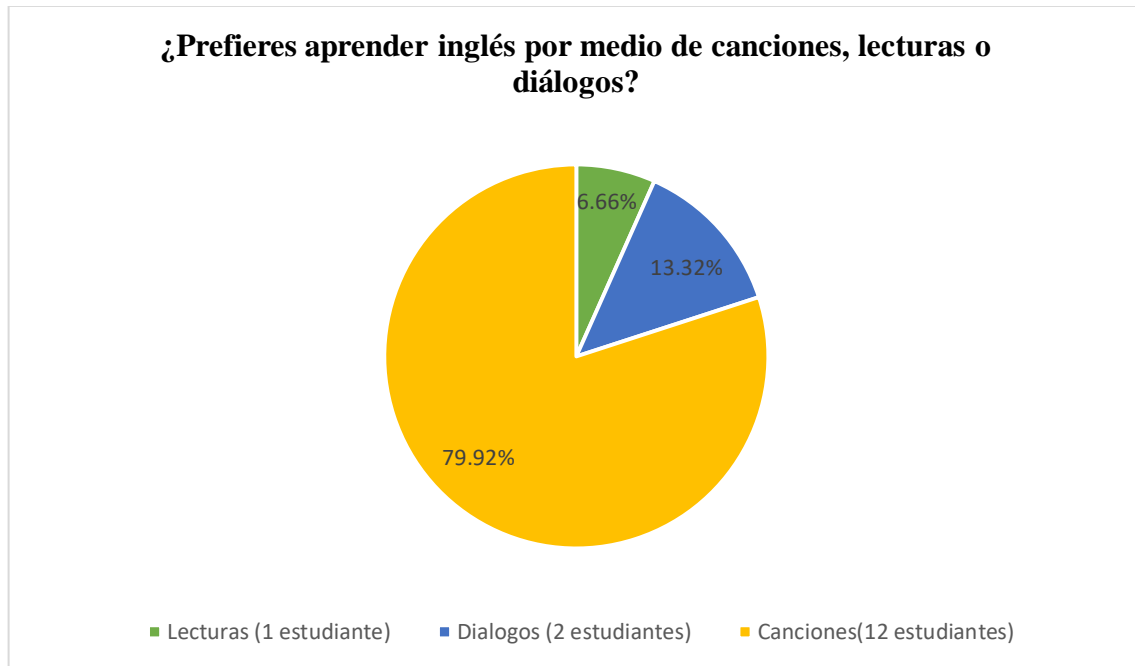
With reference to the third question, it was showed that most of students prefer learning English through songs; it means 79,72 %, the second option they liked the most was through dialogues or role plays with a 13,32 %, and finally with those who selected readings with a 6,66 %.

Graphic 4

¿Entiendes cuando te hablan en inglés?

■ Sí (2 estudiante)   ■ No (13 estudianes)
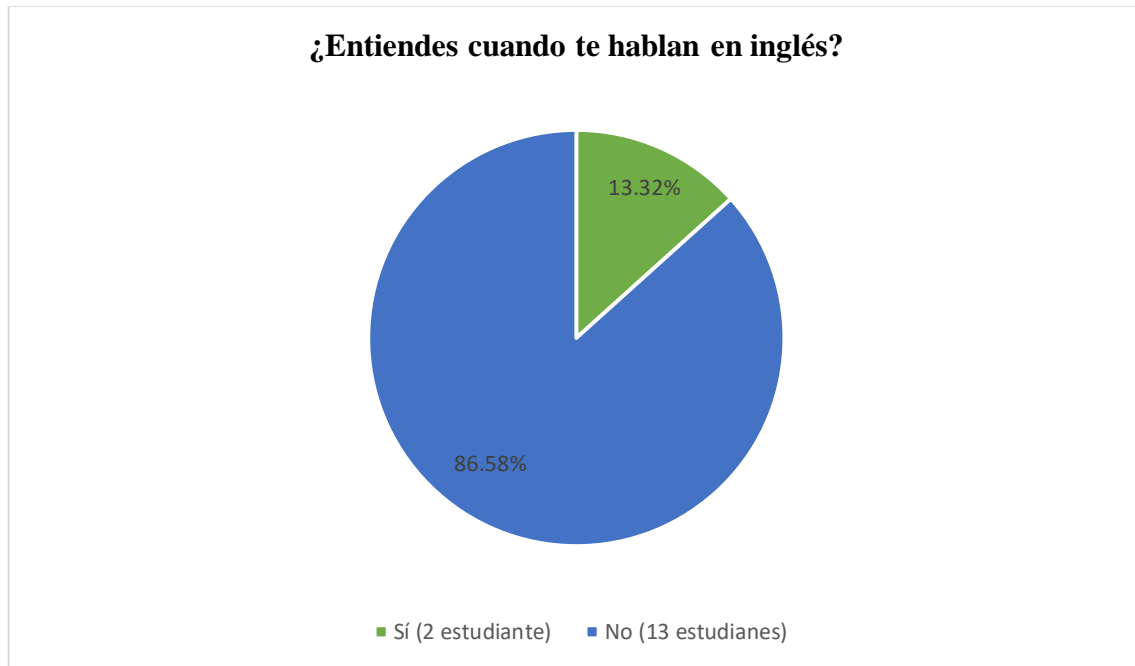
The fourth graphic shows that the 86,58 % of the students affirmed they do not understand when someone speaks to them in English, with these results it can be noticed that most of students have a problem with listening comprehension.

4.4 Results of the Tests

Graphic 5

What is your level of English reading?

26.64%

73.26%

■ Good (11 estudiantes)   ■ Bad (4 estudiantes)
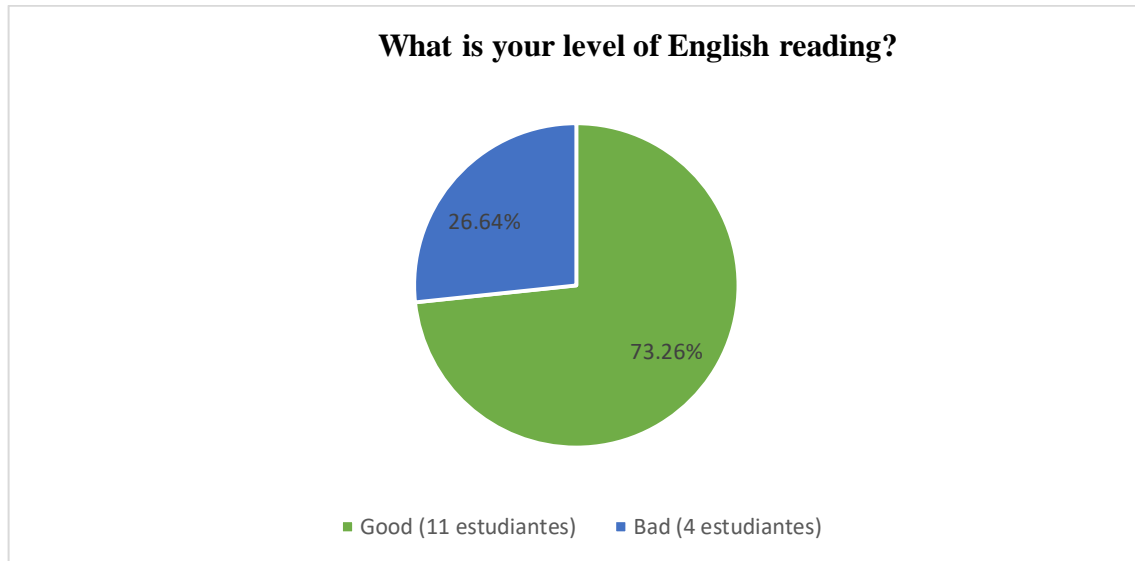
In this graphic eleven students said they had a good level of English reading, and four students said that they had a bad level.

Graphic 6

How is your level at writing in English?

■ Good (12 estudiantes)   ■ Bad (3 estudiantes)
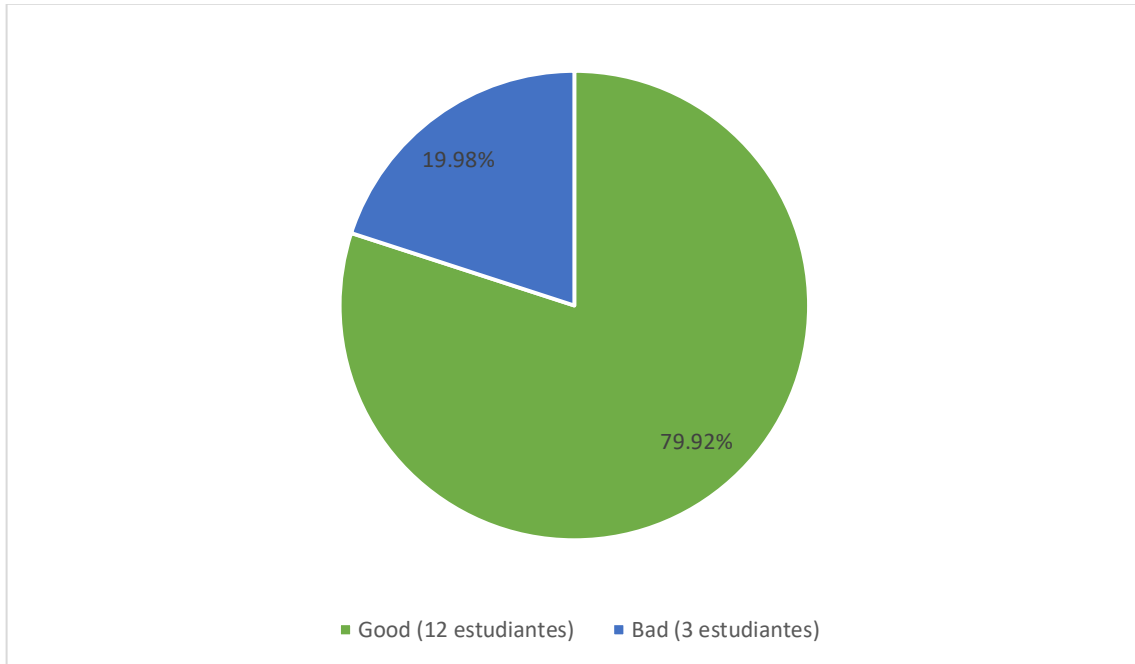
In this graphic, twelve students said that they had a good level of writing in English, and three students had a bad level.

Graphic 7

How is your English vocabulary?
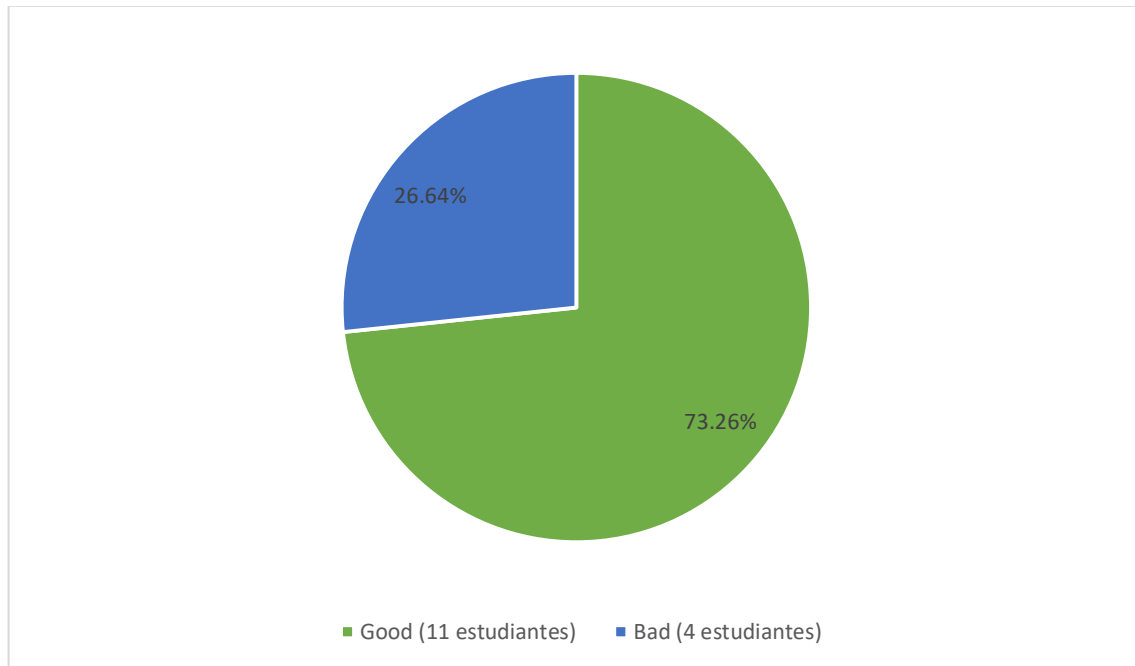
In this graphic eleven students said that they had a good vocabulary, and four students had a bad vocabulary.

Graphic 8

How is your level of listenig
Good   /   Bad

26.64%

73.26%

■ Gool (4 students)   ■ Bad (11 students)
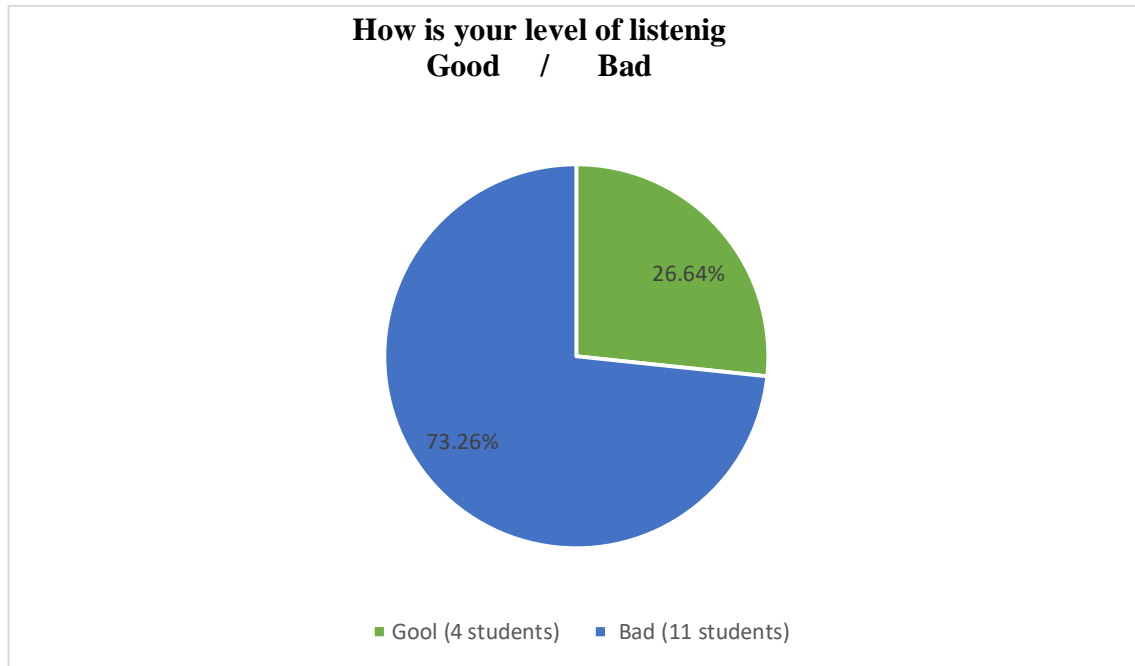
 Good=4 students, 26,64%   Bad= 11 students, 73,26%

In this graphic four students said that they had a good level of listening, and eleven students have a bad

level.

4.5 Analysis

   These graphics show that most of the students have difficulties in listening comprehension and it was

noticed students do not have problems with speaking, writing, reading and grammar vocabulary at all.

   Taking into account the above, the researchers are pleased with the result because they could prove

or evidence what they had perceived during the observation process. The results of each activity stand out

the major problem that researchers perceived at the beginning of the research which is listening

comprehension. For this reason, it is necessary to continue working with the students with the purpose of finding ways or strategies to improve this difficulty students have.

4.6 Triangulation

Data collection offered researchers a result to support the main problem that has been heavily stood out. Using the data collection, the researchers made a triangulation with the purpose of compare the results, validating, finding similarities and differences, and to reinforce the result.

However, it is relevant to emphasize in the problem, then it will be presented in different factors that would be related to others to enhance the confidence in what researchers are working.

First of all, researchers have a result based on surveys in which the majority of students expressed that they have problems with the listening skills. According to this, the researchers perceived that the main problem was listening.

-86,58% of the students affirmed that they do not understand when someone speaks in English.

-53,28% of the students consider that the listening is their main problem.

To verify the doubts, the researchers realized a test, due to the result of the surveys listening comprehension became a priority. For the results in the test it was analyzed once again that students obtained a bad grade in listening with 73,26%. For that reason, it was the highest percent among the bad grades related to other abilities.

4.7 Discussion

According to all the results, the researchers have their only main problem, which is evident taking into account the surveys and test. The problem is stated in its different factors. Researchers continue working on this, and follow the results in order to make recommendation.

Taking into account that learning language depends on listening, it is important for children to do activities that involve listening skills because in that way they can develop a better pronunciation. Also, they will be able to speak. For this reason, it is important to reflect about the process or development of the listening skills.

It is relevant to say that 53,28 % of students consider that listening is the most difficult skill for them. In second place was speaking with a 26,6 % followed by reading with a 19,98 % and the last place was writing with a 0 %. It can be seen how most of the students have difficulties with listening skill.

Furthermore, the group can affirm that it is essential to look for strategies in order to improve or enhance listening skill because children expressed they did not understand when someone speaks to them in English. Besides this, we can say that most of the students prefer to learn English through songs, it means 79,92 %. For this reason, it is necessary to do activities where children can be attentive and excited during the class.

In addition, it can be pointed out the following aspects:

-     Most of the students consider that listening is their main problem.

-     Most of the students affirmed they like English class.

-     Most of the students prefer learning English through songs.

-     The students affirmed they do not understand when someone talks to them in English. With these results the group can notice that most of the students have a problem with listening skill.

CHAPTER V

5.0 PEDAGOGICAL PROPOSAL

Using Songs to Improve 8th Graders To Develop

English Speaking Skills

Boney M. - Rasputin

5.1 Introduction

During the last few years English has become a really important tool in order to succeed professionally in our society; it is the language for business, research, public relations and the Internet. For this reason, teachers are looking for better strategies to teach this subject.

One of the major weaknesses that we have found in students is the lack of confidence to talk, since they do not have the opportunity to learn English in most primary schools; on the other hand, students do

not have the chance to interact in English in their daily lives and this causes the language not to be very meaningful for them.

In many schools, teachers cannot rely on good resources for teaching and it is a barrier that in most cases does not let students learn English in an interactive and pleasant way.

In this research we implemented songs because doing so was an interesting resource used by English teachers and by teachers of other subjects.

In fact, they have used songs as a resource to develop communicative abilities properly in a foreign language, providing students with the opportunity to talk with confidence and giving teachers the chance to teach in a fun way.

For those reasons, we decided to focus on using songs to improve eighth graders to develop English speaking skills while having two main objectives:

- To explore different alternatives for exploiting songs in the English class.

- To examine students' oral production when taking part in activities that involve songs in English.

5.2 Justification

With this research we wanted to achieve an easier English learning for students of 8th grade at School. It is important that the students can be motivated to learn English, especially if the time or environment is not the most adequate. It is also important when learning English, improving or perfecting the pronunciation and the knowledge acquired previously, according to the need of each student.

Since one of the problems that we find in the 8th grade class at School is the short time that is dedicated to the English class, we must create strategies to make the most of the time in order to get better results.

The group decided to carry out a strategy using music in the classroom, because this method pleases almost all children, and is also one of the most effective and quick when learning a new language. In this way, they could enjoy the process in a fun way using songs, videos, games and other activities that could be added to get the students learn the vocabulary, grammar, etc., and improve their abilities using songs.

As the research group has known, the communicative competence is a fundamental part in every communication, to be able to express ideas, feelings or points of view. To develop this competence it is necessary to develop 4 skills, being listening and speaking skills, which the students have to develop primarily, making this learning process as similar as the mother tongue. So, the research group wants the students to be able to perform in real communications, with no fear of making mistakes, through a set of playful activities addressed to strengthen the communicative competence specially listening and speaking skills.

5.3 Methodology and Phases of the Classroom Project

We found some projects and ideas which were taken into consideration for our project as well as the guidelines based on (Nunan, 1992) about literature reviews. The following two issues were kept in mind: advantages of the use of songs in the English class and activities to promote speaking skills with songs.

Advantages of the Use of Songs in the English Class

There are many key studies that have proved that including songs in learning English processes is a very useful tool. Morales (2008) considers that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reflections about the contents of the songs.

According to Orlova (2003) these are some of the advantages for working in class with songs:

o   Practicing the rhythm, stress and the intonation patterns of the English language.

o   Teaching vocabulary, especially in the vocabulary reinforcement stage.

o   Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.

o   Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.

o   Teaching listening. Music can be helpful for comprehension.

o   Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

After having developed a musical project, Cuesta (2006) expressed that "students showed behaviors, emotions or feelings particularly to interest in or enthusiasm for the work the activities proposed" (p. 52). Similarly, McCarthy (2006) talks about the use of songs to teach more than just a vocabulary point. Songs allow teachers to cover specific grammar points in an effortless fashion. For example, one teacher, Loretta, who posted on Dave's ESL Café, mentions the use of Cat Steven's "Moonshadow" in a lesson on the future tense. She writes: "It has many if 'clauses' and uses both 'will' and 'to be going + infinitive' constructions"[2]. We think that this lesson is exciting for students because not only do they get to hear the song, but they are also able to see their grammar lesson in action. Therefore, even if the student cannot construct the future tense by him/herself, the use of songs allows students to practice speaking (or singing) this grammar point until they have mastered the use of this technique for themselves.

Activities to Promote Speaking Skills with Songs

There are many activities and ideas that some authors highlight to promote speaking skills with songs; for instance, Morales (2008) states that teachers have to be careful when choosing a song. It should have the right characteristics to fulfill students' needs in terms of the learners' context and the possibilities the song gives them in order to introduce new elements of the language teachers want the students to have contact with. Therefore, careful selection of the songs is important according to the level of speaking that the students have, and it is advisable that songs could be selected for them, according to their own interest.

According to Natasa (2006), sometimes songs can be added, making things a bit different and out of the expected e.g. "Row, row, row your boat" can easily be changed into "Fly, fly, fly your plane". It is basically the teachers who decide what or how to change the song, and it is always welcomed by the learners. In addition, we think that when students continuously repeat the same words they easily learn new vocabulary and it contributes to improving their oral expression.

Some other researchers like Lindstromberg (2004) and Molinsky (2000) propose activities like the following ones:

Song Illustrations: Draw simple pictures illustrating a story of the song; then cut them out and make a word sheet with the pictures placed on it properly. Ask students to listen to the song and put the pictures in order.

Mixed-up lines: Mix up the order of the lines; then, ask learners to listen to the song and put the lines in the right order.

Finding the word: This activity is based on asking students to listen for words and write them down with certain sounds in the songs.

We considered other proposals that were interesting to apply during the lesson, for instance:

Act: Create a dramatization with the theme of the song.

Different rhythms: Have students sing the same song in different rhythms.

Graphic representation: After listening to the song make a drawing trying to represent the meaning of the song and then explain it.

Imitation: Have students pretend they are the singers of the song.

Allen and Valette (1977) suggest that students bring to class different kinds of instruments and with these attempt to sing songs they love. They consider that this resource can become a motivator for students to learn a second language.

To conclude, we found main advantages of using songs in the English class and various activities that are important for promoting speaking skills with songs. This information gave us the illumination to develop this project.

5.4 General Objective

To show students in a playful and effective way the use of English language through listening and speaking skills.

5.5 Specific Objectives

- To practice the topics using effective and dynamic tools as the music to teach in a fun and quick way.

- To listen songs as pronunciation exercises in which students can identify the word not only for the writing, but also for the sound.

- To use games as a way of feeling comfortable when students learn the listening and speaking activities.

5.6 Workshops

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Lesson Plan Sample N1°

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Grade level: 8º grade Song: "All Together Now" - The Beatles

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The Beatles

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Objectives:

- ➢ *Students will be able to recognize the vocabulary previously studied in the song.*

- ➢ *Students will start getting familiar with the rhythm of the song.*

- ➢ *Students will correctly express orally some ideas of the song.*

Estimated time: One hour

Description: Start to get familiar with the song gathering the vocabulary studied beforehand like numbers, animals and the alphabet.

Procedure:

Before beginning the class, learners will revise the vocabulary worked and afterwards, the idea is to motivate students through song using the tape and video and develop the activities planned by using photocopies.

Activities:

Watch the video and the song to get familiar with it.

Discuss with students the possible topics of the song.

Materials and resources: Video tape, papers, TV, and home theater.

Required knowledge: Students will have previous knowledge of some vocabulary of the songs.

Motivation: Teacher will explain the activity having students discuss the Beatles and then showing them the video of the song.

Statement of purpose: Teacher will play the song in order to listen the first part twice then discuss the possible topics and meanings of the vocabulary.

After that, the teacher will present the expressions of the song and vocabulary to students in a workshop. They will discuss the meanings and try to memorize them, then they will write the meanings in the workshop.

Guided practice: During this part the teacher will play the tape in order to fill in the charts with the missing words; the idea is to play the song many times until most of the students get the missing words in the right place.

Assessment: Teacher will discuss with the students the answers they get while listening to the song.

Workshop Sample

Song: "All Together Now" - The Beatles

Name:_____ Grade:_____ Date:_____

1. Expressions:

Can I have a little more?

Can I bring my friend to tea?

Sail the ship,

Chop the tree

Boom, bam, boom

Skip the rope,

Look at me

All together now

Can I take my friend to bed?

I love you

2. Listen again to the first part of the song and fill in the blanks with the words in the box:

One, _____, three, _____

Can I have a little more?

_____, six, seven _____ nine _____ I _____ you.

3. Listen to the second part of the song and fill in the blanks with the words in the box:

A,__, C,____

Can I bring my _____ to tea?

E,____, G,____, I, J, I love _____.

Boom, bam, boom Boom, bam, boom

4. Listen to the rest of the song and fill the blanks with the words in the chart:

5. Listen to the 3rd part and choose the right word:

Sail the ship/shop,

Boom, bam, boom

Chop the tree/three

Boom, bam, boom

Skip the/t rope,

Boom, bam, boom

Look at me/my

All together now.... (x16)

6. Listen to the song again and complete the following table with the numbers, colors, and the letters of the alphabet that you find in the text.

7. Correct the mistakes and rewrite them:

Blak, wite, gren, ret _____

kan I teik me frend to bed? _____

Pin, bron, yelow oranje and blue I lobe jou _____

Oll together naw...(x16) _____

Diagnostical English test

Cuestionario: El aprendizaje del inglés en los estudiantes de 8º grado del

Meira del Mar school

El presente examen tiene por finalidad medir el conocimiento del presente simple. (oraciones afirmativas, negativas e interrogativas.)

Name _____

Date _____

Dimensión 1: competencia gramatical

Comprende el vocabulario, la formación de palabras y frases, la pronunciación, la ortografía y la semántica (significado de expresiones lingüísticas)

1. Complete the question: _____ do you do?

a. Where   b. What   c. Who

2. Complete the sentence: I work _____ home.

a. in   b. at   c. on

| Vocabulary: |
| Sentence: |
| oración. Sound: |
| sonido. |

3. Listen to the teacher and circle the correct verb.

Carla **works / walks / talks** in the morning.

4. Circle the verb with different sound.

write – win – swim

5. Circle the verb in simple present.

a. My mother works on the weekend.   b. Robert worked with his father.

c. My mother work on the weekend.

6. Choose the correct sentence.

a. Mary begins her classes on Monday.   b. Albert go to school in the afternoon.

c. You drinks a lot of coffee.

7. Complete the question: _____ in Callao?

a. Does live he   b. Do you live   c. You lives

8. Choose the correct question.

a. What does mother do your?   b. What does your mother do?

c. What is your mother do?

Dimensión 2: competencia sociolingüística.

Entiende expresiones en diferentes contextos.

9. Complete the sentence: I _____ breakfast.

a. take   b. have   c. drink

10. Circle the correct answer: They _____ milk in the morning.

a. drink   b. take   c. eat

11. Complete the sentences using these words: volleyball, face.

A. I like   _____ . B. My favorite sport is _____ .

your

12. Correct the mistake: Does you have a cell phone?

a. Do you has   b. Do you have   c. Are you have

Dimensión 3: competencia discursiva

Une estructuralmente frases, cohesiona pronombres, sinónimos. Establece conexiones entre frases

individuales para indicar cómo un grupo de frases ha de entenderse como un texto.

13. Match the sentences.
       a. Rose goes   emails to my friends. b. I write
       to the park.
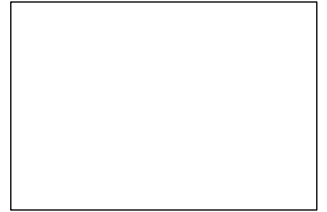
14. Complete the negative sentence: Luisa _____ .
a. doesn't study in the morning   b. in the morning doesn't study c. doesn't studies in the
morning

15. Which is the incorrect sentence?
       a. I does tell the truth.   b. She writes a sentence.

16. Circle the correct question: _____ bananas?
a. Does they eat   b. Do they eat c. Do eat they

Dimensión 4: competencia estratégica
Domina estrategias de comunicación verbal y no verbal (uso de gráficos)

17. Complete the question: _____ good habits?
a. Do you has   b. Are you have   c. Do you have

18. Circle the letter that best complete the sentence.
                    She _____ a party with her friends.

a. drinks   b. goes to   c. takes

19. Look at the picture and comple the sentence: I like __

a. birds   b. dolphins   c. spiders

20. Look at the picture and circle the correct answer.   a. house   b. tree
c. stars

WORKSHOPS

WORKSHEET N°1

Canción: Pretty woman – Roy Orbison

Objetivo: evaluar la dimensión 1: competencia gramatical (vocabulario y pronunciación) y la dimensión 3: competencia discursiva (Une estructuralmente frases, establece conexiones entre frases individuales para indicar cómo un grupo de frases ha de entenderse como un texto)

Name _____

Date _____

Actividad: Después de escuchar la canción, completar la siguiente actividad.

1. Listen to the song and fill in the gaps with the verbs in the box.

Pretty woman, walking down the _____

Pretty woman, the kind I _____ to _____

Pretty woman

I don't _____ you, you are not the truth

No one could _____ as you, mercy

meet	like
look	believe

2. Listen to the song again and order it, write the number in parentheses.

Pretty woman, I couldn't help you but see   ( ) That

you look lovely as can be   ( ) Pretty woman

( ) Pretty woman, won't you pardon me   ( )

Pretty woman, stop a while   ( ) Are

you lonely just like me?   ( )

3. Write three affirmative sentences using simple present.

a. _____

b. _____

c.   _____

Pretty woman - Roy Orbison

Pretty woman, walking down the street

pretty woman, the kind I like to meet, pretty woman

I don't believe you, you're not the truth

no one could look as good as you, mercy

Pretty woman, won't you pardon me

pretty woman, I couldn't help but see, pretty woman

that you look lovely as can be

are you lonely just like me?

Pretty woman, stop a while

pretty woman, talk a while

pretty woman, give your smile to me

pretty woman, yeah yeah yeah

pretty woman, look my way

pretty woman, say you'll stay with me

'cause I need you, I'll treat youright

Come with me baby, be mine tonight

pretty woman, don't walk on by

pretty woman, don't make me cry

pretty woman, don't walk away, hey …. Ok

If that's the way it must be, OK I

guess I'll go on home, it's late

There'll be tomorrow night, but

wait

What do I see? Is she walking back to me?

Yeah, she's walking back to me. Oh, oh, pretty woman.

The most common verbs (Los verbos más comunes)

Base Form	Translation
be	Ser
begin	Comenzar
blow	Soplar
break	Romper
bring	Traer
build	Construir
buy	Comprar
choose	Escoger
come	Venir
do	Hacer
draw	Dibujar
drink	Beber
drive	Manejar
eat	comer
fall	Caer
feel	sentir
find	encontrar
forget	olvidar
get	obtener, conseguir
give	Dar
go	Ir
have	Tener
know	saber
leave	abandonar, dejar
lose	perder
make	hacer, preparar
meet	conocer
pay	pagar
say	Decir
smell	Oler
speak	hablar
swim	nadar
take	tomar
tell	Decir
think	pensar, creer
win	ganar
write	escribir

WORKSHEET N°2
 Canción: Stand by me - Ben E. King

Objetivo: evaluar la dimensión 1: competencia gramatical (pronunciación) y

la dimensión 4: competencia estratégica (comunicación no verbal), es decir, el uso de gráficos.

NAME _____

DATE _____

Actividad: Después de escuchar la canción, completar la siguiente actividad.

I. Listen to the song and circle the correct word in every pair.
When the night has
a. can   b. come

and the land is
a. dark   b. park

and the moon is the only light we a.
say   b. see

no I won't be
a. afraid   b. afair

just as long as you stand, stand by a. see
b. me

and darling, darling stand by a. see
b. me

II. Match the sentences with the pictures.
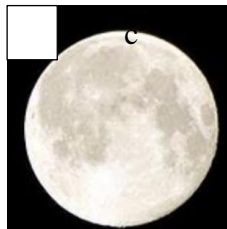
1. If the sky that we look upon

2. The moon is the only thing we see

3. When the night has come

4. The mountain should crumble to the sea   ☐

STAND BY ME - Ben E. King

When the night has come

and the land is dark

and the moon is the only light we see.

No I won't be afraid

no I won't be afraid

just as long as you stand, stand by me

and darling, darling stand by me

oh, now, now, stand by me

stand by me, stand by me.

If the sky that we look upon

should tumble and fall

and the mountain should crumble to the sea

I won't cry, I won't cry

no I won't shed a tear

just as long as you stand, stand by me

and darling, darling stand by me

oh, stand by me

stand by me, stand by me, stand by me.

Whenever you're in trouble won't you stand by me

oh, now, now, stand by me

oh, stand by me, stand by me, stand by me

darling, darling stand by me

stand by me

oh stand by me, stand by me, stand by me

WORKSHEET N°3

Close to you – Carpenters
Objetivo: Evaluar la dimensión 2: competencia estratégica *(entiende expresiones en diferentes contextos)* y la dimensión 1: competencia gramatical *(pronunciación).*

NAME _____

DATE _____

I. Listen to the song and choose the correct answer.

1. Why do birds suddenly appear, everytime you are _____ ?
a. here   b. near   c. there

2. Just _____ me, they long to be close to you. a.

pay   b. by   c. like

3. Why do stars fall down from the sky, everytime you _____ by?

a. work   b. go   c. walk

4. On the day that you were born the _____ got together a.

angers   b. angels   c. end

5. and decided to _____ a dream come true. a.

great   b. create   c. say

II. Listen to the song and circle the correct word in every pair. So, they

sprinkled **moon / noon** dust in your hair of **goal / golden**, and **smart / star**

- light in your **eyes / days** of blue.

That is why all the girls in **down / town** follow you all around. Just

like me, they long to be close to you.

CLOSE TO YOU - CARPENTERS

Why do birds suddenly appear, everytime you are near?

just like me, they long to be close to you.

Why do stars fall down from the sky, everytime you walk by?

just like me, they long to be close to you.

On the day that you were born the angels got together and

decided to create a dream come true.

So, they sprinkled moon dust in your hair of golden, and

star-light in your eyes of blue.

That is why all the girls in town follow you all around.

Just like me, they long to be close to you.

Just like me, they long to be close to you.

On the day that you were born the angels got together and

decided to create a dream come true.

So, they sprinkled moon dust in your hair of golden, and

star-light in your eyes of blue.

That is why all the girls in town follow you all around.

Just like me, they long to be close to you. (twice)

WORKSHEET N°4

Because you loved me – Celine Dion

Objetivo: Evaluar la dimensión 1: competencia gramatical *(vocabulario)* y la dimensión 2: competencia estratégica *(entiende expresiones en diferentes contextos)*.

NAME _____

DATE _____ _____

I. Listen to the song and circle the five irregular verbs. One is repeated three times.

For all those times you stood by me For

all the truth that you made me see For all

the joy you brought to my life For all the

wrong that you made right For every

dream you made come true For all the

love I found in you

I'll be forever thankful baby

You're the one who held me up

II. Listen to the song and complete with the verbs from the box.

You're the one who (1) _____ me through through it all

You were my strength when I was weak, you were my voice when I couldn't speak
You were my eyes when I couldn't see

gave (2)   made   saw (2)

You (2) _____ the best there was in me

Lifted me up when I couldn't reach

You (3) _____ me faith 'coz you believed

I'm everything I am, because you loved me

You (4) _____ me wings and (5) _____ me fly

BECAUSE YOU LOVED ME - CELINE DION

For all those times you stood by me for all the truth that you made me see

for all the joy you brought to my life for all the wrong that you made right for every dream you made come true for all the love I found in you

I'll be forever thankful baby

you're the one who held me up never let me fall

you're the one who saw me through through it all you were my strength when I was weak

you were my voice when I couldn't speak you were my eyes when I couldn't see you saw the best there was in me

lifted me up when I couldn't reach you gave me faith 'coz you believed I'm everything I am

because you loved me

you gave me wings and made me fly

you touched my hand I could touch the sky

I lost my faith, you gave it back to me you said no star was out of reach

you stood by me and I stood tall

I had your love I had it all

I'm grateful for each day you gave me maybe I don't know that much

but I know this much is true

I was blessed because I was loved by you you were my strength when I was weak you were my voice when I couldn't speak you were my eyes when I couldn't see

you saw the best there was in me lifted me up when I couldn't reach you gave me faith 'coz you believed I'm everything I am

because you loved me

you were always there for me the tender wind that carried me

a light in the dark shining your love into my life you've been my inspiration

through the lies you were the truth

my world is a better place because of you you were my strength when I was weak

you were my voice when I couldn't speak

you were my eyes when I couldn't see you saw the best there was in me

lifted me up when I couldn't reach you gave me faith 'coz you believed I'm everything I am

because you loved me I'm everything I am because you loved me

LIST OF IRREGULAR VERBS

Infinitive	Simple past	Meaning
Become	became	llegar a ser, convertirse
Begin	began	comenzar
Break	broke	romper
Buy	bought	comprar
Do	did	hacer
Drink	drank	beber
Drive	drove	manejar
Eat	ate	comer
Feel	felt	sentir
Forget	forgot	olvidar
Give	gave	dar
Have	had	tener
Know	knew	conocer, saber
Leave	left	dejar
Lose	lost	perder
Meet	met	conocer a alguien
Pay	paid	pagar
Say	said	decir algo
Sleep	slept	dormir
Speak	spoke	hablar
Swim	swam	nadar
Take	took	tomar
Tell	told	decir a alguien
Think	thought	pensar

Understand	understood	entender
Win	won	ganar
Write	wrote	escribir

WORKSHEET N°5

The one that got away – Katy Perry

Objetivo: Evaluar la dimensión 4: competencia estratégica (comunicación no verbal), es decir, el uso de gráficos y la dimensión 1: competencia gramatical *(pronunciación).*

NAME _____

DATE _____

I. Listen to the song and fill in the gaps with the words in the pictures.
Summer after high (1) _____ when we first met

we made out in your (2) _____ to Radiohead

and on my 18th birthday we got matching (3) _____
used to steal your (4) _____' liquor and climb to the roof

talk about our future like we had a (5) _____

II. Listen to the song and complete with the verbs from the box.
Never planned that one day I'd be losing you in

another life I would be your girl

We keep all our promises, be us against the world

and in other life I would make you stay

So I don't have to say you (1) _____ the one that (2) _____ away the

one that (3) _____ away!

I (4) _____ June and you were my Johnny Cash never

one without the other, we (5) _____ a pact

was	got (2)
were	made

THE ONE THAT GOT AWAY - KATY PERRY

Summer after high school when we first met
We made out in your Mustang to Radiohead
And on my 18th birthday we got matching tattoos
Used to steal your parents' liquor and climb to the roof
Talk about our future like we had a clue
Never planned that one day I'd be losing you
In another life I would be your girl
We keep all our promises, be us against the world
And in other life I would make you stay
So I don't have to say you were the one that got away
The one that got away!
I was June and you were my Johnny Cash
Never one without the other, we made a pact
Sometimes when I miss you, I put those records on, (whoa)
Someone said you had your tattoo removed
Saw you downtown singing the blues
It's time to face the music, I'm no longer your muse
In another life I would be your girl
We keep all our promises, be us against the world
And in another life, I would make you stay
So I don't have to say you were the one that got away
The one that got away
The o-o-o-o-one
The o-o-o-o-one
The o-o-o-o-one
The one that got away
All this money can't buy me a time machine, (Nooooo)
Can't replace you with a million rings, (Nooooo)
I should've told you what you meant to me, (whoa)
'Cause now I pay the price
In another life I would be your girl
We keep all our promises, be us against the world
And in another life, I would make you stay
So I don't have to say you were the one that got away
The one that got away
The o-o-o-o-one
The o-o-o-o-one
The o-o-o-o-one
And in another life I would make you stay
So I don't have to say you were the one that got away
The one that got away!

WORKSHEET N°6

Objetivo: Evaluar la dimensión 1: competencia gramatical *(vocabulario) y* la dimensión 3: competencia discursiva (Une estructuralmente frases, establece conexiones entre frases individuales para indicar cómo un grupo de frases ha de entenderse como un texto).

NAME _____

DATE _____

I. Write the simple past of the following verbs:

1. See   _____   4. burn   _____

2. leave   _____   5. make   _____

3. give   _____

II. Listen to the song and complete with the verbs from exercise number 1.

I'm so glad you (1) _____ time to see me

How's life, tell me how's your family?

I haven't seen them in a while ....

Because the last time you (2) _____ me

Is still (3) _____ in the back of your mind

You (4) _____ me roses and (5) _____ them there to die

CHAPTER 6

6.0 Conclusions

After doing a long process with the students the results were very satisfying. It really worthy all the time and effort it was put into it. It was amazing how the students could achieve their goal to improve listening skills with our help. Even though, it was hard for them, they could make it because most of the songs were with vocabulary we were working on classes, however there were some words unknown for them.

Once again, music showed the real influence that has in our lives. It is not only use for relaxing or enjoyment but also it is used for learning. Also, with the help of our students the group achieve our main purpose too. To demonstrate with songs, they can enhance their listening skills which was low when the group first met them. Now the students feel very comfortable with doing listening exercises or learning a song.

In addition, their attitude was incredible in every single activity. They never seemed to be bored or afraid of English when they were listening to the songs. In fact, one of the activities they enjoyed the most was definitely "Head, shoulders, knees and toes" because they had to put their hands in the part of the body that they heard. The first time they had the lyrics but at the end they had to sing without any help. They had fun and learnt some parts of the body they did not know about.

Finally, this experience was magnificent in our lives because it is the start of our careers as a future teacher. It helped a lot to work with children due to they always are able to work with good attitude and we learnt how to be patient in this project.

Now, the group feels more confident in regard to classes because the students told us how they liked our activities and how they want to keep listening songs in order to continue their process. This is something that inspires us to keep working everyday as future professionals in order to be better at teaching English.

6.1 Recommendations

After seeing the good impact that music caused in children the group truly recommend to keep working with this strategy due to is an excellent way not only to get better at one thing. There are many benefits such as: improve their pronunciation, grammar, speaking and increase their listening.

The group feels satisfied with all the results because it was a hard work but we could see the positive results in all the process of learning in children. Songs are a different way to keep children's attention and allow them to participate actively in every class because they love to sing and dance. That means, it is a fun way to learn.

Taking into account the above, the results obtained through the respective observations and also the application of the activities, the group may present some useful recommendations with the objective of helping future teachers to better development in their classes and to enhance listening skills:

- Create appropriate learning environments

- Motivate students to practice listening skills

- Use flexible and complete activities incorporating funny but meaningful teaching strategies.

- Make a right use of the tics

- Songs might help to increase their vocabulary and to get better at pronunciation.

Taking into account the above, the researchers recommend to look for strategies in order to improve or enhance listening skill in children because it has many benefits such as development skill attention and helps them to interact in a better way in the English learning process.

This group can recommend the use of the children songs to develop the English class since the use of the song can help the teacher to capture the children's attention and involve them in the English language of a natural way, just learning to music.

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8.0 APPENDICES

ENGLISH LEVEL TEST

NAME: **DATE:**

1. Personal presentation

Write on the follow lines about you (¿What's your name? ¿How old are you? ¿Where

are you from? ¿What are your hobbies? Etc)

_____

_____

_____

_____

2. Days of the week
   ¿What are the names of the days of the week?   _____

_____   _____   _____

_____   _____   _____

3. Months   ¿What is your favorite <u>month?</u>_____

¿In what month is your birthday?   ¿ in what month is
your mother's birthday?

_____   _____

¿ in what month is your father's birthday?   ¿ in what month is your best friend's
birthday?

_____   _____

3. Numbers
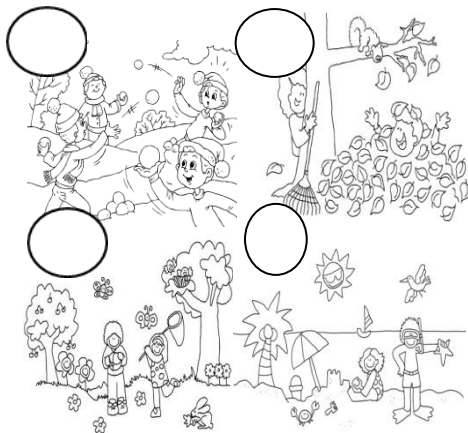   Write the numbers in English:
   3   _____   5 _____   8 _____   _____
   11
   15 _____   20 _____   29 _____   _____
   31
   40 _____   50 _____   60 _____   _____
   70
   90 ─────────────   100 ───────────   1000 ─────────

4. The seasons
¿What is the correct season?
   a) Summer   b)Spring   c)Winter   d)Autumn   ⟶

6. Personal pronoums (TO BE)

Yo soy

Tú eres⟶

Ella/Él es⟶

Eso es⟶

Nosotros somos⟶

Ellos son⟶

7.   Possessives adjectives
   Mío ⟶   Nuestro ⟶
   Tuyo⟶   Suyo (De ellos) ⟶
   Suyo (De él/de ella) ⟶   Suyo (De usted) ⟶

8. **Professions**

_____

_____

_____   _____

_____   _____

_____   _____

i.   Questionaries

Cuestionario para el Estudiante

1. ¿Se siente satisfecho con las habilidades que hasta ahora ha desarrollado usted en el

   área de inglés o considera que en este nivel su desempeño podría ser mejor?

   _____

2. ¿Las actividades que implementa su profesor de inglés le motivan a aprender esta

   lengua?   Sí   No

3. ¿Cuáles son estas actividades?

     _____

4. Sí no se siente motivado a aprender inglés, ¿Cómo cree que esto puede cambiar? ¿Qué

    ~~le motivaría a aprender esta lengua?~~_____

Cuestionario para el Docente

- ¿Cree usted que sus estudiantes se sienten motivados para aprender inglés? ¿Por qué?

     _____

     _____

    - ¿Qué métodos implementa usted en su asignatura con el fin de motivar a sus estudiantes a aprenderla?

     _____

    - ¿Qué factores cree son los responsables de la desmotivación en los estudiantes para atender totalmente a la clase?

     _____

     _____

    - ¿Cómo cree usted que podría mejorarse esta situación?

     _____

     _____

Survey Used to Identify Students' Expectations

and Views about English Lessons

Grade: _____ . Date: _____

Objective: To get a general idea of students' expectations and their points of view about English.

Answer the following questions:

1. Is it important for you to learn English at school?

Yes_____ No_____

Why?

_____

2. Why is it important to learn English?

_____3.

How would you like the English class to be?

_____

4. Do you consider an English class could be fun to learn in?

Yes_____ No_____

Why?

_____

Survey Used to Identify Students' Perceptions

About Speaking and Songs

Grade: _____ . Date: _____

Objective: To explore what students perceive in connection to speaking and songs.

1. Do you consider speaking English to be easy?

Yes_____ No_____

Why?

_____

2. Do you think that you can l

RECOMMENDATED WEB PAGES TO LEARN ENGLISH WITH SONGS

Cómo aprender la gramática del inglés con 11 canciones pegadizas para nerds de los idiomas

Mirar programas de televisión en inglés puede ser muy útil para los principiantes.

Piensa en un comercial que hayas visto hace poco en la televisión.

Quizás era para un cereal, una marca de comida para gato o un automóvil lujoso.

Puedes recordar las palabras exactas de ese comercial?

Quizás no puedas. Ahora piensa en un comercial que haya usado una *melodía* para vender su producto.

Es mucho más fácil recordar las palabras cuando suenan en una canción, ¿cierto?

Esto aplica para otras cosas, no solo los comerciales. Las canciones son más fáciles de recordar que las palabras.

Por tal motivo, ahora puedes encontrar una gran cantidad de canciones didácticas en YouTube escritas para ayudar a las personas a aprender y recordar la gramática y la ortografía del inglés.

Hemos seleccionado 11 canciones muy útiles para que aprendas inglés en YouTube.

¡Escúchalas! Quizás descubras que las reglas gramaticales sean tu tema favorito de estudio.

11 canciones pegadizas para aprender la gramática del inglés

1. *Unpack Your Adjectives* de "Schoolhouse Rock"

"Schoolhouse Rock" es una serie de caricaturas de los años 90 que enseña inglés, matemáticas e incluso política con la ayuda del poder de la música. *Unpack Your*

Adjectives es solo uno de nueve musicales animados excelentes que exploran el inglés de una forma que resulta fácil de entender y recordar.

Si te gusta aprender adjetivos con esta canción, quizás te guste *Conjunction Junction*, en donde aprenderás cuándo usar conjunciones como "and", "but" y "o". También puedes disfrutar cualquier otra caricatura de la serie.

2. *Word Crimes* de Weird Al Yankovic
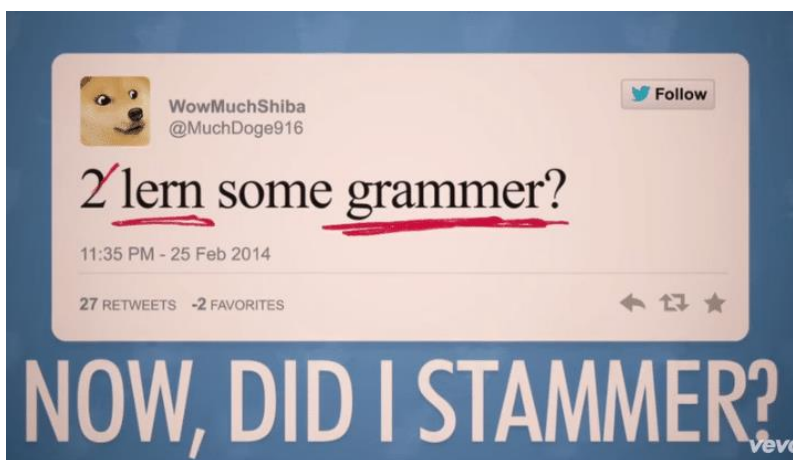
Quizás reconozcas la melodía de esta canción. *Word Crimes* usa la misma música de _Blurred Lines_ de Robin Thicke. Weird Al Yankovic es conocido por sus *parodias* de canciones populares (imita canciones que están de moda, pero les pone su propia letra divertida).

Word Crimes habla sobre muchos de los errores más comunes en la gramática del inglés. Tendrás que mirar el video más de una vez si quieres aprender sobre todos los errores. Este es un gran recurso que enseña sobre palabras mal utilizadas como "less" y "fewer". En el video aparece la letra y explica muy bien los errores mencionados anteriormente.

Además de los errores que lista Weird Al, también puedes aprender otras cosas como las palabras "familiarize" (familiarizar) y "nomenclature." (nomenclatura). Aprende estos

términos y no olvides los errores que describe el video. ¡Así podrás evitar algunas de las equivocaciones que incluso los hablantes nativos cometen!

3. *N apostrophe T* de "The Electric Company"

"The Electric Company" es otro programa educativo de los años 70. ¡Eso quiere decir que es incluso más viejo que "Schoolhouse Rock"!

El propósito de este programa era enseñar habilidades de gramática y lectura a los niños. No obstante, sus canciones siguen siendo una herramienta estupenda para aprender y recordar las reglas gramaticales del inglés.

Este video muestra cómo convertir un verbo a su forma negativa con: **n't**. Si te gusta este video, ¡puedes encontrar más en el nuevo canal de YouTube de "Electric Company"!

4. *Onomatopoeia* de Songs For School

¡Boom! ¡Crash! ¡Pow!

Todas estas palabras son ejemplos de onomatopeyas: palabras que se dicen de la forma como suenan. Es más fácil recordar que deletrear, y esta canción te ayuda a ambas cosas. Encontrarás ejemplos en frases que quizás digas todos los días. Y si cantas la canción, ¡nunca te olvidarás de cómo se deletrea onomatopeya!

5. *Transformations* de Flocabulary

¿Quieres aprender más palabras en inglés? Existen muchos videos en YouTube sobre las palabras del SAT. El SAT es un examen que toman los jóvenes de secundaria de los Estados Unidos cuando aplican para la universidad y mide el conocimiento de algunas palabras avanzadas en inglés.

La canción de Flocabulary enseña 40 palabras del SAT, algunas de las cuales no se usan en el lenguaje cotidiano por ser muy avanzadas. Estas son palabras estupendas y podrás aprender *incluso más* términos gracias a sus definiciones.

Por ejemplo, puedes aprender la palabra "merit" (mérito) que hace parte de la definición de "meritorious" (meritorio). ¡Quizás sea buena idea tener un diccionario a la mano!
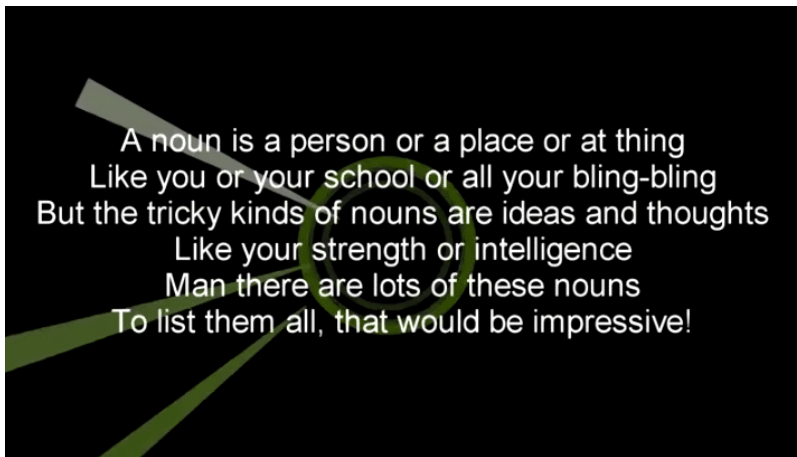
6. ***Present Simple 'To Be' Lesson* de Tom Simek's Rockin' English**

Los videos de este canal tienen como meta principal enseñar cosas sencillas a los niños, tales como "left and right" o cuándo usar "can" y "can't".

Pero este video puede ayudar mucho a los estudiantes de inglés que tienen problemas para usar correctamente el verbo "to be". Esta canción te ayudará a recordar cuándo debes usar "are", "is" y "am".

7. ***Parts of Speech Rap* de Justgo4011**

A noun is a person or a place or at thing
Like you or your school or all your bling-bling
But the tricky kinds of nouns are ideas and thoughts
Like your strength or intelligence
Man there are lots of these nouns
To list them all, that would be impressive!

Este rap es excelente para aprender las diferentes partes de las oraciones, junto con sus funciones y usos. ¿Sabes cómo se llama **una palabra que indica una acción**? ¿Cómo puedes **describir esa acción**? El video te lo dirá.

Incluso si recuerdas las partes de una oración, en este rap encontrarás algunas palabras que quizás no conozcas bien. Solo el coro tiene al menos dos palabras que probablemente no sepas: "yearn" (añorar" y "psyched" (mentalizado). Probablemente tengas que pausar el video algunas veces por las palabras nuevas.

8. _The Grammar Song_ **de Mr. M**

to a main clause, a
complete thought that's
independent, and by
using this combination
you create a complex
sentence.

¿Necesitas practicar más las **partes de una oración**? Este es otro rap excelente que ayuda a recordar las partes de una oración en inglés. El video usa ejemplos y enseña detalladamente cómo usar y escribir las partes de una oración.

La letra de la canción aparece en el video y puede ir un poco más rápido que la letra. Quizás tengas que pausar el video algunas veces por si te pierdes algo.

9. *Adverb Song* **de The Grammarheads**
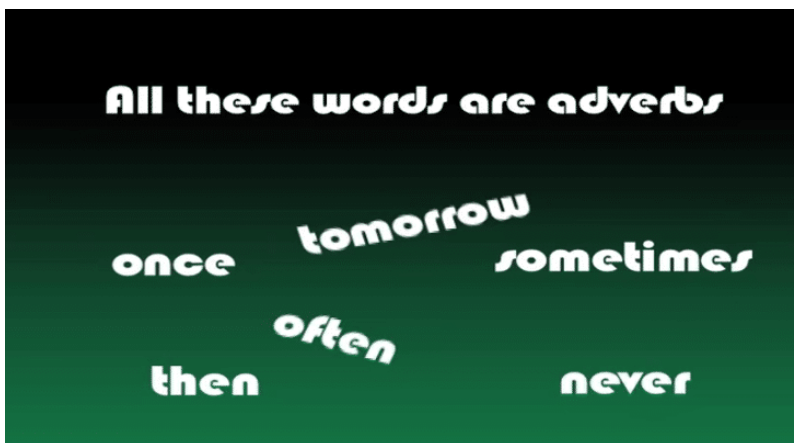
Ahora que sabes las partes de una oración, quizás quieras estudiar más a fondo cada una de ellas para aprender y encontrar más ejemplos. The Grammarheads es un recurso excelente en este caso.

Las canciones del canal muestran las diferentes partes de una oración con una genial música de rock. Por ejemplo, *Adverb Song* te enseña a determinar si una palabra es un adverbio y ofrece varios ejemplos.

10. *StickStuckStuck* **de Fluency MC**
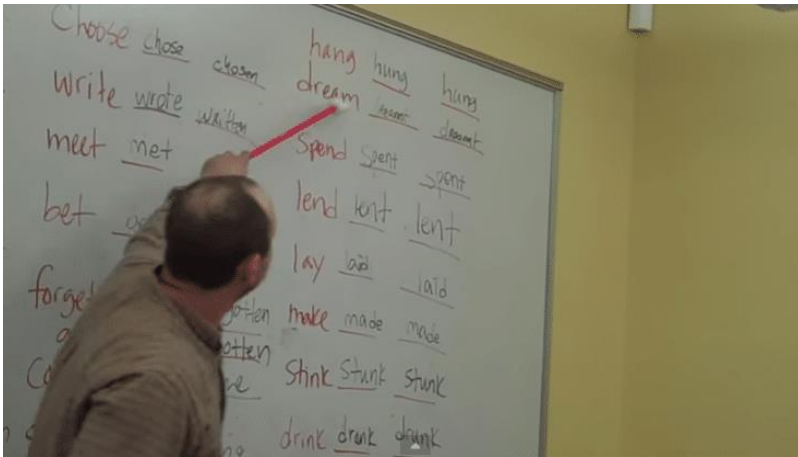
Fluency MC usa rap para enseñar inglés.

Verás un profesor que, en vez de solo dictar y repetir sus lecciones, ¡canta rap! Los videos enseñan de todo, yendo desde reglas gramaticales sencillas hasta lecciones de inglés avanzadas.

StickStuckStuck es un rap que te ayuda a recordar mejor los verbos irregulares en inglés. Hay muchos otros recursos en este canal de YouTube, ¡así que visítalo!

11. *Daily Activities* de ESL Classics

Las canciones de ESL Classics son claras y agradables. Cada una de ellas enseña reglas gramaticales por medio de ejemplos de la vida cotidiana.

Por ejemplo, *Daily Activities* enseña el tiempo presente y te ayuda a hablar sobre tu día. También hay videos para aprender otros tiempos verbales en inglés o prepararte para una entrevista de trabajo.

*¡Video extra!

Ya que estás en YouTube, este es otro video para ti: *38 Common Spelling and Grammar Errors* de Mental Floss. El diálogo es un poco rápido y el video está lleno de referencias a la cultura pop. Sin embargo, también podrás ver los errores directamente en el video. No es una canción, ¡pero es muy útil!

Es fácil que una canción quede atrapada en tu mente.

Así que haz que estas melodías queden hoy dentro de tu cabeza.

La próxima vez que necesites deletrear "onomatopeya" o recordar qué es un adjetivo, sabrás lo que tienes que hacer.

Traducido por: Carlos Bonilla

PHOTOGRAPHIC EVIDENCES