



# **UNIVERSIDAD TÉCNICA DE MANABÍ**

Facultad de Filosofía, Letras y Ciencias de la Educación

Languages and Linguistics Major

## **RESEARCH PAPER**

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Licenciadas en Ciencias de la Educación – Mención Inglés**

**Modality: Quantitative Investigation**

### **Theme:**

MUSIC IN ENGLISH AND ITS INFLUENCE IN THE DEVELOPMENT OF THE LISTENING AND SPEAKING SKILLS IN THE STUDENTS OF THE LANGUAGES AND LINGUISTICS MAJOR OF THE UNIVERSIDAD TÉCNICA DE MANABÍ, PERIOD 2016 - 2017.

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## 1. DEDICATION

*First of all, I want to thank the supreme being, God, for giving me the opportunity to finish my studies, for the reason that he has always been with me, helping me out, taking care of me, at all times; I want to dedicate this project to my daughters as well, since without their support I could not have finished it; I also include my family here, such as my mother, my father, my sisters and my niece Verito too, whom I love and cherish so much. To the Teachers Mr. Carlos Chancay and Mr. Joel Loor which in one way or another also encouraged me to continue with their disinterested support and finally, to every teacher in a general way. Thanks almighty God for everything.*

*Jenny Trinidad Zambrano Solórzano*

*To the creator of all things, who has given me strength enough to continue, even when I have been about to fall down; with all the humility that can emanate from my heart, I dedicate this work to God in the first place.*

*In the same way. I dedicate this thesis to my Mother, who is not with me physically although, was a great support throughout my studies and knew how to educate me with good values; to my Father who has also been an important pillar in my life and gave me his support at all times.*

*To my beloved daughter, for being my source of motivation and inspiration, she made me able to overcome myself every day so as to be an example for her. To my husband, who stood by me all the time giving me his support. To my whole family because they have given me their unconditional support, in the same way I dedicate this thesis to my university teachers who also shared their knowledge with me.*

*Shirley Katherine Loor Gomez*

## 2. ACKNOWLEDGMENT

*The gratitude of this work is directed first to God, since without his blessing and his love, it would have been a total failure; for our families, who supported us unconditionally and being a source of inspiration to fight and achieve our goals; to our friends, who one way or another have been a fundamental part of our lives helping us with their words of encouragement when we thought of surrendering; our university professors, who imparted their knowledge with us and in the same way to the Language and Linguistic School, in which we were able to develop our research paper.*

*The authors*



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## RESUMEN

Este proyecto se trata de determinar la influencia que tiene la música en inglés en el desarrollo de las habilidades de escuchar y hablar en los estudiantes de la Escuela de Idiomas y Lingüística de la Universidad Técnica de Manabí. El marco teórico contiene conceptualizaciones específicas que corresponden a las variables, tanto independiente como es la música en inglés y la dependiente que corresponde a las habilidades de escuchar y hablar. Los objetivos específicos de investigación fueron: Conocer el tipo de estrategias utilizadas por los profesores para desarrollar el aprendizaje del idioma inglés. Identificar los géneros musicales en inglés utilizados para desarrollar la enseñanza. Verificar el nivel de habilidades que tienen los estudiantes para escuchar y hablar la lengua. Y, desarrollar una propuesta de capacitación basada en los resultados obtenidos. La investigación fue experimental, sus métodos fueron; hipotético-deductivo, analítico-descriptivo y estadístico por la aplicación de encuestas y entrevistas como herramientas de recolección. La población involucrada en el estudio fueron 10 docentes y 40 estudiantes, el proceso estadístico se desarrolló en Excel mediante la utilización de tablas y gráficos. Los resultados obtenidos demostraron que los docentes hacen uso de la música para mejorar el aprendizaje de los estudiantes pero no utilizan las técnicas de manera apropiada, lo que ha provocado que el bajo nivel en el desempeño académico en los estudiantes. Por lo expuesto, se debe proporcionar un manual de música en inglés con actividades prácticas para que los maestros y los desarrollen sus conocimientos por el bienestar de la comunidad universitaria.

***PALABRAS CLAVES:*** *música en inglés, habilidades, escuchar, hablar, estrategias, enseñanza, aprendizaje, géneros musicales.*

## **8. ABSTRACT**

This work is focused on determining the influence that music in English has in the development of the listening and speaking skills with students of the Languages and Linguistics major of the Universidad Técnica de Manabí. The theoretical framework contains specific conceptualizations that correspond to the variables, both the independent as the music in English is and the dependent one that corresponds to the abilities of listening and speaking. The specific objectives of the research were: To know the type of strategies used by the teachers to develop the English language learning. To identify the most common musical genres in English used to develop their teaching. To check the skill level that the students have to listen and speak the language. And, develop a training proposal based on the results obtained. This research was experimental, its methods were; Hypothetical-deductive, analytical-descriptive and statistical analysis by the application of surveys and interviews as collection tools. The population involved in this study was made of 10 teachers and 40 students, the statistical process was developed in Excel through the use of tables and graphs. The results that we obtained showed that teachers make use of music to improve student learning but they do not use the appropriate techniques, which has caused the low academic performance level in the students. As above mentioned,, a manual of music in English should be provided with practical activities for teachers to develop their knowledge for the well-being of the university community.

**KEY WORDS:** music in English, skills, listening, speaking, strategies, teaching, learning, musical genres.

**1. THEME:**

**MUSIC IN ENGLISH AND ITS INFLUENCE IN THE DEVELOPMENT OF  
THE LISTENING AND SPEAKING SKILLS IN THE STUDENTS OF THE  
LANGUAGES AND LINGUISTICS MAJOR OF THE UNIVERSIDAD  
TÉCNICA DE MANABÍ, PERIOD 2016 - 2017.**

## **2. PROBLEM STATEMENT**

The Languages and Linguistics major of the Universidad Técnica de Manabí has been providing its educational quota for six decades, this is one of the most important reasons for the higher education, as it has promoted professionals with high level of knowledge.

The growth of learning in the classroom of the major of languages has had significant changes in recent generations, with the implementation of strategies for the learning process, but it is noteworthy that there is just a little use of educational resources in the teaching English area.

The Languages and Linguistics major at the Universidad Técnica de Manabí, was created on April 18<sup>th</sup> 1975. It worked in the form of annual approval. Among its founders we find; Mr. Alberto Caicedo, Mr. Héctor Cedeño, Mr. Rafael Cando, Mr. Jose Cobeña Velasquez, Mr. Elias Jazz, Mr. Jose Rivera and Mr. José Luis Figueroa.

In 1981, the Linguistic Donald Lenfest joined the group of teachers, who carried out the first reform of the curriculum of studies with the same type of annual approval, which is maintained until the year 1998, in which it is made at the third Reform Pensum, later the semester model was applied.

In 2006, very important curricular matrix changes were made to incorporate the learning of other languages, such as: French, Italian and Mandarin. In order to enable its graduates to take part of a better systematic study, the language and linguistic major, made fast and innovative changes that were awakening the interest of the students at that time, as an answer for the needs of a world education.

Whereas the teacher is primarily responsible for teaching, this project sought to publicize the causes and consequences that entail the integration of music in English, with the aim of creating a communicative approach among students, through practicing this foreign language.

It has been necessary to create this educational proposal as a preliminary observation, and by developing surveys and interviews, it was found that the use of creative and motivational strategies is scarce. Currently, the classes are being developed with the use of a traditional manual methods but it is not considered the application of listening methods where the students learn to differentiate communication through the listening skill, and in this way can also improve their pronunciation.

For the reasons above mentioned, this investigation came up in order to determine the influence of the use of music in English as a material support, in the increase of managing the skills of this language.

## **2.1. PROBLEM FORMULATION**

Based on what has been established above, the following question is made:  
How does music in English affect as a teaching strategy in the development of the listening and speaking skills at the Languages and Linguistics major at the Universidad Técnica de Manabí?

## **2.2. DEFINITION OF THE PROBLEM**

**FIELD:** Education

**AREA:** Pedagogical

**ASPECT:** Listening and Speaking skills

## **2.3. SPATIAL DEMARCATION**

The research was developed at the major of Languages and Linguistics at Universidad Técnica de Manabí.

### **3. REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETICAL**

## **CHAPTER I**

### **3.1. English music**

Here, it is described English as a teaching strategy, which is a resource that helps the different activities that can be developed in classes, so as to promote the desire to learn and develop both skills: listening and speaking. This will try to be helpful with the purpose to use the language in a better way.

Therefore, the theoretical bases of this qualification work are basically focused on the documents listed below:

González (2012), at the University of Valladolid-Spain, carried out a project on the design of a proposal to teach English through songs as a motivational method, it allowed to cover the demand for learning difficulties presented in the area, it was realized that most students improved their skills in listening, speaking and even communication through language.

This process allowed to demonstrate the advantages of teaching resources to motivate learning in the classroom. In this case, the English subject, belonging to a complex area for the relevance of its content has been considered essential to be enhanced for the future professionals on education and also for new strategies to provide how to teach the language.

In a magazine on research and innovation that was used to get a better teaching, professor Lavall (2012), He showed that education through music is enriched by the experience of learning in general. Since, a small sample of scholars

who improved their learning level by 100% through auditory stimuli, audio and music was evaluated. With the result that these resources in our brain produce faster learning and meaningful. (p.115-125)

For his part, the author explains the importance of using auditory and visual media as motivational methods to wake stimuli of the language area for students, coming to the conclusion, that it could become an important aspect: applying music as a teaching resource.

Mena (2014), a former student at the Universidad Técnica de Ambato, conducted a research on the inclusion of music as a method of teaching and learning. In his study, he got as a result that music has an encouraging influence on getting a new lexicon. That is the reason why part of his outcomes have helped us to create a song book in English, aimed at teachers and make learning a fun and playful activity.

In this scientific contribution we could realize how important is music in the English area, as students often know how to write but not pronounce, they usually have shortcomings when communicating verbally, therefore it is needed for the professors to apply the effective strategies to promote meaningful communication in this foreign language.

With the main goal to learn a language, it is very indispensable for the person who is involved, to demonstrate an attitude of readiness to achieve this goal. However, it could be a little difficult, to get this purpose if the educators refuse to apply the best strategies to get this objective. This is the reason why, the influence of music in English could help to learn the language, since it shows a high percentage of benefits to motivational level and creativity that is needed.

According to Vázquez, Larrañaga, Vigil, & Blanco, (2010), tutors of pedagogy state that:

Music is a language of sounds, rhythms, feelings and emotions that easily integrates with other curriculum areas to become an important resource to gain knowledge. By contrast, it is evident in the current process of teaching, that speaking a different language can become a crucial skill for an academic and professional world. (p.1)

The ability of speaking this international language has become so important that has reinforced the area of teaching and learning academic precepts, that is, this subject should be taught with wisdom, showing educational strategies that inspire the concentration of the students to complement their ability to communicate in an academic environment.

Developed by scientific input Reina, (2010) states that:

Learning a language can be very cumbersome and boring if people do not think and apply motivational teaching tools for students. Music and education are perfect allies if considered an entertaining way for the different cognitive areas. Expanding vocabulary, reinforcing intonation and pronunciation, and also reviewing grammar in a real context are fundamental didactic aspects that would be enriched through musical resources.

The author narrates that music is a fundamental source at the moment to teach the English language, as it provides a comfortable setting resource for students to learn, mainly focused on the auditory, allowing them to adapt themselves to the new words and start speaking it with more fluency.

“The songs are the main teaching resource, since they are considered as school musical activity, and in it a number of aspects such as: sensitivity, emotions, rhythm and tonal education are included.” (Ballesteros, 2010; p. 24, 123, 132)

The application of music is comprised of important factors such as motivation, since this provides a feeling in the listener and develops affection and interaction due to the rhythm. Upon listening to the lyrics of a song, seems an effective way to acquire the language, because the melody provides a suitable technique to integrate both the new vocabulary and the previous mindfulness of the student.

### **3.1.1. Importance of the music in the English language**

Páramo (2009), affirms that:

Music and its methods permeate all the fine arts, because beauty consists in establishing an excellent message with the spiritual existence. The architecture, sculpture, painting, poetry, all of these are art only to the point where they succeed in organizing themselves giving a priori of the musician. (P.7)

Music has been important for English classes, because listening to the lyrics of a song the student learns the language better, as the melody provides a suitable technique to integrate the vocabulary in the student.

### **3.1.2. Objectives of music in English**

Since there is a current demand, with which the schools include the curriculum of learning, the English subject, like the principal axis that is conducting to clear messages to other people. According to Vázquez, Larrañaga, & Vigil, (2010), the following objectives are considered:

- Introduce new vocabulary to the students.
- Acquire the English language through singing.
- Facilitate the phonetic intonation of a speech.
- Use sound structures to develop a musical language.
- Investigate the sounds so as to apply their symbols when necessary.
- Enrich the lexicon of the students with the vocabulary given.
- Motivate the communication experience through the language.

These objectives emphasize that music in English allows us to develop the four skills at the moment to learn English from an early age; therefore, the application of these activities can become a methodological and strategic resource to favor the procedure of teaching and learning.

### **3.1.3. Main genres of music in English**

According to Genre and Music, (2013) the main songs in English are classified in the following genres:

**Rock and Roll:** “Rock and Roll came up in the United States as a one of the favorites musical style in the 1950s.”

**Pop:** “Pop music is one that, for its creation, retains the formal structure of the verse - stanza - verse, executed in a simple, melodic, catchy, and usually assimilable way for the general public.”

**Rap:** “Rap is the main vocals that comes from the hip hop culture; the word rap comes from English, the language in which it means to criticize.”

**Ska:** “The Ska began with a musical style that has its origin in Jamaica, where it flourished during the beginning of the 60s; it also derives mainly from the fusion of American black music with popular Caribbean rhythms.”

**Reggae:** “It is a kind of music of Jamaican origin. The term reggae has been sometimes used extensively to bring up to the greatest of Jamaican rhythms, including ska, dub and rocksteady.”

**Classical music:** “Classicism began to become very famous in the 50s, approximately. Classical music evolved towards an extremely balanced music between harmony and melodic music.”

**Reggaetón:** “Reggaetón is a variant musical genre, that was inclined by hip hop music. Among the peculiarities of reggaetón is its lyrics in Spanish with other languages like English and its influence of other Latin styles like salsa.”

**Salsa:** “It was created by foreign people, from countries such as Cuba, Puerto Rico and the Dominican Republic, who joined some common Latin rhythms, this made with what they gave to deep music with several kinds of percussion instruments.”

For teaching, it has been essential to select a type of music that students like to arouse their interest and at the same time being able to apply some approaches of singing and intonation of any melody in English within the classroom.

### **3.1.4. Contribution of the songs in english**

Some people consider important and necessary to apply some songs in English, as a strategy of teaching the language, since the songs act as vehicles to obtain linguistic objectives which are effectively efficient in the pronunciation of the students.

For this reason, and according to Ortiz (2009), the impact of music at teaching a language is necessary because of the following aspects:

#### **a) Psychological reasons**

- Songs help learning a language a little faster thanks to involuntary repetition.
- Replace the need for affection that learners haven't received at home.
- Use their memories in a short and long term.
- Most of the songs are around us, belonging to our lives.
- We like to listen to our own voice.
- The texts in songs are simple, listening to the songs does not demand much effort on our part, and it has become a relaxing activity.
- They motivate a little more than some classic activities.

#### **b) Pedagogic reasons and methodologies**

Students have fun with games and songs, as they are motivating, encourage the imagination and prepare for later listening to stories, in addition we got these reasons too:

- Add variety to our classes.
- The distance between teacher and students is reduced.

- The communication among students increase, along with the participation by the fact of singing.
- The pace of the lesson is altered and formal instruction is reduced.
- It increases the need to work some more with the language.
- Songs have become a unifying element, acting as builders of a shared culture, by very different communities of people.
- Specific structures of the language such as vocabulary and also pronunciation are practiced.
- Song lyrics also highlight interesting aspects of contemporary culture or earlier cultures.
- Improve listening skills, attention, concentration and aspects related to pronunciation and intonation.
- The abilities of listening-in, attention, and aspects related with the pronunciation of the words and intonation of the sentences get better.

### **3.1.5. Teaching English in the classrooms**

For some schools, the main objective is to promote how to teach second languages, and placing a great meaning on academic reforms. From this perspective, some studies developed in many researches have tried to determine the importance of creating learning strategies as a prime factor for school settings.

The teaching-learning of the English language, are:

- Procedures that facilitate information processing and learning;
- Techniques, responsible for selecting, organizing and regulating cognitive processes so as to deal with with global and specific learning situations.

- Strategies are developed for the learner, planned and consciously employed.
- Sequences of activities that the subject needs to get organized, taught, discovered, and understood.

All this tells us that learning is a set of methods, techniques, and strategies that allow imparting information in the classroom and promoting the students so as to perform better in society.

### **3.1.6. Learning strategies**

A learning strategy “it is a context of combined learning that includes a teaching approach of face-to-face communicative languages, and a non-classroom approach that is intervened by a computational application.” Salinas (2013).

A strategy is a method, mode or form that aims to act as a means for getting some knowledge during the school process. For this reason, it is significant that the instructor uses techniques to have the necessary skills and some motivation and creativity in the school activities.

### **3.1.7. Characteristic to learn strategies**

According to Lima (2012), these characteristics are:

- Promote effective learning.
- Allow sequencing, ordering and work accurately to the contents for a better use.
- Avoid improvisation in class.
- Provide confidence to the people involved (pupil, educator).
- Promote self-confidence.

- Encourage cooperative work.
- Energize the teaching-learning process.
- Favor participation and socialization.
- Prevent the mechanical storage of teaching material.
- Student stops being a receiver so as to become the performer of his own learning, manager of his knowledge.

These characteristics demonstrate that strategies favor the teaching work and also help the development of sequential school activities. In addition, they could strengthen the students to learn through the techniques used.

### **3.1.8. Types of different learning processes**

According to O'Malley and Chamot (2012), both of them consider in their research studies three major kinds of strategies that are measured based on the level or type of learning process”, emphasizing the following:

Metacognitive, Cognitive, and socio-affective process.

**Cognitive:** It is the one that once is limited to specific learning tasks can involve more directly on the manipulation of the material or content.”

**Metacognitive:** It is the one where the student is independent because he needs to plan, monitor and finally evaluate his own learning.

**Socio-affective:** It is related to activities of mediation and interaction with other people.

These types of learning are based on specific, and cognitive strategies because they include organization, deduction, and reasoning and synthesis activities. Metacognitive, because they are based on the evaluation of knowledge. On the other side they are socio-affective because they are based on group work and interaction with an objective of setting ideas.

### **3.1.9. Learning strategies and techniques**

“They are the set of activities that simply use the materials and didactic resources to plan the classes, depending on the needs of the students, with the main goal of making the process of learning a bit more effective.” Salinas (2013)

They are pedagogical resources that allow students to learn according to specific tasks, the educator applies several strategies and techniques to make his class an appropriate time to encourage cooperative learning in students.

According to the above information, the following is considered:

**Techniques:** They are specific activities that are accomplished by students when they learn, it is based on: repetition, underlining, schematics, asking questions, deducing and inducing, among others.

**Strategy:** It is considered as a process of actions to be followed. Therefore, they are always conscious and intentional, aimed at a goal related to learning.

Both tools, the techniques used by teachers and their strategies applied here, are used together, since one matches with the activities and the latter to the sequence that the teacher and the students should follow in the teaching-learning process.

### **3.1.10. Languages Learning Strategies**

According to Bernaus, (2009) states that:

The idea of using strategies to teach a foreign language, comes from research aimed at clarifying what a good apprentice of languages is, what characteristics made one learner more successful than another during their learning process. (P.22)

Agreeing with the author (Bernaus), in the development of his research was discovered that the use of learning strategies allows students to be characterized in the classroom, consequently, it is required to emphasize that the resources employed by the teachers are those that allow awakening their interest and simultaneously motivate the English language teaching.

### **3.1.11. Types of strategies in teaching English**

Two macro-strategies are taken into account here within this classification: “direct learning strategies are those that encompass memorization; That is, specific procedures or activities that help students to systematize language; indirect, with which the student performs unconsciously and that involve the general management of learning.” Gargallo (2009).

Therefore, the following items are contextualized:

### **3.1.12. Direct Strategies**

#### **a) Create mental links:**

- Group or classify the information.
- Associate or elaborate the content.

**b) Use images and sounds**

- Use images on the pictures of the songs.
- Use mental maps.
- Use keywords.
- Represent sounds in phonetic symbols.

**c) Efficient review**

- Review the songs in a structured way.

**d) Strategies of memory stimulation: Do physical activities**

- Associate words with physical responses or feelings.
- Use mechanical techniques to sing.

**e) Cognitive strategies: Practicing**

- Drilling.
- Systematically practice sounds with spelling.
- Recognize and use linguistic formulas and models of words.
- Combining known words into new statements.
- Practice the foreign language in authentic situations.

**f) Receive and transmit messages**

- Get the main idea quickly.
- Use resources to receive and transmit messages.

**g) Analyze and reason**

- To reason deductively the lyrics.
- Analyze expressions to sing.
- Analyze differences among languages.
- Translate, so as to understand the songs.
- Download the songs and lyrics.

**h) Structure the input and output**

- Take notes of the new words.
- Summarize the real message of every song.
- Highlighting the new expressions found.

**i) Inferring**

- Use linguistic cues

**j) Compensation strategies: Overcoming limitations in oral and written production**

- Avoid using the target language.
- Ask for help in Spanish.
- Use gestures or mimicry.
- Avoid communication partially or totally.
- Choose the topic for the conversations presented.
- Simplify or approximate the message of the songs.
- Make up words that do not exist.

**3.1.13. Indirect Strategies:**

**a) Focus on your own learning**

- Examine the learning contents and links with the previous ones.
- Take care of the instructions given.

**b) Plan and organize your own learning**

- Discover how people use a foreign language.
- Organize the ideas.
- Set short and medium term goals.
- Identify the actual goal of linguistic tasks, such as: listening, reading, writing or speaking.
- Take advantages of the chances to use the language.

**c) Metacognitive strategies: Evaluate your own learning**

- Self-correcting
- Self-evaluation

**d) Reduce anxiety**

- Use relaxation, deep breathing and meditation.
- Listen to music.
- Use Laughters.

This group of strategies allows the teacher to promote a timely learning, through an interactive guide of steps, techniques and resources to be used for the execution of tasks at teaching the English language.

## **CHAPTER II**

### **3.2. Listening and speaking skills**

According to Levy D (2009), it is considered that; “If people can not listen carefully, they do not understand; If they do not understand, there will be no good communication”.

This concept tries to explain that the ability of listening in English is developed depending on the strategy used to improve listening comprehension, and that depends on the communication of spoken language. But we must consider that it is complex to learn how to listen, so we must be meticulous in employing an adequate technique.

The learning of this foreign language refers to the awareness of acquiring it as an important means of communication, that is, knowing some phonetic rules and, thinking of each parameter so as to speak fluently and listen to its dialect, all these are part of a process to learn a language by singing.

Therefore, to develop such skills, it should be considered the following hypotheses raised to know the steps of acquisition of the English language:

#### **3.2.1. First hypothesis: The natural order**

“This hypothesis talks about how to get grammatical structures in an expected way. This version does not say that grammar must be taught in the most common order of acquisition.” Castro (2009).

That is to say, many teachers use traditional books and strategies to teach classes by providing a natural teaching, but unlike a more innovative technique, with this method their new knowledge could be acquired slowly.

### **3.2.2. Second Hypothesis: The monitoring**

“The language that has been subconsciously acquired begins its first expressions resulting in fluency, acts such as an editor in circumstances where the pupil has plenty of time to edit, from what he hears.” Castro (2009).

This hypothesis has its base on some grammar rules that belong to the language, where it must be uttered as the examples show. It is written carefully to compose more established sentences.

### **3.2.3. Third hypothesis: The input**

“The input hypothesis has its place in the time in which a language is assimilated, the speed of the ability to speak and listen. This theory indicates that the student learns only when he understands what is expressed.” Castro (2009).

This hypothesis remarks understanding, depending on the time it takes to learn the language, the ability to develop of the skills such as: speaking, listening and writing. This can become feasible because of the strategy the professor uses to teach the content of this language in the classroom.

### **3.2.4. Fourth Hypothesis: The Affective Filter**

“Both motivations: lots of self-confidence and a little anxiety affect the students by increasing or decreasing learning ability, this affective filter has affirmative and negative repercussions on learning the language.” Castro (2009).

It is vital to emphasize that the teacher is the main cause of the development of learning, that is, it depends on the motivational techniques that he uses, and it will guarantee a quality teaching. This is because the student tends to force himself to learn, developing anxiety and shortage of self-confidence in listening and speaking in another language.

### **3.2.5. Acquisition of the English language**

“The concept of acquisition of English is meticulously connected to the concepts of bilingualism and learning of the first language; Then again, this concept was elaborated from different disciplines and with unlike theoretical and methodological approaches.” Cervantes (2009)

When learning a second language like English, interference or transfer of noise may occur. This infers that mistakes can be made when listening and speaking. This is because of the direct influence of the style the phrases are pronounced in English, and how the student processes this information to translate it to his mother tongue.

### **3.2.6. Learning vs. English Language Acquisition**

“The theory of learning a first or a foreign language like English is when the understanding of a real message occurs. The acquisition of this language does not really needs the extensive conscious use of grammatical rules or practice.” Levy D (2009)

Learning English as a foreign language develops slowly and the skills emerge meaningfully after learning how to listen to the language, that is, learning has its base on theories and rules while acquisition occurs naturally through the ear and sight.

### **3.2.7. Factors and incidences produced by teaching English**

It is important to consider that learning English is not an easy task, therefore, the following factors that could influence teaching-learning are mentioned:

- The person can speak very fast.
- Two people can talk all together.
- There could be little concentration on listening the speaker.
- Have no idea of the topic.
- The person uses long and complicated sentences.
- The noise of the academic environment.
- Stress, concern among others.

Factors that have an impact on the teaching-learning process, which the teacher must know with the purpose of avoiding to have lots of errors when teaching foreign language classes.

### **3.2.8. The Benefits of Bilingualism**

“Experts have discovered that those who can speak at least two languages easily perform better on metalinguistic tests than those people who can speak only one language.” McKibbin (2010).

This infers that as the world gets smaller and more internationalized, we are all immersed in bilingual changes and they could be represented as a potential resource for a professional position and even to get a better economy.

### **3.3. Range of the Study**

This project will improve the educational environment on the first level of the Languages and Linguistics major of the Universidad Técnica de Manabí, providing the teacher the appropriate techniques for them to use along with the strategies for teaching-learning English.

This study has based its hypotheses on the type of strategies that the teacher should use, the factors that could be dodged when teaching, the adequate resources to develop several practices, having as primordial the application of some songs in English.

After identifying musical genres, some materials were established to create an appropriate classroom that aroused the concentration of learning, allowing teachers and their students to improve their academic activities effectively.

According to the above mentioned, it will be likely to get a higher quality of education, the level of learning in students, develop adequate skills to listen and speak the language, and finally to enhance the educational values of the Universidad Técnica de Manabí.

## **4. ACHIEVEMENT OF OBJECTIVES**

### **4.1. General objective**

To determine the influence of music in English in the development of the listening and speaking skills in the students of the first semester of the Languages and Linguistics major at the Universidad Técnica de Manabí, in the school year 2016 - 2017.

### **4.2. Specific objectives**

- To investigate the type of strategies used by teachers at the language major to develop their teaching skills.
- To identify the most common musical genres in English that are used to develop the language teaching.
- To get to know the level of skills that students have to listen and speak English.
- To develop a training proposal based on the results obtained in the research process.

## **5. HYPOTHESIS AND DEVELOPMENT OF VARIABLES**

### **5.1. HYPOTHESIS**

#### **5.1.1. General hypothesis**

The influence of music in English will be determined in the development of the listening and speaking skills in the first semester of the students of the Language and Linguistic School of the Universidad Técnica de Manabí, in the school term 2016 - 2017.

#### **5.1.2. Specific Hypothesis**

The type of strategies used by the teachers to develop English language learning will be investigated.

The musical genres in English used to develop the teaching of the English language will be identified.

The level of the development of the skills that the students will have to listen and speak the English language will be known.

A training proposal will be developed based on the results obtained in the research process.

## **5.2.VARIABLES**

### **5.2.1. Independent variable**

Music in English.

### **5.2.2. Dependent variable**

Development of the Listening and speaking skills in the students.

### 5.3. OPERATION OF VARIABLES

#### 5.3.1. Independent Variable: Music in English

**Tabla 1: Operationalization of the independent variable**

Independent variable	Definition	Indicators	Items	Instruments
<b>Music in English</b>	"Music in English as a teaching strategy is a resource that adjusts to the different activities that can be developed in classes, in order to promote the desire to learn and develop auditory and verbal skills to manage the language." Páramo (2009).	<ul style="list-style-type: none"> <li>– Importance.</li> <li>– Objectives.</li> <li>– Several types of music.</li> <li>– Contribution of the songs in the English area.</li> <li>– English language teaching and learning.</li> <li>– Diverse Learning strategies.</li> <li>– Characteristic of learning strategies.</li> <li>– Different types of learning</li> <li>– Learning techniques.</li> <li>– Language learning strategies.</li> <li>– Types of strategies in teaching English.</li> </ul>	<p>What is the importance of music in English in teaching-learning the language?</p> <p>What kind of music is used for teaching English?</p> <p>What kinds of strategies are used to develop listening and speaking skills in English?</p> <p>What are the appropriate techniques to teach English?</p>	<p>Opinion polls – Students</p> <p>Interview – Teachers</p> <p>Observation – Teaching Methods</p>

Note: prepared by the authors

### 5.3.2. Dependent Variable: Listening and speaking skills

**Tabla 2: Operationalization of the dependent variable**

Dependent variable	Definition	Indicators	Items	Instruments
<b>Listening and speaking skills</b>	“The ability of listening in English is developed depending on the strategy used to improve listening comprehension, and that depends on the communication of spoken language. But we must consider that it is complex to learn how to listen, so we must be meticulous in employing an adequate technique in school students.” (Levy,2009)	<ul style="list-style-type: none"> <li>- Hypothesis for developing English listening and speaking skills.</li> <li>- Acquisition of the English language.</li> <li>- Learning of the english language versus English language acquisition.</li> <li>- Factors and incidences of teaching-learning English.</li> <li>-The benefits of bilingualism</li> </ul>	<p>What are the hypotheses that the teacher should apply to develop the ability to listen and speak English in the students?</p> <p>How can you learn the English language?</p> <p>What is the appropriate method of learning to promote the English language?</p> <p>What are the benefits of learning English?</p>	<p>Opinion polls – Students</p> <p>Interview – Teachers</p> <p>Observation – Teaching Methods</p>

Note: prepared by the authors

## **6. DEVELOPMENT OF RESEARCH DESIGN**

### **6.1. Kind of research**

The type of research used for the development of this research is qualitative - quantitative, for having used tools to collect data such as: surveys and interviews, carrying out the process through some methods for instance: Field, analytical, descriptive, Hypothetical, deductive and propositive.

### **6.2. Method**

The methods used in this research are:

**Field:** It is oriented to the practice, within the investigation allowed to go to the place of the facts through the observation and a bank of questions, the problem given in the teaching - learning of the English subject.

**Analytical:** In the investigation, an analysis was presented on the relevant aspects, causes and effects that allowed to carry out this project. In order to improve English teaching strategies.

**Descriptive:** Once the analysis of the case was presented, this method was applied to spell out the problem to be solved by default.

**Hypothetical:** To sketch the research basis of this method, it was presented a hypothesis as an object to support the solution of the problem.

**Deductive:** This method allowed us by developing the conclusions of the investigation, starting from general theories to take this theme as a particular case.

**Propositional:** It was allowed to design a proposal as a solution to the problems found in this research, improving teaching - learning strategies.

### 6.3. Techniques

The techniques used were:

**Surveys:** Aimed at the student population and teachers of the first semester of the language and linguistic school of the Universidad Técnica de Manabí, in order to know the level of learning and the techniques used in the English area.

## 7. DEFINITION AND SELECTION OF SAMPLE

### 7.1. Population

Definition and selection of the sample

The total population of the language and linguistic school of the Technical University of Manabi in the school term 2016 - 2017 comprised of 115 students and 20 teachers, detailed below:

**Table 3: Population and Sample**

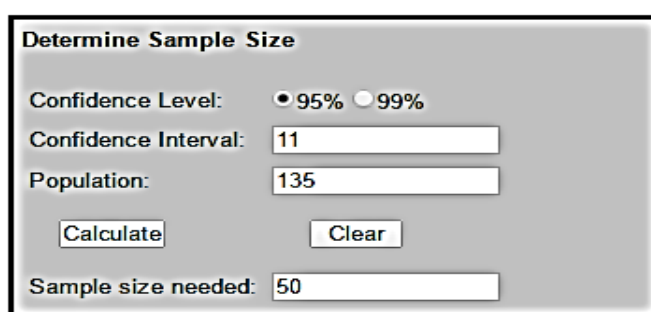
Description	Population
Students	115
Teachers	20
Total	135

**Source:** The investigation

**Produced by:** The authors

## 7.2. Sample

The sample was determined for an amount of 40 students of the first semester of the languages and linguistics major of the Universidad Técnica de Manabí, and 10 teachers. This population was involved in the development of polls and interviews. Determined by the software web: <http://www.surveysystem.com/sscalc.htm#two>.



**Determine Sample Size**

Confidence Level: ☒ 95% ☐ 99%

Confidence Interval:

Population:

Sample size needed:

*Retrieved from: <http://www.surveysystem.com/sscalc.htm#two>*

## 8. DATA COLLECTION

In order to collect the data was necessary to take into account the following tools:

- Student and teachers questionnaire.
- Development of schedule of activities

The following section is a general analysis of the tools of interviews directed to the teachers of the languages and linguistics major of the Universidad Técnica de Manabí.

The survey process was aimed at students and teachers, in order to determine the influence that music in English has in the development of the skills to listen and speak the language, in the first semester students, to contribute to the improvement of the Teaching – learning of the language.

### 8.1. Surveys addressed to teachers

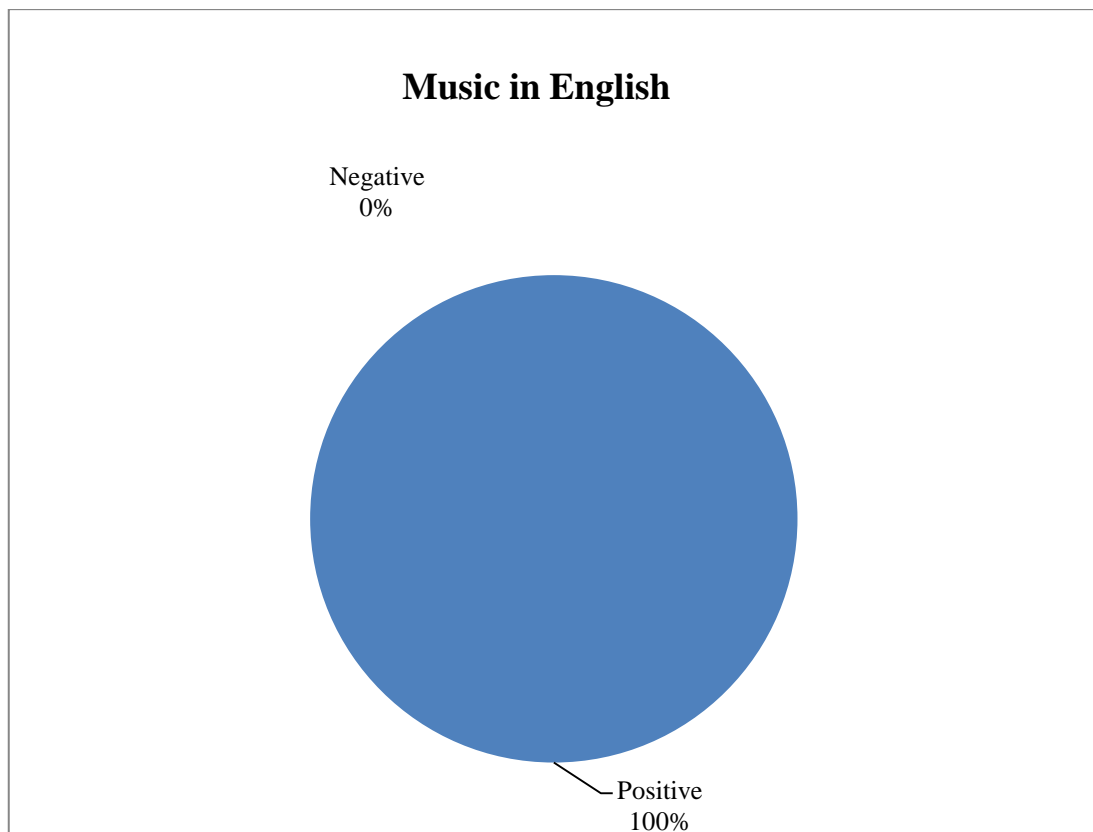
**TABLE 1**

**1) What is your judgment about music in English in the development of the listening and speaking skills?**

*Music in English*

Description	Frequency	Percentage%
Positive	10	100%
Negative	0	0%
<b>Total</b>	10	100%

**Graph 1: Question 1**



**Source:** Teachers of the Languages and Linguistics Major.

**Prepared by:** The authors

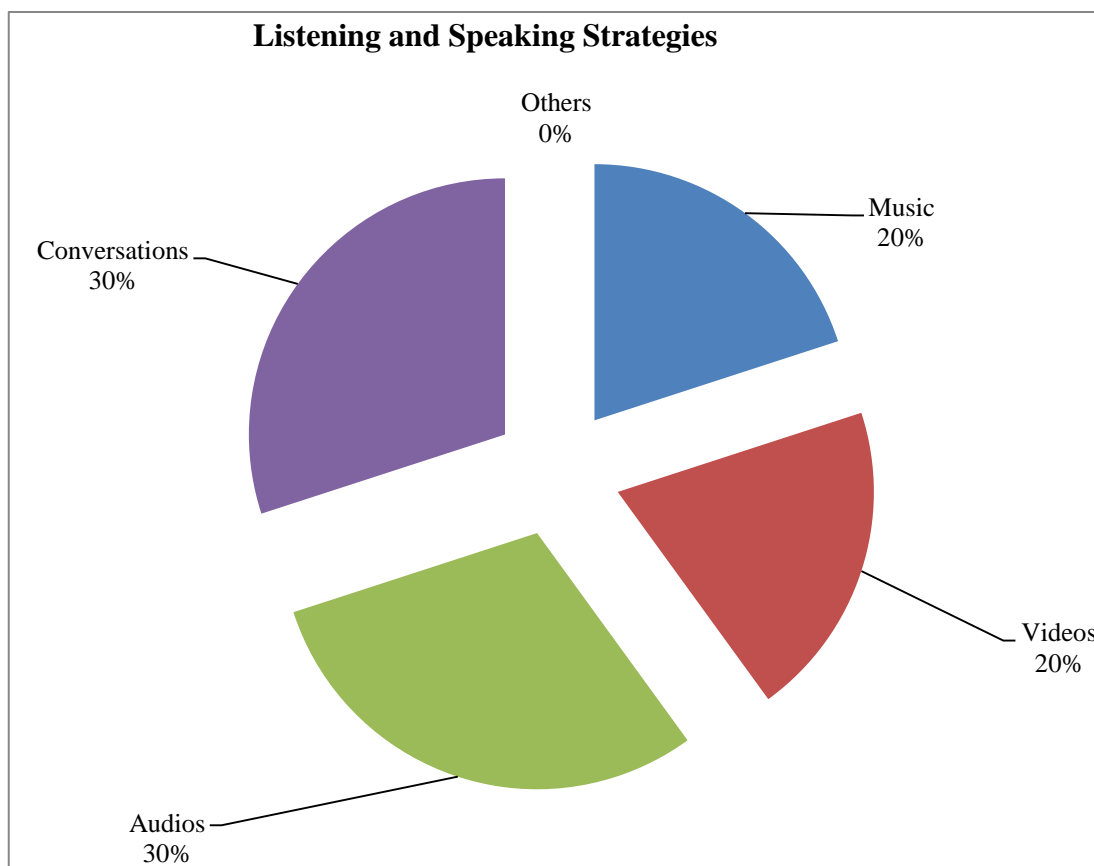
**TABLE 2**

**2) What kind of strategies do you use during the development of the listening and speaking skills during the English language teaching process?**

*Listening and Speaking Strategies*

<b>Description</b>	<b>Frequency</b>	<b>Percentage%</b>
Music	2	20%
Videos	2	20%
Audios	3	30%
Conversations	3	30%
Others	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Graph 2: Question 2**



**Source:** Teachers of the Languages and Linguistics Major.

**Prepared by:** The authors

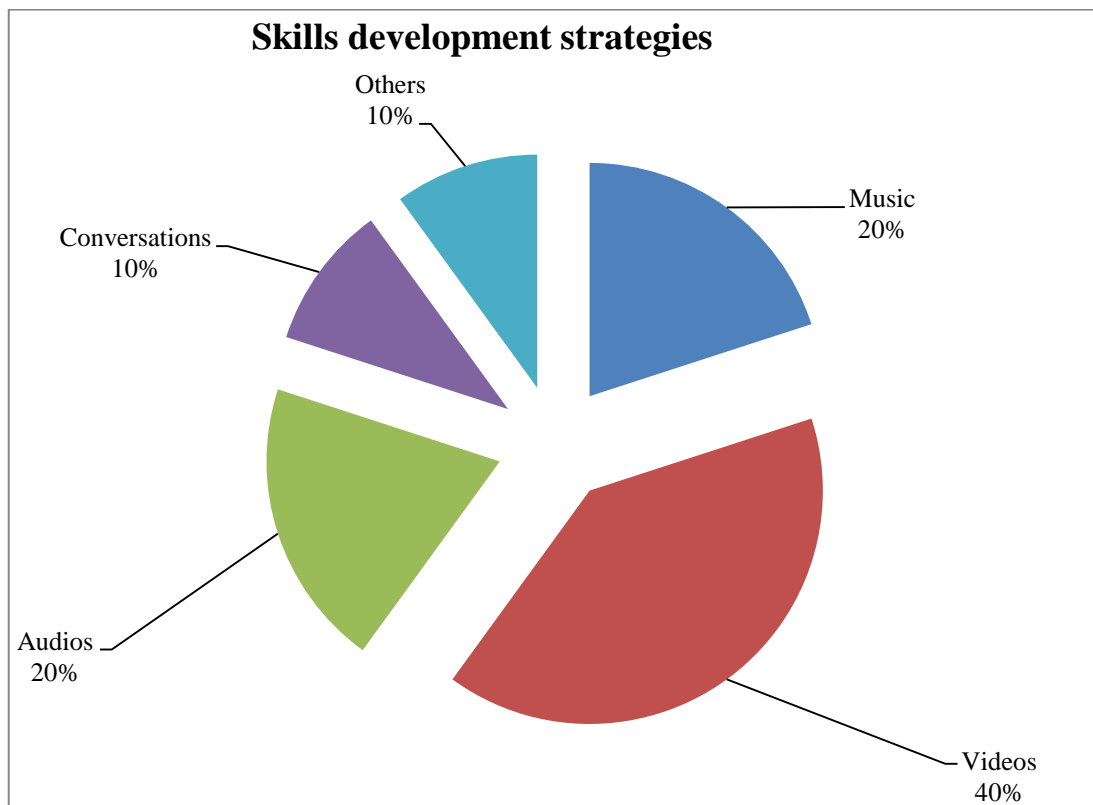
**TABLE 3**

**3) What is the strategy that gives you the best results during the development of the listening and speaking skills?**

*Skills development strategies*

Description	Frequency	Percentage%
Music	2	20%
Videos	4	40%
Audios	2	20%
Conversations	1	10%
Others	1	10%
<b>Total</b>	10	100%

**Graph 3: Question 3**



**Source:** Teachers of the Languages and Linguistics Major.

**Prepared by:** The authors

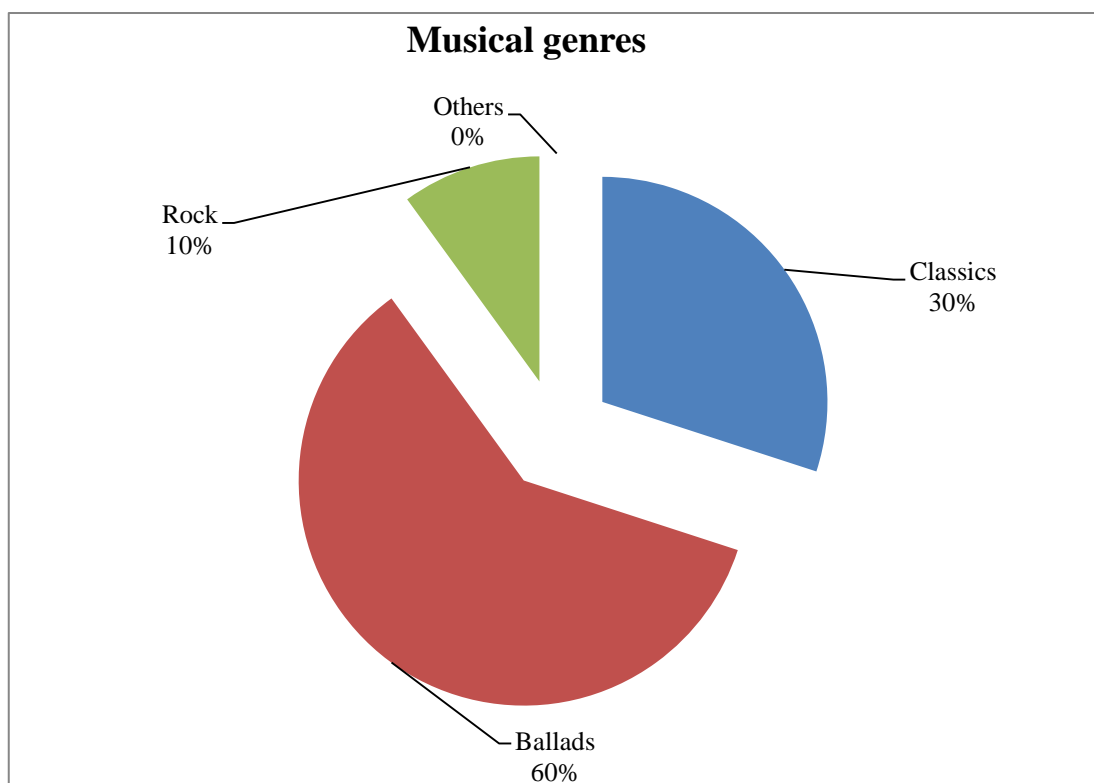
**TABLE 4**

**4) What musical genres do you use to develop the listening and speaking skills?**

*Musical genres*

Description	Frequency	Percentage%
Classics	3	30%
Ballads	6	60%
Rock	1	10%
Others	0	0%
<b>Total</b>	10	100%

**Graph 4: Question 4**



**Source:** Teachers of the Languages and Linguistics Major.

**Prepared by:** The authors

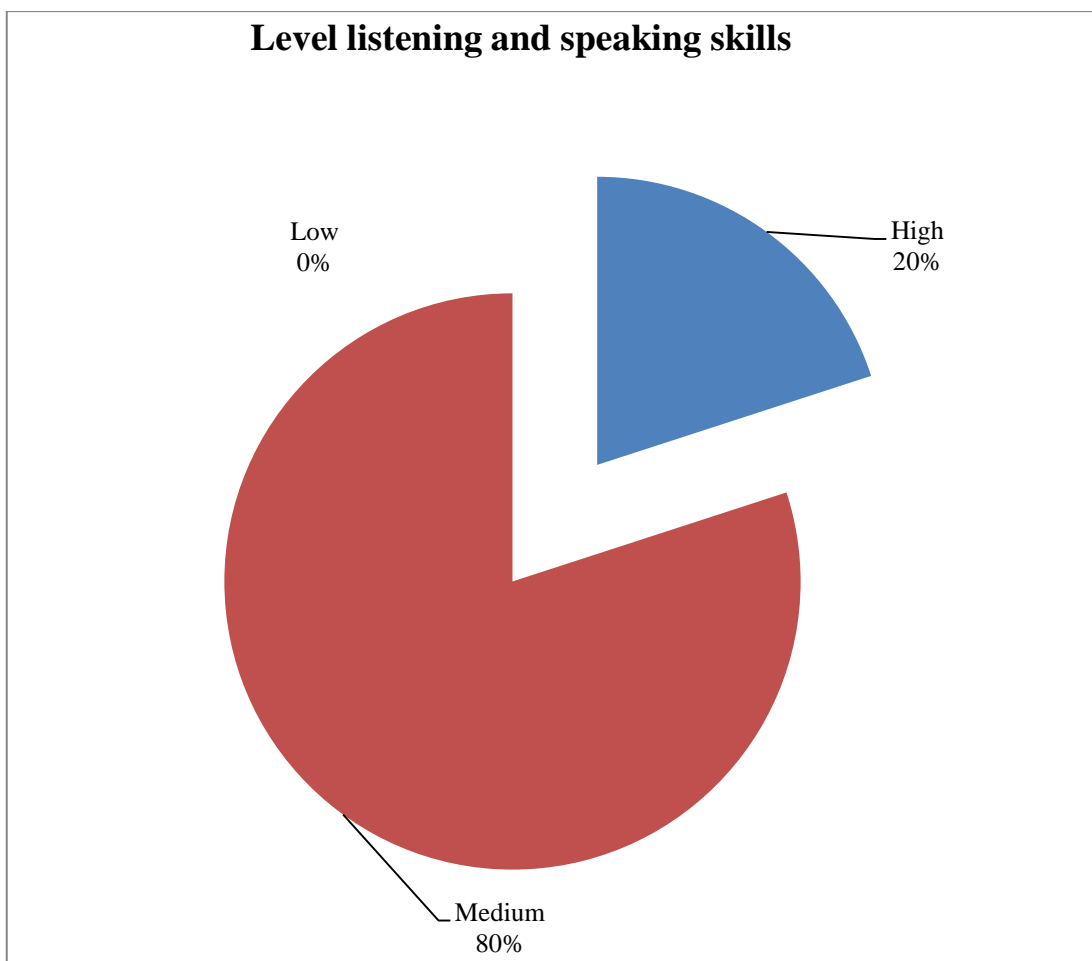
**TABLE 5**

**5) What do you consider is the level of development of listening and speaking skills during the teaching - learning process?**

*Listening and Speaking Skills Level*

Description	Frequency	Percentage%
High	2	20%
Medium	8	80%
Low	0	0%
<b>Total</b>	10	100%

**Graph 5: Question 5**



**Source:** Teachers of the Languages and Linguistics Major.

**Prepared by:** The authors

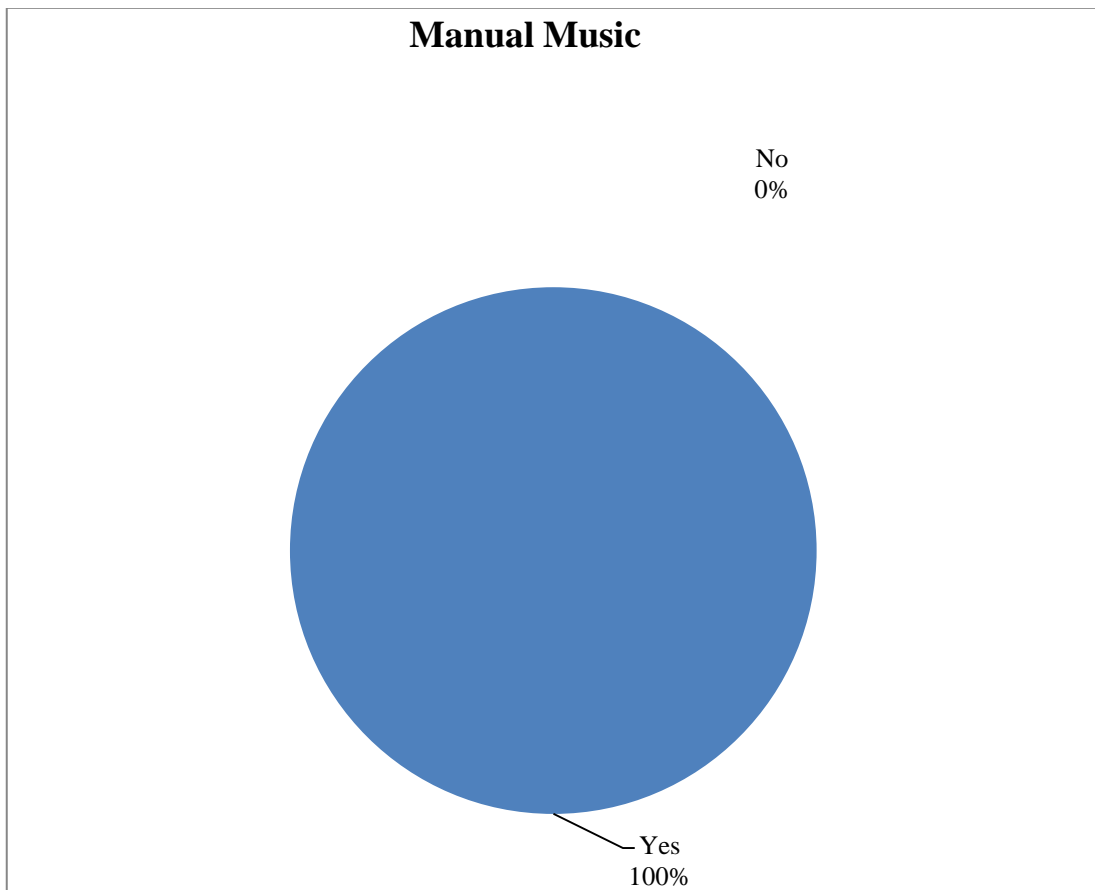
**TABLE 6**

**6) Do you consider it is necessary to create a music manual that encourages the development of the listening and speaking skills?**

*Music Manual*

Description	Frequency	Percentage%
Yes	10	100%
No	0	0%
<b>Total</b>	10	100%

**Graph 6: Question 6**



**Source:** Teachers of the Languages and Linguistics Major.

**Prepared by:** The authors

## 8.2. Surveys addressed to students

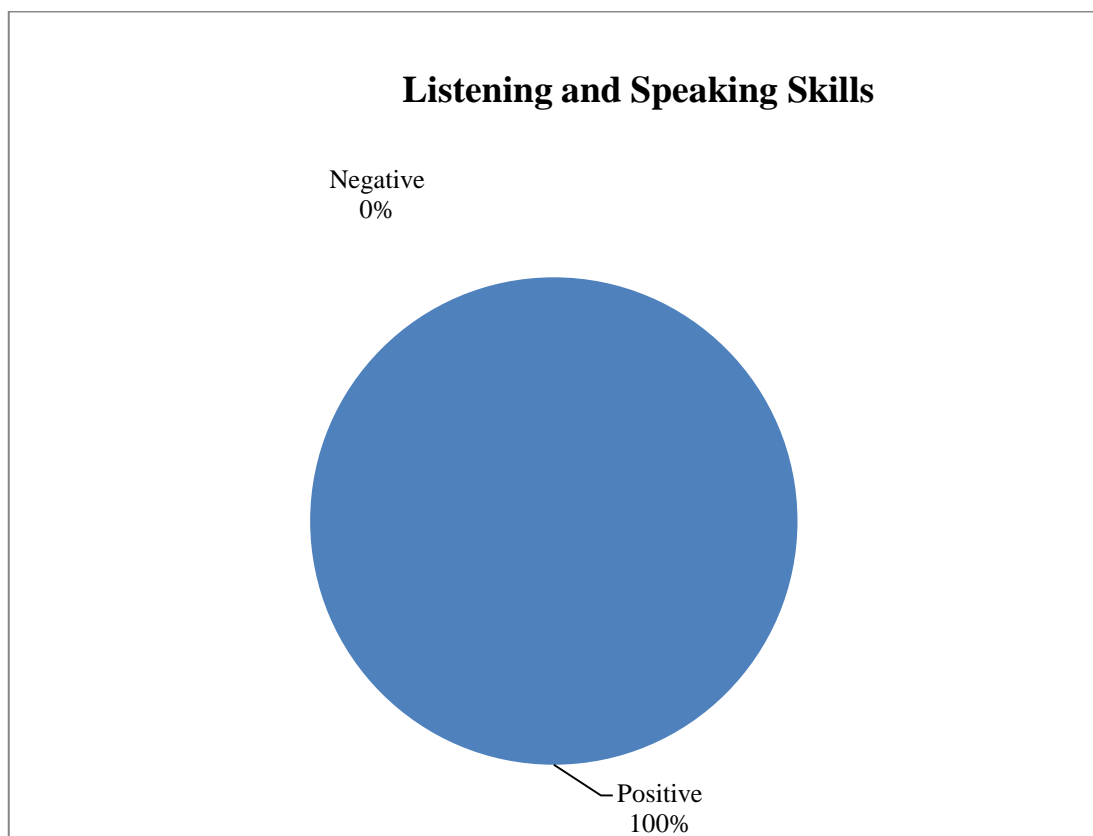
**TABLE 1**

**1) Do you think music helps you to develop the listening and speaking skills during English language learning?**

### *Listening and Speaking Skills*

Description	Frequency	Percentage%
Positive	40	100%
Negative	0	0%
<b>Total</b>	40	100%

**Graph 1: Question 1**



**Source:** Students of the Languages and Linguistics Major.

**Prepared by:** The authors

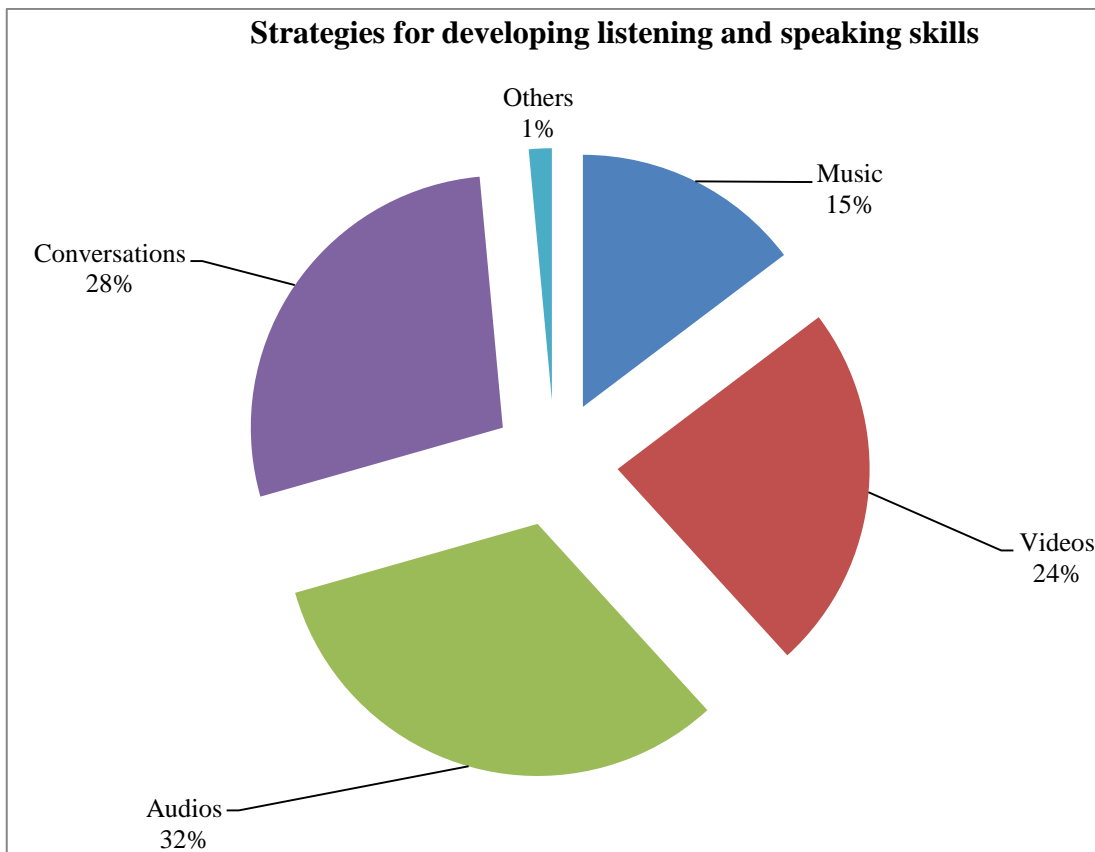
**TABLE 2**

**2) What kind of strategies does your teacher use during the development of the listening and speaking skills in the teaching-learning process of the English language?**

*Strategies for developing the listening and speaking skills*

Description	Frequency	Percentage%
Music	7	15%
Videos	9	24%
Audios	13	33%
Conversations	11	28%
Others	0	0%
<b>Total</b>	40	100%

**Graph 2: Question 2**



**Source:** Students of the Languages and Linguistics Major.

**Prepared by:** The authors

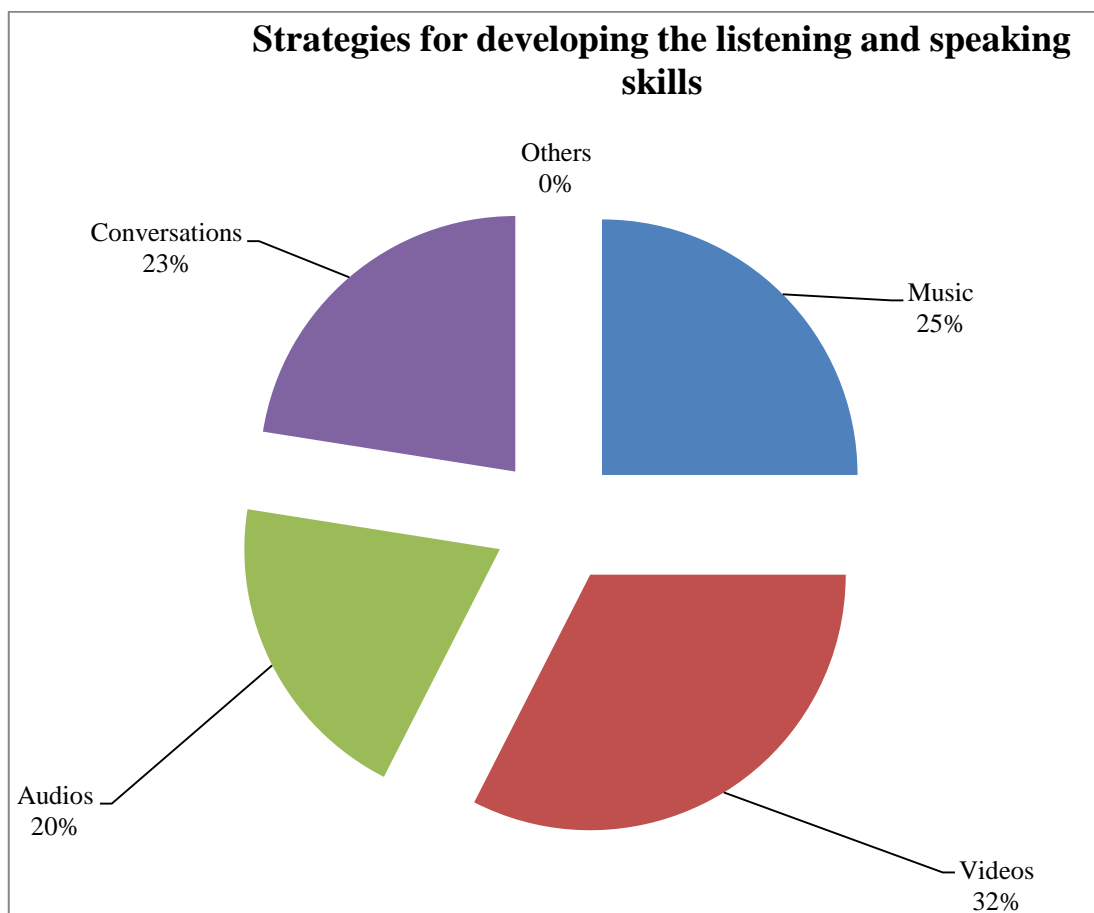
**TABLE 3**

**3) With which of the following strategies do you achieve the best results during the development of the listening and speaking skills?**

*Strategies for developing the listening and speaking skills*

<b>Description</b>	<b>Frequency</b>	<b>Percentage%</b>
Music	10	25%
Videos	13	32%
Audios	8	20%
Conversations	9	23%
Others	0	0%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Graph 3: Question 3**



**Source:** Students of the Languages and Linguistics Major.

**Prepared by:** The authors

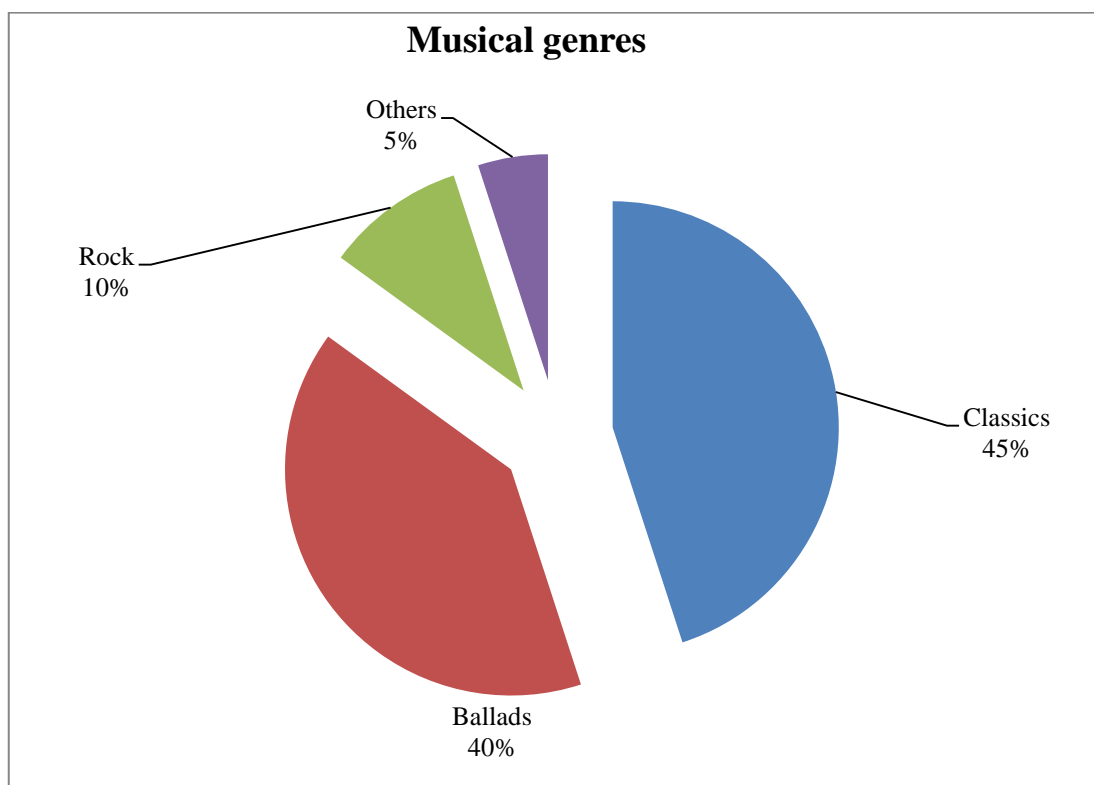
**TABLE 4**

**4) What musical genres does your teacher use to develop the listening and speaking skills?**

*Musical genres*

Description	Frequency	Percentage%
Classics	18	45%
Ballads	16	40%
Rock	4	10%
Others	2	5%
<b>Total</b>	40	100%

**Graph 4: Question 4**



**Source:** Students of the Languages and Linguistics Major.

**Prepared by:** The authors

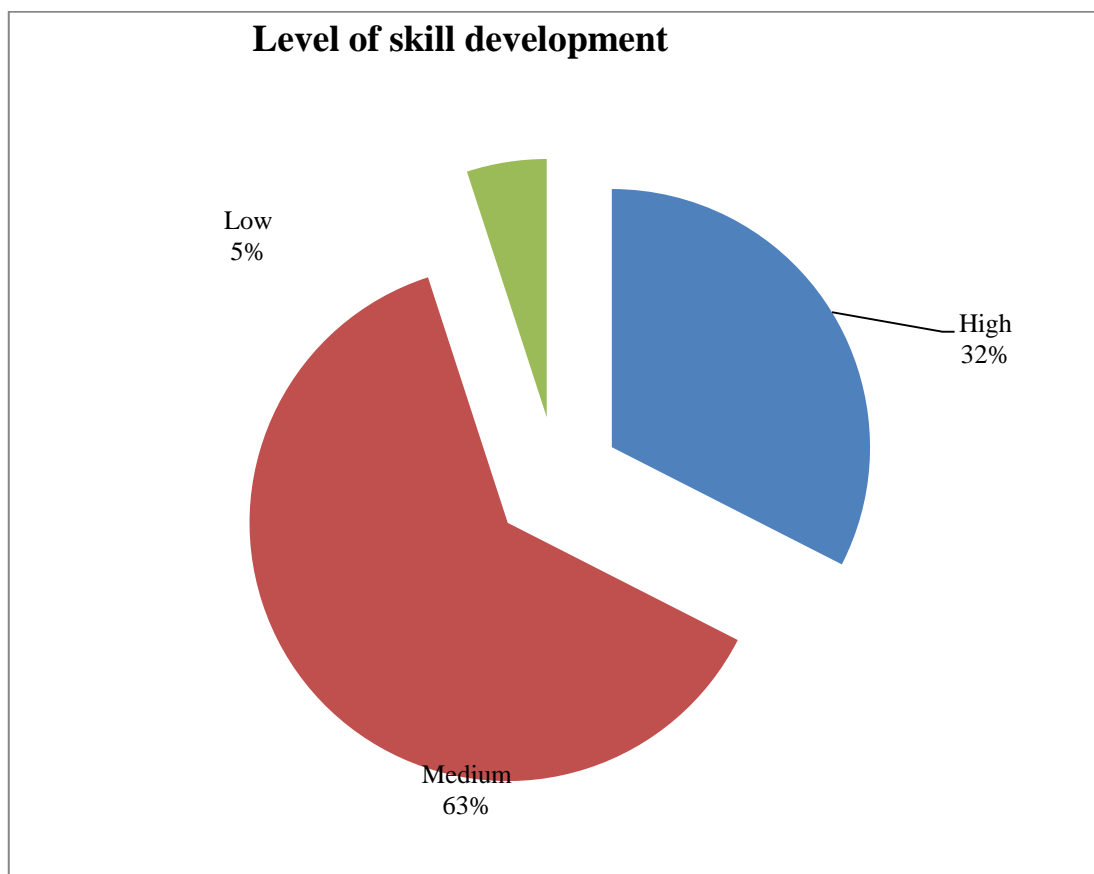
**TABLE 5**

**5) What do you consider to be your level of development of the listening and speaking skills during the teaching-learning process?**

*Level of skill development*

<b>Description</b>	<b>Frequency</b>	<b>Percentage%</b>
High	13	32%
Medium	25	63%
Low	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Graph 5: Question 5**



**Source:** Students of the Languages and Linguistics Major.

**Prepared by:** The authors

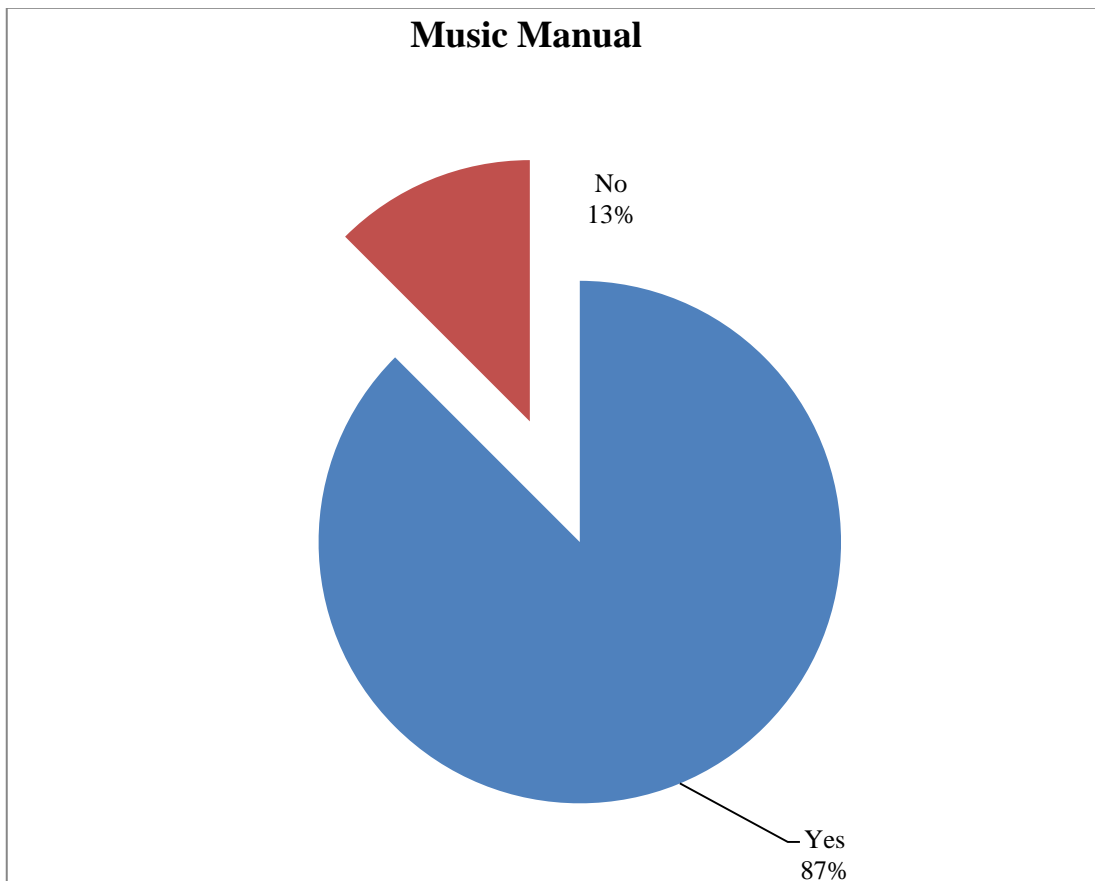
**TABLE 6**

**6) Do you consider it is necessary to create a music manual that encourages the development of the listening and speaking skills?**

**Manual Music**

Description	Frequency	Percentage%
Yes	35	87%
Not	5	13%
<b>Total</b>	40	100%

**Graph 67: Question 6**



**Source:** Students of the Languages and Linguistics Major.

**Prepared by:** The authors

## **9. DATA ANALYSIS**

### **9.1. TEACHER'S SURVEY**

#### **TABLE AND GRAPH 1**

##### **Analysis**

According to the graph, 100% of respondents selected the option "POSITIVE".

##### **Interpretation**

That is to say, the population of teachers surveyed agrees that English music is a very important resource in the development of the listening and speaking skills.

#### **TABLE AND GRAPH 2**

##### **Analysis**

According to the tabulated values, it is assumed that people use 20% of music, 2% of videos, 30% of audios, 30% of conversations and 0% for other options.

##### **Interpretation**

In analysis it can be demonstrated that audio and video strategies are frequent, so within the strategies used, visual and auditory stimulation are considered as tools to develop the English learning skills.

#### **TABLE AND GRAPH 3**

##### **Analysis**

In this question, it was obtained that 20% is for the music option, 40% is for videos, 20% is for audios, 10% belongs to conversations and 10% is for other options.

### **Interpretation**

This means that the strategy used by teachers, which provides better results, is the video option. Therefore, it is feasible to include music at the moment to learn English, as it will stimulate the senses to listen and speak the language.

## **TABLE AND GRAPH 4**

### **Analysis**

According to the graph 30% of respondents use classical music in English language teaching, 60% ballads, just 10% used rock music and 0% for others.

### **Interpretation**

That is, teachers make use of music for teaching English and consider certain genres as primordial to awaken the learning of their student interest.

## **TABLE AND GRAPH 5**

### **Analysis**

Interpreting the previous graph, it is possible to see that 20% of the students have a high level of the listening and speaking skills, 80% just manage a medium level and fortunately 0% with low level.

### **Interpretation**

This shows that in the Languages major of the UTM, there is a good teaching of the language; therefore, it is important to innovate teaching strategies to enhance the knowledge of the students.

## **TABLE AND GRAPH 6**

### **Analysis**

According to the statistical chart 100% of the respondents agree on obtaining a music manual.

### **Interpretation**

According to this research, it is necessary for the university and students to have sophisticated tools for language teaching, therefore, once the research process has been completed, it has been proposed to develop a manual of music with its lyrics to facilitate the reading the English language for the first semester students.

## **9.2. STUDENTS' SURVEY**

### **TABLE AND GRAPH 1**

#### **Analysis**

According to statistical data, the students surveyed answered 100% for the “Yes” option and just 0% for the “No” option.

#### **Interpretation**

Music in English is an important instrument that contributes significantly to the development of skills for Listening and speaking the foreign language.

### **TABLE AND GRAPH 2**

#### **Analysis**

Graph results show that among the strategies the teacher's use 15% is for the music option, 24% for videos, 33% for audios, 28% is for conversations and just 0% for others.

#### **Interpretation**

It is proven that English learning strategies predominate in conversations and audios, but also it is important to innovate other teaching methods, including music in English as a technique to stimulate the knowledge of the students.

### **TABLE AND GRAPH 3**

#### **Analysis**

In the graph, it is observed that 25% belongs to the music option, 32% is for videos, 20% for audios, 23% for conversations and finally 0% for others.

### **Interpretation**

These results indicate that strategies for the development of the listening and speaking skills in English are not used as a primordial technique, and because it is an important instrument, it would be feasible to include it in the curriculum planning.

## **TABLE AND GRAPH 4**

### **Analysis**

The statistical results highlight that the genres used by teachers are: 45% for classical music, 40% for ballads, 10% Rock and only 5% for others.

### **Interpretation**

That is to say, classical music is one of the most used genres for teaching, but it should be stressed that it is important to include some other types of music audios to stimulate meaningful learning.

## **TABLE AND GRAPH 5**

### **Analysis**

According to the results of the graph, 32% of students have a high level of skills, 63% average level and only 5% A low level.

### **Interpretation**

It is important to improve learning strategies, because it is necessary for students to exceed educational levels, with a high level of the listening and speaking skills, as one of the potential icons for the academic quality of the major.

## **TABLE AND GRAPH 6**

### **Analysis**

The results show that 13% of the surveyed students do not agree with the implementation of a music manual but on the other side 87% say “Yes” to the proposal.

### **Interpretation**

That is to say, it is necessary for students to have this tool, which will serve as a technique for learning English.

## **10. ELABORATION OF RESULT REPORT**

### **10.1. ACHIEVEMENT OF OBJECTIVES**

According to the results of the investigation, the verification and the scope, the following objectives are carried out:

General objective. To determine the influence of music in English in the development of the listening and speaking skills of the first semester students of the Language and Linguistic School of the Universidad Técnica de Manabí in the school term 2016 - 2017.

The scope of this objective was measured in question No. 1 of the surveys aimed at both teachers and students. As a positive response, music in English has a significant influence for teaching and learning the English language, as it facilitates the ability to speak and listen.

Objective N ° 1. Investigate the type of strategies teachers use to develop the English language learning.

This aim is based on questions 2 and 3 of the surveys aimed at teachers and students, with the following questions: What kind of strategies do you use during the development of the listening and speaking skills during the teaching process of the English language?; And, What kind of strategies do your teachers use during the development of the listening and speaking skills in the teaching-learning process of the English language?

It was obtained that, music in English is a very important factor that allows the teacher to facilitate the teaching tasks and in the students to develop logical and practical skills when listening and speaking English, regarding the most used strategies are found; Music, videos, audios and conversations, tools that can work as support for teaching.

Objective # 2. Identify musical genres used to develop English language teaching. Based on questions No. 4 of the surveys; what musical genres do you use to develop the speaking and listening skills? And, what musical genres do your teachers use to develop the speaking and listening skills?

Among the genres of music that are considered by teachers at the moment to teach are; Classic, ballads and rock music. That is to say, teachers make use of music in English, having as primary objective to enhance the level of skills and abilities in all their students to listen and speak the language.

Objective No. 3. Get to know the level of skills that students have to listen and speak the English language. This answer was verified in question No. 5; What do you consider to be the level of development of the listening and speaking skills during the learning process?; And, What do you consider to be your level of development of the listening and speaking skills during the teaching-learning process?

The responses given by both, students and teachers were strong, resulting in the medium level, it is necessary to improve teaching strategies to enhance the proposed academic objective.

Objective N ° 4. Elaborate a formative proposal based on the results obtained in the research process.

It is based on Question No. 6: Do you consider it is necessary to create a music manual that encourages the development of the listening and speaking skills? And, Do you consider it is necessary to create a music manual that encourages the development of the listening and speaking skills?

This goal was fundamental since most of the population who were surveyed agreed on the need to implement a tool for the English language teaching and learning, specifically an English language manual for developing the skills of listening and speaking. Therefore, in the present project the general factors for the design of this proposal have been established.

## **10.2. CONCLUSIONS AND RECOMMENDATIONS**

### **10.2.1. CONCLUSIONS**

After culminating with the research process, the following conclusions are made:

1. Music in English has a positive influence in the development of listening and speaking skills.
2. The types of strategies used during the development of listening and speaking skills during the teaching learning process are: Audios, conversations videos and music.
3. Music is the least developed strategy during the development of listening and speaking skills.
4. The musical genres used to develop English language teaching currently are: Classics, Ballads, Rock, among others.
5. The level of ability of students who have been able to hear and speak English is medium due to the low use of music in the area of language teaching.
6. The training proposal is based on the design of an English-language music manual to carry out a timely teaching-learning process in the classroom.

### **10.2.2. RECOMMENDATIONS**

Therefore, the following recommendations are recommended:

1. It is important to include music in English to develop reading and listening skills in students.
2. Innovate teaching strategies to promote a comprehensive learning of the English language.
3. Use English music as pedagogical resources to enhance students' listening and speaking skills.
4. To apply musical activities in the teaching of English of genres recognized as ballads, rock and classical since for their ease of pronunciation they enhance the abilities to listen and speak.
5. Improve the level of oral and listening comprehension of the English language through new teaching strategies using music genres.
6. Make use of the educational proposal so that it is possible to enhance the knowledge, skills and comprehension as much oral, auditory and written of the English language.

## 7. THE PROPOSAL



**ENGLISH MUSIC**

**ACTIVITIES**

**FOR**

**TEACHING - LEARNING**



## INTRODUCTION

The present musical album is characterized by contributing significantly to the educational community of the Language and Linguistic School of the Universidad Técnica de Manabí. In order to provide support material for the teachers in the classes of the foreign language, English.

It is important to note that this material has been developed by students of the language and linguistic major to provide an educational contingent in the teaching-learning area. It is a material designed with music of the main kinds of genres and with development activities for students. The purpose is to provide and promote the innovation of teaching strategies to stimulate the abilities to listen and speak the language.

One of the fundamental aspects of education is to provide quality and knowledge to the learning community. As professionals and educators it is essential to share a teaching based on ethical values, good practices, substantial knowledge and scientific object.

Helping to society of professionals with the inclusion of conforming and capable entities in the world of work. That is to say, that the Universidad Técnica de Manabí must reach the high educational indexes, promoting the success of competent and useful teachers to conform the educational ministries in an effective and efficient way.

To conclude this section, the proposal is based on the written presentation of music in English, with activities to complete, as well as academic support for teachers to guide the teaching process and at the same time, students can develop their skills to listen and speak the language with naturalness.





## JUSTIFICATION

This project is justified by the need to improve the learning strategies of the semesters of the Faculty of Languages of the Technical University of Manabí.

The importance of the proposal is based on the use of music as a teaching-learning strategy to enhance students' knowledge, with the implementation of the same is intended to awaken skills and listening skills in students through the stimulation provided by the melody.

Students will be able to improve their academic performance in the area of English, since learning to listen and speak the foreign language will contribute significantly in the standard of professional competences.

## OBJETIVE

To include in the academic schema of learning new forms of teaching with the use of music to enhance the abilities to listen and speak fluently and comprehension.



# ACTIVITIES

## ACTIVITY #1

### LISTENING COMPREHENSION



Auditory understanding provides basic elements for language acquisition and allows students to interact in oral communication. This technique contributes directly to the understanding and memory of the information being heard.

**OBJECTIVE:** To understand orally transmitted messages and complete written theory according to what is heard.

**RESOURCES:**

- Audio reads CD

### LEARNING COMPETENCES

- Perceives and discriminates sounds in the spoken chain. *f*
- Extrapolate the written form from the sounds. *f*
- Recognize the stressed or stressed syllable. *f*
- Perceives and discriminates isolated words in the spoken chain. *f*
- Discriminates phonetic variations (assimilations, reductions, elision, among others). *f*
- Distinguish boundaries and pauses between words. *f*
- Recognizes words. *f*
- Identify full words (verbs, names, adjectives) and groups of words (eg, I do not know). *f*
- Detects parts that constitute a sentence through pauses and intonation groups.
- Identify the value of suprasegmental traits (intonation, rhythm). *f*

## DEVELOPMENT

Decoding processes provide the listener with literal information, which normally does not correspond to the speaker's intent. The listener should use external information to complete the written theory with the least amount of inaccuracies. The degree of comprehension of the message will depend to a great extent on the effectiveness with which the listener handles the information he has extracted from the text read and must relate it to the one obtained from the context and from his previous knowledge to complete the missing sentences.

### TOPIC: AUDIO READINGS

**Reading:** *Not All Carrots Are Orange*

**Listen to the audio and complete the boxes.**

This is the VOA Special English Agriculture Report.

Carrots are grown on  and in family gardens throughout the world. Carrots are easy to raise and easy to harvest. They taste good. And they contain a lot of carotene, which the body makes into vitamin A.

When people think of carrots, they usually picture in their mind a vegetable that is long, thin and orange in color. But carrots come in many different  and shapes. And not all carrots are orange.

For example, Paris Market carrots are about five centimeters around. Imperator carrots are thin and about twenty-five centimeters long. And Belgian White carrots are, as their  suggests, white.

For the best results, carrots should be grown in sandy soil that does not hold  for a long time. The soil also should have no rocks.

To prepare your carrot garden, dig up the soil, loosen it and turn it over. Then, mix in some plant material or  fertilizer.

Weather, soil conditions and age will affect the way carrots taste. Experts say warm days, cool  and a medium soil temperature are the best conditions for growing carrots that taste great.

Carrots need  to develop their full sugar content. This gives them their taste. If they are harvested too early, they will not have enough sugar. But carrots lose their sweetness if you wait too long to pull them from the ground.

The best way to judge if a carrot is ready to be harvested is by its color. Usually, the  the color, the better the taste.

Most people do not know that carrots can be grown during the winter months. If the winter is not cold enough to freeze the ground, you can grow and harvest carrots the same way as during the  months.

If the ground does freeze in your part of the world, simply cover your carrot garden with a  layer of leaves or straw. This will prevent the ground from freezing. You can remove the ground cover and harvest the carrots as they are needed.

Carrots are prepared and eaten many different ways. They are cut in thin pieces and added to other vegetables. They are cooked by themselves or added to . Or, once they are washed, they are eaten just as they come out of the .

And that's the VOA Special English Agriculture Report. For more agricultural advice, along with transcripts and archives of our reports, go to [voaspecialenglish.com](http://voaspecialenglish.com). And our e-mail address is [special@voanews.com](mailto:special@voanews.com). I'm Steve Ember.

VOCABULARY	MEANING
Agriculture	Agronomics, agronomy, cultivation, culture, farming, husbandry, tillage. Es. Agricultura.
Carrots	The long tapering orange root of this plant, eaten as a vegetable. Es. Zanahorias.
Vegetable	A plant that you eat, for example a potato, onion. Es. Vegetal.
Orange	Being a colour that is a mixture of red and yellow. Es. Naranja.
Market	A place where people go to buy or sell things, often outside. Es. Mercado.
Centimeters	A unit of measurement of length equal to 0.01 meter or 0.39 inch. Es. Centímetros
Garden	An area of ground next to a house, often with grass, flowers, or trees. Es. Jardín.
Temperature	How hot or cold something is. Es. Temperatura
Harvested	The job of cutting and collecting crops from fields. Es. Cosecha.
Freeze	If something freezes, it becomes hard and solid because it is very cold. Es. Congelar.
Cooked	Not raw. Es. Cocido.
Transcripts	An exact written copy of something. Es. Transcripciones.

## ACTIVITY #2

### LISTENING COMPREHENSION



When using verbs one must know how and when to use different verb tenses:

- 1.) **Present Continuos:** Verb to be + verb in gerund. Used for an action that is occurring at this time.
- 2.) **Simple Present.** Used to express habitual actions.
- 3.) **Simple Past.** Used to express completed actions.
- 4.) **Past Continous.** Verb to be / to be in past - was / were + gerund. It is used to express when someone was in the middle of doing something at any given time.
- 5.) **Present Perfect.** Use the auxiliaries Have / Has + verb participle. It is used for a recent action, a connection with now. Past action has a result with the now and is not mentioned when the action occurred. Adverbs are used in this verb tense "already, yet, for, just y since"
- 6.) **Present Perfect Continuous.** Use auxiliaries Have / Has + been + gerund. It is used for an action that began in the past and is still continuing.
- 7.) **Passive.** Use the verb to be or to be + participle of the verb. When using the passive, the "Who" or the "Who" is not so important in the sentence.

**OBJECTIVE:** To understand the audio and discriminate verbs in simple past.

#### **RESOURCES:**

- Audio reads CD

#### **LEARNING COMPETENCES**

- Discriminate verbs in simple past. *f*
- Improve general reading comprehension. *f*
- Develop the ability to abstract and relate elements of different texts. *f*
- Improve general listening comprehension. *f*
- Develop the ability to abstract key elements in speeches and conversations. *f*
- Increase fluency and ease of expression when speaking English. *f*

- Apply the bases and structures for different formats of academic presentations.
- Improve writing in English. *f*
- Apply the bases and structures for different formats of academic texts. *f*

## DEVELOPMENT

In this exercise you can practice the correct use of verbs. Read the sentences carefully and complete the boxes with the Simple Past form of the verbs in parentheses.

### TOPIC: VERB TENSES

#### Reading: Simple Past

1. In twenty years' time I (be)  45 years old.
2. I usually (get)  up at 7 o'clock, but tomorrow I (get)  up at 9.
3. Christmas (be)  on a Thursday next year.
4. Jack (like)  going dancing. Last week he (go)  to a disco and (spend)  four hours there.
5. Andrew (fly)  to Europe next month. He (stay)  there three months. After that, he (come)  back to our country.
6. Charles (look)  just like his father. When he was a child, he (have)  brown hair too. That means that when he is 59, he (be)  bald too!
7. Bye for now. I (see)  you in two weeks' time.

### EXERCISES

1. Yesterday my father (go) to work by car.
2. This morning I (have) a shower.
3. My sister (not clean) her room on Saturday.
4. The birds (fly) over our heads.
5. Last week my family (not buy) a new table for the dining room.
6. The other day, I (lose) my math's book.
7. I (tell) my mother a lie.
8. We (hear) a terrible sound outside last night.
9. (you see) football match Tuesday night?
10. Pau (drink) a litre of Coke for lunch yesterday.

**AMAZING**  
**by Aerosmith**

**Listen to the music and complete the boxes.**

I kept the right ones out,  
And let the wrong ones in.

Had an angel of

To see me through all my .

There were times in my life

When I was going insane,

Trying to walk through

The .

When I lost my ,

And I hit the floor,

Yeah, I thought I could ,

But couldn't get out the door.

I was so sick and tired

Of living a .

I was wishing that

I would die.

[Chorus:]

It's amazing,

With the  of an eye

You finally see the light.

It's amazing,

When the moment arrives

That you know you'll be alright.

It's amazing,

And I'm saying a

For the desperate hearts tonight.

That one last

Is a permanent vacation.

And how high can you fly

With broken  ?

Life is a journey,

Not a ,

And I just can't tell,

Just what tomorrow brings.

You have to learn to ,

Before you learn to walk.

But I just couldn't listen

To all that  talk.

I was out on the street,

Just trying to survive,

to stay

Alive.

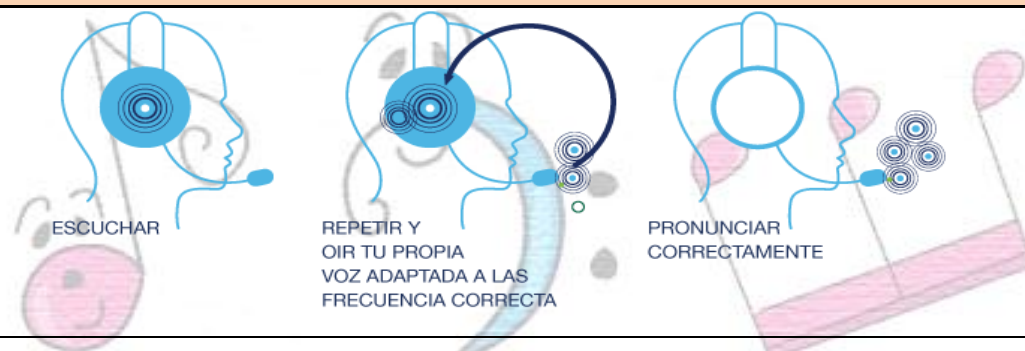
[Chorus]

VOCABULARY	MEANING
<b>Amazing</b>	Causing great surprise or wonder; astonishing.
<b>Right</b>	Do it like this. Right?
<b>Wrong</b>	Cot correct or true.
<b>To keep somebody out</b>	Don't admire to some one.
<b>To let somebody in</b>	Let to some one in.
<b>Mercy</b>	Compassion or forgiveness shown toward someone whom it is within one's power to punish or harm.
<b>Sin</b>	An immoral act considered to be a transgression against divine law..

<b>To go insane</b>	Person who does not know what to do.
<b>Pain</b>	Physical suffering or discomfort caused by illness or injury.
<b>To hit</b>	Bring one's hand or a tool or weapon into contact with (someone or something) quickly and forcefully..
<b>To leave</b>	Go away from.
<b>To be sick and tired of something/somebody</b>	Being sick of something / someone.
<b>Lie</b>	An intentionally false statement.
<b>To wish something</b>	A desire or hope for something to happen
<b>To die</b>	(Of a person, animal, or plant) stop living.
<b>Blink</b>	Shut and open the eyes quickly..
<b>Prayer</b>	A solemn request for help or expression of thanks addressed to God or an object of worship
<b>Wing</b>	Any of a number of specialized paired appendages that enable some animals to fly, in particular.
<b>To crawl</b>	(of a person) move forward on the hands and knees or by dragging the body close to the ground.
<b>Righteous</b>	(Of a person or conduct) morally right or justifiable; virtuous.
<b>To scratch</b>	A mark or wound made by scratching
<b>To stay alive</b>	To, stay, alive, to stay, stay alive

## ACTIVITY #3

### LISTENING COMPREHENSION



#### “ Simple past” vs “Present perfect”

- a) **Simple past.** Action that was developed and finalized in the past, without giving any information on what has been its repercussion in the present time.
- b) **Presente Perfect.** Action that began in the past and still continues to develop.

**OBJECTIVE:** To understand the audio and discriminate verbs in simple past and present perfect.

#### RESOURCES:

- Audio reads CD

#### LEARNING COMPETENCES

- Become familiar with the processes that occur in the performance of listening comprehension skills.
- Recognize the difficulties of the different stages of information processing.
- Identify strategies that can help overcome the difficulties identified.
- Propose activities that take into account these processes, difficulties and support strategies to encourage the development of oral comprehension of learners..

#### DEVELOPMENT

Complete the boxes using the verb in parentheses in Present Perfect o Simple Past.

#### TOPIC: VERB TENSES

#### Reading: “ Simple past” vs “Present perfect”

1. Jane (stay)  at home yesterday.
2. Your letter (arrive)  two days ago.
3. I (live)  here for ten years.
4. Last week we (go)  to the cinema.
5. The game (start) . They are playing now.
6. I (phone)  you at five and you weren't there.

7. I (lose)  my watch, I can't find it.
8. Last month Sarah (travel)  to Italy.
9. I (work)  all day and now I'm tired.
10. We (buy)  a new house last week.

**EVERY TIME**  
**by Britney Spears**

**Listen to the audio and complete the boxes.**

Notice me, take my .

Why are we strangers when

Our love is  ?

Why carry on without me?

Our love was ,

Why carry on without me?

*[Chorus:]*

Every time I try to fly I fall.

Without my wings, I feel

so .

I guess I need you, baby.

And every time I see you in

my .

I see your , it's haunting

me.

I guess I need you, baby.

I make believe

That you are here.

It's the only way

I see .

What have I done?

You seem to move on  ...

*[Chorus]*

I may have made it rain, baby.

Please forgive .

But my weakness caused you pain.

And this song's  sorry.

Oh...

At night I pray

That soon your  will fade away.

*[Chorus]*

**VOCABULARY**

**MEANING**

**to notice something**

Become fully aware of (something) as a fact; understand clearly

**to carry on**

Continue, conduct, act up

**to haunt**

(Of a ghost) manifest itself at (a place) regularly.

**to move on**

Advance, progress, pass on, march on, go on

**to forgive somebody**

Stop feeling angry or resentful toward (someone) for an offense, flaw, or mistake

## ACTIVITY #4

### LISTENING COMPREHENSION



#### Passive Voice

The passive voice is used when you want to express an action by putting more emphasis on the object than on the person performing the action. To form the passive voice, it takes the verb in question and converts it to the past participle. Then add the verb to be in the conjugation and time that corresponds to the new subject.

**OBJECTIVE:** Practice and verify that you remember both the vocabulary and grammar of the lesson.

#### **RESOURCES:**

- Audio reads CD

#### **LEARNING COMPETENCES**

- To determine the historical development of the teaching process of the English language, based on the development of oral dexterity.
- To characterize the theoretical elements associated to the communicational process based on the treatment of the oral expression of the English language.
- Diagnose the current state of the treatment of oral expression for specific purposes of the English language.
- Design a methodological strategy through the use of songs in English for the improvement of the communicative process.
- To exemplify the partial application of musical strategy, in the communicative process of discipline.
- Validate the feasibility of the strategy through songs in the discipline of English.

## DEVELOPMENT

Write the following sentences passively.

### TOPIC: VERB TENSES

**Reading:** Passive Voice

1. They arrested her last week.

2. John wrote a letter.

3. They invited ten friends to the party.

4. They have just built a new house.

5. The police caught the thieves yesterday.

6. The maid will clean all the house for tomorrow.

7. My brother hit me.

8. They removed two cars from the street.

9. They have just cleaned the room.

10. We will build a new house.

## EXERCISES

## Cooking - Cocinar

### First... Then... Finally...

Primero... Luego... Finalmente...

### What are you cooking tonight?

¿Qué estás cocinando esta noche?

### Put some water to boil.

Ponga a hervir un poco de agua.

### Let the water boil.

Deje que el agua hierva.

### Use a spoon to stir slowly.

Use una cuchara para revolver lentamente.

### Break three eggs into a bowl.

Rompa tres huevos dentro de un bol.

### Mix well all the ingredients.

Mezcle bien todos los ingredientes.

### Let it rest in the fridge for 20 minutes.

Deje reposar en el refrigerador por 20 minutos.

### Flatten the dough with a rolling pin.

Estire la masa con un rodillo de amasar.

### Bake in the oven at 200 degrees.

Cocine en el horno a 200 grados.

### Serve it hot / cold.

Sírvase caliente / frío.

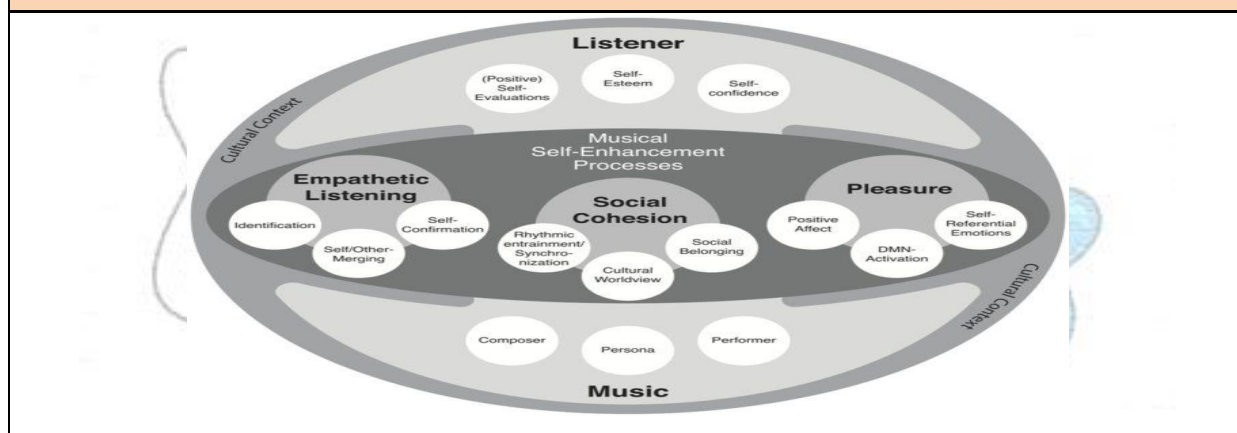


VOCABULARY	MEANING
<b>to bake</b>	Cook (food) by dry heat without direct exposure to a flame, typically in an oven or on a hot surface.
<b>to beat</b>	Beat, to, beat, to beat around the bush, to beat the band
<b>to boil</b>	(With reference to a liquid) reach or cause to reach the temperature at which it bubbles and turns to vapor.
<b>to chop</b>	Cut (something) into small pieces with repeated sharp blows using an ax or knife.
<b>to cook</b>	Prepare (food, a dish, or a meal) by combining and heating the ingredients in various ways
<b>to cut</b>	Make an opening, incision, or wound in (something) with a sharp-edged tool or object.
<b>to drain</b>	Cause the water or other liquid in (something) to run

	out, leaving it empty, dry, or drier.
<b>to fry</b>	Cook (food) in hot fat or oil, typically in a shallow pan
<b>to grill</b>	Cook (something) using a grill
<b>to mash</b>	Reduce (a food or other substance) to a uniform mass by crushing it.
<b>to melt</b>	Make or become liquefied by heat
<b>to mix</b>	Combine or put together to form one substance or mass
<b>to peel</b>	Remove the outer covering or skin from (a fruit, vegetable, or shrimp).
<b>to pour</b>	(Especially of a liquid) flow rapidly in a steady stream.
<b>to slice</b>	Cut (something, especially food) into slices
<b>to steam</b>	Cook (food) by boiling water.
<b>to stir</b>	Move a spoon or other implement around in (a liquid or other substance) in order to mix it thoroughly.

## ACTIVITY #5

### LISTENING COMPREHENSION



The lyrics in English are very useful for learning new words and expressions. Among the different possibilities offered by the understanding of English is the possibility of performing

listening exercises at different levels.
<b>OBJECTIVE:</b> Learning how music affects the learning of English during this stage academic, as well as its possible uses.
<b>RESOURCES:</b> <ul style="list-style-type: none"> <li>• Audio reads CD</li> </ul>
<b>LEARNING COMPETENCES</b>
<ul style="list-style-type: none"> <li>• Analyze the attitude of students in changing the routines established in the classroom.</li> <li>• Foster the cooperation and participation of all members.</li> <li>• To raise, the music to the service of the English through the realization of a novel activity.</li> </ul>
<b>DEVELOPMENT</b>
In this exercise you will be able to practice the correct use of verbs. Read the sentences carefully and complete the boxes with the correct forms of the verbs that are in parentheses.

<b>TOPIC: LEARN ENGLISH WITH SONGS</b>	
<b>HEAVEN</b> <b>by Bryan Adams</b> <b>Listen to the audio and complete the boxes.</b>	
<p>Oh, thinking about all our younger years.  There was only you and me.  We were young and wild and free.</p> <p>Now nothing can take you away from me.  We've been down that <input type="text"/> before,  But that's over now.  You keep me coming back for <input type="text"/>.</p> <p><i>[Chorus:]</i>  Baby, you're all that I want.  When you're lying here in my <input type="text"/>,  I'm finding it hard to believe  We're in heaven.  And love is all that I need.</p>	<p>Oh, once in your life you find <input type="text"/>  Who will turn your world around,  Bring you up when you're feeling <input type="text"/>.  Yeah, nothing could change what you mean to me.</p> <p>Oh, there's a lot that I could <input type="text"/>  But just hold me now,  'Cause our love will light the way.</p> <p><i>[Chorus]</i>  I've been waiting for so long  For something to <input type="text"/>,  For love to come along.</p>

And I found it there, in your <input type="text"/> . It isn't too hard to see We're in heaven.	Now our <input type="text"/> are coming true. Through the good times and the bad, Yeah, I'll be standing there by you.  [Chorus]
<b>VOCABULARY</b>	
<b>heaven</b>	A place regarded in various religions as the abode of God (or the gods) and the angels, and of the good after death, often traditionally depicted as being above the sky.
<b>wild</b>	(Of an animal or plant) living or growing in the natural environment; not domesticated or cultivated.
<b>to lie</b>	(Of a person or animal) be in or assume a horizontal or resting position on a supporting surface.
<b>yeah</b>	Is a way to say yes.
<b>to hold somebody</b>	Grasp, carry, or support with one's arms or hands



## ACTIVITY #6

### LISTENING COMPREHENSION



Music is always present in our day to day and our brain, unconsciously, interprets it as an element of evasion and fun. Through it many objectives can be achieved and within the school, its use is not limits only within the music classroom. It breaks with the monotony and diminishes the intellectual load of the classes our students endure.

**OBJECTIVE:** Able to hear and interpret orally produced sounds, which implies that it has to distinguish the phonemes from the language, that is, the smaller units of the language.

#### **RESOURCES:**

- Audio reads CD

#### **LEARNING COMPETENCES**

- Understand what he hears from an ephemeral character, so that, generally, the person can not review what is heard and reevaluate it, as it happens in reading.
- Make use of memory, since the person must store the information in order to be able to respond to it.
- Listening to a series of aspects that the act of reading does not possess, such as emphasis, intonation, rhythm, volume and others.
- Understand in the oral message a series of non-grammatical forms, reductions, deletions, repetitions, pauses, corrections, redundancies and other phenomena that, generally, do not appear in the written message.

**DEVELOPMENT**

In this exercise complete the missing phrases in the music through the audio heard.

**TOPIC: LEARN ENGLISH WITH SONGS****SPENDING MY TIME**

by Roxette

Listen to the audio and complete the boxes.

What's the time?

It seems it's already .

I see the sky,

It's so beautiful and blue.

The TV's on

But the only thing showing

Is a  of you.

Oh, I get up,

And make myself some .

I try to read a bit

But the story's too thin.

I thank the Lord above

That you're not here to  me

In the shape I'm in.

Spending my time,

Watching the days go by.

Feeling so .

I stare at the ,

Hoping that you think of me too.

I'm spending my time.

I try to call

But I don't know what to tell you.

I leave a

On your answering machine.

Oh, help me, please,

Is there someone who can make me

Wake up from this  ?

Spending my time,

Watching the days go by.

Feeling so .

I stare at the ,

Hoping that you are missing me too.

I'm spending my time

Watching the sun go down.

I fall asleep to the sound

Of tears of a clown,

A prayer gone blind.

I'm spending my time.

My  keep telling me:

Hey, life will go on.

Time will make sure I'll get over you.

This silly  of love

You play, you win only to lose.

**VOCABULARY**

<b>What's the time?</b>	What's the time?, what's the time, Mr Wolf, the, time, what's
<b>to seem</b>	Give the impression or sensation of being something or having a particular quality.
<b>to be on</b>	Be, on, to, time, on time, be on time, be on
<b>to get up</b>	Arise, dress up, work up, devise, drum, elevate
<b>thin</b>	Having opposite surfaces or sides close together; of little thickness or depth
<b>to thank somebody</b>	Express gratitude to (someone), especially by saying "Thank you".
<b>to spend some time</b>	Spend time, to, spend, time, spend time, to spend
<b>to stare</b>	Look fixedly or vacantly at someone or something with one's eyes wide open..

## ACTIVITY #7

### LISTENING COMPREHENSION



**Present Perfect.** Is a verbal time in the English language that narrates events that have already occurred at a specific time or in the past but which continue to have a relevance in the present. The Present Perfect time is used to speak of actions begun in the past and that still continue in the present.

**OBJECTIVE:** To use correctly the terms and grammar in present perfect in sentences in English

#### RESOURCES:

- Audio reads CD

#### LEARNING COMPETENCES

- The student discovers the characteristics of a piece of music (its style, age, culture), its melodic and rhythmic structure, its poetic universe.
- The student uses a specific and precise vocabulary to designate what he has heard.
- The student emphasizes the relations of the different elements between them: repetitions, variations, ruptures, modulations.
- The student establishes a relationship between what is heard and a written document (scheme, score, thematic elements).

#### DEVELOPMENT

Choose the most appropriate option to answer or end each sentence. In this part you will be able to apply what you have learned, to practice and to verify that you remember both the vocabulary and the grammar of the lesson.

To form it, the auxiliary HAVE is used, conjugated for the corresponding person (changes only for the third person singular), followed by the past participle, which is the same for all people.

For regular verbs, the past participle is formed by taking the verb itself and adding "ed", or "d" if it ends in a vowel. If it ends in consonant + "and", it is changed to "ied".

### EXERCISES

Did you study yesterday?

- ☐ Yes, I have.
- ☐ Yes, I did.

Have you ever been to London?

- ☐ Yes, I was.
- ☐ Yes, I have.

You have just made a cake,

- ☐ haven't you?
- ☐ didn't you?

What did you do last week?

- ☐ I went to the cinema.
- ☐ I have been to the cinema.

Did you watch TV last night?

- ☐ Yes, I have.
- ☐ Yes, I did.

Have you seen this programme before?

- ☐ Yes, I did.
- ☐ Yes, I have.

Has the plane landed?

- ☐ Yes, it landed at 10.25.
- ☐ Yes, it has landed at 10.25.

Has Richard washed his car?

- ☐ No, he hasn't washed it for months.
- ☐ No, he washed it yesterday.

### TOPIC: PRESENT PERFECT

#### SAY IT RIGHT

by Nelly Furtado

Listen to the audio and complete the spaces.

<p>In the day, in the night, Say it right, say it all. You either got it, or you don't. You either <input type="text"/>, or you fall. When your will is broken, When it <input type="text"/> from your hand, When there's no time for joking, There's a <input type="text"/> in the plan.</p> <p><i>[Chorus:]</i> Oh, you don't mean nothing at all to me. No, you don't mean nothing at all to me. But you got what it takes to <input type="text"/>. Oh, you could mean everything to me.</p>	<p>I can't say that I'm not lost and <input type="text"/>. I can't say that I don't love the light and the dark. I can't say that I don't know that I am <input type="text"/>. And all of what I feel I could show You tonight, you tonight.</p> <p><i>[Chorus]</i></p> <p>From my hands I could give you Something that I made. From my mouth I could sing you Another <input type="text"/> that I laid. From my body I could show you A place God knows. You should know the space is <input type="text"/>. Do you really want to go?</p>
VOCABULARY	MEANING
<b>will</b>	used to express desire, choice, willingness, consent, or in negative constructions refusal.
<b>to be lost</b>	Unable to find one's way; not knowing one's whereabouts.
<b>to be at fault</b>	An unattractive or unsatisfactory feature, especially in a piece of work or in a person's character.
<b>holy</b>	Dedicated or consecrated to God or a religious purpose; sacred.
<b>will</b>	The faculty by which a person decides on and initiates action.

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## 9. REFERENTIAL FRAMEWORK

### a. Budget

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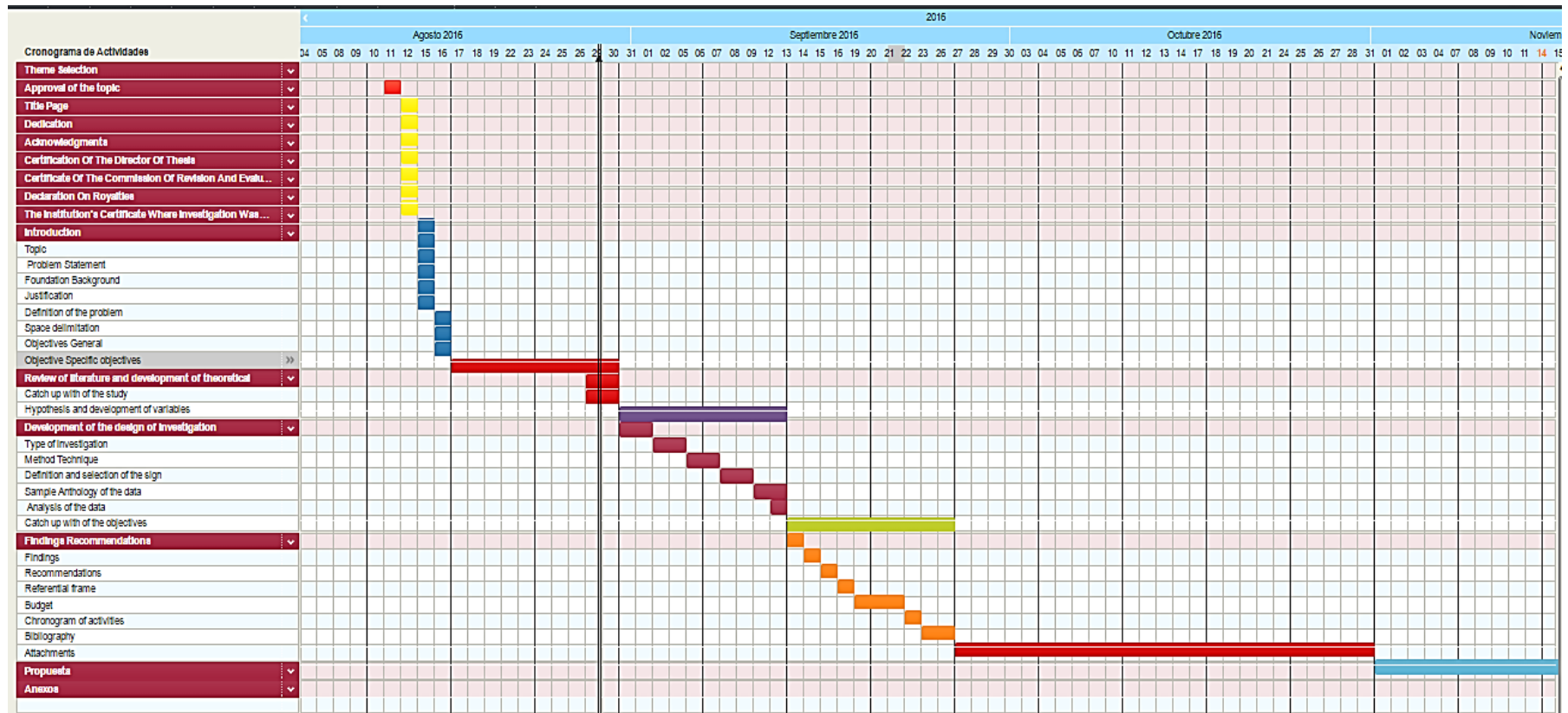
GENERAL COST OF THE PROJECT		
Means		
ITEMS	AMOUNT	TOTAL
Humans		
- Tutor	3	\$ 0,00
- Authors		
- Thesis Director		
Materials		
- Sheets A4		
- Copies		
- Utilities	Various	\$ 200,00
- Ringeds		
- Pasters		
Technology		
- Internet		
- Printer	Various	\$ 250,00
- Photographic camera		
Subsistences and food	Various	\$ 150,00
	<b>Subtotal</b>	<b>\$ 600,00</b>
	<b>Unforeseen 20%</b>	<b>\$ 120,00</b>
	<b>Total</b>	<b>\$ 720,00</b>

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**Source:** Research

**Prepared by:** The authors

## 10. CHRONOGRAM OF ACTIVITIES



## 11. ATTACHMENTS



Student Poll



Student Poll



Student Poll