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FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y
TECNOLOGIAS**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

TITLE OF THE RESEARCH WORK:

**“The musical-intelligence-strategy based on pop songs for the
development of oral productive skill”**

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Extranjeros”**

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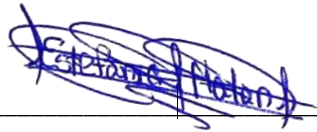
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Those of us who subscribe, appointed professors Members of the Graduate Tribunal for the evaluation of the research work **The musical-intelligence-strategy based on pop songs for the development of oral productive skill**, presented by Diana Estefania Malan Ortiz, with identity card number,0605813195, under the guidance of Mg. Maria Mercedes Gallegos Nuñez; We certify that we recommend the APPROVAL of this for titling purposes. Previously, the research work has been evaluated and the author's support has been listened to; having nothing more to observe.

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Riobamba, 31 de Mayo de 2023



Mgs. Mercedes Gallegos
TUTORA

DEDICATION

To my mother Maria Ortiz, my boyfriend Washington and my siblings: Nancy, Jessica, Stalin, and Daina who have been my motivation and support at all times. Also to my friends: Maria Fernanda, Erica, Naomi, Anahi and Daysi who helped me throughout all the semesters

With love.

GRATEFULNESS

First of all, I would like to thank God for blessing me and helping me to accomplish my goals. Then, I would like to express my gratitude to my mother Maria and my siblings: Nancy, Jessica, Stalin, and Daina for their unconditional motivation. They have always supported me so I hope to continue making them proud. I also thank to my friends, for believing in me. Additionally, I would also like to thank my tutor, Mgs Maria Mercedes Gallegos Nuñez, for guiding me throughout this entire process. I also express my warm appreciation to the Degree's Director, Mgs. Mónica Noemí Cadena Figueroa and the rest of the teachers who were part of my college years. Finally, I express my gratitude to the Universidad Nacional de Chimborazo for providing me with a high-quality education.

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RESUMEN

La presente investigación se titula “La inteligencia-musical como estrategia basada en canciones pop para el desarrollo de la habilidad productiva oral”. Tiene como objetivo analizar el uso de la inteligencia musical a través de canciones pop como estrategia para el desarrollo de la habilidad productiva oral de los estudiantes de Octavo año de Educación General Básica de la “Unidad Educativa Rodríguez Albornoz” de la provincia de Tungurahua en la ciudad de Ambato, durante el periodo académico 2022-2023. Esta investigación tiene un enfoque mixto y es de carácter aplicativo ya que detalla cómo las canciones pop ayudan a los estudiantes a mejorar sus habilidades de producción oral. La población de este estudio fueron los estudiantes del octavo año de Educación General Básica paralelo “B”. La información se recolectó a través de un pre-test con diez preguntas enfocadas en la pronunciación, vocabulario y otros componentes de la habilidad oral; la estrategia basada en canciones pop, para la cual se hizo uso de un conjunto de actividades pre-planificadas que contienen canciones pop como herramienta principal; y finalmente un post-test que contenía las mismas actividades del pre-test. El resultado mostró que el uso de la inteligencia musical como estrategia didáctica tiene grandes beneficios ya que las canciones pop son auténticos recursos que aumentan la motivación, el interés y mejoran la producción oral de los estudiantes, obteniendo un alto grado de satisfacción entre los estudiantes. Esto significa que el aprovechamiento de la inteligencia musical junto con las canciones pop mejora la fluidez y la pronunciación de los estudiantes.

Palabras claves: Estrategia, inteligencia musical, canciones pop, habilidades orales, pronunciación.

ABSTRACT

The present investigation is entitled "The musical-intelligence-strategy based on pop songs for the development of oral productive ability". Its objective is to analyze the use of musical intelligence through pop songs as a strategy for the development of the oral productive ability of the students in Octavo año de Educacion Genral Basica at "Unidad Educativa Rodríguez Albornoz" of the province of Tungurahua in the city of Ambato, during the academic period 2022-2023. This research has a mixed approach and is of an applicative nature since it details how pop songs help students improve their oral production skills. The population of this study were the students in Octavo año de Educacion General Basica parallel "B". The information was collected through a pre-test with ten questions focused on pronunciation, vocabulary, and other components of oral ability; the strategy was based on pop songs, for which use was made of a set of pre-planned activities that contain pop songs as the main tool; finally, a post-test that contained the same activities as the pre-test. The result showed that the use of musical intelligence as a didactic strategy has great benefits since pop songs are authentic resources that increase motivation, and interest and improve the oral production of students, obtaining a high degree of satisfaction among students. This means that harnessing musical intelligence along with pop songs improves students' fluency and pronunciation.

Keywords: Strategy, musical intelligence, pop songs, oral skills, pronunciation.

Reviewed by:

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CHAPTER I.

1.1 INTRODUCTION

English is considered as one of the three most spoken languages in the world, so that many institutions are integrating English into their curriculum. The process of learning English as a foreign language is usually carried out in the classroom and the students have more opportunities to develop the learning of English when they are in an educational institution (Beltrán, 2017).

The topic of multiple intelligences covers a large number of reference writings, according to Gardner (1999), the human being has at least eight different intelligences, each one developed in a certain way and at a particular level that have been detailed or listed as follows:

- Naturalistic intelligence
- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Musical intelligence
- Bodily and kinesthetic intelligence
- Intrapersonal intelligence
- Interpersonal intelligence

Language and music are capacities due to the origin of their evolution, since ancient times the human being has made use of music either to communicate or as a means of creative expression and internal liberation. Therefore, one of the multiple intelligences which is used in the learning process of human beings is the musical intelligence because songs are part of the daily activities of any group of people both for their enjoyment and for their functional and social nature. Seen in this way, songs turn out to be an element that can be very useful in learning a Foreign Language (Llanga Vargas & Villegas Ortiz, 2019).

Several recent studies highlight the role that music should be played in the development of sound perception and the impact of music on the improvement of oral and written language. The importance of music education lies in its potential to motivate students to create songs and play musical instruments and thus be able to fully enjoy it, experiencing its multiple virtues and benefits about oral production. (González Serrano, 2021), affirms that music as an educational resource is little explored, especially in the field of its practical application. Music plays a very important role in the student's personal performance as a vehicle for expressing ideas, experiences, and feelings, thus contributing to their learning. The usage of music optimizes physical, social, communicative, emotional, and intellectual abilities.

Moreover, in a study entitled "Musical auditory stimulation in language development in early childhood education" carried out in Spain found that language development and

musical development could be processed in parallel since they share sound parameters such as pitch, duration, intensity, and timbre that match speech parameters such as intonation, intensity, pause, tempo, and rhythm. It is noteworthy that an adequate musical education benefits the oral development of children. For this reason, auditory development from an early age is considered important, since musical education improves children's hearing. Musically trained people are also more sensitive to language stimuli. Music practice can promote speech recognition and improve children speech and reading comprehension (Casanova & García, 2018).

The music encompasses many styles, among which Pop, Rock, and Reggaeton stand out. Pop and Reggaeton are the rhythms most listened to by young people today. Pop is considered the appropriate gender for learning English as a second language. Pop songs have certain similarities with the conversations that arise every day. Although students believe they are just performing a musical exercise or karaoke, pop songs teach the correct stress and pronunciation of words, help increase the student's lexicon and vocabulary, and improve mental practice and memorization (Alonso & Enrique, 2018).

The importance of musical intelligence has been shown in recent years in the educational context which has permitted to develop this researching project to understand how the usage of pop genre songs as a teaching and learning strategy could help students in the process of acquiring the English language. For this, the study adopts characteristics of the quasi-experimental approach which will allow building knowledge about the development of oral productive skills in the 8th year of Educación General Básica students at Unidad Educativa Rodríguez Albornoz.

The present research is constituted by four chapters, which systematically present the research process:

Chapter 1. The study information, an introduction, the frame of reference which includes a statement of the problem, general statistics data, and objectives have been written here.

Chapter 2. The theoretical framework and all the scientific foundations of books, articles, repositories, publications, and reports that sustain the variables of the study have been written here.

Chapter 3. This chapter will be presented the method, type, and design of the research, as well as the presentation of variables, instruments, data collection procedures, population, and sample.

Chapter 4. The results will be presented, including the conclusions, recommendations, bibliographical references, and annexes.

1.2 Statement of the Problem

English has been chosen as a second language by many people around the world. So, English is one of the most widely spoken languages around the world. However, there are comprehension problems when people from different countries try to communicate by speaking English. These problems occur due to pronunciation mainly. The appropriate pronunciation is necessary to students' success in studying English as a second language.

Mispronouncing words affects comprehension and the oral communication process (Guisarre, 2020).

Acquiring a good pronunciation in English is an important element of a speaking skill that those who want to learn the language need to improve every day. Good pronunciation is more than mastering a few basic sounds; it is to understanding the intonation and stress. Students often end their education with a low level of English pronunciation. Therefore, the oral expression is not promoted since the focus is on grammar and writing (Toscano, 2012).

Pronunciation is one of the problems that Spanish-speaking students of English have the most because they have difficulties producing the vowel and consonant sounds of the Anglo-Saxon language. This problem not only occurs when speaking in English but also when reading. For people who speak Spanish, words are read as they are written, and for them in English reading is different because they find that the sounds are different to the writing way (Lucanus, 2017).

Due to the importance of verbal fluency or the intonation when conveying an idea in English is considerably low in students who are in Educación General Básica, so that it would be increased if more exercises were used to improve their pronunciation in English. Pop songs often are more often used as a tool to teach vocabulary and grammar rather than as a means of improving pronunciation. It is necessary to mention that due to the importance that musical intelligence has shown in recent years in the educational context, there are institutions that have implemented programs that contribute to the development of students' oral production through music, making it possible the use of Pop songs to be a feasible means and to take advantage of the musical intelligence present in each human for the develop of oral skill (Escobar et al., 2005).

Owing to an observation made during the pre-professional practices, it was concluded that the students of the institution had a deficient level of pronunciation. However, with the use of Pop songs, these deficiencies can be improved.

1.3 PROBLEM FORMULATION

How does The musical-intelligence-strategy based on pop songs improve the development of the oral productive skill of the students of Octavo de Educación General Básica "A" at Unidad Educativa "Rodríguez Albornoz" in the academic period 2022-2023?

1.4 JUSTIFICATION

One of the main problems of the students in the world who use English as foreign language face is related to their pronunciation skills. Both languages have many differences in phonetics and phonology. Spanish speakers have complications to pronounce specific sounds that do not exist in their phonetic alphabet. Furthermore, this problem is associated with students' concentration on learning writing and grammar rather than speaking and listening (Uribe et al., 2019).

There is a considerable scientific evidence showing how music can help second language learners to acquire more vocabulary and improve oral skills. English music almost always

contains a lot of useful vocabulary, phrases, and expressions. Listening to the songs also allows focus on pronunciation and on understanding the pitch and the rhythm of the English language. Many of the words and sound patterns in a song are repetitive, and this makes them easier to stick with. Music has an uncanny ability to keep stuck in our heads. Melodies and lyrics often infiltrate our thoughts and play over and over again in minds. All this helps to learn English with songs since the vocabulary and phrases are easily memorized. (Escobar et al., 2005)

Thus, this study aims to understand how the use of pop genre songs as a teaching and learning strategy could help students in the process of acquiring the English language. For this, the study adopts characteristics of the quasi-experimental approach, which will allow building knowledge about the development and oral production of the students at 8th Educación General Básica of the “Unidad Educativa Rodríguez Albornoz” for this research.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVES

To analyze the usage of musical intelligence through Pop songs as a strategy for the development of oral productive skill of 8th EGB students of the Rodríguez Albornoz Educational Unit in the province of Tungurahua in the city of Ambato, during the academic period 2022-2023.

1.5.2 SPECIFICS OBJECTIVES

- To diagnose the level of listening comprehension and oral production in 8th EGB students at Unidad Educativa Rodríguez Albornoz.
- To apply the didactic-pedagogical strategy based on the implementation of musical intelligence through Pop songs to develop the listening comprehension and the oral production of the study population.
- To evaluate the effectiveness of the usage of musical intelligence through Pop songs as a tool in the productive oral skill.

CHAPTER II.

2. THEORETICAL FRAMEWORK.

2.1 BACKGROUND INVESTIGATION REGARDING THE PROBLEM TO BE INVESTIGATED

Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación Humanas y Tecnologías has a repository where it was found some topics which have similarities to this project. The following topics are: “LA EDUCACIÓN MUSICAL EN EL DESARROLLO DE LA INTELIGENCIA LINGÜÍSTICA DE LOS NIÑOS Y NIÑAS DE EDUCACIÓN INICIAL 2, DE LA UNIDAD EDUCATIVA NUESTRA SEÑORA DE FÁTIMA, CANTÓN RIOBAMBA, PROVINCIA DE CHIMBORAZO, AÑO LECTIVO 2015-2016.” by Heidy Catherine Cobo Masabanda who considers the performance of Musical Education through children's songs in Educación Inicial 2 at Unidad Educativa Nuestra Señora de Fátima was quite productive for the development of linguistic intelligence, according to fact that children emit phonetic sounds, they repeat new words, learn and sing songs, orally express a wide variety of words and reproduce songs, it means a great effort to improve their pronunciation.

“LA INTELIGENCIA MUSICAL Y LA EXPRESIÓN ORAL EN LAS Y LOS NIÑOS DE EDUCACIÓN GENERAL BÁSICA PRIMER GRADO PARALELO “A” DE LA UNIDAD EDUCATIVA SAN VICENTE DE PAÚL DE LA CIUDAD DE RIOBAMBA AÑO LECTIVO 2015-2016” by Andrea Elizabeth Hidalgo Pinto who confirms that music provides a valid instrument of communication and produce relationships between people in their social and cultural environment. To work, have fun, travel or interact with others, musical language is the most important tool and one element of communication during these activities.

2.2 Theoretical foundations

The theoretical framework will be developed base on national and international research in addition to observations of our reality, then the scientific theory will support the research questions, contributing to this study with definitions and concepts.

2.2.1 Multiple intelligences

According to (Davis, 2011) the theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970s and early 1980s, considers that individuals possess eight or more relatively autonomous intelligences. The Theory of Multiple Intelligences was devised by Gardner as a counterweight to the paradigm of a single intelligence, who defines intelligence as the ability to solve problems or create products that are valued in one or more cultural settings.

The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence.

- **Logical-Mathematical intelligence:** consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
- **Linguistic Intelligence:** involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically
- **Spatial Intelligence:** gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains; spatial intelligence is also formed in blind children.
- **Bodily-Kinesthetic Intelligence:** is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activity are unrelated.
- **The Personal Intelligences:** includes interpersonal feelings and intentions of others and intrapersonal intelligence the ability to understand one's own feelings and motivations. These two intelligences are separate from each other. Nevertheless, because of their close association in most cultures, they are often linked together.
- **Naturalist intelligence:** designates the human ability to discriminate among living things as well as sensitivity to other features of the natural world.
- **Musical Intelligence:** encompasses the capability to recognize and compose musical pitches, tones, and rhythms. Musical Intelligence is the ability to perceive and express oneself through the different musical forms, distinguishing and properly using the tone and rhythm of a song.

2.2.2 Musical intelligence

By defining intelligence as a capacity, Gardner recognizes that it is dynamic; that is, it can and must be developed. Gardner, with a Piagetian background, questioned the existence of a single general intelligence, proposing a set of multiple intelligences which are mentioned below: Logical-mathematical, linguistic, spatial, musical, bodily-kinesthetic, intrapersonal, interpersonal, and naturalist. This is how musical intelligence is given its own status in the integral cognitive development of the human being since music constitutes an authentic path of knowledge, that is, Musical Intelligence is the ability to understand and develop musical techniques and learn through music (Moran, 2009).

2.2.3 Musical Intelligence as a methodology

Studies such as those by (Aguirre & Garvich, 2016) show that there is an effective approach to learning foreign languages through music. Starting from a historical-pedagogical point of view, the methodological evolution of the techniques, processes, and mechanisms used for the acquisition of a foreign language are an aspect of maximum importance in educational matters. The teaching of English from a varied methodology based on the Multiple Intelligence is a way of understanding the diversity of the students, since various activities and techniques are sought that favor access to the contents from all the dominant intelligences existing in the classroom.

2.2.4 Songs used as a teaching tool

Numerous investigations ensure that the inclusion of songs and sound-musical elements in the teaching of foreign languages provide benefits in the learning process at linguistic, affective and sociolinguistic levels. Singing is an activity that fuses both linguistic and musical information, involving both parts of the hemisphere through the body, which is strengthened by transmitting messages between the hemispheres. The pronunciation, the increase in vocabulary and the practice of grammatical structures stand out in this regard. The relevance of pronunciation is, without a doubt, an aspect that must be worked on more vigorously. In the case of this didactic resource, the songs become activities developed by the student to work on grammar and pronunciation according to their previous knowledge, their intrinsic motivation and their personal aptitude (Molina, 2018).

2.2.5 Music and its role in the formation of the human being.

Music is a universal language of the soul that is capable of awakening unique emotions, sensations, and memories. The music can be from any culture or country and in any language; but, even so, it is capable of making us happy or sad or of making us cry or dance. Music has done this magic in human beings since time immemorial. In all times and civilizations, this particular form of expression has existed, so rich in styles and genres. We turn to music for various reasons: seeking to contain feelings that overwhelm us, to find a place where they can freely overflow. Other times, we get together to dance and make the musical rhythms mark the party. We also look for melodies to calm down, to study or work, and for many other reasons. Science has been able to establish that musical rhythms stimulate different areas of the brain. Research from the University of Florida suggests that musical rhythms offer more brain activation than any other known stimulus (Alvarado, 2013).

2.2.6 Didactic principles

The material seeks its development and implementation based on the principles proposed as educational nature of teaching, scientific nature of teaching, socialization and individualization, affordability, systematization of teaching, the relationship between theory

and practice, conscious and active character of the students under the guidance of the teacher, solidity in the assimilation of knowledge, skills and habits, intuition, playful nature of teaching, unity between instruction, education and personality development, unity between cognitive, affective-motivational and behavioral, and finally, unity between activity and communication (Sandoval et al., 2017).

2.2.7 Effects of vocal music: the songs

The use of songs in language classrooms can affect the development of the four basic skills of language learning, that is, reading, writing, listening, and speaking, as well as positively influencing the revision or incorporation of new elements of grammar and vocabulary. Songs activate both parts of the brain because the pronunciation of words, comprehension, supervision of the same, rhythm, and musical execution are reserved for the left hemisphere, while the melodic expression and the tone that covers words, emotions, and nonverbal communication are characteristic of the right hemisphere. The constant stimulation of phonemes and accents produced by listening to songs improves phonemic awareness and in turn pronunciation. The use of musical melody improves pronunciation and the entire process of learning the foreign language in general (Toscano, 2012).

2.2.8 Linguistic Effects produced by singing songs

Singing is an activity that fuses both linguistic and musical information, involving both parts of the hemisphere through the body, which is strengthened by transmitting messages between the hemispheres. In this sense, the pronunciation, the increase in vocabulary, and the practice of grammatical structures stand out. Pronunciation is the most difficult thing to acquire in a language since there are many differences between the phonological elements of English and Spanish that make it different. In general, musical activities that include songs and rhythm help develop auditory discrimination and pronunciation since there is probably to a not better way to teach phonics than with songs (Casanova & García, 2018).

2.2.9 Music as an educational resource

People live surrounded by music and for this reason, it is an interesting and motivating resource for students. In any environment, for example, through advertisements, cars with loudspeakers, people training, it is listened to music to be able to escape, relax, motivate or reflect. Music produces emotions in people. Some authors such as García, (2020) considers that music is a powerful instrument that helps people to know themselves, music having an emotional aspect that can favor obtaining significant learning. On the other hand, the use of music for teaching foreign languages is appropriate, since it helps to work on different levels.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Approach

The present investigation is a field researching, with a mixed approach, the mixed research process implies a collection, analysis and interpretation of qualitative and quantitative data that the researcher has considered necessary for this study. This method represents a systematic, empirical and critical research process, where the objective vision of quantitative research and the subjective vision of qualitative research can merge to respond to human problems (Otero, 2018).

Since in the process quantitative and qualitative data was collected and analyzed. At the same time, it had a quasi-experimental researching to study the impact of the learning process of the selected population according to a pretest and posttest, without a control group. It seeked to contribute to the improvement of the oral production in the English language of the Octavo año students at “Unidad Educativa Rodriguez Albornoz” through the didactic strategy based on the use of songs of the pop musical genre in the English class as a Foreign Language, which constitutes the experimental treatment.

3.2 Method of investigation

The present investigation was bibliographical and explanatory. Explanatory research tests hypotheses through experimental and non-experimental designs. Documentary or bibliographic research is a qualitative research technique responsible for collecting, compiling, and selecting information from reading documents, magazines, books, recordings, films, newspapers, and articles. Due to its foundation, obtained from digital and physical sources of scientific journals, articles, theses, publications, as well as books that serve as support for the elaboration of the theoretical foundation (Reyes & Carmona, 2020).

On the other hand, it was from the field since it allowed obtaining data from reality and studying the application of musical intelligence as they are presented, without manipulating the variables since a pre-test and a post-test, these are some of many forms of quasi-experimental design. The pre and post-test design is also used to assess participants' attitudes or perceptions of an event or to assess comfort with the application of information presented in a training session or a new concept will be applied. These tools will be used in Octavo Año of Educación General Básica students at “Unidad Educativa Rodriguez Albornoz”. Therefore, its essential characteristic is that it is carried out in the place where the phenomenon occurs (Nieto, 2018).

3.3 Level or type of investigation

The research is of a correlational nature which is a type of research method that involves observing two variables in order to establish a statistically corresponding relationship between them. The aim of correlational research is to identify variables that have some sort of relationship do the extent that a change in one creates some change in the

other (Stratton, 2019). Since this researching project tried to identify and explained what relationship exists between the use of Pop songs as a teaching strategy for oral production in students and an explanatory one, since it seeked to present the results obtained about situation of the study population, after the application of the strategy.

3.4 Study population

To carry out this research, it was worked with 40 students of octavo año of Educación General Básica and their English teacher at “Unidad Educativa Rodríguez Albornoz”, to obtain results through the application of Pop songs as a strategy for improve the oral productive skills.

3.5 Sample size

Because the study population is extremely small, no sample is needed.

3.6 Data collection techniques and instruments

The techniques to be used were to measure oral skills through a pre-test which consist of an oral test based on auditory material, this test consisted of 10 questions divided into two sections, each section addressed intonation and accent. After applying the didactic-pedagogical strategy based on the implementation of Pop songs, to evaluate the effectiveness of them, it was necessary to use a post-test, whose result could be compared with the results of previous diagnostic techniques and obtain a new finding, thus fulfilling the second specific goal (Yasin et al., 2016).

3.7 Techniques of analysis and interpretation

For data analysis, triangulation was used since both quantitative and qualitative methods were used. Triangulation refers to the use of multiple methods or data sources in research to develop a good interpretation of a phenomenon. It has also been seen as a qualitative research strategy to test the validity of information from divergent sources. The data obtained from the questionnaire and the pre-test and post-test scores from the application about the songs as a strategy were quantitatively analyzed to obtain numerical data. Similarly, theories, methods, and observations were combined in the research to make a qualitative interpretation of the results obtained (Carter et al., 2014).

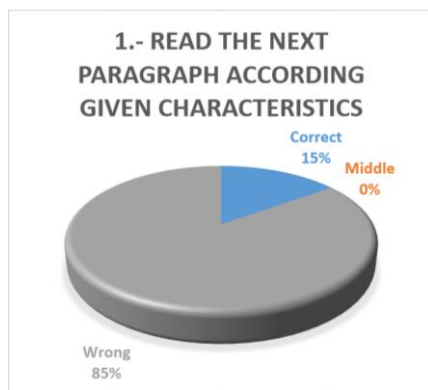
CHAPTER IV.

4. RESULTS AND DISCUSSION

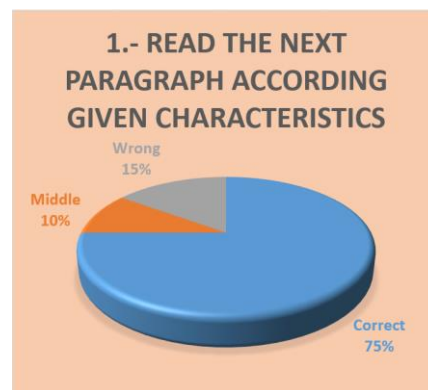
Table 1. Activity 1 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	1.- Read the next paragraph according given characteristics	There's a fire starting in my heart Reaching a fever pitch, it's bringing me out of the dark Finally, I can see your crystal clear Go 'head and sell me out and I'll lay your ship bare	6	0	34	40
Post-test	1.- Read the next paragraph according given characteristics	There's a fire starting in my heart Reaching a fever pitch, it's bringing me out of the dark Finally, I can see your crystal clear Go 'head and sell me out and I'll lay your ship bare	30	4	6	40

Pre-test



Post-test

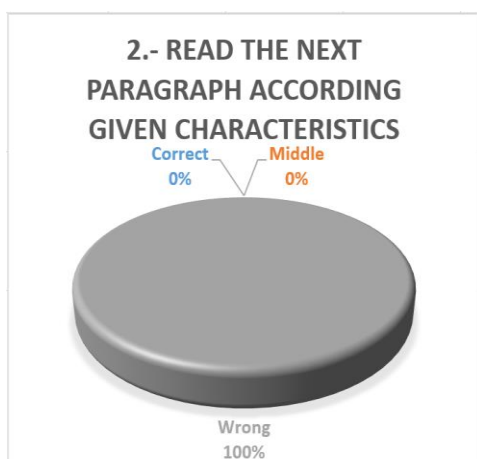


According to the pre-test, 85% percent of the students answered the first activity in the wrong way. These results are explained by connected speech. It is a process in which the words undergo changes due to the temporal and articulatory limitations of spontaneous and casual speech. Since speech is a continuous stream of sounds, with no clear boundaries between each word, speakers adapt pronunciation. Therefore, certain words get lost and specific phonemes get linked together when we try to convey one message. However, after applying the songs selected the strategy, the results showed that 75% of the students improved their oral skills and answered correctly (Alameen & Levis, 2015).

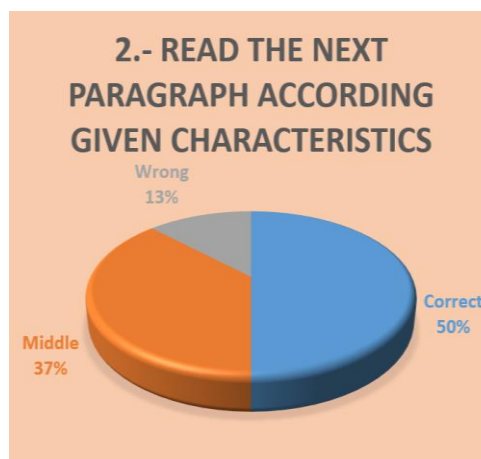
Table 2. Activity 2 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	2.- Read the next paragraph according given characteristics	If only you saw what I can see You'll understand why I want you so desperately Right now I'm looking at you, and I can't believe You don't know, oh-oh You don't know you're beautiful, oh-oh That's what makes you beautiful	0	0	40	40
Post-test	2.- Read the next paragraph according given characteristics	If only you saw what I can see You'll understand why I want you so desperately Right now I'm looking at you, and I can't believe You don't know, oh-oh You don't know you're beautiful, oh-oh That's what makes you beautiful	20	15	5	40

Pre-test



Post-test

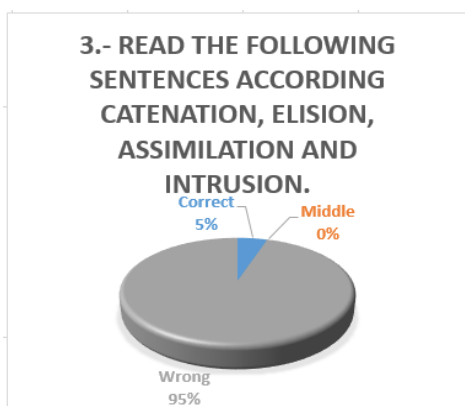


According to the pre-test, 100% of the students answered the second activity in the wrong way. These results are explained by connected speech where the words undergo changes due to the temporal and articulatory limitations of spontaneous and casual speech. Therefore, certain words get lost and specific phonemes get linked together when we try to convey one message (Alameen & Levis, 2015). However, after applying the strategy (use of pop songs), the results showed that 50% of the students improved their oral skills and answered correctly.

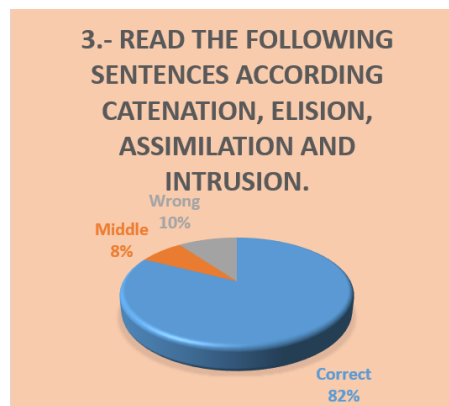
Table 3. Activity 3 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	3.- Read the following sentences according catenation, elision, assimilation and intrusion.	Starting in my heart Reaching a fever pitch Had it all Think of me	2	0	38	40
Post-test	3.- Read the following sentences according catenation, elision, assimilation and intrusion	Starting in my heart Reaching a fever pitch Had it all Think of me	33	3	4	40

Pre-test



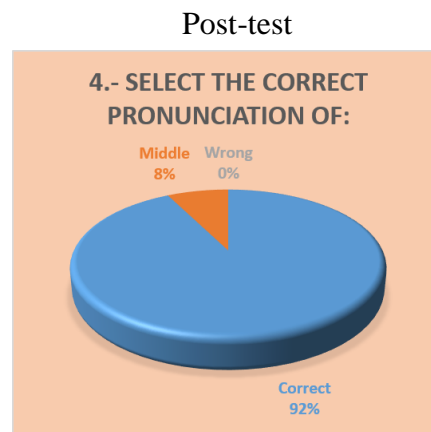
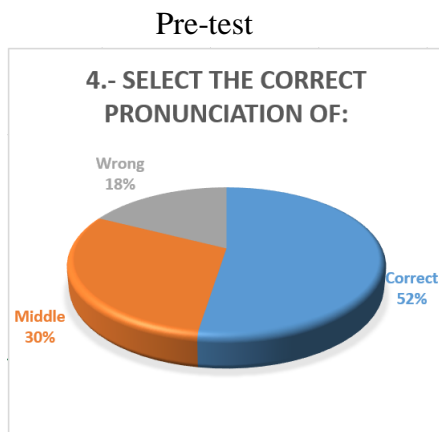
Post-test



Within the pronunciation of the English language, there are rules that specify how and when the sounds of each word should be combined when speaking. These rules are concatenation, elision, assimilation, and intrusion (Valenzuela, 2020). The pre-test indicates that 95% of the students obtained a bad score due to difficulty in remembering the pronunciation of each word. It can be inferred that this result improved after the students listened to the songs selected for the application of the strategy. Thanks to the fact that most of the students liked the selected songs, it can be seen that 82% of the students managed to carry out the activity without any difficulty after applying the post-test.

Table 4. Activity 4 pre-test/post-test

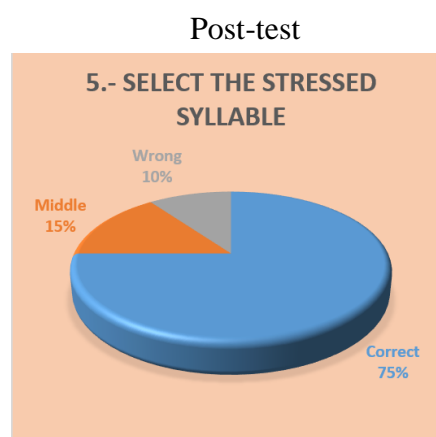
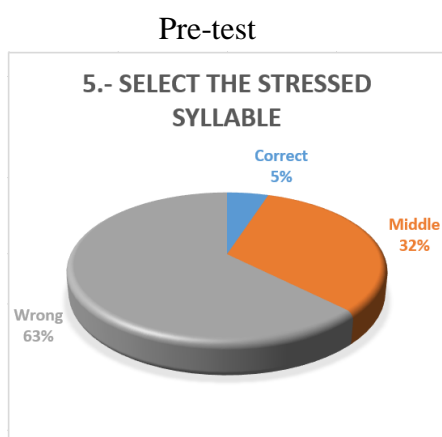
Activities		Content	Correct	Middle	Wrong	Total
Pre-test	4.- Select the correct pronunciation of:	I'll: eil, oil, ail, ill Piece: pes, pais, pise, pis	21	12	7	40
Post-test	4.- Select the correct pronunciation of:	I'll: eil, oil, ail, ill Piece: pes, pais, pise, pis	37	3	0	40



As English becomes the universal language used for international communication, it is vital that non-native English speakers be able to communicate effectively. Pronunciation and phonology play an important role in this aspect (Gilakjani, 2012). According to the two words proposed in the pretest, 18% of the students answered incorrectly. It is possible that most of the participants simply guessed the correct answer for each word since 30% got half the mark. This result improved after playing the songs selected for the application of the strategy and, at the same time, letting the students verify the pronunciation. After applying the strategy, 92% of the students answered correctly in the post-test and none of them was wrong. This confirms that verbal practice related to music is easier for students to memorize (Alonso & Enrique, 2018).

Table 5. Activity 5 pre-test/post-test

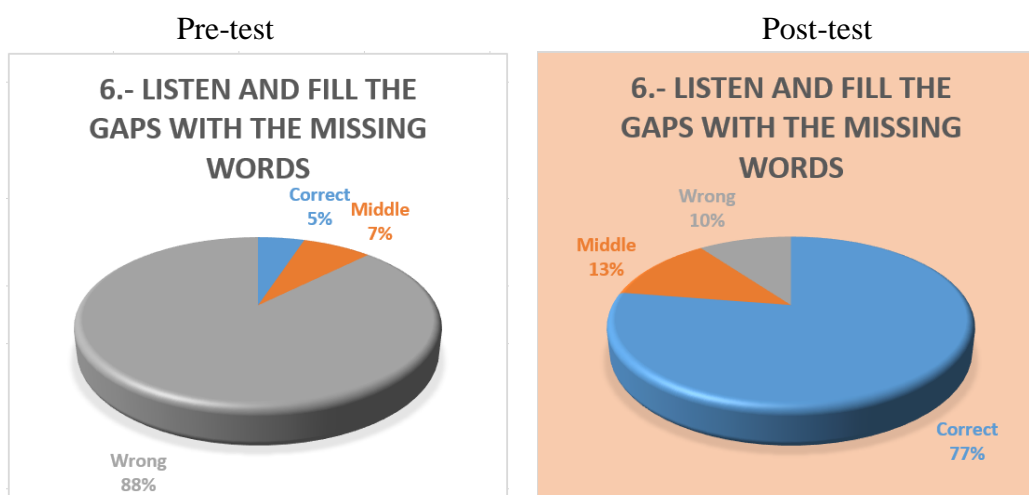
Activities		Content	Correct	Middle	Wrong	Total
Pre-test	5.- Select the stressed syllable	Insecure Everyone Beautiful Overwhelm Desperately	2	13	25	40
Post-test	5.- Select the stressed syllable	Insecure Everyone Beautiful Overwhelm Desperately	30	6	4	40



Words in English have one syllable that carries the main accent. The stressed syllable tends to be said louder than the other syllables. Also, it is spoken in a slightly higher pitch. These features together give prominence to the syllable, and this is what characterizes the accent (Valenzuela, 2020). In order to have good communication, it is essential to differentiate the stress in the syllables, especially in words that are similar. According to the characteristics of the pronunciation in English of the five words proposed in the pretest, 63% of the population gave the answer wrong. This result improved after playing the songs selected for the application of the strategy and, at the same time, letting the students verify the intonation and accent. After applying the strategy, 75% of the students answered correctly in the post-test.

Table 6. Activity 6 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	6.- Listen and fill the gaps with the missing words	See how I'll with every piece of you Don't underestimate the that I will do There's a fire in my heart Reaching a fever pitch and it's me out the dark	2	3	35	40
Post-test	6.- Listen and fill the gaps with the missing words	See how I'll with every piece of you Don't underestimate the that I will do There's a fire in my heart Reaching a fever pitch and it's me out the dark	31	5	4	40

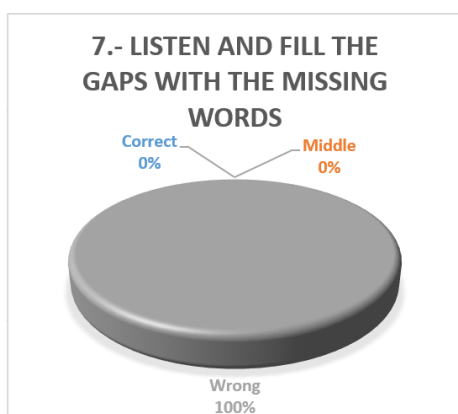


Learning a new language involves developing skills such as speaking and listening. Music in general helps the acquisition of these skills. For English learners, pop music becomes a basic tool to improve their learning process. According to Escobar et al., (2005) pop songs constitute material that promotes the natural use of language, helping the development of listening and oral production skills. In the sixth activity, it was shown that 88% of the students did not adequately perform the said activity. However, these results improved after applying the strategy. The results of the post-test indicate that 77% of the students answered correctly, thus confirming that in order to reach students in a meaningful way, use can be made of their musical intelligence.

Table 7. Activity 7 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	7.- Listen and fill the gaps with the missing words	Baby, you light up my world like else The way that you flip your hair gets me overwhelmed But when you at the ground, it ain't hard to tell You don't know, oh-oh You don't know you're	0	0	40	40
Post-test	7.- Listen and fill the gaps with the missing words	Baby, you light up my world like else The way that you flip your hair gets me overwhelmed But when you at the ground, it ain't hard to tell You don't know, oh-oh You don't know you're	21	16	3	40

Pre-test



Post-test

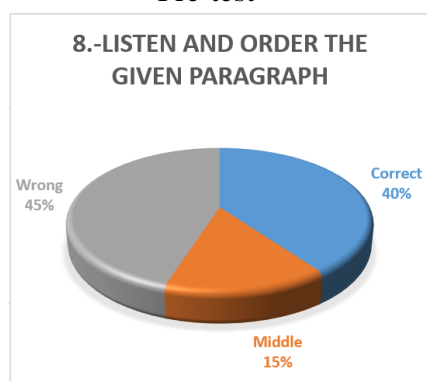


In the seventh activity, it was shown that 100% of the students did not perform said activity adequately due to the level of difficulty of the song. The singer sang too fast compared to the listening capacity of the participants. Learning a new language involves developing skills like speaking and listening. Music in general helps the acquisition of these skills. For English students, pop music becomes a basic tool to improve their learning process. According to Escobar et al., (2005) pop songs constitute material that promotes the natural use of language, helping the development of listening and oral production skills. After applying the strategy, the results of the post-test indicate that 52% of the students answered correctly and 40% reached half the score, confirming once again that in order to teach students in a meaningful way, it is possible to use their musical intelligence.

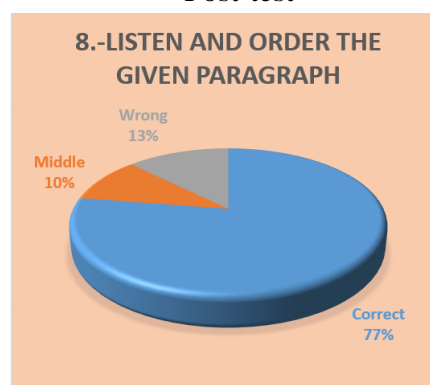
Table 8. Activity 8 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	8.-Listen and order the given paragraph	I remember you said "Sometimes it lasts in love, but sometimes it hurts instead" Never mind, I'll find someone like you "Don't forget me, " I beg I wish nothing but the best for you, too	16	6	18	40
Post-test	8.-Listen and order the given paragraph	I remember you said "Sometimes it lasts in love, but sometimes it hurts instead" Never mind, I'll find someone like you "Don't forget me, " I beg I wish nothing but the best for you, too	31	4	5	40

Pre-test



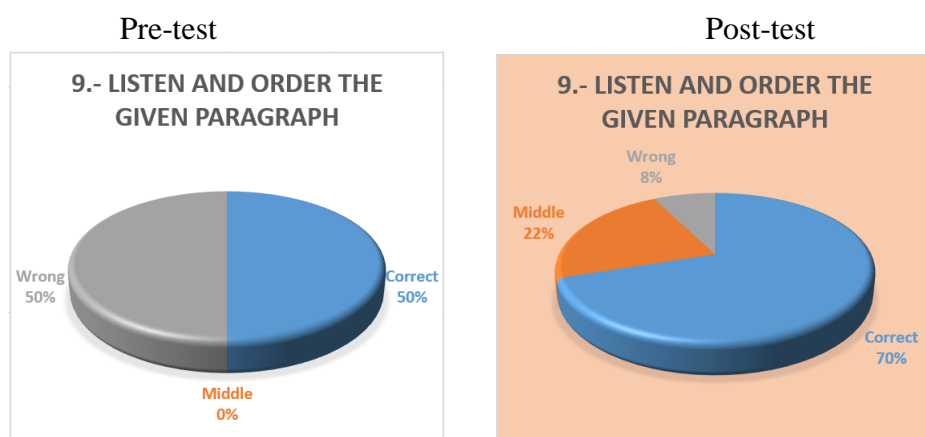
Post-test



According to Sánchez, (2014) the songs offer the learner real contact with the language they want to learn. Naturally, the songs provide different phrases, sentences, and words in the content of their lyrics that help the process of acquiring a new language. By listening to a song in another language, the student comes into contact with different language factors such as pronunciation, vocabulary, and structures. During the eighth activity of the pre-test, 45% of the students obtained the lowest score. Due to the constant characteristic of the Pop genre of repeating the same phrase or word several times, 15% obtained half the score. At the end of the application of the strategy of Pop songs, the percentage of correct answers rose to 77%, thus demonstrating that the students were able to improve their listening skills and their level to form structures.

Table 9. Activity 9 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	9.- Listen and order the given paragraph	Just a second we're not broken just bent, and we can learn to love again We're not broken just bent, and we can learn to love again It's in the stars, it's been written in the scars on our hearts Just give me a reason, just a little bit's enough.	20	0	20	40
Post-test	9.- Listen and order the given paragraph	Just a second we're not broken just bent, and we can learn to love again We're not broken just bent, and we can learn to love again It's in the stars, it's been written in the scars on our hearts Just give me a reason, just a little bit's enough.	28	9	3	40

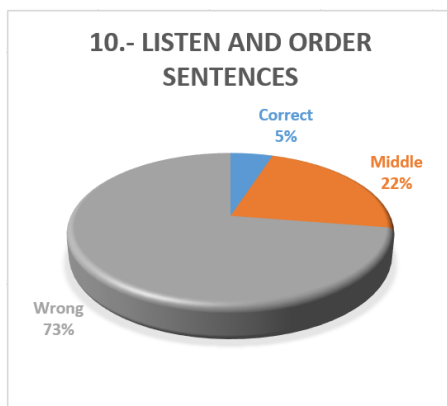


It is evident that the songs provide different phrases, sentences, and words in the content of their lyrics that help in the process of acquiring a new language. According to Sánchez, (2014) the songs offer the learner real contact with the language he wants to learn. By listening to a song in another language, the student comes into contact with different language factors such as pronunciation, vocabulary, and structures. During the ninth activity of the pretest, 50% of the students answered incorrectly. However, the selected song was one of the participants' favorites, so the other 50% gave a correct answer. At the end of the application of the Pop Songs strategy, the percentage of hits rose to 70%, revealing that Pop songs are a valuable tool when working with adolescents.

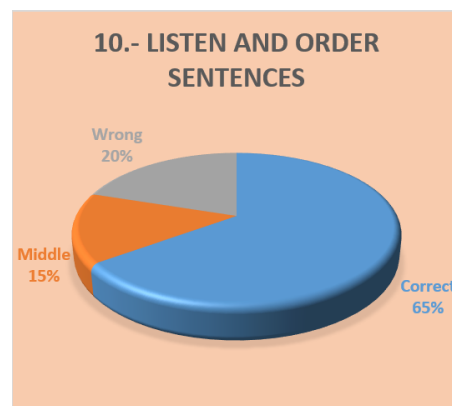
Table 10. Activity 10 pre-test/post-test

Activities		Content	Correct	Middle	Wrong	Total
Pre-test	10.- Listen and order sentences	that weren't all that pretty / touch you fixed them / I let you / and with every / see the parts of me, that you're / married now / a girl and you're / settled down / that you found / I heard	2	9	29	40
Post-test	10.- Listen and order sentences	that weren't all that pretty / touch you fixed them / I let you / and with every / see the parts of me, that you're / married now / a girl and you're / settled down / that you found / I heard	26	6	8	40

Pre-test



Post-test



The last activity of the pre-test showed that 73% of the students made mistakes in their answers. To obtain significant learning and improve this percentage, musical intelligence played a very important role. According to (García, 2020), the use of songs to learn English continuously favors the acquisition of vocabulary, the level of attention, and the ability to receive or memorize difficult content. Since music developed from language to be able to express emotions or feelings, it is also used as a means of communication. As mentioned above, the results of the post-test indicate that 65% of the students answered correctly after applying the didactic strategy.

CHAPTER V.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Based on the objective of diagnosing the level of listening comprehension and oral production in 8th EGB students at Unidad Educativa Rodríguez Albornoz, it can be concluded that the assessment aims to evaluate the students' ability to understand and communicate effectively in spoken language. The results of this diagnosis can be used to identify areas where students may need additional support and guidance to improve their language skills, thereby enhancing their overall academic performance and increasing their chances of success in the future. The results of the pretest show that the level of listening comprehension and oral production in students was quite low. This suggests that students may be struggling to understand spoken language and to effectively communicate their own thoughts and ideas verbally. Addressing these issues will likely require a targeted approach that emphasizes active listening, clear enunciation, and opportunities for meaningful practice and feedback. With the right strategies and support, however, it is possible for students to develop their skills and become more confident and effective communicators.

The application of the didactic-pedagogical strategy based on the implementation of musical intelligence through Pop songs has been proven successful in developing listening comprehension and oral production skills among the study population. By using music as a tool, students can engage with the language in a fun and enjoyable way, which helps to reduce anxiety and promote motivation. Pop songs have the added benefit of being easily accessible and relatable to students, making them an effective means of promoting language acquisition. Furthermore, the use of music allows students to practice their listening skills in a more authentic context, as they are exposed to natural rhythms, intonations, and pronunciation. Overall, the implementation of this strategy has demonstrated positive results in promoting language learning and student engagement.

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5.2 RECOMMENDATIONS

Pronunciation can be one of the most difficult parts of a language for EFL learners to master and one of the least favorite topics for teachers to address in the EFL classroom. All learners can do well in learning the pronunciation of a foreign language if the teacher and learner participate together in the total learning process. Success can be achieved if each has set individual teaching and learning goals.

Pronunciation must be viewed as more than correct production of phonemes: it must be viewed in the same light as grammar, syntax, and discourse that is an important part of communication. Research has shown and current pedagogical thinking on pronunciation maintains that intelligible pronunciation is seen as an essential component of communicative competence. With this in mind, the teacher must then set obtainable aims that are applicable and suitable for the communication needs of the learner.

The learner must also become part of the learning process, actively involved in their own learning. The content of the course should be integrated into the communication class, with the content emphasizing the teaching of suprasegmentals, linking pronunciation with listening comprehension, and allowing for meaningful pronunciation practice. With the teacher acting as a 'speech coach', rather than as a mere checker of pronunciation, the feedback given to the student can encourage learners to improve their pronunciation. If these criteria are met, all learners, within their learner unique aims, can be expected to do well learning the pronunciation of a foreign language.

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ANNEXES

PRE-TEST/POST-TEST

Objective 1: To Evaluate the pronunciation according following characteristics. (Valenzuela, 2020)

Assimilation: If the second word begins with a consonant sound, the consonant sound at the end of the first word can change so that it is more similar to the one that follows it.

Elision: If the second word begins with a consonant sound, and the first word ends with one or two consonant sounds, the final consonant sound of the first word can disappear.

Catenation: If the second word begins with a vowel sound, the consonant at the end of the first word can link to it.

Intrusion: If the second word starts with a vowel, and the first word ends in a vowel sound, the sounds /w/, /j/ and /r/ can link the words together.

1.- Read the next paragraph according given characteristics

There's a fire starting in my heart
Reaching a fever pitch, it's bringing me out of the dark
Finally, I can see your crystal clear
Go 'head and sell me out and I'll lay your ship bare

2.- Read the next paragraph according given characteristics

If only you saw what I can see
You'll understand why I want you so desperately
Right now I'm looking at you, and I can't believe
You don't know, oh-oh
You don't know you're beautiful, oh-oh
That's what makes you beautiful

3.- Read the following sentences according catenation, elision, assimilation and intrusion.

Starting in my heart
Reaching a fever pitch
Had it all
Think of me

4.- Select the correct pronunciation of:

I'll: eil, oil, ail, ill

Piece: pes, pais, pise, pis

5.- Select the stressed syllable

Insecure Everyone beautiful overwhelm desperately

Objective: To know how to manage the listening skill through the strategies: Gap Fill activity, Split song and Change song. (Sánchez, 2014)

Gap Filling activity: The filling gap activity consists of writing a keyword every line. Students listen once or twice and fill in the gaps with the words they hear.

Split song: It consists of selecting a paragraph of the song and separating the sentences in two parts. The second part of each sentence is scrambled. Students are asked to arrange the sentences.

Change song: This strategy is a good way to learn synonyms or antonyms, to understand how to compare. It consists of changing the lyrics of the song, then the students will have to listen to the song and find the wrong words.

6.- Listen and fill the gaps with the missing words

See how I'll with every piece of you
Don't underestimate the that I will do
There's a fire in my heart
Reaching a fever pitch and it's me out the dark

7.- Listen and fill the gaps with the missing words

Baby, you light up my world like else
The way that you flip your hair gets me overwhelmed
But when you at the ground, it ain't hard to tell
You don't know, oh-oh
You don't know you're

8.-Listen and order the given paragraph

I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"
Never mind, I'll find someone like you
"Don't forget me, " I beg
I wish nothing but the best for you, too

9.- Listen and order the given paragraph

Just a second we're not broken just bent, and we can learn to love again
We're not broken just bent, and we can learn to love again
It's in the stars, it's been written in the scars on our hearts
Just give me a reason, just a little bit's enough.

10.- Listen and order sentences

that weren't all that pretty / touch you fixed them / I let you / and with every / see the parts
of me,

.....

that you're / married now / a girl and you're / settled down / that you found / I heard

.....

Links

Rolling in the deep

<https://www.youtube.com/watch?v=rYEDA3JcQgw>

what makes you beautiful

<https://www.youtube.com/watch?v=QJO3ROT-A4E>

someone like you

<https://www.youtube.com/watch?v=8zrmyBC8zBU>

just give me a reason

<https://www.youtube.com/watch?v=D1CpWYU3DvA>

Author: Diana Estefanía Malán Ortiz

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<http://repositorio.unasam.edu.pe/handle/UNASAM/3393>

Sánchez, J. D. (2014). Enseñando inglés con canciones. *Revista Ciencias Humanas*, 11(1), 45-64. <https://doi.org/10.21500/01235826.1805>

PLANIFICACION 01

Area :	Lengua Extranjera			
Date:	11/08/2022			
Teacher:	Diana Estefania Malan Ortiz			
OBJECTIVE:	To apply the didactic-pedagogical strategy based on the implementation of musical intelligence through Pop songs to develop the oral production of the study population.			
Skill with performance criteria	Content	Methodological strategies	Resources	Time
Develop the students' ability to comprehend the literal meaning of the song and improve their pronunciation.	The teacher gives the student hand out sheets with the entire lyrics and a set of comprehension questions. Then the teacher plays the song to the students and gives them time to do silent reading, and work out the answers in groups to generate more conversation.	<p>Song Reading</p> <p><u>Pre-listening (10 min)</u></p> <ul style="list-style-type: none"> • Make groups and read the lyrics of the song. • Discuss and answer the next questions. <p><u>While listening (20 min)</u></p> <p>Listen to the song</p> <p>Reflect on your answer</p> <p><u>Post listening (10 min)</u></p> <ul style="list-style-type: none"> • With your team, read the questions and answers again and reflect. • Read the song 	Worksheets Talking Song	40 Mim

Author: Diana Estefanía Malán Ortiz

PLANIFICACION 02

Area :	Lengua Extranjera			
Date:	16/08/2022			
Teacher:	Diana Estefania Malan Ortiz			
OBJECTIVE:	To apply the didactic-pedagogical strategy based on the implementation of musical intelligence through Pop songs to develop the oral production of the study population.			
Skill with performance criteria	Content	Methodological strategies	Resources	Time
Develop the students' ability to comprehend the literal meaning of the song and improve their pronunciation.	The teacher then selects a paragraph from the song and separates the sentences into two parts. The second part of each sentence is scrambled and students are asked to arrange the sentences as they see fit	<p><u>Pre-listening (10 min)</u></p> <p>Review new or complicated words for students</p> <p>Stuck: push a sharp or pointed object into or through</p> <p>I'll: I will</p> <p>Count: determine the total number of something</p> <p>Tossin: move or cause to move from side to side or back and forth.</p> <p>Asleep: not attentive or alert; inactive.</p> <p>Beside: at the side of; next to.</p> <p><u>While listening (20 min)</u></p> <p>Organize the sentences of the selected paragraph as you see fit</p>	Worksheets Talking Song	40 Mim

		<table border="1" style="margin-bottom: 20px;"> <thead> <tr> <th colspan="2">1 Part</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>If you ever find yourself stuck in the middle of the sea</td> </tr> <tr> <td>B</td> <td>If you ever find yourself lost in the dark and you can't see</td> </tr> <tr> <td>C</td> <td>We'll find out what we're made of</td> </tr> <tr> <td>D</td> <td>You can count on me like one, two, three</td> </tr> <tr> <td>E</td> <td>And I know when I need it, I can count on you like four, three, two</td> </tr> <tr> <td>F</td> <td>'Cause that's what friends</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 20px;"> <thead> <tr> <th colspan="2">2 Part</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>I'll sail the world to find you</td> </tr> <tr> <td>2</td> <td>And you'll be there</td> </tr> <tr> <td>3</td> <td>I'll be the light to guide you</td> </tr> <tr> <td>4</td> <td>are supposed to do, oh, yeah</td> </tr> <tr> <td>5</td> <td>I'll be there</td> </tr> <tr> <td>6</td> <td>When we are called to help our friends in need</td> </tr> </tbody> </table> <p><u>Post listening (10 min)</u></p> <p>Listen to the song and check your answers</p> <p>Listen to the song again and sing it</p>	1 Part		A	If you ever find yourself stuck in the middle of the sea	B	If you ever find yourself lost in the dark and you can't see	C	We'll find out what we're made of	D	You can count on me like one, two, three	E	And I know when I need it, I can count on you like four, three, two	F	'Cause that's what friends	2 Part		1	I'll sail the world to find you	2	And you'll be there	3	I'll be the light to guide you	4	are supposed to do, oh, yeah	5	I'll be there	6	When we are called to help our friends in need		
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Rubric

Objective: Evaluate the level of pronunciation and comprehension of the students through a series of exercises based on songs and obtain an overview of the course in question.

Category	Novice (0-1)	Nearing Proficiency 2	Proficient 3-	Advanced 5
Fluency	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech;	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
Pronunciation and accent	Pronunciation is lacking and hard to understand; No effort towards a native	Pronunciation is good; Some effort at accent, but is definitely non-native	Pronunciation is good; good effort at accent	Pronunciation is excellent; good effort at accent
Vocabulary	Weak language control; vocabulary that is used does not match the task	Adequate language control; vocabulary range is lacking	Good language control; good range of relatively well-chosen vocabulary	Excellent control of language features; a wide range of well-chosen vocabulary
Grammar	Frequent grammatical errors even in simple structures; meaning is obscured.	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some errors in grammatical structures possibly caused by attempt to include a variety.	Accuracy & variety of grammatical structures
Details	Description is so lacking that the listener cannot understand	Adequate description; some additional details should be provided	Good level of description; all required information included	Excellent level of description; additional details beyond the required

Author: Diana Estefania Malan Ortiz

Worksheets

Someone like you

Link: <https://www.youtube.com/watch?v=hLQ13WQQoQ0>

Song reading

The objective of this activity is to develop the students' ability to understand the literal meaning of the song and analyze the message. The teacher gives the student worksheets with the complete lyrics of the song and a set of comprehension questions. Then, the teacher plays the song to the students so that they work on the answers in groups and generate interaction. (Torres, 2017).

Pre-listening

- Make groups and read the lyrics of the song.
- Discuss and answer the next questions.

Questions

- Who is the song talking about?

.....

- Why did the author write this song?

.....

- What feeling does the author express?

.....

- What message does the song convey?

.....

Someone like you

I heard that you're settled down
That you found a girl and you're married now
I heard that your dreams came true
Guess she gave you things, I didn't give to you
Old friend, why are you so shy?
Ain't like you to hold back or hide from the light

I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I had hoped you'd see my face
And that you'd be reminded that for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
"Don't forget me, " I beg
I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"
"Sometimes it lasts in love, but sometimes it hurts instead"

You know how the time flies
Only yesterday was the time of our lives
We were born and raised in a summer haze
Bound by the surprise of our glory days

I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I had hoped you'd see my face
And that you'd be reminded that for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
"Don't forget me, " I begged
I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"

Nothing compares, no worries or cares
Regrets and mistakes, they're memories made
Who would have known how bittersweet this would taste?

Never mind, I'll find someone like you
I wish nothing but the best for you
"Don't forget me, " I beg
I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"

Never mind, I'll find someone like you
I wish nothing but the best for you, too
"Don't forget me, " I begged
I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"
"Sometimes it lasts in love, but sometimes it hurts instead"

While listening

Listen to the song

Reflect on your answer

Post listening

- With your team, read the questions and answers again and reflect.
- Read the song

Author: Diana Estefania Malan Ortiz

Count on me

Link: <https://www.youtube.com/watch?v=ZMsvwwp6S7Q>

Split song

This activity provides an opportunity for students to improve their listening skill.. It must be done in groups to promote interaction among the students. Before doing the activity, it is necessary to review the new vocabulary. The teacher then selects a paragraph from the song and separates the sentences in two parts. The second part of each sentence is scrambled and students are asked to arrange the sentences as they consider. (Stovall, 2006)

Pre-listening

Review new or complicated words for students

Stuck: push a sharp or pointed object into or through

I'll: I will

Count: determine the total number of something

Tossin: move or cause to move from side to side or back and forward.

Asleep: not attentive or alert; inactive.

Beside: at the side of; next to.

While listening

Complete the sentences in the first box with those in the second box as you think are correct.

1 Part	
A	If you ever find yourself stuck in the middle of the sea
B	If you ever find yourself lost in the dark and you can't see
C	We'll find out what we're made of
D	You can count on me like one, two, three
E	And I know when I need it, I can count on you like four, three, two
F	'Cause that's what friends

2 Part	
1	I'll sail the world to find you
2	And you'll be there
3	I'll be the light to guide you
4	are supposed to do, oh, yeah
5	I'll be there
6	When we are called to help our friends in need

Post listening

Listen to the song again and check your answers

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We'll find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh

If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you, oh

We'll find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah

Listen to the song again and sing it

Author: Diana Estefania Malan Ortiz

Pictures





