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TITLE OF THE PROJECT

“THE USE OF GAMES AND SONGS AS METHODOLOGICAL STRATEGIES TO DEVELOP THE SKILLS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “SAN GERARDO” IN SAN GERARDO PARISH IN THE ACADEMIC YEAR 2015-2016”

AUTHORS:

CAGUAS CHAFLA FLOR FELICIA
CAUJA ALLAUCA MARIA INES

THESIS DIRECTOR

MsC. ELSA BASANTES

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2016

CERTIFICATE OF THESIS DIRECTOR

Master, Lucy Marina Pazmiño Calero, professor of the Facultad de Ciencias de la Educación Humanas y Tecnologías de la Universidad Nacional de Chimborazo; in my capacity of director of this thesis, presented by the students: Flor Felicia Caguas Chafla and Maria Inés Cauja Allauca, prior to obtaining the Degree of “Licenciatura en Ciencias de la Educación, Profesor de Ingles,” whose theme is: **“THE USE OF GAMES AND SONGS AS METHODOLOGICAL STRATEGIES TO DEVELOP THE SKILLS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “SAN GERARDO” IN SAN GERARDO PARISH IN THE ACADEMIC YEAR 2015-2016”**.

I certify that this project has been completed to 100%, it fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

Riobamba, June 27th, 2016.

It is all I can certify in honor of the truth.


.....
MsC. Lucy Pazmiño
C.I. 020144368-6
Tutor

CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL

Members of the tribunal of Graduation of the research project entitled:

“THE USE OF GAMES AND SONGS AS METHODOLOGICAL STRATEGIES TO DEVELOP THE SKILLS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “SAN GERARDO” IN SAN GERARDO PARISH IN THE ACADEMIC YEAR 2015-2016”

Submitted by: Flor Felicia Caguas Chafla and María Inés Cauja Allauca and directed by: Ms. Elsa Amalia Basantes Arias.

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Please sign to indicate your concurrence with the above:

President of the Tribunal



Ms. Monica Cadena

Member of the Tribunal



Ing. Luis Machado

Member of the Tribunal



Ms. Elsa Basantes

AUTHOR OF RESEARCH

The responsibility for the content in this Project of Graduation belongs exclusively to the authors Flor Felicia Caguas and Maria Ines Cauja students of languages school with the research work entitled:

“THE USE OF GAMES AND SONGS AS METHODOLOGICAL STRATEGIES TO DEVELOP THE SKILLS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “SAN GERARDO” IN SAN GERARDO PARISH IN THE ACADEMIC YEAR 2015-2016”

The intellectual heritage of this thesis belongs to the National University of Chimborazo

Riobamba, June 27th, 2016


.....
Flor Felicia Caguas
060488737-2


.....
María Inés Cauja
060521683-7

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DEDICATION

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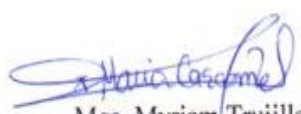
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RESUMEN

En la actualidad el Inglés es un idioma de suma importancia alrededor del mundo, convirtiéndose en una materia básica en las Instituciones Educativas, pero en la práctica del proceso de enseñanza- aprendizaje de este Idioma llega a ser aburrido, a pesar de la importancia del mismo. Por esta razón es necesario el uso de diferentes estrategias que motiven a los estudiantes aprender este idioma, por lo cual se presenta la siguiente investigación: el uso de juegos y canciones como estrategias metodológicas para desarrollar las habilidades de escuchar y hablar, a través de las cuales los estudiantes ponen en práctica los conocimientos adquiridos y reflejar resultados significativos al aprender el Inglés. La presente investigación es analizada paso a paso sobre cómo el uso de juegos y canciones ayudan al desarrollo de la comprensión y expresión oral del idioma inglés, para esto es necesario la inclusión de estrategias metodológicas que permitan a los profesores mejorar el proceso de enseñanza, donde los estudiantes tengan la oportunidad de formar parte de diferentes actividades y desarrollar la destrezas como: escuchar y hablar un segundo idioma a través de actividades eficaces que fomentan la cooperación y la participación activa en clase.

SUMMARY

Nowadays English is a language of utmost importance around the world, becoming a core subject in the Educational Institutions, but in practice The process of teaching - learning this language becomes boring, despite the importance of the same. For this reason it is necessary the use of different strategies that motivate students to learn this language, which present the following research: using games and songs such as methodological strategies to develop the skills of listening and speaking through which students put into practice the knowledge acquired and reflect significant result in learning English. This research is analyzed step by step on how the use of games and songs help to the development of comprehension and oral expression on the English language, this requires the inclusion of methodological strategies that help teachers improve the teaching process, where students have the opportunity to take part in different activities and develop the skills and: listen and speak as second language through effective activities that encourage cooperation and active participation in class.



Mgs. Myriam Trujillo B.

DELEGADA DEL CENTRO DE IDIOMAS

INTRODUCTION

The aim of language is communication so in this work it is reflected the results of using games and songs as methodological strategies to develop listening and speaking English language skills, to achieve this was applied two observation guides in which was possible identify different aspects of the students and the teacher at the moment to use games and songs that help students of Tercero de Bachillerato at Unidad Educativa “San Gerardo” acquire a great knowledge of the language in an interactive way and improve their education.

Chapter I: In this chapter the context of the problem is analyzed in details, also are presented the formulation of the problem, justification and the objectives that pretend to be reached.

Chapter II: This chapter is about theoretical framework where the research is supported, focused on the backgrounds of previous researches, then theoretical part that supports the research, after that the objectives operationalization and finally the definition of basic terms for a better understand of the project.

Chapter III: This chapter deals about methodological framework in which include: design, type and level of research, the population and sample that was directed the project also the techniques and instruments for data collection and interpretation.

Chapter IV: This chapter refers to the results got of the observation and those are analyzed and interpreted in detail.

Chapter V: This chapter reflects the conclusions and recommendations about the research that could help to solve problems of any related project.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 TITLE

“The Use of Games and Songs as Methodological Strategies to develop the skills of English Language in the students of Tercero de Bachillerato at Unidad Educativa “San Gerardo” in San Gerardo parish in the academic year 2015-2016”

1.2 PROBLEM

Currently the English language has spread around the world, becoming one of the most spoken languages, for this reason the knowledge of this language is necessary, therefore English has become an essential subject in all educational institutions in the world, it is necessary for interacting with people from different countries whether in the social, political or economic aspects.

Today in all educational institutions of our country it has taken more emphasis on learning this second language, because it has become a vehicle of opportunities, to travel to other countries with basic knowledge for a better development in purely English-speaking countries, for this, it is necessary that teachers allow students to learn in pleasant and fun environments, to raise their motivation and interest in acquiring new knowledge.

Therefore to develop a correct teaching and learning process it takes into account the use of the best games and songs in the classroom to improve the four skills at the same time, so it is necessary to bear in mind the skill in which students have more difficult to learn, to thus assist the needs of each student, looking for appropriate activities with games and songs and through it to get a meaningful learning.

In Third year of Bachelor at Unidad Educativa "San Gerardo", located in San Gerardo parish, Guano canton, the students feel restricted because they do not understand the second language, and this undoubtedly affects their motivation and their interest in learning this second language. So it requires applying a series of methodological

strategies including games and songs, that help students to learn in a different and fun environment, thus to increase students interest in learning of English.

1.3 FORMULATION OF THE PROBLEM

How can benefit the use of games and songs as methodological strategies to develop the English language skills in the students of Tercero de Bachillerato at Unidad Educativa “San Gerardo”, in San Gerardo Parish, Chimborazo Province, in the academic year 2015-2016?.

1.4. QUESTIONS OR PROBLEMS ARISING GUIDELINES

- How important is the use of games and songs to develop English language skills?
- What are the best games and songs to develop English language skills?
- Do games and songs as methodological strategies to improve English language skills?

1.5. OBJECTIVES

1.5.1. General Objective

To establish the best games and songs as methodological strategies to develop the English language skills in students of Tercero de Bachillerato at Unidad Educativa "San Gerardo" in San Gerardo parish in the academic year 2015-2016.

1.5.2. Specific Objectives

- To identify a variety of games and songs that help to develop English language skills.
- To classify specific games and songs to develop English language skills.
- To determine the results of using games and songs as methodological strategies.

1.6. JUSTIFICATION

The present work will let students understand that learn English as a foreign language allows people to have a successful future because they have access to updated information and good opportunities to travel to another country where English is the native language.

It is convenient to develop this research because through this project will be possible to help students to develop: listening and speaking skills at the same time, through the application of games and songs.

This project will benefit to students, teachers and other constituents of the institution, because through the use of games and songs during learners' learning process, they can improve their skills, so educators can notice their progress day by day.

When the research will have completed, it will be possible to determine the results of practice active methodological strategies that allow students to learn in a funny way, the results will support as a source to future researches.

This research is relevant because as future teachers we are interested in understanding the use of games and songs as methodological strategies to develop the listening and speaking English language skills, so as teachers we can apply them correctly with our students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 INVESTIGATION ANTECEDENTS RELATED TO THE PROBLEM

This research deals about the use of games and songs to improve the language skills in the students of Tercero de Bachillerato at Unidad Educativa “San Gerardo” in San Gerardo parish.

Once reviewed other titles of researches at the library of Universidad Nacional de Chimborazo was possible evidence that nobody has done any research related to the use of games and songs as methodological strategies to develop the English language skills, but we can find only two researches related with these titles:

“THE USE OF MOTIVATIONAL STRATEGIES TO ENCOURAGE THE SPEAKING SKILL OF ENGLISH LANGUAGE”. This research was developed by ELSA MARIA CAIN YUQUILEMA, who established in her thesis that the motivational strategies “tries to contribute with an alternative solutions to problems in the area of English language teaching. Because it is necessary to correct the students’ speaking skill of English language since who are in training therefore they are more affordable to suggestions and learn the better use of the English language. This research work is selected, aimed to enhance the human development within the educational environment; this, specifically with the “collection and creation of activities that allow students to contact with learning language”. An alternative solution to the problem was proposed: the use of motivational strategies to encourage the speaking skill of English language. For example, oral games are efficient activities and they encourage cooperation and active participation in class.

“COMMUNICATIVE ACTIVITIES (DIALOGUES, ROLE PLAYS, SIMULATIONS AND GAMES) AS A TEACHING STRATEGY TO DEVELOP THE SPEAKING SKILL”. This work was developed by CHRISTIAN XAVIER YANCHALIQUÍN ESPINOZA; according the author of this research the big problem of the low level of English in students is the insufficient of ability to develop the principal skills of the

language. So for help to solve these kinds of problems the author of this research suggested the use of several communicative activities such as dialogues, role plays, simulations, including in these activities the use of games and song in classroom. In this way, students would be more interested and motivated to take part in the learning process.

2.2. THEORETHICAL FOUNDATION.

2.2.1 Definition of Game

Games: “ are any specific contest, engagement, amusement, computer simulations, or sport involving physical or mental competition under specific rules, as football, chess, or war games”, (Collins English Dictionary, 2016)

Games encourage learners to direct their energy toward language learning by providing them with a meaningful context, (David Betteridge, 2006). Games are very important because they provide enjoyment and relax to the students, they create supporting learning environment so students avoid boring also they encourage students to use their language in a communicative way.

2.2.1.1 Why you should use Games in Classroom?

Games are used as methodological strategy because it gives students the opportunity to involve students in learning and allow them to practice the language skills. The benefits of use games in the learning process are more cooperative group, dynamics and as a result of this the students are highly motivating, developing the language skills and the most important they are learning the language. Also games should be used to:

- Build a relationship among students and friendly competition.
- Keep students attention and their interest.
- Focus on the use of the language for a meaningful learning.
- Gives students an opportunity to practice, and learn the language.

Students learn through interacting, experimenting, and discovering with their environment. Students need to learn with variety activities to increase their motivation and keep their interest to learn a second language. Through the use of games students

will be ready to face the real life and learn the target language, in this way the knowledge will be useful.

2.2.1.2. Advantages to use Games in Classroom

(Huyen, 2003) Determines some of the advantages of using games in classroom to learn vocabulary in the classroom:

- Games create a fun and relax environment, so the learners keep and learn words more easily.
- Games keep students attention and involve friendly relationship, thus learners keep their attention and interest in the activity.
- Vocabulary games bring real words context to the classroom so is more easily for students learn those words.

(Kim, 1995) Determines more general advantages of the use of games in the classroom:

- Game breaks the usual routine of teach a language instead of this, games create fun environment in classroom and built a relationship among students.
- They motivate and keep students attention.
- Games help students to learn real words more easily.
- With games students practice the language and help students develop the skills: listening, speaking, reading, and writing.
- They permit students interact each other and communicate with fluency.
- They create a meaningful learning for language use.

(McCallum, 1980) Suggested the following advantages using games:

- Games focus students' attention on specific structures.
- They can function as reinforcement, review and enrichment.
- They involve the same participation from both slow and fast learners.
- Games contribute to an atmosphere of healthy competition.
- Provide immediate feedback for the teacher.
- Ensure the maximum student participation for a minimum of teacher preparation.

Games are highly tool to teach and learn English because through the use of them teachers can keep the students attention and motivate them and thus create a

constructive and fun environment. Furthermore students can built a good relationship, among them, to improve their language skills, learn vocabulary and learn each other.

2.2.1.3. What kind of Games can be used?

(Gaudart, 1999) Says that there are four types of games that teachers can use, those games are: card games, board games, simulation games, and party-type games. At the time to choose a game the teacher should look for games that help students to develop their skills and learn the language instead of traditional games. Sometimes some games can be modified according students' needs for a significant learner, also it is important note that games not necessarily need to involve a lot of movements, but it does need to be intellectually challenging.

It is necessary that teacher uses a variety of incentives to keep the students energy and interest during the time of the game, those incentives have to be according to the age of students for example they can use small prizes. Furthermore teachers can incentive their students with extra points, with this kind of incentive students became more active and they want to participate all the time, thus achieving students practice more and more the language. Of course the games could be based on real life, and the most important they should be interactive, where students can participate with other students taking into account the time of the game.

Not all the games can be used with children, teens and adults, so teachers need to choose specific game to work with their students because of the game depends that students do not get boring. According to (Velasquez, 2010)) those kinds of games could be used with student of kinder or schools. For example:

Mis manitas.	(My hands)
Uno, dos, tres	(one, two, three)
El tallarín	(the noodle)
Cabeza, hombros	(head, shoulders)

According to the observation realized by the authors of the project the following games can be used with teens or adults:

The telephone game

Something in my wallet

Simon says

My neighborhood

It is necessary that teachers planning the game before to apply with their students. (McCallum, 1980) Stated “the teacher should organize the games before the instruction” to let the students understand the purpose of the game and the benefits that they will get from them. The teacher will be able to manipulate a number of variables to vary the activities, such as the grouping of participants and the rules under they which they operate, some activities could be done in pairs or groups.

According to (Torres, 2010) the following guidelines are suggested to develop games:

- **Select the appropriate game:** the game should be practical and pedagogical according to the students’ age, level and language that they need to practice.
- **Explain the game carefully:** teacher should establish the rules of the game that the students must follow from the beginning, the time for beginning and ending.
- **Provide adequate rehearsal:** teacher should provide a model so that students can do the game successfully.
- **Monitor the students’ performance:** the students should feel free to consult the teacher when it is necessary, but do not interfere with the game is in progress.
- **Keep a record:** this should cover what games students have done, how well they did them; teacher should also keep a note of any idea to make variations on the games, it is also necessary to keep a record of scoring to give prizes to students to motivate their learning.

2.2.2. Definition of Song

Song: it is usually a short piece of music with words that are sung, also it is the act of singing or singing when considered generally, a song is also the musical sound that a bird makes, (Cambridge, 2016).

(Rumley, 1999) Believed that songs help children to learn since they provide a safe and non-threatening context which enables students to play with the language.

Using songs with students may contribute to create a positive atmosphere which may lower the affective filter and thus contribute to language acquisition. Songs can be played as background music when students are doing book work or other exercises, background music help to improve memory, song activities make the students more interested in the topic, songs can have slangs and idioms so students can learn new expression by listening and repeating the song.

2.2.2.1 Advantages of using Songs in the Classroom

One advantage of using songs in classroom is their flexibility, songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool as (Murphey, 1995) established, songs can help learners to develop their listening skills and pronunciation so they improve their speaking skill, also songs can be useful tools in the learning of vocabulary, sentences structures, and sentence patterns but the greatest benefit to using songs in the classroom is that they are fun, songs can add interest to the classroom routine and potentially improve students motivation.

Otherwise to this opinion, the exposition of the language learners to sufficient and necessary input is one of the main principles in the language learning process (Krashen, 2014) hence, the rhythmic and repetitive nature of songs can contribute to the ease association between the language and the content, and through it students acquire and internalize the language. In relation with this, (Rumley, 1999) stated that songs offer outstanding opportunities of repetition and practice, so students absorb and interpret what they hear, but it could become tedious if teachers work with traditional resources for this reason teachers must use all the tools possible to create an interesting class and help students to develop their English skills.

On the other hand (Lo R. and Li, 1998) suggested that the use of songs in the classroom offer a break from the traditional routine, also the use of songs to learn English develops a non-threatening atmosphere in which the four skills can be improved together. Songs are more frequently used with the young learners since the point of view of (Krashen, 2014) claimed that children are enthusiastic about rhythm

and they have not built personal barriers so they participate actively during the activities.

Using songs is an effective way to keep students in touch with English even outside the classroom because nowadays music is general in the world, and students are listening while they are doing something, most of them enjoy more singing the songs.

Songs can change the classic language learning process, it can be a form of breaking the ice in class they are benefit not only for audio visual but also for kinesthetic learners.

2.2.2.2. Reasons for using Songs in the Class

There are three important reasons established by some authors for using songs in classroom: the affective reason, the cognitive reason and the linguistic reason.

2.2.2.2.1 The Affective Reason

The hypotheses developed by (Krashen, 1993), “The Affective Filter Hypothesis view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. (Krashen, 1993) Claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

2.2.2.2.2 The Cognitive Reason

Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. (Segalowitz, N. and Gatbonton, E., 2003) Define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs can

help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment, however the major variation towards the communicative teaching methodology requires that automatization occur in a different manner. (Segalowitz, N. and Gatbonton, E., 2003) State that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion".

2.2.2.2.3 The Linguistic Reason

Besides automatization there is a linguistic reason for using songs in the classroom it is because of songs are excellent examples of colloquial English that is the informal language in conversations.

Two researches of (Domoney, L. and Harris, S., 1993)and (Little, 1983)established the prevalence of pop music in the lives of EFL students, both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom.

2.2.2.3 Developing Language Skills through Songs

Listening: Songs play an important role in developing listening skill, (Philips, 1993)students pay attention to the lyrics and try to understand the message of it.

There are some ways of using songs in the classroom, before choosing a song the teacher should take into account the age and level of the students.

According to (Brown, 2006) the procedure of any listening activity can be done by activating prior knowledge, while-listening, post-listening.

Activation prior knowledge: it is organized in schema: abstract, generalized mental representations of our experience that are available to help students understand new experiences. It is one part of the cognitive model of language processing, this model

means when people listen they process the information they hear using their prior knowledge and experiences to assemble their understanding of what they read.

While –listening: In listening activities teacher should explain students which the purpose of the activity is, students could listen for details, for making inferences and for the main idea, so students will pay attention on specific information and they can organize and reflect on their learning.

Post –listening: Teachers can use post listening activities to check comprehension, evaluate listening skills and use of listening strategies it let extend the knowledge gained to other contexts and may transfer what students have been learned.

Some examples of the use of son to develop listening skill, the teacher can play the cd song and let students listen and do exercises.

Speaking: When students sing a song they feel more confident to participate in classroom and improve their pronunciation, practicing what they are listening through the songs, students comprehend the message so they can create dialogues about it and the real life.

There are some ideas for developing speaking activities

- Repeating the lines and practicing pronunciation
- Role playing the events of the songs
- Creating questions about the songs
- Problem solving: if they are the author of the song what changes they could done.
- Giving presentations about students' favorite songs or genres

Reading: The songs are important to develop reading skill because song lyrics can provide a variety of reading activities such as:

- Reading a text related to the band or the theme of the song.
- Reading the lyrics and predicting the tone, melody of the song.
- Getting the jumble lyrics in the correct order.
- Skimming through the lyrics and predicting answers.
- Correcting mistakes in the lyrics.

- Matching words with definitions.
- Re-read and checking the correct answers in the lyrics.
- Continue the text and reading aloud.

Writing: Songs are helpful to develop writing skill in students because lyrics provide a series of activities that learners can develop through them:

- Taking notes of the song lyrics
- Students can create a story about the interpreter or about the kind of music they like to listen.
- Completing the lyrics
- Students can create their own lyrics
- Students can write a song report.

2.2.3. Methodological Strategies

2.2.3.1 Defining Method

According (Nunan, 1999) “method is a single set of procedures which teachers are to follow in the classroom”. Methods are also usually based on a set of beliefs about the nature of language and learning. According to (Torres, 2010) method is a systematically set of teaching practices based on a particular theory of language learning, stated to accomplish linguistic objectives.

2.2.3.2 Defining Methodology

According to (Brown H. D., 2000) defines Methodology as the study of pedagogical practices including theoretical underpinning and related research, in other words it is a variety of ways of teaching that explain us how to teach. Methodology has to do with selecting, sequencing, and justifying learning tasks and experiences (Nunan, 1999). Methodology in language teaching has been characterized in a variety of ways. It has been usually conceived as a way a teachers goes about his/her teaching. It in fact means more than that (Torres, 2010).

2.2.3.2.1 Principles for Language teaching Methodology

(Nunan, 1999) Suggests three principles for language teaching methodology:

a. - Focus on the learner

A learner-centered classroom is very important because is one in which learners are actively involved in their own learning process. To this learner involvement (Nunan, 1999) suggest two dimensions; in first dimension the learners decide what to learn, how to learn, and how to be evaluated, the second is in maximizing the class time in which the learners, rather than the teacher, do the work.

b. - Develop your own personal methodology.

Such as each learner has their own learning style; teachers also have their own teaching style, so they can teach the student in different ways, but all the teaching process have to be focused in the acquisition of the new knowledge.

c. - Built instructional sequences based on a pretask, task, and follow-up cycle.

Successful instructional sequences share certain thing in common, regardless of the methodological principles or approaches that drive them. Furthermore all the activities have pre-task, it have some functions: to create interest, help build learners` schema in relation to the topic, introduce key vocabulary, and revise a grammatical points.

Following the pre-task comes the task, this consist of several steps or subtasks where the teacher should maximize the time that learners are processing the language or interacting with each other. Also the teacher should monitor the students to ensure that they know what they are going to do and if they are carrying out the tasks correctly.

After the task proper, there should be some kind of follow-up. As tasks it also has several functions: to elicit feedback from the learners about their experiences, to provide feedback to the learners on how they had done, to correct errors that the teacher might have noticed, and to get students to reflect on the task and engage in self-evaluation.

2.2.3.2 Defining Strategy

In (Oxford, 2016) “a strategy is defined as a plan intended to achieve a particular purpose”. Strategies show how the goals will be achieved by the resources, so they are used to get goals successfully. According to (Richard and PLatt, 2000) state that learning strategies are intentional behavior and thoughts used by learners during learning for a better understanding, learning, or remembering new information. A strategy is a planned set of actions over time systematically carried out to achieve a particular purpose. The strategies are rules that allow appropriate decisions at any time of the learning process, so there are ways of working to improve performance. (Chomsky, 1972)

2.2.4 Language Skills

2.2.4 .1. What is Language?

“It is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work”. (Cambridge, 2016).

Language is a human system of communication that uses arbitrary signals, such as voice sounds gestures and written symbols, it is the most important aspect in the life of all human beings, because through it, we can express our thoughts and emotions, needs and desires. Behaviorists often define language as a learned behavior involving a stimulus and a response. (Ormrod, 1995) Often times they will refer to language as verbal behavior, which is language that includes gestures and body movements as well as spoken word. (Pierce and Eplin , 1999)) in the definition of language we have to be careful not to exclude symbols, gestures, or motions because it is the language of the deaf community. All human languages share basic characteristics, some of which are organizational rules and infinite generativity; it means the ability to produce an infinite number of sentences using a limited set of rules and words (Santrock and Mitterer , 2001)

2.2.4 .2. What is a Skill?

It is an ability and capacity acquired through deliberate, systematic, and sustained effort and habits to smoothly and adaptively carry out complex activities or job functions involving ideas they are cognitive skills and things technical skills. (Longman, Longman Dictionary online , 2016)

When we are learning a language, there are four skills that we need for a complete communication. These four skills are engaged to each other. When learning one of them, it is necessary to bear in mind that all four skills are acquired and developed together through practice. But when we learn our native language, we usually learn to listen first, after that to speak, then to read, and finally to write, in a foreign language such as English these are called the four "language skills": Listening, Speaking, Reading, and Writing.

2.2.4.3 Importance of Language Skills

(Charter R, 2013) Defines: language is absolutely central to students learning: without it, they cannot make sense or communicate their understanding of a subject, people will need to develop their language skills, and specifically, their academic English, in order to:

- Understand and make the most effective use of your study materials
- Develop the specialized language and vocabulary relevant to your subject
- Interpret assignment questions and select relevant and appropriate material
- Write well-structured and coherently presented assignments, without plagiarism
- Communicate your needs to your tutors
- Work productively with other students.

2.2.4. 4 English Language Skills

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

a. - Listening skill: (Thomlison, 1984) defines listening as, “Active listening, which is very important for effective communication, it is a receptive skill and an important communication competence because it involves the process of receive and interpreting the words and sentences in the brain in other words the understanding of the message. The skill of listening with comprehension is an essential part of communication and basic to second language learning. The goal of the listening skill is to enable the learners to perceive the second language in the way native speakers perceive it. (Robinett, 1978).

Listening skill is an active process that has three basic steps: hearing, understanding and judging, the use of these steps in a correct way will benefit to students.

- **Hearing:** it just means to catch the message that the speaker is saying.
- **Understanding:** it means process the message that people have heard and understand it in their own way.
- **Judging:** after people are very sure that understood what the speaker have said think about whether it makes sense.

b. Speaking skill: (Burn and Joyce, 1997) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, the participants and the purpose of the speaking, according to this definition speaking can be divided in two ways: formal and informal:

Informal speaking: it occurs typically with family and friends, or people well known.

Formal speaking: it occurs in academic situations, business or when meeting people for the first time.

It is a productive skill because words are produced in oral way. The goal of language is communication and the aim of speaking in a language context is to promote

communicative efficiency; teachers want students be able to use the language as correct as possible and with a purpose. Students often value speaking more than the other skills such as reading, writing and listening.

Therefore there are some aspects of how learners can develop speaking skill:

Using minimal responses: Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts: Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

c. Reading skill: According to (William, 1984), reading is a process whereby one looks at and understands what has been written. On the other hand; "Reading is an act

of communication in which information is transferred from a transmitter to a receiver" (Smith, 1973:2), in this case the readers have to use their knowledge to understand the meaning of the ideas that the authors are expressing through the texts because they present letters, words, sentences, and paragraphs that encode meaning.

Reading is the interaction between reader and writer as a result is the comprehension of the text in other words reading skill enables readers to turn writing into meaning and achieve the goals of independence, comprehension and fluency. When students read for academic purposes they need to:

- Understand new vocabulary and the style in which the study materials are written.
- Identify the main points in a piece of text.
- Select the key information relevant to the task or assignment.
- Read actively and critically, thinking about the sources of the information and whether there is evidence to back up any arguments that are made.

d. Writing skill: it is a form of communication to express feeling through written form. (Harmer, 1991). It is a productive skill because people can express their ideas using symbols (letters of the alphabet, punctuation marks), creating words, sentences and paragraph that have sense, the ideas expressed by the writers must be organized to let the reader or receptor understands clearly the message.

Writing skill help the learner convert their thoughts into words in a meaningful form and to mentally interact with the message, gaining independence, comprehensibility, fluency and creativity in writing. When students produce a piece of academic writing, it's helpful to think about 4 key areas:

- Use of source material: the use of relevant information.
- Structure of the text: organize the response in an appropriate way
- Academic writing style: the use of language appropriate to the audience and the assignment.
- Grammar, spelling and punctuation: the presentation and correct use of punctuation marks, and capitalization.

These four areas can form the basis of a practical tool to help students to develop their academic writing with relevant and useful information to let people understand the message of the text.

2.2.4. 5 English Language Sub- Skills

- a. Grammar
- b. Vocabulary
- c. Pronunciation
- d. Conversation
- e. Spelling

a. Grammar sub skill: (Yule, 2010) defines grammar as the process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequence.

Grammar is the structure and system of a language in general usually taken as consisting of syntax, morphology, phonology and semantics, so it means the study of how words and their component parts combine to form sentences.

b. Vocabulary sub skill: Vocabulary refers to a set of words that one knows in any language. It usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is one of the most important components of language development. It is a central part to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

(Baker, Simmons, & Kame'enui, 1998) stated that learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e. to learn something new).

c. Pronunciation sub skill: Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is

projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Pronunciation is very important if people create correct vowels and consonants in English are more likely to be understood.

There are some important aspects of pronunciation, including:

- Word stress: emphasis on certain syllables in a word
- Sentence stress: emphasis on certain words in a sentence
- Linking: joining certain words together
- Intonation: the rise and fall of our voice as we speak

d. Conversation sub skill: It is a talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information is exchanged, (Cambridge, 2016).

Conversation offers the students opportunities to:

Learn: We learn a great deal via conversation, including conversations with ourselves. We learn highly valuable life lessons.

Coordinate: We spend a great deal of time with others, but also coordinating our actions in ways that are mutually beneficial. Anytime we negotiate one favor for another, we use conversation to reach an agreement to transact.

Collaborate: Many times social interaction involves the negotiation of goals, so conversation is a requisite for agreeing on goals, as well as for agreeing upon, and coordinating, our actions.

e. Spelling sub skill: it is the formation of words with the correct letters in the correct order, or the ability to do this, the way a particular word is spelled, (Cambridge, 2016)

If people want to create a good impression in their writing and make sure they get the meaning across clearly, it is very important to get their spelling clearly.

2.3. OBJECTIVE OPERATIONALIZATION

SPECIFIC OBJECTIVES	ACTIVITIES	TECHNIQUES AND INSTRUMENTS
To identify a variety of games and songs that help to develop English language skills.	<ul style="list-style-type: none"> • Observation teacher class. • Bibliographic research. • Internet research. • Specialist research. 	<ul style="list-style-type: none"> • Observation
To classify specific games and songs to develop English language skills.	<ul style="list-style-type: none"> • To develop observation sheets. • To apply observation sheets. 	<ul style="list-style-type: none"> • Observation sheets
To determine the results of using games and songs as methodological strategies.	<ul style="list-style-type: none"> • Tabulating information. • Realizing the analysis and interpretation of the results. 	<ul style="list-style-type: none"> • Report result

Source: Specific objectives.

Elaborated by: Flor Caguas and Inés Cauja

2.4. DEFINITION OF BASIC TERMS

Games: “ are any specific contest, engagement, amusement, computer simulations, or sport involving physical or mental competition under specific rules, as football, chess, or war games”, (Collins English Dictionary, 2016)

Songs: it is a usually short piece of music with words that are sung, also it is the act of singing or singing when considered generally, a song is also the musical sound that a bird makes, (Cambridge, 2016)

Method: According (Nunan, 1999) method is a single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. According (Torres, 2010) method is a systematically set of teaching practices based on a particular theory of language learning, stated to accomplish linguistic objectives.

Methodology: (Brown H. D., 2000) defines Methodology as the study of pedagogical practices including theoretical underpinning and related research, in other words it is a variety of ways of teaching that explain us how to teach. Methodology has to do with selecting, sequencing, and justifying learning tasks and experiences (Nunan, 1999)

Language: It is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. (Cambridge, 2016).

Language is a human system of communication that uses arbitrary signals, such as voice sounds gestures and written symbols, it is the most important aspect in the life of all human beings, because through it, we can express our thoughts and emotions, needs and desires.

Skill: It is an ability and capacity acquired through deliberate, systematic, and sustained effort and habits to smoothly and adaptively carry out complex activities or job functions involving ideas they are cognitive skills and things technical skill (Longman, Longman Dictionary online , 2016)

Sub-skill: (in language teaching) a term sometimes used to refer to the individual processes and abilities which are used in carrying out a complex activity. (Longman, 2010)

Learning: the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process. (Longman, 2010)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF RESEARCH

In this research was used the ethnographic design because through this, was possible to collect directly information of the students' necessities in language.

3.2. TYPE OF RESEARCH

In this work the exploratory research was used because this work has a scientific knowledge and bibliography which support the investigation, also the information was taken directly from the students of third year of Bachelor at Unidad Educativa "San Gerardo".

3.3. LEVEL OF RESEARCH

The level of research is descriptive, because trough this was possible evidence the effects of the use of games and songs as methodological strategies to develop the English language skills in the students of third year of Bachelor at Unidad Educativa "San Gerardo".

3.4. POPULATION AND SAMPLE

3.4.1 Population

This research took place in third year of Bachelor at Unidad Educativa "San Gerardo", with a population of 19 students and one teacher for this reason we worked with 20 people.

3.4.2 Sample

Because of the number of people, the formula to determine the sample is not applied, as consequence all the members were involve in this research process.

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

Observation sheets: This technique let to gather information about the problem to be researched and was applied directly to the students of third year of Bachelor at Unidad Educativa “San Gerardo”, through observation sheets, the information was collected to solve the problem.

3.6 TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION

Observation sheets because through this technique we could collect essential directly information from the students so with this information was analyze the results and got conclusions for the research.

CHAPTER IV

4. ANALISIS AND INTERPRETATION OF RESULTS

This research was aimed to the students of Tercero de Bachillerato at Unidad Educativa “San Gerardo,” during the academic year 2015-2016. This work was focused on the use of games and songs to develop the communicative skills such as listening and speaking. It was developed with the collaboration of the authorities, English teacher and students of Tercero de Bachillerato at Unidad Educativa “San Gerardo”.

During the time of this research, two aspects were used to gather information: the “games and songs” and “languages skills.” In which internet and books were the principal sources to find information. Beside observation guides were used to obtain direct information from the students and clear ideas about the theme.

Then, the observation guides were applied from May 2nd until June 3rd, 2016. The first and second observation guides were carried out all the May month and the first week of June moth. During the time of observation the authorities, students and teacher collaborated to bring this research to success.

Finally the observation guides were analyzed carefully, this techniques and instruments for data collection helped the authors of the project to understand the problem and describe the results the use of games and songs as methodological strategies to develop the listening and speaking skills.

4.1. DESCRIPTION OF HOW STUDENTS DEVELOP THEIR LISTENING AND SPEAKING SKILLS THROUGH THE USE OF GAMES AND SONGS.

4.1.1. Analysis and Description of Observation Guide No. 1

Two observation guides were used to find how games and songs help to develop the listening and speaking skills in the classroom. The first had many indicators to observe students one by one during daily classes, and the second had some general parameters of the Institution, teacher and students to consider in the observation. The observations were applied using five students peer week during the May and June months.

Student 1- Observed from May 2nd to 6th of 2016. This student paid attention to the teacher and tries to understand in English, even though it was not enough and sometimes she asked to the teacher to explain her some of the instructions in Spanish. Also she felt nervous and shy to speak in English because she had problems to pronounce some basic words such as “computer”, also she had problems with the use of the correct grammar in some cases she pronounced first the subject, then the complement and finally the verb such in the sentence “I am in the classroom playing”.

Student 2 - Observed from May 2nd to 6th of 2016. This student had interest to learn more day by day, he listened to the teacher with a lot attention and for him was easier to understand the instructions because he lived in U.S.A but he could not develop all that he knows because he is a special boy. Furthermore, he liked to participate in classes so he did not care about if his classmates to mock him. In addition he rarely felt nervous at the time to speak in English because he knew the basic words and correct structures so he could participate. Also he asked some question to his teacher when he had doubts so he was able to establish a dialogue with the teacher and his classmates.

Student 3 - Observed from May 2nd to 6th of 2016. This student rarely paid attention to the teacher, she always was doing anything else, and, for this reason she did not understand anything about the class. When the teacher asked her to repeat the lyric of the song she could not perform the activity because she demonstrated lack of vocabulary and his pronunciation was bad. Furthermore this student became angry because she wanted to receive the explanation only in Spanish. She always felt nervous and afraid to participate because she could not pronounce the words in English and she was not able to establish a dialogue with her classmates.

Student 4 - Observed from May 2nd to 6th of 2016. This student was a big problem to the teacher because he spent the time doing anything else such as: playing in his cellphone, sitting in the back of the class or doing other homework instead of paid attention. The teacher scolded him but he always showed a rebellious attitude for that reason he never understood what he had to do, he always just copied the answer to his partners. At the time to play “Simon says” game he did not do anything because he did not understand the instruction, he showed lack of vocabulary, low interest in learning and his pronunciation was terrible, this student did not collaborate in the classroom,

Student 5 - Observed from May 9th to 13th of 2016. This student did not have a good vocabulary and did not have a good pronunciation, sometimes paid attention to the teacher and he tried to participate in classes. Sometimes he did not understand the teacher instruction so he asked teacher to explain him again. He demonstrated that he wanted to learn, it was possible notice because when the teacher asked to students to read “Lemon tree” song he was one of the students that wanted to perform that activity, even though his spelling and grammar mistakes he was able to establish a dialogue with the teacher about the title of the song thus he was a participative and collaborative student.

Student 6 - Observed from May 9th to 13th of 2016. This student rarely understand the teacher`s explanation because he did not pay attention at all, he was doing Mathematics` homework during English classes. When the teacher asked him to sing or read a part of the “Lemon tree” song he did not understand so felt shy and afraid to said words in English but he did not ask the teacher explain again the instruction, also he demonstrated lack of vocabulary, for this reason had problems at the moment to speak. All the time he showed lack of interest in learning more about the English language, he just wanted the teacher speaks in Spanish all classes, for those reason he was not able to understand the ideas of his partners and he could not establish a dialogue with them.

Student 7 - Observed from May 9th to 13th of 2016. The student sometimes paid attention and understood the activity that was performing, for a better understanding he asked to the teacher some question about the topic but in Spanish. After the teacher explanation he asked him to give some ideas in his own words but this student did not want to participate, he felt shy and nervous because he could not spell the words correctly, he expressed that he had lack of vocabulary and did not know how to express his ideas so the teacher helped him all the time so he was trying to speak in English, improve his pronunciation and increase his vocabulary.

Student 8 - Observed from May 9th to 13th of 2016. During the observation this student participates and collaborates all the time in class. He paid attention to the teacher explanation so he understood clear about the instructions at the moment “My

neighborhood" game. For him was not difficult to understand because he had a great amount of vocabulary and his pronunciation was good. Even though to understand the majority of explanation he usually asked many questions to reinforce his knowledge. At the moment to participate he did not feel nervous or fear because he was sure about what he had to say. He showed interest in all classes, and was concentrated in each activity performed. This student was active and made a lot of effort to understand the foreign language.

Student 9 - Observed from May 16th to 20th of 2016. The student could not understand when the teacher was speaking in English because he did not pay attention, he sometimes was doing something else instead of concentrate in class, the teacher asked him to give the instructions of the game with his own ideas, but he was not able to participate because he could not pronounce the majority of the words, also he did not know the necessary vocabulary to express his ideas and all the classes he felt shy and he was silent during the due to he seemed worried about something even though sometimes he expressed some ideas but in Spanish for that reasons he could not establish a dialogue and perform his learning.

Student 10 - Observed from May 16th to 20th of 2016. This student sometimes paid attention for this reason she had difficult to understand. She liked to participate but she felt shy to speak in English because she did not know basic words for example the personal pronoun "I" she read in the same form as it is written and she could not pronounce them. It was possible notice that she had lack of vocabulary because she used her dictionary all of the time looking for the meaning of any word, sometimes the teacher helped her so she felt more relax. Each day she showed more interest in learning she had interest to increase her vocabulary and improve her pronunciation.

Student 11 - Observed from May 16th to 20th of 2016. This student was talking with her partner or sometimes playing in her cellphone instead of pay attention to the teacher instruction, for that reason she could not understand so she did not know what had to do, at the moment the teacher asked her to participate she felt nervous and she could not speak in English she gave some ideas in Spanish so the teacher helped her translating her ideas to English, because of her poor vocabulary he could not understand the ideas

shared by her partners for that reason she rarely participate in class and she was not able to establish a conversation about the topic with her classmates.

Student 12 - Observed from May 16th to 20th of 2016. This student always paid attention to the teacher, all the time he could process the information during the classes so he was sure about what he had to do, even though he made some mistakes in grammar and spelling he liked to participate, he asked the teacher when he had some doubts he was not shy, so he participated successfully in oral interaction expressing his ideas he was able to establish a conversation with the teacher and the rest of students, this student participated in class all the time using both English and Spanish for giving his opinion he did a great effort to increase his knowledge.

Student 13 - Observed from May 23rd to 27th of 2016. This student always paid attention to the teacher, she understand the most part of instructions and explanation, she had some problem with her pronunciation but most of the time she tried to do the best, her ideas were interesting for the teacher so some students who did not understand the topic repeated the same ideas of her, also she participate actively during the activities asking and answering questions about the topic, developed the activities correctly because she identified the purpose, she made a big effort to participate all the time.

Student 14 - Observed from May 23rd to 27th of 2016. This student always was concentrated in class and paid attention to the teacher instructions, moreover he processed the instruction in his own way, because of he paid attention he knew what had to do at the moment to develop activities, his speaking was not good but he participated successfully in oral interaction and he could establish a conversation with the teacher about the topic, his ideas were clear and interesting so some students repeat the same ideas of him.

Student 15 - Observed from May 23rd to 27th of 2016. During the observation this student seemed to be tired and boring in English classes, he sometimes paid attention to teacher instructions and he could not process the instruction in his own way, he was only asking to his classmates then he understood what he had to do but he did not

participate actively in oral interaction, his speaking was terrible he spelt the words in the same for as they are written for example the words “name”, “book”, a he had lack of interest in improving it, for this reason he could not establish a dialogue with the teacher or the rest of classmates he was only repeating what his partners said before.

Student 16 - Observed from May 23rd to 27th of 2016. During the observation period this student showed lack of interest to learn because rarely he paid attention to the teacher so he could not understand the activity and give ideas in his own words. At the moment to express ideas he felt shy and fear, this was because he did not know the basic vocabulary and his pronunciation was not good. Sometimes he asked to the teacher explain again but in Spanish.at the moment of the game he felt motivated and participated but, because of his lack of vocabulary and bad pronunciation he could not establish a conversation with his teacher and classmates; furthermore the rest of the time he was not active student.

Student 17 - Observed from May 30rd to June 03rd of 2016. During those two days of observation this student seemed to be tired and boring in English classes, he sometimes paid attention to teacher instructions and he could not process the instruction in his own way he was only asking to his classmates so he understood what he had to do, he did not participate in class because his speaking was bad, the teacher asked him read and translate a sentence but this could not do that instruction, he did not have a great amount of vocabulary for this reason he could not establish an appropriate conversation about the topic with the teacher and classmates.

Student 18 - Observed from May 30rd to June 03rd of 2016. This student rarely processed the information and gave their ideas in the correct way. Although he paid attention for him was difficult to understand the instructions because of his lack of vocabulary as the majority of his classmates. In addition he tried to understand asking questions to his teacher but in Spanish. During the activity he rarely participated in class because he felt nervous at the moment to speak in front of his teacher and classmates also he could not pronounce the words in English. Rarely he shown interest to learn and improve his English.

Student 19 - Observed from May 30rd to June 03rd of 2016. During the observation was possible notice that this student only sometimes understood the explanation but, when the instructions were not clear he asked question to clarify their ideas. At the moment to perform the activity he was not nervous because he knew enough vocabulary to establish a conversation or give their ideas and his pronunciation not was excellent but was good. He was attentive in class and was interested in learning more vocabulary and improves his pronunciation for those reasons all the time he was a participative and cooperative student.

4.1.2. General Observation Guide

INDICATORS	LISTENING (A= Always ; S= Sometimes ; R= Rarely; N= Never)												SPEAKING (A= Always ; S= Sometimes ; R= Rarely; N= Never)											
	Pay attention to teacher instructions				Process the instruction in their own way				Sure about what they have to do				Participate successfully in oral interaction				Identify main idea of their partners				Be able to establish a dialogue			
FREQUENCY	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N
STUDENTS																								
1		X				X					X				X			X						X
2		X				X				X			X				X				X			
3			X					X			X				X				X					X
4			X					X			X					X			X					X
5		X					X			X				X				X						X
6			X			X					X			X					X					X
7		X				X				X					X				X					X
8	X				X				X					X			X				X			
9		X				X				X					X				X			X		
10		X				X				X				X				X						X
11		X					X				X				X				X					X
12	X				X				X					X				X				X		
13	X				X				X				X				X				X			
14	X				X				X					X			X				X			
15			X				X			X				X					X					X
16		X				X					X				X				X					X
17		X				X					X				X			X						X
18		X				X				X					X				X					X
19		X				X				X				X				X				X		
TOTAL	4	11	4	0	4	10	3	2	4	8	7	0	2	8	8	1	4	6	9	0	4	3	10	2

Source: Observation guide directed to students of Tercero de Bachillerato at Unidad Educativa “San Gerardo.”

Elaborated by: Flor Caguas and María Inés Cauja

General Analysis of Observation Guide N° 1

The general observation guide was applied to all students of Tercero de Bachillerato at Unidad Educativa "San Gerardo." During the time of the observation was possible determine the following final results:

From 19 students only 4 of them really paid attention when the teacher was explaining about the activities to develop. Those students showed interest for the subject and they were enthusiasm to do a different activity, the teacher was satisfied with those students but he did not do anything to let interact to the rest of students. The rest of students were doing something else like: draw pictures in their notebooks, play in their cellphones, make noise, disturb their partner and do other subjects` homework instead of pay attention.

For students who really paid attention to the teacher's explanations was easier to process and understood the information, those students tried to catch the most important aspects of the instructions for doing the activities in a correct way. But the rest of students who sometimes, rarely or in some cases never paid attention, they could not understand the information given because the activity used by the teacher was boring for them, it was possible notice because they were asking to their partner what the teacher have said, also students was not able to catch the aim of the activity because they were not familiarize with the English language.

Few students were sure about what they had to do in each topic so they could perform the activities in a correct way, without the teacher´s help, but the rest of students did not understand, so they asked to the teacher explain again but in Spanish to let understand the activity, after that they were able to do the activities trying to use English language. But there were students who did not sure about what they have to do, and they did not ask to the teacher, they just copy or imitate what their classmates were doing.

When the students were in classroom, only 4 students liked to participate all the time they did not care if they make mistakes or if they pronounce bad they only were interested in learning more day by day, but most of them showed lack of interest in class because they were boring and tired so they rarely participate actively. Some of the other

students wanted to learn and tried to participate but at the same time they felt shy and nervous because they did not know enough vocabulary and they could not pronounce the English words, for that reason the teacher rewarded them with extra points.

According to the observation realized it permitted determine that the most of students rarely understood the main ideas that their classmates were sharing, it was because the students who were talking did not pronounce correctly the words and did not know enough vocabulary to give a clear idea, in the other hand the students who were listening did not know new vocabulary. There were only 4 students who could share ideas in a clear way, it let some of their partners catch their ideas, because their speaking had a good pronunciation and an acceptable vocabulary.

Most of the students felt shy and nervous at the moment to interact with their classmates or with their teacher because they were not familiarized with this second language and the activities selected by the teacher were boring, also they did not have a good pronunciation for establishing a dialogue. In addition through the observation it was possible notice that there were few students that liked to interact each other and they feel very comfortable at the moment to perform that kind of activities.

4.1.2. Analysis and Description of Observation Guide No 2

This observation guide was applied to find out the aspects of the classroom, the teacher and students in general, in the Unidad Educativa “San Gerardo” in San Gerardo Parish, the observations were performed from May 2nd until June 3rd, 2016.

First, it was observed the general aspects of the class, there was cleanliness but sometimes the order was altered by the students because some of them were a little noisy also because of the activity, the furniture were enough but the classroom was small so it was not completely suitable to hold classes and let students felt comfortable in their classroom.

After to have observed some aspects related to the teacher was possible determine that the traditional activities were used, the appropriate game or song according to age and level of the students were not applied and interesting and active resources were not used, at the moment to play a game only was given the instruction but it did not let students to practice their speaking skill, at the moment to sing Lemon Tree and Tag Price songs, just an extra sheet of paper with the lyrics of the song was given to the students, so teacher played the song and they had to looking for the meaning of the words in the dictionary then fill in the blanks and talk about the title of the song and no more. The entire time was used English but at the same time the instruction was translated into Spanish because it was not understood so it did not let students to think in English. Fun games and songs were not applied for this reason students get boring as a consequence there were not participation and practice of English during the class. The teacher was not strict so students did not pay attention.

Finally, during the observation of students it was possible notice that not at all of them understood instructions because they did not pay attention, they were doing other activities instead of concentrate in English classes, some students did not ask the teacher to clarify some doubts instead that they asked each other but not at all understood, the others asked the teacher to translate the instruction into Spanish for a better understanding so the instruction was translated. Some students felt shy to speak in English during class, they felt fear to make a mistake at the moment to express their ideas so they used only Spanish, they had a poor vocabulary in English, in some cases

the teacher asked them to look for the meaning of a new word in the dictionary but not all of them did. Moreover there were students did not like to participate in class so the teacher had to motivate those giving extra points if they did the activities in a correct way only in this way they participated, but there was a student who did not do anything because he did not like English, the most of them felt uncomfortable in English class because he did not understand the language.

Suggestions given to the teacher by the authors of the project

Because of the teacher used the traditional activities was suggested him to choose appropriate game or song according to the age and level of the students, in this case the population selected for developing this project were the students of Tercero de Bachillerato, so they fluctuate between 16 to 18 years old but they have a low level of English, for this reason was suggested the use of following games:

“Something in my wallet” in which the teacher had to select some objects and kept in his wallet then he had to ask students:

What I have in my wallet? And students have to guess what objects are them, asking questions such as:

Is it an eraser? -Is it an Identity card? - Is it a photo? And so on, until they have guessed the object.

It is an activity that motivates students to learn using real objects that they can look and learn the meaning.

“The telephone game” in which the teacher whispers a sentence to one student then he/she had to whispers to the other and so on until to participate all students so the last student have to speak aloud the sentence and compare the first with the last sentences and let them reflect how they change the information.

At the moment to sing a song was suggested to use meaningful songs that transmit a feeling to the students as in the case of the Titanic’s song that contain feeling of love, and do many activities not just give the students an extra sheet of paper with the lyrics, play the song, looking for the meaning of the words in the dictionary then fill in the blanks and talk about the title, teacher can also create a dialogue with the students about

the letter and the author of the song. In this way to let students increase their vocabulary and practice their communicative language skill such as: listening and speaking in a fun and comfortable environment.

Results of suggestions

After to suggest “something in my wallet” game in which students have to guess what objects are inside the wallet of the teacher, for this game three objects were selected: one dollar bill, a photo and a coin, so the activity was performed to do this activity some clues was given for helping students guess so the objects were described, at the first time, the students felt shy to participate but, few minutes after some of them felt motivated to interact and they were asking each other trying to guess and the teacher was enthusiastic because this activity let students motivate and interactive in class. For that reason it was possible determine that the use of games and songs are useful to develop the English Language skills.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

- The teacher does not speak in English during the class so it affects to students because they do not familiarize with the language and some of them only perform the activities for avoiding a low score or for earning extra points but do not because they are interested in learning the English and improve their listening and speaking skills.
- The use of a variety games and songs as methodological strategies in classrooms are important because they help students to learn English more easily, also develop and improve their communicative skills such as listening and speaking in a funny and comfortable environment so let students to interact each other and feel motivated to perform the activities.
- When the teacher is very flexible with their students is difficult that students pay attention so they do anything else instead of practice English for this reason they have a low English proficiency and do not participate actively in class.
- After the authors of the research had talked with the teacher it was possible evidence that the use of nontraditional games and fun songs is useful to promote the students participation and practice their communicative skills.

5.2 Recommendations

- The teacher should speak only in English in class it is important because let students familiarize with English language day by day so in this way they put in practice English to improve their pronunciation with different activities such as listening, singing songs, and watching music video also playing active games.
- To identify the best games and songs to put in practice with students is important because the students' attention depends on the type of game used so they show more interest in learning a new language and participate actively in class.
- The teacher should be strict for students pay attention, and gives clear instructions for interact in class and can develop in a correct way at the moment to use English and improve their listening and speaking skills.
- The teacher should be in constant trained to improve his teaching process so through this way help students learn in a better way, also should use actual games and songs to let students feel more comfortable when they are learning and avoid students get boring.

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7. ANNEXES

7.1. OBSERVATION GUIDES.



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS**

7.1.1. OBSERVATION GUIDE APPLIED TO THE STUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “SAN GERARDO”.

DATE: _____

TOPIC: The use of games and songs to develop the English language skills.

A= Always **S= Sometimes** **R= Rarely** **N= Never**

INDICATORS	LISTENING												SPEAKING											
	Pay attention to teacher instructions				Process the instruction in their own way				Sure about what they have to do				Participate successfully in oral interaction				Identify main ideas				Be able to establish a conversation			
FRECUENCY	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N
STUDENTS																								
1																								
2																								
3																								
4																								
5																								

6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								
16																								
17																								
18																								
19																								
TOTAL																								

Source: Observation guide directed to students of Tercero de Bachillerato at Unidad Educativa “San Gerardo.”

Elaborated by: Flor Caguas and María Inés Cauja



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGIAS
CARRERA DE IDIOMAS

7.1.2. OBSERVATION GUIDE APPLIED TO THE STUDENTS AND TEACHER OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA “SAN GERARDO”.

DATE: _____

TOPIC: The use of games and songs to develop the English language skills.

A= Always	S= Sometimes	R= Rarely	N= Never
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INDICATORS	OPTIONS			
GENERAL ASPECT OF THE CLASS	YES	NO		
There is order and cleanliness in the classroom?				
There is necessary furniture in the classroom?				
The classroom is in good conditions?				
The place is suitable to hold classes?				
ASPECTS TO CONSIDER IN TEACHER OBSERVATION	A	S	R	N
Chooses the appropriate game to the students				
Uses interesting resources				
Speaks English in the class				
Explains the instruction in Spanish				

The game or song is fun				
Promotes the participation of students during class.				
Promotes oral English practice in class				
Creates a comfortable environment in class				
ASPECTS TO CONSIDER IN THE OBSERVATION OF STUDENTS.				
Understand the teacher's instructions				
Ask when they have some doubts				
Use English to express their ideas				
Speak Spanish all of the time				
Participate in class				
Feel comfortable in English class				
Feel nervous to speak in English				

Source: Observation guide directed to students and the teacher of Tercero de Bachillerato at Unidad Educativa "San Gerardo."

Elaborated by: Flor Caguas and Inés Cauja

7.2. PHOTOS

Unidad Educativa San Gerardo



Teacher of Tercero de Bachillerato is giving the instructions of the activities.



Developing the observation



Giving suggestions to the teacher to use appropriate games and songs in his classes



Students developing the activities after the suggestions



