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LANGUAGES CAREER

Work presented as requirement for obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés"

TITLE OF RESEARCH WORK:

"ANALYSIS OF SONG ACTIVITIES FOR DEVELOPING LISTENING SKILL FOR STUDENTS IN OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA "MERCEDES DE JESÚS MOLINA" CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016-FEBRUARY 2017"

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COMMITTEE MEMBERS CERTIFICATE

Members of the Graduation tribunal of the research project entitled: **"ANALYSIS OF SONG ACTIVITIES FOR DEVELOPING LISTENING SKILL FOR STUDENTS IN OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA "MERCEDES DE JESÚS MOLINA" CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016-FEBRUARY 2017".** Presented by: Shirley Paola Vásquez López and directed by: MSc. Miguel Fernando Paredes Amoroso.

After hearing the oral defense and reviewing the final report of the research project written for graduation purpose, has obtain all the requirements. The present work for English Bachelor´s Degree has been approved by the Members of the Tribunal. The Tribunal forwards this project for using. It will be uploaded in the library of Facultad de Ciencias de la Educación, Humanas y Tecnologías of the Universidad Nacional de Chimborazo.

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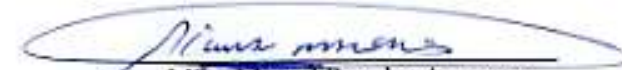
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CERTIFY

In my capacity of thesis director of the present work of graduation titled **"ANALYSIS OF SONG ACTIVITIES FOR DEVELOPING LISTENING SKILL FOR STUDENTS IN OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA "MERCEDES DE JESÚS MOLINA" CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016-FEBRUARY 2017"** presented by the student: Shirley Paola Vásquez López, prior to obtaining the Degree of "Licenciatura en Ciencias de la Educación, Profesor de Inglés", certify that this project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subject to the public presentation and evaluation by the respective tribunal.

Riobamba, 15 de Enero del 2018

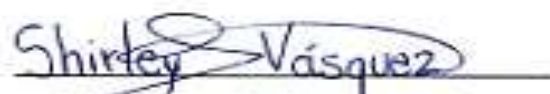It is all I can certify in honor of the truth.

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Firstly, I want to thanks to Universidad Nacional de Chimborazo, to all my teachers of this prestigious institution because of their patience. They have been able to impart their wisdom, knowledge and advice during my professional career guiding me to achieve my educational objectives. Also, I want to express my sincere gratitude to my thesis director MSc. Miguel Paredes Amoroso for his motivation, dedication, knowledge and collaboration to conclude the project successfully.

Thanks for all

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DEDICATORY

First of all, I dedicate this thesis project to God because he has been with me every step of the way, giving me his blessings. Secondly to my parents Juan and Bety, to my brothers Carlos and Fausto, to my sister Mónica, to my boyfriend Mario because they have been always by my side offering their unconditional supporting and motivating me to finish my professional career. And finally, to all my teachers of the Languages School who imparted me their knowledge and guided me during my educational live.

Shirley

GENERAL INDEX

RESUMEN

La presente investigación se realizó en la Unidad Educativa Fisco misional "Mercedes de Jesús Molina" con los alumnos de Octavo Año del Paralelo "A", a través de una observación previa se detectó el siguiente problema, los estudiantes no han sido motivados adecuadamente para desarrollar y practicar la habilidad de escuchar debido al uso inadecuado de actividades con canciones. Este trabajo de investigación se realizó con el objetivo de analizar las actividades con canciones que ayudan en el desarrollo de la destreza de escuchar en los estudiantes de Octavo Año. La presente investigación fue de tipo cualitativo, de nivel exploratorio. El método etnográfico fue utilizado ya que ayudo a descubrir lo qué sucede en el campo de la investigación. La observación no participativa fue utilizada ya que el investigador tuvo un rol pasivo. La población fue de 42 estudiantes y la docente, para la recopilación de datos el instrumento fue una hoja de observación que se aplicó a la población mencionada. Después del análisis de resultados se concluye que a través del uso de actividades con canciones favorecen en el desarrollo y la práctica de la destreza de escuchar sin embargo las actividades no son aplicadas correctamente por lo que impide a los estudiantes una correcta comprensión auditiva causando inconveniente en el aprendizaje del idioma inglés.

ABSTRACT

The present research was done at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina" with the students of Octavo Año Parallel "A", through a previous observation the following problem was detected, the students have not been properly encouraged to develop and practice the listening skill because of the inappropriate use of song activities. This current investigation was carried out with the objective of analyze the song activities that help to develop the listening skill in the students of Octavo Año. This investigation was of qualitative type with an exploratory level. The ethnographic method was used to discover what occurs in the field of study. The non-participatory observation was used due to the role of the researcher was passive. The population was 42 students and the teacher. The instrument used for the data collection was an observation sheet which was applied to the population mention above. After the analysis of results, it concludes that through the use of song activities favor in the development of listening skill, however, the song activities are not applied adequately, which prevents students from having a correct listening comprehension, causing an inconvenience in the learning of the English language.

INTRODUCTION

Listening is a fundamental skill in the second language acquisition, since it provides the language input. According to Wei (2013) Listening skill is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Song activities have become a useful resource for developing students listening skill, as the activity stimulates and motivates students inside the classroom. Ross (2006) say that "This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. The song activities stimulate and motivates students to comprehend the content of materials".

At Unidad Educativa "Mercedes de Jesús Molina", English language has been marked by the use of traditional methods and meaningless listening activities that do not help the development of students' listening skill. The English book has lack of song activities which the teacher applies these activities in an additional way to achieve the development of the listening skill in the students, however because of the short time the song activities are not applied in a correct way.

The listening skill is essential for students having a proper development in English since each year they are expected to have an even greater level of English, so if the students of Octavo Año de Educación General Básica Paralelo "A" have not developed the listening skill. They will start feeling frustration, loss interest and even become a distraction in the class, which will cause setbacks in the language-teaching process.

The use of songs helps students to practice pronunciation, rhythm and intonation, at the same time this resource facilitates the development of the listening comprehension. This study contributes deeply to students, teachers and the institution in general proposing some recommendations to use song activities in the classroom for increasing students' listening abilities, considering mainly factors like: learners' interests, level, age, needs, etc.

The present research is qualitative because a problem of the social field is studied and education is framed in that area of knowledge. It is not experimental because variables were not manipulated rather than analyzed and the results were analyzed and interpreted to contrast with the theoretical foundation. The ethnographic method is used to find out

what happens in the field of investigation. For gathering the data, an observation sheet was applied to the students of Octavo Año Paralelo "A" to know how song activities developed the listening skill.

The objective of this research was to analyse the song activities that helped the development of the listening skill in the students of Octavo Año at Unidad Educativa "Mercedes de Jesús Molina". In addition, this investigation helped to identify the benefits of using song activities into the classroom allowing the students to improve their listening comprehension.

The present research is divided in five chapters, which are detailed below:

Chapter I: In this chapter the problem is analyzed in detail, which contains; the formulation of the problem, questions and guidelines, justification and the objectives that pretend to be reached.

Chapter II: It is about the theoretical framework which contains background of previous investigation, theoretical foundation and definition of basic terms.

Chapter III: It explains about methodological framework, research design, type of research, level of research, population and sample, the technique and instrument used to collect the information.

Chapter IV: This chapter contains the interpretation and analysis of the results.

Chapter V: Finally, it shows conclusions, recommendations of the present research, bibliography and annexes.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 PROBLEM STATEMENT

Problem: Students have not been properly encouraged to develop and practice the listening skill because of the inappropriate use of song activities.

1.2 PROBLEM DEFINITION

Listening is considered the most challenging skill to acquire, therefore teachers need to think carefully about activities and content to practice it. The students are not being motivated and enthused by the proposed activities; therefore, the planned listening activities have not been appropriate for the students.

At Unidad Educativa "Mercedes de Jesús Molina", the English language has been marked by the use of traditional methods and meaningless listening activities that do not help the development of students' listening skill. The English book has lack of song activities which the teacher applies these activities in an additional way to achieve the development of the listening skill in the students, however because of the short time the song activities are not applied in a correct way.

Through the pre-professional practices carried out by the researcher, it was possible to identify that the students of Octavo Año de Educación General Básica Paralelo "A" rarely develop and practice their listening skill through cooperative, stimulating and motivating song activities. At the same time, the students have many problems while doing the song activities proposed because the tasks are very complex and are not attractive for them. They will feel frustration, loss interest and even become a distraction in the class that will cause setbacks in the language-teaching process.

For finding a possible solution to this reality, the study is done to analyze the song activities that help the students of Octavo Año to develop and practice the listening skill in order to get the students be able to understand and comprehend what they listen.

1.3 FORMULATION OF THE PROBLEM

How song activities help to develop the listening skill to the students of Eighth Grade of Basic General Education at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina" city of Riobamba, Chimborazo Province, in the academic period 2016-2017.

1.4 GUIDING QUESTIONS

- What are the benefits of using song activities for developing listening skill?

- Which are the song activities used by the teacher for developing listening skill?

- How students react when practicing listening through song activities?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE:

To analyze the song activities that help to develop the listening skill to students of Eighth Grade at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina", city of Riobamba, Chimborazo Province, in the academic period 2016-2017.

1.5.2 SPECIFIC OBJECTIVES:

- To determine the benefits of using song activities for developing listening skill.

- To identify the song activities used by the teacher to practice listening.

- To observe the students´ attitudes when practicing listening through song activities.

1.6 JUSTIFICATION

The present research serves as a reference point for other investigations that seek to analyze the use of song activities for developing listening skill for students at Unidad Educativa "Mercedes de Jesús Molina".

This research was chosen because during the pre-professional practices at Unidad Educativa "Mercedes de Jesús Molina" the researcher can observe that the listening skill was not being develop for the students of Octavo Año. When song activities are done, problems like difficulty in understanding words are faced. Therefore, the current research will help the students of Octavo Año develop and practice the listening skill by using a variety of song activities such as gap filling, song dictation, spot the mistakes, song strips.

This investigation is significant because it enriches the field of English Methodology, so songs activities foster the development of listening skill. Listening skill is an essential skill in the learning of the English language through listening students develop other skill specially speaking skill because without an effective input there is no communication, so students' need both of them to provide effective communication and understanding, thus listening skill must be practiced and developed as much as possible. Therefore, song activities are useful in the learning process as learners learn more about language itself maintaining a variety of language items like vocabulary, pronunciation, grammar structures.

This research helps the researcher in three important aspects, first determine the benefits of using song activities for developing listening skill, second identify the song activities used by the teacher, and the last aspect observe the students' attitudes when practicing listening through song activities.

The direct beneficiaries of this study are 42 students of Octavo Año de E.G.B parallel "A" at Unidad Educativa "Mercedes de Jesús Molina" because through song activities the students develop and practice the listening skill. At the same time, it makes the students feel motivated and interested in learning English. Also, it is useful for the teacher to know how to choose and apply the song activities in a correct way. The indirect beneficiaries are the whole institution, the language career, and the readers.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After checking some resources, it was possible to find an international investigation linked to the problem which is presented below:

"THE USE OF SONGS AS A TOOL TO WORK ON LISTENING AND CULTURE IN EFL CLASSES" 2010 by Edgar Alberto Reina Arévalo the author concludes that the use of songs in the classroom promote the improvement of the listening skill due to the pupils pay attention in the lesson and keep concentrated when listen to songs and they obtain an advanced level in the listening understanding.

In Ecuador, there is an investigation which is going to be the scientific base for this study; like: **"MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL ''JOSÉ MARÍA VÉLAZ. S. J.'' IN SANTA ELENA, SANTA ELENA PROVINCE 2015 – 2016".** By Gloria María Vivero Roca who conclude that for the acquisition of English language listening skills is greatly necessary to implement musical activities for students moreover; the implementation of musical exercises also involves the use of technological tools in order to improve the listening skill practice and thus motivate students to develop such an important skill.

At Universidad Nacional de Chimborazo, specifically at "Ciencias de la Educación, Humanas y Tecnologías Faculty, Languages Career has been found, a similar study 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"** By Caguas Chafla Flor Felicia and Cauja Allauca Maria Ines.

The authors conclude that games and songs are useful to learners improve their listening and speaking skill in a funny and comfortable way so they interact each other and feel motivated to perform the activities.

2.2   THEORETICAL FOUNDATION

2.2.1   Listening Definition

According to (Rost 2009) The listening skill is a dynamic and crucial mental capability. It is also implying in comprehend the globe that surrounds us and one of the necessary components to create an effective communication. Listening is a major skill, through it the individuals get a highest language input in the improvement of English language. (Gur, Dilci, Coskun, & Delican, 2013). Listening skill is a difficult process, due to it not only consists in distinguish sounds. It involves in understand vocabulary, grammatical structures, talker´s pronunciation, intonation etc. So, this skill performance a dynamic role in the listener. (Wei 2013).

2.2.2   The Importance of Listening Skill

Listening skill shows a suitable role in the foster of the English language Guo & Wills (2006) said "It is the medium through which people gain a large proportion of their knowledge, their information, their comprehension of the world and human concerns, their ideals and sense of values". Students have the ability to grasp and interpret what the speaker is saying in an audio. First the students understand the vocabulary, grammar and pronunciation of the speaker, and second, they decode of the implied meaning of the speaker.

Listening skill provides a high input in the learner. Through this skill the pupils will understand better the natural speech and be familiarize with the rules of pronunciation of the talker in order to they perceive the different forms of rapid natural speech and imitate the speakers' pronunciation. Also, they will recognize the different accents of the speaker in fact the students will differentiate between American and British accents. (Gilakjani, A. P., & Sabouri, N. B. 2016, pg. 128).

In summary Listening skill is fundamental in the learning of the English language through this skill allow learners to develop other skills specially speaking skills because without an appropriate input simply communication is not achieved, so individuals need both of them to have a good comprehension in the message, thus listening skill must be practiced and developed as much as possible.

2.2.3 Difficulties of Listening Skill

There are some troubles that students face in the listening development and the aim is to be awake of these difficulties and try to resolve them. The principal reasons which the students find difficulties in the listening skill are the following:

Quality of Recorded Materials

Teacher´s frequently use recorded material that have a bad quality. The quality of the audio affect highly leaners possibility to understand what they are listening. (Azmi Bingol, Celik, Yidliz, and Tugrul Mart 2014, pg 127)

Cultural Differences

There should be a general cultural knowledge in the language that have meaningful effect on the pupils understanding. If the used activity includes totally different cultural materials, which will definitely cause the learner to have problems in their understanding. The instructor has the responsibility to providing enough background knowledge on the listening activity previously. (Azmi, Celik, Yidliz, & Tugrul, 2014, pg127).

Accent

The different kind of accents is the main factor that affects how much the listener understands, uncommon accents from either native or non-natives provoke serious problems in the familiarity and understanding helps learners´ in their listening comprehension. At the moment, the listener who has learnt the American-English will face a lot of difficulties when they try to understand Indian-English. The will seriously interrupt the process of the listening comprehension and at that exact moment an uncommon accent causes comprehension to be impossible for listeners. (Buck 2001)

Unfamiliar Vocabulary

When a text that students have to listen has familiar words it becomes easy for them to understand. When the student knows the meaning their interest increases and this motivates and causes positives aspect on students´ listening skill. Most word possess more than one definition and when they are not familiarizing this can get students confused when they are used incorrectly. (Azmi Bingol, Celik, Yidliz, and Tugrul Mart 2014, pg. 127)

Pronunciation of the words:

One of the many problems that comes from listening comprehension is connected to how the words are been pronounced that is different in how they are printed. Given to the way that the spoken language differs to how they are written, recognizing words that composes the oral speech can generate certain difficulties to students. Bloomfield (2010) and Walker (2014).

Listening can be challenging. So, instructors have to be careful in how the activity can be successful and make an interesting content, to consider students listening skill, that make listening interesting and motivational activities, teachers are able to use a variety of resources like conversations, songs. Therefore, learners will become encouraged and lose fear when they need to practice listening.

2.2.4 The Process of Listening Skill

Listening is categorized in five steps which are hearing, understanding, remembering, evaluating, and responding.

HEARING – a response happens when the stimulus of the sensory receptors of the ear; physical response; way of perceiving the sound waves; first one must hear when listening, but as the listening will help depend the focus. The brains control how much to focus- the chosen perception is called attention, an essential part for an effective listening (Tyagi, 2013)

UNDERSTANDING- this process helps comprehend all the symbols that we see and hear, it necessary to understand the meaning of stimulating; a symbolic stimulus can be sounds like when people applause ... and sight as blue the blue uniform ... it good that it possesses a symbol a connection to old connections and focuses in where they happened for a correct interpersonal communication the listener has to comprehend the purposed meaning and context assumed by the sender. (Tyagi, 2013)

REMEMBERING- the importance of this step it causes an individual does not only receive and decrypt the message bur it also works with as a memory bank. When listening our memory is selective as it can change what we remember to what was actually seen or heard originally. (Tyagi, 2013)

EVALUATING- participation comes from active listeners when listening. During this stage the active listener show their learning, order details, opinion, for the presence or absence of a bias message; the active listener secures himself not to tart the activity to soon; to start this process it is necessary to pay full attention to the complete to the incoming message, causing the listening process to reach a halt. (Tyagi, 2013)

RESPONDING- in this stage is necessary that the receiver develops the process complete through verbal or nonverbal response; as the talker has nothing to prove that the message has been received, this stage is the only mean to define how much of the message was successfully transmitted. (Tyagi, 2013)

2.2.5 Benefits of Efficient Listening Skills

While the listening is effective, the students benefit form an individual growing and improvement in the next ways:

Efficient Communication– the transmission of a clear and concise message is an essential component for an effective human interaction. Though the task is required to present a clear and concise spoken or written guide, the listener must also hear and understand the message.

Fewer Misunderstandings – Nevertheless the clarity of a spoken or written message, the listener can avoid a possible miss-communication by practicing a lot listening.

Improved Relationships – Relationships are damaged by misunderstandings that can lead to unsatisfactory business transactions as well as hurt feelings in personal relationships. Excellent listening practices tell others that they are important, special, and what they have to say is valued. That is very attractive and contributes to strong relationships.

Personal Growth – A person learns and grows by listening and understanding other viewpoints, differing ideas, and exploring conflicting viewpoints. Learning the skill of active and effective listening not only adds a tool to the personal development portfolio but equips you to continue growing with tools for exploring new ideas.

2.2.6 Songs as Teaching Resources

It is important to get students ready to obtain a positive listening by executing original listening material in the ESL classroom. But, it almost hard to change and applying the

teaching material of the language that helps progress multiple aspects. It is nearly hard, many problems are taken into consideration counting with materials evaluation, adapted material, design, creation, assessment and research while creating resources for developing the listening skill for early learners. (Tomlinson 2012 p. 143-14)

Songs are involved in the human experience and form part of their daily lives because companies them at home, at college, at workplace and so on. So, songs have been an important fragment of their language knowledge, and if used in direction with language that possesses a great value. Therefore, songs are a necessary phenomenon in our lives as it will always be part of our lives, whether we want it or not. Certainly, it has been in people´s whole live.

Music possesses a power that will make it last inside our brains, claiming that "songs work on our short- and long-term memory". English language is normally used in songs as a beneficial resource because it gives learner a high possibility to correctly develop the four language skills such as listening, reading, speaking and writing skills, allows students to obtain a vocabulary and learn grammar points. So, songs are used in order to improve any skill of English language. Instructors should provide students with the necessary feedback on their presentation as it can help correct their errors and rise their inspiration and aid them to advance their self-confidence in listening tasks. Instructors should use body language such as pointing and facial expressions to support spoken communications in their pupils.

2.2.7 How to use songs in the English Language Classroom?

English songs are heard all around the world making it easy to use form a wide variety of motivational resource when giving an English lesson, by this form the pupils are able to make real progress at their level English from diverse activities with this resource the learners should be able to make progress in their auditory skill through lyrics of the songs and after begin singing to the choir or even divide what at first seemed to be a constant flow of words! (Budden, 2008)

The most challenging aspect that instructors have to face is the teaching of the English language to younger learners and adults, the development of their listening skill, because people are not being motivated enough to feel confident or become interested as the correct songs or material is not being used and are not connected with the objectives of the class. So, a good instrument for explaining the English language and advance

adequately in the language skills is the practice of song activities in the classroom, but teachers must be careful in the selection of songs. In ESL/ EFL classroom, instructors are required to provide meaningful and purposeful activities to young learners to be full of context-rich setting that will help the new language be more comprehensible, memorable, and useful. Here are some aspects that teachers need to consider when selecting a suitable song and possible difficulties to be avoided. (Crandall and Shin 2014)

➢ **Teachers must think about the objectives or purposes of the lesson**

What students need to learn? Is the class focused on specific teaching points, Songs can be used to introduce grammar as an introduction or reinforcement to grammatical structure, to present new vocabulary, as speaker can offer learners a discussion point or give opinions, learners can put into practice their listening ability with different forms of intonation and rhythm. English has a stress-timed rhythm where the songs can help prove the emotion. As a result, educators use songs to boost any of the four language skills (listening, reading, speaking, and writing). (Simpson, 2015)

➢ **Learners´ Likes**

It necessary to know by making questions what student's favorite songs and singers are. With that information the educator has an idea of all the possible song that can be used inside the class. By doing so, educators include learners in their own learning and motivation. (Simpson, 2015)

➢ **Key issues like Lyrics Content, Quality and Enunciation**

It is essential to listen to a song before playing it to learners and critically consider the aim of the lesson. Some songs contain slang, reduced language, grammatically incorrect sentences, a use of non-standard language, abbreviations, not well pronounced words, altered vocabulary. So, if the song is inappropriate, it is recommended not use it and not waste time using it in the class. The songs that contain potentially problematic content and unpleasant issues, such as explicit language references to violent acts, wars, discrimination, racism or inappropriate religious allusions have to be avoided. The long instrumental breaks in the middle of a song can cause boredom and loss of focus. Songs should not be submerged in instrumental music. As conclusion songs should be clear and loud, not submerged in the instrumental music. (Ashmore 2011)

➢ **Accessibility of Songs**

Another essential aspect. With the current flow of song in the YouTube website the teacher has access to a wide variety of songs of all kind, available and every teacher will certainly discover the best ones to be used in their classes. Obtain the lyrics of every song nowadays is simple and quick. Many of them are available on the Internet, and a lot of the soundtracks comes with a lyric. (Simpson, 2015)

➢ **Language Level of the Learners**

The language level is a main factor at the moment of choose songs into the classroom. The language level of the students determine which songs will be use during the English classes and the suitable song activities to work in. In basic level students, it is suggested to use songs easy and simple which the students understand the lyrics, slow songs are recommended for this level without complex lyrics. Some activities to work with beginners are creating song word puzzles, drawing a song, or showing relating pictures. While in advanced levels, it is suggested using first short, fast songs and finally, longer, faster songs that have fewer high frequency vocabulary items because students in advanced level do not like repeating songs so they are able to complete difficult activities such as grammar issues, debating and tell stories. The vocabulary should be appropriate for the proficiency level. (Simpson, 2015)

➢ **Age of Students**

Learners form different ages enjoy different song activities. Younger learners like songs that they can sing along and dance with the song, the focus of the learning has to be more meaningful, complex songs are necessary and appropriate for older learners, use songs that are interesting to their age group. (Simpson, 2015)

2.2.8 Benefits of using songs in the Class

All learning requires a development and the accomplishment of this process depends to a large extent on the educational resources and implements that are used in it. Song as a source is measured as a universal element, individual's daily life is soaked with tunes and songs. Since songs are portions of the human daily life, it is likely to practice it within the language schoolroom for learning the foreign language, enabling the progress of learning in a suitable approach.

As cited Natalia de Castro Martínez (2014), Rosa María Martínez (2009) argues that there are some benefits for using songs in the class:

- ❖ Students have fun listening to songs, empathize with them and are motivated at the same time that in the class breaks the climate of seriousness and odious monotony.
- ❖ Some students have serious emotional deficiencies and the songs are subtle allies for relieve them.
- ❖ They are part of our daily life, they are present in our day to day what makes us feel familiar with them.
- ❖ They contribute to the achievement of language thanks to the repetition that they entail unconscious.
- ❖ The two types of memory are worked: short and long term.
- ❖ They present simple texts, so listening to the songs does not require much effort on our part and it becomes a relaxing activity.

The author also mentions other benefits of using songs in the class pedagogical and methodological. They worry about the relationship between the songs and the teaching, the teachers and in general, the school:

- ❖ Students have fun with them, they are motivating and encourage the imagination as well as prepare for the subsequent listening of stories.
- ❖ The classroom is filled with variety by introducing new less formal resources.
- ❖ The distance between the student and the teacher decreases.
- ❖ The communication between students is greater due to the fact of singing.
- ❖ Formal teaching is reduced.
- ❖ Increase the need to work with the language if you want to understand the song or pronounce it correctly.
- ❖ Grammatical structures of language, vocabulary and pronunciation are practiced and taught, as well as listening ability is improved.
- ❖ The lyrics of the songs introduce new aspects of the culture into the classroom.
- ❖ Attention and concentration skills are improved.

2.2.9 The Use of Song Procedure

Pre-Listening Stage

The pre-listening phase contributes students an overview about what they are going to do before starting listening. In the pre-listening stage there are two sub stages; the first is to activate students' schemata which helps the students to guess the content of the listening

track. To activate students' schemata, there are six ways; the first one is brainstorming, it consists in extracting and creating a great number of ideas from the central one. The second is using visuals which help activating schemata which have a relation with the listening passage, and visuals are helpful for students whose style in learning is visual. The third one is using realia; an example of activity provided with realia is when the teacher brings photos to the classroom where the pre-listening task is to predict who the individuals in photos are. The fourth is using texts and words in which students read before listen. This stage can be an introduction to the topic. The fifth is situations; real world situations such as answering phone calls or ordering in the restaurant can be helpful in predicting the sequence and the development of the listening passage. The sixth sub stage is opinions, ideas and facts. This activates and refreshes students 'prior knowledge. An example to get students involved before listening is to ask them to do researches by their own or to teach other students. (Wilson 2008)

While-Listening Stage

During-listening is the stage where students are at time to practice listening through a set of activities provided by the teacher. Students have to listen to the input once; for example, listening for gist, but they have other occasions when they want to listen for specific information or for details. As they can hear the input twice in order to check or to answer a detailed question. There are two views about how many times students should listen to the message. The first view says only once taking their view from real life communication where the listener hears the message only one time. While the second view, for listening purposes, states that students have many opportunities to hear the input because this reduces their anxiety. Students listen to the message different times because it may be difficult, long or boring. Repeating messages may be done several times if the focus is the study of the language. Moreover, if the listener has not understood the passage after hearing it more than three times, the problem here may not be the one that can be solved by repeated exposure to the same passage. With long messages, for example, teachers may consider chunking texts by dividing them into various pieces. This can eases understanding and avoids overloading students. (Wilson 2008)

Post-Listening Stage

Post listening is the stage that helps students to relate what they have heard with their own ideas and experiences; like what they do in real life. This stage permits students to move smoothly from listening to another language skill. For example, learners may practice speaking by performing plays similar to the ones they have heard. Speaking here is not to help them with the speaking skill, but it is intended to help impede knowledge of that

play, so they can enhance the listening scopes. Teacher can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to others contexts. (Brown 2006).

2.2.10 Songs Activities to Develop Listening Skill

Here are several possible activities to develop listening comprehension skills:

1) **Gap-fill exercise:** The activity consists in that the students listen a song and the lyrics with gaps which they have to fill in as they listen. This activity is not as simple as it sounds and before making one yourself think about why you're taking out certain words. It may be better to take out all the words in one group, such as prepositions or verbs, and tell students what they should be listening out for. Another option is to take out rhyming words. Don't be tempted to take out too many words, eight or ten is normally enough. To make the task easier you could provide the missing words in a box at the side for the students to select, or you could number the gaps and provide clues for each number. (Budden, 2008)

2) **Song strip exercises:** This activity encourages students to use contextual clues to order a text. Teacher photocopies song lyrics and cuts them into strips by lines or verses, then distributes them randomly. Students have to organize themselves in order to reproduce the song. The activity has several variations and can be done alone, in pairs or in groups. (Murphey 2002 pg.73).

3) **Comic strip:** Learners listen to a song and draw a comic strip. Songs that tell stories are great for students to make comic strips out of. You have to choose your song carefully and spend time looking at the lyrics with the students and making sure they have understood the main ideas. Students have separate words from a song and they have to recognize missing word(s) while listening. Raise hand, knock with your pen or shout stop when you hear a new word. (Budden, 2008)

4) **Song Dictation:** It is also a good activity for practicing listening skills. Learners have to write down sentences using their knowledge of spelling, punctuation or different language structures. A listener has to decode what they hear and by linking sounds to the language knowledge listening abilities are improved. Using songs also gives the idea of natural rhythm and stress of English. Short and slow songs are best for dictations, e.g.,

"Cannot Help Falling in Love." Song dictation can also be mixed with read dictation if some sentences are too difficult to catch. One way to vary whole song dictation is by removing certain word groups, e.g., verbs from the lyrics. Dictations can be successfully linked with other parts of the lesson like discussing new topics, vocabulary work or revising different areas of grammar. (Cullen 1999).

5) **Spot the mistakes:** This activity consists in change some of the words in the lyrics and as students listen they have to spot and correct the mistakes. The words as with the gap-fill limit the mistakes to a maximum of eight or ten and if possible choose a word set. You could make all the adjectives opposites for example. Another example of this for higher levels is to show the students the real lyrics and you correct the English and make it proper! E.g. 'gonna' change to 'going to' 'we was' change to 'we were' etc. This is a good way to focus on song language. (Budden, 2008)

6) **Translation:** Although some educators oppose all use of the mother tongue in the language classroom, some learners really enjoy translating lyrics into their own language. If you do ask students to do this ensure the lyrics are worth translating! (Budden, 2008)

2.2.11 What is Attitude

Attitude is considered as an indispensable element that influence in the development of the English language. As Brown (2000) arguments that there are behavioral, cognitive and affective attitudes which are associated with thoughts, feelings and emotions. Attitudes are developed early and these impacts a lot of things such as parents, classmates, and relations with individuals who have social and cultural differences.

BEHAVIORAL: It involves people's trends to behave in a specific manner toward an object. It refers to that part of attitude which reflects the intention of a person in short run or long run. (Edu Note, n.d)

AFFECTIVE: Affective attitude refers to the emotion that make the person respond and select what attitude to take in the situation that is happening at the time. It deals with feelings or emotions that are brought to the surface about something, such as fear or hate. (Edu Note, n.d)

COGNITIVE: Cognitive attitude are based on the beliefs and values that a person possesses referring to what we have learned in their lives. The beliefs that people have about themselves and the world around them originate attitudes. (Edu Note, n.d)

2.2.12 Students Attitudes:

Positive Attitudes: Positive attitudes towards the self, the native language group, and the target language group enhanced proficiency". (Brown 2000)

Negative Attitudes: Negative attitudes towards the foreign language and group, which often comes from stereotypes, can impede the learning of that language. (Brown 2000)

2.3   BASIC TERMS DEFINITIONS

Language: Language is the ability of the human being to express ideas and feelings through words. So, words are combined into sentences, this combination responding to ideas into thoughts. (Sweet, 1900)

Listening: Listening is a process that consist in understanding what we hear. It contains some component skills which are: acknowledgement of sounds, words, grammatical combinations and rules. (Rost,2009 pg. 5)

Skill: An aptitude and skill developed through deliberate, organized, and constant effort to smoothly and adaptively carryout multifaceted activities or occupation purposes involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills) (Business Dictionary n/d)

Listening Comprehension: Listening comprehension is not just hearing what is said, it refers to the learner´s skill to comprehend the meaning of the words that they hear and have to relate these words in some way. (All About Learning Press, n.d)

Resources: Resources are tools that each English teacher uses in their classroom to support and contribute to student learning and comprehension of the English language. They are tools to assistance educators in whatever methods and techniques they have selected to use and offer students an incredible range of means for learning and discovery. (Harmer, 2007)

Motivation: Motivation is the desire that moves us to do or not to do something. It is a key element to establish and accomplish goals which influence the own level of motivation and self-control. (Psychology Today)

Concentration: The capacity to direct all your effort and attention on one thing, without thinking of other things. (Oxford dictionary, n.d)

Song: A song as a brief composition written or adapted for singing. They are a composition of the human voice which contain lyrics and are accompanied by musical instrument. Song contains authentic, informal language that is natural to the ear. (Oxford English Dictionary, n.d)

Lyric: Lyric is a group of verses and choruses, constructing a complete song, or a short and non-narrative poem. A lyric uses a single speaker, who expresses personal emotions or thoughts. Lyrical poems, which are often popular for their musical quality and rhythm, are pleasing to the ear, and are easily put to music**.** (Devices, n.d)

Activity: It refers to any kind of purposeful classroom procedure that involves students doing something that relates to the aims of the course. For example, singing a song, playing a game, taking part in a debate are completely a variety of teaching activities. (Richards, 2012)

Teaching Strategies: Teaching strategies are all the methods, techniques, set of activities and means that the professor plans according to the needs of the students, to make the process of the learning more effective. (Missouri State University 2012)

Attitudes: It is an important conception to understand human conduct which is defined as a mental state that includes beliefs and feelings. Beliefs about language learning is directly associated with success in language classes. (Oroujlou, N., & Vahedi, M 2011, pg,997).

CHAPTER III
3 METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

Qualitative. - This study is qualitative because attempts to broaden and or deepen the research to know the phenomenon studied in his natural environment. It emphases on the social experience and non-numerical data.

3.2 LEVELS OF RESEARCH

Exploratory research. - It consists of an exploratory level because allows the researcher to analyze the information and data about the song activities as tools to develop listening skill in the students of Octavo Año, after that is necessary to recognize the different song activities that the teacher used in the class. So, the Exploratory level is suitable to examine the studied problem and explain the doubts**.**

3.3 RESEARCH DESIGN

Ethnographic: It studies the social field which is very essential in the educational research due to it allows examine the teaching practice, describing it from the points of view of the people who participated in it and emphasizing the descriptive and interpretative questions of a social cultural scope.

The present research was done with the students of Eighth Grade of Basic General Education at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina" situated in Riobamba City, Chimborazo Province during the academic period 2016-2017.

3.4 POPULATION AND SAMPLE

Population: For this investigation was chosen the students of Eighth Grade of Basic General Education at Unidad Educativa "Mercedes de Jesús Molina" situated in Riobamba city, Chimborazo Province. The population was constituted of 42 students and the English teacher.

This population was selected because during the researcher pre-professional practices it has been possible to identify that the students of Eighth Grade Parallel "A" rarely develop and practice their listening skill through cooperative, stimulating and motivating song

activities and the students have many problems while doing the song activities proposed because the tasks are very complex and are not attractive for them making them feel frustrated, loss the interest and even be distracted in the class.

Sample: it will be not necessary to apply a sample formula so; it worked with the whole universe.

3.5 PROCEDURE

The current research has been divided into three phases: preparatory, field work, analytical and informative. First in the Preparatory Phase, the researcher elaborated an observation sheet to know how songs activities develop the listening skill in the students of Octavo Año de Educación General Básica, the researcher chose "Mercedes de Jesús Molina" institution with the purpose of analyze the song activities to develop listening skill because students have not developed properly their listening skill because of the inappropriate use of song activities. Next in the Field Work, the investigator applied a participant observation in which the investigator evaluated if the song activities applied in the class support the development of learners listening skill. The investigator only observed and collected the crucial information by using an observation sheet. Finally, in the Analytical and Informative phase, the observation was made with the learners of Eighth Grade of Basic General Education at Unidad Educativa "Mercedes de Jesús Molina" The observation sheet was used to obtain data. Then, the observation guide was applied on 11[th,] 18th of December two hours per day in Octavo Año de E.G.B "A" at Unidad Educativa "Mercedes de Jesús Molina", an observation guide was used to provide good understanding into how the song activities helped to develop and practice students listening skill. Finally, the observation results and the theoretical foundation were presented.

3.6 WORK FIELD

The investigator determined in her pre-professional practices if the song activities applied in the classroom encourage the development and practicing the learners listening skill at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina". The researcher was involved into the class like observer to gather the necessary information who took a passive role because she did not participate in the activities through the observation perform was possible to observe that the English teacher and the learners took part in the song activities which permitted to the learners develop and practice their listening skill.

Most of the students were active and participate while doing the song activities proposed but a small group of students were not involving in practicing the listening skill because they had some difficulties in comprehend each word said in the song. The information was collected from the facts that she observed and documented in the observation sheet previously elaborated with the essential information for this investigation. The observation sheet was developed with three main reasons: First, to determine the benefits of using song activities for developing listening skill. Second, to identify the song activities used by the teacher to practice listening. Third, to observe the student's attitudes when practicing listening through song activities. The people who made possible the development of the present research were the authorities of the institution, the employed technique in this research was the Observation and the instrument for gathered the information was an observation sheet. The researcher described that the English teacher uses song activities for develop the listening skill in the students. After gathered the information for the analytical phase, the investigator was the only responsible of write the final report with the results of the investigation.

CHAPTER IV

4 ANALYSIS AND INTERPRETATION OF RESULTS

The present research was done with the students of Eighth grade at Unidad Educativa Fiscomisional "Mercedes de Jesús Molina" in order to analyze if the students develop and practice the listening skill.

It was developed with the collaboration of the authorities, the English teacher and the 42 students of 8vo Año. During the time of this research, two aspects were used to gather information: the "song activities" and "listening skill." Principal sources as internet and books were useful to find the necessary information.

The observation sheet was used to obtain data. Then, the observation guide was applied on 11th, 18th of December two hours per day in Octavo Año de E.G.B "A" at Unidad Educativa "Mercedes de Jesús Molina", The observation guide was used to provide good understanding into how the song activities helped to develop and practice students listening skill, which song activities were used in the class and how the students felt at the moment of developing the different song activities. Theoretical foundation and the real observation were taken into account to contrast and evaluated the used song activities for developing listening skill. Finally, the observation results and the theoretical foundation are presented in the following table.

4.1 ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET AT EIGHT GRADE

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS	THEORY CONTRAST
• To determine the benefits of using song activities for developing listening skill in the students.	**1.**The songs used by the teacher teach a variety of language items: Pronunciation Vocabulary Grammar	The song used during the class was Friday I'm in Love by "The Cure", the teacher chose this song to teach the correct pronunciation, and vocabulary of the days of the week. But during the activity some problems happens as when the students listen the song they did not differentiate the correct pronunciation of "Tuesday" – "Thursday" and "Saturday"-"Sunday", the students did not complete the task in a correct way, because they wrote the words as they heard, another point was that the students were only focused to individual work so there is not group interaction.	Grammatical structures of language, vocabulary and pronunciation are practiced and taught, as well as listening ability is improved. (Martínez 2014)
	2.The songs are used to create a positive classroom atmosphere.	The teacher used the song with the objective to the students were involve in the learning process in an innovative way creating a positive classroom atmosphere. However, the song did not catch the attention of the students because the teacher did not present the vocabulary previously through didactic resources such as pictures, flashcards. The teacher only played the song twice, and she gave the students a worksheet to fill in the blanks.	Students have fun listening to songs, empathize with them and are motivated at the same time that in the class breaks the climate of seriousness and odious monotony. (Martinez 2014)
	3.The songs that the teacher uses in class	In the next class the teacher used another song, the song was "Lemon Tree by Fool's Garden", and the song caught the attention of the students because the singer pronunciation was	Songs increase the need to work with the language if you want to understand the

	help in the learning process.	clear, the lyric was simple and repetitive and the rhythm of the song was enjoyable. It made the students get involved in the learning, therefore they developed the activities proposed without difficulties.	song or pronounce it correctly. (Martinez 2014)
	4.The songs used help to retain student's information better.	At the moment of listening to the songs it was observed that some students were interested and animated with the songs that the teacher used to involve in the English language but a small group of students were not interested because they found it as a loss of time. The teacher gave a worksheet with the lyric of the song. The song was played two times. In the first time the students listened the whole song and in the second time they had to sing the song. The students who were interested in practice the listening skill paid attention to the lyric and the vocabulary given, so most of the students remembered and recognized the lyric of the song and it was easy for them, made the song activities proposed. But the students who were not involve in learn were in a passive role and they did not work in the task provided.	Though song attention and concentration skills are improved. the two types of memory are worked: short and long term. (Martinez,2014)

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS	THEORY CONTRAST
• To identify the song activities used by the teacher to practice listening.	**1.** The teacher selects song activities that are: Attractive Interesting Motivating Understandable	The songs that the teacher applied during the class were understandable because the content of the songs was simple, the stanzas were repetitive and the vocabulary was simple. The songs were motivated for most of the students because the songs helped the students to listen the target language, at the same time created a fun and relax atmosphere. Most of the students were motivated listening the songs through the lyrics.	Teachers need to motivate young learners by providing meaningful and purposeful activities in a context-rich environment that helps new language become more comprehensible, and useful. (As Shin and Crandall 2014
	2. The teacher uses song activities according to: Learning goals Learners age Students level Accessibility	For choosing a song the teacher considered some important aspects: **Learning goals:** The teacher considered this aspect, the objective of the lesson was to create a good pronunciation of the days of the week, because students had some problems at the moment of differentiating "Tuesday" with "Thursday" and "Saturday" with "Sunday", the teacher took into account the flaws of the students through the song activities the students listened the target language in a native way and made possible to the students differentiate the sounds of these words. **Learners' age:** The teacher did not consider the learners age because the songs proposed were old-fashioned and unknown for the students.	**Learning goals** It is going to be a lesson focusing on specific teaching points. Teachers use songs to enhance any of the four language skills (listening, reading, speaking, writing). (Simpson, 2015) **Learners age** Different age learners enjoy a variety of songs activities., use songs that are interesting to their age group. (Assmore 2011:22)

		Student level: The teacher took into account this aspect because the songs provided were adequate for the students, the content of the song was simple, and the song was slow which the lyric was understood for the students.	**Student level**
			Students level determine which songs can be use during the English lessons and the adequate song activities to work. (Simpson, 2015)
		Accessibility: The teacher considered this aspect because the songs used were found in You Tube and another Websites in an easy way. Also, the lyric sheet was available on the web.	**Accessibility**
			The use of the You Tube website teachers can find an infinitive of songs available
	3.The teacher applies properly Pre-listening While- listening Post-listening	When the students entered and went to their sits, the teacher started the class: **Pre-listening:** In the pre-listening activity the teacher played the song one time and said the students that guess the title of the song and the singer, after that the teacher dictated to the students some words and students had to wrote the words listened. **While-listening:** In the while-listening, the teacher played the song several times then the students listened the whole song and checked the words that were listened and extra words were deleted. Secondly the teacher gave to all the students a worksheet of paper this activity consisted in listened the song and fill the gaps with the days of the week.	(Simpson, 2015) **Pre-listening** gives students an overview about what they are going to do before starting listening. (Wilson 2008) **While –listening** is the stage where students are at time to practice listening through a set of activities provided by the teacher. (Wilson 2008)

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		Post- listening: In the post-listening the students wrote the days of the week that they listened in the song and after they used these words to make some sentences but feedback was not provided by the teacher.	**Post- listening** Post listening is the stage that helps students to relate what they have heard with their own ideas and experiences; like what they do in real life. (Brown2006)
	4. The teacher uses song activities such as Gap -fill exercise Song- strip exercise Song dictation Spot the mistakes	The songs activities that the teacher used in the English class were explained when it started the class who applied three kinds of song activities: **Gap Filling exercise:** To start the teacher explained about what the activity consists of, second the teacher gave to all of the students the lyrics of the song to complete the missing words. **Song Strip exercise:** The teacher cut the song lyric into strips by lines, after it the students listened the song and ordered the lyric of the song, when the students finished they listened again the song to check the answers. **Spot the Mistakes:** Some words in the lyric were changed then the students listen to the song and tried to correct the wrong words.	**Gap-fill exercise:** Students listen a song and the lyrics, they have to fill in as they listen. (Budden, 2008) **Song strip exercises:** It encourages students to use contextual clues to order a text (Murphey 2002: 73). **Spot the mistakes: S**ome of the words in the lyrics are changed, students listen they have to spot and correct the mistakes. (Budden, 2008)

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS	THEORY CONTRAST
• To observe the students´ attitudes when practicing listening through song activities.	**1. Behavioral attitude** * The students feel frightened while practice listening. * Students pay attention to the songs provided. * Students feel relaxed in the class.	The students at the beginning of the application of the song activities were scared and worried in practice the listening skills because they had problems understanding each word of the lyric making it for them follow the lyrics of the song, so it became stressful for them, however, with the appropriate examples and resources provided during the lesson, it made the students feel interested and motivated by the activity so it was easy for them to understand and understand what they had to do, so finally the lesson was done with enthusiasm and concentration.	**Behavior attitude** Consists of a person's tendencies to behave' in a particular way toward an object. It refers to that part of attitude which reflects the intention of a person in short run or long run. (Edu Note, s.f.)
	Affective attitude *The students are motivated and participate actively. * Students like the songs activities that the teacher provided in the English class. *Students enjoy listening to songs.	When the students understood the song activity planned by the teacher, they began to show interest in doing it, the song activities created a pleasant work environment that helped them to interact, they also had an active participation in the activities planned and organized by the teacher but some students found it difficult put into practice what they have learned. On the other hand, students began pressuring their classmate into participating and making it easy the flow of the activity.	**Affective attitude** Refers to the feeling that make the person react and decide what attitude to take in the situation that is occurring at the time. It deals with feelings or emotions that are brought to the surface about something, such as fear or hate. (Edu Note, s.f.)

	Cognitive attitude	Most of the students were very happy and showed interest at the moment that they practiced the listening activity because thought the application of the song activities the students paid attention to the class and through the lyric of the song, they were involved in practice the correct pronunciation and vocabulary of the days of the week. Finally, at the lesson the students remembered the lyrics and recognized the vocabulary given by making some repetitions and singing the song. The teacher made the students to stand up and formed a circle, so when the song was played and the students listened some words given previously, the students had to tried to made some mimics and dance along to the song.	Cognitive attitude
	*Students show more interest in doing the activities proposed by the teacher. *Students repeat the words of the English songs and pronounce the words correctly. *Students remember the lyric of the song. *The students are able to follow gestures and dance according to the lyrics.		Is based on the beliefs and values that a person possesses referring to what we have learned in their lives. The beliefs that people have about themselves and the world around them originate attitudes. (Edu Note, s.f.) Body language such as pointing and facial expressions to reinforce oral messages in their students. (Gilakjani, A. P., & Sabouri, N. B. 2016, pg. 128).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

➢ Through the use of song activities favor the development and practice of listening skill, however, the song activities are not applied adequately, which prevents students from having a correct listening comprehension, causing an inconvenience in the learning of the English language.

➢ The variety of songs activities selected by the teacher like song dictation, gap filling, song strips and spot the mistakes keep the students concentrated and relaxed in the class while performed the different activities proposed.

➢ The students initially showed a negative attitude in the activity, because the song was not of their interest and therefore they could not concentrate having difficulties when performing the activity, however, when the activity was correctly applied the students showed a positive attitude since they were excited and wanted to participate in the activity.

5.2. RECOMMENDATIONS

➢ Songs activities had better be used to help learners to practice their listening skill.

➢ A variety of the songs activities should be applied during the practice of listening skill in order to help learners positively in the development of this ability.

➢ It must be created a positive attitude when teach a new language as English if learners maintain a negative attitude during the lesson it cause disinterest.

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION SHEET

OBSERVATION DURING CLASSES AT OCTAVO AÑO DE E.G.B "A"

Instruction: Tick Yes or No according the observation done in the classroom.

OBJECTIVES	INDICATORS		YES	NO
• To determine the benefits of using song activities for developing listening skill in the students.	The songs used by the teacher teach a variety of language items	Pronunciation		
		Vocabulary		
		Grammar		
	The songs are used to create a positive classroom atmosphere			
	The songs that the teacher uses in class help in the learning process			
	The songs used in class help to retain information better.			
• To identify the song activities used by the teacher to practice listening.	The teacher selects song activities that are:	Attractive		
		Interesting		
		Motivating		
		Understandable		
	The teacher uses song activities according to	Learning goals		
		Learners age		
		Students level		
		Accessibility		
	The teacher applies properly	Pre-listening		

		While listening		
		Post listening		
	The teacher uses song activities such as	Gap fill exercises		
		Song strip		
		Song dictation		
		Spot the mistakes		
		Translation		
• To observe the students´ attitudes when practicing listening through song activities.	**Attitude Behavioral aspect**: The students feel frightened or worried while they practice listening.			
	Students pay attention to the songs provided.			
	Students feel relaxed in the class.			
	Affective aspect: The students are motivated and participate actively.			
	Students like the songs activities that the teacher provides in the English class.			
	Students enjoy listening to songs.			
	Cognitive attitude aspect: Students show more interest in doing the activities proposed.			
	Students repeat the words of the English songs and pronounce the words correctly.			
	Students remember the lyric of the song.			
	The students are able to follow gestures and dance according to the lyrics.			