UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY
(FECYT)

CAREER: PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TOPIC:

USING SONGS AS A DIDACTIC STRATEGY TO DEVELOP LISTENING SKILLS WITH FRESHMAN STUDENTS AT ALFREDO ALBUJA HIGH SCHOOL FROM IBARRA IN 2021-2022 SCHOOL YEAR

Degree work prior to obtaining the bachelor's degree in Pedagogy of National and foreign languages

AUTHOR:
José Elías Vernaza Casquete

DIRECTOR:
José Miguel Obando Arroyo

Ibarra, 2023

Index

Table Index

Figure Index

UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO		
CÉDULA DE IDENTIDAD:	120452749-1	
TITULO	Vernaza Casquete José Elías	
DIRECCIÓN:	Isla Santa María 351 entre Ambato y Riobamba	
EMAIL:	jevernazac@utn.edu.ec	
TELÉFONO FIJO:	062545105	**TELÉFONO MÓVIL:** 0987561847

DATOS DE LA OBRA	
TÍTULO:	Using songs as a didactic strategy to develop listening skills with freshman students at Alfredo Albuja high school from Ibarra in 2021-2022 school year
AUTOR:	José Elías Vernaza Casquete
FECHA:	27-02-2023
ONLY FOR DEGREE WORK	
PROGRAMA:	X PREGRADO POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los idiomas nacionales y extranjeros
ASESOR/DIRECTOR:	MSc. José Miguel Obando Arroyo

CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 27 días del mes de febrero de 2023

EL AUTOR:

(Firma)..

Nombre: Vernaza Casquete José Elías

Having reviewed this final report of the degree work, the same one that adjusts to the current regulations of the Faculty of Education, Science and Technology (FECYT) of the Universidad Técnica del Norte; consequently, I authorize its presentation for the pertinent legal purposes.

(f) ....
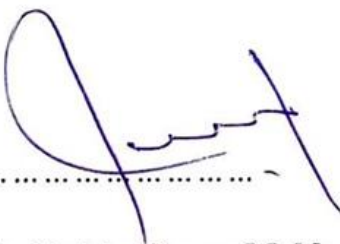
MSc. José Miguel Obando Arroyo
C.C.: 1001512043

COURT APPROVAL

The Examining Tribunal of the degree work Using songs as a didactic strategy to develop listening skills with freshman students at Alfredo Albuja High school from Ibarra in 2021-2022 school year prepared by Vernaza Casquete José Elías, prior to obtaining the bachelor's degree in pedagogy of national and foreign languages, approves this research report on behalf of the Universidad Técnica del Norte:

(f) ....

MSc. José Miguel Obando Arroyo
(Name of the President of the Tribunal)
C.C. 1001512043

(f) ....

MSc. Rubén Congo Maldonado
((Name of Advisor)
C.C. 1001417235

DEDICATION

First of all, I dedicate this work to my wife, my children, and my parents, who are my source of inspiration every day to be a better human being in all areas of life. My wife is my soul mate, my children the joy of living, and my parents the architects of my life and who planted in me the seed of good, my mother taught me to be a good man. They have been with me in difficult moments where it seemed that the light of hope was going out, however, with a tender look, with a word of encouragement, with a hug and with constant encouragement they were always, always supporting me.

I also dedicate this work to my brothers, family, and friends who on several occasions shared beautiful moments with me and encouraged me to continue with my career and my studies at times when I really wanted to leave because I felt overwhelmed by different adverse circumstances that arose. Finally, thanks to all of them I was able to continue and achieve the happy realization of the dream of being a professional.

GRATEFULNESS

RESUMEN

Este estudio se basa en una investigación en estudiantes de octavo año de la Unidad Educativa "Alfredo Albuja Galindo" en el periodo 2021 - 2022 sobre sus competencias en habilidades auditivas. Asimismo, este estudio tiene como objetivo proponer una guía didáctica basada en canciones populares en inglés para desarrollar la habilidad auditiva en estos estudiantes. Aquí se utilizó el enfoque mixto para obtener información detallada, tanto cualitativa como cuantitativa; se utilizó también el método deductivo. Asimismo, las técnicas utilizadas para la recolección de datos fueron la encuesta a los estudiantes y la entrevista a los docentes. Este trabajo se enfoca en las habilidades auditivas y cómo las canciones pueden ser utilizadas directamente desde la metodología para provocar resultados positivos en el desarrollo y mejoramiento de estas habilidades en los estudiantes. Con base en lo planteado en el marco teórico, los datos cualitativos y cuantitativos indican que las habilidades auditivas son las más difíciles de aprender y enseñar en el salón de clases debido a los ambientes inadecuados y la poca exposición del estudiante a escuchar inglés. Dado que las fuentes indican que escuchar es una habilidad desafiante, es necesario proponer fórmulas que contribuyan a cambiar esta perspectiva. Luego de realizar un análisis detallado de los datos recolectados a lo largo de este trabajo, se brinda la propuesta de esta investigación, la cual se basa en cómo usar las canciones en inglés con una secuencia metodológica y una aplicación directa considerando varias sub-habilidades y algunas actividades sistemáticamente aplicadas.

Palabras clave: Habilidades de escuchar, estrategias didácticas, uso de canciones, metodología en el aula.

ABSTRACT

This study is based on an investigation in freshman students of the Alfredo Albuja Galindo high school in the period 2021 - 2022 on their competences in listening skills. Likewise, this study aims to propose a didactic guide based on popular songs in English to develop listening skills in these students. Here, the mixed approach was used to obtain detailed information, both qualitative and quantitative; the deductive method was used in this research. Also, the techniques used for data collection were the survey to students and interview to teachers. This work focuses on listening skills and how songs can be used directly from the methodology to cause positive results in the development and improvement of these skills in students. Based on what is stated in the theoretical framework, the qualitative and quantitative data indicates that listening skills are the most difficult to learn and teach in the classroom due to inadequate environments and the little exposure of the student to listening to English. Since the sources indicate that listening is a challenging skill, it is necessary to propose formulas that contribute to changing this perspective related to listening to English. After carrying out a detailed analysis of the data collected throughout this work, the proposal of this research is provided, which is based on how to use the songs in English with a methodological sequence and a direct application considering several auditory sub-skills and some systematically applied activities.

Keywords: Listening skills, didactic strategies, use of songs, methodology in the classroom.

Introduction

1. Motivation for the research

Carrying out this project under this theme is very rewarding because the significance of English and all the various strategies that continually arise to achieve understanding and optimal learning are recognized globally. Listening is a key part of this research and using music as a tool to ease the student's path towards the consequence of having an increasingly developed listening to ability. There are many factors that benefit the link between music and learning another language. Music is natural to people and flows spontaneously. Through repetition, the new language is unconsciously internalized, and at the less expected moment the hearing capacity that the student has achieved by using music as a strategy to develop their listening skills becomes visible. It is certainly not a new strategy, it is a strategy that has been researched, documented, approved. and used for decades; but if it is a strategy that must be put into practice more frequently and with new techniques according to the current moment.

2. Problem Description

Students do not understand spoken English when they are in class, listening to the teacher and listening to their classmates, also when they listen to songs, watch movies. Based on the study carried out in the Municipal Educational Unit "Alfredo Albuja Galindo", located in the city of Ibarra, this problem was evidenced in freshman students during the period 2021-2022. It was evidenced that students do not have vocabulary because they lack exposure to oral language. Listening skills is one of the most difficult for English learners. Trying to understand what other people are speaking in another language while learning that language is something that has become a real problem in education. In the classroom, students have listening practice, but they are not exposed to real contexts wherethey can expand their range of listening comprehension and increase their level of acquisitionof English.

In the urban area of Ibarra there are 127 educational institutions, including public and private institutions. In most of these institutions, as well as in the rest of the cities of the country, the teaching of English is compulsory from elementary levels. This resolution was established in 2016 by the then Minister of Education Augusto Espinosa. Despite this resolution, the level of English in Ibarra and Ecuador is low. (Ministerio de Educación, 2016)

"While listening is practiced methodically but never enough in the classroom, students become even more frustrated when outside the classroom they cannot understand conversations, radio and television dialogues, presentations, and other forms of listening" (Fernández, 2021).

In addition to these aspects, there is also a lack of motivation to get involved in listening activities inside and outside of class.

Why is it that students do not have the vocabulary to understand a conversation?
Will it be necessary to work on teaching resources?
What should the teacher do to motivate students to spend more time practicing listening?

3. Justification

This research is within the feasible range to be carried out because there is a close relationship between the researcher and the educational institution which will be the object of the study. In addition, there are the necessary resources and the right environment to conduct the investigation thoroughly. By having these resources, the path is smoothed, and the work is done in a more pleasant way. It is necessary to enter the educational context of real life to obtain a 100% satisfactory investigative result. In general, carrying out this study will benefit society as a whole and more specifically the branch of language teaching, both teachers and students.

Teachers will have gifted students with more polished ability and students will take pride in themselves that they can achieve not only high academic and professional standards, but also that they can do basic things like catch what the teacher, peers, the radio, or the television are saying.

4. Impacts

This study seeks to achieve a local impact, focusing mainly on the freshman students of the "Alfredo Albuja Galindo" School, in the city of Ibarra, as well as contributing to future research on the English language on listening skills, so that those interested have a resource that can serve as a guide and help in their academic life. Deepening a skill such as listening to learn English is essential in formal research, because there is a lot of very good information by the way, but in most cases this information is exposed in a general way, and they do not give a great contribution when it comes to wantingto know a little more about a specific topic. Songs are essential components and a key allyin developing listening skills.

On the other hand, students will enjoy an academic level in accordance with the demands of the globalized world, will be ready for their future professions and will be able to relate more harmoniously with English speakers. They will also be prepared to scale the international standard that is a requirement for all those who take the path of learning English, and this will be a reason for personal, family, educational and social joys, and satisfactions.

5. Objectives

5.1 General objective:

Propose a didactic guide based on popular English songs to develop listening skill in freshman students at AlfredoAlbuja high school in Ibarra in 2022.

5.2 Specifics objectives:

- Conduct a bibliographic study to establish the importance of using songs as a didactic strategy to develop listening skills.

- Identify the problem that freshman students have in listening skills.

- Diagnose the level of the students on listening skill.

- Design a proposal based on popular English songs for students to improve their listening skill.

6. Structure of the Research Report

Chapter one contains relevant information based on the theoretical framework, which shows fundamentals and important indicators. Chapters two and three establish the methodology used in the research, the results and the discussion raised. Chapter four presents the proposal, the conclusions and the recommendations that will serve as a guide to execute them in the Institution.

CHAPTER I

Theoretical framework

1.1. Learning Theories

Learning theories are part of a fascinating world in which everyone who enters it obtains a great wealth of knowledge and skills related to the teaching-learning process due to these theories show a broad panorama of how human beings learn regardless of the individuality and particularity that each one. Moreover, learning theories have the ability to segmentally guide teachers and students depending on the particular theory. "Learning theories have an important impact in the field of teaching, they have been provided through time by great thinkers and men of science" (Papadima, Constantinou, & Giannikas, 2021, p. 92). It is extremely important to have a clear understanding of the main learning theories, they are behaviorism, cognitivism, and constructivism.

1.1.1 Behaviorism

Behaviorism marks the trend at the beginning of the organized system of education where the teacher had "all the powers" and dominated everything at will while the student only had to limit himself to accepting everything, absolutely everything that the teacher proposed in the academic area. Knowledge and obtaining it was relegated to what the teacher transmitted to the students, regardless of whether it was good or not. Within this trend, repetition, memorization, and mechanization predominate in the teaching-learning process, however behaviorism has its virtues because it is an approach that is easy to apply and multiply.

> The ideas of behaviorism date back to the late 19th and early 20th centuries when John Watson, an American psychologist, believed the general public would accept and recognize the new philosophy of psychology as a true science only if it involves processes of objective observation and scientific measurement became central to the work of behaviorists. Behaviorism emphasizes that learning occurs when an individual respond favorably to some type of external stimuli. (Clark, 2018, p. 172)

1.1.2 Cognitivism

This learning theory focuses on how the mind works to process the information it receives and convert it into meaningful learning directly related to the subjects, program units or specific topics that the learner is acquiring in a given period. Raising cognitivism was a great challenge for its outstanding precursors because it meant opposing a deeply rooted behaviorist idea that had gained a lot of ground and was applied in most if not all educational institutions and at all levels.

Taking a closer look at cognitivism was opening the field to new possibilities for students to have greater opportunities to inquire and investigate more, not only about a wider range of knowledge, but also about their own perception of how they learn, how they develop knowledge within of the mind and how the knowledge gained can be applied in a real-life context.

> The representational theory of mind understands intentional states as relations to mental representations and comprehends their intentionality in terms of semantic properties. Very roughly, it can be characterized along two dimensions. First, it portrays mental states in folk-psychological terms (perceptions, beliefs, desires, etc.), as intentional states that can be individuated by their content and that are evaluable along specific criteria. For instance, perceptions can be accurate or inaccurate, thoughts can be true or false, and desires can be appropriate or inappropriate. "Believing that x" is being suitably related to a mental representation with the propositional content "that x" (evaluable as true or false), whereas "desiring that x" is being suitably related to x in a different manner (evaluable as appropriate or inappropriate). Second, it postulates the existence of mental representations, which act as intermediaries between the cognizing organism and the world. (Varga, 2019, p. 21)

1.1.3 Constructivism.

Constructivism exposes a substantial advance in the educational sphere because it goes far beyond the very good cognitive approach and is the complete opposite of behaviorism. Building knowledge sounds simple and many teachers will tell you and defend that they use this approach within their teaching techniques and strategies in the classroom, the reality is that it is not as easy as it sounds because to apply it you must know it fully and not get distracted in other approaches. Through this theory, the student has advanced by leaps and bounds and has achieved an increase in the dynamism of learning because he experiences new ways of not only obtaining knowledge but also being able to build it based on daily experiences and everything that happens around. Constructivism must be studied more thoroughly and known by teachers and students to achieve a firmer and effective process.

> Constructivism is a theory which says that learning is an active process. People gain knowledge and understanding through the combination of experiences and ideas. The student actively builds knowledge and skills in a constructivist process. Knowledge is information and skills gained through experience or education. The student deals with two types of information. The first is what he already knows. The second is the information available in the textbook.
> (Bhatia, 2018, p. 3)

1.1.4 Approaches and Methods

When you talk about methods and approaches, you are talking about a very broad topic that you have to deal with very calmly, so it is important to know that this goes back many centuries where past scholars, great thinkers and prominent figures in different sciences have sought to institute and correctly fit each learning theory that has been proposed and used in a framework where it is clear to define which is the ideal current and if it belongs to a method or approach. For this, it is essential to be very clear about what a method is and what an approach is, since in many, many cases it is a source of controversy and confusion within the educational community.

> Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods. The method concept in teaching - the notion of a systematic set of teaching practices based on a particular theory of language and language learning - is a powerful one, and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. (Richards & Rodgers, 2014, p. 10)

Table 1 below briefly details different relevant approaches and learning methods that serve to have a much fuller knowledge of these important tools and how when and where the teacher should apply it and the student know it.

Table 1
Chart of Approaches and Methods in learning languages

Approaches	Methods
The Oral Approach and Situational Language Teaching Language teaching begins with spoken language. The target language is the language of the classroom. Reading and writing skills are prioritized after going through a period of exposure to vocabulary and grammar.	**The Grammar – Translation Method** The main goal is to have the ability to read the literature of the language that is intended to be learned following the rules of grammar.

Communicative Language Teaching

Communicative Language Teaching is based on the development of competencies, promoting the learner interaction with language users and collaboration in the creation of meaning.

Direct Method

Never translate: demonstrate
Never explain: act
Never make a speech: ask questions
Never imitate mistakes: correct
Never speak with single words: use sentences

Content-Based Instruction and Content and Language Integrated Learning (CLIL)

Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or subject matter that students will acquire, such as history or social studies, rather than around a linguistic or other type of syllabus. Students thus learn language and content at the same time, each supporting the development of the other (Lyster 2007). While the term Content-Based Instruction has been commonly used to describe programs of this kind, known as Content and Language Integrated Learning (CLIL).

The Audiolingual Method

It is based on a process of mechanical habits where spoken language is prioritized over written language.

Whole Language

Whole language, as used in second language teaching, focuses on encompassing all four skills.

Competency-Based Language Teaching, standards, and the Common European Framework of Reference

This approach is known as reverse design, and it has had a considerable impact on educational planning in general, as well as on language teaching. It is focused on promoting a standardized level throughout the community that learns and teaches the

Community Language Learning

Community language learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of writing.

English language.

Task-Based Language Teaching	Total Physical Response
It is referring to Manzaba of tasks as the core unit of planning and instruction in teaching.	Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Text-Based Instruction	The Silent Way
Teaching explicitly about the structures and grammatical features of spoken and written texts. Linking spoken and written texts to the social and cultural contexts of their use. Designing units of work which focus on developing skills in relation to whole texts. Providing students with guided practice as they develop language skills for meaningful communication through whole texts.	It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible.

The Lexical Approach	Suggestopedia
The Lexical Approach reflects a belief in the centrality of the lexicon to language structure, second language learning, and language use, and in particular to multi-word lexical units or "chunks" that are learned and used as single items.	The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

Multiple Intelligences (Theory)

Learners are viewed as possessing individual learning styles, preferences, and strategies, and this influence how they approach classroom learning and the kinds of learning activities they favor or learn most effectively from.

Cooperative Language Learning

CLL is part of a more general instructional approach, known as Collaborative or

Cooperative Learning (CL), which originated in mainstream education and emphasizes peer support and coaching.

The Natural Approach

This approach is based on Krashen's theories.

Note: Approaches and Methods in English teaching, Source: Book (2014)

1.1.5 Technique

A technique will point out the precise and propitious path to develop different activities within the classroom with the aim of achieving the ends that the teacher wishes to achieve with his group of students, consequently the correctly chosen technique helps to determine what steps must be followed in methodology, didactics, teaching, learning and other important educational items. A teacher who does not master good teaching techniques will be in a sea of uncertainties and will feel that teaching is not his thing, it goes without saying that each teaching technique is intimately related to one or more methods and with some specific approach, studying them in depth will be the duty of the teacher so as not to hesitate at the time of application with the underlying interest of expanding and improving different skills in students.

1.1.6 Strategy

Within a strategy there are many steps that are executed in a systematic and precise way to reach the goal, so in any process it is necessary to master the strategies to be used. No one can claim to be successful in a certain field if they do not use the appropriate strategy for time, space, context, etc. this is why each strategy must be rivaled with studies and implementations carried out successfully and that have been effective more than once, only then can you say with certainty that this or that strategy is highly recommended. Furthermore, nothing should be left to chance in education because it would be a very big mistake to pretend to have top-level professionals without the use of appropriate strategies at each stage of training and obtaining the necessary knowledge.

Table 2

Learning Strategies for Learners and Teachers

Learners	Teachers
Dedicate a particular time to acquire greater skill.	Constantly promote participatory and inclusive interaction.
Avoid all kinds of distractions.	Be aware of the needs, goals and personality of each of your students.
Teach others the knowledge obtained.	Constantly implement changes in the teaching dynamics.
Practice what the student has learned over and over again until mastering it exactly.	The teacher must show interest in the emotions of his/her students without this diverting him from the academic objective.

Note: Elaborated by the author

1.1.7 Didactic strategy

Teachers continually look for ways and strategies that they can use in the classroom to provide better learning outcomes for their students. A well-used teaching strategy is a great tool in the hands of the teacher. "To improve auditory production in the classroom, listening to songs is a didactic strategy that has been viewed favorably" (Jaramillo, 2015, p 72). "The development of strategies in the teaching-learning process of the acquisition of listening comprehension is one of the highest and most complex potentials that humans must possess, this implies developing skills so that they can achieve to be good listeners" (Espinoza, 2019, p. 7). In this regard, other author proposes that:

> Demonstrated that all teachers and educators are agents of change. Teacher should be creative, to improve the teaching and learning process. Therefore, the new education requires qualified and innovative teachers, who seek strategies that facilitate the teaching and learning process for students and not simply transfer knowledge. In this research the results showed that the implementation of music inside the educational work helps facilitating strategies for the teaching and learning process. (Quiros, 2017)

Table 3

Important aspects about learning and teaching English

	Learning	Teaching
Cognitive	Students learn through their cognitive capacity that they have since they are in the womb.	In the teaching of English, the cognitive part is directly related to extracurricular activities.
Meta cognitive	When a student has been exposed to the English language, their own awareness of the new language appears, thus an easier way of assimilation arises.	It is important that the teacher encourages the student to continue practicing English in spaces other than the school
Affective	A well stimulated student and much better treated affectively is much more productive	Teaching English from the heart and thinking of the student as a being that requires more than the academic part contributes to a more lasting teaching.

Note: Elaborated by the author

1.1.8 Songs

Songs have a great influence on people's daily lives, many people feel a change in their mood when they listen to them, this means that listening to songs is a fun and entertaining way to recreate and have moments of relaxation. This influence of songs in everyone's life and particularly in the life of the student can be used positively when developing the educational field and more directly in the practice of listening. A determining influence that will change the course of learning in students when practicing listening skills (Amaya, 2018). Other authors have stated the following:

> The songs are a good start to present and keep students interested in practicing English. Through the songs the listening comprehension competence and other productive skills for learning the English language is developed. The treatment of the necessary skills for a foreign language through of didactic material based on songs motivates the student either by rhythm or by the lyrics, opening a range of elements to the English language, vocabulary, grammar, phrases, and meanings. (Chica, 2020, p. 24)

1.2. Language Acquisition

The acquisition of a foreign language is a goal for a large number of people in different parts of the world. As a permanent result of globalization that has been gaining more and more strength, people seek ways to expand not only in their environment but also in other cultures, scenarios, and countries. When someone has the ability to communicate with their peers in another language, they have a greater range of goal achievement. In addition to the above, it is appropriate to indicate that the acquisition of a language is closely related to internal and external factors that influence the student's learning process.

1.2.1 Second Language Acquisition

The acquisition of another language must be considered as a methodical, orderly, and systematic process in which the student will be involved from beginning to end until the desired language is adequately acquired. Consequently, the learner will be aware of acquiring all those modern study techniques that allow him to develop internationalization and the use of the language in classes, with the teacher, with his classmates, among his friends and family, as well as in the entire field. academic. and later in the professional aspect. Another second language and mastering it is an excellent option for all those who have high life goals and go beyond the common of people who stay in the comfort zone and do not seek to stand out.

1.2.2 English Language

It goes without saying that the English language is a very powerful tool today because it is known as the commercial language that is used in most countries of the world. If a person masters this language, he or she has a greater chance of success in any field because knowing English has a plus, an added value that makes it more interesting for third parties. Therefore, give yourself the opportunity to enter this world of English which will open many doors for you, increase your self-esteem and expand your mind to seek to climb in your personal, professional, financial, and academic part, you will also be an entity with skills to share with others what you know and become a multiplier of something extremely useful.

1.2.3 Communicative Competence

Communicative competence poses great importance within linguistics, Saville expresses that:

> The concept of communicative competence became a basic tenet in the then-emerging field of sociolinguistics and was soon adopted as well by many specialists in the field of SLA and language teaching. This term can be defined simply as "what a speaker needs to know to communicate appropriately within a particular language community" (Saville-Troike 2003).

It involves knowing not only the vocabulary, phonology, grammar, and other aspects of linguistic structure (although that is a critical component of knowledge) but also when to speak (or not), what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms. (Saville, 2003, p. 106)

Due to the foregoing, it is well known that every person who intends to be successful in learning a second language has to take into account many factors related to various situations, stages, people, contexts, motivations and others.

1.2.4 Receptive Skills

Receptive skills are those that help students perceive and internalize language so that after a while they can express what they have previously obtained. Reading and listening are part of receptive skills and must be identified in the early stages of language learning so that students are aware from the beginning that if they focus responsibly on these skills they can later develop effectively when they have to communicate effectively. written and oral. Since a baby is in its mother's womb, they have the ability to listen to everything their mother hears, from there that baby without knowing it is putting into practice the receptive ability to listen, that listening process does not end until the person becomes deaf or dies, therefore it can be said that listening is very, very important.

1.2.5 Listening Skills

Carrying out this project under this theme is very rewarding. Listening is a key part of this investigation and using songs as a tool to facilitate the student's path towards the consequence of having an increasingly developed hearing ability. There are many factors that benefit the link between songs and learning another language. Through repetition, the new language is unconsciously internalized, and in the least expected moment the hearing capacity that the student has achieved by using songs as a strategy to develop their listening skills becomes visible. "It is certainly not a new strategy, it is a strategy that has been researched, documented, approved, and used for decades; but if it is a strategy that must be put into practice more frequently and with new techniques" (Marchán, 2019).

1.2.6 What does Listening Skills involve?

Listening skills involve a series of components that it is necessary to look at them from the inside and fully know what each one of them consists of, in this way the teacher will ensure the purpose with his students in this area and each student will be more capable of developing these important skills when they are in class, and develop different activities such as listening to the teacher, listening to their classmates, listening to songs, among other activities, and the best thing about all this is that they will not only listen, but you will have a broader understanding of everything what he is perceiving with his ears, this will make the student more confident and perform better in class, interact more and become an ally for the teacher and classmates. From this perspective, it is convenient to present relevant information from various authors on what aspects are involved in listening skills and how they can contribute significantly to the acquisition and learning of English as a second language.

1.2.7 Common European Framework Reference

If you really want to know your level of English through an international standard, you should without hesitation focus on raising those specific levels that have been determined under in-depth studies by the Common European Framework of Reference, this globalized instrument is intended for those who speak English and they want to reach the highest possible level depending on their contexts, the time dedicated to learning, the environment in which they operate and the objectives they pursue. Certainly, it is that today no one can elude the passage through the Common European Framework of Reference because in each country there is a greater awareness of the importance of the English language, and they want to consider all the provisions to really reach the standards that must be achieved to certificate that the English community in a certain country is really at the required level.

1.3. Literature Review

Table 4

Literature Review

Article	Author Date	Theoretical Conceptual Framework	Research Question(s) Hypotheses	Methodology	Analysis & Results	Conclusions	Implications for future research	Implications for practice
2017	Quiros	Teachers and educators are agents of change.	What impacts can the didactic strategies produce in the classroom?	Teacher should be creative, to improve the teaching and learning process.	The students want to listen to more songs in English in class; this is something	Every investigation, no matter how simple it may be, is always useful for academic purposes.	For future research it is opportune to consider the variables that have been exposed here.	Apply in the classroom the novelties exposed in this project.
	Manzaba	Task-Based Language						

		Teaching	positive that should be taken advantage of by the teacher to be worked on from the methodological part.
2018	Clark	Behaviorism emphasizes that learning occurs when an individual respond favorably to some type of external stimuli.	
	Bhatia	Constructivism is a theory which says that learning is an active process.	
	Amaya	Songs have a great influence on people's daily lives.	
2019	Marchán	Listening skills.	
	Espinoza	The development of strategies in the teaching-learning process of the acquisition of listening comprehension is one of the highest and most complex potentials that humans must possess.	
	Varga	It postulates the existence of mental representations, which act as intermediaries between the knowing organism	Mental representations are directly related to visuals that can be used in classes.

		and the world.	
2020	Chica	The songs are a good start to present and keep students interested in practicing English.	Practice songs in classroom based on the proposal.
2021	Papadima	Learning Theories	Learning theories have an important impact in the field of teaching, they have been provided through time by great thinkers and men of science

Note: Elaborated by the author

CHAPTER II

Methodology

2.1. Research type

In this project, the mixed approach was used because it was intended to have detailed information, both key and numerical, that would allow making a more precise value judgment to establish priorities in the steps that were developed throughout the entire investigative path.

As Scott and Carrington say, the qualitative approach revolves around the heterogeneity that it itself offers through various tools. This helps maintain the project by seeking data from important subjective points to determine conclusions that serve as a great contribution (Scott & Carrington, 2011).

Quantitative research is typically associated with the enumerative induction process. One of its main purposes is to find out how many and what kinds of people in the general population or those questioned have a particular characteristic that has been found to exist in the population sample. The objective is to infer a characteristic or a relationship between the variables of a general population. (Brannen, 2017)

Through the experimental method it was possible to have the causes and effects of the research that was carried out, under this scheme, the two variables could be managed to reach a deeper and more delimited investigation. In addition, the causes and effects around the proposed topic were carefully and thoroughly studied to achieve experimentation in the execution of the instruments and thus at the end of the process and the application of the proposal the desired results were consolidated. The experimental method presented great advantages and was certainly quite appropriate for this research, it was really a very good choice.

2.2. Method, Technique and Tools of the Research

The deductive method was used in this research. The techniques used for data collection were the survey to students and interview to teachers since this work is based on the mix research approach. These techniques offered a more precise and unbiased understanding during the investigation, it also allowed to analyze the facts from a short and long distance so as not to make decisions lightly. In all investigative work, the techniques must be well chosen according to the previously established criteria to achieve a successful objective. Within the survey technique, the questionnaire instrument was used, which was developed considering different educational and social criteria of students and teachers regarding the current context in education. The questionnaire was implemented to each of the freshman students and to the teacher in charge of both parallels. Within the interview with the teachers was used a structured interview.

The questionnaire within the investigation helped to obtain important information and data about the academic aspect of the students and the methodology used by the teacher, then these data were tabulated, classified, described and analyzed to have everything well organized and use even the smallest information for the purpose of the study and propose the most appropriate proposal according to the perceived needs. This instrument has two essential functions and characteristics, it was used as data collection instruments and as an evaluation tool. In these questionnaires, the questions were multiple choice and also some defined with a single answer or with multiple answers.

The data collection technique in quantitative research is the questionnaire. The questionnaire is based on measuring the attitudes and behavior of the participants on a topic or phenomenon through a predetermined systematic structure. There are two ways a survey questionnaire is set up. The first consists of constructing a questionnaire with validity and reliability studies, placing the items that express the variables and dimensions of a topic. This is a really long and difficult process for an investigator. The second way is to use a document that has been tested with the validity and credibility of the issue. (Oflazoglu, 2017, p. 14)

The data collection techniques within the interview are structured interviews, semi-structured interviews and unstructured interviews. In interviews there is an exchange of questions and answers between the interlocutor and the person being interviewed. The interview has a qualitative approach (Ngulube, 2021, p. 501).

2.3. Research Questions

How important is using songs as a didactic strategy to develop listening skills?

What instruments can be used to identify the problem that freshman students have in listening skills?

Under what parameters can the students' level of listening ability be diagnosed?

What impacts would the design of a proposal based on popular songs in English have on the institution so that students improve their listening comprehension?

2.4. Variational Operationalization Matrix or Diagnostic Matrix

Table 5

Variables

Scope	Variables	Scale / Options	Questions
Assessment	Songs as a didactic strategy		
		• Much	**How much do you like**

	• Little • Nothing	**English songs?**
	• Always • Often • Sometimes • Almost never • Never	**How often do you listen to songs in English in class?**
	• Totally agree • Agree • Neither agree nor disagree • Disagree • Strongly disagree	**Do you consider that listening to songs in English in class is a fun way to learn English?**
	• Totally agree • Agree • Neither agree nor disagree • Disagree • Strongly disagree	**Do you agree that the teacher plays more songs in English during class?**
	• Learning new vocabulary • Reinforcing grammar structure • Reinforcing pronunciation	**Which of the following aspects of songs in the area of learning is most relevant to you?**
	• Melody • Gender • Rhythm • Lyrics	**Which of the following activities in class regarding listening to songs do you like the most?**
Listening skills		
	• Always • Often	**How often do you practice listening skills**

19

	• Sometimes • Almost never • Never	**during the class?**
	• Listen to conversations. • Listen to reports. • Listen to songs in English. • Others	**What listening activity in class do you like the most?**
	• Short conversations / dialogues • Short talks • Announces • Instructions • Short record passages • Reports • Tv news / Radio news	**Which of the following listening activities are you more familiar with?**

Note: Elaborated by the author. Source: Survey made in June 2022.

2.5. Participants

The population of this investigation was made up of freshman students from the "Alfredo Albuja Galindo" high school, there were 66 freshman students belonging to two parallels, parallel "A" and parallel "B". The investigative work that was carried out with them covered all of them, so obviously in this population there is no sample because the entire universe was worked on. It is important at this point to mention that the population and the sample that is chosen in an investigation helps to have a referential framework to establish the level of all or most of the students in a certain institution in the area that the investigation is proposed, consequently all details such as quantity, gender and all other social and interdisciplinary aspects among students are very relevant.

According to preliminary data obtained through the authorities of the institution and the English teacher of these students, the level of listening has decreased. Through research and proposal, it is intended to change this reality for them and be a model to be followed by other English students at other levels and from other institutions.

The present research was carried out during the period from April to July 2022 at the "Alfredo Albuja Galindo" high school located in the Pilanquí sector, Fray Bartolomé de la Casa # 570, and José Tobar Tobar streets, in the city of Ibarra, Province of Imbabura, Sierra regime, evening section, with Resolution No. 007 – DEI Municipal Education. So, this institution is the only one of a Municipal nature in the city and the province and stands out for its warmth and openness to all citizens and especially to children and adolescents so that they can develop their secondary academic stage.

The city of Ibarra has a large number of prestigious and recognized educational institutions and among them is precisely the "Alfredo Albuja Galindo" high school that has managed to earn a very important seat in the city, the province and especially in the heart of many families from Ibarra and neighboring sectors.

2.6. Data Analysis Procedure and Plan

Due to the fact that the type of research chosen was mix, in students the survey was used and interview with the teacher as instruments, these surveys and interview were applied in mid-June 2022 in parallels A and B of freshman students in the aforementioned institution after validation by the thesis director. After having been collected, the data were tabulated and analyzed and finally summarized in the discussion of the research.

CHAPTER III

Results and Discussion

This chapter is about the information that was obtained after applying the elaborated and rigorously reviewed instruments to be later validated and used by the chosen population and the English teacher of the parallels. With this information, the interpretation and analysis are carried out to formulate the discussion based on the theoretical framework of this work.

3.1. Students Survey Results

Figure 1

Age range
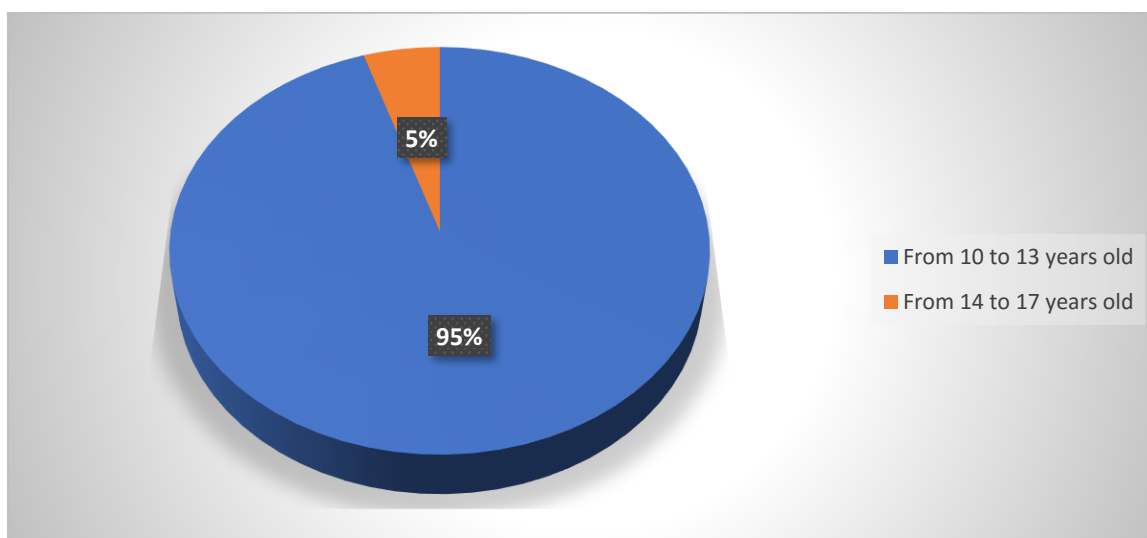
Note: Elaborated by the author

The figure above shows figures in the age range of the students surveyed. A minimal number of learners have a higher age range than the rest of their peers. Having an age perspective in research because people learn differently depending on their age.

Figure 2

The hardest English skill to learn
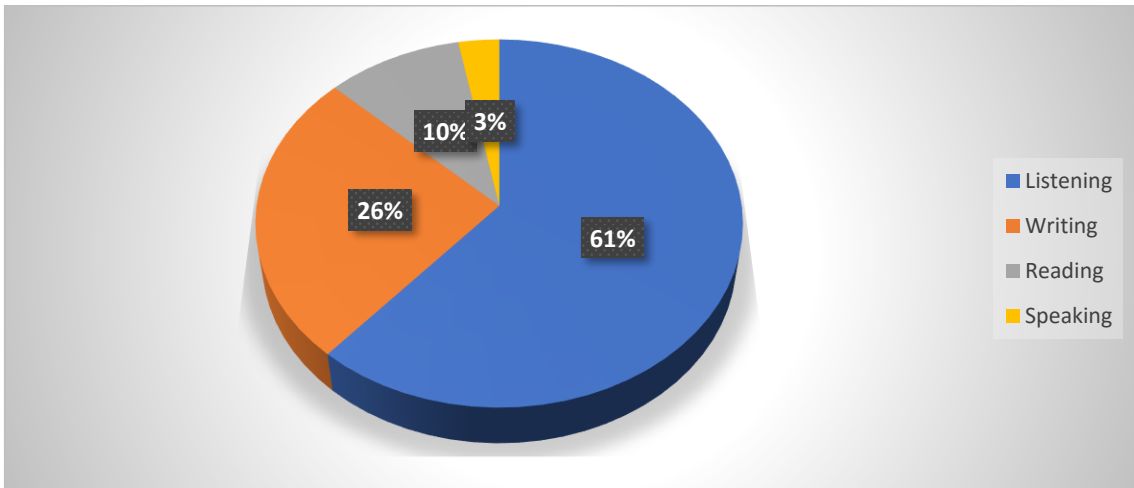
Note: Elaborated by the author

Figure 2 reveals which is the most challenging skill for students to learn. It can be seen that the skill of writing is difficult for a considerable percentage of students, but it is evident that the most difficult English skill for them to learn is the skill of listening. In this way, it can be interpreted in this item that listening skills significantly influence learning a foreign language; it is necessary to work more extensively on these skills in the classroom.

Figure 3

Listening practice during class
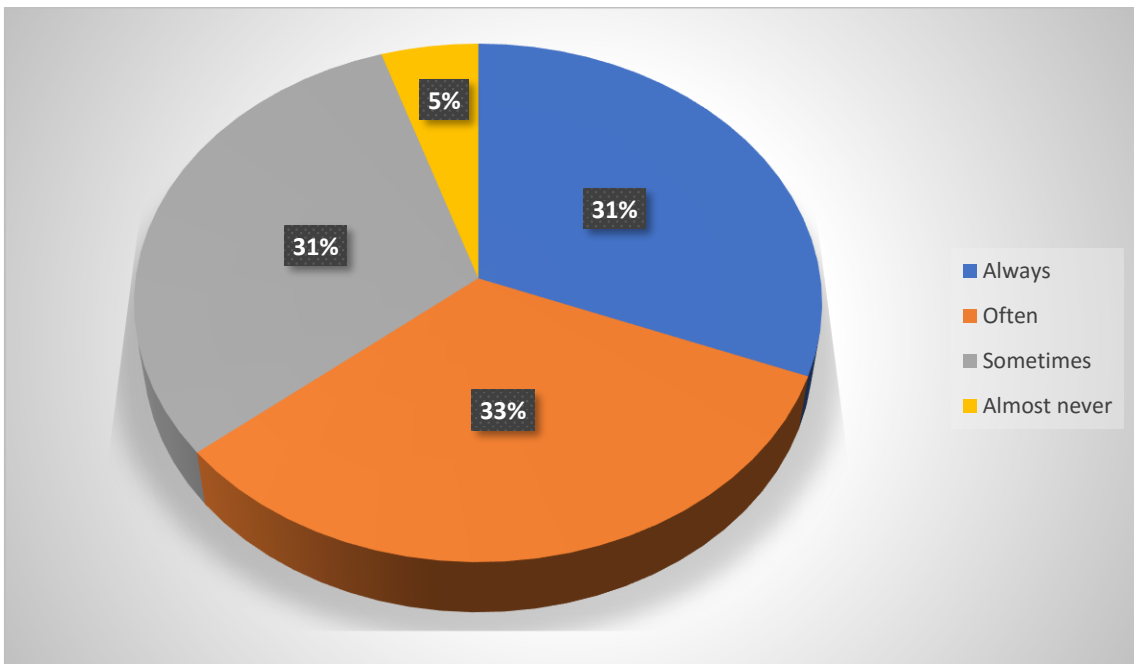
Note: Elaborated by the author

Figure 3 shows the frequency in which the learners practice listening during class. A small percentage in the classroom do not practice listening regularly; however, a combined majority take advantage of the time during the lesson by practicing listening. Those who do not practice it are because they have not yet been identified with this skill or are afraid of not doing it in the best way.

Figure 4

Acceptance of some listening activities in class
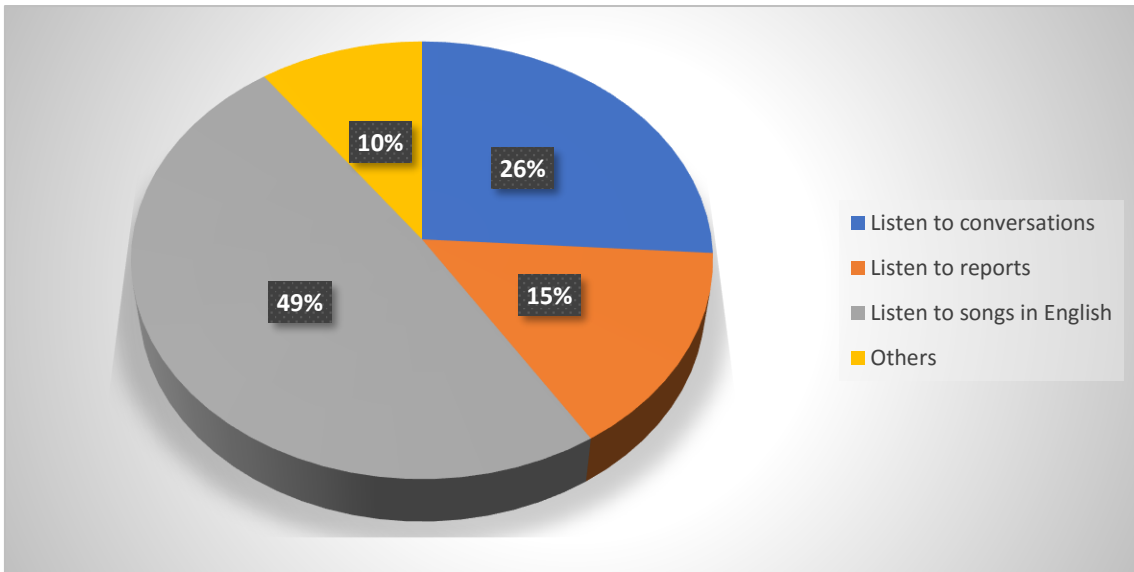
Note: Elaborated by the author

The figure that precedes these lines presents the acceptance of some listening activities in class. As can be seen, a high percentage like listening to English songs, which are widely accepted. Listening to songs in English as a learning strategy is a rewarding way for students to learn while doing something they innately enjoy.

Figure 5

More familiar listening activities for students.
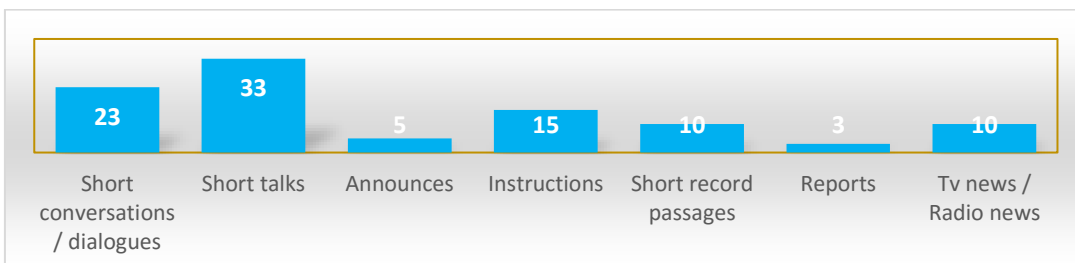
Note: Elaborated by the author

Graph 5 shows the listening activities that are currently more familiar to students. According to the graph, students are more familiar with short talks regarding traditional listening activities. They will likely feel more comfortable listening to short conversations due to their length and simple vocabulary. They can perceive many words, phrases, and sentences and capture the essence of the message transmitted in the talk.

Figure 6

Acceptance of songs in English
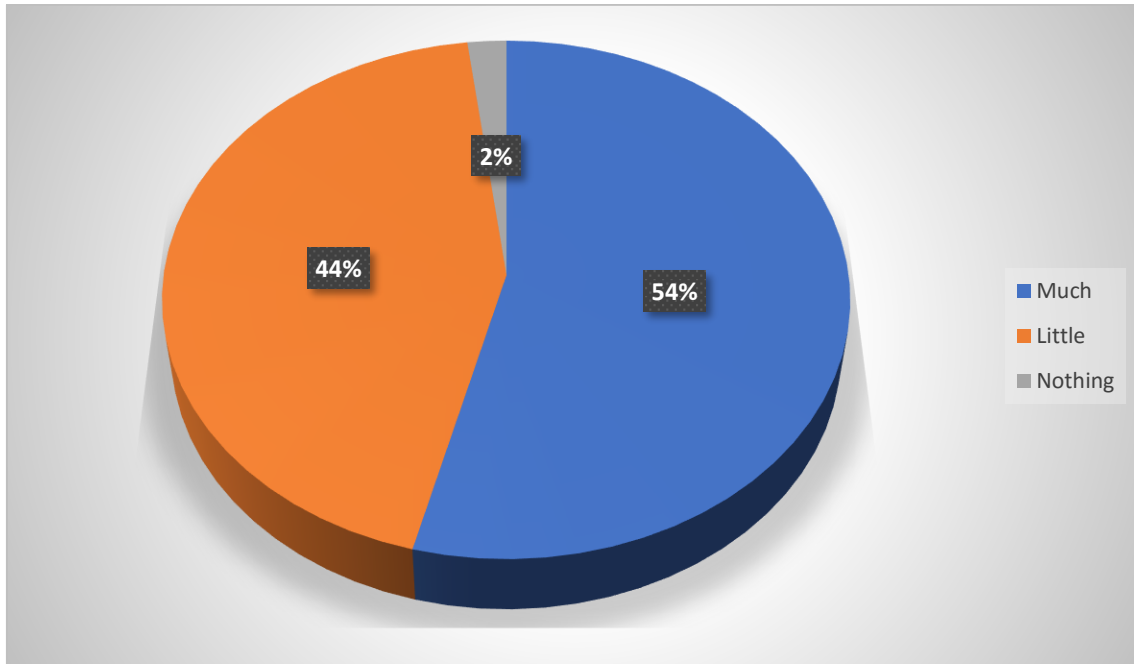
Note: Elaborated by the author

Figure 6 is related to the acceptance of songs in English in the surveyed population. Most students accept the songs in English, while a small number show disagreement with the item. The average acceptance of songs in English in this population reflects an ideal tendency to determine a clear proposal that contributes to students in their academic field in terms of improving their listening skills. Listening to songs in English from the methodology will be an outstanding contribution to education.

Figure 7

Listen to a greater number of songs in English with an academic strategy during class.
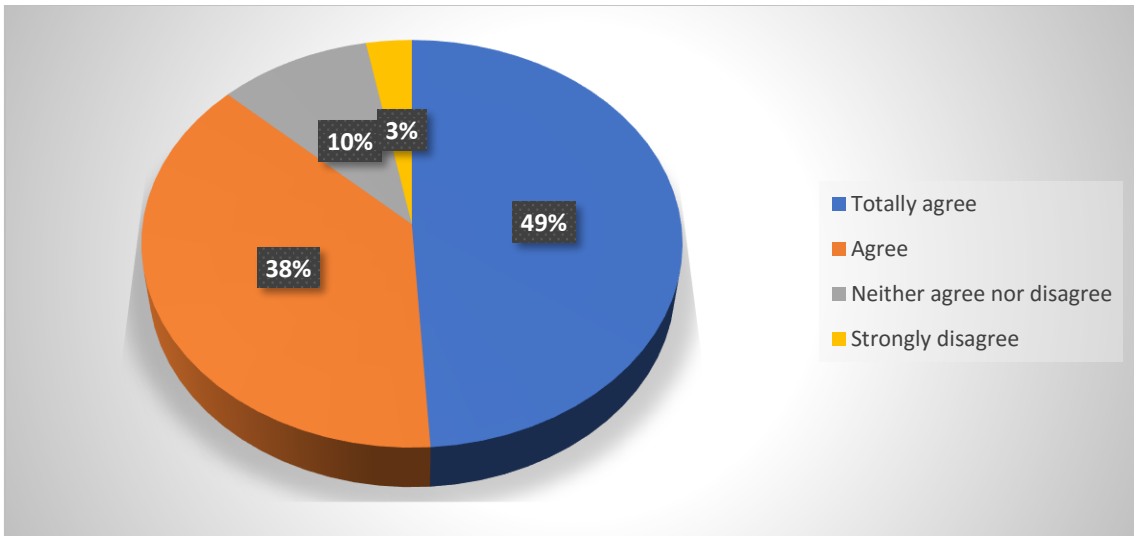
Note: Elaborated by the author

Regarding figure 7, the degree of agreement of the students in listening to a more significant number of songs in English with academic strategy during the class is exposed. According to the figure, a very high percentage wants to listen to more songs in English in the classroom. It confirms that what has been said on this subject has an excellent basis for formulating an adequate proposal.

Figure 8

Sub-skills regarding listening to songs in English
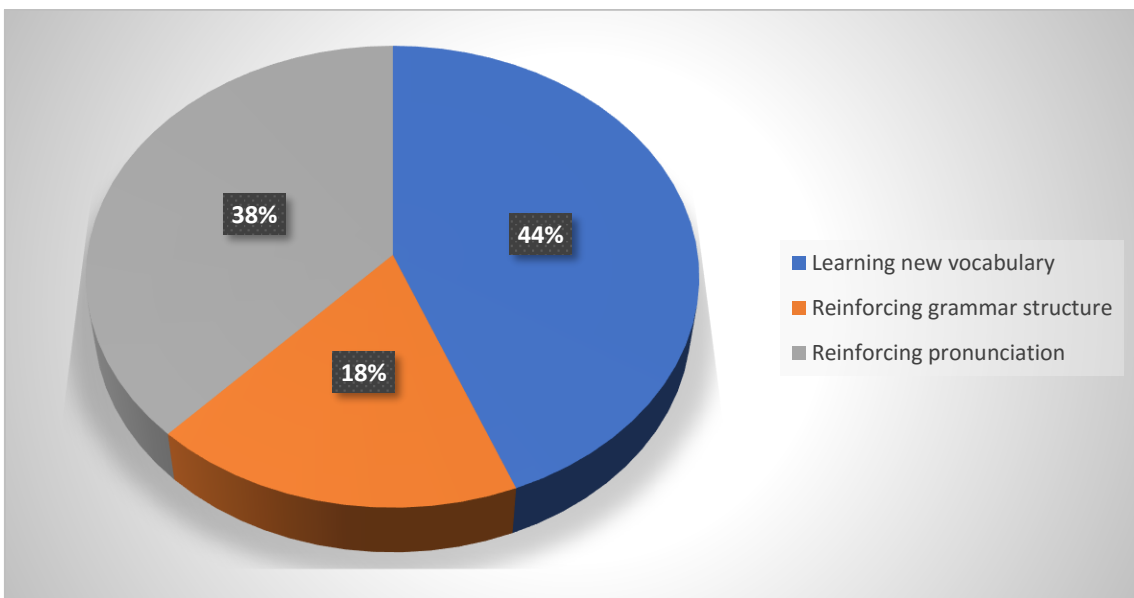
Note: Elaborated by the author

Figure 8 shows exciting aspects of some sub-skills of listening to songs in class. In the first place, learning new vocabulary is of significant interest to the respondents, who perceive that the greater the range of vocabulary they have, the better their ability to perceive what they hear in English. On the other hand, they suggest that listening to songs in class can also help reinforce pronunciation because when they listen to the songs, they hear native English speakers. This information is vital to provide specific activities to work on the different components of listening skills.

Figure 9

Specific aspects of songs in relation to learning
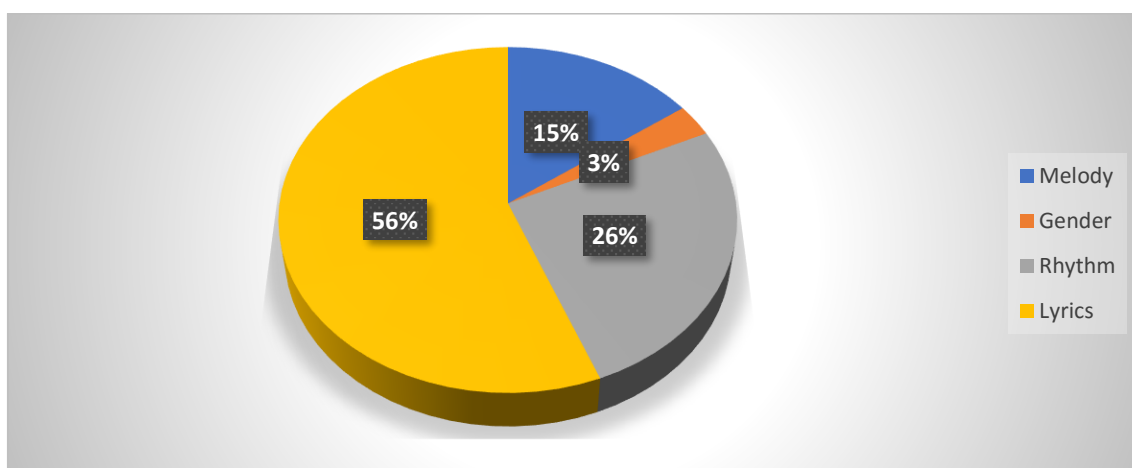
Note: Elaborated by the author

Specific aspects of the songs concerning learning are presented here. The most relevant part of songs in English about learning is the lyrics. It has to do with learning new vocabulary and the correct way of pronunciation. It is possible to encourage various activities using the letters while listening to the songs.

3.2. Teacher Interview Results

1. **What is the Language Teaching Method that is most closely linked to your teaching profile and used in your classroom?**

- The Audiolingual Method
- Suggestopedia
- Communicative Approach
- Task Based Learning
- Content Based Instruction
- Collaborative Learning

Well, I try for this approach that is quite constructive, which is the topic of the moment, I am more inclined towards collaborative learning and somewhat also to the educational needs that we have been going through, there I would also place what connectivism comes to do by the virtual situation that we have already had to live twice, of course, collaborative learning is essential for us to develop our classes now.

2. **What do you consider to be the most difficult skill to teach? Writing, reading, speaking, listening? Why?**

Indeed, for me it is listening, listening skills because the children, for example, are not in the ideal environment where they can become familiar with audio-listening, pronunciation, essentially because within the classroom there are quite limitations, the teacher nothing else is a facilitator and since we are always the intermediaries of the language, the boys do not tune up their ears to strengthen or discriminate these different dialects, so it becomes quite complicated for them, especially when we are starting this initial part.

3. **Which of the following listening activities are your students more familiar with?**

- Short conversations / dialogues
- Short talks
- Announces
- Instructions
- Short record passages
- Reports
- Tv news / Radio news

Let us see the short passages would be the post cast in which we work a lot with the boys, the dialogues directly with me and obviously auditory material and we could also lean towards the news, there is always a news chapter and it is always good.

4. **How do you think songs can be used in teaching English as foreign language classrooms?**

Well, it's a nice resource, you know, it's a rather super dynamic, super strategic resource since they themselves can lean towards their tastes, sometimes they also recommend the use of this or that topic, especially when you already know the group that doesn't it's so homogeneous, but in terms of songs, to taste we can also fit one there, then the boys start to get motivated especially when they see something different they hear something different from their interest because sometimes grammar too, reading for them is complicated but On the other hand, when they feel that musical inspiration they get quite motivated, they participate, they collaborate,

they learn vocabulary, they synthesize, they compare and that of the songs itself if it is like a-facilitating strategy for us also because as it breaks the routine of for example, I usually use this resource of the songs just at the end of the didactic units, I review what topics we address during the unit and at the end we give them that type of activities, then they are already expecting that right now they are going to be mentioned "guys, if you behave yourself, the songs will come and you will have a very dynamic week.

5. **Do you consider that listening to songs in English in class is a fun way to learn English?**

Yes, of course, I totally agree.

6. **How often do you use songs in the classroom?**
   - Always
   - Usually
   - Sometimes
   - Rarely
   - Never

I think that usually, since it is planned within the didactic unit, then it can be considered as a pre-necessary resource for my formality.

7. **What listening sub-skills can songs help to develop?**

Well, it is always good to take into account the pre-listening, the while listening and the post listening, it is that you have to see, for example, what vocabulary am I going to see, am I going to do them, what am I listening to? what do I focus on, and the post listening is like, what is it for, that I am going to interpret, I am going to sing later, the collaborative space is also good, suddenly as if "look at this image", who is the artist, I also like to use the other resource of flash cards, so the boys already have the break that we call in English, boys, who is this artist, what song can they listen to, that is a dynamic that the boys like.

8. **How much time in your class would you spend using songs to improve your students' listening skills?**

Well, there you have to be quite methodical in this situation of the songs because sometimes the boys think that a... obviously not all, only the boys who are a little more "relaxed" let us say, as well as a point apart from the class.

We must always first show them the objective of... try to involve them also in grammar, what they are going to learn with the situation that we are facing this audition, first it would be good to determine the time too, for example once I let them know the steps, the goals that we have made suddenly an icebreaker usually if I am late because in the end the boys like to sing, they like to pronounce, they like to lose their embarrassment in some courses, other groups do not, it is that it varies too this theme of the songs, then in this period of one thing and the other the estimated time in the classroom during the pedagogical hour of class could be clearly about 30 to 40 minutes I can use it more as to close the unit and as to close knowledge.

3.3. Listening Diagnostic Test

Figure 10

Test
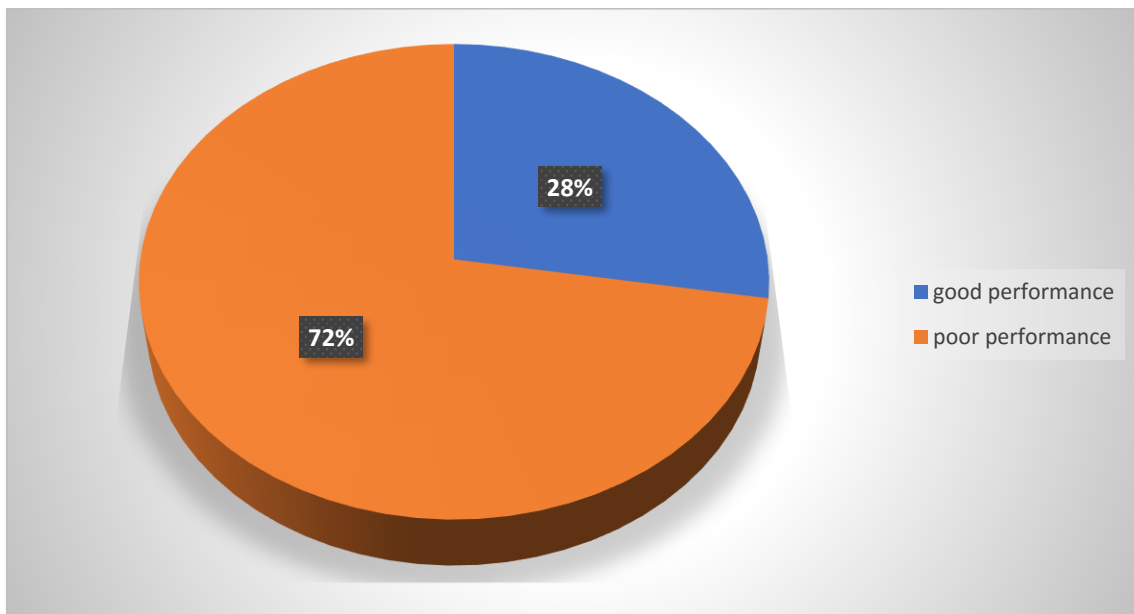
Note: Elaborated by the author

In the diagnostic test, five short audios were proposed with three different images in each audio; the students had to pay attention to the audio and respond according to their criteria. First, they received the worksheet to familiarize themselves with the images, second, the procedure to follow was explained to them, and finally, they performed the test. The diagnostic test on listening skills taken from the freshman students of both parallels showed a low level in this skill. The proposed exercises were simple and were carried out according to the standard in which they are found in the Common European Framework of Reference. With this finding, there are bases to propose good didactic strategies to improve this academic situation.

3.4. Discussion of main findings

As time progresses and education grows, it is appreciated that the skills that students achieve in the classroom have a greater connotation, just as excellent teachers do not stop in the permanent search for methods, techniques, strategies and activities that can develop with their learners for continuous improvement. Regarding English and its skills, this study has focused on listening skills and how songs can be used directly from the methodology to cause positive results in the development and improvement of these skills in students.

Based on what is stated in the theoretical framework, in this discussion the triangulation of the information is formulated together with the qualitative and quantitative data that were collected to determine the direction of the future proposal.

Regarding listening skills, the qualitative and quantitative information indicates that they are the most difficult skills to be learned and taught due to an inadequate environment and the student spends very little time exposed to listening to English. Since the sources indicate that listening is a challenging skill, it is necessary to propose formulas that contribute to this perspective-changing and turning this skill into an amiable aspect for students and that these formulas are of great help to teachers so that they have more tools to apply with the students everything related to listening to English.

Both the students surveyed and the teacher interviewed agree that teaching and learning English with songs is enjoyable; this marks a fundamental guideline to delineate the most appropriate strategies that will be oriented later in this work. With well-defined didactic strategies, the teacher will be able to work in the classroom from the motivation to provoke in the students the permanent desire to invest time in listening practice. Also, the teacher having a good resource related to the songs to use in the class will obtain better results in a shorter time, showing efficacy, efficiency and effectiveness. On the other hand, the apprentices will be in the same tune as their decent and benefit from increased vocabulary and pronunciation by citing something particular. The students want to listen to more songs in English in class; this is something positive that should be taken advantage of by the teacher to be worked on from the methodological part.

To conclude, this research was conducted around listening skills and how songs can be used in the classroom to improve these skills in students. After making a thorough analysis of the data collected throughout this work, it is pertinent to indicate that it is very convenient to put into practice the proposal of this research in the classroom, which will be based on promoting a teaching guide on how to use songs in English with a methodological sequence and a direct application considering several sub-skills and some activities applied systematically. The following chapter will expand in detail on this outstanding proposal.

Universidad Técnica del Norte

Learning by listening to fun songs.

By: Elías Vernaza

Proposal Index

4.1. Introduction

This proposal has been elaborated with great sweetie thinking about the difficult situations that many students go through when they are learning English or take English classes and are not able of understanding what the teacher or classmates say when they are speaking in English. Listening to another language and, in this case, English is a great challenge, but there is nothing impossible. This proposal pretends to provide to teachers a guide with songs strategically, academically, and systematically chosen to improve students' listening comprehension skills. This guide was carefully prepared before the study and research to achieve satisfaction in teachers and students.

This proposal has different components, which are very simple and easy to use in the classroom on a day-to-day basis with students, especially in listening classes. After following the steps in this guide, the teacher will notice that there is greater motivation in the students to continue learning English and progress will also be seen in listening skills. Moreover, it is known that every teacher wants to be successful in their classes. Therefore, this guide will also serve as a reference for new proposals that are developed in the future with topics similar to the one here. It has been proposed.

4.2. Justification

In this part it was necessary to establish the stages that are going to be included after knowing some problems that the freshman students of the "Alfredo Albuja Galindo" high school have in listening skills. The analysis test carried out shows the low level of the students in these skills, consequently, the activities that are going to be reflected in this work have the structure of "pre", "during" and "post" to strengthen listening skills in a sequential and systematized.

4.3. Theoretical foundations

People are influenced in different ways when they listen to songs, and many people feel a change in their positive mood when they listen to them. It means that listening to songs is a fun and entertaining way to recreate and have moments of relaxation. This influence of songs in everyone's life, particularly in the student's life, can be used from a didactic perspective in the development of the educational field and more directly in the practice of listening. Therefore, based on studies and what has been seen for years in the classroom, students like moments in class that involve listening to songs.

Chica points out well that songs are a very good start to introduce and keep students interested in practicing English. A great purpose is to develop listening comprehension competence and other productive skills for learning the English language through songs. The treatment of the necessary skills for a foreign language through didactic material based on songs motivates the student either by the rhythm or by the lyrics, opening a range of elements to the English language, vocabulary, grammar, phrases and meanings. There is great relevance to this fun topic (Chica, 2020, p. 24).

A series of components are involved in the ability to listen, so it is necessary to look at them from deep inside and know in depth what each consists of. In this way, the teacher will ensure the purpose with his students in this area. Each student will be abler to develop these important skills in class and thus develop different abilities such as listening to the teacher, listening to his classmates, and songs, among other activities. The best thing about all this is that he will listen and have a broader understanding of everything you perceive with your ears in English. It will make the student more confident in themselves, perform better in class, interact more, and become an ally to the teacher and classmates.

4.4. Objective

Strengthening listening skills in freshman students from ¨Alfredo Albuja Galindo" high school through the use of songs.

4.5. Activities

4.5.1 Syllabus

Units	Unit 1	Unit 2	Unit 3	Unit 4
	A Personal Information.	A Family Members.	A Types of Movies.	A Street Life.
	B Countries and Nationalities.	B Physical Appearance.	B Cultural Events.	B Clothes.
	C Personal Profile.	C Parts of the body.	C Famous Festival.	C Famous Neighborhoods.

General Objectives →	At the end of a unit the students will demonstrate understanding of the lyrics of three songs in personal information by giving correct answers to the tasks	At the end of a unit the students will demonstrate understanding of the lyrics of three songs in physical appearance by giving correct answers to the tasks	At the end of a unit the students will demonstrate understanding of the lyrics of three songs in cultural events by giving correct answers to the tasks	At the end of a unit the students will demonstrate understanding of the lyrics of three songs in general information by giving correct answers to the tasks
	Songs	**Songs**	**Songs**	**Songs:**
	1.1. Daya – "Sit Still, Look Pretty" https://www.youtube.com/watch?v=uPHKkewD1G0	**2.1. Sister Sledge – "We Are Family"** https://youtu.be/uyGY2NfYpeE	**3.1 Billy Joel – "We Didn't Start the Fire"** https://www.youtube.com/watch?v=eFTLKWw542g	**4.1. Adele – "Rolling in the Deep"** https://www.youtube.com/watch?v=yJ_1y3iNvwc
	1.2. Village People – Citizens of The World https://www.youtube.com/watch?v=P_9pKTj3SkE	**2.2. Meghan Trainor - Made You Look** https://www.youtube.com/watch?v=5mUQyz0kukk	**3.2 Helen Reddy - I Am Woman** https://www.youtube.com/watch?v=rptW7zOPX2E	**4.2. Train - "Angel In Blue Jeans"** https://www.youtube.com/watch?v=LsDf1fHz09g
	1.3. Paper Idol – I'm Fantastic https://www.youtube.com/watch?v=PofQfqWtxII	**2.3. Angel On My Shoulder - Shelby Flint** https://www.youtube.com/watch?v=FFBbW1Pgnbw	**3.3 Boney M. – "Hooray! Hooray! It's a Holi-Holiday"** https://www.youtube.com/watch?v=ModISbNyQ8I	**4.3. Sinead O'Connor - 4th and Vine** https://www.youtube.com/watch?v=bIoi7s42lrA

Functions present in the songs	Asking and answering personal information questions.	Asking and answering questions about physical description.	Asking and giving dates. Asking for and giving the time.	Asking and giving general information.
	Listening:	Listening:	Listening:	Listening:
	Pre	**Pre**	**Pre**	**Pre**
	Objectives a. To activate schema through visuals	**Objectives** **a.** To activate schema through visuals	**Objectives** **a.** To activate schema through visuals.	**Objectives** **a.** To activate schema through visuals
	b. Predict information that will presented in the songs	**b.** Predict information that will presented in the songs	**b.** Predict information that will presented in the songs	**b.** Predict information that will presented in the songs
	DURING:	**DURING:**	**DURING:**	**DURING:**
	Objectives A. To provide practice for students to develop listening subskills	**Objectives** A. To provide practice for students to develop listening subskills.	**Objectives** A. To provide practice for students to develop listening subskills.	**Objectives** A. To provide practice for students to develop listening subskills
	b. To give opportunities to reflect and share insights.	b. To give opportunities to reflect and share insights.	b. To give opportunities to reflect and share insights.	b. To give opportunities to reflect and share insights.
	POST:	**POST:**	**POST:**	**POST:**
	Objectives To draw attention to	**Objectives** Draw attention to functional	**Objectives** Draw attention	**Objectives** Draw attention

	functional language. To infer meanings of new words from context.	language. Inferring meanings of new words from context.	to functional language. Inferring meanings of new words from context.	to functional language. Inferring meanings of new words from context.
	Establish relationships between text and personal life experiences.	Establish relationships between text and personal life experiences.	Establish relationships between text and personal life experiences.	Establish relationships between text and personal life experiences.
UNIT PROJECTS	**A slide show presentation**	**A Family scrapbook**	**A Cultural event**	**A Collage**

Source: *Ministerio de Educación de Ecuador, English A1.1, Student´s Book, Author Jorge Enrique Muñoz Oyola 2018*

Unit 1

Lesson A

ALL ABOUT ME

General Objective	Skills and Strategies	Project Stage 1
At the end of a class the students will demonstrate understanding of the lyrics of the song "Sit Still, Look Pretty" by answering correctly to between 5 / 6 sentences of true / false exercise	Lesson handout for "Sit Still, Look Pretty" Daya https://www.youtube.com/watch?v=uPHKkewD1G0 *LISTENING* **PRE** Setting context: Do you usually see yourself like others? How do you define yourself?	Students DISCUSS in groups of three people

Identify modes: Match the phrases with the correct meaning.

Dress up:

> Cosmetics such as lipstick or powder applied to the face, used to enhance or alter the appearance.

Wake up:

> Present something in such a way that it appears better than it really is.

Make up:

> An instance of a person waking up or being woken up.

Complete the sentences with the correct phrases (*make up, dress up, wake up, get off*)

a) **Could ------, to get love But guess what?**

b) **You –-- on your 9 to 5**

c) **Could -----, and ----, and play dumb**

DURING

A. **Choose the topic that best describes what the song is about.**

A person who pretends to look like others.

A person who does not pretend to look like others.

A person missing a parent.

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and order the paragraphs

**Sure I'm a pretty girl up in a pretty world
But they say pretty hurts
And I don't wanna sit still
I'm a pretty girl up in a pretty world
But no, I won't sit still, look pretty**

**Oh, I don't know what you've been told
But this girl right here's gonna rule the world
Yeah, that's where I'm gonna be because I wanna be
No, I don't wanna sit still, look pretty**

**Sit still, look pretty
Sit still, look pretty
Sit still, look pretty
Sit still, look pretty**

**You get off on your 9 to 5
Dream of picket fences and trophy wives
But no, I'm never gonna be 'cause I don't wanna be
No, I don't wanna sit still look pretty**

**I know the other girls wanna wear expensive things, like diamond rings
But I don't wanna be the puppet that you're playing on a string
This queen don't need a king**

**Mr. Right could be nice, for one night
But then he wanna take control
And I would rather fly solo
That Snow White
She did it right in her life
Had 7 men to do the chores
'Cause that's not what a lady's for**

**The only thing that a boy's gonna give a girl for free's captivity
And I might love me some vanilla but I'm not that sugar sweet
Call me HBIC**

**Could dress up, to get love
But guess what?
I'm never gonna be that girl
Who's living in a Barbie world
Could wake up, and make up, and
play dumb
Pretending that I need a boy
Who's gonna treat me like a toy**

**THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers with
a partner**

**Listen and check true or
false**

**In paragraph 1 of the
song, does the singer want
to get a boyfriend?**

**In paragraph 2 of the
song, does the singer say
that girls want expensive
things?**

**In paragraph 3 of the
song, does the singer want
to look pretty?**

**In paragraph 3, does the
singer say " I know what
you've been told"**

**In paragraph 4, does the
singer say she don't want
to sit still look pretty**

**In paragraph 5, does the
singer say that snow white
is delicious?**

**THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers with a
partner**

POST
**In groups of three people
discuss the following
questions:**

Is the singer introverted?

Is it convenient to give others enough personal information?

Could the general opinion influence the lives of others?

Unit 1

Lesson A with answers

Personal Information

General Objective	Skills and Strategies	Project Stage 1
⬇	⬇	⬇
At the end of a class the students will demonstrate understanding of the lyrics of the song "Sit Still, Look Pretty" by answering correctly to between 5 / 6 sentences of true / false exercise	Lesson handout for "Sit Still, Look Pretty" Daya https://www.youtube.com/watch?v=uPHKkewD1G0 *LISTENING* **PRE** Setting context: Do you usually see yourself like others? How do you define yourself?	Students form groups of three people for the final discussion

Identify modes: Match the phrases with the correct meaning.

Dress up:

Wake up:

Make up:

Cosmetics such as lipstick or powder applied to the face, used to enhance or alter the appearance.

Present something in such a way that it appears better than it really is.

An instance of a person waking up or being woken up.

Complete the sentences with the correct phrases (*make up, dress up, wake up, get off*)

A Could ---*dress up*---, to get love
But guess what?

B You –*get off*-- on your 9 to 5

C Could ---*wake up*--, and -*make up*--, and play dumb

DURING

Choose the topic that best describes what the song is about.

A person who pretends to look like others.

A person who does not pretend to look like others.

A person missing a parent.

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and order the paragraphs (10 min)

7 Sure I'm a pretty girl up in a pretty world
But they say pretty hurts
And I don't wanna sit still
I'm a pretty girl up in a pretty world
But no, I won't sit still, look pretty

3 Oh, I don't know what you've been told
But this girl right here's gonna rule the world
Yeah, that's where I'm gonna be because I wanna be
No, I don't wanna sit still, look pretty

8 Sit still, look pretty
Sit still, look pretty
Sit still, look pretty
Sit still, look pretty

4 You get off on your 9 to 5
Dream of picket fences and trophy wives
But no, I'm never gonna be
'cause I don't wanna be
No, I don't wanna sit still look pretty

2 I know the other girls wanna wear expensive things, like diamond rings
But I don't wanna be the puppet that you're playing on a string
This queen don't need a king

5 Mr. Right could be nice, for one night
But then he wanna take control
And I would rather fly solo
That Snow White
She did it right in her life
Had 7 men to do the chores
'Cause that's not what a lady's for

6 The only thing that a boy's gonna give a girl for free's captivity
And I might love me some vanilla but I'm not that sugar sweet
Call me HBIC

1 Could dress up, to get love
But guess what?
I'm never gonna be that girl
Who's living in a Barbie world
Could wake up, and make up, and play dumb
Pretending that I need a boy
Who's gonna treat me like a toy

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and check true or false (10 min)

In paragraph 1 of the song, does the singer want to get a boyfriend?
FALSE

In paragraph 2 of the song, does the singer say that girls want expensive things?
TRUE

In paragraph 3 of the song, does the singer want to look pretty?
FALSE

In paragraph 3, does the singer say " I know what you've been told"
FALSE

In paragraph 4, does the singer say she don't want to sit still look pretty
TRUE

In paragraph 5, does the singer say that snow white is delicious?
FALSE

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

POST
In groups of three people discuss the following questions:
Is the singer introverted?

Is it convenient to give others enough personal information?

Could the general opinion influence the lives of others?

Unit 1

Lesson B

Countries and Nationalities.

General objective	Skills and Strategies	Project Stage 2

At the end of a class the students will demonstrate understanding of the lyrics of the song "Citizens of The World" and some verbs by correctly underlining the verbs in the paragraphs

Lesson handout for "Citizens of The World"
Village People
https://www.youtube.com/watch?v=P_9pKTj3SkE

LISTENING

PRE

Task 1. Activating scheme: Use visuals to get familiar with keywords.

Do you consider that love is the engine of the world? (2 minutes)

Pre - teach vocabulary (3 words)
Citizen
Spread
Mankind

Present challenge vocabulary.
Practice with the key words (3 minutes)

Students work in groups. They will talk about the impact of love around the world

Task 1. Watch pictures to get the meaning of words. (2,5 minutes)

Citizens:
a legally recognized subject or national of a state or commonwealth, either native or naturalized.
"a Polish citizen"

an inhabitant of a particular town or city.
"the citizens of Los Angeles"

Spread:
Verb
open out (something) so as to extend its surface area, width, or length.
"I spread a towel on the sand and sat down"

Noun
the fact or process of spreading over an area.
"warmer temperatures could help reduce the spread of the disease"

Mankind: human beings considered collectively, the human race.

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

DURING

Listen the song and answer the questions

What is the name of the musical group?
A Village People
B People music
C Village music

What is the theme of the song?
A "Citizens of The World"

B "People of The World"

What is the genre of the song?
A. Jazz
B. Heavy metal
C. Pop rock

Listen again. Circle the correct answers. (10 min)

The chorus of the song is repeated several times. Citizens of the world / Citizens of the town

Love for all of ….
mankind / forest

Let's all spread ….
Love / hate

Children do what they see ….
They watch you /
They watch we

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Underline verbs in the paragraphs

Let's all spread love today so
Then the children will all know
This big world we live in
Is so full of citizens that I know

This I know, this I know, this I know
This I know, this I know, this I know
Citizens of the world
Citizens of the world

Tell me what <u>can</u> I say
To bring love here today
That has never been said

THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers
with a partner

POST
Work in groups. Talk
about the impact of
love around the world

Unit 1

Lesson B with answers

Countries and Nationalities.

General objective	Skills and Strategies	Project Stage 2
At the end of a class the students will demonstrate understanding of the lyrics of the song "Citizens of The World" and some verbs by answering correctly to underline verbs in the paragraphs	Lesson handout for "Citizens of The World" Village People https://www.youtube.com/watch?v=P_9pKTj3SkE	Students work in groups. They will talk about the impact of love around the world

LISTENING

PRE

Task 1. Activating scheme: Use visuals to get familiar with keywords.

Do you consider that love is the engine of the world? (2 minutes)

Pre - teach vocabulary (3 words)
Citizen
Spread
Mankind

Present challenge vocabulary.
Practice with the key words (3 minutes)

Task 1. Watch pictures to get the meaning of words. (2,5 minutes)

Citizens:
a legally recognized subject or national of a state or commonwealth, either native or naturalized.
"a Polish citizen"

an inhabitant of a particular town or city.
"the citizens of Los Angeles"

Spread:
Verb
open out (something)
so as to extend its
surface area, width, or
length.
"I spread a towel on
the sand and sat
down"

Noun
the fact or process of
spreading over an
area.
"warmer
temperatures could
help reduce the spread
of the disease"

Mankind:
human beings
considered
collectively, the
human race.

THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers
with a partner

DURING

1. **Listen the song and answer the questions**

What is the name of the musical group?
A Village People
B People music
C Village music

What is the theme of the song?
A "Citizens of The World"

B "People of The World"

What is the genre of the song?
   D. Jazz
   E. Heavy metal
   F. Pop rock

1. **Intensive listening**

2. **Listen again. Circle the correct answers. (10 min)**

The chorus of the song is repeated several times. Citizens of the world / Citizens of the town

Love for all of ….
mankind / forest

Let's all spread ….
Love / hate

Children do what they see ….
<mark>**They watch you**</mark> **/
They watch we**

THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers
with a partner

3. **Underline verbs in the paragraphs**

**Let's all <u>spread</u> love today so
Then the children will all <u>know</u>
This big world we <u>live</u> in
Is so full of citizens that I know**

**This I know, this I know, this I know
This I know, this I know, this I know
Citizens of the world
Citizens of the world**

**<u>Tell</u> me what <u>can</u> I <u>say</u>
To <u>bring</u> love here today
That has never been said**

THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers
with a partner

POST

Work in groups. Talk about the impact of love around the world

Unit 1

Lesson C

Personal Profiles

Objective	Skills and Strategies	Project Stage 3
At the end of a class the students will demonstrate understanding of the lyrics of the song "I'm Fantastic" by answering correctly to between 5 / 6 sentences of true / false exercise	Lesson handout for "I'm Fantastic" Paper Idol https://www.youtube.com/watch?v=PofQfqWtxII *LISTENING* **PRE** Setting context: What concept do you have of yourself? Do you consider yourself an introvert or an extrovert? Use visuals to predict content: What is unusual about this photograph?	Students work in pairs making inferences about personal profiles. A slide show presentation: Students create two slides with the name of the group, members, school and profile of the members.

Circle the correct word for this photograph.
He is happy / sad
The photograph shows a man / a woman

Work with the partner. Ask and answer the questions
- a) **Do you prefer to be alone or accompanied?**
- b) **Describe the picture.**
- c) **Which is your favorite subject?**

Match the words with the correct meaning (10)

Wrong

| Extraordinarily good or attractive. |

Brag

| Incorrect |

Fantastic

| Say something in a boastful manner. |

DURING
Choose the topic that best describes what the song is about

A person alone.
A person missing a letter.
A self-confident person.

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and check true or false (10)

In paragraph 1 of the song, does the singer remain outside?

In paragraph 2, does the singer is paying a lot of dollars?

In paragraph 3, does the singer say that everything is fine?

In paragraph 4, does the singer say "I´m fantastic"?

In paragraph 5, does the singer sell cigarettes?

In paragraph 6, does the singer want to be son of sun?

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

POST
In pairs making inferences about personal profiles

Unit 1

Lesson C with answers

Personal Profiles

Objective	Skills and Strategies	Project Stage 3
At the end of a class the students will demonstrate understanding of the lyrics of the song "I'm Fantastic"	Lesson handout for "I'm Fantastic" Paper Idol https://www.youtube.com/watch?v=PofQfqWtxII	Students work in pairs making inferences about personal profiles. A slide show

by answering correctly to between 5 / 6 sentences of true / false exercise

LISTENING

PRE

Setting context:
What concept do you have of yourself?

Do you consider yourself an introvert or an extrovert?

Use visuals to predict content:

What is unusual about this photograph?

Circle the correct word for this photograph.
He is happy / sad
The photograph shows a man / a woman

Work with the partner. Ask and answer the questions
- d) **Do you prefer to be alone or accompanied?**
- e) **Describe the picture.**
- f) **Which is your favorite subject?**

presentation:
Students create two slides with the name of the group, members, school and profile of the members.

Match the words with the correct meaning (10)

Wrong

Brag

Fantastic

| Extraordinarily good or attractive. |

| Incorrect |

| Say something in a boastful manner. |

DURING
Choose the topic that best describes what the song is about

A person alone.
A person missing a letter.
A self-confident person.

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and check true or false (10)

In paragraph 1 of the song, does the singer remain outside?
FALSE

In paragraph 2, does the singer is paying a lot of dollars?
FALSE

In paragraph 3, does the singer say that everything is fine?
TRUE

In paragraph 4, does the singer say "I´m fantastic"?
TRUE

In paragraph 5, does the singer sell cigarettes?
FALSE

In paragraph 6, does the singer want to be son of sun?
FALSE

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

POST
In pairs making inferences about personal profiles

Unit 2

Lesson A

Family members

General Objective	Skills and Strategies	Project Stage 1
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "We Are Family" by answering correctly circle the correct answers to the questions exercise	Lesson handout for "We Are Family" Sister Sledge https://youtu.be/uyGY2Nf YpeE **LISTENING** **PRE** Setting context: Match the words from the box with the pictures below (1-4) Sisters future delights get up	Students form groups of three people for the final discussion

1_____ **2**_____

3_____ **4**_____

Read about song "we are family". Then write words from the text in the table below:

We are family
I got all my sisters with me
We are family
Get up everybody and sing

Everyone can see we're together
As we walk on by
(And) and we fly just like birds of a feather
I won't tell no lie

New words for you	Prepositions

Complete the sentences with the correct word (sisters, family, get up, together)

    a) ----- everybody and sing

    b) Everyone can see we're -------

    c) We are -----

    d) I got all my ----- with me

DURING

Listen the song and answer the question.

What is the topic of the song?
A. Me and you are family
B. We are friends
C. We are family

Listen again. Circle the correct answers to the questions (10 min) (gist than detail)

1. **They talk about**
   a. **Friends**
   b. **Partners**
   c. **Family**

2. **They tell us about these people´s**
   a. **Brothers**
   b. **Sisters**
   c. **Cousins**

3. **They also tell us what they want to keep**
   a. **Isolated**
   b. **Together**
   c. **alone**

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Answer the questions with yes or no
1 Do the singers say that they want to keep their sisters away?

2 Do the singers say that they get up everybody and sing?

3 Do they want to fly like planes

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Unit 2

Lesson A with answers

Family members

General Objective	Skills and Strategies	Project Stage 1
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "We Are Family" by answering correctly circle the correct answers to the questions exercise	Lesson handout for "We Are Family" Sister Sledge https://youtu.be/uyGY2NfYpeE *LISTENING* **PRE** Setting context: Match the words from the box with the pictures below (1-4) Sisters future delights get up	Students form groups of three people for the final discussion

1 *delights* **2** *sisters*

3 *get up* **4** *future*

Read about song "we are family". Then write words from the text in the table below:

We are family
I got all my sisters with me
We are family
Get up everybody and sing

Everyone can see we're together as we walk on by (And) and we fly just like birds of a feather I won't tell no lie

New words for you	Prepositions
	With *As* *On* *Of*

Complete the sentences with the correct word (sisters, family, get up, together)

a. -*Get up*-- everybody and sing

b. Everyone can see we're --*together*-

c. We are -*family*-

d. I got all my -*sisters*-- with me

DURING

Listen the song and answer the question.

What is the topic of the song?
A. Me and you are family
B. We are friends
C. We are family

Listen again. Circle the correct answers to the questions (10 min) (gist than detail)

1. **They talk about**
   a. Friends
   b. Partners
   c. **Family**

2. **They tell us about these people´s**
   a. Brothers
   b. **Sisters**
   c. Cousins

3. **They also tell us what they want to keep**
   e. Isolated
   f. **Together**
   g. alone

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Answer the questions with yes or no
1 Do the singers say that they want to keep their sisters away?

No
2 Do the singers say that they get up everybody and sing?
Yes

3 Do they want to fly like planes
No

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

In groups of three people discuss the following questions:
Is good to family to be together? Yes/No, why?

Do you think that the number of members in the family has to be standard?

Could a couple be classified as "family"?

Unit 2

Lesson B

Physical appearance

General Objective	Skills and Strategies	Project Stage 2
At the end of the class the students will demonstrate understanding of the lyrics of the song "Made You Look" by listen and compare answers exercise	Lesson handout for Meghan Trainor – "Made You Look" https://www.youtube.com/watch?v=5mUQyz0kukk **LISTENING** **PRE** Setting context: What can you see in the photographs?	Students work with a partner. They take turns to ask and answer questions

A)

B)

C)

Match the words (1-3) to a photograph (A-C)

1 Call up
2 Bet
3 Jaw

Write sentences with words of previous exercise

DURING

Listen the song and complete the sentences in the table below.
(Jaw, Call up, Bet)

----- I made you look
----- your chiropractor just in case your neck break
I can guarantee your ---- will drop

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and order the paragraphs (10 min)

I'll make you double take soon as I walk away
Call up your chiropractor just in case your neck break
Ooh, tell me what you, what you, what you gon' do, ooh
'Cause I'm 'bout to make a scene, double up that sunscreen

I'm 'bout to turn the heat up,
gonna make your glasses steam
Ooh, tell me what you, what
you, what you gon' do, ooh

I could have my Gucci on
I could wear my Louis Vuitton
But even with nothin' on
Bet I made you look (I made
you look)

Yeah, I look good in my
Versace dress (take it off)
But I'm hotter when my
morning hair's a mess
'Cause even with my hoodie on
Bet I made you look (I made
you look)
Mhm-hm-hm

And once you get a taste (woo),
you'll never be the same
This ain't that ordinary, this
that 14 karat cakes
Ooh, tell me what you, what
you, what you gon' do, ooh
(what you gon' do, ooh, ooh)

When I do my walk, walk (oh)
I can guarantee your jaw will
drop, drop (oh)
'Cause they don't make a lot of
what I got, got (ah, ah)
Ladies if you feel me, this your
bop, bop (bop-bop-bop)

**THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers with a
partner**

**Circle the correct word
I look good in my Versace
dress / wear**

**But I'm hotter when my
morning hair's a mess /
disorder**

Bet I made you see / look

	POST **Work with a partner.** **Take turns to ask and** **answer the following** **questions:** **Is physical appearance** **important to you? Yes/No,** **why?** **Currently, who cares more** **about physical** **appearance, men or** **women?** **Would you have surgery** **for health or cosmetic?**

Unit 2

Lesson B with answers

Physical appearance

General Objective	Skills and Strategies	Project Stage 2
At the end of the class the students will demonstrate understanding of the lyrics of the song "Made You Look" by listen and compare answers exercise	Lesson handout for Meghan Trainor – "Made You Look" https://www.youtube.com/watch?v=5mUQyz0kukk **LISTENING** **PRE** Setting context: What can you see in the photographs?	Students work with a partner. They take turns to ask and answer questions

a.

b.

c.

Match the words (1-3) to a photograph (A-C)

1 Call up *(C)*
2 Bet *(A)*
3 Jaw *(B)*

Write sentences with words of previous exercise

DURING

Listen the song and complete the sentences in the table below.
(Jaw, Call up, Bet)

--*Bet*- I made you look
--*Call up*- your chiropractor just in case your neck break
I can guarantee your -*jaw*- will drop

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen and order the paragraphs (10 min)

2. I'll make you double take soon as I walk away
Call up your chiropractor just in case your neck break
Ooh, tell me what you, what you, what you gon' do, ooh
'Cause I'm 'bout to make a scene, double up that sunscreen
I'm 'bout to turn the heat up, gonna make your glasses steam
Ooh, tell me what you, what you, what you gon' do, ooh

1 I could have my Gucci on
I could wear my Louis Vuitton
But even with nothin' on
Bet I made you look (I made you look)

4 Yeah, I look good in my Versace dress (take it off)
But I'm hotter when my morning hair's a mess
'Cause even with my hoodie on
Bet I made you look (I made you look)
Mhm-hm-hm

5 And once you get a taste (woo), you'll never be the same
This ain't that ordinary, this that 14 karat cakes
Ooh, tell me what you, what you, what you gon' do, ooh
(what you gon' do, ooh, ooh)

3 When I do my walk, walk (oh)
I can guarantee your jaw will drop, drop (oh)
'Cause they don't make a lot of what I got, got (ah, ah)
Ladies if you feel me, this your bop, bop (bop-bop-bop)

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Circle the correct word
I look good in my Versace dress / wear

But I'm hotter when my morning hair's a mess / disorder

Bet I made you see / **look**

POST
Work with a partner.
Take turns to ask and
answer the following
questions:
Is physical appearance
important to you? Yes/No,
why?

Currently, who cares more
about physical
appearance, men or
women?

Would you have surgery
for health or cosmetic?

Lesson C

Parts of the body

General Objective	Skills and Strategies	Project Stage 3
At the end of the class the students will demonstrate understanding of the lyrics of the song "Angel On My Shoulder" by listen and checking the correct sentences exercise	Lesson handout for Angel On My Shoulder - Shelby Flint **https://www.youtube.com/watch?v=FFBbW1Pgnbw** *LISTENING* **PRE** Setting context:	Students form groups of three people for the final discussion Students create a family scrapbook with the name of the group, members and school.

Choose the correct option

1.
   a) Generally, people have two shoulders.

   b) The shoulders are in the middle part of the body.

2.
   A) Each finger has a different color

   B) The fingers of the hands are ten

3.
   A) The heart is located in the head.

   B) The heart is responsible for pumping blood to the body

What could be the topic of the class?

   a. Animals and plants

   b. Shoulders and fingers

   c. Parts of the body

DURING

Listen the song and drawing symbols on the topic.

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen again and checking the correct sentences

The theme of the song is Angel on my shoulders.

The singer speaks in the song about war.

The clover represents oblivion.

In group of three students discuss the following questions:
Are the parts of the body only related to the physical part?

The best-known part of the body is the head, the heart or the hands?

When you die, would you donate your organs to people in need?

Unit 2

Lesson C with answers
Parts of the body

General Objective	Skills and Strategies	Project Stage 3
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "Angel On My Shoulder" by listen and checking	Lesson handout for Angel On My Shoulder - Shelby Flint **https://www.youtube.com/watch?v=FFBbW1Pgnbw** *LISTENING* **PRE**	Students form groups of three people for the final discussion Students create a family scrapbook with the name of the group, members and school.

the correct sentences exercise	**Setting context:**
	
	Choose the correct option
	    1.
	     a. ==**Generally, people have two shoulders.**==
	
	     b. **The shoulders are in the middle part of the body.**
	
	    2.
	A. Each finger has a different color
	
	B. ==**The fingers of the hands are ten**==
	
	    3.
	     A. **The heart is located in the head.**
	
	     B. ==**The heart is responsible for pumping blood to the body**==
	
	What could be the topic of the class?
	     a. **Animals and plants**
	
	     b. **Shoulders and fingers**
	
	     c. ==**Parts of the body**==
	
	DURING
	Listen the song and drawing symbols on the topic.
	
	Think – pair – share (task before text), Compare your answers with a partner
	
	Listen again and checking the correct sentences

	The theme of the song is Angel on my shoulders.
	The singer speaks in the song about war.
	The clover represents oblivion.
	POST In group of three students discuss the following questions: Are the parts of the body only related to the physical part? The best-known part of the body is the head, the heart or the hands? When you die, would you donate your organs to people in need?

Unit 3

Lesson A

Types of movies

General Objective	Skills and Strategies	Project Stage 1
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "We Didn't Start the Fire"	Lesson handout for Billy Joel – "We Didn't Start the Fire" https://www.youtube.com/watch?v=eFTLKWw542g	Students work in pairs taking turns to discuss some questions

by true or false exercise	*LISTENING*

PRE

Setting context:
What is the topic of the song?
1 The history of the Fire
2 We Didn't Start the Fire
3 We Didn't Start the Game

Describe the picture

Present vocabulary
Catcher, Rye, Blown, Debts

Miming words of the vocabulary in front of the class

DURING

What do you feel when you listen to this song?

Think – pair – share (task before text), Compare your answers with a partner

Listen the song and order correctly the sentences

Rye The Catcher the in

___ ____ ____ ___ ____

We start the fire didn´t

__ ____ ____ ___ ____

gone when we are But

___ ____ ____ ___ ____

**True or false exercise
The topic of the song is We
Didn't Start the Fire.**

**Do the lyrics of the song
talk about some famous
people?**

Did they start the fire?

**Einstein is not named in
this song**

**THINK – PAIR – SHARE
(TASK BEFORE TEXT),
Compare your answers with a
partner**

POST
Discussion

**In pairs take turns to ask
and answer the following
questions**

**What movie genre do you
like the most?**

**What is your favorite
movie? Why?**

**Does your city or high
school practice theater
play?**

Unit 3

Lesson A with answers

Types of movies

General Objective	Skills and Strategies	Project Stage 1
At the end of the class the students will demonstrate understanding of the lyrics of the song "We Didn't Start the Fire" by true or false exercise	Lesson handout for Billy Joel – "We Didn't Start the Fire" https://www.youtube.com/watch?v=eFTLKWw542g	Students work in pairs taking turns to discuss some questions

LISTENING

PRE

Setting context:
What is the topic of the song?
1 The history of the Fire
2 We Didn't Start the Fire
3 We Didn't Start the Game

Describe the picture

Present vocabulary
Catcher, Rye, Blown, Debts

Miming words of the vocabulary in front of the class

DURING

What do you feel when you listen to this song?

Think – pair – share (task before text), Compare your answers with a partner

Listen the song and order correctly the sentences

Rye The Catcher the in

___ ____ ____ ___ ____

We start the fire didn´t

__ ____ ____ ___ ____

gone when we are But

___ ____ ____ ___ ____

True or false exercise
The topic of the song is We Didn't Start the Fire.

Do the lyrics of the song talk about some famous people?

Did they start the fire?

Einstein is not named in this song

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

POST
Discussion

In pairs take turns to ask and answer the following questions

What movie genre do you like the most?	
What is your favorite movie? Why?	
Does your city or high school practice theater play?	

Unit 3

Lesson B

Cultural events

General Objective	Skills and Strategies	Project Stage 2
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "I Am Woman " by underline in each paragraph the most significant sentence regarding the topic exercise	Lesson handout for Helen Reddy - I Am Woman https://www.youtube.com/watch?v=rptW7zOPX2E **LISTENING** **PRE** Setting context: Do you attend cultural events frequently? Would you be a promoter of cultural events? Present vocabulary	Students form groups of three people for the final discussion

Roar
Bend
Novice

Find and write synonyms and antonyms of these words.

DURING

When listening to the song, do you consider that your perspective on the subject is different?

When you hear the song does it impact you in any way?

**Answer the question
Who is the singer?**

A. Emmy Meli
B. Helen Reddy
C. Helen Ready

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen the song and choose the correct option

I am woman, hear me cry / roar

In numbers too big to ignore / know

'Cause I've heard it all after / before

Underline in each paragraph the most significant sentence regarding the topic

I am woman, hear me roar
In numbers too big to
ignore
And I know too much to
go back an' pretend
'Cause I've heard it all
before And I've been
down there on the floor No
one's ever gonna keep me
down again

Oh yes, I am wise
But it's wisdom born of
pain
Yes, I've paid the price
But look how much I
gained
If I have to, I can do
anything I am strong
(strong) I am invincible
(invincible) I am woman

Think – pair – share (task
before text), Compare your
answers with a partner

POST
Discussion

In groups of three
students
speak about cultural
events below

- Inaugurations of
  cultural centers:
- Exhibitions of
  artistic works:
- Cultural festivals:
- Street shows:
- Artistic courses:
- symposiums:
- Conferences:
- Forums:

Unit 3

Lesson B with answers

Cultural events

General Objective	Skills and Strategies	Project Stage 2
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "I Am Woman ” by underline in each paragraph the most significant sentence regarding the topic exercise	Lesson handout for Helen Reddy - I Am Woman https://www.youtube.com/watch?v=rptW7zOPX2E	Students form groups of three people for the final discussion

LISTENING

PRE

Setting context:

Do you attend cultural events frequently?

Would you be a promoter of cultural events?

Present vocabulary

Roar: *bellow / quiet*
Bend: *curve / straighten*
Novice: *beginner / expert*

Find and write synonyms and antonyms of these words.

DURING

When listening to the song, do you consider that your perspective on the subject is different?

When you hear the song does it impact you in any way?

Answer the question Who is the singer?

A. Emmy Meli
B. Helen Reddy
C. Helen Ready

Think – pair – share (task before text), Compare your answers with a partner

Listen the song and choose the correct option

I am woman, hear me cry / roar

In numbers too big to ignore / know

'Cause I've heard it all after / before

Underline in each paragraph the most significant sentence regarding the topic

I am woman, hear me roar
In numbers too big to ignore
And I know too much to go back an' pretend
'Cause I've heard it all before And I've been down there on the floor No one's ever gonna keep me down again

Oh yes, I am wise
But it's wisdom born of pain
Yes, I've paid the price
But look how much I

gained
If I have to, I can do
anything I am strong
(strong) I am invincible
(invincible) I am woman

Think – pair – share (task
before text), Compare your
answers with a partner

POST
Discussion

In groups of three
students
speak about cultural
events below

- **Inaugurations of**
  cultural centers:
- **Exhibitions of**
  artistic works:
- **Cultural festivals:**
- **Street shows:**
- **Artistic courses:**
- **symposiums:**
- **Conferences:**
- **Forums:**

Unit 3

Lesson C

Famous festival

General Objective	Skills and Strategies	Project Stage 3
At the end of the class the students will demonstrate	Lesson handout for Boney M. – "Hooray! Hooray! It's a Holi-Holiday"	Students work in pairs taking turns to discuss some questions

understanding of the lyrics of the song "Hooray! Hooray! It's a Holi-Holiday"
by choose the correct answers
exercise

https://www.youtube.com/watch?v=ModISbNyQ8I

LISTENING

Setting context:

What is the topic of the song?

1 Hooray! Hooray! It's a Holi-Holiday

2 Hooray! Hooray! It's a Party

3 We Didn't Start the Game

Describe the picture

Present vocabulary
Fair
Brook
Skip

Students create a cultural event with the name of the group, members and school.

Match the words with the pictures

SKIP

BROOK

FAIR

DURING

What expectation arises you while listening to the song?

Think – pair – share (task before text), Compare your answers with a partner

Are you a festival organizer?

Listen again the song and circle the words that express party and festival

Now listen the song and choose the correct answers

1 The singer say
A There's a place I know where we should go

B There's a place I know where we should arrive

2 The singer say
A There's a bear nearby, the grass grows high

B There's a brook nearby, the grass grows high

3 The singer say
A *On a* **merry-go-round,**
the dingdong bell

B *On a carousel, the*
dingdong bell

Think – pair – share (task
before text), Compare your
answers with a partner

POST
Discussion

You are going to do a role
play with another student
asking and answering the
following question

Do you consider yourself a
party person?

Have you attended any
famous festivals?

What is the most famous
festival in your country?

Unit 3

Lesson C with answers

Famous festival

General Objective	Skills and Strategies	Project Stage 3
⬇	⬇	⬇
At the end of the class the students will demonstrate	Lesson handout for Boney M. – "Hooray! Hooray! It's a Holi-Holiday"	Students work in pairs taking turns to discuss some questions

understanding of the lyrics of the song "Hooray! Hooray! It's a Holi-Holiday" by choose the correct answers exercise	https://www.youtube.com/watch?v=ModISbNyQ8I	Students create a cultural event with the name of the group, members and school.

LISTENING

Setting context:

What is the topic of the song?

1 Hooray! Hooray! It's a Holi-Holiday

2 Hooray! Hooray! It's a Party

3 We Didn't Start the Game

Describe the picture

Present vocabulary
Fair
Brook
Skip

Match the words with the pictures

SKIP

BROOK

FAIR

DURING

What expectation arises you while listening to the song?

Think – pair – share (task before text), Compare your answers with a partner

Are you an entertainer at a festival?

Listen again the song and circle the words that express party and festival

Now listen the song and choose the correct answers

1 The singer say
A There's a place I know where we should go

B There's a place I know where we should arrive

2 The singer say
A *There's a bear nearby, the grass grows high*

B *There's a brook nearby, the grass grows high*

3 The singer say
A *On a* **merry-go-round,**
the dingdong bell

(B) *On a carousel, the*
dingdong bell

Think – pair – share (task before text), Compare your answers with a partner

POST
Discussion

You are going to do a role play with another student asking and answering the following question

Are you a festival organizer?

Do you consider yourself a party person?

Have you attended any famous festivals?

What is the most famous festival in your country?

Unit 4

Lesson A

Street life

Objectives	Skills and Strategies	Project Stage 1
At the end of the class the	Lesson handout for Rolling in the Deep -Adele	Students work in groups of three for the final

students will demonstrate understanding of the lyrics of the song "Hooray! Hooray! It's a Holi-Holiday" **by answer correctly true or false exercise**	**https://www.youtube.com/watch?v=yJ_1y3iNvwc**	discussion

PRE

Task 1. Activating scheme:
Use visual to get familiar with keywords.

Do you consider that it is possible to be happy forever with a partner? (2 minutes)

Have you ever separated from a person you really cared of? What was your reaction to it?

Pre - teach vocabulary (3 words)
Rolling
Deep
Leave
Scars

Present challenge vocabulary. Practice with the key words (3 minutes)

Task 1. Watch pictures to get the meaning of words. (2,5 minutes)

95

Think – pair – share (task before text), Compare your answers with a partner

DURING

Choose the topic that best
describes what the song is
about

1 A person missing a
boyfriend

2 A person missing a pet

3 A person missing a
parent

Listen and order the
paragraphs (10 min)

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

There's a fire starting in my
heart
Reaching a fever pitch, it's
bringing me out the dark

Finally I can see you crystal clear
Go ahead and sell me out and I'll lay your ship bare

The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love they leave me breathless
I can't help feeling

You had my heart inside (you're gonna wish you)
Of your hands (never had met me)
And you played it (tears are gonna fall)
To the beat (rolling in the deep)

We could've had it all (you're gonna wish you)
(Never had met me)
Rolling in the deep (tears are gonna fall)
(Rolling in the deep

Throw your soul through every open door (whoa)
Count your blessings to find what you look for (whoa)
Turn my sorrow into treasured gold (whoa)
You pay me back in kind and reap just what you've sown

Baby, I have no story to be told
But I've heard one on you, now I'm gonna make your head burn
Think of me in the depths of your despair
Make a home down there, as mine sure won't be shared

Think – pair – share (task before text), Compare your answers with a partner

Listen and check true or false (10)

In paragraph 1 of the song, does the singer want to change the position of things at home?

In paragraph 2, does the singer want to be alone?

In paragraph 3, is the person in bed?

In paragraph 3, Does the person speak about scars?

In paragraph 4, Does the person want to roll in the surface

In paragraph 5, Does the person want to sell the heart

Think – pair – share (task before text), Compare your answers with a partner

POST

Discussion

In groups of three people discuss the following questions:

4 **How does the singer feel?**

5 **How intense is the feeling the person has?**

6 **How do separations affect us emotionally?**

Unit 4

Lesson A with answers

Street life

Objectives	Skills and Strategies	Project Stage 1
At the end of the class the students will demonstrate understanding of the lyrics of the song "Hooray! Hooray! It's a Holi-Holiday" by answer correctly true or false exercise	Lesson handout for Rolling in the Deep -Adele https://www.youtube.com/watch?v=yJ_1y3iNvwc	Students work in groups of three for the final discussion

	LISTENING	

PRE
Task 1. Activating scheme:
Use visual to get familiar with keywords.

Do you consider that it is possible to be happy forever with a partner? (2 minutes)

Have you ever separated from a person you really cared of? What was your reaction to it?

Pre - teach vocabulary (3 words)
Rolling
Deep

Leave
Scars

Present challenge vocabulary.
Practice with the key words (3
minutes)

Task 1. Watch pictures to get
the meaning of words. (2,5
minutes)

Think – pair – share (task before
text), Compare your answers
with a partner

DURING

Choose the topic that best
    describes what the song is
    about

1. A person missing a
    boyfriend

2. A person missing a pet

3. A person missing a
    parent

Listen and order the paragraphs (10 min)

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

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

3 The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love they leave me breathless
I can't help feeling

5 You had my heart inside (you're gonna wish you)
Of your hands (never had met me)
And you played it (tears are gonna fall)
To the beat (rolling in the deep)

4 We could've had it all (you're gonna wish you)
(Never had met me)
Rolling in the deep (tears are gonna fall)
(Rolling in the deep

7 Throw your soul through every open door (whoa)
Count your blessings to find what you look for (whoa)
Turn my sorrow into treasured gold (whoa)

You pay me back in kind and
reap just what you've sown

6 Baby, I have no story to be
told
But I've heard one on you, now
I'm gonna make your head burn
Think of me in the depths of
your despair
Make a home down there, as
mine sure won't be shared

**Think – pair – share (task before
text), Compare your answers
with a partner**

**Listen and check true or false
(10)**

**In paragraph 1 of the song,
does the singer want to change
the position of things at home?**
FALSE

**In paragraph 2, does the
singer want to be alone?**
FALSE

**In paragraph 3, is the person
in bed?**
FALSE

**In paragraph 3, Does the
person speak about scars?**
TRUE

**In paragraph 4, Does the
person want to roll in the
surface**
FALSE

**In paragraph 5, Does the
person want to sell the heart**
FALSE

**Think – pair – share (task before
text), Compare your answers
with a partner**

Discussion

In groups of three people discuss the following questions:

1. **How does the singer feel?**

2. **How intense is the feeling the person has?**

3. **How do separations affect us emotionally?**

Unit 4

Lesson B

Clothes

General Objective	Skills and Strategies	Project Stage 2
⬇	⬇	⬇
At the end of the class the students will demonstrate understanding of the lyrics of the song "Angel In Blue Jeans" by decide and circle the correct answers exercise	Lesson handout for Train - "Angel In Blue Jeans" https://www.youtube.com/watch?v=LsDf1fHz09g	Students work in pairs taking turns to discuss some questions

LISTENING

PRE
Setting context:

What is the topic of the song?
A. Angel In shorts
B. We Didn't Start the Fire
C. Angel In Blue Jeans

Describe the picture

Present vocabulary
Though
Rode
Breaths
Chased

In groups of 5 students miming words of the vocabulary in front of the class
DURING

What do you feel when you listen to this song?

THINK – PAIR – SHARE (TASK BEFORE TEXT), Compare your answers with a partner

Listen the song and order correctly the sentences

And sang a song different
___ ____ ____ ___ ____

an by angel blue jeans in
___ ____ ____ ___ __ ___

I down keep falling
___ ____ ____ ___

Decide and circle the correct answers

1. And though I never get / got her name

2. Or time to find out

anything / something

3. I'll love her till my last breaths go / gone

4. Everyone came running to the screen / scene

think – pair – share (task before text), Compare your answers with a partner

POST
Discussion

In pairs take turns to ask and answer the following questions

1. Do you like to wear jeans?

2. Do you dress according to the occasion?

3. In your city or country, do people dress according to the seasons of the year?

Unit 4

Lesson B with answers

Clothes

General Objective	Skills and Strategies	Project Stage 2
⬇	⬇	⬇
At the end of the class the students will demonstrate	Lesson handout for Train - "Angel In Blue Jeans" https://www.youtube.com/watch?v=LsDf1fHz09g	Students work in pairs taking turns to discuss some questions

understanding of the lyrics of the song "Angel In Blue Jeans" by decide and circle the correct answers exercise

PRE
Setting context:

What is the topic of the song?
A. Angel In shorts
B. We Didn't Start the Fire
C. Angel In Blue Jeans

Describe the picture

Present vocabulary
Though
Rode
Breaths
Chased

In groups of 5 students miming words of the vocabulary in front of the class

DURING

What do you feel when you listen to this song?

Think – pair – share (task before text), Compare your answers with a partner

Intensive listening
Listen the song and order correctly the sentences

And sang a song different
And sang a different song

an by angel blue jeans in
By an angel in blue jeans

I down keep falling
I keep falling down

Decide and circle the correct answers

**1. And though I never get /
got her name**

**2. Or time to find out
anything / something**

**3. I'll love her till my last
breaths go / gone**

**4. Everyone came running
to the screen / scene**

**think – pair – share (task
before text), Compare your
answers with a partner**

POST
Discussion

**In pairs take turns to ask
and answer the following
questions**

**1. Do you like to wear
jeans?**

**2. Do you dress according
to the occasion?**

**3. In your city or country,
do people dress according
to the seasons of the year?**

Unit 4

Lesson C

Famous Neighborhood

General Objective	Skills and Strategies	Project Stage 3
At the end of the class the students will demonstrate understanding of the lyrics of the song "4th and Vine" by underline in each paragraph the most significant sentence regarding the topic exercise	Lesson handout for Sinead O'Connor - 4th and Vine https://www.youtube.com/watch?v=bIoi7s42lrA **LISTENING** **PRE** Setting context: Do you know famous neighborhoods? Which? What is the most representative street or avenue in your neighborhood? Present vocabulary Tight Wuss Buggy Find and write synonyms and antonyms of these words. **DURING** When listening to the song, do you consider that your perspective on the subject is different?	Students work in groups of three in the final discussion Students create a collage about general information with the name of the group, members and school.

When you listen the song does it impact you in any way?

Answer the question
Who is the singer?

A. Sinead O'Connor
B. Helen Reddy
C. Helen Ready

Think – pair – share (task before text), Compare your answers with a partner

Listen the song and choose the correct option

1. Gonna use / put my pink dress on

2. And do my hair up tired / tight

3. I'm gonna marry my love / honey

Underline in each paragraph the most significant sentence regarding the topic

Gonna put my pink dress on
And do my hair up tight
I'm gonna put some eyeliner on I'm gonna look real nice
I'm going down to the church On 4th & vine
I'm gonna marry my love

And we'll be happy for all time Yeah, he's the sweetest man you could find
So gentle and so kind

And he's got those big
green eyes I can't believe
me luck, he's mine
Not that he's no wuss
Girls, you know his love is
serious So warm inside
When he takes me for a
buggy ride When he takes
me for a buggy ride
I will, I will, I will, I will
I do, I do, I do, I do

Think – pair – share (task
before text), Compare your
answers with a partner

POST
Discussion

In groups of three
students
Answer the following
questions

1. In your opinion, what
characteristics must a
neighborhood have to be
famous?

2. Should governments
promote ordinances so
that all neighborhoods are
famous?

3. Do only famous people
live in famous
neighborhoods? Yes, No
Why?

Unit 4

Lesson C with answers

Famous Neighborhood

General Objective	Skills and Strategies	Project Stage 3
At the end of the class the students will demonstrate understanding of the lyrics of the song "4th and Vine" by underline in each paragraph the most significant sentence regarding the topic exercise	Lesson handout for Sinead O'Connor - 4th and Vine https://www.youtube.com/watch?v=bIoi7s42lrA **LISTENING** PRE Setting context: Do you know famous neighborhoods? Which? What is the most representative street or avenue in your neighborhood? Present vocabulary Tight Wuss Buggy Find and write synonyms and antonyms of these words. Tight: *fixed / wide* Wuss: *weak / brave* Buggy: *stroller / sane*	Students work in groups of three in the final discussion Students create a collage about general information with the name of the group, members and school.

DURING

When listening to the song, do you consider that your perspective on the subject is different?

When you listen the song does it impact you in any way?

Answer the question Who is the singer?

A. Sinead O'Connor
B. Helen Reddy
C. Helen Ready

Think – pair – share (task before text), Compare your answers with a partner

Listen the song and choose the correct option

1. Gonna use / put my pink dress on

2. And do my hair up tired / tight

3. I'm gonna marry my love / honey

Underline in each paragraph the most significant sentence regarding the topic

Gonna put my pink dress on
And do my hair up tight
I'm gonna put some eyeliner
on I'm gonna look real nice
<u>I'm going down to the
church On 4th & vine</u>
I'm gonna marry my love

And we'll be happy for all
time Yeah, he's the sweetest
man you could find
So gentle and so kind
And he's got those big green
eyes I can't believe me luck,
he's mine
Not that he's no wuss
Girls, you know his love is
serious So warm inside
When he takes me for a
buggy ride When he takes
me for a buggy ride
I will, I will, I will, I will
I do, I do, I do, I do

**Think – pair – share (task
before text), Compare your
answers with a partner**

POST
Discussion

**In groups of three
students
Answer the following
questions**

**1. In your opinion, what
characteristics must a
neighborhood have to be
famous?**

**2. Should governments
promote ordinances so
that all neighborhoods are
famous?**

**3. Do only famous people
live in famous
neighborhoods? Yes, No
Why?**

Conclusions

- Based on previous studies, the theoretical framework broadly showed the importance of didactic strategies to strengthen listening skills with English students.

- Within the methodology, the type of research, the method, techniques and tools used in the study were evidenced, as well as the participants and the data analysis, these components offered the stages to follow.

- The results and the discussion indicated that the problem that had been perceived was correct and through the study said problem has been clarified.

- Pleasantly, the solution was presented in the proposal, which contains a comprehensive guide with four units and several activities based on the use of songs to improve listening skills in students.

Recommendations

- It is suggested to continue investigating deeply on the topic that has been raised to achieve a broader understanding of the impact of using songs in EFL contexts

- English teachers who will have access to read this work are recommended to use the guide that has been proposed in this study to obtain better methodological results in the area of listening

- Although this research has raised a serious proposal, it is convenient to expand the range of strategies to continue helping students in the classroom in listening skills, the educational field will always present new research and new paths to follow.

- In addition to the previous recommendations, it is suggested to follow the steps of the proposal in its systematic development, thus guaranteeing excellent results. Furthermore, it is at the discretion of the power to alternate this proposal with other similar or different ones.

References

Almeida, P. L., & Zambrano, C. M. (2020). FUNDAMENTOS PARA POTENCIAR EL PROCESO DE APRENDIZAJE DEL IDIOMA. *ReHuSo: Revista de Ciencias Humanísticas y Sociales*, 33-41.

Amaya, J. (2018). *Repositorio Universidad de Guayaquil Facultad de Filosofía, Letras y Ciencias de la Educación* . Retrieved from http://repositorio.ug.edu.ec/handle/redug/38611

Andrade, C., & Fernández, J. (2022). Hopes and Fears of First-Year Freshman College Students. *education / sciences*, 9.

Bhatia, P. (2018). *Conquering Constructivism.* New Dheli: EDUCREATION PUBLISHING.

Brannen, J. (2017). *Mixing Methods: Qualitative and Quantitative Research.* New York: Routledge.

Chica, I. (2020, junio). *Repositorio Universidad de Guayaquil Facultad de Filosofía, Letras y Ciencias de la Educación.* Retrieved from http://repositorio.ug.edu.ec/handle/redug/50413

Chomsky, N., & Arnove, e. p. (2008). *Essential Chomsky.* United State: New Press.

Clark, K. (2018). Learning theories: behaviorism. *Radiologic technology*, 172.

Espinoza, D. (2019, September). *Repositorio Universidad de Guayaquil Facultad de Filosofía, Letras y Ciencias de la Educación.* Retrieved from http://repositorio.ug.edu.ec/handle/redug/43513

Fernández, R. (2021, October 12). *Statista*. Retrieved from https://es.statista.com/estadisticas/635631/los-idiomas-mas-hablados-en-el-mundo/

Jaramillo, J. (2015). *Repositorio Universidad de Guayaquil Facultad de Filosofía, Letras y Ciencias de la Educación.* Retrieved from http://repositorio.ug.edu.ec/handle/redug/29811

Manzaba, I. J. (n.d.). *THE USE OF SONGS FOR THE DEVELOPMENT OF LISTENING COMPREHENSION.* UNIVERSITY OF GUAYAQUIL, Guayaquil.

Marchán, L. (2019, September). *Repositorio Universidad de Guayaquil Facultad de Filosofía, Letras y Ciencias de la Educación.* Retrieved from http://repositorio.ug.edu.ec/handle/redug/44515

Ministerio de Educación. (2016). Retrieved from https://educacion.gob.ec/ministro-de-educacion-explica-   el-fortalecimiento-del-aprendizaje-del-ingles-en-el-sistema-educativo-del-pais

Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 5.

Papadima, S., Constantinou, E., & Giannikas, C. (2021). *Tertiaty education language learning: a collection of research.* Paris: Research - publishing.net.

Quiros, R. (2017). *Repositorio Institucional UNAN-Managua.* Retrieved from https://repositorio.unan.edu.ni/16589/

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching.* London: Cambridge University Press.

Saville, M. (2003). *Introducing Second Language Acquisition.* New York: Cambridge University Press.

Scott, J., & Carrington, P. J. (2011). *The SAGE Handbook of Social Network Analysis.* London: SAGE Publications Ltd.

Unidad Educativa Municipal "Alfredo Albuja Galindo" Vicerrectorado Académico. (2022). Ibarra.

Varga, S. (2019). *Scaffolded Minds: Integration and Disintegration.* London: The MIT Press.

Annexes

Diagnostic – Test about Listening Skills

Universidad Técnica del Norte
Pedagogy of National and Foreign languages

Diagnostic – Test about Listening Skills

Informed Consent. – With the permission of the authorities of the institution, this listening test will be administered to freshman students. The information obtained from this test will be use for academic purpose only and will be handled anonymously and confidentially.

Topic: Using songs as a didactic strategy to develop listening skills with freshman students at Alfredo Albuja high school from Ibarra in 2021-2022 school period.

Objective: Obtain relevant information on listening skills with freshman students in order to determine their English listening competence.

Test

Listening Practice

High School:
Name:
Class:
Date:

https://www.examenglish.com/KET/KET_listening.html

A2 Key (KET) Listening

The Cambridge English: Key Listening paper has two parts. For each part you have to listen to a recorded text or texts and answer some questions. You hear each recording twice.

Time allowed - about 10 minutes

 Pictures with multiple choice questions

How to prepare for KEY Listening

- Read the instructions carefully before you start each section.

- Read the questions before you listen. You will hear the audio twice.

- Listen! The more English you listen to the better your will do. Listen to the radio, English language TV, podcasts...

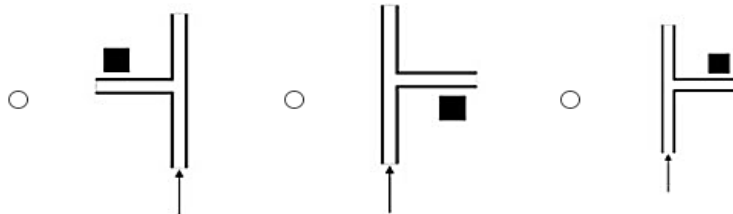- Learn how letters and numbers are pronounced.

Questionnaire to students

Universidad Técnica del Norte

Pedagogy of National and Foreign languages

Questionnaire to students

Informed Consent. - All information collected in this questionnaire is of academic purpose only and it will be handled anonymously and confidentially. Please, answer all the questions honestly and considering all the aspects which are detailed below.

Topic: Using songs as didactic strategies to develop listening skills with freshman students at Alfredo Albuja high school from Ibarra in 2021-2022 school period.

Objective: Obtain relevant information about students listening skills for the purposes of preparing a degree project.

Please, circle the answer that fits your academic reality in a visible way.

Gender:	Age range:
Female	10 - 13 years old
Male	14 - 17 years old

Questions

1. **What do you consider to be the most difficult skill to learn?**
- Listening
- Writing
- Reading
- Speaking

2. **How often do you practice listening skills during the class?**
- Always
- Often

120

- Sometimes
- Almost never
- Never

3. **What listening activity in class do you like the most?**
    - Listen to conversations.
    - Listen to reports.
    - Listen to songs in English.
    - Others

4. **Which of the following listening activities are you more familiar with?**
    - Short conversations / dialogues
    - Short talks
    - Announces
    - Instructions
    - Short record passages
    - Reports
    - Tv news / Radio news

5. **How much do you like English songs?**
    - Much
    - Little
    - Nothing

6. **How often do you listen to songs in English in class?**
    - Always
    - Often
    - Sometimes
    - Almost never
    - Never

7. **Do you consider that listening to songs in English in class is a fun way to learn English?**
    - Totally agree
    - Agree

- Neither agree nor disagree
- Disagree
- Strongly disagree

8. **Do you agree that the teacher plays more songs in English during class?**
   - Totally agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

9. **Which of the following activities in class regarding listening to songs do you like the most?**
   - Learning new vocabulary
   - Reinforcing grammar structure
   - Reinforcing pronunciation

10. **Which of the following aspects of songs in the area of learning is most relevant to you?**
    - Melody
    - Gender
    - Rhythm
    - Lyrics

Thanks for your attention and active participation.

Teacher interview

Universidad Técnica del Norte

Pedagogy of National and Foreign languages

Interview to teacher

Informed Consent. – Dear Teacher, all information collected in this interview is of academic purpose to obtain relevant information about English teachers for the purpose of preparing a degree project only; it will be handled anonymously and confidentially. Please, answer all the questions honestly and considering all the aspects which are detailed below.

Topic: Using songs as didactic strategies to develop listening skills with freshman students at Alfredo Albuja high school from Ibarra in 2021-2022 school period.

Some questions are multiple choice, please circle only one. There are also open questions please answer them at your discretion.

9. **What is the Language Teaching Method that is most closely linked to your teaching profile and used in your classroom?**

- The Audiolingual Method
- Suggestopedia
- Communicative Approach
- Task Based Learning
- Content Based Instruction
- Collaborative Learning

10. **What do you consider to be the most difficult skill to teach? Writing, reading, speaking, listening? Why?**

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………..

11. **Which of the following listening activities are your students more familiar with?**

- Short conversations / dialogues
- Short talks
- Announces

- Instructions

- Short record passages

- Reports

- Tv news / Radio news

12. How do you think songs can be used in teaching English as foreign language classrooms?

………………………………………………………………………………………

………………………………………………………………………………….

13. Do you consider that listening to songs in English in class is a fun way to learn English?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………….

14. How often do you use songs in the classroom?

- **Always**

- **Usually**

- **Sometimes**

- **Rarely**

- **Never**

15. What listening sub-skills can songs help to develop?

………………………………………………………………………………………

………………………………………………………………………………………

16. How much time in your class would you spend using songs to improve your students' listening skills?

………………………………………………………………………………………

…………

Thanks for your attention and active participation.