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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE."**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera.

Autora: Licenciada Sandra Maribel Ramírez Camino.

Directora: Licenciada Sarah Jacqueline Iza Pazmiño, Magíster.

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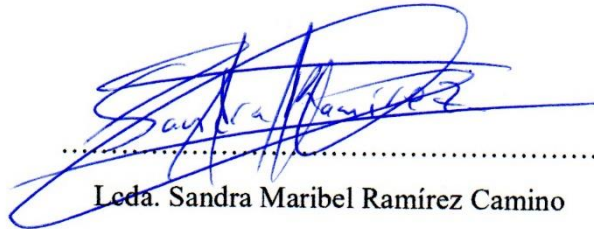
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....
Lcda. Sandra Maribel Ramírez Camino
C.C. 0201845286
AUTORA

....
Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
C.C. 0501741060

DERECHOS DE AUTOR

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C.C. 0201845286

AUTORA

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Con todo el amor del mundo dedico a Dios por su bendición; de manera muy especial a mi MADRE quien es mi único apoyo para lograr mis metas. A mi HIJO, el motor de mi vida para que vea en mi un ejemplo a seguir.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
TEMA:

"LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE"

AUTORA: Licenciada Sandra Maribel Ramírez Camino,

DIRECTORA: Licenciada Sarah Jacqueline Iza, Magíster.

FECHA: 31 de Octubre de 2018

RESUMEN EJECUTIVO

El uso de la música en el aprendizaje de idiomas extranjeros es bastante poderoso porque ayuda a mejorar la perte afectiva en los estudiantes. Es por eso que en verdad ayuda en la adquisición de idiomas. En la educación, no todos los maestros usan la música en las aulas por razones como el tiempo, el currículo o la falta de tecnología adecuada. Éste proyecto investigativo tuvo como objetivo determinar la influencia de la música pop estadounidense para optimizar la asimilación del idioma inglés en el primer y segundo año de bachillerato internacional (IB) en la Unidad Educativa Angel Polibio Cháves de Guaranda. La investigación necesitó una encuesta, un pre y un posttest. La encuesta ayudó a confirmar que a los estudiantes les gusta aprender inglés por medio de la música pop. Tanto la prueba previa como la posterior fueron útiles para medir cuánto de ingles pudieron mejorar los estudiantes. Para el proceso, se asignó a dos grupos, el grupo experimental y el de control, y solo el experimental recibió una intervención basada en diez canciones. Se realizó hojas de trabajo llamativas antes, durante y después de la canción. En base a los resultados finales, la recomendación fue diseñar una propuesta de manual que ayude a los estudiantes a adquirir inglés y actualmente está disponible para profesores y estudiantes en la institución.

Descriptores: canciones pop, letras, asimilación del idioma inglés, actividades de comprensión auditiva, encuesta, prueba previa, evaluación posterior y manual.

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ABSTRACT

The use of music in foreign language learning is quite powerful because it helps to reduce the affective filter in students. Therefore, music indeed aids in the acquisition of languages. In terms of education, not all teachers use music in the classrooms for different reasons such as the time, the curriculum, or the deficiency of adequate technology. This research project aimed to determine the influence of American pop music to foster English language acquisition in the first and second international baccalaureate (IB) students at Angel Polibio Cháves School from Guaranda city. This research needed a survey, a pre and a posttest. The survey helped to confirm that students like to learn English by means of pop music. Both the pre and posttest were helpful to measure how much students could improve their English language. For the treatment, it was assigned two groups the experimental and control group, and only the experimental received an intervention based on ten American pop songs. Some attractive worksheets were used to emphasize the before, during and after the song activities. Based on the final outcomes, the recommendation for this research was to design a handbook proposal that helps learners in the acquisition of English and currently it is available for teachers and students in the school.

Key words: pop songs, lyrics, English language acquisition, listening activities, survey, pre test, post test and handbook.

INTRODUCTION

In the globalized word English is very necessary in many fields of the human lives because it is needed in business, websites, social media, technology, travelling, education, and it is especially important because English is a tool of communication, This, as a foreign language should be taught in a manner that lasts for the whole life. The task of the teachers is pretty challenging when thinking about the acquisition of the language.

The use of music in English as a foreign language classes is very indispensable since it allows learners to be involved in the language in a natural way. Many researchers highlight the importance of music in leaning a foreign language. Even the neuro linguistic approach points out the fact that music helps to learn a language in a durable way. Therefore, music and language need to be linked since the brain is capable to retain better by means of songs. That is why, songs are very essential when learning a foreign language in order to obtain better results. Unquestionably, the teachers have to use the genre that students like so that learning can be more easy and.

Based on the previously stated, this current research aimed to give special emphasis to the use of songs in foreign language learners. Pop music is one of the most preferred genre by teenagers, so, why do not using it to teach English? The fact that pop music helps students in the acquisition of English as a foreign language was tested in the international baccalaureate students in Angel Polibio Chaves School from Guaranda city. This research is structured in the following way:

Chapter I. It contains the problem statement along with the contextualization and the corresponding critical analysis. Furthermore, there is the prognosis, justification of the research and the explanation of the general and specific objectives.

Chapter II. In this chapter, the theoretical framework is addressed by including the research background, the philosophical foundations as well as the legal foundation. It also contains the quite information about the key categories where the independent and dependent variables are clarified. It includes the majority of the information obtained scientifically from books and papers. Finally, it comprises the hypothesis that eventually was probed.

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Chapter III. Here is the explanation of the methodology focusing on the approach, method, level and type of research used in this study. IT also gathers the description of the population, and the operationalization of the variables along with the tools and techniques applied for the collection and analysis of data.

Chapter IV. This chapter comprehends the analysis and interpretation of the results obtained from the survey applied at the beginning of the research and also the results from the pre and post test administered in the control and experiment 1 group. Here is also explained the hypothesis verification.

Chapter V. This chapter encloses the conclusions and recommendations based on the findings obtained from this study. The conclusions are very important to consider along with the recommendations in order to consider songs in the English classrooms.

Chapter VI. In this chapter, there is the proposal and its mechanisms to incorporate pop songs. It contains the justification, the objectives, methodology. This proposal entails 10 units for American pop songs with activities for the pre, the while and the post activates.

CHAPTER I
PROBLEM STATEMENT

1.1 Theme of the problem

"LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE".

1.2 Problem statement

1.2.1   Contextualization

Education is the best heritage that children receive from their parents and it is the main base for the development of a good society. In the fast paced world we live in today, it is very necessary for people to speak a foreign language, especially English since it is a very important language worldwide. In fact, English is the third most spoken languages around the world according to Babble magazine by James Lane. According to Djouadselma (2015, p. 13) Thus, learning this language involves the four skills which all are very significant since listening and speaking help oral communication while reading and writing help the written communication. Djjouadselma emphasizes the importance of listening because this skill allows learners to understand implied messages.

English is an important language to be taught in schools. Basically, teachers have the first responsibility of teaching another language. They use different strategies to teach the foreign language and music is one of the sources to teach. In Ecuador, until 2000 the study of English language in schools was optional, as indicated the Ministry of Education disposition No: 582. Now, English language hours are mandatory in public institutions from 2nd grade to third baccalaureate since the school year 2016-2017 in the coast region and 2017-2018 in the highland region according to the disposition 052-14 from the Ministry of Education. Being the main goal of the Ministry of Education to make students increase their level of English. In this way, it is meant to improve the level of the English because songs are pedagogically important for teachers and it is also a good source of motivation for students.

However, the current level of English in Ecuador is very low, mainly because the students do not have the opportunity to practice the language in their environment. According

to statistics, Ecuador is placed in number 55 from 80 countries where the level of English is inadequate with a 49, 42% of the level of English spoken by students as well as teachers as shown in the English proficiency index (EF EPI) 2017. Therefore, nowadays the high schools graduates need to have a minimum of a B1 level from the Common European Framework or Reference (CEFR) as stated in the National English Curriculum Guidelines, p 7. Hence, it is easy to identify the inadequacies of English even though it is necessary for entering university where students need a minimum knowledge of a 42% of the English language (Council: 2015, p 8). Moreover, according to the Ministry of education, Ecuador is the first country in South America with more institutions with the International Baccalaureate Program. There are 201 public institutions that offer the international baccalaureate in 131 districts of Education in the nine different zones around the country.

As well, high school students do not demonstrate that they have a worthy knowledge in the English language. It is evident when they advance to the University and are placed in the basic levels of English, Heredia (2017) from el Comercio newspaper. This is mainly due to the educational system which, lately, had some changes. For example the Ministry of Education agreement No: MINEDUC-ME-2016-00020-A, stated to reduce the number of English hours in third Baccalaureate. Previously five hours were designated for English hours whereas now, it is just three hours. Needless to say, it is a disadvantage in the English language curricula since the more hours the students are exposed to the language the better.

Another aspect that is causing the reduced level of English in students is the fact that non-English teachers are in charge of teaching this challenging language. Puente (2016) in his publication in el Comercio newspaper point out that there was a deficit number of 1006 English teachers in Ecuador. This problem is evident in the school setting because English has been taught by teachers of other profiles. This makes it difficult for students to learn the language because they do not have English teachers who are prepared and on the other hand they do not have the opportunity to practice the language.

Therefore, failure of the teaching of English in the educational system does not meet the superior study expectations. That is why this problem comes from the beginning of the curricula because the students in basic education have the failures in the English language. Furthermore, this matter continues in the baccalaureate levels, therefore it is very difficult to meet the Ministry of Education expectation of having students with a B1 level. Then, it is not possible, because the students have an underprivileged level of English since the very basic levels.

In the city of Guaranda, the capital of the province Bolivar, there are eight institutions which are public, private or fiscomisionales schools. However, just two of them offer the international baccalaureate, these are "Verbo Divino" and "Angel Polibio Chaves" Schools. The international baccalaureate is a program with two years of education and it is taught in three languages (English, French and Spanish) for students from 16 to 19 years old. It is important to highlight that Ecuador is the third country with secondary schools that offer this international baccalaureate in 185 schools.

Angel Polibio Chaves School is a secondary school that offers the International Baccalaureate since 2013. However, until the current school year, none of the students who have studied in the two year program have gotten the international diploma. It is evident in the final outcomes that the coordinator of the IB Program has presented. The students need to have a minimum of 24 points to get the diploma and the maximum grade is 45. Nonetheless, one of the students was very close to getting the diploma because she got a 20, taking into consideration that the diploma program consists in the academic process of all the subjects in the program, not just one.

The final outcomes presented last academic year show that students got a 3; 56 out of 7 according to the international grading system, Patiño (2017). Then, it is marked that they are just meeting the half grade. This fact is perceived by teachers who are the first ones who know the low level of English that students have when they get to the baccalaureate levels. Their final outcomes in the language are not the best ones and in fact, becomes very hard for the teachers. Since they are the main ones responsible for full filling all the knowledge that students were meant to master. As it was stated before, it is due to the fiasco of the previous years.

Nonetheless, the number of students who enter the international baccalaureate program at Angel Polibio Chaves School is very small despite this being a good program. At the end of each academic year, the students from first baccalaureate are given a test in English and, according to the level they score, are invited to come to the international baccalaureate. However, there is a small number of students selected for this program. In the school year 2017-2018 there were 14 students selected in the first year of the program for second baccalaureate and 12 students in the second year of the program. The reason why the majority of them do not advance to this program is because they received a low grade in English and also because it is too demanding for them.

1.2.2 Critical Analysis

1.2.2.1 Problem Tree Analysis
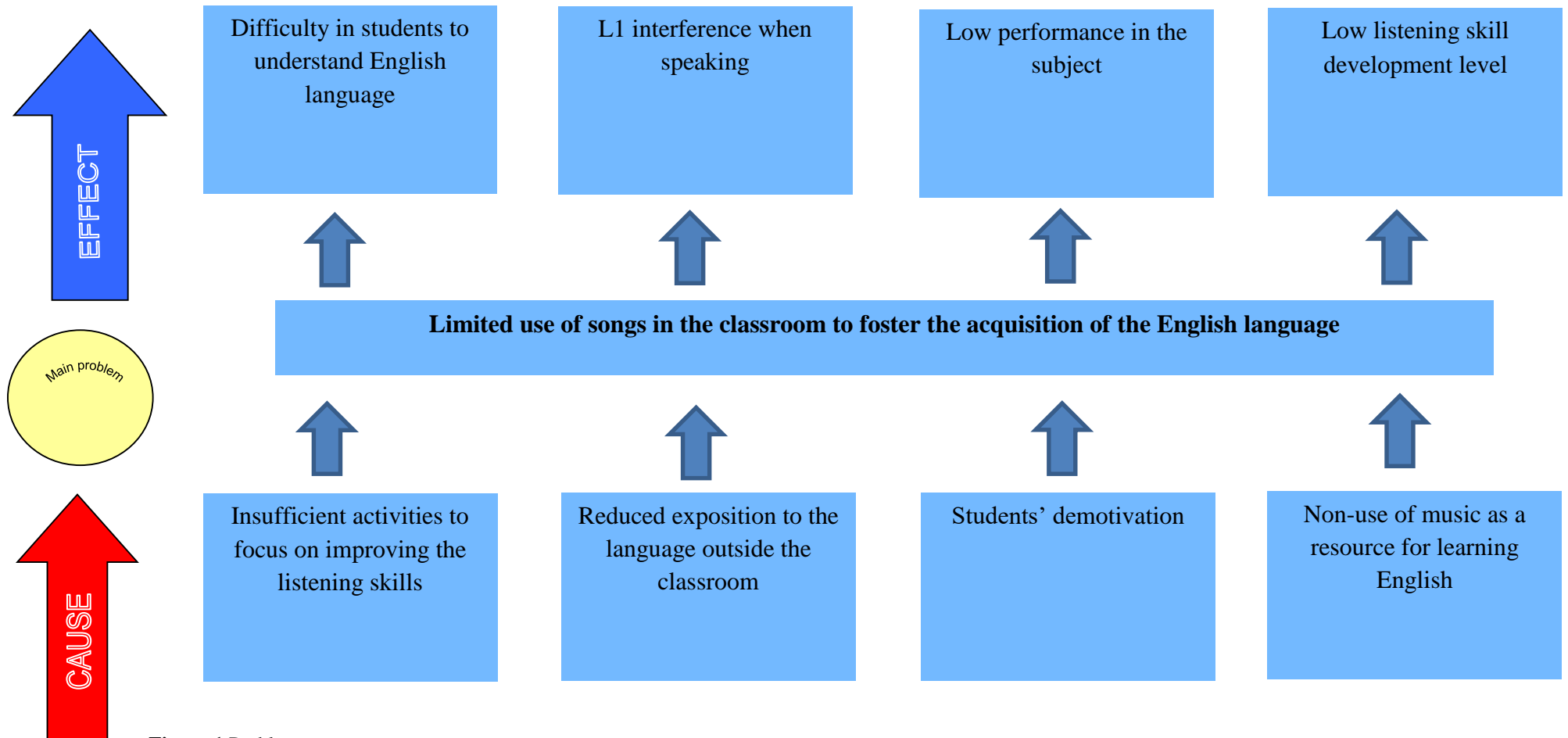
Figure 1 Problem tree
Created by: Ramírez, S. (2018)

One of the noticeable causes about the unsatisfactory activities to improve the listening skill is mainly because the majority of teachers do not focus their teaching in this skill. Needless to say, English is an important subject in schools that requests practice in a well-intentioned methodology so that students enjoy the subject and English itself. In fact, the majority of public institutions do not have the required technology to play audio activities in class. Thus, the emphasis on teaching is still in grammar, vocabulary, and other activities to improve the productive skills. Mainly, this is because students find it difficult to understand native or other people who speak in English.

Likewise, an origin that affects the acquisition of English is the reduced opportunities for students to have an authentic exposure to the language outside of the classroom. According to Krashen & Terrell (1983), "acquisition occurs when students receive comprehensible input". Since Ecuador is generally a Spanish speaking country, its context does not allow students the exposure to English language. Moreover, some students are indigenous and they have the interference of their mother tongue which is kichwa. Furthermore to enhance the problem, some students live in the country side which implies the privation of technology as there is in the city. This cause is evident in the English class since Spanish interferes in their language and sometimes they speak in Spanglish that is most of the time acceptable by the teachers. That is why they understand some English and reply in Spanish.

Another cause for the low level of English is the poor performance and deprived habits of study that a number of students have. Most of the people from this school have in mind the idea that the International Baccalaureate (IB) program has the most qualified students. However, notwithstanding requirements of the program, there are some students who, despite being privileged with this international program, do not show an interest in the English language. This is evident because the students do not demonstrate a good performance to meet the IB expectations in speaking and understanding a high level of English. Sometimes students do not even present assignments and complete tests with a poor performance.

Finally, a visible cause that affects the English acquisition is the low listening skill development level that students demonstrate when performing listening skill practice. This is because they are not used to the exposure of the skill. Thus, when they face a listening activity they actually find it very challenging and frustrating. Therefore, the low listening skill development basically occurs because of the non-use of music as a resource for learning

English. It is well known that songs help to enrich vocabulary, grammar, and other essential parts and aspects of a foreign language. Millington (2011) highlights the importance of using songs in the classroom arguing that this pedagogical tool is used worldwide since it helps to improve listening skills, and pronunciation, as well as vocabulary and grammar patterns.

1.2.3 Prognosis

What would happen in the case of not implementing some listening activities based on American pop music for the students of Second and Third Baccalaureate from Angel Polibio Chaves School?

In the case of not paying special attention to the low level of English language acquisition in students from the international baccalaureate at Angel Polibio Chaves School, this problem will remain. Therefore, the consequences in the students' performance will be negative because this problem will continue in their superior studies and after that in their professional life. Even the misunderstanding of the English language will increase and students will not master the listening skill which is an important receptive skill in communication. Thus, learners will continue speaking Spanish in the class and will not feel motivated to develop listening activities or to learn English. Therefore, the present research aims to present a new alternative that allows students to improve their level of English and feel motivated.

The goal is to have more students in the IB program because, due to the fact that the program is challenging, the majority of students do not opt for this kind of challenge. Needless to say, if the number of students do not increase, the program may be forced close. In short, if the level of English acquisition is more likely that students do not show a good interest in English language they will not acquire it. Frankly, there are many alternatives for teachers to help students acquire English by means of pop music. In this way, the acquisition will be effective, since most teenagers love music and even the class will be more entertaining and enjoyable for students.

Additionally, the English that students receive at school is the base for advanced studies, for instance: University. Some students may feel frustrated when they fail the English exams. Henceforth, teachers in school need to make students foster their level of English, especially by acquiring the language. Teachers should not center their classes on grammar or simple patterns because the goal is to help students to be able to communicate in the foreign language. The objective is that students understand messages and conversations and practice the language by speaking.

On the contrary, if there is the opportunity to improve the acquisition of English language at Angel Polibio Chaves School, both teachers and students will be the main beneficiaries from this research and even those in authority. First of all, because the students will increase their level of English in a better approach, they will understand music in this language and what is more important, they will acquire the language. Second of all, the level of English will be improved for international baccalaureate students and as a consequence, more students will want to study in this program, which also means the prestige of the institution.

1.2.4 Formulation of the problem

To what extent do listening activities based on American pop music improve the level of English in the students of the first and second international baccalaureate at Angel Polibio Chaves School from Guaranda city?

1.2.5 Directive Questions

How are listening activities being developed in Angel Polibio Chaves School to have an effective English language acquisition?

What are the most appropriate listening activities based on American pop music to reinforce English language acquisition in students in the third international baccalaureate at Angel Polibio Chaves School?

What is the influence of American pop music to motivate students to have a good level of English language acquisition?

How to propose a didactic resource based on music American pop music to improve the English language acquisition?

1.2.6 Delimitation of the research problem

Field: Education

Area: English language

Aspect: Listening activities

Spatial delimitation: The research will be carried out with the students of the international baccalaureate at Angel Polibio Chaves School from Guaranda city. This institution is located on Jhonson city and Sucre streets. Telephone: (03) 2981708. E-mail: itsapch@gmail.com

Time Delimitation: The research will be developed during the second quimester in 2017-2018 school year.

USTIFICATION

The contemporary globalized world requires to have people who speak at least two languages since there are more opportunities to work, to study, to travel abroad, to get scholarships and so on. In our context, English is taught as a foreign language for at least six years of school, therefore, students are supposed to speak the language when they graduate from school. However, this is not the case because the majority students cannot communicate in this foreign language and that is why the acquiring process needs to be attentive.

It is **important** because it is focused on the improvement of the level of English in the international baccalaureate students and giving a solution to the academic necessity. It seeks the acquisition of the English language so that learners will be able to communicate. Consequently, its emphasis on music, as a special means to acquire and motivate students, to use the language more. Its importance also lies in the fact that learners will have a good esteem when they feel more capable to understand and interact with people who speak English.

This study is going to be very **useful** for both teachers and students. For teachers because it is a suitable guide that offers a strategy to use in the classroom. In addition, it will allow teachers to explore new didactic alternatives by means of music. For students because songs will support and guide them in the acquisition of English. Through music, students are more likely to enjoy learning. Li & Brand (2009) give emphasis to songs by highlighting the lyrics and music itself and this helps with 'vocabulary acquisition, language usage, and meaning". They remark that music has been tested and shows the effectiveness in learning, therefore teachers should use songs to have a high achievement from learners.

This research is **interesting** because it pursues a different tool for the teaching-learning process based on music. By means of music, the researcher aims to motivate the students and make them more connected and interested for the individual foreign language. Once the level of English is better, then the competences in English for the IB students will improve and they will succeed in the university in the language performance.

The present research is **feasible** to be developed, on one hand, because Angel Polibio Chaves School offers the International baccalaureate program which has been in place since 2013. Therefore, the main resources such as materials and human means for the research are available. That is why the current authority is satisfied to know that the research will be carried

out in this place in search of improvement of the teaching methodology and the acquisition of the English language. In terms of money, it will not be an economical expense because the resources are already available.

Moreover, this research is **innovative and original** because it is meant to motivate students as well as teachers in order to acquire English in an enhanced manner. One of the current realities in this school is that this theme has not been researched before, therefore, it may cause a big impact in the event of being successful for most of the students, teachers and for the whole institution.

Finally, this research is **beneficial** mainly because the students will be better prepared for superior education in universities abroad. The indirect beneficiaries are the teachers and the institution. The teachers, because they will remain in their places of work and have the opportunity to work in the IB program and be better trained. The institution, because it will gain prestige once the students improve their level of English in their departing profile. Even the city will be recognized by having a good institution that offers a respectable international baccalaureate program.

From the above mentioned, the research aims to make students nurture their level of English by the acquisition of the language. Furthermore, it aims to suggest a productive guide for teachers and give ideas to work with pop songs, since this is one of the favorite genres that students prefer to listen to. Therefore, it is fundamental to experiment the impact of using American pop songs for acquiring the English language in the students from second and third international baccalaureate. Moreover, teachers need to attempt to provide students a diverse context in the class by using music in order to help students use the language properly and be able to communicate in advance.

1.4 OBJECTIVES

1.4.1 General Objective

To investigate listening activities based on American pop music in the English acquisition as a foreign language.

1.4.2 Specific Objectives:

- To identify how listening activities are being developed in Angel Polibio Chaves School to develop an effective English language acquisition.
- To determine the most appropriate listening activities based on American pop music in the English language acquisition.
- To evaluate how listening activities based on American pop music influence in the English language acquisition.
- To propose a didactic resource based on music to improve the English language acquisition through listening activities.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

After examining some previous studies at the repository of the Technical University of Ambato and other national and international universities, it was evident that other researchers give attention to the use of music in the classroom for enhancing English language. As a result, it is marked, that music plays an important role in learning a foreign language. However, the present topic of research has not been researched before at Angel Polibio Chaves School from the City of Guaranda in this field of research. Hence, this topic is the first one aligned to the English language at this institution. Then, once these topics are read, it was important to mention those that contribute to the development of this research.

The research is entitled, "Incidencia de la música en la adquisición de vocabulario en el idioma Inglés de los estudiantes de Nursery II del Centro de Desarrollo Infantil English Kids en la Provincia Tungurahua cantón Ambato" Mena (2012, p. 64). The focal problem of this researcher was that some teachers in kindergarten centers do not know the benefits of using English music with the children at a very early age. If not using music, pupils are less likely to internalize their English and how music helps to manage emotions and feelings which is very important for them. The main objective was to determine whether the music impacts the acquisition of vocabulary in students from the children center.

The methodology that developed the research was by means of a survey and an interviews. Therefore, the researcher focused her attention on music and concluded that music actually influences the learning in a positive and effective way. The author even mentions that some English teachers know that including music is a relevant strategy for learners, however, she also mentions that not all the teachers use songs in a very high array in order that students may increase their level of English. This study varied from the current research because it is not being focused just on vocabulary but in the acquisition of English. It is because songs may help teachers to teach students to improve vocabulary, grammar, verbs, and other parts of speech.

A similar study done by Cadena (2015) with the topic, "El uso de la música en la pronunciación en el idioma inglés en los niños de quinto, sexto y séptimos años de Educación

General Básica del Centro Educativo Ecuatoriano Holandés de la ciudad de Ambato de la provincia de Tungurahua" which had the primary objective of teaching students to eventually be able to communicate in English by using music that is always present in people's lives, for example: television, trips, movies, and waiting rooms, etc. (p, XIV).

Therefore, the conclusion of the claims was that music helps students to improve their pronunciation and then to communicate in the language. Since the main problem the researcher found is that the majority of teachers do not use this strategy very often in class because of the exigencies of the curricula which inhibits the creativity and varied activities to develop based in music. The methodology to develop that research was a quali-quantitative method and it needed a field research in the place where the problem was identified. Finally, the researcher concluded that music is very important when it comes to learning a language. Moreover, the author claims that music really helps learners to overcome some pronunciation issues by helping to articulate the words in a correct way.

In the same way Escobar (2009) in the research about "La música como estrategia didáctica y el desarrollo integral de los niños/as del primer año de Educación Básica del Jardín de Infantes Las Rosas de Ambato, año lectivo 2.008-2.009" focuses on music as a didactic strategy for helping students learn something. The problem that the researcher identified was that music sometimes is used just an element of distraction and relaxation without taking into consideration the academic importance for it, (p. 2). Thus, the problem with music is that it needs to be wisely applied in class because music helps to have a harmonic environment among people.

However, teachers need to know what kind of music is appropriate and a good way to do it is with students. The objective of this research was to study music as a didactic strategy and its influence in the integral development. The researcher concluded that music is very important in the class even though most of the teachers do not give a special attention to the development of this didactic strategy despite knowing its importance. The author highlights that learning is easier for kids when they listen to music, especially because it helps to improve the memory, attention, and concentration of the students.

The article named "Listening Activities Using Popular Music" by Lieb (2008) stated that music is applied as an educational tool. She remarks that music in the EFL classroom helps to reduce the stress and anxiety in students and principally inspires learners to connect music

and language learning. It is well-known that teachers need to plan lesson that are according to the students "necessities and comforts". This paper notes the fact that English classrooms in Japan are not taking advantage of this important resource with music. Yet, the main objective of the author is to encourage teachers to use popular music in the classroom to improve the listening skill.

Also, in this paper, the author even posits the cohesion between music and language since ancient Greece, where people had the thought that music originated from the muses. Moreover, an interesting consideration in regard to music is that it supports improvement of listening as well as speaking. And even, through music some important elements of the language can be taught, for example: intonation, pitch, rhythm, dynamics and timber. Without overlooking the fact that the author postulates about the fact that music can really help students to forester the language outside the classroom. This is certainly true because students spend most of their time listening to music even when they are doing homework.

In the same way, another study was done to analyze the preservation of the Komi language in the Komi Republic in Russia by Kuznetsov (2009). She, in her article outlined that the young population tends to sub estimate the Komi language used in television, advertisement, and other virtual space. Then, the author asserted that modern culture that is basically influencing the youth is changing the esteem of that language. The author even remarks that "Youth is our future", a thought determined in a congress in Estonia from August 15-19 2004. By this, the author considers that youth is the future of a country, in the same way that a language does not have future if people do not speak it.

The above mentioned article reflects the fact that pop music as well as the internet are the main factors that are influencing the Komi language. The modern culture that is mainly represented by the youth is affecting that language. On the one hand because young people have a strong preference for pop music and on the other hand the internet that is used because of technological advances. This paper is focusing on how pop music can influence young people. This is because adolescents have a strong taste for this genre that they even forget their own language to adopt another one.

Another article that reflects the importance of pop music in the teaching process was done by Borisai, T., & Dennis, N. K. (2016) named "A study of using pop songs to promote new vocabulary learning for secondary school students". The authors aimed to show that

foreign language learners are able to acquire some vocabulary by means of pop music. The final results acquired from this study showed that learners feel motivated to learn more vocabulary by listening to pop music. The application of fun activates along with an enjoyable atmosphere in the classroom motivated the students to improve. They even changed their opinion regarding the English language, with it becoming more significant for them. The authors determined that learners feel confident in learning English through music.

Indeed the mentioned study confirmed that pop songs really help students in Yangchumnoi Pittayakom School to expand their vocabulary. Clearly the students reflected that through pop songs they learn more vocabulary, pay special attention, and are able to remember the new words learned. This study is almost similar to the current research because it also had a pre-test and post-test instruments and a questionnaire in order to know the students' opinions about pop songs. However, it differs from the current study because it just focuses on vocabulary and this study is directed to other aspects of the language because the objective is to acquire the language.

Furthermore, an interesting and similar research has been done in regards to music, especially with American pop music in EFL classrooms. Oh (2015), proposed hands-on activities based on music for university students in South Korea. The goal of the study was to motivate students to learn vocabulary and improve pronunciation through American pop music. The author outlined that when students listen and sing the songs they can improve because they continually practice of the language. In regard to teachers, the author suggests that you should have a lesson plan when implementing the activities in the curricula, p. 4.

That research mentions some important theories and approaches such as suggestopedia which is also known as desuggestopedia that focuses on the use of music in the classroom. The purpose of this approach is to make students' progress and feel motivated to learn. The affective filter which pays attention in students' well-being by lowing the level of anxiety. Finally, the author mentions the importance of the multiple intelligences that teachers need to consider when teaching a foreign language, p. 8-9. That is why this study is very suitable for the current research since these features are also taken into consideration.

2.2 Philosophical foundations

The current research is based on a **critical propositional paradigm** because a frequent problem that secondary students and teachers from a high school face is going to be analyzed and because it intends a change in the current level of English acquisition. This work proposes a new methodology based on pop music with the objective of helping students to acquire English and use the language for communication. Listening skill is specially a difficult one for students because they do not understand the content and it was evident in this situation that they do not understand the lyrics of the songs. Therefore, this paradigm will help to analyze whether students from second and third baccalaureate improve their level of English by listening to American pop music.

Also, this paradigm will help to get some conclusions along with recommendations about this research for both students and teachers who are the main authors in this study. Then this information is going to be available so that they can analyze and work with this proposal in class in order to increase their level of English. Having said that, the purpose is that students in the international baccalaureate program improve their level of English and be able to acquire the language by means of music, as in this case with American pop music. This proposal encourages the use of the English language in a dynamic and entertaining manner.

The vision of this research is **ontologically** sustained since it is based on the reality of school learning about a foreign language such as English. Especially since the students are constantly changing and looking for a better strategy to acquire the language. That is why the current research is seeking to find a useful strategy to acquire the English language in a better way.

Finally, **epistemologically** it is based on the relation between the subject and the object of the research. On the one hand, because the subject is part of the institution where the research is conducted and on the other hand because the object of the study are the students in the international baccalaureate. Therefore, the researcher and the object of the research as well as the variables are related in that they are looking for a better strategy to acquire the English language by means of pop music. *"Music is about communication, creativity and cooperation. By studying music in school, students have the opportunity to build on these skills, enrich their lives and experience the world from a new perspective". President Bill Clinton*

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2.3 Legal basis

This research is legally supported in the following legal basis:

Constitution of the Republic of Ecuador (2008, updated 2017

Art. 26.- "Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and of state investment, guarantee of the equality and social inclusion and indispensable condition for good living. Individuals, families and society have the right and the responsibility to participate in the educational process".

The National Plan for "Good Living"

Chapter I First Section. Art. 343 States that the purpose of the National Education System is to develop individual and collective capacities and the potential of the population that enable learning, generation and use of knowledge through techniques, strategies, processes and dynamic activities that are adequate and flexible for such a procedure.

Organic Law of Intercultural Education (2015)

Art. 4.- Right to education.- Education is a fundamental human right guaranteed in the Constitution of the Republic and necessary condition for the realization of other human rights.

Art. 7. The Rights of Students

   a) "Be fundamental executors in the educational process

   f) "Receive pedagogical support and academic tutoring according to their needs"

Art. 11. The Obligations of Teachers

   i)   "Give students support and pedagogical monitoring to overcome the lag and difficulties in learning and development of competences, capacities, abilities and skills."

National Curriculum Guidelines (2014) by the Ministry of Education

Introduction: Important aspects: English is a globalized language because today, learning a foreign langue is significant for communication with other people

Approach characteristics: "The communicative-functional approach proposed for the English curriculum for eighth, ninth, and tenth year of Educación General Básica (EGB) and first, second, and third year of Bachillerato, is characterized by two main features: 1. Focus on real-world contexts and 2. Relationship of language forms (grammar, vocabulary, and pronunciation) and function (use)

Curriculum Overall Objectives: "To ensure high-school graduates reach a minimum B18 language proficiency level according to the CEFR". And "To build up learners' communicative language competence9 in its linguistic10, sociolinguistic11, and pragmatic12 components through the development of the four language skills: listening, speaking, reading, and writing".

A specific objective: By the end of the 2nd year Bachillerato, students will be able to: "Understand the main points of clear standard speech on familiar matters regularly encountered in the personal and educational domains (e.g. leisure, school, etc.)"

English Curriculum (2016) by the Ministry of Education:

Principle: "The communicative language approach: language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized." Based on this principle, the goal is to inspire students to produce and interact with the language.

English as a Foreign Language for Subnivel Superior

Curricular Thread 1: Communication and cultural awareness

"Recognizing that culture is closely related to language, it can be concluded that cultural awareness is an essential component of communication instruction in the EFL classroom" It is important to highlight thread because culture is expressed by music and it is relevant for foreign language learners to learn a language by means of music.

Curricular Mesh Proposal for International Baccaulaureate.-

Legal agreement No: 223-13. International Baccalaureate Programs.

Explains the instructions for the implementation and functioning of the International programs in the public, fiscomisionales and private institutions

Chapter III. Preparation and Admission of Students to Enter the Diploma Program

Art. 10. Literal a) "Possess an outstanding academic and disciplinary record that is reflected in the highest scores obtained in the educational institution of origin"

Chapter IV. Teaching and Administrative Personnel of Educational Institutions That Offer International Baccalaureate Programs

Art. Responsibilities.- "In addition to the responsibilities and functions established in the Organic Law of Intercultural Education and its General Regulations, the teacher responsible for the coordination and teachers of the Baccalaureate programs International, will comply with those established in the Authorization Process Guide issued by the International Baccalaureate Organization".

Also, this research focuses in the research guidelines of the Technical University of Ambato based on methodology as a line of research, using the sub-line of communicative skills and linguistic competencies (grammar, vocabulary, pronunciation) in the English language. The goal of this research is to make students improve listening comprehension and acquire the language by means of listening to American pop music by developing listening activities.

2.4 Key categories

English Teaching
Methodology

Suggestopedia

Audio- visual
resource

**Listening
activities
based on
music**

Communication

English language

Natural
Approach

**English
language
acquisitio**

Independent variable

Influence

Dependent variable
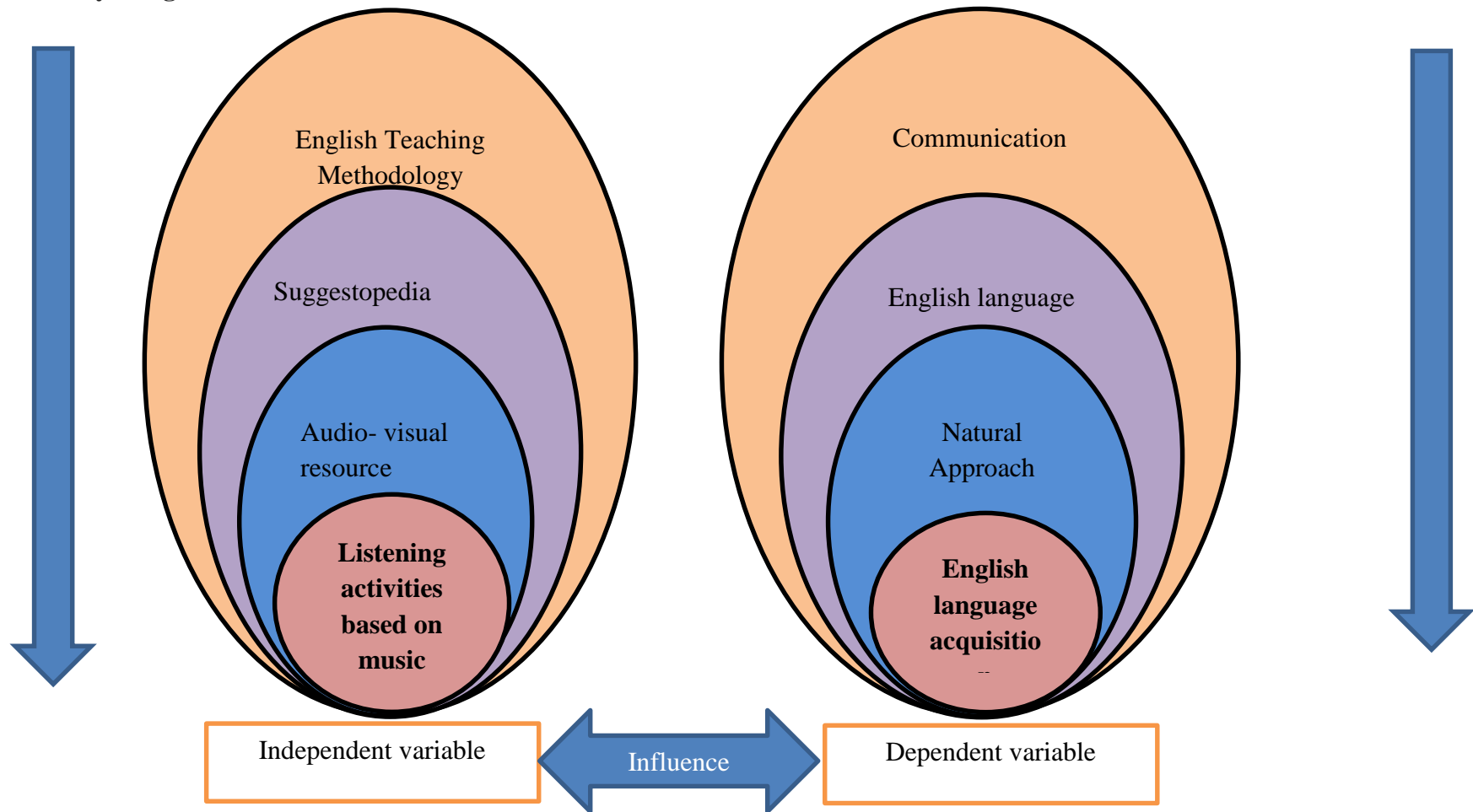
 Figure 2 Key Categories
Created by: Ramírez, S. (2018)

2.4.1 Independent variable interrelated graphic
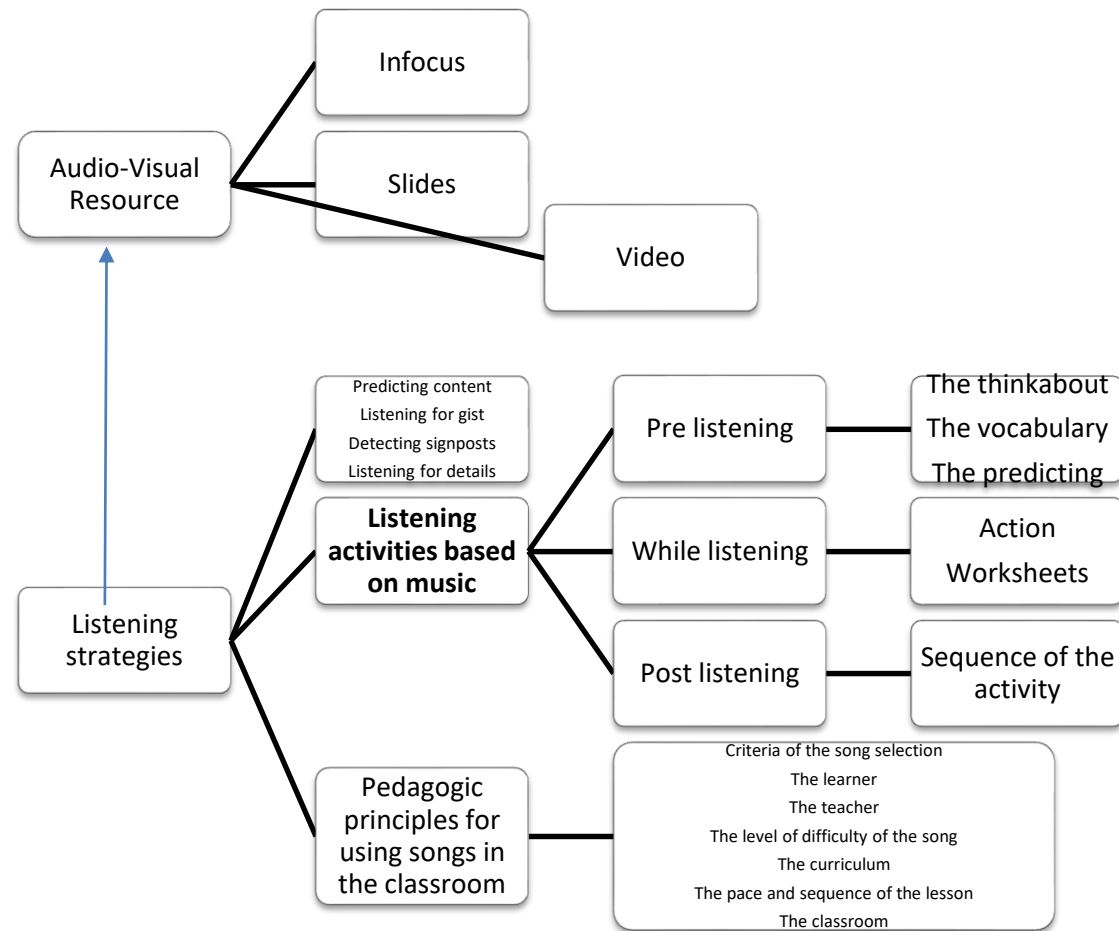
Figure 3 Independent variable
Created by: Ramírez, S. (2018)

2.4.2 Dependent variable interrelated graphic
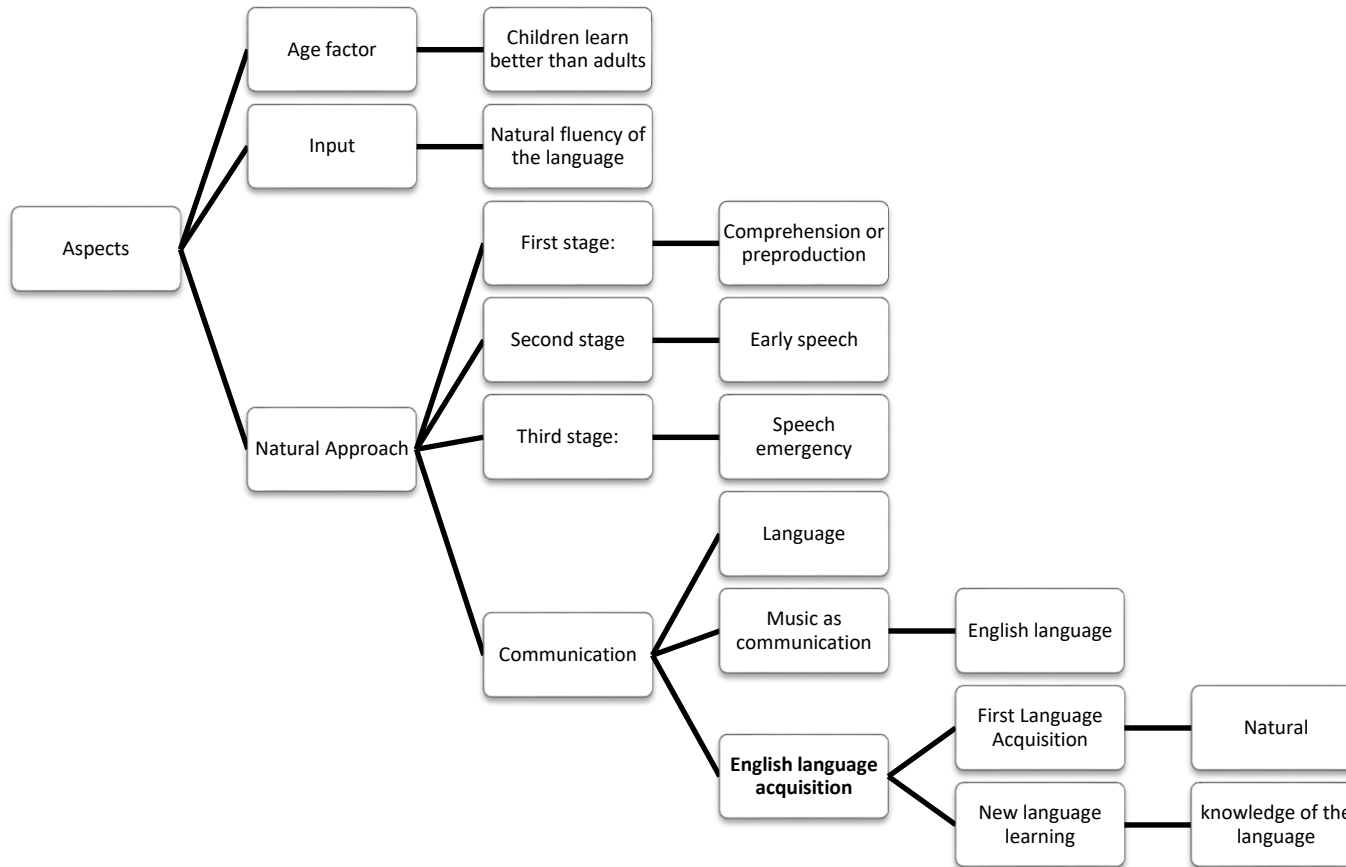
Figure 4 Independent variable
Created by: Ramírez, S. (2018)

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2.5. Operation of variables

2.5.1 Conceptual basis: Independent variable

ENGLISH TEACHING METHODOLOGY

The process of teaching English as a foreign language requires an effective methodology that facilitates the instruction that teachers should give to the learners. Teaching is an activity that needs a constant self-evaluation to identify if the methodology one is using is actually working appropriately Tamura (2006, p. 169). All this process seeks the improvement of the teaching process for making it valuable and lasting. It is said that teacher needs to take advantages of the qualities that students have in the mother tongue as a basis for the target language. For this, teachers need to ask themselves what and how to teach, as well to have clear what the aims of teaching are Tamura (2006, p. 169).

Based on this perception, methodology is very essential when it comes to the process of teaching a foreign language. Every single teacher is different and applies a different methodology for teaching. However, what everybody needs to consider is the fact that students have diverse learning abilities that need to be considered by the instructor. As stated before, students have their own way of learning according to the kind of intelligence they may possess. Then it is indispensable for teachers to know, apply and master a wide collection of methodologies that suits the students' needs.

The beginning of language teaching

Since Latin and Greek were the first languages to be taught as soon as education instruction was needed, then it was necessary to apply methodology. Therefore, the first methodology was based on the grammar of Donatus and Priscianus, Tamura (2006, p. 170). During the time of Henry the VIIIth with the book printing there came also new methodology on teaching languages. However, the teaching process was concentrated on grammar using translation which according to him, this method assets the brain and discipline.

The methods that have been used in teaching are the grammar translation method, which has been used over 300 years. It was based on grammar because it sees language as a mixture of words to form sentences and the application of rules Tamura (2006). Another method used in teaching is the direct method that centers the attention on the acquiring of the language.

Harold. E. Palmer a very recognized linguist, advocated that language teaching should not be taught based on grammar but in oral communication, Tamura (2006, p. 173).

Besides, the total Physical Response refers to the production of the target language by firstly decoding the sounds in the right side of the brain and eventually the left side stimulates the production of the language, Tamura (2006, p. 174). Then, teachers do not have to worry if learners do not speak yet, because it will be produced eventually. After that, it appeared the audio lingua method which remakes the importance of oral production, similar to the direct method, (Dinçay, 2010). However, this method concentrates on grammatical patterns not on the vocabulary acquisition as the direct method, p. 45.

It is also necessary to mention the analytical and the intuitive method. The first one was based on written texts with the analysis of words and rules and it was directed to be taught with a logical sequence Tamura (2006). And the second one concentrated the attention on the intuition of objects and pictures by visual and auditory stimuli, basically words and pictures need to be analyzed together so language can occur Tamura (2006). Similar to how people learn the mother tongue, foreign language learners should learn by maintaining actual conversation based on real situation, p. 171. Come to think of it, it is certain that people produce the language with the help of pictures that students like and prefer talking about.

There are other methods such as the silent way that basically focuses on acquiring a language just as babies do. Dessugestopedia method which is going to be expanded in depth later because is very important for this research since it refers to the use of music. The community language learning is one of the newest methods. This heightens the interpersonal relations in the class among the students and the teacher in the class to facilitate better learning, (Dinçay, 2010). Finally, the community language teaching (CLT) focuses on teaching the language in different contexts and places in order the four skills of the language, p. 55.

SUGGESTOPEDIA OR DESUGGESTOPEDIA

The suggestopedia approach was created by Georgi Lozanov in the 1970's and basically focuses on the teacher's influence to suggest learners, especially those who are getting older (Mihaila, 2003). This approach may help learners increase their level of learning since personality plays an important part here. It is noteworthy to discern that this approach has been

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also named super learning which is a catchy name to point what its author remarked. It is evident the thought that a person is more likely to acquire some social norms and manage personality in a responsible way as the person gets older Mihaila (2003).

Another valuable definition about suggestopedia is that it is a teaching method which principally focuses on understanding the function of the human brain and it can learn in a better method (Kramis 2013). This method encourages a rich environment in the class using colorful pictures and songs and by applying different methods such as "dramatic texts, music, active participation in songs and games, etc." It works with four stages: presentation, first concert, second concert and practice (Kramis 2013). For example, teachers should center the attention on this method whenever they want to practice the listening activities for teaching vocabulary.

All listening activities the teacher plans need to have the different stages such as the pre-session phase that it is to focus on the vocabulary. Then, the teacher, along with the students, have to discuss the text, after that students relax and sit restfully in their chair while listening to the teacher and finally the teacher provides a good environment by playing some music (Kramis 2013). The role of the teacher is very important when using this method. Some examples: needs to be very confident with students, be enthusiastic, manage the class environment properly by choosing the right song, and give appropriate feedback when needed (Kramis 2013).

Benefits of suggestopedia method in the classroom

One of the important aspects about using this method is that students may have a low affective filter since the teacher has developed a variety of activities so that they feel relaxed (Kramis 2013). The affective filter refers to the emotional part such as "motivation, anxiety, attitude, and self-confidence" that may be involved when learning second or foreign language. This is a hypothesis that was first proposed by Dulay and Burt (1977), and then it was assimilated by Krashen who included it as another of the five input Hypotheses (1985) Du, X. (2009). Henceforth, teachers need to know this hypothesis and make every effort to make students feel motivated in the class and overcome any anxiety it may appear in the process of learning.

Another advantage of the suggestopedia method is that students are more likely to learn from an authoritative teacher who teaches with passion to the students and they will remember the knowledge they get from an authority process. Moreover, the knowledge comes from a combination of a conscious process with the responsible intervention of the teacher and also with the enjoyable environment that is provided in the classroom. Finally, the students themselves are responsible for their learning by applying the language in any needed situation (Kramis 2013).

As there are advantages of using this method, there may also be some disadvantages. For instance: teaching has many methods and each one is important and relevant for the teaching process, but anyone of them can be considered better than others. By this, the method that the teacher selects must be the one that best suits the students' and teachers 'needs, such as the curriculum, the time, the economic status, the number and kind of students with a good attitude for learning. Likewise, the limitation to the environment since not all the schools are provided with the necessary tools for teaching.

An important approach to bear in mind when referring to music is the Neuro linguistic programming, NLP for short which is a branch of the neuroscience and it is not actually a new trend in Education in fact, maybe some teachers unconsciously have been working with it. Every time that teaching focus the learning through the "suggestopedia method, community language learning, music, drama and body language". The terms refers to the operation of the brain in the right and left parts which may have a visual, auditory or kinesthetic learning style and an authentic performance that each person has due to the indicial differences in learning, British council (n.d).

Suggestopedia applies the NLP by changing the way of learning making it more enjoyable by the use of harmony. These methods advocate using music in the classroom while the teacher is talking or when students are working, Tandem Madrid. (n.d). This website even remarks suggestopedia as the "super learning" because it has a positive impact on the learning of language along with the NLP since the brain is capable of make connections between the words and the reason. That is the reason why acquiring a language is becoming more efficient by the combination of these two important approaches.

The learning of a new language is different than learning other subjects such as math or science because the brain has to use the language in the mother tongue and then transfer it to

the foreign language, Tandem Madrid. (n.d). In effect, children really can learn more languages when they are exposed to multilingual dialectal, it is just because their brain has not been occupied with many patterns. Therefore, their mind is practically open to learning new and related concepts in two or more languages. Thus, the NLP helps the person to use what one learned as a child through the subconscious learning and then applying the knowledge in a conscious process, Tandem Madrid. (n.d).

The classroom becomes a very nice place to learn in a dynamic way since the teacher becomes a "cybernetic loop", focusing on meaningful learning not just a recitation of information. Also, the teacher respects the manner how students understand or represent what they are learning. Also, learners have an opportunity to explore their sensory imagination, especially in a visual, auditory and kinesthetic way. Moreover, students are motivated to learn by curiosity, according to their beliefs thanks to their neuro-physiological `state'. Moreover, communication is not a problem between the teacher and students, they feel motivated and confident to learn, Tosey & Mathison (2003).

AUDIO -VISUAL RESOURCE

Considering that audio-visual materials or media resources are very essential to use in the teaching-learning process, Alokun (2004) claims that these resources have not been used properly neither to recognize that they are such important tools in education, as cited in Adebowale & Ademola (2013, p. 420). The website fortress encapsulates the importance of audio visual resources which have to do with everything that students can see or hear not just slides on Power Point or videos they are used to but more than that for example: smart boards and computer. These valuable resources can really contribute to the didactic intentions in teaching, however, the author of this paper remarks that it is very necessary that teachers have a vast knowledge on how to use media resources properly as well what teachers do with them as stated in (Nwalo, 2000).

Audio- visual aids

Nowadays, the use of the technology in the classroom is booming, which is why lately there are a large number of teachers training themselves in the use of it. Therefore, the incorporation of technology in the curricula is an obligation in the current days in order to have a more effective learning, Cakir (2006). This is evident in the Ecuadorian syllabuses since

teachers are asked to use ITCs in the classroom. It is well known that the majority of teachers use video in the classroom, as the most common audio visual.

Since learning a language is a multifaceted process, it is necessary to use adequate aids to foster the acquiring of the language. The current society focuses on the use of technology and it has become an essential part of the society in order to meet the people's needs, Cakir (2006). As Wright (1976:1) cited in Cakir (2006), highlights that the media indeed stimulates and facilitates the process of learning a foreign language. This is true because the amount of learning increases when students listen and watch something, in other words, when they combine their eyes and ears to the learning process. Hence, the use of media, especially videos truly help to analyze other cultures.

Taking advantage of the study done by Canning-Wilson (2000) where they reveal that students like learning a foreign language by means of videos, as cited in Cakir (2006). Then, taking into consideration the video as a visual and audio mean, it becomes necessary to provide some suggestions for the use of it in the English classroom. The class using videos can be planned by downloading a TV program or a musical video to take it to the class and analyze the content. In the same way, another idea is to make students bring to the classroom their cameras for recording their own video of a particular subject.

Many years ago, Finn (1953) emphasized the implementation of technology in the education point out that it also helps to overcome some problems in education. Students are more likely to have a positive attitude when learning using audio visual resources. Learners may become much more interested in the subject when the teacher uses a variety of motivation and techniques for getting students interested in learning. Based on this, it can be stated that, depending on the creativity of teachers, the audio visual aids should be used to make students practice the four skills of the language.

Importance of Audio-Visual Aids in Teaching of English

Due to the fact that learning a foreign language involves difficulty, since it is not our native tongue, then the role of audio visual materials facilitates effective learning, Daniel (2013). Besides the tradition procedure using books which is of course an effective system, the teacher should provide a new process of learning by using technology. The principal purposes of the use of audio visual aids in the classroom, are the following: to avoid worthless use of language, to give experience to the students, to support them to form concepts, to teach

effectively, to provide variety in the teaching process, to make the class interesting, to create a good class environment, to reduce the teacher talking time, and to save time, Daniel (2013).

Advantages of Audio-Visual Materials

Needless to mention, it was stated above that the use of audio- visual aids in the classroom is very useful when it comes to helping learners improve in the language. Then, one of the advantages to use these resources is the interest that students have for learning. The saving of time because the teacher brings the lesson prepared and do not waste time writing the lesson on the board, and even the work of the teacher is less. In fact, the teacher can improve the use of language by the audio/visual aids. Also, students may have a new experience since learning a language is complex, but the use of visual aids can really help them to enjoy getting knowledge in an easy way, Daniel (2013).

Common visual aids

Here is provided a list of the common visual aids:

PowerPoint presentations: most of the time the teacher basically use this kind of aid it is used to make the lessons catchier by presenting animations and pictures.

Overhead projector slides: this kind of mean is commonly used in conferences however, some schools have implemented this kind of aid in certain classrooms. When working with slides, the teachers need to be prepared taking into account the size of the words and making them easy to understand.

Video: they can be used to catch student's attention by bringing to the class videos to endure explanation or motivating students.

LISTENING ACTIVITIES BASED ON MUSIC

Listening is a very disposable skill in EFL and ESL instruction, the one that students cannot evade because they can refuse to talk, to read and even write, but not to listen, Sahr (2011, p. 1). Listening skills are unavoidable since students, at least on weekdays, listen to the teacher and to English songs. However, this relevant skill is mostly mistreated by teachers because they do not train students for this important skill of the English language. This is a fact that occurs all over the world according to Dr. Ken Shore's in the website Education World,

and even more in Ecuador where the level of English on the student levels is very minute as it was previously mentioned.

Overall, listening should be carefully prepared by the teacher since songs are used academically to meet the necessities of teaching pronunciation, vocabulary, expression, etc. Then, the teacher should make students realize he/she masters what they are to do in the plan. Generally, listening activities are divided in three parts, the pre, the present, and the post listening actions. In other words, the activities done at the beginning, at the middle and at the end of the song.

Importance of listening

Listening is one of main skills of the language because it deals with the understanding of messages. "Listening generally involves a five-step process: attending, understanding, interpreting, responding, and remembering" Downs (2008, p. 1). Listening is very important in the process of communication since most of the foreign language that is acquired by the students is basically through the listening skill as stated by Saskatchewan, Ministry of Education. Listening is the ability to hear something which requires a lot of attention. Hearing is the mechanical process of hearing sounds thanks to the ears and it is required for listening Downs (2008). While listening is much deeper because it has to do with the process of information, there the example of somebody hearing something but not understanding the message, p. 1. "Hearing is with the ears, listening is with the mind", (Hamilton, 1999).

Listening is an important skill when learning a foreign language. The majority of the human communication is by listening to others. According to Garber (2008, p. 9) the percentage of our communication is 16% by reading, 9% by writing, 30% by talking and 45 by listening. Then, teachers need to foster the listening skill because from this skill it will determine the comprehension of the communication.

Listening strategies

The fact that listening masters the human communications at 45%, it is clear enough to state that this is the most important skill, Ahmed R. (2015). However, notwithstanding its importance, if not paid special attention on its improvement, then, teachers and also students complain about the complexity of this skill. Incidentally, the majority of foreign language learners do not understand the language when we listen to speeches, conferences, or advanced

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conversation. Therefore, it is necessary to mention some skills or strategies which may help student to overcome some lack of listening comprehension, Ahmed R. (2015).

1. **Predicting content**

   This ability focuses on the prediction of the kind of language, situation or words that the speaker may use in a dialogue or at any language production. This skill can help the listener to understand what is going to listen, Ahmed R. (2015).

2. **Listening for gist**

   This strategy motivates students to pay attention to the understanding of the sequence of an event. In order to get the right information, it is indispensable to identify the right words for this activity such as the verbs, the nouns, the adjectives, the adverbs, Ahmed R. (2015).

3. **Detecting signposts**

   It refers to the analysis of a picture or any other aid that the speaker in the conversation or speech being used because they are usually hints to relevant information. Yet, it is important to highlight that the speaker may not use just pictures but other signal words. For example, if the person plans to name some aspects in the dialogue, he or she may use the following signal words: first of all, then, finally, etc.

4. **Listening for details**

   By the use of this ability, the listener concentrates their attention on getting specific evidence or pieces of information such as a number, an object, age, a name, etc. By this the author of the article shows that is it necessary to focus on the details that one needs, Ahmed R. (2015).

The Impact of music in learning

Music plays an important role when learning a foreign language because it is able to stimulate the brain, Lee & Lin (2015). That is to say, that music is a powerful tool when a person wants to learn another language. Both music and learning a foreign language have tremendous benefits because music motivates the brain to increase its concentration, (Lathom-Radocy, 2002) as cited in Lee & Lin (2015). And the foreign language can be easily acquired by means of music, especially when teaching a new language to children, the use of songs must be essential.

Indeed, music is an influential tool that motivates you to learn a language because it comprehends "authentic, informal language that is natural to the ear" Lee & Lin (2015, p: 14). Remarkable research done at the University of Edinburgh (Ludke, Ferreira, & Overy, 2013) proved that adult people were able to retain words and phrases that they learned when singing, it was actually twice as good when they had to speak that language, as cited in Lee & Lin (2015, p: 14). Then, it is once again confirmed that music aids to the acquiring of a language. The mentioned study affirms that using the listen-and-repeat singing method really is an outstanding method to learn the foreign language.

Significance of music on the EFL classroom

It is amazing to take into consideration what Lynch (2006) asserts regarding music, when stating that music helps to "improve listening comprehension skills" as cited in Lee & Lin (2015, p: 14). This is because by means of music students are wide-open to a variety of new vocabulary, phrases, slang, idioms, colloquial expressions and accents that is vital to know about a language. Another important testimonial about music remakes (Mora, 2000) states that when learning a foreign language both should be combined, music and language. Due to the fact that language learned with music will be more unforgettable, and more, music helps to reduce the level of anxiety in students, Lee & Lin (2015, p: 14)

Mora's research even clarifies that repetition helps the brain to remember information. By this she means that when students listen to their favorite songs, they are more likely to learn since most listen to the song in a repetitive way. She also mentions that music not only helps to improve pronunciation skills but also to acquire the whole language. At this point, it is important to state once again that the current research seeks to confirm that students can improve the English language acquisition by using their favorite songs. Therefore, the students get familiar with the sounds, intonation, rhythms, pauses and language itself that the songs contain and this how they will become more fluent in the language, Lee & Lin (2015, p: 14).

Pedagogic principles for using songs in the classroom

There are five pedagogic principles to develop songs in the classroom that are mentioned by Lenka (2011, p. 31), however, the ones that suits this research are two which are mentioned bellow:

Criteria of the song selection

Owing to work with songs, is it a watchful task for teachers to avoid working with songs which have a non-adequate vocabulary for students, and of course they should avoid offensive words, Lenka (2011, p. 31). Indeed, the task of selecting songs is in the teachers' hands and, bearing in mind, that there is no limitation or restriction on the use of songs, teachers should consider the following six categories when working with songs:

The learner: to try to find out their likes and dislikes and choose appropriate songs according to their ages.

The teachers: the level of enthusiasm in the teacher must be very high so it can be passes to the students in the same way.

The level of difficulty of the song and the lyrics: the songs need to provide a comprehensible and understandable language for students. Therefore, "the tempo, clarify of pronunciation, stress, amount of repetition, language level, word order, vocabulary and to the extent of metaphorical usage" must be wisely chosen as cited in Lenka (2011, p. 32).

The curriculum: since the song cannot be apart from the curriculum instead it needs to support the lesson whether in grammar or vocabulary. Or any other topic with a close relation to the class.

The pace and sequence of the lesson: songs can animate or calm down students, so the song need to be well selected according to the teachers need and according to the students.

The classroom: the class needs to be well prepared for this purpose, for example: speakers, computer or CD player. It need to be equipped with at least a projector so that the teacher uses even videos along with the songs, Lenka (2011, p. 32).

Transforming songs into a learning task

When it comes to using songs in the classroom, the teachers need to carefully prepare the lesson. It is indispensable to know what the purpose of the song is since every song needs to focus on the language improvement, Horner 1993, as cited in Lenka (2011, p. 33). The author emphasizes that songs help learners to improve the listening skill as well as learning a particular form of language. In addition to the mentioned purposes, according to the content of song, the teacher can also provide students some topics to discuss and reflect on it. It means that also a disgusting song can be used; however, the teacher needs to help them understand the good words and not the inappropriate language.

Taken into consideration all the above stated, now it is necessary to highlight the importance of the pre, present, and post listening activities.

Pre-listening activities

The activities planned at the beginning of the songs are very important because from those activities depends the warming of the task and the good predisposition for the students, so they can work positively. It is always necessary that a teacher takes some time to carefully prepare this part if song procedure. By the development of this activity, students can get familiar with some of the content of the song such as grammar, vocabulary, idioms when the teacher wants to focus on the language. Teachers can also take advantage of this part to help students activate their senses by means of music. This is to make students relax and feel ready for listening to the song because it makes them feel different.

The goal of these activities is to prepare students for the topic so they get familiarized with the parts of the speech that the teacher has planned. By this warm-up, students can have a clear picture to the question of why they are doing the activity, Sahr (2011, p. 1). This action needs to be done in three steps that are required to follow:

1. The think-about: that helps students to stimulate their previous knowledge such as giving an opinion about any situation, sharing information, identifying pictures, brainstorming.
2. The vocabulary: that provide students the new words for them in the activity, for example: checking vocabulary, matching words with pictures or descriptions, memory game,
3. The Predicting: that makes students foresee the planned activity, for example: working with the two previous activities, identifying the title and predict the situation, outlines, etc., Sahr (2011, p. 2).

Besides the previous suggested activities, Bilsborough (n. d) focuses on the following activities in the pre-listening activities. First, to provide students the title of the song and brainstorm words or phrases that they suppose the song is going to be about. After that the teacher proposes to offer a list of words contained in the song so that students select the suitable words for the lines, then the teacher helps to check the correct answers. Finally, another guidance for this step is to practice dictation of the words that will appear on the

song with an intrusive word which does not appear. Based on this, students listen to the song and check the words they hear and identify the extra word.

While listening activity

Since this is the part where students will be actively listening to the song, the teacher needs to prepare a variety of exercises so the students will enjoy performing the task. It is well-known that a filling the gap activity is very good for listening to details, however there are moreactivities to do. For example, crossing out the intrusive word, identifying the misspelled words, writing the synonym or antonym word, providing the first letter of the word, matching in a different way though, giving students strips or parts of the songs so they can place them in order, among others. The main objective of this activity is to make it very attractive for the students as a motivator and do-able activity.

It refers to the action itself, the part where students have to accomplish according to what they hear. The procedure for this achievement is first of all, to listen to the complete passage or song if it is the case. Then, asking students if they understood. After that, students must complete the task. When it is about songs, it is necessary to repeat twice the song and then check the answers. Henceforth, the teacher must allow students to compare their answers with a classmate before the teacher confirms the answers with the whole class.

The while listening activity has three options to develop during the task and must be done just by one of the following. Listening to the main idea for example describing the most important facts in the paragraph. Listening for specific events, for instance: categorizing lines, matching or organizing pictures. Finally, listening to details such as closing activities, completing a graph. In relation to songs, this activity must be according to the song and the exercises developed, Sahr (2011, p. 2).

Moreover, during the while listening activities Bilsborough (n. d) proposes other suggestions such as preparing the lyrics of the song with extra words and asking students to listen and delete the intrusive ones that do not appear on the song. Then, the teacher needs to prepare open, closed, or multiple choice activities in order to ask students to listen and fill the gaps which is the most common action to work on listening comprehension. In addition, the author remarks the importance of making students draw pictures regarding the song and for improving the language, they need to explain to the class what they draw in the pictures.

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Post listening activities

It is not recommended to disregard the post song activities since they are also very important for fostering the language learning that the song provides. Nevertheless, this part should be carefully prepared in order to avoid stressing the students. In fact, the idea is to make them enjoy doing an activity or worksheet based on the song. Therefore, the activity should be pleasurable by providing activities such as vocabulary where learners watch pictures, grammar so that learners practice the language, reflective questions based on the culture about the song. Once again, this part needs to be pre-worked because the teacher helps learners to develop their cognitive, affective and attitudinal production of the language.

These activities are in the sequence of the previous ones because it is always necessary that students consider that they will be applying the knowledge they have received in the activity to apply in their lives. Something important for teachers to consider is not to see this post procedure as a test because it can frustrate students, but to analyze whether or not the students understood the goal of that lesson which can be used in their own lives. Also, teachers should not assess skills other than listening, Sahr (2011, p. 2). It is important to consider the question on how to relate the lesson to their own lives. It is also necessary to consider the following suggestions: making a phone call conversation, changing the end of the passage, song or whatever it is used, making up a next tittle for the lesson or song, drawing the relevant scenes of the passage, Sahr (2011, p. 2).

Other suggestions for the post or after listening activities highlights Bilsborough (n. d) by making students to listen to the song and write a 6-8 note according to what they hear in the song. Then, students take it as a reference for creating their own song. The author knows that students do not like to write songs however, she suggests telling them that the song can be corny, which means informal or ugly, so that they are willing to write it. Another recommendation is to ask students to produce their own unit of the song. Finally the author endorses a brainstorming activity about the words that students heard in the song and check their hits and misses when listening for the second time.

2.5.2 Conceptual basis: Independent variable

COMMUNICATION

Essentially, communication is part of people's lives due to the fact that we read books, newspaper, magazines, watch television, talk to friends for communicating. It is also said that 70-80 % of time at work is based on communication, Worth (2004). In order for communication to occur, it is necessary for the sender and receiver of the message. (p. 1). As it was stated before, listening is a relevant skill that is generally ignored, however recent surveys revealed that 45% of our communication is through listening, Worth (2004, p. 3). Needless to say, listening is a basic skill that needs to be considered especially when learning a foreign language for making students understand messages and be understood as well.

Communication also occurs then someone is able to influence the mind of another one. Influencing a person's mind might be unintentional; for example, if one sneezes, another person will tend to think that he/she may get a cold. Delahunt & Garvey (2010, p. 4). Therefore, this is communication, even though there were not words to express that somebody has cold, just with the assumption the other person may start to communicate for being sure about what that sneeze meant.

Language

A language is a system of communication that allows people to transmit ideas, thoughts, feelings, emotions among other moods. It is true that people cannot read other people's mind, but what they can do it to transmit ideas. However, according to one's actions some people may be able to find out our thoughts. Thanks to the human intelligence, the language can be understood in different manners such as gestures, mimics, sounds, letters, symbols, and it can occur in a spoken, tactile or visual form Delahunt & Garvey (2010, p: 5). So, language for communication, is the most amazing creation for people to be able to communicate.

Music as a Communication medium

Music is broadly recognized because of the psychotherapy power and also because of the motivation to write and think about music, Cross, I. (2014, p: 2). Wigram & Elefant (2009, p. 442) assert that "Music is a universal human form of communication that has the capacity to

overcome linguistic, physical, mental and cognitive barriers to understanding with others." as cited in Cross, I. (2014, p: 2). This is very important to highlight because, one more time, it is stated that music is very influential in communication. That is why music is essential when a person is learning a foreign language and teachers should know that in order to include music when planning lesson since it has been proven, that music will help to learn another language.

Children are more likely to develop a language with music, especially using musical dialogues, Cross, I. (2014, p: 2). Based on this, the statement might also work for teenagers who are the ones who mostly listen to music. Moreover, due to the fact that music and communication cannot work separately, they need to interact very closely, and this is the case of leering a foreign language using music, Cross, I. (2014, p: 11). Therefore, language offers communication and music uses language to transmit messages, thoughts and feelings. That is why speech and music are considered to be a powerful means of human communication.

Musical Communication

Music is a powerful language and has a complete capacity for involving people in it. According to Blacking (1995) music has existed from ancient times in some way in all cultures, as cited in Cross & Woodruff (2009). Music is used in different manners; for instance, as entertainment in case of dances, in rituals for getting harmony, in social purposes. Even politicians have used music to make their campaigns popular because people are more likely to hear what they say and also memorize it. Furthermore, the author states that music allows people to be active and to participate expressing different emotions. It is obvious that language allows communication among people, and so does the gestures since they transmit messages. Yet, music is also considered a third important medium of communication, p: 2.

A well-known thought regarding music is that "Music is a fundamental channel of communication", (Hargreaves, MacDonald and Miell, in Miell, MacDonald and Hargreaves, 2005) as cited in Inskip, C., MacFarlane, A., & Rafferty, P. (2008, p: 36). The authors are stating the communication chain about music. Because the singer is communicating feelings to the listener, then the listener identifies the situation and is probably that a person dedicates the song to another one just using the content of the song. This is the process called encoding which is done by the composer and the decoding process performed by the listener.

ENGLISH LANGUAGE

In the fast paced-world people live in, English has become a global language. This language is everywhere, as in the menu at restaurants, in television and news, in signs and advertisements, Crystal (2012, p2). A language becomes global when it has a distinctive role and is recognized worldwide with the majority of people speaking a particular language as the official one. This is the case of countries such as the United States, Canada, Britain, Ireland, Australia, New Zealand, South Africa and some Caribbean countries where English is the principal language Crystal (2012, p. 3).

Importance of English

Due to the fact that English has become a lingua franca, it is very important in our daily life. Whether or not we listen or read something in English; for example, it is easy to read signs in public places such as "Don't smoke" "stop" "danger", "on" "off". Then, the other skills for writing and speaking are probably very close to the people. In fact some people use the English word in Spanish, for instance: "necesito un ticket", "ese man", "el bus está a full". That is to highlight the importance of English now, one may think that Ecuador is not a context to use English, however that is not true.

Namely that business is important for the economy of each country, our country is not far from international trade which means the growth of the necessity to communicate in a foreign language. Once again, English is indispensable to make business across national and international business, Reddy (2016, p: 181). On the other hand English is essential because a great percentage of books are written in this language. Lately, English is also the medium of instruction in Universities which means that the majority of subjects are taught in English. Moreover, if someone desires to have a better job and salary, then that person does not have a choice but to speak English.

Needless to say, it is remarkable the importance of English since a person can be more valuable when he or she speaks English. This is even "the language of technology and internet" because people need to understand the information provided on the web, to use the social media where the names we use are in English, Facebook, hi5, WhatsApp, Twitter, and Instagram. It would be inexcusable to overlook that the most watched movies are in English and we just

listen to the translations. How important the English language is for having a worthy international relationship and a broad communication.

Learning English through Music and Song Lyrics

"Music lyrics and songs not only provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, but increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination" Boothe, D., & West, J. (2015, p. 1)

Putting it another way, learning the English language becomes a relaxed motion by using music and song for integrating the skills of the language as well as creating a positive environment for learning. As a matter of fact, there exists an actual association between language and song as a motivator for learners to stimulate language learning and to motivate to self-learning input and discovery, Boothe, D., & West, J. (2015). Hence, it is a matter of creativity learning English by using songs, lyrics and even the specialists advise to use song parody to strengthen the language learning. By this the authors even highlight the importance of inspiring learners to create their own lyrics.

In today's environment, even cultural facts or messages that songs have, need special attention because learning a language does not only have to do with grammar and vocabulary domains but also culture, Arevalo (2010, p. 126). Broadly speaking, it is very necessary to have a cultural knowledge about the target language as a well-standing base since there are benefits when managing a socio-cultural background of the language. For meeting the language objectives of the IB classes, culture is something that cannot be avoided, in fact, it is the most important feature in IB students. That is why they must write and speak about their cultural knowledge. Then, the teacher's aim is to help them to give an input on culture abroad by means of sings.

NATURAL APPROACH

The main objective of the natural approach is to make the foreign language learner use the language as a native speaker by acquiring the language and to communicate messages Krashen & Terrell (1983, p. 58). This natural approach has five principles: The acquisition-learning hypothesis which motivates to center the classroom time in fostering acquisition. The

natural-order hypothesis which allows mistakes in the process of learning a second or foreign language. The monitor hypothesis which emphasizes on mastering grammar rules to be used mostly in written rather than speaking. The input hypothesis that refers to the classroom as the only place for input can occur. And finally, the affective filter hypothesis that aims to lower the level of anxiety in the process of learning a new language Krashen & Terrell (1983, p. 59).

The natural approach focuses on language acquisition and it is based on three principles, as stated by Khattak & Asrar (2007). First, the instruction focuses on the classroom activities which have to be carefully prepared by the teacher since they have to support the acquisition. Even the activities assigned as homework must provide learning. Second, when it comes to mistakes, the instructor should be very cautious because students' errors should not be corrected immediately. Third, the teacher should let students to choose the langue, if they feel conformable in their language 1, or mixing the two languages which is known as Spanglish.

The Natural Approach in the Classroom

Based on the previously stated, the natural approach is used to develop the communication skills of the language. The stages in this approach are three: 1) Comprehension or preproduction, early production and Speech emergence, Suzanne Iruio (n.d).

First stage of Natural Approach: Comprehension or preproduction

The goal is to improve the comprehension capability by guiding students to distinguish words in significant contexts and be skillful to easily find out the meaning of unknown words by guessing the words. By this the author means that it is not necessary to master all the single words but to be able to guess the unknown words and understand the meaning of the sentence, paragraphs or idea, Suzanne Iruio (n.d). For a good progress of this stage the teacher always needs to work with visual aids such as pictures, and body language.

Moreover, the teacher must use the language at a speed where the students understand the grammar, vocabulary, and focusing on not making them confused. In addition, teachers need to bear in mind that even though it seems that they are not understanding, they actually are learning. However, they will eventually use the language because they may have a silent period. Finally, according to the topic, the teacher needs to emphasize the key vocabulary

regarding the lesson. Suzanne Iruio (n.d). Then, to the extent possible, teachers should not try to hasten students to progress in the language. This stage is important in order to support their future production.

Second stage: Early Speech

During this stage students are more likely to start producing the language. They tend to answer yes/no questions, say a list of words, short phrases, etc. This stage is also relevant since the teacher is the one who is going to be helping them to go to the next advanced stage by providing them a comprehensible input. Therefore, the instructor needs to prepare a variety of activities so that students can use the language is a more meaningful way. For instance, some activities that can be developed are: open dialogues, interviews, open-ended sentences, newspapers ads, pictures, among others, Suzanne Iruio (n.d).

Third stage: Speech emergency

During this stage, the students produce a better language and they can now identify mistakes and overcome them. They can speak for a long period of time, use complex language, and a variety of vocabulary. This is so they can improve their production in quality and quantity. Taking advantage of this, the instructions should give students more freedom to use the language both in oral and written. In order to foster these skills, the students can be provided activities such as problem-solving, group discussion, providing readings, advertisements, TV programs, culture facts to discuss, Iruio (n.d).

ENGLISH LANGUAGE AQCUISITION

Language acquisition is the process by which people attain something as if it were theirs. First Language Acquisition (FLA) is a natural and unconscious language learning that arises from being in contact with an exposed language. While the New Language Learning is a conscious process that occurs by means of instruction, Al Ghazali, F. (2006). However, this last one may not be in a situation appropriately to the development of the pure language. The more the language is spoken, the better. This occurs with the automatic use of language as occurs in the FLA. It does not mean that the NLL is not effective, though, in fact some authors consider that learning can also be effective when it is continuous, Al Ghazali, F. (2006).

Differences between First Language Acquisition and New Language Learning

Age factor

The question about who is the best learner, a child or an adult person is quite controversial. Regarding this question, Harley (1986: 4) and Lightbown and Spada (1999) claim that the golden age to acquire languages is the childhood because at that age children are preparing their brain for the later production, as cited in Al Ghazali, F. (2006). Then, children are more likely to acquire the native like accent in the languages they are exposed. However, Brown (1994) states that when a child enters in the period of the puberty this capacity slows down and it is remarkable the difficulty that adults face when learning a language.

Moreover, children are more capable of learning their own language and at the same time, be a native speaker of the new language. Nevertheless, learning a language becomes a bit complex while leaning in adulthood. As a matter of fact, adults may face the critical period hypothesis and a level of anxiety which implies the struggle of language learning, Al Ghazali, F. (2006). Then, the influence of the age in learning a language is very common, that is why some people complain the difficulty of learning, especially when they are adults. Maybe it is because adults are more anxious about learning and they tend to have a wide knowledge. Children on the other hand learn slowly, Al Ghazali, F. (2006).

Input

It refers to the natural fluency of language using contractions, idioms, colloquial expressions, formal and semi-formal language, Al Ghazali, F. (2006). Hence, the language is commonly learned at home and the progress of the skills are improved according to the daily interaction. Moreover, children are very skillful in storing information, then it is easier for them to acquire the language. In the field of education, the teachers are instructed to create a classroom atmosphere centered in providing a positive input so that students be more likely to produce the language. As it was already mentioned, teachers need to focus on providing good input, so, real conversations, videos, role plays can help to acquire the language.

Merely that the situation in the majority of the classrooms are not appropriate since they are not well equipped with the necessary technology and materials, Al Ghazali, F. (2006). And even more, the level of English that teachers speak in the classroom is very limited, because students do not understand the language that the teachers speak and on the other hand because

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some teachers have an advanced level of English proficiency. Krashen (1985), states that it is possible to create a good input in the classroom depending just on the creativity of the teacher and reducing the affective filter, Al Ghazali, F. (2006).

Developing Language Skills in a Networked World

In the globalized and digital world people live today, English is ranked as the most spoken language and it is seen as the lingua franca in many parts of the world, as stated in Bozkurt & Ataizi (2015, p. 159). The authors mention what W3Techs' (2013) reveals the massive use of English in the networked world reflecting that 56% of the web sites content is in English language. Taken into consideration this actual situation, it is understandable to require students to acquire the fours skills of the language since it is going to be useful for them. Learners need to have a vast knowledge of both the receptive and productive skills in order to be able to develop an effective communication.
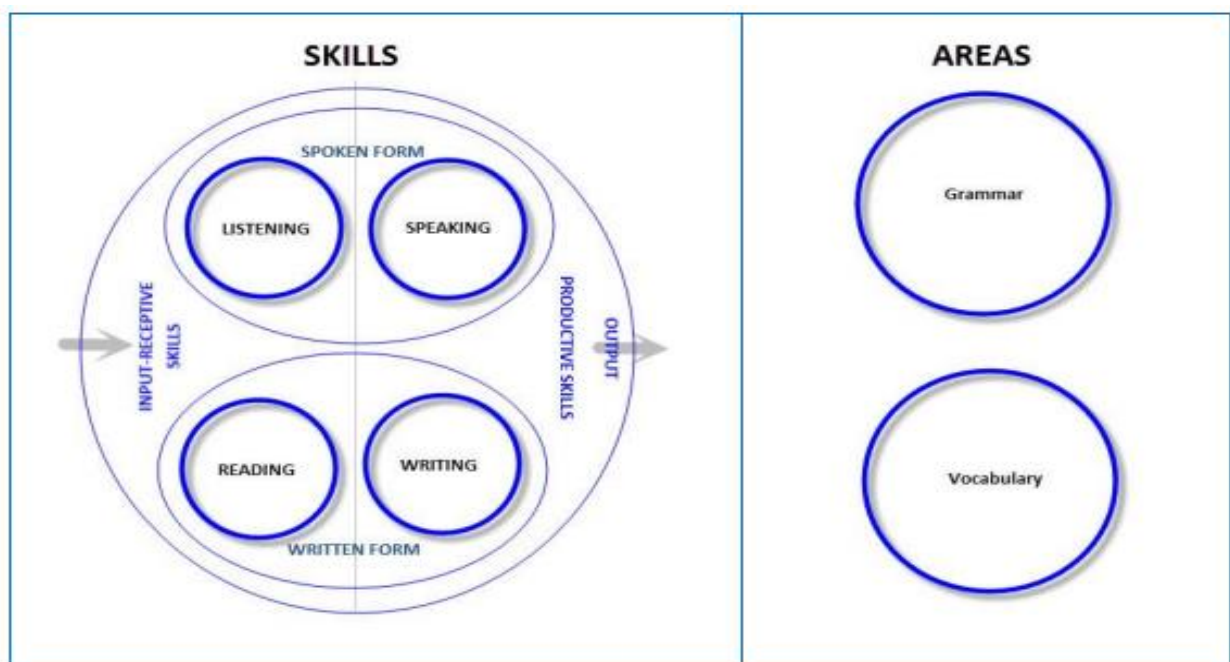
Figure 5 Language skills and áreas
Source: Bozkurt & Ataizi (2015, p. 161)

The receptive skills: Listening and Reading

Listening is related with the speaking skill since it is a "spoken receptive skill", Bozkurt & Ataizi (2015, p. 161). That is why it is recommended to work with tools and strategies that help to improve this ability. A good example is the podcast which is a very good tool for training students to this receptive skill. By this application, students can choose their preferred material. Pim, 2013, suggests that network environments can indeed help learners to work on

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acquisition, pronunciation and vocabulary, as cited in Bozkurt & Ataizi (2015, p. 161). Therefore, for the development of the current research, music was taken into consideration as an instrument to help students to increase their level of English.

Reading may be one of the most complex skills since it becomes difficult to read and understand the content. Since this research is directed to the IB students, it is palpable that most of the students do not understand what they read. In this day and age, there are commendable websites that center attention on this skill that allows learners to improve their reading skill, Bozkurt & Ataizi (2015, p. 161). As a result, teachers should also make students practice this important skill by providing material that is relevant and interesting for students according to their ages and likes. A valuable asset for teachers is to weekly assign reading to students so they have a good tendency to read by pleasure and also practice pronunciation when reading aloud in the classroom.

The Productive Skills: Writing and Speaking

Speaking is a productive skill, the one that allows having a real conversation with native people. In order to foster this skill, (Kern, 2013) suggests that learners should get used to both formal and informal language. One way to do it is by using Skype for practicing the language with another person or joining to a group chat, Bozkurt & Ataizi (2015, p. 161). Then, when students have the opportunity to try the language with native speakers, they also have the opportunity to exchange cultural experiences. Today, the technology is available in everything, so teachers must take advantage of it. Apart from Skype, students have other media that can be beneficial for learning a foreign language for example: they can record their voices by WhatsApp or Facebook.

Writing is an opportunity to express feelings and thoughts, then for the growth of this skills is advisable to work with blogs, Bozkurt & Ataizi (2015, p. 162). The authors remark that by means of wikis and blogs students can also increase their cooperative and critical writing skill since it also allows to have feedback from other people. This is the skill that may help students to overcome their grammar and spelling mistakes, Davies, 2004, as cited in the above mentioned site. Even though there are some pros and cons about wikis and other social media because most of the time people do not care about writing mistakes and this is something negative since learners may get used to a misspelled word. Then, teachers need to concentrate on the proper spelling.

Besides the four skills of the language there are some sub skills which are as important are the basic ones, these are grammar and vocabulary.

Sub-skills of the language

Grammar is indispensable when using the fours skills of the language. It basically deals with the understanding of structure, rules and relationships, Bozkurt & Ataizi (2015, p. 162). The controversy in this skill for a long time has been that teachers center their attention on the mastery of grammar rules which does not allow actual communication. It does not mean that grammar is not important, however, it needs to be learned as an addition to each skill. Of course, if the language must be produced in a proper way, then grammar is needed. Now, teachers need to negotiate with the students about the use of cellphones and social networks instead of just refraining them from the use of these important tools in education.

Vocabulary is perhaps most entertaining, enjoyable and achievable to master when learning a foreign language. Bearing in mind the technology, there are some websites that facilitate the learning of vocabulary by providing "present meaning, pronunciation in different accents, examples in different contexts, visual representations, word origin, relevant words, synonyms, antonyms, spelling and even visual maps about the word searched less than in a second", Bozkurt & Ataizi (2015, p. 163. That is why the strategy used to learn vocabulary has been a box vocabulary where students categorize their vocabulary.

2.6 Hypothesis

H1: American pop songs **do** influence in the acquisition of the English language in the students from second and third international baccalaureate.

H0: American pop music **does not** influence in the acquiring process of the English language in the students from second and third international baccalaureate.

2.7 Identification of variables

2.7.1 Independent variable:

American pop music (cause)

2.7.2 Dependent variable:

English language Acquisition based on music (effect)

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research was driven with the qualitative and quantitative method since there was a relation between the researcher and the object of study with the population. The reasons to use the two methods were the following: qualitative because it dealt with a social problematic in the school reality that needed to be observed. The data obtained was described which meant that this research also required a descriptive examination. Basically, the qualitative research was exploratory which facilitated the researcher to have some insights and explain reasons regarding the stated problem and especially motivated to have ideas. This kind of research is commonly used in studies and it may have some semi-structured techniques with methods such as group discussions, interviews, or observations, DeFranzo (2011).

Besides the qualitative method, this study was also quantitative, principally because the data obtained exclusively to the purpose of research was carefully analyzed through numerical and mathematical statistics and also tabulated according to the information gotten from the survey. In fact, the researcher eventually answered to the question which appeared at the beginning of this research. Instead, the quantitative research was mainly used to quantify the examined data by showing numerical by means of statistics analysis. Thanks to this type of research, it was easy to quantify behaviors, opinions, attitudes, among other variables by identifying the results after the corresponding collection of data from the whole population. The way to collect the data in terms of a survey, after that it was applied a pretest and finally a post test, DeFranzo (2011).

In addition to the two mentioned approaches, this study worked with a logical hypothesis because it dealt with a well-known situation in education and especially in the school where it was directed. Additionally, the hypothesis that the researcher had at the beginning was confirmed at the end since music indeed helps to improve the acquisition of the English language. Therefore, after the established study, it was essential an internal analysis of the results obtained in order to know the current situation of English acquiring in the school. Explicitly, this study let both the teachers, as well as students, know the final outcome in regard to this current research.

Furthermore, this study actually allowed proof that the hypothesis with the advantage that the researcher was in daily communication with the population of this research, who are the students and the teachers. According to the data obtained from the survey and other tools of investigation, the researcher could address some conclusions based on the processed information and also was also capable to give some recommendations to the problem that was researched in the current study.

3.2 Basic method of research

3.2.1 Field Research

This investigation required a field research mainly because it was settled in the place where the purpose of the study problem was identified. The researcher was in direct contact with the students and with the problem itself so that it was easy to analyze the problem. That is why, it was necessary to collect the necessary evidences according to the established objectives containing this study. After the gathering of the compulsory data, it was easy for the researcher to confirm the notable problem of the research. In fact, it was even essential to carefully observe the data and analyses it for proposing an indispensable solution.

3.2.2 Bibliographic Documentary Research

Bibliographic Documentary Research focused on the analysis of written information regarding a certain area that was problematic. In order to analyze some mentioned new ideas and contributions, then, is was necessary the reading of "documents such as books, scientific journals, technical reports, theses, etc.", (Díaz, 2013, page 123) as cited in Vásquez (2017, p. 40)

In order to develop the current study, a wide variety of research was utilized based on approaches, theories, thesis and general information that many authors have published regarding this topic of research. Likewise, the most relevant information obtained from academic papers, documents, scientific articles, magazines, case studies, thesis, websites and other sources of information was necessary to analyze the use of pop music in teaching a foreign language.

3.2.3 Observational research

Observation was a mandatory aspect of this research because the researcher needed to perceive and analyze the problematic stated at the beginning of the research with the identification of the two variables. The most important aspect about the obtained results was to show how the reality actually was, without changing any piece of information. In other words, without manipulating the variables. Therefore, the researcher reflected the reality of the reduced level of acquisition when listening to English and then some stimulating activities were applied based on American pop music in order to help those learning to understand English in a higher level.

3.3 Level or type of research

This research has taken into consideration the following aspect:

3.3.1 Exploratory

This research needed to identify the problem and find out information in regards to the problem of English acquisition in the Angel Polibio Chaves School. Moreover, it was necessary to research the actual situation of the teaching- learning process for acquiring the language. That is, it also proposed an alternative solution to the research problem in the variables as well as the hypothesis and the methodology proposed in the research.

The exploratory research aims to aid the researcher to identify boundaries of the research problem, prospects and solutions that are likely to the research van Wyk (2012). This research method pretends the acknowledged objective to monitor a process, to identify solutions and propose a merely effective recommendation for other studies regarding the topic. Once proposing a solution, it may be taken as a reference and placed in a higher position as a main priority for any kind of decision-making process. (Trespalacios et al, 2012, pp.187-198) as cited in Vasquez (2017, p. 41).

Then, the exploratory research is considered the most suitable when dealing with problems. This research gathered some flexible information which was collected based on surveys and results were the real ones according to the students' situation. It was exploratory because there was a relation between the two variables about how pop music influences in the acquisition of English language in the students from the international baccalaureate. This kind of research generated a theoretical and epistemological framework when the data collected was satisfactory

for eventually conclude the significant factors that were useful for the problem Vasquez (2017, p. 41). At the end, this research was conducted to a descriptive level.

3.3.2 Descriptive

The present study aimed to prove the accuracy of the established hypothesis by showing real data whether or not the students in the second and third international baccalaureate acquire better the language by using pop music in the classroom. Thus, it was applied a survey pointing the two variables inclosing ten questions directed to both students as well as teachers. After the data gathering, the results were tabulated and analyzed for eventually direct to the indicating of conclusions and recommendations to the recognized research problem. In addition, it was descriptive because it had a social interest because of the approach to solutions.

3.3.3 Quasi - Experimental Method

When it comes to language acquisition, the most useful method is the experimental one because it focuses on making a comparison across groups, Blom & Unsworth, (2010: p. 1). This research explains the causation by analyzing the effects between the variables. Therefore, with the help of this method, it is intended to compare two groups, the control and the experimental group. Then, the first group did not receive any treatment to improve English and the second one did receive a process to compare if American pop music helps students to acquire English. Eventually, this method helped to gather reliable data and to compare the two groups which guided to identify the effects and causes.

3.3.4 Quantitative- Correlational Research

The correlational research known as the non-experimental research as well, arrange in a line of analyzing cases of behavior by identifying correlations among two or more variables to see its relationships by the experiment of a situation McBurney & White (2009). At this point then, the hypothesis proposed to experiment whether the independent variable of pop music will have a relationship with the dependent one in the acquisition of the English language. Using this correlational research, failure is not inferred since the experimenter does not have control on the independent variable, Newman (1998: p. 41).

The type of research that used this study was the correlational design which is 'used to test explanatory middle-range theories by providing answers to questions about relations between concepts' Fawcett & Garity (2009: p. 113). That is why this method helped to provide results by applying a survey, a pretest and posttest. This research concentrated on testing explanatory theories that measures which variable had variation in the another. Variation is determined by the provided scores in the applied instruments for the research. Fawcett & Garity (2009: p. 113).

3.4 Population

3.4.1 Population

The population for the present study were the students with a B1 level who are at first and second international baccalaureate at Angel Polibio Chaves School from Guaranda city as well as the teachers who currently work at this institution. To do so, it is showed through the following table.

Table 1 Population

Population	Quantity
First IB Students	13
Second IB students	12
English teachers	10
TOTAL	**35**

Source: IB Coordination. Angel Polibio Chaves School
Made by: Sandra Ramírez (2018)

3.4.2 Sample

Aiming the most accurate results, the data collection was applied to the whole population, even though the student population was very small and maybe because of the challenging program that the international baccalaureate is for students. Then, it was not necessary to calculate any sample because the whole population was analyzed.

Table 2 Sample

Students	Population	Number
First International Baccalaureate	Experimental group	13
Second International Baccalaureate	Control group	12
Total		**25**

3.5 Operation of variables

3.5.1 Operationalization of the Independent Variable

Independent Variable: Listening activities

Table 3 Operationalization of the Independent Variable

Concept	Categories	Indicators	Items	Techniques and instruments
Listening is a very important method of learning a language. It differs from hearing because listening requires more concentration and it refers to the ability of receiving and interpreting messages in the	Methods	Suggestopedia Audio Visual Resource	**How often do you listen to English music?** Always Almost always Sometimes Never	- Survey questionnaire
target language. Listening activities aid to the language acquisition since it is an effective way of communication by means of listening, Arustamyan (n.d)	Listening activities	Pre listening While listening Post listening	**When I listen to English music I understand it!** Always Almost always Sometimes Never	- Survey questionnaire

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Understanding of messages	Perception to listening words, phrases and sentences	**How often does your teacher use English music in class?** Always Almost always Sometimes Never	- Survey questionnaire
Communication	Understand the language Share messages	Do you enjoy….	- Survey questionnaire
Learning through songs	Differentiate the language use in the songs Sing English songs	**Would you like to learn English by pop music?** Yes No	- Survey questionnaire

Source: Key variable categories
Made by: Sandra Ramírez (2018)

3.5.2 Operationalization of the Dependent Variable

Dependent Variable: English Language acquisition

Table 4 Operationalization of the Dependent Variable

Conceptualization	Categories	Indicators	Items	Techniques and instruments
English language acquisition is an approach in which a language is completely understood when it is spoken. Therefore, people are able to comprehend and produce the language in a natural way, it is to say creating a meaningful learning. Listening activities are useful when using songs in the process of learning a foreign language.	Approach	Method	**- What do you think is the best way to acquire English?** by listening to music by reading books by watching a movie by the teacher explanation by memorizing vocabulary	- Survey questionnaire
	Meaningful learning	Motivation Interest	**What kind of English music do you like?** Classical Pop Electronic Romantic	- Survey questionnaire
	Listening activities	Worksheets	**What are the benefits to use music to learn English?**	- Survey questionnaire

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Pop is the short name for popular music, the genre that most of the people tend to like. Thus, pop is more likely to get the learners' needs and interests. It has its origins in the early days of the 20th century, shine music school (2017). Then, English acquisition indeed can be improved by means of this genre.

			I learn more vocabulary.
			I practice pronunciation.
			I develop fluency.
			I increase my memory
			I feel relax.
			Learn other culture
Learners needs and interests	Make students understand songs		**How often does your teacher use English music in class?**
			Always
			Almost always
			Sometimes
			Never
English acquisition	Have a good use of the language		**Would you like to learn English by pop music?** — Survey questionnaire
			Yes
			No
			Do you think music would help you to learn English easier? —
			Yes
			No

What things would you like to learn in an English song?	-
Expressions.	
Grammar	
Cultural facts	
Authors' bibliography	
Message of song	

Source; Key variable categories

Made by: Sandra Ramírez (2018)

3.6 Tools and techniques

The technique for the development of this research was a survey and a pretest- posttest as a tool. These resources were very valuable and suitable for the data gathering.

3.7 Data Collection plan

The current research was directed to the students in the diploma program which are two classes at Angel Polibio Chaves School from Guaranda city. There are 13 students in the first international baccalaureate and twelve in the second one. Most of the students have a B1 level.

During the first partial in the second quimester, it was given a pre-test to the control as well as to the experiment group. The researcher needed to be very careful about the selection of the pre-test which has to meet the necessary requirements to be applied. Then, a standardized test was chosen named the objective PET test from Cambridge in order to measure the listening skill by checking the students' ability to understand real dialogues. For the validation of the test, it was required to identify the items characteristics, activities containing listening for details, for specific information, for gist were analyzed.

Table 5 Data Collection

Question	Explanation
For what reason?	To meet the objectives of the research in order to find out whether pop music helps students to acquire the English language.
For whom?	For teachers (10) and students (25)
About what?	About pop music and the influence in acquiring the language
Who?	Researcher: Sandra Ramírez
Where?	Angel Polibio Chaves School with the students in the first and second IB Program
When?	During the first, second and third partials of the Second Quimester during the school year 2017-2018 February-June 2018
How many times?	Two times, before and after the intervention

In what situation?	With the appropriate permission for the data collection, the intervention was done in the common class schedule.
How to collect data?	Survey
	Pre and post testing
How?	Questionnaire
In which situation?	In class

Source: Research intervention
Created by: Ramírez, S. (2018)

The pre-test gathered the four skills of the language in order to check how well students understand them and it was adapted from the original test by the researchers. When the pre-test was administered, the coordinator of the English area helped to take the tests and the Peace Corps volunteer helped to grade them.

3.8 Process and Analysis Plan

As soon as the necessary data was successfully collected, using the techniques and tools stated before, the same data needed to be tabulated, interpreted and analyzed according to the gathered data. The aim of the illustration by using graphs which clearly reflected the actual data attained. Moreover, the hypothesis established at the beginning of the research was analyzed by means of the chi square test. Once this information was reasonably reflected and analyzed, then the researcher was capable to conclude some clear ideas about the research and also will be able to state some recommendations. Each objective stated in chapter one will be given a conclusion and a recommendation by trying to provide as much strong information as possible.

Here it is listed the procedure t process and analyze the data:

- Sequence of the research process
- Analysis of the collected data
- Tabulation and graphical analysis
- Statistical analysis of the gathered data
- Analysis and interpretation of results
- Verification of hypothesis
- Delineation of analysis and conclusions

CHAPTER IV

ANALYSIS AND INTERPRETATION

A survey was necessary to apply at the beginning of the study in order to find out the opinion both students and teachers about the use of songs for learning English. Moreover, a pre and posttest was applied with the control group in order to compare the differences of the pre and the after the song process. Then, the gathered data after the process of applying the survey, the pretest and posttest was statistically analyzed with the corresponding interpretation.

4.1 Analysis of Results and data interpretation

4.1.2 STUDENT SURVEY

1. What do you think is the best way to acquire English?

Table 6 Best way to acquire English

OPTIONS	FREQUENCY	fr	PERCENTAGE
by listening to music	15	0,60	60%
by reading books	3	0,12	12%
by watching a movie	1	0,04	4%
by the teacher explanation	2	0,08	8%
by memorizing vocabulary	4	0,16	16%
TOTAL	**25**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 6 Best way to acquire English

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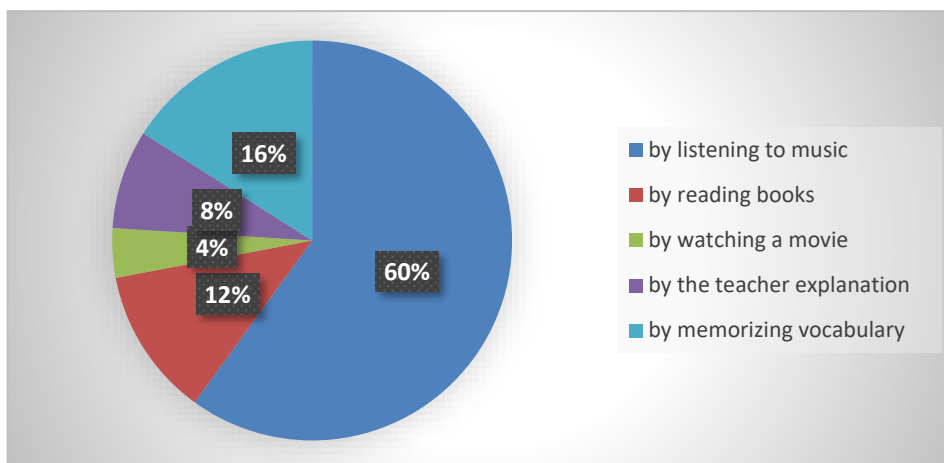
4.2 Data Interpretation

Analysis and interpretation

Out of 25 students in total, 60% said that the best way to acquire English is by means of listening to music, 12 of them considered that reading books is a good way to acquire English, 4% said by watching a movie, 8% said through the teacher explanation and 16% of them believed that they acquire English by memorizing vocabulary. Based on this results, it was easy to mention that the majority of students considerer that the best way to acquire English is by listening to music. Needless to say, listening to music can really help students to improve their level of English.

2. How often do you listen to English music?

Table 7 Frequency of listening English music

OPTIONS	FREQUENCY	fr	PERCENTAGE
Always	8	0,32	32%
Almost always	3	0,12	12%
Sometimes	13	0,52	52%
Never	1	0,04	4%
TOTAL	**25**	**1,00**	**100%**

Figure 7 Frequency of listening English music
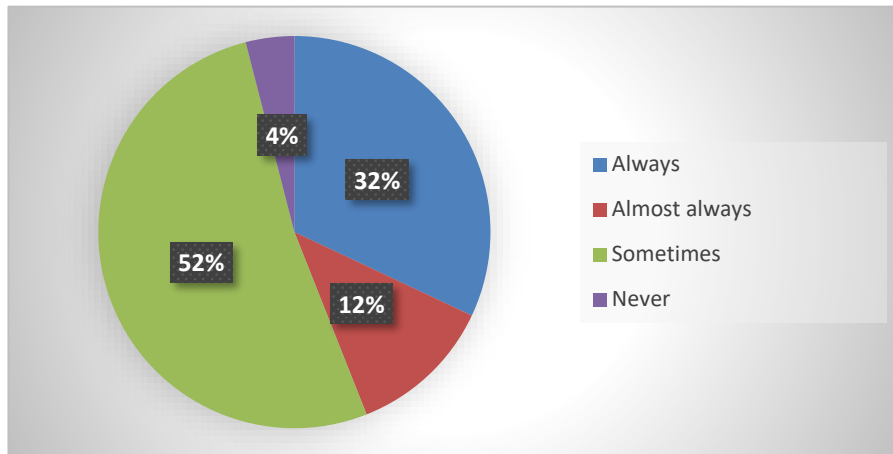
Analysis and interpretation

The results undoubtedly display that students always listen to music in a 32%, 12% of students said almost always, 52% of them addressed sometimes and a 4% of students said that they never listen to English music. Then, the 52% of students sometimes listen to English music which means that they like to listen to English music, even though they find it difficult to understand the lyrics. Unlike the previous questions, where is evident that students like to listen to music, the researcher aims to increase the number of English songs that students listen.

3. How often does your teacher use English music in class?

Table 8 Frequency of English songs in the classroom

OPTIONS	FREQUENCY	fr	PERCENTAGE
Always	0	0	0%
Almost always	0	0	0%
Sometimes	8	0,32	32%
Never	17	0,68	68%
TOTAL	**25**	**1,00**	**100%**

Figure 8 Frequency of English songs in the classroom
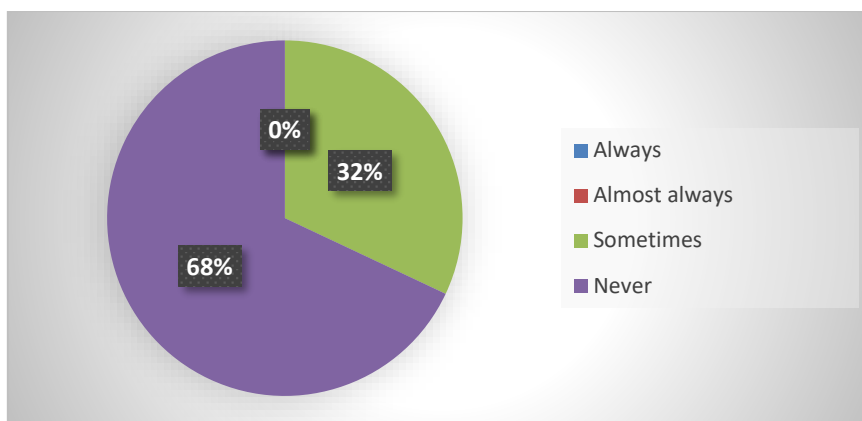
Analysis and interpretation

Based upon this results, 32% of students stated that the teachers sometimes use songs in the classroom, while the majority of students being the 68% agreed that sings are never used in the English lessons. This fact was actually very worrying because it makes to realize this truth about the absence of songs in the classroom. Therefore, they should really use songs in the classroom because this is a relevant way that students find interesting for learning English. From now on, the suggestion for teachers in general is that they should indeed use English songs in the classroom.

4. **When I listen to English music I understand it?**

Table 9 Understanding of English music

OPTIONS	FREQUENCY	fr	PERCENTAGE
Always	0	0	0%
Almost always	4	0,16	16%
Sometimes	19	0,76	76%
Never	2	0,08	8%
TOTAL	**25**	**1,00**	**100%**

Figure 9 Frequency of English songs in the classroom
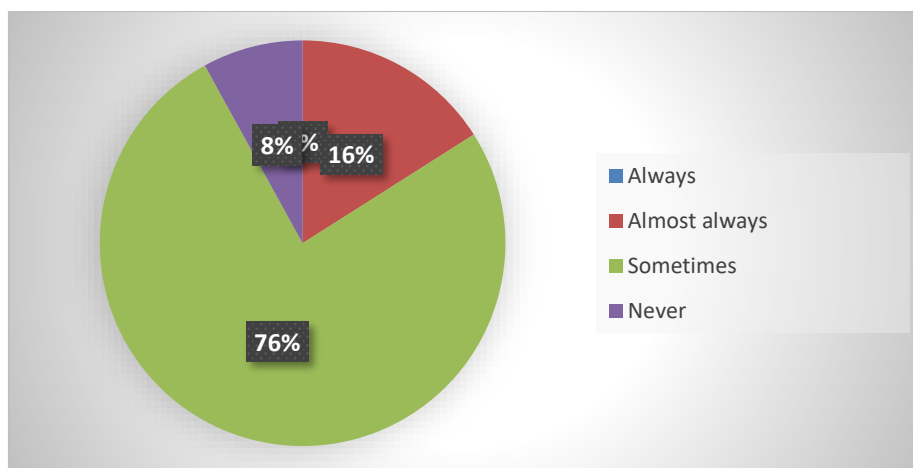
Analysis and interpretation

Regarding the understanding of English music 16% of the students considered that they almost always understand the lyrics, while the 76% of them said that sometimes they do. The 8% of them stated that they never understand the English music. Pointing to the highest percentage which directs to the sometimes option is a positive aspect because the goal of this research is to make them improve their listening skill by means of music and they really underrated the songs.

5. What kind of English music do you like?

Table 10 Kind of music students like to listen

OPTIONS	FREQUENCY	fr	PERCENTAGE
Classical	3	0,12	12%
Pop	16	0,64	64%
Electronic	5	0,20	20%
Romantic	1	0,04	4%
TOTAL	**25**	**1,00**	**100%**

Figure 10 Kind of music students like to listen
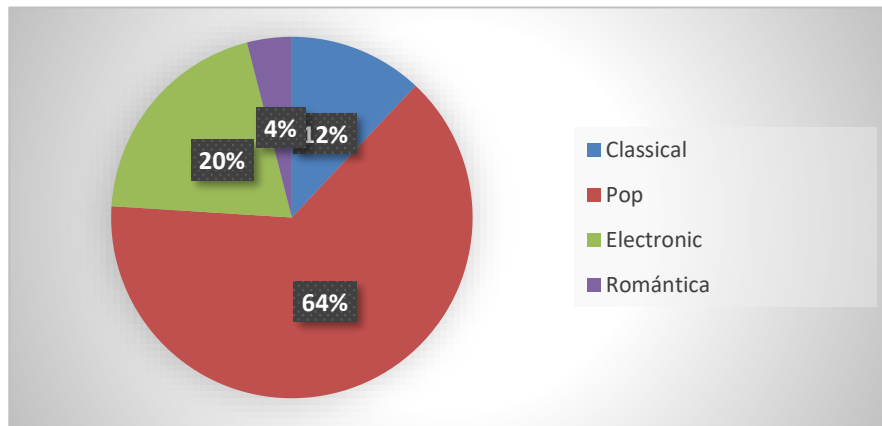
Source: Student survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

The results revealed in this questions make the researcher very blissful since the majority of the students showed a great intestate and pleasantness for pop music with a 64% which is the highest percentage. Whereas the 12% tend to like the classical music, the 20% go for the electronic music and the 4% for the romantic music. This outcome confirmed the researcher's assumption at the beginning of the research because most of the time students listen to this genre.

6. **Do you enjoy…?**

Table 11 Preference to learn English

OPTIONS	FREQUENCY	fr	PERCENTAGE
Listening to music?	19	0,76	76%
Watching music videos?	4	0,16	16%
Singing karaoke?	2	0,08	8%
TOTAL	**15**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2017)

Figure 11 Preference to learn English
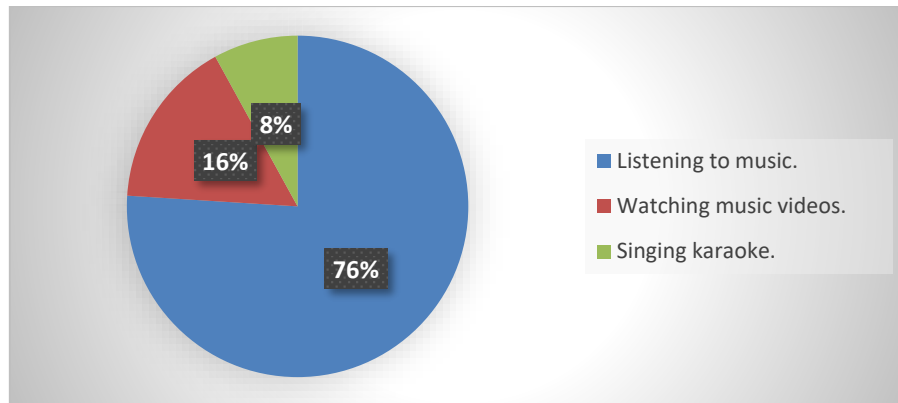
Analysis and interpretation

By identifying this inquest, the results showed that 76% of the students enjoy listening to music, while the 16% prefer watching videos and just an 8% opt for singing karaoke. As a matter of fact students certainly enjoy listening to music which means that they can truly increase their level of English by listening to songs especially the ones they like to listen.

7. What are the benefits to use music to learn English?

Table 12 Benefits to use music to learn English

OPTIONS	FREQUENCY	fr	PERCENTAGE
I learn more vocabulary.	10	0,40	40%
I practice pronunciation.	9	0,36	36%
I develop fluency.	2	0,08	8%
I increase my memory	1	0,04	4%
I feel relax.	2	0,08	8%
Learn other culture.	1	0,04	4%
TOTAL	**25**	**1,00**	**100%**

Figure 12 Benefits to use music to learn English
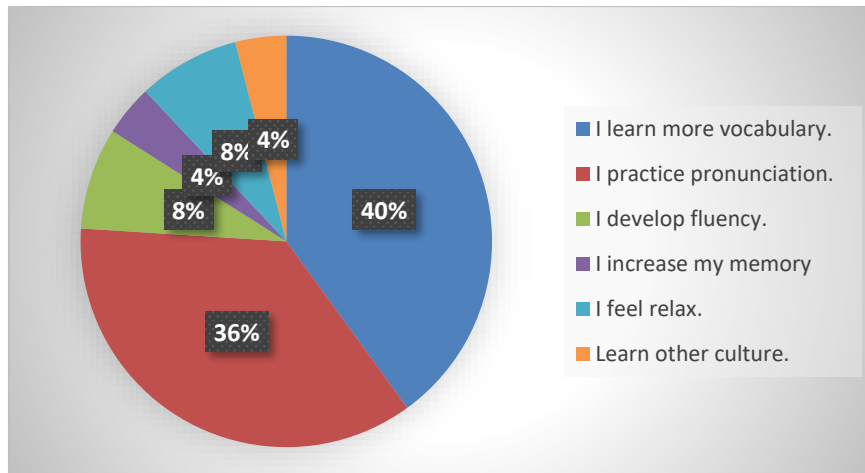
Source: Student survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

This data displayed specifies that 40% of students considered that they can learn more vocabulary when listening to English music, 36% of them stated that they can practice pronunciation, the 8% of them reflected that English music helps them to develop fluency. The other 8% revealed that that feel relax, while the 4% of students considered that English music helps to increase their memory and the other 4% think that they can learn another culture. Undoubtedly, listening to English music really meets the learner's expectations about learning English language by means of music.

8. Do you think music would help you to learn English easier?

Table 13 Music helps to learn English

OPTIONS	FREQUENCY	fr	PERCENTAGE
Yes	24	0,96	96%
No	1	0,04	4%
TOTAL	**25**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2017)

Figure 13 Music helps to learn English
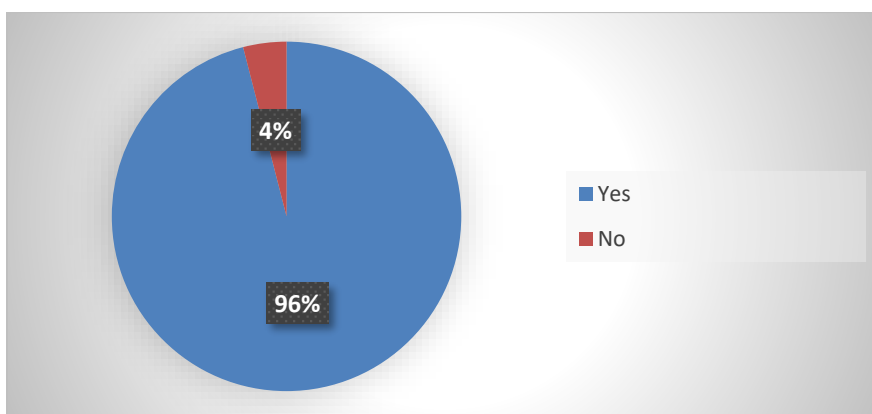
Analysis and interpretation

The outcomes revealed above obviously demonstrated that music indeed supports students to learn English, that is why the 96% of students said yes, just the 4% of them did not agree with this statement by answering no. This is a strong and helpful part in teaching since music can be used to teach English. In fact, music is now considered a pedagogic strategy to use in the classroom.

9. Would you like to learn English by pop music?

Table 14 Learning English using pop music

OPTIONS	FREQUENCY	fr	PERCENTAGE
Yes	22	0,88	88%
No	3	0,12	12%
TOTAL	**25**	**1,00**	**100%**

Figure 14 Learning English using pop music
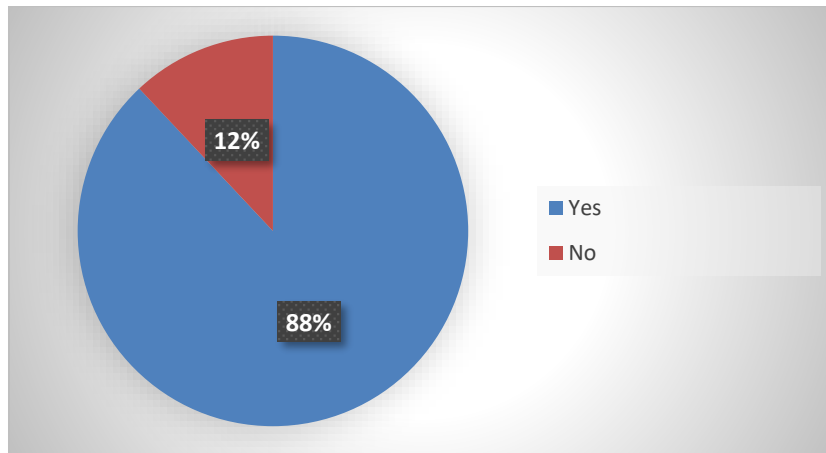
Source: Student survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

Based on this data, 88% of the students pointed out that they would like to learn English by listening to pop music, whereas the 12% of them said no. Needless to say, students are likely to learn and increase their level of English by listening to pop music. Then, the teachers must provide a variety of activities using pop music. However, it is necessary to point out that the teachers should be very careful when choosing the right songs which need to have a purpose of study.

10. What things would you like to learn in an English song?

Table 15 Topics to learn in English songs

OPTIONS	FREQUENCY	fr	PERCENTAGE
Expressions.	7	0,28	28%
Grammar	3	0,12	12%
Cultural facts	1	0,04	4%
Authors' bibliography	0	0	0%
Message of song	14	0,56	56%
TOTAL	**25**	**1,00**	**100%**

Source: Student survey

Made by: Sandra Ramírez (2018)

Figure 15 Topics to learn in English songs

Expressions.
Grammar
Cultural facts
Authors' bibliography
Message of song
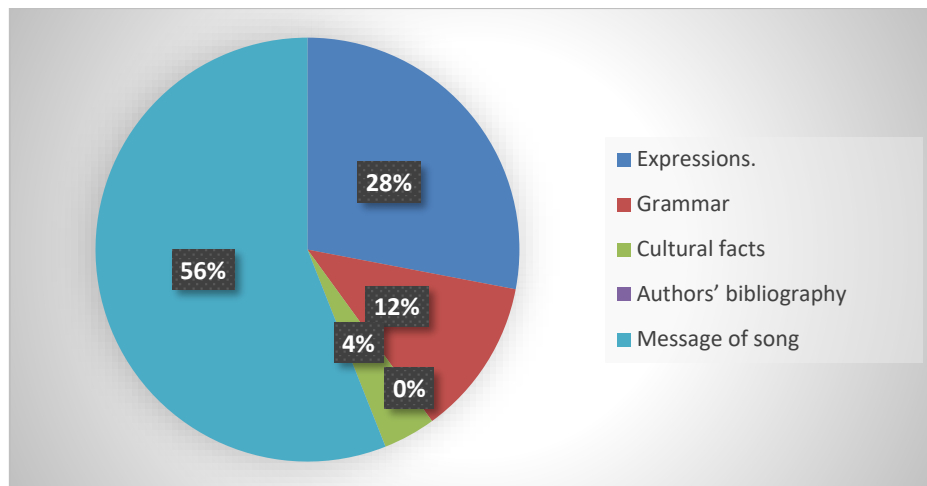
Source: Student survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

According to this data, 28% of the students considered that they can learn expressions when learning to English songs, 12% of them said that they can learn grammar, the 4% of them stated that they can learn cultural facts, the majority of them meaning the 56% reflected that they can learn the message of the song. In general, it is said that English songs essentially aid to learn different aspects of the language such as grammar, vocabulary, expressions and the message of the song.

4.1.2 TEACHER SURVEY

1. What do you think is the best way to motivate students to learn English?

Table 16 Best way to motivate students

OPTIONS	FREQUENCY	fr	PERCENTAGE
by listening to music	7	0,7	70%
by reading books	1	0,1	10%
by watching a movie	2	0,2	20%
by the teacher explanation	0	0	0
by memorizing vocabulary	0	0	0
TOTAL	**10**	**1,00**	**100%**

Source: Teacher survey
Made by: Sandra Ramírez (2018)

Figure 16 Best way to motivate students
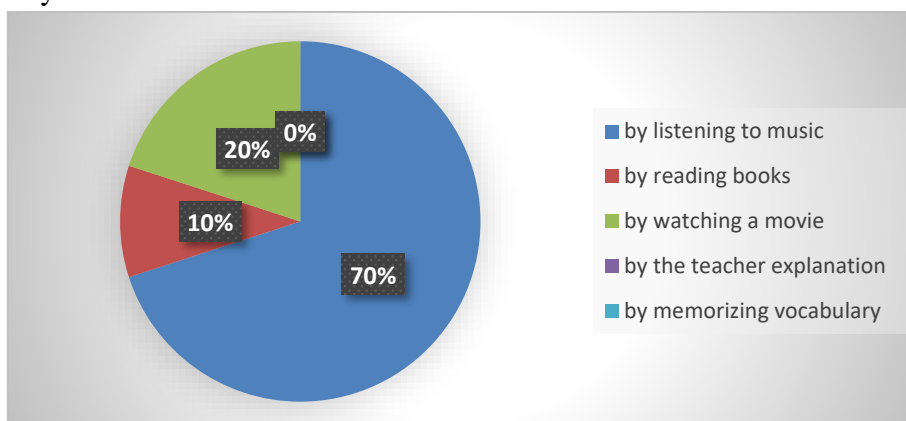
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

Indisputably 70% of the teachers agree that the best way to motivate students to learn English is by means of music. Just the 10% which means one teacher considers that reading books can motivate students. The 20% of teachers reveals that matching a movie can be a good motivator for teaching English to students. By the previously mentioned it is certain to mention that teachers know that listening to English songs undeniably benefit the learning of English. That is why it is necessary to suggest teachers to always use songs at least one in a quimester.

2. How often do you use English music in your class?

Table 17 Frequency of using English songs in the class

OPTIONS	FREQUENCY	fr	PERCENTAGE
Always	0		0
Almost always	5	0,5	50%
Sometimes	4	0,4	40%
Never	1	0,1	10%
TOTAL	10	1,00	100%

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 17 Frequency of using English songs in the class
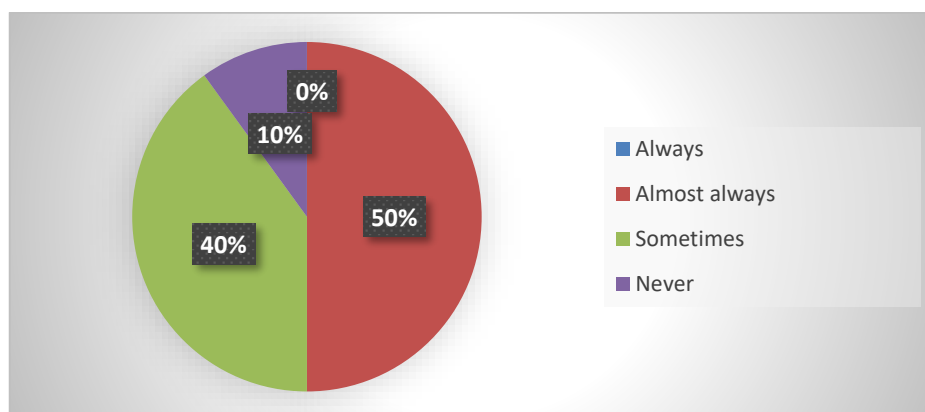
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

It was surprising to find out these results since they are the opposite to what students said. According to the data, 50% of teachers use English songs in the classroom almost always. 40% of them said that sometimes and just the 10% of them said that they never use songs in the classroom. It makes the researcher think that teachers actually know the importance of using songs in the classroom, however, they did not want to reveal the current situation of the lack of time to prepare lesson plans based on songs. In the same question, the students answered mostly that the teachers do not use songs in the class that is why these questions were kind of controversial.

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3. How motivated do students feel when they listen to English songs?

Table 18 Motivation when students listen to English songs

OPTIONS	FREQUENCY	fr	PERCENTAGE
Strongly motivated	7	0,7	70%
Motivated	3	0,3	30%
Demotivated	0	0	0%
TOTAL	**10**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 18 Motivation when students listen to English songs
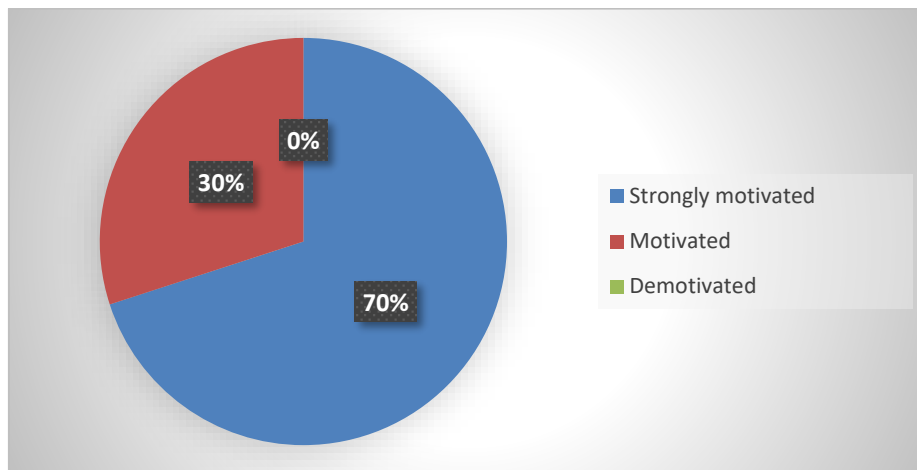
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

Referring to the motivation, teachers did agree that students feel strongly motivated when using music in the classroom, it was reflected with a 70%. The 30% of teachers answered the option motivated. Therefore, this is extremely important to consider when teaching a foreign language which becomes an easy and funny task by means of music.

4. What kind of English music do you think students like?

Table 19 Kind of music students like

OPTIONS	FREQUENCY	fr	PERCENTAGE
Classical	2	2,0	20%
Pop	8	8,0	80%
Electronic	0	0	0
Other	0	0	0
TOTAL	**10**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 19 Kind of music students like
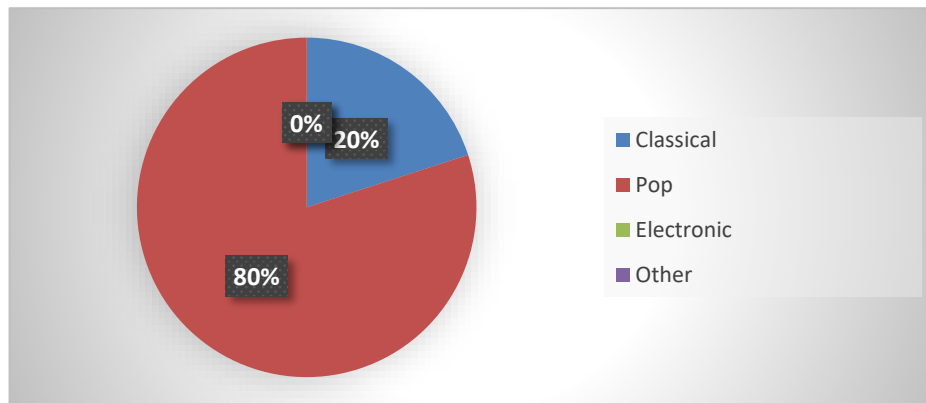
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

From the options provided in the survey, teachers consider that students are more likely to like pop music, it was reflected with an 80%. The 20% of teachers considered that students like classical music. It also called the attention of the researcher because classical music should be taken into account in teaching a foreign language. Due to the fact that classical music help to improve the memory and concentration, teachers need to play this kind of music when students are reading because it is say that classical music improved their comprehension. Then, teachers need to try this option to.

5. Do your students enjoy?

Table 20 What students enjoy

OPTIONS	FREQUENCY	fr	PERCENTAGE
Listening to music.	6	0,6	60%
Watching music videos.	3	0,3	30%
singing karaoke	1	0,1	10%
TOTAL	**10**	**1,00**	**100%**

Source: Student survey

Made by: Sandra Ramírez (2018)

Figure 20 What students enjoy
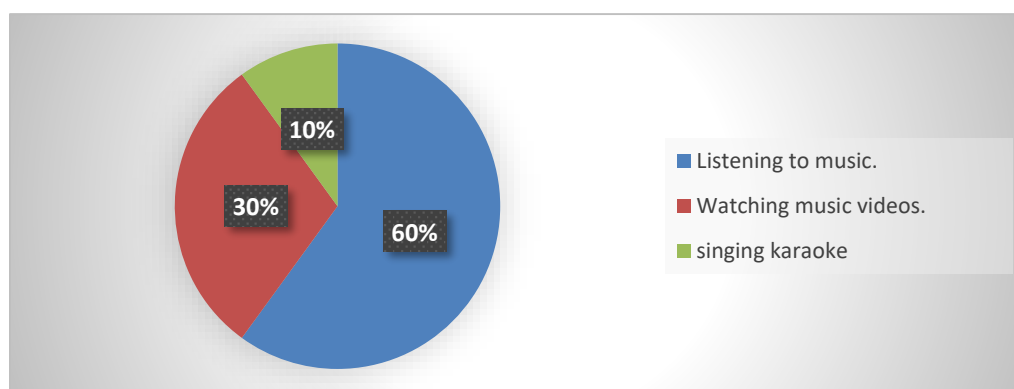
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

Denoting what students enjoy the most, listening to music is the first mentioned option with a 60% of answers. Almost similar to the previous option, the second one about watching to musical videos got also a good percentage reflecting in a 30%. The option singing karaoke had a 10% of answers. It means that music is very powerful when it comes to learning a language. Hence, the two first options for mentioning the three ones must be considered when using music in the classroom because they match one another. That is why in the current study, the three of them were linked.

6. What are the benefits to use music in class?

Table 21 Benefits to use music in class

OPTIONS	FREQUENCY	fr	PERCENTAGE
Learners learn more vocabulary.	3	0,3	30%
Learners practice pronunciation	6	0,6	60%
Learners develop fluency	1	0,1	10%
Learners increase memory	0	0	0
Learners feel relaxed.	0	0	0
Learners know other culture.	0	0	0
TOTAL	**10**	**1,00**	**100%**

Figure 21 Benefits to use music in class
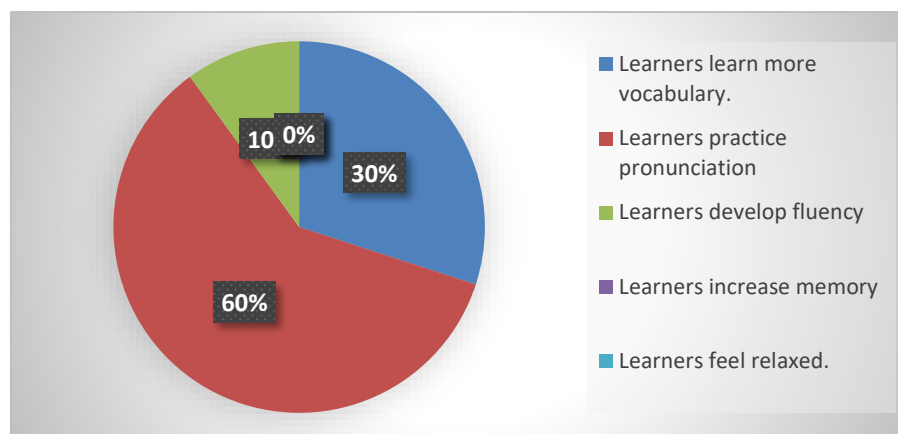
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

It is important to know the benefits of using music, so the 30% of teachers considered that music benefits students by learning more vocabulary. Though, the 60% of them highlighted that music helps to improve and practice pronunciation. Only the 10% of teachers measured that is helps to develop fluency. Once again, the benefits of using music in the classroom are very high because whether or not students will eventually learn something with the songs.

7. Do you think music would help students to learn English easier?

Table 22 Music helps to learn English

OPTIONS	FREQUENCY	fr	PERCENTAGE
Yes	10	1,00	100%
No	0	0	0
TOTAL	**10**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 22 Music helps to learn English
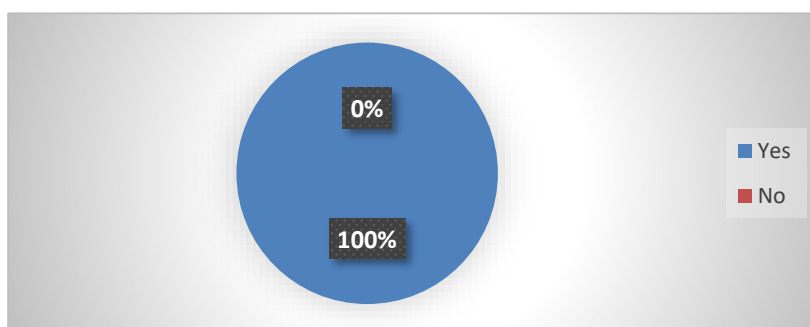
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

Once analyzed the previous questions, it was assumable that teachers will consider that music would help students to learn English. Then, the 100% of teachers manifested that absolutely music indeed helps to learn English more easily.

8. What kind of activities do you use with songs?

Table 23 Activities with songs

OPTIONS	FREQUENCY	fr	PERCENTAGE
Matching	2	0,2	20%
Completion	3	0.3	30%
Filling gap	4	0.4	40%
Unscrambling	1	0,1	10%
Inferring	0	0	0
TOTAL	**10**	**1,00**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 23 Activities with songs
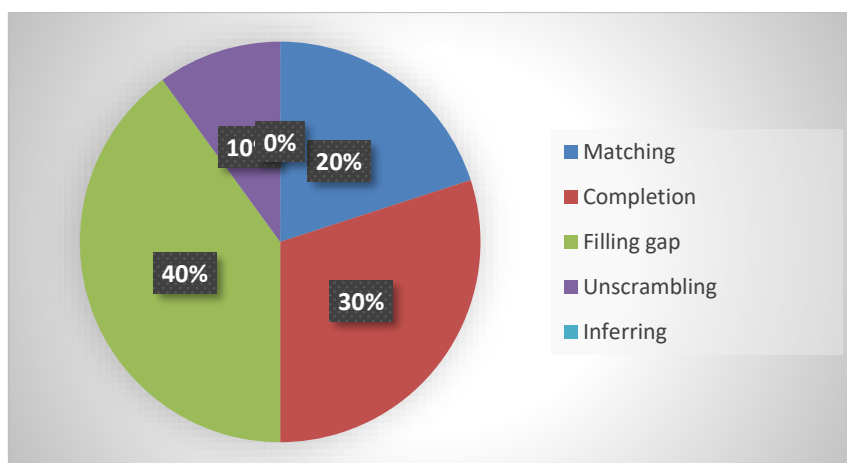
Source: Teacher survey
Made by: Sandra Ramírez (2017)

Analysis and interpretation

The kind of activities that are developed with songs are very important, that is why 20% if teachers work basically with matching activities. The 30% of them worked mainly with completion. The 40% work with filling gap activity and the 10% said that they use unscrambling activity with songs. In the developing of the study, the researcher pointed that filling gap is the common and most popular activity with songs and this statement was conformed here in this question because the majority of teachers focus on filling gaps activity.

9. **Do you think students could learn more English by pop music?**

Table 24 Learning English by pop music

OPTIONS	FREQUENCY	fr	PERCENTAGE
Yes	10	0,1	100%
No	0	0	0
TOTAL	**10**	**1**	**100%**

Source: Student survey
Made by: Sandra Ramírez (2018)

Figure 24 Learning English by pop music
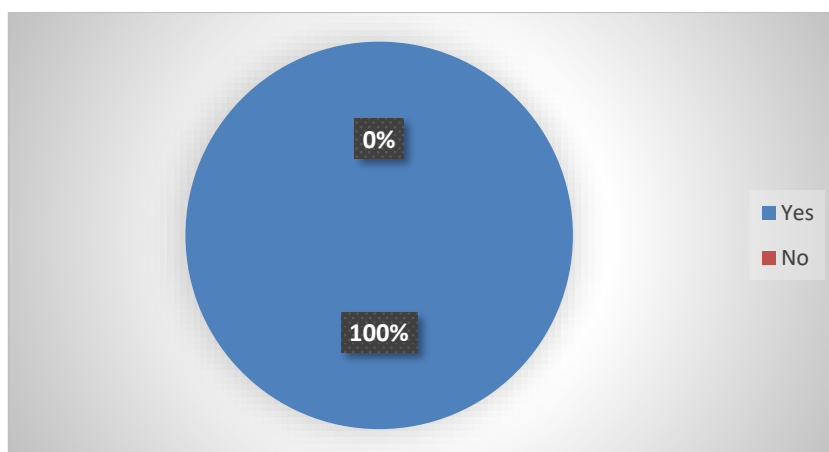
Analysis and interpretation

As it can be noticed, the positive attitude from teachers towards pop music is very clear. Then, the 100% of them think do think that students are capable to learn more English by means of pop music.

10. What things could you work with an English song?

Table 25 Aspects to work with English songs

OPTIONS	FREQUENCY	fr	PERCENTAGE
Expressions.	7	0,7	70%
Grammar	2	0,2	20%
Cultural facts	0	0	0
Authors' bibliography	0	0	0
Message of song	1	0,1	10%
Be critical	0	0	0
TOTAL	**10**	**1,00**	**100%**

Figure 25 Aspects to work with English songs
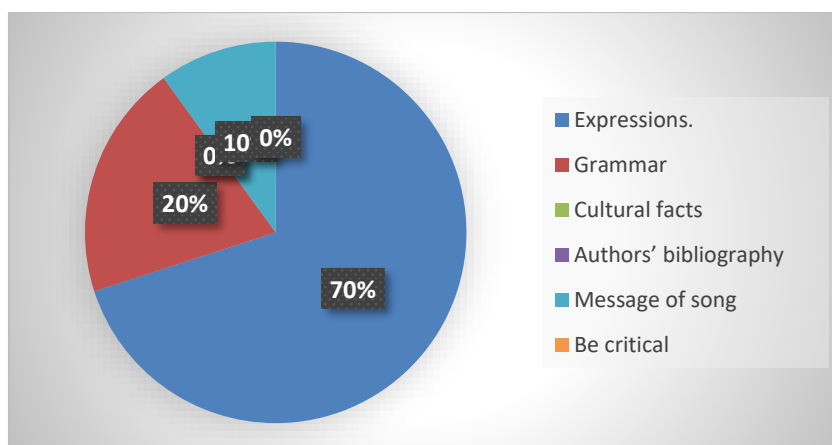
Analysis and interpretation

The teachers have different perceptions about the aspects to work with songs. However, 70% of teachers reveled that they can teach expression by means of music. 20% of them said that they can teach grammar and 10% considered that they can reflect on the message of the song.

4.1.3 Pre-test and post-test results

This research worked with the students who are part of the Diploma Program known as the international baccalaureate. It is a two year program then, the first international baccalaureate was the experimental group with 13 students and the second international baccalaureate was the control group with 12 students. The first group of students are in the B1.1 and the students in the second baccalaureate in the B1.2 level according to the Common European Framework of Reference for the languages. They were given the Preliminary English Test (PET) for checking the listening activities.

After the post-test applied in the control and experimental group, it was done the corresponding comparative analysis to identify the differences. The test contains four parts to evaluate the four skills of the language which are listening, reading, writing and speaking. The listening part 1 contains 7 listening comprehension questions worth 7 points. The reading skill part 4 gathers 4 reading comprehension questions worth 4 point. Then, the receptive skills are worth 11 points. The writing skill part 3 has two questions which students have to choose one

of the two options and write about 100 words. This part rates 20 points and checks the content, the communication achievement, the organization and the language, therefore, five points are given each band. Finally, in the speaking skill part 2 the students have to speak in pairs for two or three minutes about the most important things to take for a three-day school walking trip. Therefore the students are checked for grammar and vocabulary, discourse management, pronunciation, interactive communication and global achievement, five points worth each band. Then, the receptive kills are worth 45 points. Overall, the pre and the posttest gathers 56 points.

Figure 26 Listening rubric

	Part	Number of questions	Number of marks	Task type	What do candidates have to do?
Listening	1	7	7	3-option multiple choice	Identify key information in **seven short monologues or dialogues** and choose the correct visual.
	2	6	6	3-option multiple choice	**Listen to a monologue or interview** for specific information and detailed meaning.
	3	6	6	Gap-fill	**Listen to a monologue and complete gaps** in a page of notes.
	4	6	6	Correct/ incorrect	**Listen to an informal dialogue** for detailed meaning and to identify attitudes and opinions.
	Total	25	25		

Source: Pet Exam guide

Figure 27 Writing rubric

PAPER 1:
Reading and Writing Tasks — 1 hour 30 mins

	Part	Number of questions	Number of marks	Task type	What do candidates have to do?
Reading	1	5	5	3-option multiple choice	**Read five real-world notices,** messages and other short texts for the main message.
	2	5	5	Matching	**Match five descriptions** of people to eight short texts on a particular topic, showing detailed comprehension.
	3	10	10	True/false	**Scan a longer factual text** for specific information.
	4	5	5	4-option multiple choice	**Read a longer text** for detailed comprehension, gist, inference and global meaning; as well as writer's attitude, opinion and purpose.
	5	10	10	4-option multiple-choice cloze	**Read a factual or narrative text** and choose the correct vocabulary and grammatical items to complete gaps.
	Total	35	35 (weighted to 25)		

Source: Pet Exam guide

Figure 28 Reading rubric

Source: Pet Exam guide

Figure 29 Speaking rubric

Source: PET Exam guide

Table 26 Pre-test results of experimental group

Test taker N.	listening comprehension /7	reading comprehension /4	writing /20	speaking /25	TOTAL
S1	4	1	14	11	30
S2	4	1	14	17	0
S3	3	2	10	10.5	25.5
S4	0	0	12	13.5	25.5
S5	2	0	13	17.5	32.5
S6	2	2	10	14	28
S7	3	2	16	21.5	42.5
S8	1	0	12	17.5	30.5
S9	2	1	11	14	28
S10	3	2	19	21.5	45.5
S11	3	0	11	11	25
S12	2	0	19	17	38
S13	1	1	12	13.5	27.5
AVERAGE	2.31	0.92	13.31	15.35	29.12

Source: Pre test
Made by: Sandra Ramírez (2018)

Table 27 Pre-test results of control group

Test taker N.	listening comprehension /7	reading comprehensionn /4	writing /20	speaking /25	TOTAL
S1	0	1	14	15.5	30.5
S2	2	1	13	20.5	36.5
S3	2	2	16	20	40
S4	1	2	12	19.5	34.5
S5	2	0	14	20.5	36.5
S6	0	0	9	5	14
S7	2	0	13	20	35
S8	3	2	1	11.5	17.5

S9	1	0	15	15.5	**31.5**
S10	3	1	16	19.5	**39.5**
S11	2	1	15	5	**23**
S12	2	0	14	11.5	**27.5**
AVERAGE	**1.67**	**0.83**	**12.67**	**15.33**	**30.50**

Source: Pre test
Made by: Sandra Ramírez (2018)

Table 28 Post-test results of experimental group

Test Taker No.	listening comprehension /7	reading comprehensionn /4	writing /20	speaking /25	TOTAL
S1	5	1	19	18	**43**
S2	5	1	18	18.5	**42.5**
S3	3	2	17	14	**36**
S4	1	1	17	15.5	**34.5**
S5	5	1	17	20.5	**43.5**
S6	4	2	15	17.5	**38.5**
S7	5	1	16	23	**45**
S8	2	3	14	20.5	**39.5**
S9	5	2	17	17.5	**41.5**
S10	6	2	19	23	**50**
S11	1	2	15	18	**36**
S12	3	3	19	18.5	**43.5**
S13	3	3	19	15.5	**40.5**
AVERAGE	**3.69**	**1.85**	**17.08**	**18.46**	**41.08**

Source: Post test
Made by: Sandra Ramírez (2018)

Table 29 Post-test results of control group

Test Taker No.	listening comprehension /7	reading comprehension /4	writing /20	speaking /25	TOTAL
S1	0	0	12	17.5	**29.5**
S2	1	0	13	19.5	**33.5**
S3	2	3	17	23.5	**45.5**
S4	0	0	14	17	**31**
S5	3	1	18	19.5	**41.5**
S6	2	0	10	17	**29**
S7	2	1	16	19	**38**
S8	3	4	18	18	**43**
S9	2	2	19	22	**45**
S10	3	0	13	19.5	**35.5**
S11	2	0	18	18	**38**
S12	4	2	9	18	**27**
AVERAGE	**2.00**	**1.08**	**12.00**	**18.75**	**36.58**

Table 30 Comparison pre-test and post-test listening skill

LISTENING SKILL	
Groups	**Results**
Pre test control	1.67
Pre test experimental	2.31
Post test control	2.00
Post test experimental	3.69

Figure 29: Comparison pre test post test listening skill

Comparison pre and post test control and experimental group LISTENING

1.67	2.31	2.00	3.69	7.00
Pre test control	Pre test experimental	Post test control	Post test experimental	Expected average
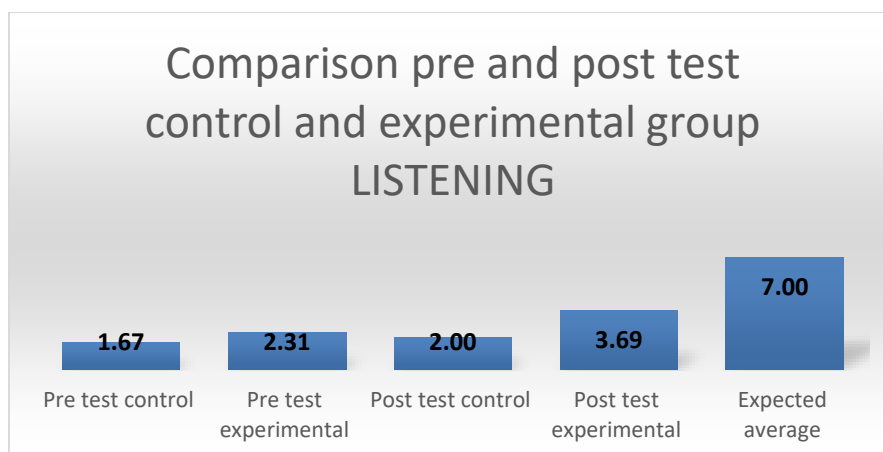
Source: Pre and post test
Made by: Sandra Ramírez (2018)

Analysis and interpretation:

The listening skill had seven questions 1 point worth each. Then, the control group in the pre test got 1.67 and the experimental group got 2.31. This results obtained in the listening skill were surprising since the third IB were supposed to have a better level. However, the assumption is that they got a lower score because on the second year of the diploma program the teacher mainly focuses on the external and internal evaluation while the first year of the program is focused on the IB content. It is necessary to remarks that the IB program does not evaluate listening comprehension so they were not given enough input before the research. On the other hand, there was a difference in the post test since the control group got a 1.82 points while the experimental group could increase their marks to 3.69. Then, it is easy to identify that the intervention based on pop songs indeed worked because students could actually improve their listening skill.

Table 31 Comparison pre-test and post-test reading skill

READING SKILL	
Groups	**Results**
Pre test control	0.83
Pre test experimental	0.92
Post test control	1.08
Post test experimental	1.85

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Figure 30 Comparison pre test post test reading skill

Comparison pre and post test control and experimental group
READING

0.83	0.92	1.08	1.85	4.00
Pre test control	Pre test experimental	Post test control	Post test experimental	Expected average
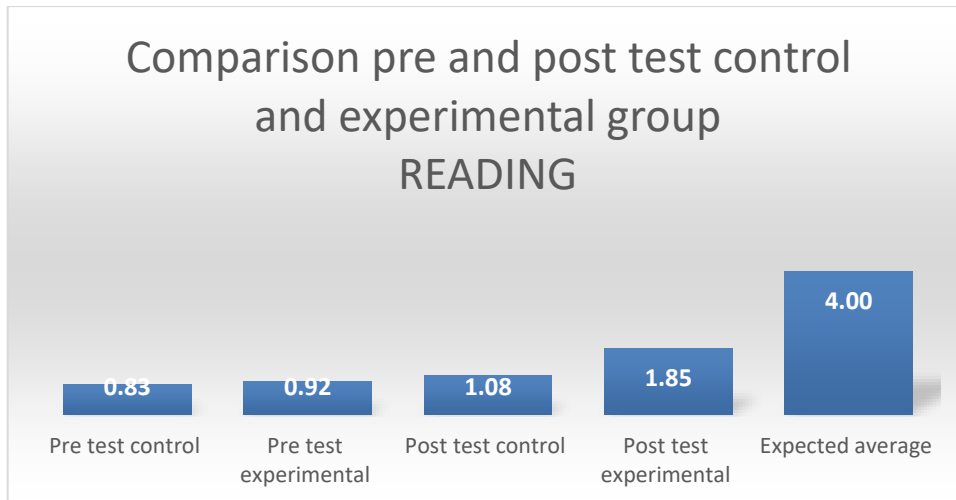
Source: Pre test
Made by: Sandra Ramírez (2018)

Analysis and Interpretation

The results obtained once applied both the pre-test and the post-test reveal that reading continues to be a very complex skill. The pretest in the control group got 0.83 out of four points while the experimental group got 0.92. Nevertheless, the post test was a little bit better being that the control group got 1 and the experimental one got 1.85. Therefore, it is confirmed that also the intervention helped to improve this skill too. Even though the control group had a small improvement, the progress in the experimental group was more notable. Then, the vocabulary contained in the ten songs of the treatment helped students to improve their reading comprehension.

Table 32 Comparison pre-test and post-test writing skill

WRITING SKILL	
Groups	**Results**
Pre test control	12.67
Pre test experimental	13.31
Post test control	12.00
Post test experimental	17.08

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Figure 31 Comparison pre test post test writing skill

Comparison pre and post test control and experimental group WRITING

Pre test control	Pre test experimental	Post test control	Post test experimental	Expected average
12.67	13.31	12.00	17.08	20.00

Source: Pre and post test
Made by: Sandra Ramírez (2018)

Analysis and Interpretation:

The writing skill seemed to be a skill that students like because this skill was marked over 20 and in the pretest the students got 12.67 and the experimental group got 13.31. These results were satisfactory for the researcher because the program focused on writing short and complex kind of texts that is why this skill need to be practiced a lot with the students. It was contradictory to see the results in the post test especially with the students in the control group who got 12 which means less than their prior grade. It can be assumed that at the time the post test was taken which means at the end of the month of June, the students were not receiving class. They were attending the school just to give their last exams, then the assumption is that they were not caring about the subject of English as the other students in the experimental group did. This last group got a tremendous improvement to 17.08 out of 20. This was mainly because they were told the language in every song analyzed, then they were able to identify different tenses, linking words and even punctuation.

Table 33 Comparison pre-test and post-test speaking skill

Speaking	
Groups	**Results**
Pre test control	15.33
Pre test experimental	15.35
Post test control	18.75
Post test experimental	18.46

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Figure 32 Comparison pre test post test speaking skill

Comparison pre and post test
control and experimental group
SPEAKING

Pre test control	Pre test experimental	Post test control	Post test experimental	Expected average
15.33	15.35	18.75	18.46	25.00
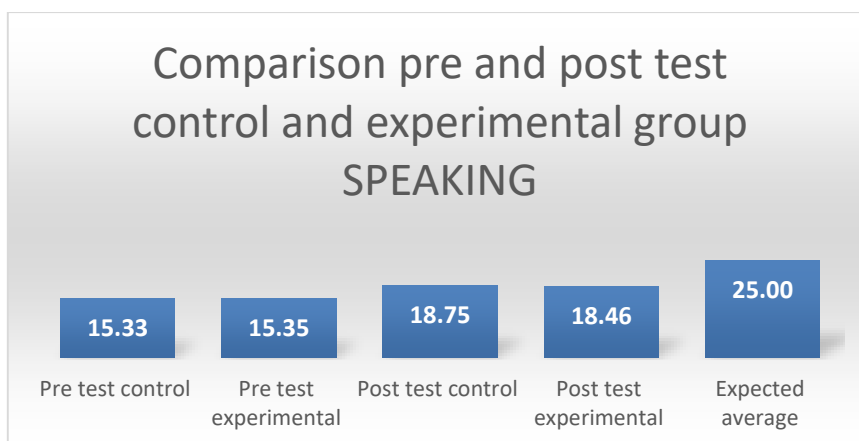
Source: Pre and post test
Made by: Sandra Ramírez (2018)

Analysis and interpretation

Analyzing the speaking skill is was very satisfactory since the students in the international level must have a good knowledge of English and of course a good speaking kill. Therefore it is obvious that students have a good level in speaking. This skill was worth 25 points then, they got more that the half expected average. In the pretest the students in the control group obtained 15.33 and the experimental one got 15.35. On the contrary, the post test was significantly improved both the control and the experimental groups. The control groups obtained 18.75 which can be assumed that they performed in a very good way because they were relieved of the international exams. While the experimental group also got a good grade meaning 18.46 which is an evident that also the intervention of the songs helped them as well to improve their speaking. In this skill it was identified that some students mentioned the words containing the songs that were studied.

Table 34 Comparison pre and post-tests control and experimental groups

Comparison pre and post-tests control and experimental groups	
Groups	**Results**
Pre test control	30.5
Pre test experimental	29.12
Post test control	36.08
Post test experimental	41.08

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Figure 33 Comparison pre-test and post-test experimental group
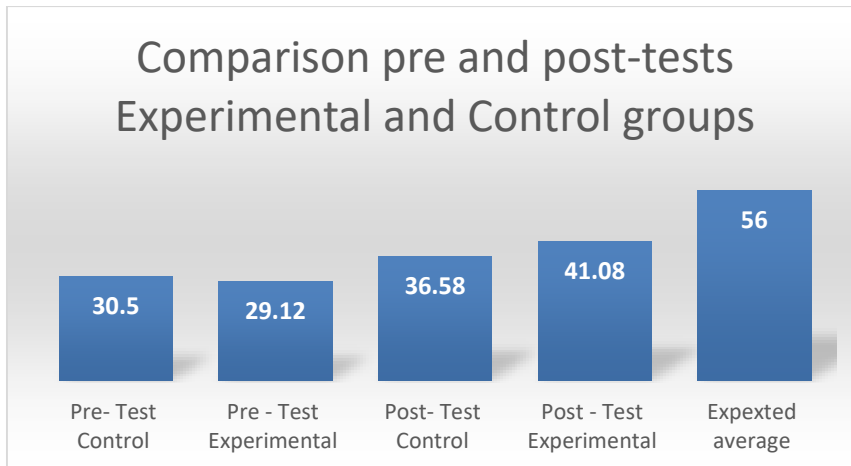
Comparison pre and post-tests
Experimental and Control groups

				56
30.5	29.12	36.58	41.08	
Pre- Test Control	Pre - Test Experimental	Post- Test Control	Post - Test Experimental	Expexted average

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Analysis and interpretation

Figure number 9 revealed that the results obtained from the pre test both in the control and experimental group were very closed. The control group gathered 30.5 points out of 56 while the experimental one got 29.12. In fact, these results were expected because the control group was made by the students in the third international baccalaureate of second IB program who already have a better level.

Table 35 Comparison pre-test and post-test control group

Comparison pre-test and post-test control group	
Groups	**Results**
Pre test	30.5
Post test	36.08
Expected average	56

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Figure 34 Comparison pre-test and post-test control group
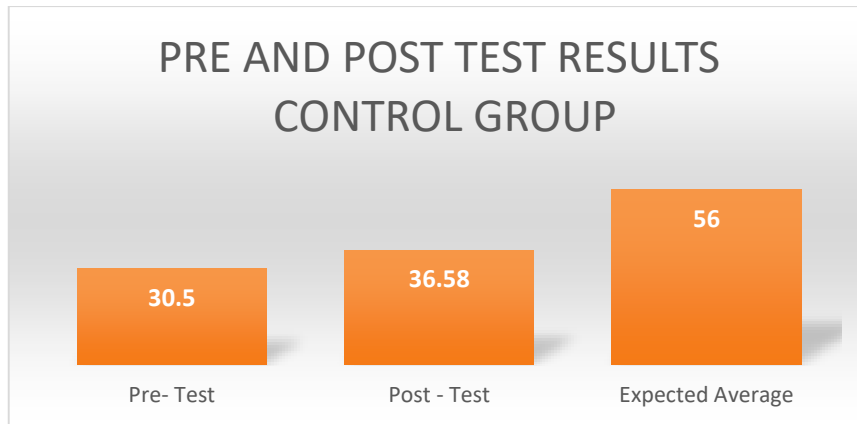
PRE AND POST TEST RESULTS
CONTROL GROUP

| | 30.5 | 36.58 | 56 |
| Pre- Test | Post - Test | Expected Average |

Analysis and interpretation

This results show that the students in the control group who did not receive the treatment with pop songs displayed a difference between the pre and posttest, however those results are not that better. They obtained 30.5 in the pretest and 36.08 in the post test. As it was stated before, the results are better in the post test for two reasons. The first one us that the students already finished their exams and they felt relieved. As students in the international baccalaureate program were supposed to be better in all the skills, nevertheless some of them did not want to perform well because they did not have nothing to lose or gain since they already finished their academic school year.

Table 36 Comparison pre-test and post-test experimental group

Comparison pre-test and post-test experimental group	
Groups	**Results**
Pre test	31.88
Post test	41.08
Expected average	56

Figure 35 Comparison pre-test and post-test experimental group

PRE AND POST TEST RESULTS
EXPERIMENTAL
GROUP

31.88 — Pre- Test
41.08 — Post - Test
56 — Expected Average

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

Analysis and interpretation

This figure undoubtedly shows the progress of the students in the two tests. Thanks to the intervention that the experimental group received they actually could improve the fours skills of the language and the idea was to make them internalize and acquire the language they were thought by means of songs. The pretest displayed 29.12 out of 56 and the posttest caught 41.08 out of 56. Then, it is indispensable to know that students are able to learn more English by means of songs since they listen to music every single day. Moreover, it is necessary to remark that students showed to be more motivated, glad, collaborative, participative and more enthusiastic when teaching the language through songs.

4.2 Hypothesis Verification

To find out if American pop music supports the English language acquisition in the students from second and third international baccalaureate from Angel Polibio Chaves School, the students as well as the teachers were asked some questions regarding listening to music. Basically, it contains questions such as (always, not always, sometimes, almost never and never), this process is known as the Likert scale. In the same manner, a pre and posttest is used to verify the hypothesis using a PET exam which contained four parts to measure the level of English. Therefore. It was required to make a statistical comparison between the pre-test and post-test in the experimental group that received the treatment based on music.

For the purpose of the statistical analysis, and got a numerical scale of the level of English in the four skills of the language and the acquisition itself, the Student T test was used to verify the hypothesis. Therefore, it was necessary to analyze the null as well as the alternative hypothesis.

4.2.1 Hypothesis Approach

Null Hypothesis (Ho): American pop music **does not** help in the acquisition of English language in the students from international baccalaureate at Angel Polibio Chaves School from Guaranda city.

Alternative Hypothesis: (H1): American pop music **does** help in the acquisition of English language in the students from international baccalaureate at Angel Polibio Chaves School from Guaranda city.

4.2.2 Variables

Independent variable:

American pop music

Dependent Variable:

English language Acquisition based on music

4.2.3 Description of the population

The population for the development of this research was the students in the international baccalaureate at Angel Polibio Cháves school from Guaranda city. They were divided by the class they belong to, the first IB was the experimental group with 13 students who need to be in a B1.1 level and the second IB was the control group with 12 students with a B1.2 level according to the Common European Framework of Reference. The coordinator of the English area helped to take the pre and posttest in order to get accurate results without any kind of manipulation and one of the volunteers of the Peace Corps who attend this institution helped to grade the tests.

4.2.4 Mathematical model

Statistical test observed

Ho: 1 = 2

H1: 1 ≠ 2

Where:

1 = media experimental group in the pre-test

2 = media experimental group in the post-test

The calculation formula is the following: $\overline{X}$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{Sp^2\left[\frac{1}{n1} + \frac{1}{n2}\right]}}$$

$$Sp = \sqrt{\frac{(n1-1)S^2 1 + (n2-1)S^2 2}{n1 + n2 - 2}}$$

Where:

$\overline{X}_1$ = average in the first measurement (pre test)

$\overline{X}_2$ = average in the first measurement (post test)

Sp = combined variance of the samples

n_1 = data number of the first measurement (13 data)

n_2 = data number of the first measurement (13 data)

4.2.5 Specification of the regions of acceptance and rejection

The null hypothesis of the variable used a Student T test for the distribution with a (n1+ n2- 2) degrees of freedom.

4.2.6 Decision making

The level of bilateral significance in "p" is smaller or equal to (0,05), then the null hypothesis (Ho) will be obviously rejected which means that the alternative hypothesis will be the one which is accepted. Regarding the Student T will be the same, if it gives significance to the null hypothesis it will be rejected and on the other way around, if Student T value on the alternative hypothesis (H1) it will be accepted.

4.2.7 Selection of the level of significance

The level of significance used to verify the hypothesis was a **0, 05** which is the one that is more likely to be accurate.

4.2.8 Degrees of freedom

The degrees of freedom were determined with the following formula:

$$v = 13 - 1 = 12$$

4.2.9 Data collection and calculation of statistics

Table 37 Pre-test and post test results of experimental group

No:	Pre test	Post test
1	30	43
2	36	42.5
3	25.5	36
4	25.5	34.5
5	32.5	43.5
6	28	38.5
7	42.5	45
8	30.5	39.5
9	28	41.5
10	45.5	50
11	25	36
12	38	43.5
13	27.5	40.5
Mean	**31.88**	**41.08**

Source: Pre-test post-test results with the PET rubric
Made by: Sandra Ramírez (2018)

4.2.10 Student T-test results

A statistical software was very useful to find out the following results:

Table 38 Paired sample statistics

		Mean	N	Standard Deviation	Standard Error of the mean
Par 1	PRE. EXPE	36,5833	12	5,79511	1,67290
	POST.EXPE	41,1250	12	4,43706	1,28087

Source: SPSS software
Made by: Sandra Ramírez (2018)

Table 39 Paired differences

		Paired Differences							
			Standard Deviation	Standard error of the mean	95% of difference interval of confidence				Sig. bilateral)
		Mean			Lower	Upper	t	gl	
Par 2	PRE. EXPE - POST. EXPE	-1,75000	8,81502	2,54468	-7,35080	3,85080	-.688	11	,506

Source: SPSS software
Made by: Sandra Ramírez (2018)

Table 40 Chi square summary

	Cases					
	Mean		**Lost**		**Total**	
	N	Percent aje	N	Percent aje	N	Percent aje
VAR00001 * VAR00002	12	92,3%	1	7,7%	13	100,0%

Source: SPSS software

Made by: Sandra Ramírez (2018)

Table 41 Chi square tests

	Valor	Gl	Sig. asintótica (2 caras)
Chi-cuadrado Pearson	99,000[a]	90	,242
Verosimilitud reason	51,320	90	1,000
Asoc. Line by line	,074	1	,786
N of invalid cases	12		

In 110 boxes (100,0%) the mínimum acceptance was 5. The results have mínimum acceptance of ,08.

Source: Chi square results

Made by: Sandra Ramírez (2018)

Figure 36 Student t distribution Density Curve.

Chi-Cuadrado Distribution
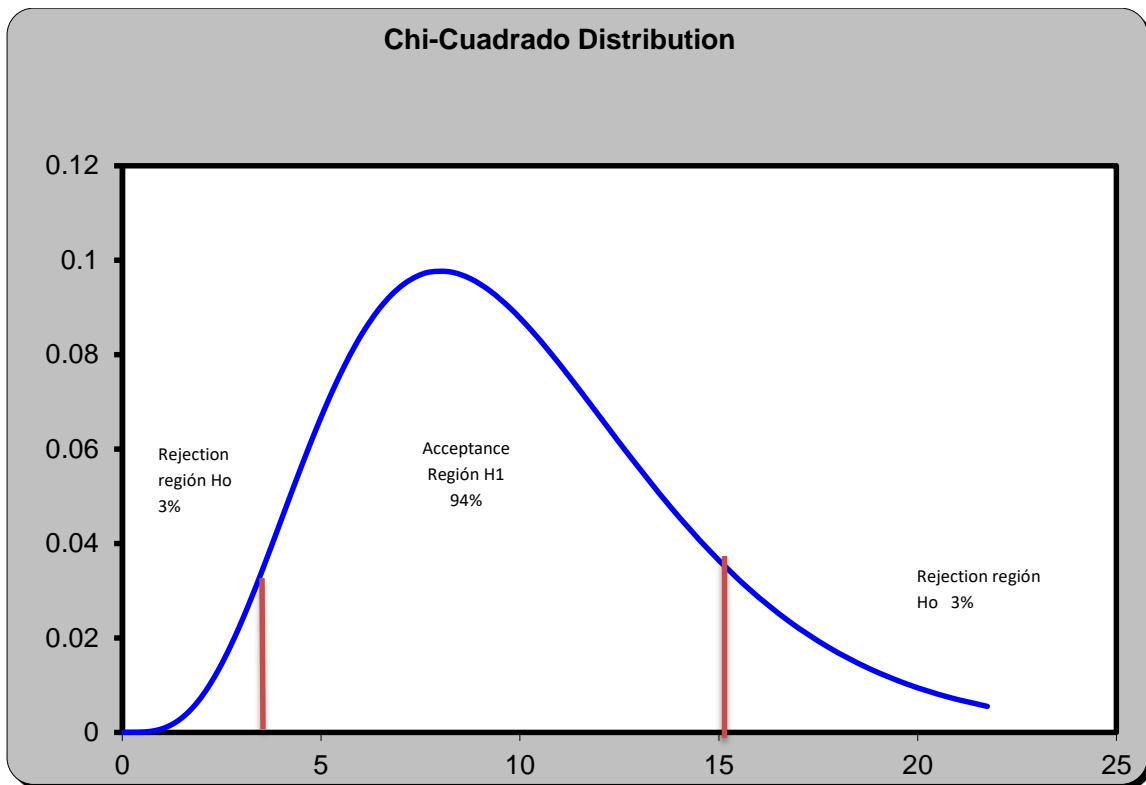
4.2.11 Final Decision

For the statistical analysis 25 degrees of freedom was taken into consideration and the 0.05 was the level of significance, p= 5,06 E-8 and according to the values, the second one is greater than the first one based on the rejection region. Then, there is a 0, 8 of acceptance of the alternative hypothesis. On the other hand, the Student T distribution gives a 0,668 which indicates a 1.782 from the student-T test distribution table as shown in annexed 4.

4.3 Control group analysis

With the purpose of identifying the results in the control group, the pre and post test based on the PET exam was taken to the group of 12 students in the third International Baccalaureate program who has a B1.2 level according to the Common European Framework of Reference. It means that the same conditions was applied both the control and experimental group.

4.3.1 Selection of the level of significance

The level of significance applied to the verification of the hypothesis, was: $\alpha = 0.05$

4.3.2 Degrees of freedom

The degrees of freedom were determined with the following formula:

$$v = n = -1$$

Where:

n = data number of the first and second measurement (12 data).

v = degrees of freedom

$$v = 12 - 1 = 11$$

4.3.3 Data collection and calculation of statistics

Table 42 Pre-test and post test results of control group

No:	Pre test	Post test
1	30.5	29.5
2	36.5	33.5
3	40	45.5
4	34.5	31
5	36.5	41.5
6	14	29
7	35	42.5
8	17.5	43
9	31.5	40.5
10	39.5	33
11	23	37
12	27.5	33
Mean	**30.5**	**36.58**

Source: Pre-test post-test results with the PET rubric

Made by: Sandra Ramírez (2018)

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4.3.4 Student T-test results

A statistical software was very useful to find out the following results:

Table 43 Paired sample statistics

		Mean	N	Standard Deviation	Standard Error of the mean
Par 2	PRE.CONTROL	30,5000	12	8,45845	2,44175
	POS.CONTROL	32,2500	12	6,84736	1,97666

Source: SPSS software

Made by: Sandra Ramírez (2018)

Table 44 Paired simple statistics

		Paired Differences							
			Standard Deviation	Standard error of the mean	95% of difference interval of confidence				Sig. (bilateral)
		Mean			Lower	Upper	t	Gl	
Par 1	PRE.CONTROL - POS.CONTROL	-4,54167	7,58125	2,18852	-9,35856	,27523	-2,075	11	,062

 Source: SPSS software
Made by: Sandra Ramírez (2018)

4.3.5 Final Decision

For the statistical analysis 25 degrees of freedom was taken into consideration and the 0.05 was the level of significance, p= 0,62 and according to the values, the second one is greater than the first one based on the rejection region. Moreover, once calculated the Student t was: -2.075 which is lower than 1.782 from the Student t distribution table. Therefore, the null hypothesis is rejected and the alternative one is accepted which refers to "**Listening activities based on American pop music in the acquisition of English as a foreign language in the International Baccalaureate students at Angel Polibio Chaves School**"

CHAPTER V

CONCLUSSIONS AND RECOMMENDATIONS

5.1 Conclussions

Once analyzed the gathered data, it is important to address the following conclusions.

- The listening skill is not effectively being developed in the school since the majority of English teachers do not frequently use songs in the classroom. Even though, they know the importance of the use of songs in order to foster the process of learning a foreign language. This is mainly due to the curriculum which emphasizes on content rather than learning and the lack of appropriate technology.

- The students indeed like learning English by means of songs, and yet, the majority of them do not understand the lyrics and message of the song. They definitely like the rhythm and most of the time they feel anxious for not understanding what the lyrics says and being capable to sing it. Therefore, the most suitable listening activities were researched for helping them to understand the songs. By using songs, students can indeed learn any aspect of the English language and eventually they can use the language for comminuting.

- Once the listening activities based on American pop music were assessed, it is easy to conclude that music actually helps to increase the level of English in the students. It is important to highlight that the material to be used with songs must be likable for learners so they enjoy doing the song activities. In this case, the application of worksheets providing students a variety of activities, not just the common gap fill was really motivated to the pupils.

- American pop music indeed influences the English language acquisition since the students demonstrated that they increase their knowledge of English such as vocabulary, grammar, idioms, colloquial expressions, etc. Then, music, especially students' favorite songs must be used in the classroom for helping them to acquire English

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- The low level of English in the students in the baccalaureate level remains low students who opt for the International Baccalaureate program. Therefore, a method that suits their taste such as the music needs to be used frequently in order to help them acquire the English language. The majority of students demonstrated that they like to learn English through songs, henceforth, a didactic resource is proposed to boost the level of English in the students.

5.2 Recommendations

After the conclusions mentioned above it is also indispensable to provide the following recommendations:

- To include in their planning some activities based on songs, they can do it once a month or once in a partial. Teachers need to be conscious about the use of songs which are a very useful tool in the classroom, especially when learning a foreign language. Songs, especially the ones that students like are essential because they help to improve not only vocabulary but also expressions, grammar, pronunciation, culture, values, etc.

- To follow the listening activities procedure very carefully. It means to follow the process of the pre, while and post listening activities in order to foster the learning of the language. All these activities help to master the content of the song because the teacher starts to use to introduce the song with a warm-up activity and after the exercises on the song, the teacher continues to use the language uses in the same one in for helping them to acquire the language.

- To suggest teachers to take their time to work on songs. It can even take three days for making students get familiar with the content of the song and produce the language containing it. As a matter of fact, if the homework is assigned to do at home, it must be careful revised by the teachers and give the appropriate feedback. In this way, it is pretty sure that students will internalize the language.

- To monitor students and their procedure for listening to the songs. Since repetition helps to learn and even more when songs are used, then, teachers must suggest students to download the songs on their cellphones and an additional application in order to foster the learning. Also, the teachers can do this as a good model for students.

- To use the handbook that is proposed after this research so students will improve their level of English by listening to American pop songs. It contains a

very useful guide for the teacher and worksheets with a variety and creative exercise for students. In fact, it was carefully prepared based on activities that are suitable for teenagers.

- To allow students to suggest the songs they would like to have in the class as part of the lesson. Even the lyrics with not an appropriate language should be carefully analyzed, also this kind of language should be a topic of reflection and even to motivate students to be careful with the language people use.

CHAPTER VI

THE PROPOSAL

Topic: Handbook based on pop music as a didactic resource to make more effective the English language acquisition.

6.1 Informative Data

a) Institution: Angel Polibio Chaves School

b) Beneficiaries: Students and teachers in the school

c) Estimated time of execution: First, second and third partial of the second quimester during the school year 2017-2018.

d) Beginning: February 2018

e) End: June 2018

f) Responsible: Sandra Ramírez

g) Budget: $200

6.2 Proposal Antecedents

Listening is perhaps the most important skill in any language according to published articles. This skill essentially allow to communicate with other people, to understand the message of the media among others. That is why Garber (2008, p. 9) pointed that the real percentage of the listening communication is in a 45% which is very high in regards to the other three skills which also have a percentage. Consequently, from a good listening process it depends the effective communication. Then, foreign language learners need to work hard in this skill in order to be good listeners.

This proposal arises once identified one of the students' deficiencies in the listening skill in the English language that students at the international baccalaureate at Angel Polibio Chaves Scholl have. This problem was detected through a listening standardized test which is PET that was applied to measure this important skill. In fact, the researcher could identify this weakness because the students show a low understanding of her instructions because the English class is conducted mostly in this language.

Moreover, at the beginning of this research, it was applied a survey based on music where students indicated that they do like listening to English music, even though they do not understand the lyrics. Since, the same survey was applied to teachers, the results displayed that they do not use frequently songs in their classroom. Then, it is highly recommended that teachers use songs as a pedagogic tool and merely add or change some plans in the curriculum. Thanks to the survey and the pretest, it was feasible to draw some concussions as well as recommendations to this problematic.

Due to the scarcity activities based on listening and specifically on English songs to acquire the English language, it is relevant to pay extraordinary attention and focus on this skill. A motivating way to improve listening is by means of songs since "Songs are useful tools in the learning of vocabulary, sentence structures, and sentence patterns" (Murphey, 1992) as cited in Cano, L. (2016). Thus, one of the recommendations for the analyzed conclusions was to make a brochure for English teachers involving stimulating printable worksheets for the students along with the teacher's guide.

The proposed booklet has been carefully created with an enormous effort, time and love. At the beginning it is provided a short background about the motives for its creation along with some instructions for teachers. It mainly has lesson plan exalting what teachers can do when using the songs in the classrooms. There are 10 songs with a variety of activities containing in the printable worksheets. It is considered the pre, the while and the post listened activities, that is why after the worksheets to be used in the classroom, it is also provided a homework acuity for fostering the language containing the songs.

Consequently, the proposed booklet focused mainly on the acquisition of English language by means of American pop music. Since it is directed to the International Baccalaureate students, the songs were carefully chosen in order to meet the students' needs based on the curricula. That is to say, that the language of the songs are based on culture, society, environment, slang language, idioms, phrases verbs, and vocabulary and grammar in general. In this way, the goal is to help students acquire the language and use it in their daily lives in the same way they use music.

6.3 Justification

The four skills of the English language are very important, however some authors give special emphasis to the listening. For instance, Lee & Hatesohl (2018) remark some studies done about conforming that listening is the most used skill for communication. They point out a study which reveals that writings used in a 9%, Reading 15%, speaking 30% while listening 45%. The same study also confirms that most of the people are poor and "inefficient listeners". Then, listening is the skill that we frequently use when walking, listening to music, etc.

Due to the fact that the Ecuadorian context does not allow an actual exposure to the English language, the classroom is the only place where teachers can make students use the language. However, not all the classroom are well equipped with the necessary technology to expose students to real conversations or to songs, That is why students remain in their low understanding because listening activist are not used frequently. As it was mentioned in the research, there are some non-English teachers in charge of teaching English. Therefore, it makes them inefficient in listening the language.

That factor of not having the appropriate tools to foster listening also makes that the majority of teachers continue focusing their teaching in grammar or simply following the book instructions. Then, it contributes that students do not feel motivated to learn English and the complaining of teachers quarreling that the students do not learn the language even though they spend more than six years learning English in schools. The truth is that if teachers do not make students to be exposed to the language and specifically to the listening skill, then students will continue to be poor listeners.

Taking into consideration all the previously mentioned factors of the current situation in the majority of Ecuadorian school institutions, it is necessary to figure out that something must be done regarding this problem. At this point emerges the creation of a booklet containing a guide to the usage of songs in the classroom and catchy worksheets for students when listening to pop songs. Bearing in mind that music is something unavoidable for everybody, it must be used as a pedagogical tool in order to learn and principally acquire the English language.

The implementation of the booklet will enable students to improve their listening skills along with their pronunciation, speaking, grammar, expressions, phrasal verbs, and even writing knowledge. In this way, students will feel motivated to learn English by means of their

favorite genre that most of them listen is pop music. Students listen to music every day and they have some songs downloaded in their cellphones which is something positive because it makes them to be in contact with the language.

Consequently, the beneficiaries of the application of the proposed booklet will be at first place the teachers. Since the booklet is mainly created for them with a well explained guide as well as the material to warm up the songs. In second place, the students because they will be working in class with attractive and relevant activities in the worksheets that the teachers will provide them. Finally, teachers will provide interesting classes by breaking the ice once a week using songs.

6.4 Objectives

6.4.1 General

To design a handbook based on pop music as a didactic resource to make more effective the English language acquisition.

6.4.2 Specific

- To determine the most appropriate English pop songs that motivate students to learn English language.
- To outline pertinent tasks to help students to develop English language acquisition.
- To use the proposed handbook to immerse students into English audio comprehension atmosphere.
- To socialize the proposed booklet with the English teachers in the high school for encouraging them to use pop music in their classes.

6.5 Feasibility Analysis

The current proposal is feasible to be achieved in Angel Polibio Chaves School because of the following analysis. First, in terms of permission, the proposal has the appropriate consent from the authorities. The headmaster of the institution knew about the development of the research and application of proposal in second and third International students in February 2018. However, due to the fact that the headmaster was changed in Abril 2018, it was necessary to present the corresponding official documents to the other headmaster for letting him know

about the study. In addition, it was given the corresponding permission for the socialization with other English teachers.

In terms of technology, it was feasible to carry out the proposal since the IB classrooms are well equipped with computers, projector, speakers, cables whiteboard, billboard and a spacious room that make the use of songs in the classrooms very easy. Also, the socialization for the English teachers can be developed in the same classrooms in order to make it easy the use of songs. It is presumably that the English teachers have a good sensitivity for the booklet and decide to actually use it in their classrooms.

Finally,   in terms of economic financial, the proposal is feasible to be implemented because it is not expensive. The teachers can print the worksheets they plan to work on and the students neither the parents spend a lot of money in two or three copies. Overall, the booklet containing worksheets based on American pop music is feasible because it has a clear guide for the teachers and printable worksheets for the students in a colorful and relevant way.

6.6 Theoretical Foundation

This proposal aims to help students foster their listening skill and also acquire the English language they may find in the songs for example verbs, vocabulary, phrasal verbs, idioms and slang. At the same time, it proposes a suitable guide for teachers so they can carry on songs in the classroom starting with the warm up along with the appropriate material**.** Since songs are used for students every day, it is very sure that the majority of them will continue listening to this songs outside of the classroom which is going to help them acquire the language**.**

6.6.1 Handbook

It is similar to a book, containing a particular topic with instructions or guidelines about how to develop something, (Dom, 2018) as cited in Silva (2018). Needless to mention, the handbook proposed is an implemented classroom material for the teacher and also for the students who may copies of it in order to work with songs.

6.6.2. Music in teaching

Music is a significant tool to use in the classrooms since it allows to have a better class atmosphere because students are very likely to enjoy the learning when using music. Nowadays, even some students may be stress, so music is a didactic implement for reducing the anxiety in students. Since everybody even students have their own problems, they cannot leave the problems or worries at their homes, then the teachers who are considered the students' second parents may positively contribute to their well-being through music, Family health article (2017).

6.6.3. American pop music

The Macmillan dictionary defines to pop music as "a type of music usually played on electronic instruments, that is popular with many people because it consists of short songs with a strong beat and simple tunes that are easy to remember" While the Collins English dictionary defines pop as "a music of general appeal, especially to young people, that originated as a distinctive genre in the 1950s. It is generally characterized by a strong rhythmic element and the use of electrical amplification".

Then, in the 1970s, Elton John was the biggest selling pop especially because he sang the song named "Candle in the wind" which was dedicated to Princess Diane on her the funeral, therefore he be became the anglo American best listened pop singers at that time (Frith, Straw, & Street 2001, p. 93) Playing music when students are doing their actives really helps to motivate them. "Classical music is ideal for a good working environment although easy listening pop music can most certainly be used as well" p. 24

American pop music is a genre that the great majority of teenagers like. According to a survey done in the United in 2012 by the statistics portal, pop was the genre that teenagers like to listen. Therefore, this genre is the most expended in the United States with an 18.4% placing this genre is the first place. A similar study reflects that pop is a universal genre "because it's catchy, fun and relatable" (Rucker, 2014). Perhaps this is the reason why Ecuadorian teenagers also prefer listening to pop music. Even though there are not actual statistics about Ecuadorian teenagers' favorite music, however it has been evident when they listen to their favorite song.

Figure 37 Preferred music genre
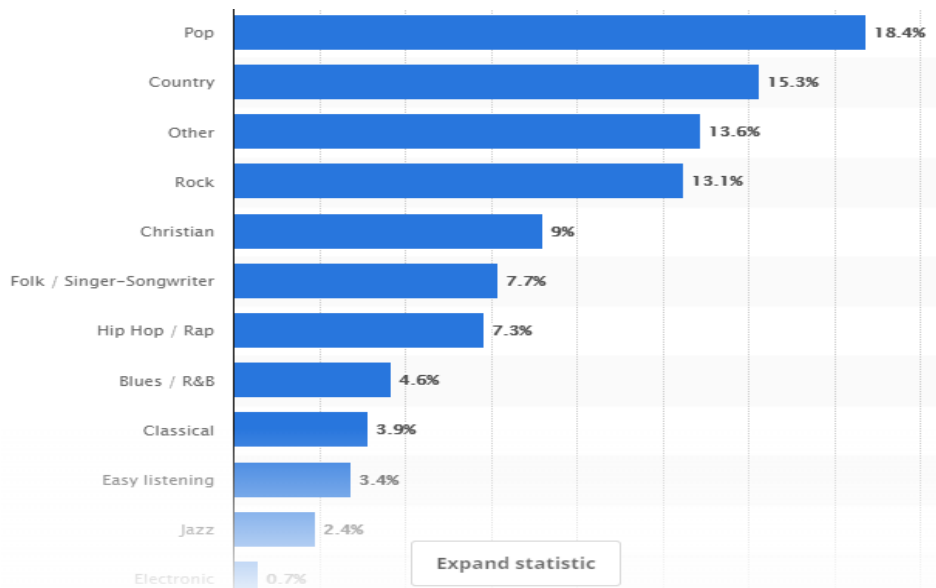
6.6.4 Listening skill

Listening is one the most complex skills of a language where listeners have to be very competent for understanding sounds, vocabulary, grammar rules, intonation stress and what is more understanding utterances in a social and cultural position, Vandergrift (1999) as cited in Wei (2012, p. 2). This author even outlines that "listening is anything but easy to master", by this she means that sometimes students may feel frustrated because of the complexity it involves due to the fact that most of the sounds may not occur in the L1. Therefore, contractions, reduced or linking sounds make listening more difficult.

Needless to mention, the listening skill is once again very challenging because of the interpreting and poor vocabulary that the listener may have. In effect, there are some demanding aspects of the language for example idioms, slang, colloquial expressions that make the understanding even more difficult, Wei (2012, p. 2). For all the mentioned above, the listening skill is considered such a complex skill that students struggle when they do not comprehend dialogues. There are also some students who feel anxious when they do not understand their favorite English songs, it is generally because of their lack of training in this skill.

Parts of listening skill

Pre-listening activities

The activities that teachers do at the beginning of a listening task is very important in order to get the students' interest. It is like a warm up activity, then, it is advised to relate what the song will be about with the game. For instance: teacher can invite students to think off their ideas of the song, to warm them using the new vocabulary words, make them predict the content of the song. Another activity it to present students the little of the song and ask them to say their thoughts about it. Moreover, dictation is also a proper activity to prepare students for the lyrics of the songs.

While listening activity

This is the "during" time of the song, the students are very active and anxious for completing the worksheet. Therefore, it has to be very appealing for students so they enjoy watching and filling it. The activities provided are diverse and reachable to be done by the students. During this part of the listening skill, the teachers need to repeat the song twice. However, it depends on the teacher the playing of the complete song or pausing it every paragraph to make it easy for students. What is very important is to remember that it is always necessary to check the answer on the boar to e sure they all complete it properly.

Post listening activities

The activities that are developed after the songs play also an important role since they help to nurture the language that has been taught and helps to boost the language production. Something relevant to bear in mind about the post listening activities is that teachers do not have an unpleasant task in this stage. Since students may get frustrated instead of being pleased for working with songs. Never should be done a post activity as a test for the same reason stated before, moreover it is advisable just to evaluate the listening skill no another one, Sahr (2011, p. 2).

6.6.4. Listening activities

The activities prepared for a listening activity need to be varied so that students experiment a variety of exercises. In this way the listening will become an active listening

activity which is going to provide more positive results. Then, it is essential to mention the following listening activities according to Lenka (2011, p. 32).

Activities for prediction

- **Picture discussion:** in this activity the teacher requires to present students some pictures or illustrations related to the song and ask students to predict by saying their ideas to find out what the song is going to be about.

- **Key word discussion:** the teacher provides students parts or chops of the lyrics in order to make students think what the song is about. Depending on the teacher, this activity can be diverse by giving students simple words so they can unscramble or the whole sentences. In addition, the teacher can also make an "odd-one out" activity by taking out one word so that students guess the word that is missing.

- **Snippets:** This may be a new word for some teachers, it means some extract or pieces. The activity consists in playing the song for few second and ask students to predict the song according to the mood and music of the song.

Listening for meaning

- **Picture selection:** the teacher offers students many pictures and they have to choose one that they think better suits the song they listened.

- **Note- taking:** students need to work in an extra paper for taking notes of main ideas, characters, or any key word that catches their attention.

- **Discourse-type recognition:** students listen to the song carefully and they have to identify the kind of discourse of the song whatever if it is a dialogue, a soliloquy, or a narration.

- **Discourse- function recognition:** after students listen to the song they have to give their opinion about the mood of the song, they have to identify if the singer is complaining, daydreaming, confessing love or hate, or telling any story, Lenka (2011, p. 34).

Listening for inferring

> **Gap filling:** this is perhaps the most common activity to develop in songs, the students have to listen to the song and fill the missing words.

> **Reading comprehension:** the songs can also address to a reading activity whey can practice reading comprehension by choosing a title or topic continuing the same topic as the song, Lenka (2011, p. 34).

Cultural background

❖ **Cultural reflection:** this is a very relevant activity to work with IB students since they have to identify the culture variety of the world. Therefore, this activity suits them because they have to detect the culture of the song. And ask questions regarding that situation focusing on our own country. Moreover, students can reflect and analyze the message of the song. Once again, this is an appropriate activity for the population that is research is conducted.

❖ **Singer/ band:** students expand their information by searching some important facts of the singer or band.

❖ **Music style:** In this activity students generally identify the genre of the song, however, this research is focused on pop music, so the only genre that students listen in the songs is pop.

❖ **Presentation:** due to the fact that sometimes the teacher cannot use students' favorite songs, then here is the opportunity to allow them to use their own songs. For the development of this research, the author looked for the most suitable songs according to the content of the IB program and also according to the part of language that the pretest contains in order to help them increase their level. However, it was easy to knee that some students were not likely to like some songs that is why the researcher allowed them to choose two of their favorite songs to work in the classroom. And yet, the activities were prepared by the teacher herself.

❖ **Project work:** the teacher can ask students to work on their favorite singers or bands. Nevertheless, this idea was modified by asking students to work on a project by making a poster of their favorite song that was used in the classroom.

❖ **Making a video clip:** students can make a video about the song. This idea was applied in the students who were asked to prepare a choreography about their favorite songs. This was really funny because the researcher could identify their kindness and goodwill to collaborate in the advance if this research, Lenka (2011, p. 34).

More activities than filling in the gaps

Even though the most common activity to do with songs is filling in the gaps, the video about Ms English corner suggests six funny activities to do with songs in the classroom:

1.- **Line by line:** in this activity the teacher gives students the lyrics of the song in lines and they work in groups to listen and order it.

2. Get on your feet: students are given different words and cuts and students have to stand up when they hear the word that they have on their hands, this activity encourages concentration.

3. Circle it: students are given a list with words that appear and do not appear on the song, so they have to circle just the words they listen. Later, they can use those words to complete the worksheet.

4. Bingo: the teacher presents a slide with many words that appear on the song, then asks students to choose nine words, and write them on the card and play bingo.

5. Touch the board: the teachers sticks some words containing the song on the board and then ask students to come to the board in pairs to touch the word they listen. The first one who touches is the winner.

6. The right order: the teacher can stick or write some words on the board that appear on the song and ask students to guess the topic and finally, to ask them to write on their notebook the order of the words according to the song. To check the activity one student can go to put the words in the correct order, MsEnglishcorner (2012).

6.6.5 English language acquisition

English is a very important language in the globalized world people live nowadays. When the term English language acquisition is used, it mainly refers to the instruction program in English for learners of this language, U.S. Department of Education (2014). This is the new tendency when learning a language because the students are meant to learn English as a foreign language by receiving other instruction or subjects in English. This would be amazing to start to train students to receive other subjects in the language. Since the main objective of the language is to help students to acquire and internalize it and use it in the real life.

Based on the importance mentioned above, the teaching of English in schools and high schools may be carefully prepared. Then, teachers should be in charge of providing students an exemplary input based on worthy activities according to their interests, likes and ages. Once a durable input is used, then the process of production or output will be better. The notion is to help students acquire what they learn, that is why music is considered a very nice and positive strategy to help students to learn the language because they listen to music every day. In this way learners will be improving the skills and sub skills of the language reading, speaking, listening and writing as well as grammar and vocabulary.

6.7 Methodology

The current proposal focuses on the improvement of the listening skill as a way to help English learners to be trained and capable to understand listening comprehension dialogues. It meets the necessity of students to learn English by means of pop music. Therefore, an attractive handbook is presented which gathers ten worksheets based on American pop music with a variety of creative exercises for students. It has been considered all the positive facts regarding listening activities and it is suggested to work on before, during and after the song activities. This is important to know so that teachers can create a good classroom atmosphere when using music and also to improve the students' comprehension.

Due to the fact that listening is considered the most used skill of the language in a 45% according to Ahmed R. (2015), this skill needs to be practiced in the schools since that is the place where they can practice the language. Therefore, there is a variety of exercises to be done with the worksheets proposed. Also, the use of songs in the class help to break the ice and make

both English teachers and students have fun by changing the common routine of the lesson. What is more important, students listening to songs every day, so it is more likely that students listen their favorite English songs over and over again. Of course, repetition is a traditional method for learning, then students can learn by repeating the songs.

The worksheets containing this handbook includes ten American pop music which means ten units. Five of the songs were chosen five by the researcher who was looking for songs that meets the IB contents and the language contain in the pre and post-test. The other five songs were chosen by the students based on their favorite ones. Song may help to learn grammar, vocabulary, pronunciation, phrases, idioms, slang, etc. It is divided in four sections, the first part contains the lesson plan as a guide for the teachers, the second part has some activities for the pre listening activity, the third parts refers to the worksheet itself and finally, the four part has activities to work as post listening. Then, teachers will find easy to make copies of the worksheets as well as the pre and post activities.

6.8 Proposal development

Since the main objective is to help learns to improve the listening skills, a handbook with ten American pop songs was created to help students acquire the English language. The songs gather some requirements that the researcher had based on the content of the IB program and the language contained in the pre and posttest. Therefore, students chose their favorite songs and the teacher chose the most appropriate songs to meet the language objectives. The handbook aims to help students practice their listening skill and at the same time improve their English language acquisition.

Operating Model

Table 45 Operating Model

PHRASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
1. Planning	To prepare a workshop directed to the English teachers at Angel Polibio Chaves school to present the current proposal for this research.	- To plan the workshop for one section -To send an official document to the headmaster of the school asking for the corresponding authorization to develop the workshop	Lesson plan Official document Handbook	Researcher and author of the proposal School principal	2 hours
2. Socialization	To present the handbook to the English teachers by providing a read model on how to use it.	- Instructions to the use of the handbook - Playing a song to give a real demonstration on the songs.	Handbook Cd player Infocus PPT presentations Didactic material	Author of the proposal English teachers	2 hours
3. Application	To present the handbook and to develop one song	Development of the song "Someone like you"	Handbook Cd player Infocus	Author of the proposal English teachers	2 days

	applying all the activities suggested		PPT presentations Didactic material		
4. Evaluation	To check if teachers learned some new vocabulary of grammar	-Complete and evaluation worksheet -Conversation to share ideas and give suggestions to the author	Evaluation form Equipped Classroom	Author of the proposal	30 minutes

Made by: Sandra Ramírez (2018)
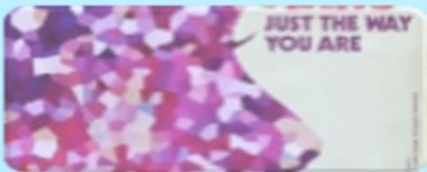
Songbook

PRe- during and while copiable worksheets.

"Learning English by means of songs indeed work, the repetition will make them learn and eventually acquire the language of that song"

S.R.

Content

Teacher's Guide

Learning English by means of songs has been well supported by many authors since music helps to learn in a motivating and entertaining way.

This handbook aims to provide teachers some worksheet activities to work in the pre the while and post activities when using pop songs. Then, it is organized in the following way:

1. Framework of the song

2. Lesson plan for the teacher

3. Pre listening activity worksheet

4. While listening activity worksheet (Generally 2 sheets)

5. Post listening activities

6. Lyrics of the song

7. Important facts of the song for practicing reading

8. Answer Key

It is strongly recommended that teachers work on the pre and the post listening activities because the activities done before listening to the song helps to activate vocabulary, phrases or grammar points. The while listening worksheet serves to catch the students attention and make them work in the sheet. And the post listening activity is very important because it is the production phrase where students need to work based on what they learned on the song.

Note: The content has some colors and the teachers and stents can guide themselves according to the color the content has and the activities in the unit has the same color.

The sheet for the pre-listening activity contains dark pink color and this image.

The while listening sheet has this sign [WHILE] on the corner of the sheet and this image.

The post listening activity contains green color and this image.

Created by: Sandra Ramirez (2017). Images from: Google images

The purpose of this song is to reflect on the value and protection of the environment.

Unit 1: Earth song

Lesson Plan

Lesson Topic: Earth song by Michael Jackson.

Objectives:

Content: Students will be able to (SWBAT):
- Be aware of the damage to the earth
- Answer some reflections questions regarding the dangers to the environment
- Get familiar with the lyrics and the rhythm of the song so they can sing.

Language: Students will be able to (SWBAT):
- Recognize some words in the song by practicing dictation
- Say sentences with "used to"
- Answer the question "Did you ever stop to listen?"

Anticipated difficulties / solutions

Students might have problems with understanding some new vocabulary. The teacher can help them to overcome this difficulty by providing a warm up activity based on the new vocabulary.

Listening activity and procedure

Pre-listening activity
1. **Warm up:** Practice spelling with the class using these words: surprise, earth, weeping, womb, peace and fields.
2. **Ask students to listen to the song and draw what it comes to their minds.**
3. **Explain students some new vocabulary:**

While listening Activity
- Give the worksheet to the students and explain each exercise on it.
- Play the song, stop in each exercise and repeat twice so be sure that students do the exercises.
- Check the answers.

Post listening activity

Now that students have listened to the song, they can do the activities

Earth song

Read the definitions and identify the picture that illustrated the meaning.

Sunrise: the time in the morning when the sun starts to rise in the sky.

Shed: to lose a covering, such as leaves, hair, or skin, because it falls off naturally, or to drop something in a natural way or by accident.

Blood: The red liquid that is sent around the body by the heart, and carries oxygen and important substances to organs and tissue, and removes waste products

Weep: To cry tears

Shores: The land along the edge of a sea, lake, or wide river.

Drift: to move slowly, especially as a result of outside forces, with no control over direction.

Plea: an urgent and emotional request

…..*weep*….   ………………..   ………………..   …………………

………………..   ………………..   …………………

(Retrieved from: https://dictionary.cambridge.org/dictionary/english/sunrise)

Google images

Earth Song. Michael Jakson

1. Listen to the song and complete using the words in the box

| rain | all | sunrise | blood | ever | gain | earth | fields |

What about _____?
What about _____?
What about all the things,
That you said we were to gain?
What about killing _____ ?
Is there a time?
What about all the things,
That you said was yours and mine?
Did you ever stop to notice,
All the _____we've shed before?
Did you ever stop to notice,
This crying _____ these weeping shores?
Aaaaaaaaaah Aaaaaaaaaah

2. Listen and order the sentences.

(1) What have we done to the world
(…) What about all the peace
(…) Look what we've done
(…) What about flowering fields
(…) That you pledge your only son
(…) What about all the dreams
(…) Is there a time
(…) Did you ever stop to notice
(…) That you said was yours and mine
(…) Did you ever stop to notice
(…) All the children dead from war
(…) The crying Earth the weeping shores
Aaaaaaaaaah Aaaaaaaaaah

3. Circle the correct word

I used to ……….	dream	drink
I used to glance beyond the ………………	Start	Stars
Now I don't ………..… where we are	now	know
Although I ……….. we've drifted far	know	Now

Aaaaaaaaaah Aaaaaaaaaah

Aaaaaaaaaah Aaaaaaaaaah

4. Choose the right word

Hey, what about a) …………………
(What about us)
What about the b) ……………
(What about us))
The heavens are c) …………………..
(What about us)
I can't even d) …………………..

apathy

seas?

yesterday

falling down

breath

worth

(What about us)
What about e) ……………
(What about us)
I need you
(What about us)
What about nature's ………………

5. Match the last word with the correct image.
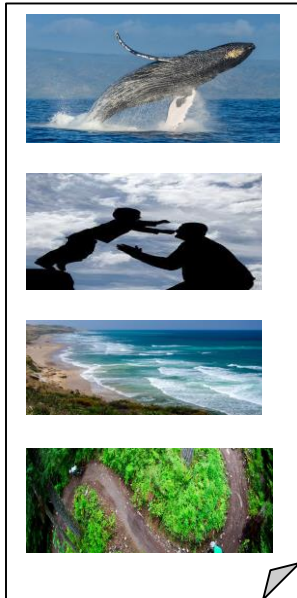
It's our planet's **womb**
(What about us)
What about **animals**
(What about it)
We've turned kingdoms to **dust**
(What about us)
What about **elephants**
(What about us)
Have we lost their **trust**
(What about us)
What about crying **whales**
(What about us)
We're ravaging the **seas**
(What about us)
What about forest **trails**
(Ooo, ooo)
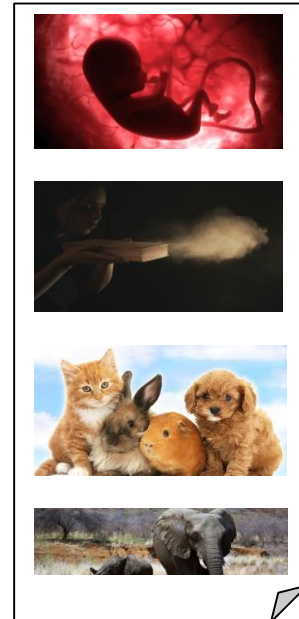
6. Highlight words related to the suffering

Burnt despite our pleas
(What about us)
What about the holy land
(What about it)
Torn apart by creed
(What about us)
What about the common man
(What about us)
Can't we set him free
(What about us)
What about children dying
(What about us)
Can't you hear them cry
(What about us)
Where did we go wrong
Someone tell me why

(What about us)
What about babies
(What about it)
What about the days
(What about us)
What about all their joy
(What about us)
What about the man
(What about us)
What about the crying man
(What about us)
What about Abraham
(What about us)
What about death again
(Ooo, ooo)
Do we give a damn

Post listening activity

Activities after the song: Earth by Michael Jackson

1. **Match the words with the corresponding picture**

Sunrise   earth   shore   shed   plea   blood   tear   drift

2. **Check the options you believe will help to care the environment.**

To consume plastic bottles   (……)

To save water   (……)

To waste electricity   (……)

To save electricity   (……)

To throw garbage   (……)

To grow trees   (……)

To cut down the trees   (……)

3. **Complete the missing spaces with the appropriate word.**

> *Plea   blood   drift   shores   weeping   ~~sunrise~~*

My brother made a …………………… to my mom for going out tonight.

Johns says he has pure ………………..

I love looking at the ..**sunrise** .. every morning from my window.

The boat went on the …………………………. to the Pacific Ocean.

I am tired of my mom's …………………………. because of my brother who is a bad guy

4. Read the song and answer the questions:

What do you think is the message of the song?

……

……

If you had the opportunity to sing to the earth, what would your lyrics be? (a paragraph is enough)

……

……

……

……

……

Earth Song

Michael Jackson

Save the Planet

Lyrics of the song Earth by Michael Jackson

What about sunrise
What about rain
What about all the things that you said
We were to gain
What about killing fields
Is there a time
What about all the things
That you said were yours and mine

Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
This crying Earth, these weeping shores

Aah, ooh

What have we done to the world
Look what we've done
What about all the peace
That you pledge your only son

What about flowering fields
Is there a time
What about all the dreams
That you said was yours and mine

Did you ever stop to notice
All the children dead from war
Did you ever stop to notice
This crying earth, these weeping shores

Aah, ooh
Aah, ooh

I used to dream
I used to glance beyond the stars
Now I don't know where we are
Although I know we've drifted far

Aah, ooh
Aah, ooh

Aah, ooh
Aah, ooh

Hey, what about yesterday
(What about us)
What about the seas

(What about us)
The heavens are falling down
(What about us)
I can't even breathe
(What about us)
What about apathy
(What about us)
Drowning in the seas
(What about us)
What about the promised land
Preachin' what I believe
(What about us)
What about the holy land
(What about it)
What about the greed
(What about us)
Where did we go wrong
Someone tell me why
(What about us)
What about baby boy
(What about him)
What about the days
(What about us)
What about all their joy
Do we give a damn

Aah, ooh
Aah, ooh

Important facts of the song. Earth by Michael Jackson

Jackson explained: "I remember writing 'Earth Song' when I was in Austria, in a hotel. And I was feeling so much pain and so much suffering of the plight of the Planet Earth. And for me, this is Earth's Song, because I think nature is trying so hard to compensate for man's mismanagement of the Earth. And with the ecological unbalance going on, and a lot of the problems in the environment, I think earth feels the pain, and she has wounds, and it's about some of the joys of the planet as well. But this is my chance to pretty much let people hear the voice of the planet. And this is 'Earth Song.' And that's what inspired it. And it just suddenly dropped into my lap when I was on tour in Austria."

When Jackson sang this at the 1996 Brit awards with a choir of children, he struck a Christ-like pose that did not go over well with Pulp lead singer Jarvis Cocker, who jumped on stage in protest of Jackson's "Messiah Complex." Cocker disrupted the performance, lifting his shirt and making a gesture with his butt. Said Cocker, "Rock stars have got big enough egos without trying to be Jesus."

This is Jackson's biggest hit in the UK, selling 1,038,821 copies. The single sold over three million copies worldwide. >>

Jackson performed this for the first time in November 1995 on the German celebrity game show *Wanna Bet?*. >>

Jackson produced this track with David Foster and Bill Bottrell. Foster has crafted hit for Chicago and Earth, Wind & Fire; Bottrell produced Sheryl Crow's **Tuesday Night Music Club**.

Source:

Based on the reading answer the following questions.

Where was the singer when he wrote the song?

………

What was his motivation for writing it?

………

What is going on with the nature nowadays?

………

Why do you think this song sold more than one million copies?

………

When and where was the first performance of this song?

………

Answer key Unit 1

1.	weep	sunrise	shed	plea
	blood	shores	drift	

WHILE

1.	Sunrise		Rain		Fields		Blood		Earth				
2.	1	3	2	5	4	7	6	9	8	11	10	12	
3.	Dream	Stars	Know	Know									

4. a.Yesterday   e.apathy
   b.Seas   f.wounds
   c.Falling down   g.worth
   d.Breath

5. Womb   trust

   Animals   whales

   Dust   seas

   Elephants   trails

6. Pleas   Dying   Cry   Damn

After

1. Sunrise   earth

   shore   shed

   plea   blood

   tear   drift

2. To consume plastic bottles
   To save water
   To save electricity
   To grow tres

3. Plea   Blood   Sunrise   Shores   Weeping

4. What do you think is the message of the song?
   Answer may be different
   If you had the opportunity to sing to the earth, what would your lyrics be? (a paragraph is enough)
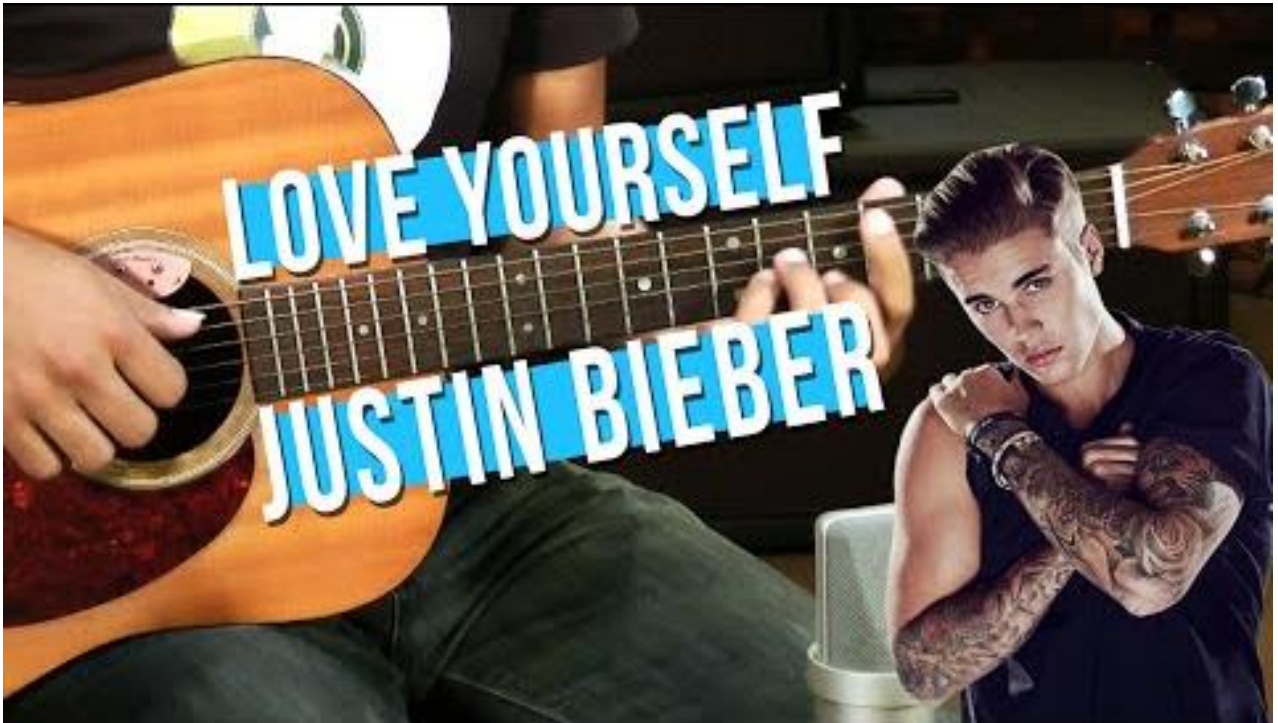
Created by: Sandra Ramirez (2017). Images from: Google images

The purpose of this song is to help students reflect on self-love, new vocabulary, contractions, and the use of "used to".

Unit 2. Love yourself by Justin Beaver

Lesson Topic: Love yourself by Justin Beaver
Objectives:
Content: Students will be able to (SWBAT):
- Reflect on the importance of self-love.
- Get familiar with the lyrics and the rhythm of the song so students can sing.

Language: Students will be able to (SWBAT):
- Answer questions about self-love
- Say sentences about their past life using "used to"
- Write sentences using the reflexive pronouns
- Identify some contractions of the language

Anticipated difficulties / solutions
Some students might have problems with some new vocabulary. Therefore, the teacher will explain the new words at the beginning.

Listening activity and procedure

I Pre-listening activity instructions
Warm up:
1. Give students clear instructions on how to play "sparkle", so ask students to spell the following words:
   goodness   admit   yourself   vulnerable
2. Ask students to match the contraction with the long words, according to their previous knowledge or they can even guess.
3. Ask students to express their thoughts and impressions about the pictures.
4. Ask students to make notes of the following dictation text.

> For all the times you made me feel small
> I fell in love, now I feel nothin' at all
> I never felt so low when I was vulnerable
> Was I a fool to let you break down my walls?

II While listening activity
1. Play the song and ask students to take notes of what they understand in the song.
2. Make students watch the official video of the song and write the long words for the following contractions. Wanna   Didn't Don't   I'm 'cause Ain't
3. Turn in the worksheet and ask students to read the directions and complete the song.

III Post listening activity
Now that students have listened to the song, they can do the activities ng activity sheet or according to the time they can work in class

1. **Matching the contractions with the complete words.**

Wanna	am not, is not, have not etc
Didn't	I am
Don't	because
I'm	want to
'cause	did not
Ain't	do not

2. **What do you think about these images.**

3. **Copy the text that the teacher dictates you.**

....

....

....

....

....

Love yourself. Justin Beaver

1.Read the definition of the word and guess the word to complete in the song.

For all the …………. that you rain on my parade
And all the …………. you get in using my name
You think you broke my ………,oh girl for goodness sake
You think I'm ………….., on my own well I ain't

- Moisture condensed from the atmosphere that falls visibly in separate drops. …………………
- An association or organization dedicated to a particular interest or activity. ………………
- A hollow muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation. ……………………

2. Complete the missing part with the opposite word.

And I …………. (wanna) write a song 'cause I didn't want anyone thinking I still care
I don't but, you still hit my phone up
And baby I be movin' on and I think you should be ……………(anything)
I don't wanna hold back, maybe you should know that
My mama don't like you and she ……….... (doesn't like) everyone
And I ………… (always) like to admit that I was wrong
And I've been ……… (little) caught up in my job, didn't see what's going on
And now I know, I'm ………. (worse) sleeping on my own.

3.Listen and get familiar with the chorus.

'Cause if you like the way you look that much
Oh baby you should go and love yourself
And if you think that I'm still holdin' on to somethin'
You should go and love yourself

4.Identify and correct the misspelled words.

But when you tolld me that you hated my frieinds
The only problemn was wiht you and not them
And eveery time you told me my opinion was wrong
And tried to make me forget were I came from

5.Listen and order the statements.

(…) I don't but, you still hit my phone up
(.1.) And I didn't wanna write a song cause I didn't want anyone thinking I still care
(…) I don't wanna hold back, maybe you should know that
(…) My mama don't like you and she likes everyone
(…) And now I know, I'm better sleeping on my own
(…) And baby I be movin' on and I think you should be somethin'
(…) And I've been so caught up in my job, didn't see what's going on
(…) And I never like to admit that I was wrong

6. Listen and complete the missing letters.

For all the t_ _ _ s you made me feel small
I fell in l_ _ e, now I feel nothin' at all
I never felt so low when I was v_ _ _ _ _ _ _ _ _e
Was I a fool to let you b_ _ _ k down my walls?

Love yourself

1. Check the correct meaning of the phrase: "For all the times that you rain on my parade"

Por todas las veces que llueve en mi desfile   (......)

Por los planes que tu arruinaste   (......)

Por todas las veces que tu lloras en mi parada.   (......)

2. Think about own life.

What is more important for you: to love yourself or someone else? Why?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

3. **Based on the song answer the following questions?**

Has the singer suffered because of love?

………………………………………………………………………………………………………

Did his mother like the girl mentioned in the song?

………………………………………………………………………………………………………

4.Look at the chorus and identify the first conditional sentences to create your own sentences.

'Cause if you like the way you look that much
Oh baby you should go and love yourself
And if you think that I'm still holdin' on to somethin'
You should go and love yourself

If + subject + Simple present verb +, + subject + will/should/could/ + simple verb.

If   I   study   hard   ,   I   should   pass the year.

………………………………………………………………………………………………………

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

5.Match the picture with the phrasal verb.

phone up	hold back	go on	catch up
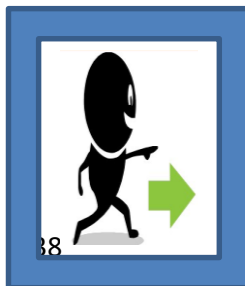
Lyrics of the song: Love yourself by Justin Bieber

For all the times that you rain on my parade
And all the clubs you get in using my name
You think you broke my heart, oh girl for goodness sake
You think I'm crying, on my own well I ain't
And I didn't wanna write a song 'cause I didn't want anyone thinking I still care
I don't but, you still hit my phone up
And baby I be movin' on and I think you should be somethin'
I don't wanna hold back, maybe you should know that
My mama don't like you and she likes everyone
And I never like to admit that I was wrong
And I've been so caught up in my job, didn't see what's going on
And I didn't wanna write a song cause I didn't want anyone thinking I still care
I don't but, you still hit my phone up
And baby I be movin' on and I think you should be somethin'
I don't wanna hold back, maybe you should know that
My mama don't like you and she likes everyone
And I never like to admit that I was wrong
And I've been so caught up in my job, didn't see what's going on
And now I know, I'm better sleeping on my own
'Cause if you like the way you look that much
Oh baby you should go and love yourself
And if you think that I'm still holdin' on to

And now I know, I'm better sleeping on my own
'Cause if you like the way you look that much
Oh baby you should go and love yourself
And if you think that I'm still holdin' on to somethin'
You should go and love yourself
But when you told me that you hated my friends
The only problem was with you and not them
And every time you told me my opinion was wrong
And tried to make me forget where I came from

somethin'
You should go and love yourself
For all the times you made me feel small
I fell in love, now I feel nothin' at all
I never felt so low when I was vulnerable
Was I a fool to let you break down my walls?
'Cause if you like the way you look that much
Oh baby you should go and love yourself
And if you think that I'm still holdin' on to somethin'
You should go and love yourself
'Cause if you like the way you look that much
Oh baby you should go and love yourself
And if you think that I'm still holdin' on to somethin'
You should go and love yourse

Important facts of the song. Love yourself

ARTISTFACTS FOR JUSTIN BIEBER

His album, **My World 2.0** (the latter of his two-part debut studio album) debuted at #1 on the US Billboard 200, making Bieber the youngest solo male act to top the chart since Stevie Wonder in 1963.

Bieber was discovered when the music executive Scooter Braun accidentally clicked on one of his videos on YouTube. He was checking out another artist who was singing Aretha Franklin's "Respect," and Bieber came up with a related video singing the same song. Braun clicked on it thinking it was the same artist, and realized that the 20-year-old he thought he was watching was a 12 year old.

Justin Bieber told Martha Stewart in an interview that Scooter Braun "kind of stalked" him before he became his manager. "He contacted my great aunt, who I'd never met before. He contacted the school board," the singer said.

Born and raised in Canada, he moved to Atlanta, Georgia in 2008 to get signed by Usher, who had just won the battle for the talented kid over Justin Timberlake. Apart from producer, Usher also took the role of a mentor to the teen singer. As Bieber shares with *Speed* magazine, "Usher has had the greatest influence on my musical career thus far. He taught me how to hold a note, how to play the piano and even how to freestyle some funky-fresh lyrics."

Justin Bieber fans, who dubbed themselves "The Beliebers," have been named the greatest superfan community of the past 20 years by *Rolling Stone* Magazine.

Bieber's talent quickly turned him into a teen idol to the point that his popularity caused safety concerns, and he had to cancel a number of performances for safety reasons. In the middle of his world tour in 2011 he was even warned by the police in Liverpool that he could be arrested and charged with "inciting a riot" if he stepped outside of his hotel room. He managed to negotiate a compromise and wave to the crowd of fans from the balcony. The *Daily Mail* compared the Bieber Fever in Liverpool to the Beatles Mania a few decades earlier.

Source:

Read the text and practice good pronunciation by playing "popcorn" reading.

Answer key

Before
1. Wanna – want to   Didn´t – did not   Don´t – do not I´m – I am   ´Cause – because   Ain´t-   am not, is not, have not
2. Students may give different opinions.
3. For all the times you made me feel small I fell in love, now I feel nothin' at all I never felt so low when I was vulnerable Was I a fool to let you break down my walls?

While
1. Times   Clubs   Heart   Crying
2. Didn´t   Somethin´   Likes   Never   So   Better
3. Students just listen and get familiar with the chorus.
4. Told – friends   Problem – with   Every   Where
5. 2   1   4   5   8   3   7   6
6. Ime   Ov   Ulnerabl   Rea

After
1. Por todas las veces que lloras en mi parada
2. Answer might be different
3. Yes, he has because he is telling how the girl made him suffer No, she doesn't. The singer says her mom likes everyone but she doesn't like her.
4. Answers might be different
5. Catch up   hold back   go on   phone up
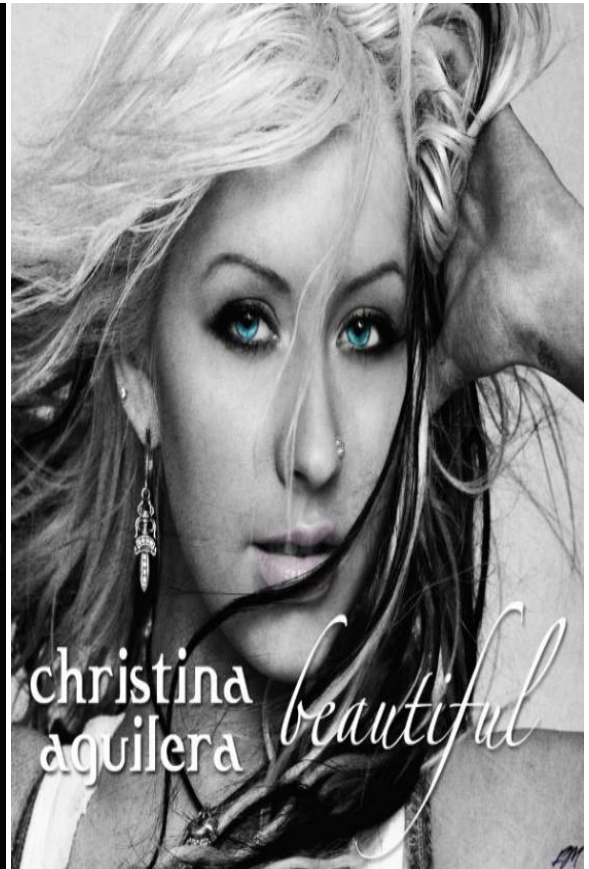
Created by: Sandra Ramirez (2017). Images from: G

oogle
images

The aim of this song is to motivate students to analyze their self-acceptance. In terms of the language, they can learn adjectives, verbs and phrasal verbs.

Unit 3. Beautiful by Cristina Aguilera

Lesson Topic: Beautiful by Cristina Aguilera

Objectives:

Content: Students will be able to (SWBAT):

- Answer questions about self-acceptance
- Share their thoughts about self-acceptance
- Express ideas using the phrasal verbs "bring down"
- Get familiar with the lyrics and the rhythm of the song so they can sing.

Language: Students will be able to (SWBAT):

- Identify some new verbs
- Write creative sentences with to some expressions
- Write sentences using object pronouns with the phrasal verb "bring down"

Anticipated difficulties / solutions

Some students might have problems with self-esteem. The teacher will talk about the importance of self-acceptance and ask students to say some beautiful and positive things that students have or do.

Listening activity and procedure

I Pre-listening activity instructions

Warm up:

5. Ask students to express their thoughts and impressions about these pictures.
6. Ask students to take out a piece of paper and make notes of the following dictation text

II While listening activity

4. Play the song and ask students to take notes of what they understand in the song.
5. Make students watch the official video of the song and answer the questions:
6. Turn in the worksheet and ask students to read the directions and complete the song.

III Post listening activity

Ask students to complete the worksheets at home.

Beautiful by Cristina Aguilera

1. **Tell to the teacher your thoughts and impressions about these pictures.**

2. **Take out a piece of paper and make notes of the teacher's dictation :**

You ....
....
....
....

3. **Take a place and a position you feel comfortable in any part of the room and watch the video carefully. Then answer the questions:**

What is your impression about the thin girl watching herself in the mirror?

....

What do you think about different hair styles?

....

What is your opinion about gay couples?

....

Self-acceptance is important, do you accept yourself the way who you are?

....

....

"Beautiful" by Cristina Aguilera

Name: ……………………….   Class: …………………   Date: ………………………

1. **Check the verbs that you already know.**

Ashamed	(……)	Breathe	(……)	Matter	(……)
Say	(……)	Bring	(……)	Am	(……)
Consumed	(……)	Try	(……)	Fill	(……)
Leave	(……)	Go	(……)	Are	(……)
Do	(……)	Shine	(……)	Awake	(……)

2. **Listen to the song and complete using the words in the box.**

suddenly   ashamed   wonderful   me   breathe   now   pain

Don't look at ……….

Everyday is so ……………………………….

Then ……………………….

It's hard to ………………………

…………. and then I get insecure

From all the …………..

I'm so ………………….

You are beautiful no matter what they say. --CHRISTINA AGUILERA
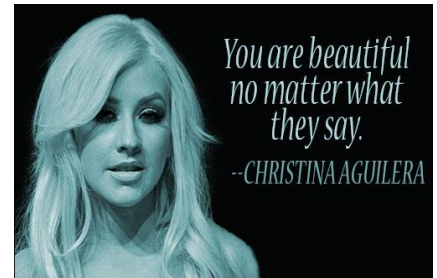
2. Order the words according to the song.

I / beautiful / am   ……*I am beautiful*…

matter / No / what / say / they   ………………………………………………………

/can't / bring / words/ me / down   ………………………………………………………

am / I / beautiful   ………………………………………………………

In /single / every /way   ………………………………………………………

Yes can't / words / bring / me / down ………………………………………………………

Oh / no   ………………………………………………………

So / don't / you /bring / me /down /today   ………………………………………………………

3. Cross out the intrusive words

To all your ~~my~~ friends you're delirious
So for consumed
In all your doom, ooh sadness
Trying hard stop to fill the emptiness
The pieces gone left
Left the who puzzle undone
Ain't that the way it is now

4. Listen, order the paragraphs and complete the missing verb.

(….) No ……………….. what we do
    (No matter what we do)
     No ……………….. what we say
     (No matter what we say)
     We'….. the song inside the tune
     (Yeah, oh yeah)
     Full of beautiful mistakes

(….) You*'re*.. beautiful
     No ………………….. what they say
     Words can't …………………. you down
     Oh no
     You'….. beautiful
     In every single way
     Yes words can't ……………. you down
     Oh no
     So don't you …………. me down today

4.   Choose the correct word.

And <u>eveyway</u> / *everywhere* / <u>everyone</u> / we go
(And everywhere we go)
The <u>sun/ son / soon/</u> will always shine
(The sun will always, always, shine)
And tomorrow we <u>may/ my / might</u> awake
On the other <u>seat/ side/ sit</u>

6. Fill the gaps with the missing verb.

We'*re* beautiful
No ………………. what they say
Yes words won't ………………. us down
Oh no. We …… beautiful
In every single way
Yes words can't ………….. us down
Oh no. So don't you ……………….. me down today
Oh, oh
Don't you …………………. me down today
Don't you …………………. me down, ooh
Today
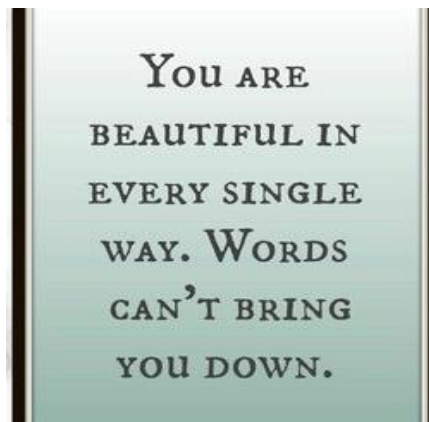
Beautiful

1. Get familiar with the objects pronouns.

me	you	him	her	it	us	you	them

2. Bring down means "deprimir". Place the object pronouns between the phrasal verb: "bring down" and write creative sentences.

*I don't let the economic status **brings** me **down**. /*

*My best friend allow**s** her husband to **bring** her **down**.*

………………………………………………………………………………….

………………………………………………………………………………….

Now and then means "de ahora en adelante", write sentences with his expression.

Now and then *I am not going to waste time on facebooking. /*

………………………………………………………………………………….

………………………………………………………………………………….

No matter means "no importa" write sentences with this expression

No matter *what the government directs, people have to work in order to eat.*

………………………………………………………………………………….

………………………………………………………………………………….

What does "beauty" means for you?

……

How is your self- esteem, good or bad?

……

Do you know somebody who has a low self-esteem?

……

Beautiful lyrics

Don't look at me

Everyday is so wonderful
Then suddenly
It's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful
No matter what they say
Words can't bring me down
I am beautiful
In every single way
Yes words can't bring me down
Oh no
So don't you bring me down today

To all your friends you're delirious
So consumed
In all your doom, ooh
Trying hard to fill the emptiness
The pieces gone
Left the puzzle undone
Ain't that the way it is

You are beautiful
No matter what they say
Words can't bring you down
Oh no
You sre beautiful
In every single way
Yes words can't bring you down
Oh no
So don't you bring me down today

No matter what we do (no matter what we
do)
No matter what we say (no matter what we
say)
We're the song inside the tune (yeah, oh
yeah)
Full of beautiful mistakes

And everywhere we go (and everywhere we
go)
The sun will always shine (the sun will
always, always, shine)
And tomorrow we might awake
On the other side

'Cause we are beautiful
No matter what they say
Yes words won't bring us down
Oh no
We are beautiful
In every single way
Yes words can't bring us down
Oh no
So don't you bring me down today

Oh, oh oh
Don't you bring me down today, yeah
Don't you bring me down, ooh
Today

Important facts of the song. Beautiful

This was written by Linda Perry, who was a member of the group 4 Non Blondes. When Aguilera and Perry first met they didn't get on. Perry told Aguilera: "Everyone knows you can sing, but it's not convincing emotionally." Aguilera was apparently offended by this, but later thought it would be a good idea to work with Perry because of how she helped revive Pink's career.

Before recording the song, Aguilera and Perry talked, and Christina recalled suffering physical abuse at the hands of her father. Apparently, she began to cry and asked for the session to be abandoned, but Perry thought it was the perfect opportunity to record the song. She told *Q* magazine: "I know it sounds ghoulish, and she didn't think she could do it, but I made her do the song in tears." >>
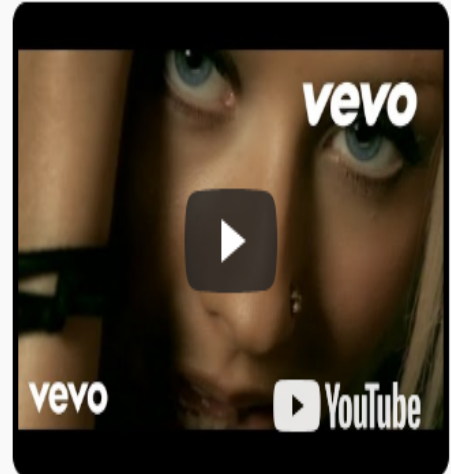
Linda Perry wrote this with the intention of having it as her comeback single, but when she played it to Christina Aguilera, she hadn't yet recorded it. Perry recalls in *1000 UK #1 Hits* by Jon Kutner and Spencer Leigh: "I played it to Christina who immediately fell in love with it, so I gave her the chance to demo it. Her first vocal take, reading the lyrics from a piece of paper in my living room, were so fulfilling that we used that version on the single. It had a very raw feeling, which I liked, but Christina wanted it re-done to technical perfection. I said no and it took me 7 months of arguments until she finally agreed."

The gay community embraced this song. The video shows a cross-dressing man and a homosexual kiss. It was honored by the Gay And Lesbian Alliance Against Defamation (GLAAD) for its positive portrayal of alternative lifestyles. Linda Perry is gay.

The first single from the album was "Dirrty," which featured a lascivious video but not much of a beat. It didn't get much radio play and Aguilera was taking a lot of heat for the video, so this was quickly issued as the second single. The message of self-acceptance went over well and helped put the focus more on Christina's singing and less on her lack of clothes.

Based on the reading, answer the following questions.

1. **How do you think Aguilera was offended by Perry?**
   ....
   ....
2. **Who was suffering abuse at home?**
   ....
3. **How did the gay communicate fee with the video of the song?**
   ....
   ....

Answer key

BEFORE
1. The image what me surprise is the man whit the hair your look is impredesible
2. The song of Cristina Aguilera has a message subliminal it is very creepy because we think what the other person check the personality and garbs and costumes and it is not positive
3. My impression the girl is most confused it is beautiful and she ashamed Your look is different at the rest Is a word save his can make be that as it may Yes it is human being away we

WHILE		
1. Ashamed	breathe	matter
consume	try	awake
leave	bring	
2. Wonderful	Suddenly	It´s
Insecure	Pain	Ashamed
3. I am beautiful	In every single way	
No matter what they say	Yes words can't bring me down	
Words can't bring me down	Oh no	
I am beautiful	don't you bring me down today	
4. My For Sadness Stop Left Who Now		
5. Matter	Bring	
Matter	You´re	
We´re	Bring	
Matter	Bring	
6. Everywhere	Might	
Sun	Side	

AFTER	
1. ME	US
HIM	THEM
2. Answers might be different	

Created by: Sandra Ramirez (2017). Images from: Google images

The teacher aims to warn students about slang language and reflect on the use of it. Students can also check the use of "use to + infinitive" and phrasal verbs.

Unit 4. Somebody that I used to know

Lesson Topic: Somebody that I used to know by Gotye

Objectives:

Content: Students will be able to (SWBAT):

- Share love experiences

- Talk the importance of knowing slang language

- Differentiate when to use slang language

Language: Students will be able to (SWBAT):

- Identify some slang vocabulary

- Check the past tense using "used to + infinitive"

- Learn some new phrasal verbs such as cut over, screw over, hung up

Anticipated difficulties / solutions

Some students might find difficult to express their ideas and thoughts about love. The teacher will make them feel comfortable talking about their experiences and make them reflect on them.

Listening activity and procedure

I Pre-listening activity instructions

Warm up:

- Present students some games that kinds like to play hide and seek, marbles,

- Make students get familiar with the vocabulary presented on the pictures

- Introduce students how to say sentences with "used to + infinitive"

- Ask students to say what games they used to play

II While listening activity

- Play the song and ask students to take notes of sentences related to "used to"

- Turn in the worksheet and ask students to read the directions and complete the song.

- Ask students to highlight the slang language: (cut someone off, stoop so low, screw someone over) and explain the meaning.

III Post listening activity

Ask students to complete the worksheets at home.

Somebody that I used to know by Gotye

Cut the words and match them with the corresponding pictures.

Piñata	Music chair	cards
Play tops	Marbles	Fly kites
Hopscotch	Jump the rope	Hide and seek
bagged	Play the caught	Jumping on the back

Somebody that I used to know. Gotye

1. Unscramble the words according to the song.

Now and then I think of when we were (tgeotehr) ..***together***..
Like when you said you felt so (hyapp) …………. you could die
Told (ysmlef) …………… that you were right for me
But felt so lonely in your (coymapn) ………………..
But that was love and it's an ache I still (reeemmbr) ……………………..

2. Choose the correct word
You can get ***addicted*** to a certain kind of sadness
Like ……………………. to the end, always the end
So when we found that we …………not make sense
Well you said that we would …………. be friends
But I'll …………. that I was glad that it was over

Still resignation
~~addicted~~ could
admit

3. Number the sentences in the right sequence.
(.1.*) But you didn't have to cut me off*
(….) *But you treat me like a stranger and that feels so rough*
(….) *Make out like it never happened and that we were nothing*
(….) *I guess that I don't need that though*
(….) *And I don't even need your love*
(….) *Have your friends collect your records and then change your number*
(….) *No you didn't have to stoop so low*
(….) *Now you're just somebody that I used to know (3)*

4. Fill in the gaps with verbs. (infinitive, progressive, past or past participle)
Kimbra

Now and then I ***think*** of all the times you …………….. me over
but …… me ………….. it …. always something that I'd ………
and I don't ………… ……….. that way
………….. into every word you ……
you ……… that you could ….. it ….
and I wouldn't ………… you ……. up on somebody that you ……… to ………

1.

"Somebody that I used to know"

1. **Match the pictures with the correct meaning.**

| stoop so low, | screw over | cut off |

2. **Use the slang: cut someone off, stoop so low, screw someone over to write your own creative sentences.**
   My brother cut her girlfriend off.

   ……

   ……

   ……

3. *Use "used to" in an affirmative or negative statement.*

   My brother / live / in an old house. (+)   My brother used to live in an old house.

   Juan / get up very early.   (-)   Juan didn't use to get up early.

   Camila / be / a mischievous girl.   (+)   …………………………………………………………….

   We / have / an American teacher. (+)   …………………………………………………………….

   My siblings / obey / to my mom.   (-)   …………………………………………………………….

   They / come / everyday.   (+)   …………………………………………………………….

4. **Use an English dictionary and write the definition of these words.**
   Sadness: ………

   ………

   Ache: ……

   ………

   Sense: ……….

   ………

   Glad: ………..

   ……..

Important facts of the song

Belgian-born Wally De Backer is an indie rock singer-songwriter who records under the name of Gotye. He moved with his family to Australia at the age of 2 and has been releasing music there since 2001. De Backer achieved a breakthrough with his second album **Like Drawing Blood**, which was voted # in the Triple J listeners poll of the Best Album of 2006. This is the second single from De Backer's third album, **Making Mirrors**. The LP was released in the summer of 2011 and went to #1 in Australia.

The song features New Zealand singer-songwriter Kimbra, who won her country's Critics' Choice awards in 2011; the award is intended to recognize and nurture up-coming talent. Gotye didn't begin writing this song as a duet, but after he finished the first verse, he realized he had nowhere to go with the character he was writing about, and needed to introduce another voice.
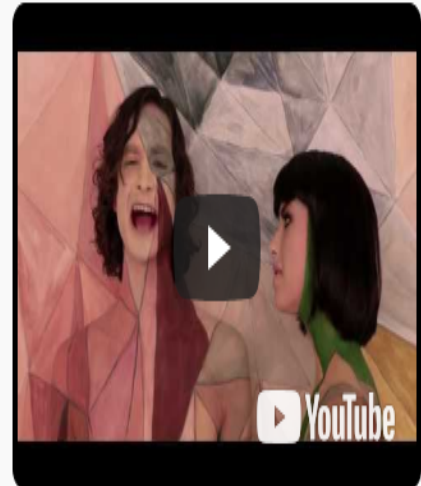
"Somebody" was both produced and written by Gotye in his parents' barn on the Mornington Peninsula, south-east of Melbourne. It finds Gotye addressing a past lover, reminiscing about their relationship and break-up. The song draws from the aftermath and memory of several relationships, but he told *Rolling Stone* Australia that one does resound louder than the others. "There is an ex-girlfriend I know." he admitted. "It was five-six years ago. It wasn't a nasty breakup, but it was messy in the sense that we hurt each other more than we needed to because it wasn't a clean break. I guess it's closest to what the chorus is about. We both realized we had to move on and we haven't seen each other since."

The song samples the guitar break from Brazilian musician Luiz Bonfá's track "Seville." The classical guitarist died in 2001 but was generously given a co-writing credit by Gotye. According to Australia's *Courier Mail*, Bonfá also inspired the song's first few lyrics; Gotye inked an early deal awarding 45% of the song's royalties to the Brazilian's estate.

Read the text and give your personal opinión about the reading.

Somebody that I used to know lyrics

Now and then I think of when we were
together
Like when you said you felt so happy you
could die
Told myself that you were right for me
But felt so lonely in your company
But that was love and it's an ache I still
remember
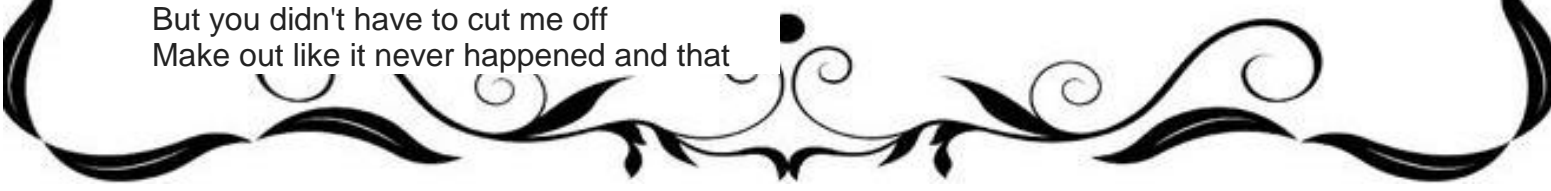
You can get addicted to a certain kind of
sadness
Like resignation to the end, always the end
So when we found that we could not make
sense
Well you said that we would still be friends
But I'll admit that I was glad it was over

But you didn't have to cut me off
Make out like it never happened and that
we were nothing
And I don't even need your love
But you treat me like a stranger and that
feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and
then change your number
I guess that I don't need that though
Now you're just somebody that I used to
know
Now you're just somebody that I used to
know
Now you're just somebody that I used to
know

Now and then I think of all the times you
screwed me over
But had me believing it was always
something that I'd done
But I don't wanna live that way
Reading into every word you say
You said that you could let it go
And I wouldn't catch you hung up on
somebody that you used to know

But you didn't have to cut me off
Make out like it never happened and that

we were nothing
And I don't even need your love
But you treat me like a stranger and that
feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and
then change your number
I guess that I don't need that though
Now you're just somebody that I used to
know
Somebody (I used to know)
(Somebody) Now you're just somebody that
I used to know
Somebody (I used to know)
(Somebody) Now you're just somebody that
I used to know
I used to know, that I used to know, I used
to know somebody

Answer key

BEFORE

Play tops	play marbles	fly kites
Hopscotch	jump the rope	hide and seek
Bagged	play the caught	jumping on the back
Piñata	music chair	Cards

1. The song has a message subliminal it is very creepy because we think what the other person check the personality and garbs and costumes and it is not positive

2. My impression the girl is most confused it is beautiful and she ashamed
   Your look is different at the rest
   Is a word save his can make be that as it may
   Yes it is human being away we

Created by: Sandra Ramirez (2017). Images from: Google images

The purpose of this song is to help students to learn some phrasal verbs and idioms and some new vocabulary.

The purpose of this song is to help students to learn some phrasal verbs, idioms and more vocabulary.

Unit 5. Sugar

Lesson Topic: Sugar by Maroon 5

Objectives:

Content: Students will be able to (SWBAT):
- Identify some phrasal verbs
- Get familiar with new vocabulary
- Express ideas using some idioms.
- Get familiar with the lyrics and the rhythm of the song so they can sing.

Language: Students will be able to (SWBAT):
- Bear in mind some new vocabulary to play the memory game.
- Say sentences with the phrasal verbs
- Play bingo with the verbs in the songs.

Anticipated difficulties / solutions
Students might have problems with completing the exercise even if they have played the lesson twice. The teacher will play the song and stop to check each exercise and also can help them to overcome this difficulty by providing a warm up activity based on the new vocabulary.

Listening activity and procedure

I Pre-listening activity
Warm up: Show students some cards about the vocabulary for this song. Then, choose students one by one to stick the word in any part of the classroom. After that the teacher pronounces the word and students needs to find the word, paste on the board and say the meaning or translation of the word.

II While-listening activity
Ask students to listen to the song "Sugar" and work on the worksheet.

III Post-listening activity
Ask students to complete the worksheet assigned after the song.

Taste	Put down
Hurt	Kill
Hang	Beg
Pick up	insecure

Velvet	Hurt
Break down	Beg
Alright	Deep
weak	Sympathy

hurting I'm, , I'm broken baby down ……………………………………………………

need I your need, loving, I it now loving ……………………………………………………

I'm when you without ……………………………………………………

I'm weak something ……………………………………………………

You me begging ……………………………………………………

knees begging, on my I'm ……………………………………………………

1. Use arrows to match the lyrics according to the song.

I don't wanna be needing your love   Ooh, baby

And it's killing me when you're away   I just wanna be deep in your love

'Cause I really don't care where you are   I just wanna be there where you are

and I gotta get one little taste

2. Order the sentences.
(……) Your sugar
(……) Need a little sweetness in my life
(……) Yes, please
(..3...) Won't you come and put it down on me
(……) I'm right here, 'cause I need
(……) Make it alright
(……) Yeah you show me good loving
(……) Little love and little sympathy

3. Write the vowels that are missing
Y_ _r s_g_r
Y_s, pl_ _s_
W_n't y_ _ c_m_ _nd p_t _t d_wn _n m_
My br_k_n p_ _c _s
Y_ _ p_ck th_m _p
D_n't l _ _v_ m_ h_ng_ng, h_ng_ng
C_m_ g_v_ m_ s_m_
Wh_n _'m w_th_ _t y_
_'m s_ _ns_c_r_e
Y_ _ _r_ th_ _n_ th_ng
Th_ _n_ th_ng, _n_ th_ng, _'m l_v_ng f_r

5. Before listening to the song, try to think off one word that may fit in the sentence.
I don't wanna be needing your (1)…………
I just wanna be deep in (2) …………… love
And it's killing (3) …… when you're away
Ooh, baby
'Cause I really don't care where you (4) …..
I just wanna (5) ……. there where you are
and I gotta get one (6) ………... taste

6. Listen and complete the word that starts with the given letter.

S____
Yes, please
Won't you c____ and put it d____ on me
I'm r_____ here, 'cause I need
Little love and little s_____
Yeah you show me g_____ loving
M_____ it alright
Need a little s_____ in my life
S_____! (Your sugar!)
Yes, p_____ (Yes, please)
Won't you c____ and put it down on me! Yeah!

7. Fill the gaps with the provided words.

I ………….. that red velvet
I want that sugar ………………
Don't let ………….. touch it
……………… that somebody's me
I gotta be a ………..
There ain't no other way
'Cause ….. you're hotter than southern ……………Bay
I don't wanna ………….no games
I don't gotta be ………………..
Don't give all that ………. shit
No make up on, that's my ………………

Sweet · afraid · nobody
sugar(2) · want · man
unless · California · play
shy · girl

8. Match the first part of the line with the second one
9.

(a) Sugar! Yes,	(**a**) please
(b) Won't you come and	(_) put it down on me (down on me!)
(c) Oh, I'm	(_) right here (right here)
(d)'Cause	(_) little sympathy
(e) Little love and	(_) sweetness in my life
(f) Yeah you show me	(_) good loving
(g) Make	(_) it alright
(h) Need a little	(_) I need (I need)

9. Listen to the song and highlight the verbs in any tense that you find.

_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____

MAROON 5
SUGAR

10. Play bingo game by writing some of the verbs you highlighted, write the simple form of the verb.

Sugar by Maroon 5

Have you been hurt because of love?

_____

_____

The song contains three phrasal verbs, read the song and choose the appropriate phrasal verb for the image.

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

With the help of a dictionary, please write the meaning (English description) of these phrasal verbs:

Break down: …….

Pick up: ………..….

Pour down: …………………………………………………………………………………….……………………..…

List the new vocabulary that was new for you.

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

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

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

Commands are instructions or orders . Write four commands!

Ex: **Don't let** nobody touch it unless that somebody's me. (song)

Don't give me all that shy shit. (song)

Don't pull my hair. (created)

……

……

……

Lyrics of the song Sugar

I'm hurting, baby, I'm broken down
I need your loving, loving, I need it now
When I'm without you
I'm something weak
You got me begging
Begging, I'm on my knees

I don't wanna be needing your love
I just wanna be deep in your love
And it's killing me when you're away
Ooh, baby,
'Cause I really don't care where you are
I just wanna be there where you are
And I gotta get one little taste

Your sugar
Yes, please
Won't you come and put it down on me
I'm right here, 'cause I need
Little love and little sympathy
Yeah you show me good loving
Make it alright
Need a little sweetness in my life
Your sugar
Yes, please
Won't you come and put it down on me

My broken pieces
You pick them up
Don't leave me hanging, hanging
Come give me some
When I'm without ya
I'm so insecure
You are the one thing
The one thing, I'm living for

I don't wanna be needing your love
I just wanna be deep in your love
And it's killing me when you're away
Ooh, baby,
'Cause I really don't care where you are
I just wanna be there where you are
And I gotta get one little taste

Your sugar
Yes, please

Won't you come and put it down on me
I'm right here, 'cause I need
Little love and little sympathy
Yeah you show me good loving
Make it alright
Need a little sweetness in my life
Your sugar (your sugar)
Yes, please (yes, please)
Won't you come and put it down on me

Yeah
I want that red velvet
I want that sugar sweet
Don't let nobody touch it
Unless that somebody's me
I gotta be a man
There ain't no other way
'Cause girl you're hotter than southern
California Bay

I don't wanna play no games
I don't gotta be afraid
Don't give all that shy shit
No make up on, that's my

Sugar
Yes, please
Won't you come and put it down on me
(down on me)
Oh, right here (right here),
'Cause I need (I need)
Little love and little sympathy
Yeah you show me good loving
Make it alright
Need a little sweetness in my life
Your sugar (sugar)
Yes, please (yes, please)
Won't you come and put it down on me

Your sugar
Yes, please
Won't you come and put it down on me
I'm right here, 'cause I need
Little love and little sympathy
Yeah you show me good loving
Make it alright
Need a little sweetness in my life
Your sugar
Yes, please

Important facts of the song

ARTISTFACTS ® **LYRICS** **SONGFACTS ®**
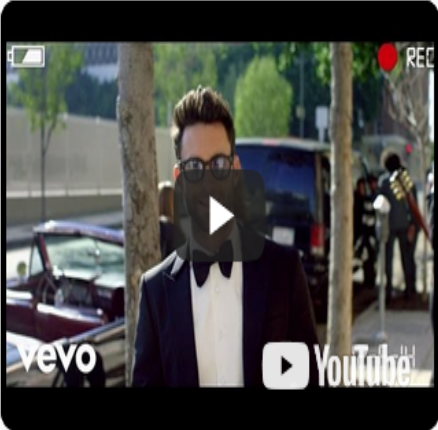
This song finds Adam Levine singing to his sweetheart: "I just wanna be there where you are. And I gotta get one little taste." The Maroon 5 frontman penned the song with hitmaker Dr Luke who has co-produced many of Katy Perry's singles, Jacob Kasher (Cobra Starship's "Good Girls Go Bad") and Mike Posner (Justin Bieber's "Boyfriend").

The song was produced by Cirkut who also helped pen Miley Cyrus' "Wrecking Ball" and Amno who is signed to Dr Luke's publishing company and has Kesha's "We R Who We R" amongst his credits.

The song featured in a Nissan advertising campaign. The link-up with the automobile manufacturer was a natural choice, due to them being the sponsor of **The Voice**, the show on which Adam Levine serves as a coach.

The music video was directed by filmmaker David Dobkin and shot in Los Angeles during December 2014. The clip follows the plot story of Dobkin's 2005 romantic comedy film *Wedding Crashers* as we witness the band drive across Los Angeles, surprising a handful of newlyweds on their big day. "Adam and I are old friends and have been talking about doing something together for over a decade," said Dobkin. "Plus, it's very meaningful because the band was in New York ten years ago and attended the original *Wedding Crashers* première."

Mike Posner originally wrote this for his own aborted **Pages** album. "Adam (Levine) wanted the song," Posner recalled to *Billboard* magazine. "He called and asked for it months before and I said no. But when **Pages** wasn't going to come out and I sort of had the seedlings of this new record, I thought, 'Well, this is just gonna sit on my laptop' so I gave it to them and when they recorded the song Adam added his flavor to it and he wrote on it as well, lyrically and some melodic things, and he really sang it well. I'm a big fan, so I'm glad they did it."

Read and list the parts of the speech.

Noun	Pronoun	Verb	Adjective	Adverb	Preposition	Conjuncrion	Interjection

Answer key

WHILE

1. I'm hurting, baby, I'm broken down
   I need your loving, loving, I need it now
   When I'm without you
   I'm something weak
   You got me begging
   Begging, I'm on my knees
2. I don't wanna be needing your love
   I just wanna be deep in your love
   And it's killing me when you're away
   Ooh, baby,
   1   8 2   3   4   7   5   6
3. Your sugar
   Yes, please
   Won't you come and put it down on me
   I'm right here, 'cause I need
   Little love and little sympathy
   Yeah you show me good loving
   Make it alright
   Need a little sweetness in my life
   Your sugar
   Yes, please
   Won't you come and put it down on me
4. Love   Your   Me   Be   Little
5. Sugar Come Right Sympathy Good Make Sweetness   Sugar Please
   Come
6. Want   Sweet Nobody Unless Man Girl   California Play
   Afraid   Shy   Sugar
7. A B C H E F G D

AFTER

1. yes because it's a song very emotive and inspirited
2. beg   2.2 hurt   3.2 think
3. romper coger poner hurt break put beg loving   needing killing sympathy
   hanging   sugar
4. put down the flowers on the desk
   break down tehe crayons on the board
   pick up the notebook of the back pack
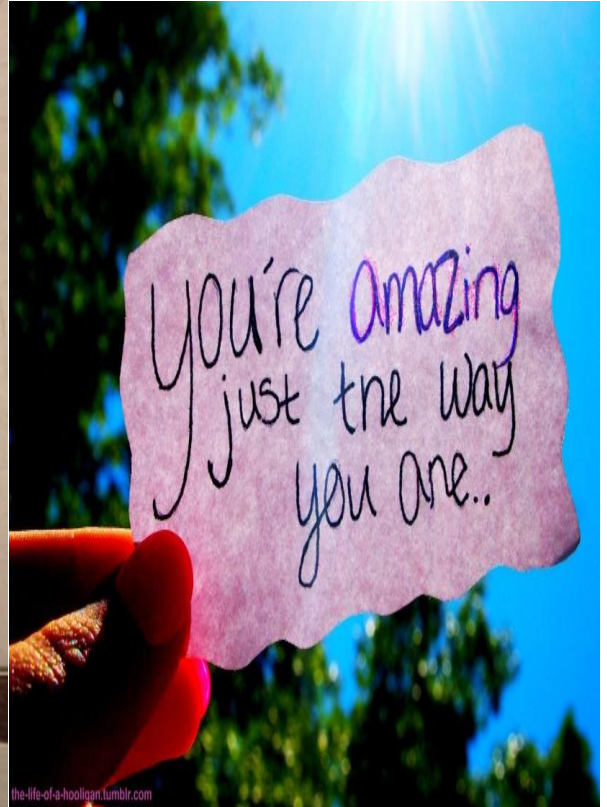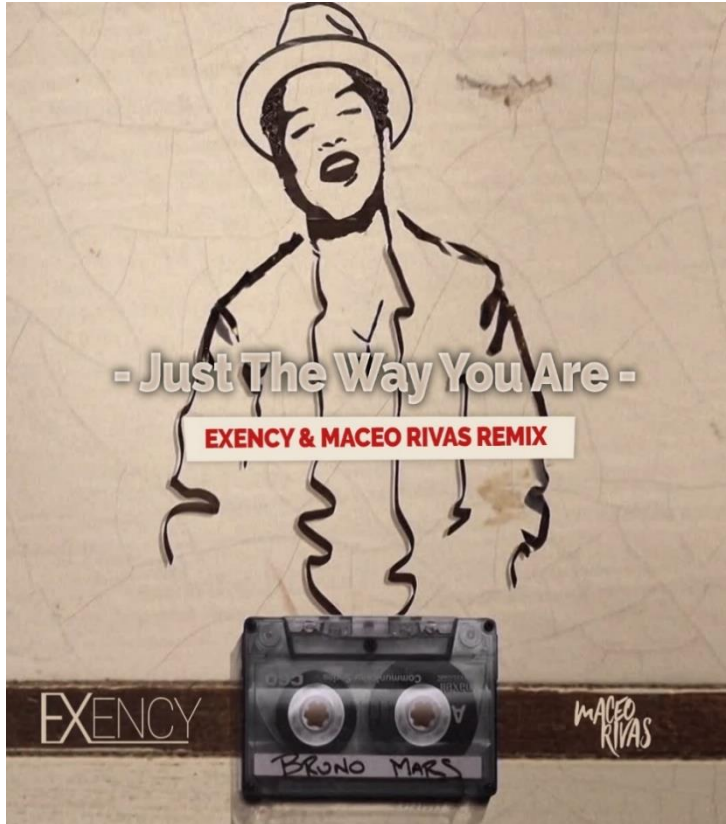
The purpose of this song is to help students to reflect on their self-acceptance. Moreover, they can learn vocabulary words and verbs.

Created by: Sandra Ramirez (2017). Images from: Google images

Unit 6. Just the way you are

Lesson Topic: Just the way you are by Bruno Mars.
Objectives:
Content: Students will be able to (SWBAT):
- Reflect on the feeling of love between family and couples.
- Reflect on inner beauty rather that external beauty.
- Encourage students.

Language: Students will be able to (SWBAT):
- Categorize the verbs in present, past and past participle tense.
- Get familiar with new vocabulary
- Express sentences using the conditionals "could" and "would"

Identify some conditional sentences
Anticipated difficulties / solutions
Students might have problems in the mastering of the verbs indifferent tenses. The teacher needs to remind them the form of the verbs along with the translation.

Listening activity and procedure

I Pre-listening activity
Ask students to take out a piece of paper and divide the card in 16 spaces to have a bingo card. Then, students have to write any word that the teacher provides them and play bingo. The first student to fill the full card is going to be the winner.

Make	Bother	Stay	Search	change
Hate	Stare	Stop	See	say
Ask	Think	believe	compliment	know
Tell	Try	Fall	Like	look

While listening activity
Ask students to work in groups of four. Cut down the sentences and place them in a box, then ask students to stand up in groups and approach to the box to order the paragraphs according to the color. Then, ask students to listen to the song and complete it on the board and then on a sheet of paper for their notes.

Oh, her eyes, her eyes make the stars look like they're not shinin'
Her hair, her hair falls perfectly without her trying
She's so beautiful and I tell her everyday
Yeah, I know, I know when I compliment her she won't believe me
And it's so, it's so sad to think that she don't see what I see
But every time she asks me "Do I look okay?"
I say
When I see your face
There's not a thing that I would change 'cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while

'Cause girl you're amazing
Just the way you are
Yeah

Her lips, her lips, I could kiss them all day if she'd let me
Her laugh, her laugh she hates but I think it's so sexy
She's so beautiful, and I tell her everyday
Oh you know, you know, you know I'd never ask you to change
If perfect's what you're searching for then just stay the same
So don't even bother asking if you look okay, you know I'll say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are
The way you are
The way you are
Girl, you're amazing
Just the way you are

Post listening activity
Ask students to complete the worksheet in class or at home according to the time and the teacher's disposal.

Pre listening activity

Just the way you are

1.Fill the card with the words that the teacher provides you and play bingo.

2.How do you feel when somebody compliments you?

………..

3.Match the pictures with the words in the box.

Make	hate	tell	bother	stay	stare
stop	think	believe	try	Search	compliment

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

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Yeah

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Just the way you are.

In which part of the song do you think the singer thinks the girl does not love herself?

………..

Match the thought that you think the people in the picture would think about themselves.

I look very ashamed.

I am beautiful.

I am ugly.

I have to wear glasses.

I have beautiful eyes.

I look chubby.

I am skinny**.**
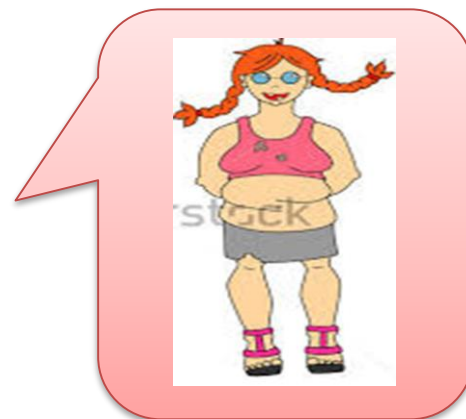
Rewrite the conditional sentences you find in the lyrics.

…….

……

Write the past and past participle of the following verbs, bear in mind if they are regular or irregular.

Present	Past	Past Participle	Translation
Stay	*Stayed*	*Stayed*	*Permanecer*
Stop			
believe			
Fall			
Search			
Bother			
Stare			
Think			
Try			
See			
compliment			
Know			

Important facts of the song

This is the lead single from **Doo-Wops & Hooligans**, the debut album of Hawaii-born singer-songwriter and music producer Bruno Mars. The song was produced and written by The Smeezingtons, Needlz and Khalil Walton.

"Just the Way" was Mars's first chart entry under his own name. He had previously achieved success as a vocalist on the hit songs "Nothin' on You" by B.o.B, and "Billionaire" by Travie McCoy. Mars is also a member of the production trio The Smeezingtons whose credits include Flo Rida's international hit "Right Round."

The song was originally written with Cee-Lo Green in mind, but the Gnarls Barkley singer didn't feel it was right for him. "I personally think ['Just the Way You Are'] was better for [Mars], like 'F--- You' was better for me. I don't think he could have sung that song," Green told *Billboard* magazine.

Another artist the songwriters had in mind before Bruno Mars decided to keep the tune for himself was Lupe Fiasco. The rapper ended up on the remix.

This was Mars' first charting single as a lead artist. When the song reached #1 on the Billboard Hot 100, he became the third solo male artist to peak at the top position with a debut solo release in 2010. The other two artists to do so were Taio Cruz with "Break Your Heart" and B.o.B's "Nothin' on You", with Mars providing featured vocals on the latter title.

This was the first song released on Elektra Records to reach #1 on the Hot 100 since Silk's "Freak Me" in 1993.

Mars told 4Music: "I'm a big fan of simple songs. When we wrote Just The Way You Are, I wasn't thinking of anything deep or poetic. I was telling a story. Get ready to fall in love!"

Practice the reading by looking yourself in the mirror. Try to raise the sight some times while reading.

Summarize the text and present it to your teacher.

Just the way you are lyrics

Oh, her eyes, her eyes make the stars look like they're not shinin'
Her hair, her hair falls perfectly without her trying
She's so beautiful and I tell her everyday
Yeah, I know, I know when I compliment her she won't believe me
And it's so, it's so sad to think that she don't see what I see
But every time she asks me "Do I look okay?"
I say

When I see your face
There's not a thing that I would change
'cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause girl you're amazing
Just the way you are
Yeah

Her lips, her lips, I could kiss them all day if she'd let me
Her laugh, her laugh she hates but I think it's so sexy
She's so beautiful, and I tell her everyday

Oh you know, you know, you know I'd never ask you to change
If perfect's what you're searching for then just stay the same
So don't even bother asking if you look okay, you know I'll say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are

The way you are
The way you are
Girl, you're amazing
Just the way you are

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are

Yeah

Answer key

Unit 6. Just the way you are

Before

1. To be done in class

2. (I am happy so I have support) **The answer could be different.**

3. **Make**, hate, stare, believe

   Bother, tell, stay, think

   Stop, try, Search, compliment

After

1. In the fourth stanza: she laughs her laugh, she hates but I think she's so sexy/ To be done in class/

2.   1   2

      I am beautiful   /   I look very ashamed.

      I have beautiful eyes.   /   I am ugly.

      I am skinny   /   I have to wear glasses.

                                            /   I look chubby.

3. To be done in class

Stay	Stayed	Stayed	Permanecer
Stop	stopped	stopped	Detener
believe	believed	believed	creer
Fall	fell	felled	Otoño
Search	searched	searched	Buscar
Bother	bothered	bothered	Molestia
Stare	stared	stared	Mirar fijamente
Think	thought	thought	Pensar
Try	tried	tried	Tratar
See	saw	seen	Ver
compliment	complimented	complimented	cumplido
Know	knew	known	Saber
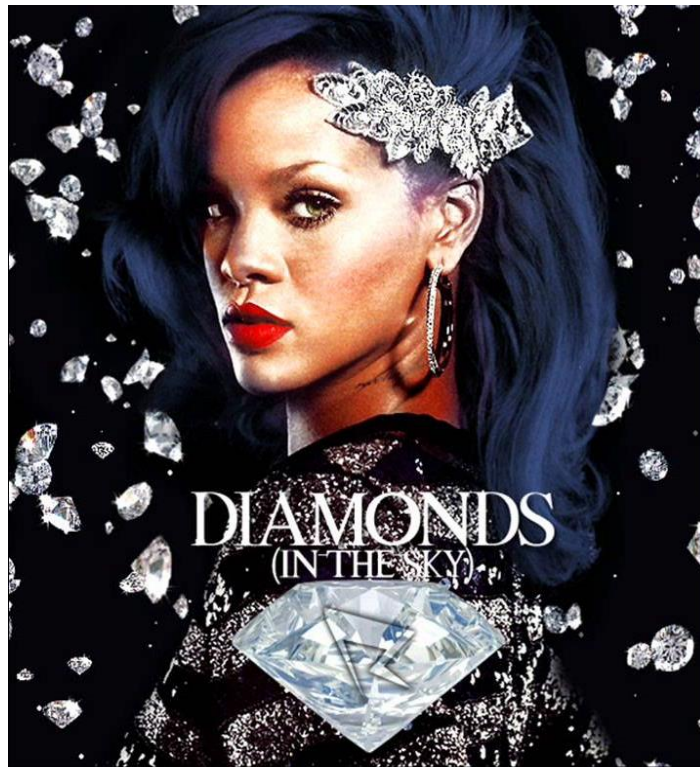
Created by: Sandra Ramirez (2017). Images from: Google images

The objective of this song is to make students reflect on ways to be happy as well as learning more vocabulary and new verbs.

Unit 7. Diamonds

Lesson Topic: Diamonds by Rihanna

Objectives:

Content: Students will be able to (SWBAT):

- Make students reflect on happiness.

- Encourage students to shine in every single choice they make

Language: Students will be able to (SWBAT):

- Notice the meaning of the verb "like"

- Help students to get familiar with the modal verb "would"

- Creating sentences with the modal verb "would"

Anticipated difficulties / solutions

Students might have difficulties in expressing themselves about enjoying the like in a good style and conducts to bright. The teachers needs to make them feel confident for expressing their ideas about how to bright in their lives. The teacher can motivate them by presenting some motivational videos.

Listening activity and procedure

I Pre-listening activity

Warm up: Play with the students the hang man activity with the words: "diamonds" and "ecstasy". Then ask any of the students who volunteers to do the same activity with the word: "tonight" and another students with the word "bright".

Complete the worksheet

II While listening activity

Complete the worksheet according to the song.

II Post listening activity

Ask students to complete the worksheets after they have listened the song.

Diamonds

Watch the following picture, the word "like" has different meanings and uses. In the song, it is used as a preposition meaning "como". Write sentences with this meaning

like - definition ★★★

ADJECTIVE, ADVERB, CONJUNCTION, PREPOSITION   View th

Pronunciation   /laɪk /

Like can be used in the following ways:
as a **preposition** (followed by a noun): He looks like his father.
as a **conjunction** (connecting two clauses): She looked like she was about to cry.
as an **adverb**: I said, like, you can't do this to me.
as an **adjective**, especially in the phrase 'of like mind'

Source: Google Images

It was like a beautiful day.

………

………

………

………

Identify the following subjects, verbs and complement and write sentences using them.

right away	are (2)	Like (2)	that
You and I	I (2)	am	Dimonds (2)
We	Beautiful	Knew	alive

You and I are like diamonds.

………

………

………

Diamonds. By Rihanna

1. Listen and match the statements according to the song.

Shine bright like a diamond

Find light in the beautiful sea
You and I, you and I
You're a shooting star I see
When you hold me,

Shine bright like a diamond

I'm alive
A vision of ecstasy
We're like diamonds in the sky
I choose to be happy

We're like diamonds in the sky

2. Before listening to the song, try to guess the word that may fit in the sentence, then listen and confirm or correct word.

Word I think	confirm
I ………. that we'd become one right away, oh right away	……………
oh right …………	……………
At first sight I felt the ..………..of sun rays	……………
I……… the life inside your eyes	……………
So………….bright tonight,	……………
…….and I	……………
We're……………like diamonds in the sky	……………
Eye to……… so alive	……………
We're beautiful like……………in the sky	……………

3. Fill in the gaps with the word you listen.

Shine .. *bright*.. like a diamond

…………….. bright like a diamond

Shining bright like a ……................

We're ………….. like diamonds in the sky (**bis)**

4. Order the sentences

……When you hold me, I'm alive

……As we, moonshine and molly

……Feel the warm we'll never die

……We're like diamonds in the sky

.. 1.. Palms rise to the universe

……You're a shooting star I see

……I saw the life inside your eyes

……At first sight I felt the energy of sun rays

……We're like diamonds in the sky

…… a vision of ecstasy

5. Listen and write the opposite of the word in parenthesis.

So shine ………… (dark)

Tonight,

You and I

We're …………. (ugly) like diamonds in the sky

Eye to eye,

So ……… (dead)

We're beautiful like diamonds in the ……….. (hell)

Diamonds by Rihanna

Write down the verb or word you think they mean in the following pictures, the words are based on the song.

………………………………… …………………………………… ………………………………… …………………………………

………………………………… …………………………………… ………………………………… …………………………………

Read the definition of "right away"

Right away: without delay of hesitation, immediately. **Examples:** You need to have this fixed *right away.*

Now, create your own sentences

……
……

……

Explain what you do in order to bright in your life.

……
……

……

Translate the following expressions:

Shine bright like a diamond: …………………………………………………………………..

Find light in the beautiful sea: …………………………………………………………………

I choose to be happy: …………………………………………………………………………………

Important facts of the song

The first single from Rihanna's seventh album is a departure from the singer's recurring theme of an unhealthy relationship, as the Barbadian songstress croons of a bright love. "Find light in the beautiful sea. I choose to be happy. You and I, you and I. We're like diamonds in the sky," she sings. When asked about the mood of the song following her performance at the iHeartRadio festival in Las Vegas, Rihanna replied, "You're not sad. You're happy and hippie. It's hopeful. It gives me a great feeling when I listen to it. The lyrics are hopeful and positive. It's about love and the gears are different than what people will expect."

The song was premiered on September 26, 2012 during *Elvis Duran and the Morning Show* and was made available for digital download an hour later.
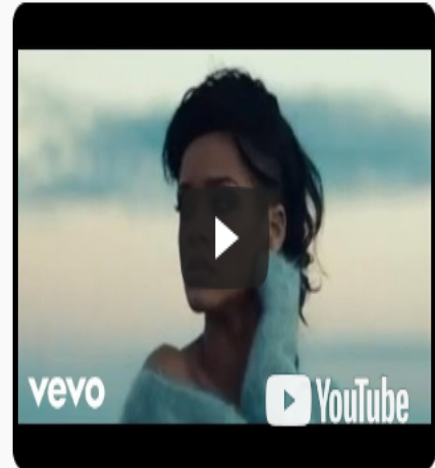
Sia Furler wrote the song. The Australian singer-songwriter has also crafted tunes for the likes of Christina Aguilera and Madonna, but this was the first time Rihanna had recorded something penned by her. Sia is also a performer in her own right, having released several albums over the course of her career, as well as providing vocals on hit singles by the likes of David Guetta ("Titanium") and Flo Rida ("Wild Ones").

This was produced by the Norwegian production duo Stargate and Benjamin "Benny Blanco" Levin. Whilst it was the first time that Blanco had worked with Rihanna, the Bajan star had previously hooked up with Stargate for a number of her hit singles including "Take A Bow," "Rude Boy" and "What's My Name?."

Rihanna previously sung about love and diamonds when she pondered the existence of both on her 2011 hit, "We Found Love" ("Yellow diamonds in the light. And we're standing side by side. As your shadow crosses mine. What it takes to come alive").

Work on pronunciation of the words that are difficult for you to pronounce and record your reading and send it to the teacher through e-mail or whatssap.

Diamonds lyrics

Shine bright like a diamond
Shine bright like a diamond

Find light in the beautiful sea, I choose to be happy
You and I, you and I, we're like diamonds in the sky
You're a shooting star I see, a vision of ecstasy
When you hold me, I'm alive
We're like diamonds in the sky

I knew that we'd become one right away
Oh, right away
At first sight I felt the energy of sun rays
I saw the life inside your eyes

So shine bright tonight,
You and I
We're beautiful like diamonds in the sky
Eye to eye,
So alive
We're beautiful like diamonds in the sky

Shine bright like a diamond
Shine bright like a diamond
Shining bright like a diamond
We're beautiful like diamonds in the sky

Shine bright like a diamond
Shine bright like a diamond
Shining bright like a diamond
We're beautiful like diamonds in the sky

Palms rise to the universe, as we moonshine and molly
Feel the warmth, we'll never die
We're like diamonds in the sky

You're a shooting star I see, a vision of ecstasy
When you hold me, I'm alive
We're like diamonds in the sky

At first sight I felt the energy of sun rays
I saw the life inside your eyes

So shine bright
Tonight,
You and I
We're beautiful like diamonds in the sky
Eye to eye,
So alive
We're beautiful like diamonds in the sky

Shine bright like a diamond
Shine bright like a diamond
Shining bright like a diamond
We're beautiful like diamonds in the sky

Shine bright like a diamond
Shine bright like a diamond
Shining bright like a diamond
We're beautiful like diamonds in the sky

Shine bright like a diamond
Shine bright like a diamond
Shine bright like a diamond

So shine bright
Tonight,
You and I
We're beautiful like diamonds in the sky
Eye to eye,
So alive
We're beautiful like diamonds in the sky

Shine bright like a diamond
Shine bright like a diamond
Shine bright like a diamond

Shine bright like a diamond
Shine bright like a diamond
Shine bright like a diamond

Shine bright like a diamond

Answer key

Unit 7. Diamonds lyrics

Before

1. The answer could be different.
2. You and I are like diamonds.
   We are beautiful Diamonds
   I knew that like immediately
   I am alive

While

  3. Keep our lives full of positive energy, try not to stress a lot and find a solution, look for ways to motivate yourself and think peacefully.

  4. Brilla brillante como un diamante

   Encuentra la luz en el hermoso mar

   Elijo ser feliz

After

1. shine, diamond, sea, energy sunrays
   warmth, palms, shooting star, ecstasy
2. Maria hurt her leg and right away brought her a band.
   My neighbor right away went to Quito
   Ruby lost her currency and right away she asked her father for another   one

Created by: Sandra Ramirez (2017). Images from: Google images

The purpose of this song is to talk about love suffering and reflect on it. In regards to the language, students can learn expressions and more verbs.

Lesson Topic: Rolling in the deep by Adele

Objectives:

Content: Students will be able to (SWBAT):

- Reflect on love difficulties

- Help students to overcome love issues

- Identify the language used in the song

- Get familiar with the lyrics and the rhythm of the song so they can sing

Language: Students will be able to (SWBAT):

- Acquire some new expressions.

- Check some new verbs.

- Get familiar with the present perfect "could have had"

Anticipated difficulties / solutions

Students might have problems with identifying some new words and expressions. The teacher needs to help students with the explanation of the new language and encourage students to overcome the language.

Listening activity and procedure

I Pre-listening activity

Give students the worksheet to work on.

Words in the word search.

BREATHLESS	CRYSTAL	DARK
FEVER	FIRE	GOLD
HEART	PIECE	PITCH
SCARS	SORROW	TEARS
TREASURE	UNDERESTIMATE	

II While listening activity

Listen to the song and complete the song worksheet.

III Post listening activity

Ask students to work on the sheet after listening to the song.

Rolling in the deep

1. Look the chart and try to memorize as much expressions as you can.

to start a fire	encender un fuego
to reach a fever pitch	ponerse al rojo vivo, ponerse frenético, volverse loco
crystal clear	bien claro, claro como el agua
to go ahead	continuar adelante
to sell somebody out	traicionar a alguien
to lay something bare	poner/dejar algo al descubierto
to remind somebody of something	hacer acordar a alguien de algo
can't help	no poder evitar
rolling in the deep	en un estado de profundo dolor, pena o amor
to play to the beat	seguir el ritmo
Gonna	Forma coloquial de **going to** (ir a)
count your blessings	da gracias por lo que tienes
to pay in kind	pagar en especie
to reap what you saw	cosechar lo que sembraste

Source: Saber Ingles.com

2.Match the expressions with the correct meaning.

To start a fire	to harvest
To tell somebody out	to bear in mind
To play to the beat	to continue in the same way
To remind somebody of something	to cheat on somebody
To reap what you saw	to light a match or candle
count your blessings	to become crazy
to reach a fever pitch	to bless

3. Find as much familiar words as possible in the word search.

Rolling in the deep vocabulary

```
C  W  G  Z  O  E  S  H  G  K  H  I  E  C  P
X  Z  V  I  D  O  D  C  O  T  Y  T  O  T  A
F  W  S  T  R  A  N  T  Z  E  A  I  K  O  I
I  T  U  R  R  R  I  I  V  M  T  R  A  E  H
R  T  O  K  M  E  Z  P  I  V  Z  F  P  U  A
E  W  T  B  R  E  A  T  H  L  E  S  S  Q  Z
N  D  Z  S  G  O  S  S  E  D  G  V  L  V  G
S  C  A  R  S  E  Z  C  U  D  L  O  G  Y  W
C  A  J  D  R  O  E  H  D  R  W  J  O  C  G
R  W  S  E  U  I  V  N  T  X  E  E  V  R  E
A  E  D  V  P  T  V  G  T  H  C  Y  I  Y  P
B  N  V  M  O  R  E  X  Z  K  N  M  I  S  J
U  T  Q  E  O  T  N  A  T  F  I  P  J  T  Y
G  P  M  S  F  D  Q  L  R  T  N  E  T  A  D
N  A  U  L  Q  U  R  U  X  S  G  R  Y  L  K
```

Source: puzzlemaker.discoveryeducation.com

1. **Order the sentences**

…….Reaching a fever pitch and it's bringing me out the dark

…….See how I leave with every piece of you

…1.There's a fire starting in my heart

……Go 'head and sell me out and I'll lay your ship bare

……Reaching a fever pitch and its bringing me out the dark

……Finally I can see you crystal clear

……Don't underestimate the things that I will do

……There's a fire starting in my heart

2. **Listen and write what you hear. Then compare what you wrote with the actual lyrics, lift the paper that is converting the lyrics.**

T …………………………………………………………………

T …………………………………………………………………

T ………………………………………………………………………………

W …………………………………………………………………

…………………………………………………………………

R …………………………………………………………………

Y …………………………………………………………………
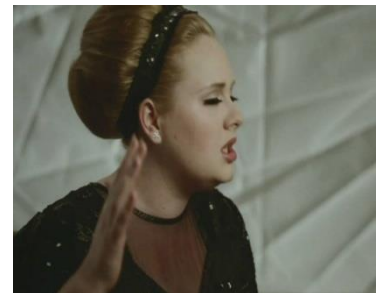
And you played it to the beat

3. Use arrows to match the lyrics according to the song

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

4. Order the sentences correctly

…………………………………………… could've we it all had
………………………………………… in deep the rolling
………………………………………… had you heart hand inside my your
…………………………………………. beating but it with a played you

5. Choose the word you hear from the tree given
Throw your soul **through/laugh** every open door
Count your **blessings/amazing** to find what you look for
Turned my **sorrow/sorrowful** into treasured gold
You pay me back in **kind/know** and reap just what you sow
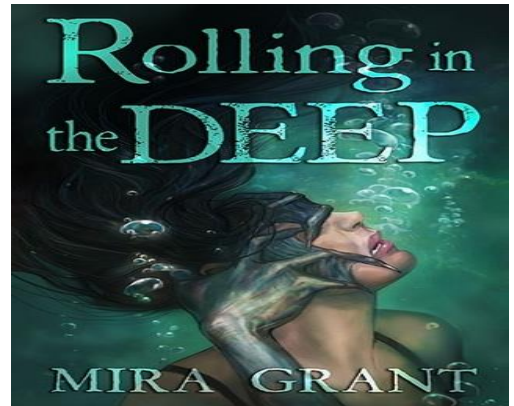
Rolling in the deep

1. Translate the following sentences.

Hay fuego en mi corazón.

…………………………………………………..

Me está sacando de la oscuridad.

…………………………………………………..

No menosprecies las cosas que haré   …………………………………………………..

Las escaras de tu amor me recuerdan   …………………………………………………..

2. "Could have had" is the present perfect expressing an current situation. Look at the example and write your own sentences.
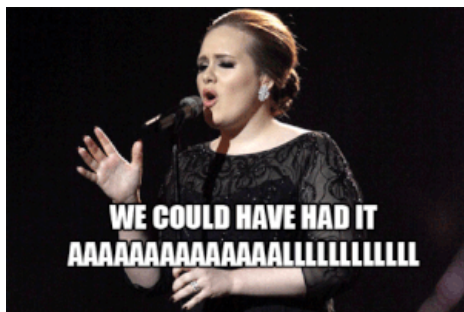
I could have studied hard.

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

3.Read the words in the box and complete the text with the corresponding one.

~~Heart~~   underestimate   inside   dark

My *heart* is full of sweetness.

My mom taught me not to …………………… people.

My little brother is afraid of the …………………

I can read ……………… your eyes.

4. What is the message of the song?

……

……

Important facts of the song

This is the first single from English R&B singer-songwriter Adele's second album **21**. The song was written and produced by Adele and British producer Paul Epworth, who is best known for manning the boards for Bloc Party and Florence and the Machine, and also for his work on **Everything Is New**, the second release from Adele's chum, Jack Peñate. Adele describes the single as a "dark bluesy gospel disco tune."

On this revenge song, Adele lays into a former boyfriend. "It's me making a bit of a statement," she told *Q* Magazine. "People will hear it and go, Wow, she ain't mucking around."

Adele described the song to *Spin* magazine as a kiss-off to an unfaithful dude. "It's me saying, 'Get the f--k out of my house instead of me begging him to come back," she said.

"It's my musical equivalent of saying things in the heat of the moment and word-vomiting," she added. "It was my reaction to being told my life was going to be lonely and boring and rubbish, and that I was a weak person if I didn't stay in the relationship. I was very insulted, and wrote that as a sort of f--k you."

Adele credits her producer Paul Epworth for coaxing a mighty performance out of her on this track. "There's notes in that song I never even knew I could hit," she said.

While she was touring North America in support of **19**, Adele was introduced by her bus driver to a Wanda Jackson greatest hits album. As she traveled round the Southern states, she found herself drawn to American country music, including Alison Krauss, Rascal Flatts and Lady Antebellum. Once she began prepping her sophomore release back in England, Adele began incorporating those new influences into songs, like this one where her voice incorporates in part Jackson's dirty-blues growl. "I wanted the songs not to have anything glittery or glamorous about them, like an organic tapestry rather than like a Gaga album," the singer told *Rolling Stone*. "I mean, I love Gaga, but I didn't want to get wrapped up in all that European dance music."

Read the text and underline the words that you do not understand. Then practice reading along with a partner.

Adittional : The Teacher can also ask students to close their eyes and write the words they can remember in the Reading.

Rolling in the deep

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

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
We could have had it all (you're gonna wish
you never had met me)
Rolling in the deep (Tears are gonna fall,
rolling in the deep)
You had my heart inside of your hand (you're
gonna wish you never had met me)
And you played it to the beat (tears are gonna
fall, rolling in the deep)

Baby I have no story to be told
But I've heard one on you and I'm gonna make
your head burn
Think of me in the depths of your despair

Making a home down there 'cause mine sure
won't be shared

The scars of your love remind me of us (you're
gonna wish you never had met me)
They keep me thinking that we almost had it all
(tears are gonna fall, rolling in the deep)
The scars of your love they leave me
breathless, I can't help feeling
We could have had it all (you're gonna wish
you never had met me)
Rolling in the deep (tears are gonna fall, rolling
in the deep)
You had my heart inside of your hand (you're
gonna wish you never had met me)
And you played it to the beat (tears are gonna
fall, rolling in the deep)

We could've had it all
Rolling in the deep
You had my heart inside your hand
But you played it with a beating

Throw your soul through every open door
       Count your blessings to find what you
       look for
       Turned my sorrow into treasured gold
       You pay me back in kind and reap just
       what you sow

Answer key

Unit 8. Rolling in the deep

Before

1. There is fire in my heart.
   It is pulling me out of the darkness.
   Do not underestimate the things that I will do
   The charades of your love remind me
2. I could have eaten less
         I could have heard better
   I could have intervened before

While

   3. Underestimate, dark, inside

   4. That we know about life or people if we do not even know each other, we fall in love with someone but it will be reciprocated, we should not trust totally, they could give us a stabbing and we will be very disappointed, not wanting to meet someone else.

After

   1. Memorize
   2. To be done in class
   3. heart, breathle
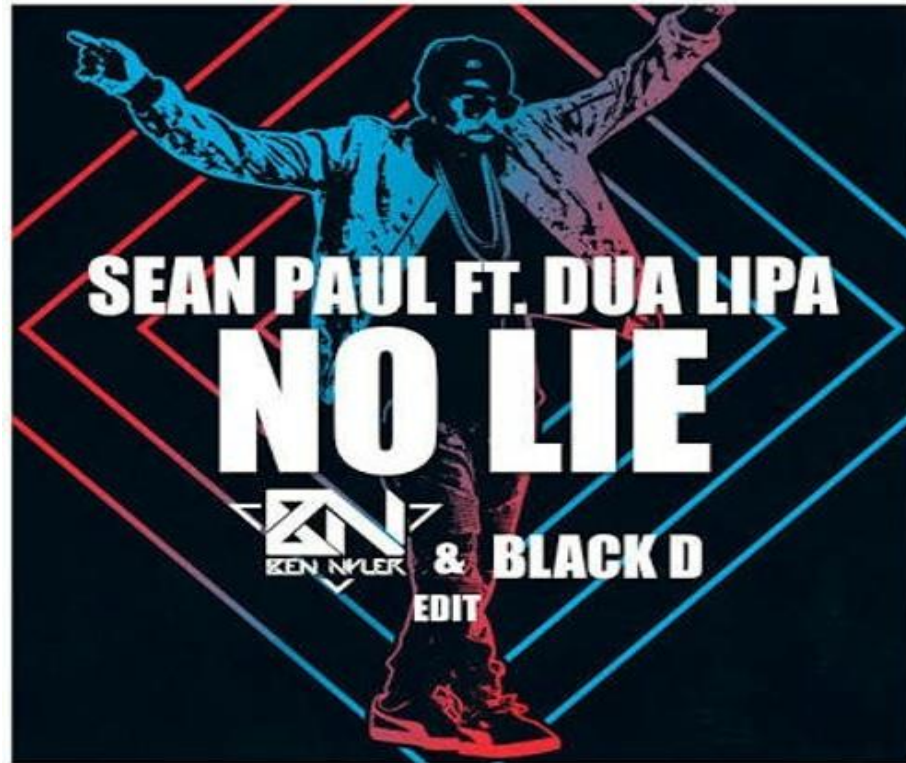
Created by: Sandra Ramirez (2017). Images from: Google images

The purpose of this song is to motivate students to overcome shyness. Also, students can learn fast language and slang.

Unit 9. No lie

Lesson Topic: Diamonds by Rihanna

Objectives:

Content: Students will be able to (SWBAT):

- Encourage students not to be shy for anything.

- Share with students some informalities in the English language

- Warn students about the fast language used in the song

- Reflect in the negative aspects about the "lie"

Language: Students will be able to (SWBAT):

- Learn some informal expression in the language.

- Know in what contexts to use the word "gyal"

- Ask students to include the connectors "that is why" in their speech.

Anticipated difficulties / solutions

Students might have difficulties in getting the meaning of the song because the singers use a complex and informal language. Therefore, they will feel not capable to sing the song. Then, the teachers needs to make the students practice the language before listening to the song and make them repeat.

Listening activity and procedure

I Pre-listening activity

Warm up: Introduce student's new vocabulary containing in the song by asking them to unscramble words to find the correct spelling. The suggested words are: tonight- tingoht, / hypnotized- hdpinotzye, / alright- aligtrh, / fatness – fsantes, /goddess – godssed.

Ask students to complete the worksheet before the song.

II While -listening activity

The teachers gives students the cutable group of words and ask students to listen to the song and complete it with the sentences in the papers.

This acuity's up to the teacher, if working in groups or individually.

III While -listening activity

Ask students to complete the worksheet after listening to the song.

No lie

1. Look at the pictures and write the word you consider it means.

| Badness | Fatness | goddess | step | lit | acknowledge |

………………………. ………………………. …*goddess*……. ……………………. ……………………… ……………………..

2. Listen to the teacher and take notes of the pronunciation of this paragraph.

Feel your eyes, they all over me
/……………………………………./
Don't be shy, take control of me
/……………………………………./

Get the vibe, it's gonna be lit tonight
/……………………………………./

Gyal we never miss, gyal we never miss (no lie, no lie)

/………………………………………………………………./
Hypnotized, pull another one

/……………………………………./
It's alright, I know what you want

/……………………………………./
Get the vibe, it's gonna be lit tonight
/……………………………………./

Gyal we never miss, gyal we never miss (no lie)

/………………………………………………….………./
Feels how we do it (no lie)

/……………………………………./
It's always how we do it (no lie)

/……………………………………./
Feels how we do it

/……………………………………./
It's gonna be lit tonight (no lie)

/……………………………………./

Cutable

Cut down the sentences and paste them according to the song.

Pink sweetie badness, look how she hot
Baby girl yuh a carry ten ton a fatness gimme some a dat
Stayin' in my brain, I'm 'membering all the touch?
Hot piece of gear, mami love how you talk
She a black goddess, but tell her don't stop
Watching every step, I dip upon what you got
And my aim is to give you this love

Beam me up like Scottie
And I would not lie or play you
Hypnotic the way you move
It's so hypnotic, the way you move
That's why I wanted to get to you
Pull so hypnotic
And I would not lie, complain to you

It's alright, I know what you want
Get the vibe, it's gonna be lit tonight
Gyal we never miss, gyal we never miss (no lie)
Feels how we do it (no lie)
It's always how we do it (no lie)
Feels how we do it
It's gonna be lit tonight (no lie)

No lie by Sean Paul

Feel your eyes, they all over me
Don't be shy, take control of me
Get the vibe it's gonna be lit tonight

1. Work in groups to order the song.

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

It's a good piece of mentals under the cap

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

Let me acknowledge the way you do

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

gyal we never miss
Feel your eyes, they all over me
Don't be shy, take control of me
Get the vibe, it's gonna be lit tonight
Gyal we never miss, gyal we never miss (no lie, no lie)

Hypnotized, pull another one

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

It's gonna be lit tonight (no lie)

Feels how we do it (no lie)
It's always how we do it (no lie)
Feels how we do it
It's gonna be lit tonight (no lie)

2.Order the statements according to the song.

(1) I'm so lit, so lit, my girl
(…) So let me see you roll it, roll it, my girl
(…) Give you the good lovin' that is preferred
(…) And let me own it, my girl
(…) I say what, baby girl, that's my word
(…) Give you all the style that I have mustered
(…) I love it when you bend and fold it, now let me bone it
(…) You deserve it, so don't be scared

3.Unscramble the words.

…………………………………………………… that body, you shake let see me just do it

…………………………………………………… hundred girl percent (no lie)

…………………………………………………… that move body, let me you just see do it

…………………………………………………… go on represent girl (no lie)

…………………………………………………… shake that, let me see you just do it body

…………………………………………………… to the fullest extent (no lie)

…………………………………………………… move body that, let me you just see do it

…………………………………………………… magnificent girl, you're (no lie)

Activity after the song. No lie

1. Read carefully the following paragraph of the song and what do think the message is.

I'm so lit, so lit, my girl

So let me see you roll it, roll it, my girl

I love it when you bend and fold it, now let me bone it

And let me own it, my girl

Give you all the style that I have mustered

I say what, baby girl, that's my word

Give you the good lovin' that is preferred

You deserve it, so don't be scared

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

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

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

2.From the words provided below, circle the words that are related one another.

Fatness   sweetie

acknowledge   miss   shy

Shy   Girl   love

Baby

Eyes   tonight   goddess

Hypnotic   mami   gyal

Important facts of the song

SONGFACTS ®

This club banger finds Sean Paul getting lit in the club. "A lot of what inspires me, especially with my flow, is the beat itself," he explained to Genius. "When I hear the beat, in my mind, I picture the lady dancing. How she dances to it. A fine looking lady. So those lyrics kind of come out. It's mostly to do with that."

"When a track is bouncing like this one was, it just made me picture stilettos and just a T-shirt," Paul added. "Or something like that. I just spit at it like that. I'm kind of speaking to her and also to the crowd. It's like, 'You're hot as hell' and, 'Look how she hot.'"

British-Albanian singer Dua Lipa joins Paul on the song. "I haven't known a lot of her music," Paul admitted. "But when I do hear her voice - that's the first thing to me. There's a lot of people that come at me with the new artists or acts, and it's like maybe this song is dope, but I don't love the voice or just the tone of the person. Just the look of her whole vibe and her voice is dope. Her voice is the first thing that really spoke to me. The tone and the vibe were very sexy, so I was there from the beginning."

Dua Lipa explained to *NME* how she came to work with Sean Paul. "The song was written by Sean and two of my friends, Emily (Warren) and Andrew Jackson. I was just having lunch with Emily and she played me the song – and I immediately loved it," she recalled. "A few weeks later, Emily asked if I wanted to cut it and I couldn't say no because 'Baby Boy' by Beyoncé was just replaying in my head. One thing led to another, we recorded the song, then we hung out."

Read the text and answer the questions.

What happens to the singer when the singer hears the beat?

………

Why do you think the singer liked British –Alnanian's voice?

……..

………

No lie lyrics

Feel your eyes, they all over me
Don't be shy, take control of me
Get the vibe it's gonna be lit tonight

Baby girl yuh a carry ten ton a fatness gimme some a dat
Pink sweetie badness, look how she hot
She a black goddess, but tell her don't stop
It's a good piece of mentals under the cap
Hot piece of gear, mami love how you talk
Watching every step, I dip upon what you got
Stayin' in my brain, I'm 'membering all the touch?
And my aim is to give you this love

Hypnotic the way you move
Let me acknowledge the way you do
And I would not lie or play you
Beam me up like Scottie
It's so hypnotic, the waye you move
That's why I wanted to get to you
And I would not lie, complain to you
Pull so hypnotic

gyal we never miss
Feel your eyes, they all over me
Don't be shy, take control of me
Get the vibe, it's gonna be lit tonight
Gyal we never miss, gyal we never miss (no lie, no lie)
Hypnotized, pull another one
It's alright, I know what you want
Get the vibe, it's gonna be lit tonight
Gyal we never miss, gyal we never miss (no lie)
Feels how we do it (no lie)
It's always how we do it (no lie)
Feels how we do it
It's gonna be lit tonight (no lie)

Feels how we do it (no lie)
It's always how we do it (no lie)
Feels how we do it
It's gonna be lit tonight (no lie)

I'm so lit, so lit, my girl
So let me see you roll it, roll it, my girl
I love it when you bend and fold it, now let me bone it
And let me own it, my girl
Give you all the style that I have mustered
I say what, baby girl, that's my word
Give you the good lovin' that is preferred
You deserve it, so don't be scared

It's hypnotic, the way you move
Let me acknowledge the way you do
And I would not lie or play you
Beam me up like Scottie
It's so hypnotic, the way you move
That's why I wanted to get to you
And I would not lie, complain to you
Pull so hypnotic

gyal we never miss
Feel your eyes, they all over me
Don't be shy, take control of me
Get the vibe, it's gonna be lit tonight
Gyal we never miss, gyal we never miss (no lie)
Hypnotized, pull another one
It's alright, I know what you want
Get the vibe, it's gonna be lit tonight
Gyal we never miss, gyal we never miss (no lie)
Feels how we do it (no lie)
It's always how we do it (no lie)
Feels how we do it
It's gonna be lit tonight (no lie)

Feels how we do it (no lie)
It's always how we do it (no lie)
Feels how we do it
It's gonna be lit tonight (no lie)

Shake that body, let me see you just do it
Girl hundred percent (no lie)
Move that body, let me see you just do it
Girl go on represent (no lie)
Shake that body, let me see you just do it
To the fullest extent (no lie)
Move that body, let me see you just do it
Girl, you're magnificent (no lie)

Answer key

Before

1. Fatness, badness, goddess, step, lit, acknowledge.
2. To be done in class

While

See the lyrics

After

1. Answers might be different
2. Baby, Miss, Gyal, mami, goddess.

Created by: Sandra Ramirez (2017). Images from: Google images

By means of this song, the purpose is to motivate students to be brave, not to be afraid, and be sincere when showing love for people.

Unit 10. A Thousand years

Lesson Topic: Diamonds by Rihanna

Objectives:

Content: Students will be able to (SWBAT):

- Analyze the importance of pure and sincere love
- Reflecting on good examples of brave people
- Talking about the doubts when loving someone

Language: Students will be able to (SWBAT):

- Identify some sentences in present perfect.
- Use the future simple "will" in sentences
- Play bingo with the verbs in the songs.

Anticipated difficulties / solutions

Students might have problems identifying some words that students are not familiar, so the teacher need to introduce the vocabulary by listing on the word and playing with the fly swatter, the students who identifies the word first is the winner and receives a candy.

Listening activity and procedure

I Pre-listening activity

Warm up: Introduce students some new vocabulary. Write on the board the words: **beats, fast, promises, brave, stand, suddenly, somehow, darling, afraid, thousand, waiting, believed, would, brought.** Then, the teacher will ask a pair of students to stand three meters out from the board and give them a fly swatter. The students who touches the word first and explain the meaning is the winner

II While-listening activity

Divide the class in two groups, then ask one student from each group to go the board and write what they can listen in the song. The teacher plays and stops the song in a considerable amount of words. Then, the teacher and students check what they wrote on the papers and then the teacher ask students to copy the lyrics on the worksheet.

III Post-listening activity

Ask students to complete the worksheet.

A thousand years

1. Based on the words that the teacher listed on the board, unscramble the letters to understand the words.

ebat   _Beat_   ftas   ……………….

rpoimse   ……………….   breav   ……………….

sdudeunly   ……………….   smoehwo   ……………….

gdarlin   ………….   faraid   ……………….

thonusad   ……………….   waitign   ……………….

eblieved   ……………….   uwold   ……………….

2. Identify the structure of the following sentences and try to write a similar one.

I   have   died   everyday
I   have   loved you for a thousand years.
……   ……… …………   ………………
……   …………………………   ………………

I will   be   brave
I   'll   love   you for a thousand more.
……   …………………………   ………………
……   …………………………   ………………

3. Translate the following text and the first student who turns it in to the teacher receives a present as long as the translation is correct.

I have died every day waiting for you, darling don't be afraid, I have loved you for a thousand years. I'll love you for a thousand more.

Heart ………………………..

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

All of my doubt, suddenly goes away somehow

One step closer

………………………………………………………………………

………………………………………………………………………….

………………………………………………………………………….

Time stands still

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

One step closer

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

And all along I believed, I would find you

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

And all along I believed, I would find you

………………………………………………………………………….,

………………………………………………………………………….

I'll love you for a thousand more

A thousand years

1. **With the help of a dictionary, copy the pronunciation of the following words, then practice orally.**

Heart: / järt/   beat: / .... /

promise: / .... /   brave   / ..../

afraid: / .... /   alone: / .... /
doubt: / .... /   suddenly: / .... /

somehow: / .... /   Closer: / .... /

died: / .... /   thousand: / .... /

Time: / .... /   still: / .... /

Beauty: / .... /   Anything: / .... /

take: / .... /   breath: / .... /

2. **Write four sentences in present perfect, follow the example:**
   I have died everyday, waiting for you

   ………

   ………

   ………

   ………

3. **Watch the pictures and write down the correct word. The words are based on the song.**

N. *heart*   adj. ……………………………………….   V. ……………………………………….

V. ……………………………………….   Adj. ……………………………………….   V. …………………………………………..

Important facts of the song

For *Twilight* fan Christina Perri, landing a track on the soundtrack for *Breaking Dawn* was a dream come true. She told MTV News how she penned the song after attending an early screening of the movie. Said Perri: "I tried not to get hyped out, because it's one of my favorite movies, one of my favorite books, one of my favorite soundtracks, and that could potentially freak out the little songwriter in me.
So I tried to put that aside and take it one step at a time, went to see the movie and cried like a baby, because it's so good, and I felt so lucky to be there. And then went home and wrote a love song to Edward and Bella... and to have it be chosen, I'm unbelievably honored."

Perri wrote the song based on the emotions that she felt reading about the star-crossed love affair between Edward and Bella throughout Stephenie Meyer's series. "When we went to watch the screening, they told us to see where there was temporary music added and just jump into those scenes a little harder," she explained to MTV News. "But I'm fortunately a fan of the movie and the characters, and I feel like, by reading these books, I can step into that feeling that Edward and Bella have for each other. So [songwriter] David Hodges and I sat down, and it just came out in one afternoon. I feel like it was all meant to happen; I feel like it was all waiting inside me, waiting to come out."

Perri recalled to *Billboard* magazine: "Atlantic Records (was) doing the writing for *Breaking Dawn*. They asked me to come in and screen the movie and then write something. They were going to give me a shot because they knew what a big fan I was. So, I saw the movie in this little screening room with all these super-Hollywood-y dudes on their Blackberries not watching... and I'm in the front row crying the whole time. I went straight home and wrote 'A Thousand Years'."

List the vocabulary that is new for you.

……………………………………………   ……………………………………………

……………………………………………   ……………………………………………

……………………………………………   ……………………………………………

……………………………………………   ……………………………………………

A thousand years lyrics

Heart beats fast
Colors and promises
How to be brave
How can I love when I'm afraid to fall
But watching you stand alone
All of my doubt, suddenly goes away somehow

One step closer

I have died everyday, waiting for you
Darling, don't be afraid, I have loved you for a thousand years
I'll love you for a thousand more

Time stands still
Beauty in all she is
I will be brave
I will not let anything, take away
What's standing in front of me
Every breath, every hour has come to this

One step closer

I have died everyday, waiting for you
Darling, don't be afraid,
I have loved you for a thousand years
I'll love you for a thousand more

And all along I believed, I would find you
Time has brought your heart to me,
I have loved you for a thousand years
I'll love you for a thousand more

One step closer
One step closer

I have died every day, waiting for you
Darling, don't be afraid,
I have loved you for a thousand years
I'll love you for a thousand more

And all along I believed, I would find you
Time has brought your heart to me,
I have loved you for a thousand years
I'll love you for a thousand more

Answer key

Unit 10. A thousand years

Before

1. Beat, fast, promise
   Brave, suddenly, somehow
   Darling, afraid, thousand
   Waiting, believed, would
2. Answer might be different
3. He muerto todos los días esperándote, cariño, no temas, te he amado por mil años. Te amaré por miles más.

While

4. Activity to be checked on the board

After

1. /hɑːt /   /biːt/   /prɒmɪs/
   /breɪv/   /əˈfreɪd/   /əˈləʊn/
   /daʊt/   /ˈsʌdᵊnlɪ/   /ˈsʌmˌhaʊ/
   /Closer/   /died/   /ˈθaʊzənd/
   /taɪm/   /stɪl/   /ˈbjuːtɪ/
   /ˈɛnɪˌθɪŋ/   /teɪk/   /brɛθ/
2. Activity might be different.
3. Heart, breathe, beat, doubt, shy, blow

It is true that some students have advanced and high quality cellphones, that is why some teachers might think "My students have better cellphones that me" so, if students have the tools, teachers need to use them too and take advantage of technology to learn English.

"If you identify that students like listening to music, and they even do it in class, just allow them to do it and allow them to use a good pedagogical tool"

Then, the teacher invites students to download the App Lyrics training and even students can be evaluated on the songs.

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APPENDICES

Appendix 1

Technical University of Ambato
STUDENT SURVEY

Objective: To examine how American pop music helps in the acquisition of English as a foreign language in students from second and third international baccalaureate at Angel Polibio Chaves School.

Instructions: Read the questions related to the use of music for learning English. Please, check the options that better suits you.

NO:	QUESTIONS	OPTIONS	TABULACION
1.	What do you think is the best way to acquire English?	by listening to music by reading books by watching a movie by the teacher explanation by memorizing vocabulary	15 3 1 2 4
2.	How often do you listen to English music?	Always Almost always Sometimes Never	8 3 13 1
3.	How often does your teacher use English music in class?	Always Almost always Sometimes Never	0 0 8 17
4.	When I listen to English music I understand it!	Always Almost always Sometimes Never	0 4 19 2
5.	What kind of English music do you like?	Classical Pop Electronic Romantic	3 16 5 1
6.	Do you enjoy….	Listening to music. Watching music videos. Singing karaoke.	19 4 2
7.	What are the benefits to use music to learn English?	I learn more vocabulary. I practice pronunciation. I develop fluency. I increase my memory I feel relax. Learn other culture.	10 9 2 1 2 1
8.	Do you think music would help you to learn English easier?	Yes No	24 1
9.	Would you like to learn English by pop music?	Yes No	22 3
10.	What things would you like to learn in an English song?	Expressions. Grammar Cultural facts Authors' bibliography Message of song	7 3 1 0 14

Technical University of Ambato
TEACHER SURVEY

Objective: To examine how American pop music helps in the acquisition of English as a foreign language in students from second and third international baccalaureate at Angel Polibio Chaves School.

Instructions: Read the questions related to the use of music for learning English. Please, check the options that better suits you.

NO:	QUESTIONS	OPTIONS
1.	What do you think is the best way to motivate students to learn English?	by listening to music 7 by reading books 1 by watching a movie 2 by the teacher explanation by memorizing vocabulary
2.	How often do you use English music in your class?	Always Almost always 5 Sometimes 4 Never 1
3.	How motivated do students feel when they listen to English songs?	Strongly motivated 7 Motivated 3 Demotivated
4.	What kind of English music do you think students like?	Classical 2 Pop 8 Electronic other _____
5.	Do your students enjoy….	listening to music. 6 watching music videos. 3 singing karaoke. 1
6.	What are the benefits to use music in class?	Learners learn more vocabulary. 3 Learners practice pronunciation. 6 Learners develop fluency. 1 Learners increase memory Learners feel relaxed. Learners know other culture.
7.	Do you think music would help students to learn English easier?	Yes 10 No
8.	What kind of activities do you use with songs?	Matching 2 Completion 3 Filling gap 4 Unscrambling 1 Inferring
9.	Do you think students could learn more English by pop music?	Yes 10 No
10.	What things could you work with an English song?	Expressions. 7 Grammar 2 Cultural facts Authors' bibliography Message of song 1 Be critical.

School Authorization

Guaranda, 20 de Febrero del 2018.

Ingeniera

Patricia Pazmiño

Rectora (E) de la Unidad Educativa "Ángel Polibio Chaves"

Presente.-

De mi consideración:

Llego a usted con un cordial y atento saludo junto a mi sincero deseo de éxito en las funciones que muy bien se encuentra desempeñando en beneficio de los educandos. A la vez como estudiante de Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito de la manera más comedida se digne autorizar el debido permiso para realizar mi investigación de tesis con los y las estudiantes del Bachillerato Internacional durante el segundo quimestre del año lectivo 2017-2018. El tema propuesto para el efecto se denomina "LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE".

Por la favorable atención y aceptación que se digne dar a mi pedido, anticipo mi sentimiento de gratitud y estima.

Atentamente,

Lic. Sandra Ramírez

Docente de Inglés de la Institución

Autorizado 21-02-2018

UNIDAD EDUCATIVA
ANGEL POLIBIO CHAVES
SECRETARIA
RECIBIDO
RECIBE _____
FECHA 2018 - 03 - 22
HORA ___ 44 30 ___

Guaranda, 16 de Julio del 2018.

Licenciadas

Mónica Brito y

Marlene Amangandi

Coordinadoras del área de Inglés de las jornadas matutina y vespertina de la Unidad Educativa "Ángel Polibio Chaves"
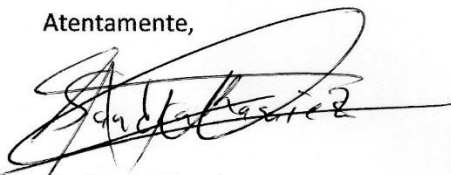
Presente.-

De mi consideración:

Llego a ustedes con un atento saludo junto a mi sincero augurio de éxito en sus funciones como docente en beneficio de la comunidad educativa. El motivo de la presente es para solicitarles de la manera más comedida se dignen convocar a todos los compañeros docentes de Lengua Extranjera (Inglés) de las dos jornadas para realizar la socialización de mi propuesta de tesis. La misma que consta de la elaboración de un cancionero para motivar a los maestros a la utilización de la música para mejorar el aprendizaje del idioma. Por cuanto uno de los objetivos de mi propuesta es la socialización con los compañeros docentes de inglés. A la vez se considerará cambios o sugerencias que gentilmente me puedan recomendar para mejora del folleto.

Cabe indicar que se cuenta con la debida autorización del señor rector y me ha pedido que acuerde la fecha a realizarse la socialización con los compañeros docentes, es por eso que recurro a ustedes como el siguiente organismo regular. En el oficio presentado al señor rector se sugirió los días 19 y 20 de Julio del presente año de 12H00 a 13H00. Dejando a su criterio los días y horas convenientes para la actividad recalcando la importancia de realizar la socialización con todos los docentes y por una hora reloj cada día o dos horas por un día.

Por la favorable atención y aceptación que se digne dar a mi pedido, anticipo mi sentimiento de gratitud y estima.

Atentamente,

Lic. Sandra Ramírez

Docente de Inglés de la Institución

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Appendix 4
Students' permission

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

APROBACIÓN DE USO DE INFORMACIÓN

(CONSENTIMIENTO)

Tema de investigación: ""Listening Activities Based on American Pop Music in the Acquisition of English as a Foreign Language""

Yo, Sandra Maribel Ramírez Camino, con cédula de ciudadanía No: 020184528-6, como estudiante de Maestría en la Enseñanza el Idioma Inglés como Lengua Extranjera, cohorte 2016 en la Universidad Técnica de Ambato me encuentro realizando la investigación antes mencionada. La misma que está siendo llevada a cabo con la participación de los y las estudiantes de Segundo y Tercer Año de Bachillerato Internacional, sección diurna de la Unidad Educativa "Ángel Polibio Cháves". La investigación me permitirá determinar si la música Americana género Pop, influirá en la asimilación del idioma inglés como lengua extranjera. Por tal motivo se ha seleccionado a éstos dos cursos para realizar la investigación y a la vez aplicar la propuesta a la misma población.

Para el efecto de la presente investigación y verificación de la aplicación, se procederá a la toma de fotografías y videos que servirán como evidencia de la investigación realizada. Resaltando que dichos procedimientos se realizar únicamente durante la ejecución de las técnicas necesarias para el efecto. Ésta acción se llevará a cabo durante los tres parciales del segundo quimestre del año lectivo 2017-2018 con 25 estudiantes. Especificando que al finalizar el periodo académico mencionado, ya no será necesario recolectar evidencias de la investigación.

Cabe indicar que la información recolectada será únicamente utilizada para el mencionado fin educativo e investigativo. Por lo tanto se adjunta el documento de respaldo evidenciando mis estudios de posgrado con el tema legalmente aprobado para su investigación.

Segura de contar con su apoyo y consentimiento, agradezco infinitamente a los cursos destinados la presente investigación así como también a sus respectivos docentes tutores.

Para constancia de su conocimiento, como estudiantes del segundo y tercero bachillerato internacional, escriban sus nombres completos, cédula de identidad y firma.

Lic. Sandra Ramírez
Tutora de 3ero BI y docente investigadora

Lic. Wilson Sanabria
Docente tutor 2do BI

1

No:	Nombres completos	Cédula de Ciudadanía	Firma
**Primero Bachillerato Internacional (2do Bachillerato)**		
1	Jairo Noé Guaman Vascones	0200174843	
2	Lisbeth Eugenia Nuñez Guzmán	0250362308	
3	Alexandra Elizabeth Mejía Gonzalez	175599507-5	
4	Maria Paola Sánchez Vásconez	0202552485	
5	Yadira Nathaly Taris Mugmicha	0250279452	
6	Josselyn Yadira Morejón Morejón	0250118437	
7	Katerine Alexandra Seraivo Fierro	0200909073	
8	Sika Soledad Chimbolema Chela	0250279981	
9	Allison Melanie Chango Monkros	020205740-2	
10	Mayely Adamari Quimatoa Tamami	0250285079	
11	Adriana Mishell Ocampo Pilamunga	0202342903	
12	Leoneta Lisseth Quishpe Jisa	0250031499	
13	Nicole Aracely Toral Percoje		
**Segundo Bachillerato Internacional (3ero Bachillerato)**		
1	Katheryne Marisol Tenelema A	020915807-7	
2	Rosario Thalia Valverde Pasto	025035144-2	
3	Esther Josefina Chisag Azas	025028862-1	
4	Roxana Anabel Lumbi Sisa	095027810-8	
5	Nahim Moisa Naucin Salta	025004466-6	
6	Francia Alexandra Eugushu Gutierrez	025003 1309	
7	Esthefania Elizabeth Patin Llamiguano	020251334-7	
8	Erika Doraley Fierro Toso	025000407-4	
9	Mercy Judith Tandapilco Llumitaxi	02024808 3-6	
10	Erika Maybethy Chochos Hernández	020215866-3	
11	Juliana Elizabeth Rochina Pérez	025006945-7	
12	Lizbeth Aracelly Vargas Favicela	025007258-4	

Lic. Wilson Sanabria
Docente tutor 2do BI

Lic. Sandra Ramírez
Tutora de 3ero BI y docente investigadora

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URKUND

Urkund Analysis Result

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Significance: 2 %

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