



Universidad
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ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

SCIENCES OF EDUCATION CAREER ENGLISH MENTION

THESIS

THEME:

“ELEMENTARY ENGLISH GRAMMAR LEARNING IN CONTEXT THROUGH THE USE OF SONGS WITH STUDENTS OF NINTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE CENTER DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”

Thesis presented previous obtaining the Sciences of Education Degree with Major in the English Language.

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Latacunga – Ecuador

December, 2015

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The criteria of the present investigation: **“ELEMENTARY ENGLISH GRAMMAR LEARNING IN CONTEXT THROUGH THE USE OF SONGS WITH STUDENTS OF NINTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE CENTER DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015”**, are the author’s exclusive responsibility.

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THESIS DIRECTOR'S ENDORSEMENT

In compliance with the provisions of Chapter IV Section 9, paragraph f) of Regulation prevocational course at the Technical University of Cotopaxi, reported that the group made up of graduated students: Cueva Romero Mérida Lucia and Lasluisa Heredia Elizabeth del Rocío have developed their research work according to the arguments made in the Plan of Thesis.

Under the above mentioned. I think the group is enabled to present to act in defense of the thesis **“ELEMENTARY ENGLISH GRAMMAR LEARNING IN CONTEXT THROUGH THE USE OF SONGS WITH STUDENTS OF NINTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE CENTER DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”**

Latacunga, December, 2015

Sincerely,

MSc. Gina Silvana Venegas Álvarez
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COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Cueva Romero Mélida Lucía and Lasluisa Heredia Elizabeth Rocío. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **“ELEMENTARY ENGLISH GRAMMAR LEARNING IN CONTEXT THROUGH THE USE OF SONGS WITH STUDENTS OF NINTH LEVEL AT “LUIS FERNANDO RUIZ” EDUCATIVE CENTER DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015”**. They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

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Finally, we want to thanks to God, our parents and familiars which with their support, they have helped to complete with this objective.

Mélida, Elizabeth

DEDICATION

We dedicate this thesis to our parents because they have supported our dream to be professionals, demonstrating their love and giving their advices in order to accomplish this important goal in our live.

Mélida, Elizabeth



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ABSTRACT

This project was focused on improving English Grammar teaching-learning process in ninth level of Basic Education at “Luis Fernando Ruiz” Educative Center, which is located in Latacunga city. In this institution, English language is taught from Eighth level of General Basic Education (GBE) to Third level of Unified General Bachillerato (UGB). Thus, teenagers have the opportunity to acquire a foreign language. However, in this institution teachers do not use adequate methods or different activities to teach grammar, as result; it is bored to the students. That is why, the approach of this research is based in the use of another important method: “Teaching grammar through songs”; which contribute to guide to teachers and students about grammar topics that they have into the English Book of this level, especially it helps to understand in a better way each grammatical topic and their use. It is important to mention that the students are the most benefited because teenagers enjoy listening and singing the English songs that were chose according to their likes, it permits that students can learn in a better way. Thus, thanks to the scientific relevance of the project is that there is a good opportunity to do different the way to learn and in the future many learners can understand Grammar in an easy way. Finally, this research was conducted through descriptive method which allowed gather the necessary information to develop the research.

KEYWORDS: English teaching-learning process, Methods to teach grammar, alternative, songs, teenagers.



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RESUMEN

Este proyecto se centra en mejorar el proceso de enseñanza-aprendizaje de la Gramática en Inglés en el noveno nivel de Educación Básica de la Unidad Educativa "Luis Fernando Ruiz", que se encuentra en la ciudad de Latacunga. En esta institución, el idioma Inglés se enseña desde Octavo nivel de Educación General Básica (EGB) al Tercer nivel de Bachillerato General Unificado (BGU) Por lo tanto, los adolescentes tienen la oportunidad de adquirir una lengua extranjera. Sin embargo, en esta institución los profesores no utilizan métodos adecuados o actividades diferentes para enseñar gramática, como resultado; es aburrido para los estudiantes es por esto, que el enfoque de esta investigación se basa en el uso de otro método importante: "Enseñar gramática a través de canciones", que contribuyen a orientar a los profesores y estudiantes sobre temas gramaticales que tienen en el Libro Inglés de este nivel, sobre todo; ayuda a comprender de una mejor manera cada tema gramatical y su uso. Es importante mencionar que los estudiantes son los más beneficiados ya que los adolescentes disfrutan de escuchar y cantar canciones en Inglés que se eligieron de acuerdo a sus gustos, esto permite que los estudiantes pueden aprender mejor. Así, gracias a la relevancia científica del proyecto es que hay una buena oportunidad para hacer diferente la manera de aprender y que en el futuro muchos alumnos puedan entender la gramática de una manera fácil. Por último, esta investigación se llevó a cabo a través del método descriptivo que permitió recopilar la información necesaria para desarrollar la investigación.

PALABRAS CLAVE: Proceso de enseñanza-aprendizaje de Inglés, Métodos para enseñar gramática, alternativa, canciones, adolescentes.

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INTRODUCTION

Taking into account the importance of teaching English in many Educative centers in Latacunga city, this thesis introduces an important method to improve English Grammar teaching-learning process, that is why, the theme “Elementary English Grammar Learning in context through the use of songs with students of ninth level at “Luis Fernando Ruiz” Educative during cycle April - August 2015.” was selected. The application of this method offers a great improvement of English Grammar learning process.

Nowadays, people know that speaking English is important at any occupational field. So, it has been taught and learnt since early ages; that is the reason why, in all Educative Centers publics and privates, English language is taught. However, the results continue being the same. Moreover, a relevant aspect of this project is the fact, to the use of this method to teach English grammar is through the use of the genres of songs that students prefer in order to be them capable to use it at any real situation.

As the results of English teaching learning process have not been the expected by teachers, authorities and students this thesis gives a total turn to it. In order to apply the method, researchers create a booklet to students of ninth level which includes different activities according to each grammatical topic that the book has. In addition, teachers are provided with a wide range of activities to carry out and improve English education.

The variables taken into account were the English language and the methods to teach English grammar, the population was a total of 9 English teachers included the authorities from “Luis Fernando Ruiz” Educative Center this is a non-experimental investigation because it does not involve manipulation of any situation, circumstances or experience with the participants.

Also, this research is based on descriptive method because it allows researchers to describe events, situations, and contexts, detailing how they are manifested and

also to analyze the different events and properties of the relevant aspects for the investigation.

The information of this project is got through surveys, letting to control the variables and also through the results apply the method: Teaching grammar through the use of songs with the use of a booklet, for all ninth levels to teach English grammar at “Luis Fernando Ruiz” Educative Center.

The present thesis investigation has been divided into three chapters:

Chapter I is a clear description that allows understanding the scientific part of this research that is why there is the **THEORETICAL FRAMEWORK** which is based on fundamental categories all of them supported by the corresponding bibliography and websites according to the topic: “Elementary English grammar learning in context through the use of songs with students of ninth level at “Luis Fernando Ruiz” Educative Center during cycle April - August 2015”

Chapter II **ANALYSIS AND INTERPRETATION OF RESULTS** contains a quantitative analysis and interpretation of surveys results which were applied to English teachers and students. Having the results of the surveys immediately is made the conclusions and recommendations.

Chapter III **THE PROPOSAL**, consists of the development of English grammar through the use of songs as a method for teaching English grammar, to carry out this proposal was created a booklet to follow the teaching grammar learning process, which contains; different topics, activities with songs, to help teachers and students in every class.

MAIN CATEGORIES

EDUCATION

**ENGLISH TEACHING LEARNING
PROCESS**

ENGLISH GRAMMAR

SONGS AND EDUCATION

CHAPTER I

1.1 Education

Education allows human beings to increase their qualities and values, helping them to form their own personalities and transform them in people capable to fulfill their personal necessities and serve to society in different aspects. In addition, thanks to this process people can get adequate knowledge to face in a positive way to the life. Thus, Education is the individual wealth after study particular subject or through different experience of the life that provides an understanding of something.

(Singh, 2008)” The Word education comes from Greek “educare” that means teaching and learning. It started since the year 1530. Education is the development of the discipline in order to develop the skills”. (pg.64)

Education is the principal key into the society in all aspects because when a student is educating and learning different realities that exist in countries. Those activities will contribute to integral development of a student. That is why the education plays an important role in a country because it helps to have better living conditions to reach the success of the society.

(Jackson, 2011) Education is a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task. (pg.12)

<http://www.press.uchicago.edu/ucp/books/book/chicago/W/bo12214939.html>.

So, education is the knowledge of transmission with other person in order to convert civilized people to the society. Education is philosophy because it is an

exploration which people live along life, receive and transmit our knowledge to meet the desired objective.

As said by Brigham Young, (1801-1877), “Education is the power to think clearly the power to act well in the world’s work, and the power to appreciate life” (pg.2).
<http://webexplorations.com/life-online/understandingLearningStyles.pdf>

The researchers agree with the author because the Education is defined as processes that give us the power to expand our ideas to open our mind to the changes. It will permit us to be better as professionals; it helps us to learn how must be our behavior into the society. For instance, we need to put in practice values, like responsibility, respect, punctuality, humility and solidarity. It is to say, the education is looking for the more important for people for example; the intellectual development, self-esteem and the desire to continue learning so that these attitudes can be applied in any moment and thus carry to success.

1.1.1 Importance of Education

(Barr, 2002) Education is an instrument of learning that permits to develop bases into the society. Family is the principal icon in this process, where student can learn useful values and some skills that they can use in the future. In addition, education is vital to make people responsible and good citizens. So, education helps us to be complete human beings because it provides us enough knowledge for creating science in order to improve the way of living day by day. (pg.1)

<http://www.thehindu.com/features/kids/importance-ofeducation/article4619651.ece>.

Education is the main resource to improve our knowledge and work out our ideas to obtain a better learning process, a good individual formation; thoughtful and disciplined are some of the most essential characteristics raised by the educational system. For instance an advantage into education is the teacher who requires a specific understanding of what he does, his main mission is to guide to the student through education.

Moreover, education has helped to English speakers people including students in the High school. English language in the Education is a very important element that can open many doors in the future. It is interesting because, the education through the English language can help to obtain many opportunities around the world. When a student want to learn a foreign language the education and discipline can produce a radical change and it will help to establish it as a second language.

1.1.2 Types of Education

(Rodgers, 1986) mentions that types of education are fundamental, as is their possible classification, aimed at better understanding and practical utilization. We shall therefore analyze the concepts of formal and informal education, in an attempt to define their features and advantages. (pg.14)

a. Formal Education

Formal education is a set of basics and academic skills that are exposed to the person through education in order to complete the basic education that people need in order to have success into educational process. Thus, this form of education is also referred to as mainstream or traditional education. This kind of education involves various aspects for example; it starts with nursery education next towards primary, secondary and higher education. It is important to mention that in nursery, primary and secondary education takes place at a school, higher education, or post-secondary education, is generally at the university for all students.

Furthermore, Formal education is the most optioned by students or people because it is established in sequential levels, it means, formal education has an official structure, time, hierarchy, and all of these parameters are connected within the education system in a specific place. Taking into account a curriculum which must be improved day by day because the necessities that students have, these

necessities have been changing through the time, for example we have the objectives, methodology, assessment techniques and all academic activities in general form are really different now because teachers have access to new technology that permit them make and create other and better strategies to apply it into teaching learning process.

In Ecuador, the government offers the free and compulsory education from initial education, through elementary, secondary until the third level of education equivalent to college. It is the most important aspect that our government has implemented in order to give the opportunity to all Ecuadorian people to have a Formal Education to obtain any degree no matter what their resources or limitations, since education is a right which everyone can benefit, besides this is clearly written in our constitution. Also, it helps us to improve the different skills to have a good professional growth. Thus, in our country there are many educational institutions which offer formal instruction so that students can develop specific skills or acquire knowledge within an established time.

b. Informal Education

(Cornner, 2008) **“Informal learning accounts for over 75% of the learning taking place in organizations today. Often, the most valuable learning takes place serendipitously, by random chance.”** Conner continues explaining that **Informal learning is a “lifelong process” through which people acquire attitudes, values, skills and knowledge mainly from the mass media, from daily experiences, such as those made at work, at play, while talking with our neighbors and from various kind of interactions, in general.”** (pg.5)

So, informal education is also considering a process but it is more about experiences that people can live every day. It is to say that it happens when any person decide to go out of his or her house to do something in any setting he or she can learn just talking with other person because it is based on conversation, exploring and enlarging good and bad experiences. Furthermore, all that is part of

the lifelong process is useful the different manners to acquire experience, to grow as people without necessity to obtain any degree. For this, it is apparent that informal learning is rather related to incidental learning.

In Ecuador, there are a lot of people that have artisanal professions is to say that they learnt something through the Informal Education, this is important because even though education in Ecuador is free and compulsory not everyone respects this right or for many other reasons cannot access it, which leads these people to learn informally to gain experience in any activity that eventually becomes their daily work without necessity of going to an institution or go through the different educational levels. Besides, this is a positive way in order to obtain better resources to survive.

1.2 English Teaching Learning Process

(Bravo, 2007) “Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence”. (pg. 17)

Taking into account this reference, teaching learning is a process that covers a whole change in students starting from their behavior and ending in their thinking because there are different activities designed to contribute to the formation of the attitude and behavior, and as a result mainly produce immediate changes in students regarding their way of thinking and doing things.

So, teaching learning process has a discipline where the learners can develop different activities that are designed to form their attitude and behavior. In addition, this process has as main objective to obtain good results to the teaching.

1.2.1 Teaching Process

According to (Amidon, 2006) in his book “Teaching is the heart of education” states that “Teaching is defined as an interactive process, primarily involving

classroom talk, which takes place between teacher and pupil and occurs during certain definable activities”(pg.2).

Into the Teaching process there are important steps that all teachers need to follow in order to have success. This process is necessary to accomplish the goal in Education, because it is based on progressive and humanist education. Also, it is perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching. In order to make it possible teacher needs to follow steps to develop a good lesson. Those steps are first the motivation that is known as "warm up", it is about this plan has relationship with the recent topic, feedback in another important step that permit us evaluate the acquired knowledge, presentation of the new topic using reflection, after that teachers need to put in practice the application, review and evaluation that are really important in order to have a clear idea about the things that are not understood.

The number of steps depends of the author but the most important are those mentioned before. For each lesson, teacher must prepare a lesson plan in which they must include the steps to the lesson, it includes the lesson objectives, the procedures and facilities to be used during the lesson, the specific goals to be attained, and the means to be used for review and evaluation. It also allows persons outside the process to see and evaluate what is supposed to take place.

Furthermore, this process is an excellent guide to all teachers that need to apply different methodologies, strategies and techniques. It permits to the teachers can organize the lesson plan by writing down the objectives and making certain that they flow in a logical sequence from beginning to end. The objectives allow that the teacher can structure the training and permit the student to clearly see what is required along the lesson.

1.2.2 English Language

The researchers at University of at Glasgow mention that English is the universal language around the world which is spoken by millions of people. English

language is the second most spoken language in the world. It is estimated that there are 300 million native speakers and 300 million who use English as a second language and a further 100 million use it as a foreign language.

English Language is the most important tool that people use in order to develop different activities around the world it means that English language facilitate to communicate to fulfill objectives such as: education, tourism, technology business and science.

Also, English language is involved in the education system whose purpose is to open doors to a better future. Students begin to have a taste for learning the English language, thanks to the methodologies and strategies that teachers use the English language becomes a fundamental part of the education system.

Students will start to learn and teachers have begun to teach English as a foreign language as motivation in order to increase their knowledge through a correct explains of the English. Also, many students are afraid of speaking in classroom in front a classmate. English as a foreign language is applied in an essential situation that's why it's necessary to develop the four English skills.

1.2.3 Language Skills

(Cabrera, 2004), mentions in his book “Languages are generally taught and assessed in terms of the ‘four skills’: listening, speaking, reading, and writing. Listening and reading are known as ‘receptive’ skills while speaking and writing are known as ‘productive’ skills”.(pg. 12-36)

To make reference to the previous quotation, the four skills are essential to learn a language while the student listens and writes will receive information so that the student builds his knowledge. While a student practices the pronunciation reading, the student is recording in memory. When a student speaks and writes it produces information that helps you improve your skills. Language skills are very important

as it helps to understand another language. Language skills are unconditional part to learn and convey the message without distorting the content.

a. Listening

Listening skills is essential for the student to communicate with another person. If the student is exposed every day to practice this skill probably the student faster develop in any environment. It constitutes half of the communication process for that reason is very important that the students practice this ability.

Importance of Listening Skill

Good listening skills make students more efficient in education. The ability to listen carefully will allow a person to:

- To understand assignments in better way and find and what is expected from him.
- To build a rapport with classmates and teachers; show support; work better in a team-based environment.

Strategies to be a good listener

There are some strategies to be a good listener for instance; hear the message is to pay attention, look at the speaker, stop other tasks, and don't allow interruptions, select the information that is important, and recognize emotional messages. Interpret the message: speakers do not always say exactly what they mean or mean exactly what they say. Example: "When I look at you, time stands still." "You have a face that would stop a clock." So you need to paraphrase and ask questions to ensure that your understanding of the speaker's message is accurate, evaluate the message: Make sure that you have all of the important information before forming an opinion. Consider all available information carefully before

making a final decision. Ask questions, don't jump to conclusions and respond to the message: give feedback to let the speaker know what you heard and how you heard it. Responding allows you and the speaker to reach a common understanding.

b. Speaking

Speaking skill is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

So, this ability is very important for students because when they talk about it aloud or repeat voice, Students can reproduce the pronunciation and intonation of the original. Make a recording of himself and listen again paragraph trying to identify their own strengths and weaknesses as a speaker.

Speaking skill can be formal or informal:

Informal speaking is typically used with family and friends, or people you know well and formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

c. Writing

Writing skills are a very important advantage when a student wants to learn another language because writing properly this respect the English grammar.

Using words in your first language is fine if it helps you get a draft written more quickly. You should not expect to write everything correctly the first time, but write and re-write as much as necessary.

Structure writing skill

Use headings, subheadings, bullet points, and numbering whenever possible to break up the text. Headers should grab the reader's attention. Using questions is often a good idea, especially in advertising copy or reports, because questions help keep the reader engaged and curious. In emails and proposals, use short, factual headings and subheadings, like the ones in this article.

d. Reading

Most students do not have the habit of reading but it has been found that for every 4 students read an hour a day can learn another language in a short time. Adapter reading the change in the student because it generates good learning habits and improve their quality of knowledge. Reading provides students to learn and know the meaning of words and improve day by day.

Styles of reading

There are three styles of reading which are used in different situations:

- **Scanning**

It is utilized for a specific focus. The technique is useful to scan parts of texts as the introduction or preface of a book, the first or last paragraphs of chapters and the concluding chapter of a book. Scanning differs from skimming in that you do not deal with all of the content, but search through the material for a specific purpose or a specific word.

- **Skimming**

It is for getting the gist of something. The technique is used when people are going through a newspaper or magazine: the principal is to read quickly to get the main points, and skip over the detail. It is useful to skim: to preview a passage before you read it in detail, to refresh their understanding of a passage after people read it in detail. Use skimming when people are trying to decide if a book in the library or bookshop is right for them.

- **Detailed reading**

This is for extracting information accurately. The person reads every word, and work to learn from the text. In this careful reading, people may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

1.2.4 English Teaching Methods

Nowadays, English teachers are applying methods to teach in a better way so that the majority of them have to look for strategies that permit improving the manner to teach English in various ways put on the same methods.

(Freeman, 1990) “English teaching methods are a tool in order to learn a foreign language”.

There are some methods with different focuses for example Grammatical Translation Method that is based on grammar rules; it was really used in traditional academic settings. Another method is audio lingual method refers to the students that like to have a correct behavior. In addition, Communicative Language Teaching English is taught as a subject like any other, with different elements of the language such as vocabulary, grammar, syntax, speaking, reading, and writing focused on every day. That is why, it is relevant the application of

different methods to do of this subject more interesting and attractive for all students in different situations. So, Total Physical Response is into of these methods that permit the body movement to learn the language English.

In others words, students need of those methods because they are applied according to each necessity of each learner. Depending of the different types of learners is to say teachers need to identify the types of learners, how they learn in order to find the best method to teach English language.

1.2.5 Methods of Teaching English Language

a. Audio lingual method

As said by Skinner's Behaviorism theory says "It assumed that a human being can be trained using a system of reinforcement. Correct behavior receives positive feedback, while errors receive negative feedback."

This method refers the idea of how people acquire the methods of the time, observation and repetition into education. Moreover, in this process it is necessary for teenagers or learners have an active process. So, teachers who have applied this method, they can use fun strategies and activities that permit to the students understand much better.

In addition, when students learn vocabulary and structures, this process is presented through imitations, dialogues and repetitions. That's why, teachers are the principal authors in this method because they provide good model for imitation. Then, students repeat, respond quickly and accurately.

b. Communicative Language Teaching

(Smith, 2010) Professor at the University of Chicago mentions "Emphasizes the

ability to communicate the meaning of the message, instead of concentrating on grammatical perfection” (pg.5)

This approach is based on the idea that the principal purpose of language is to communicate. So, language learning is learning to communicate, the effective communication is sought through dialogues and activities instead of concentrating exclusively on grammatical perfection or phonetics. Thus, the usual activities are to communicate through the use of materials, for instance; specific songs, work in small groups and set up the communicative situations.

The communicative language teaching method has many alternatives that permit to the teachers use into class because understanding occurs through active student interaction in the foreign language.

c. Grammar Translation Method

According to (Taylor, 2012) professor at the University of California “Grammar Translation Method is the easiest and shortest way of explaining meaning of words and phrases” (pg.1)

Thus, the principal purpose of the grammar translation method is to help learner read and understand foreign language. That’s why, target language are translated directly by the receptor and then discussed in the native language.

So, translating each language is an important goal for learners. The principal main character into class is the teacher because he can clear many concerns to the students.

d. Total Physical Response

According to James Asher professor of psychology at San Jose State University, California “Total Physical Response (TPR) is a language teaching method built

around the coordination of speech and action; it attempts to teach language through physical motor activity” (pg.4)

It means that this method of language teaching is based on body movement and speech together. So, if a teacher needs to catch the attention of students, they can use different activities and alternatives that permit to the students have a good mood and with new games to maintain active students.

For instance, when a teacher use some songs to calls the attention the student through physical movement its will help to the learner to have an interest in learning a new language. So, the methods and techniques must foster the constant activity of the learner, as it requires specific techniques, that permit to the students learn much better.

1.2.6 Learning Process

Nowadays, it is a process where there is an interaction between student and teacher to acquire knowledge. Learning process is a principal advantage to change the behavior of the human beings.

The author (Flight, 2003) mentions “learning process occurs continuously throughout a person's lifetime and it is one of the most outstanding human characteristics” (pg.12)

The quotation cited above mentioned that human beings during the life cycle they are knowing and learning different things every day. In the journey of life they are changing their way of think, feel, perceive and they are adapting experience. The, learning can be defined as a change in behavior as a result of experience.

a. Learning Styles

When the teacher discovers that type of learning has the student, the teacher can

work with that style so that the student can collect information like and that works in education.

(Burns, 2001) in her book “Learning styles refer to the variations in your ability to accumulate as well as assimilate information. Basically, the learning style is the method that best allows you to gather and use knowledge in a specific manner” (pg.11)

<http://webexplorations.com/life-online/understandingLearningStyles.pdf>

The majority of students can learn in different ways. The teacher must identify which learning styles have each student and depends of the style to that the student can learns much better with the help of the teacher. Finally, student develops an understanding of his own form of learning style and becomes much more satisfied with the environment he interacts with.

(Oxford, 2003)"Learning Styles are sometimes defined as the characteristics cognitive, affective, social and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (pg.5)

<http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

Considering the above quote, learning styles are a big process that permits to acquire knowledge according to environment in which the students are learning. Learning styles have various functions in order to create an adequate behavior and responsible to improve the way of study day by day.

Types of learning styles

According to (Ldpride, 2008) there are some types of learners, that are divided and two groups, primary and secondary. But the author considers that are three which have relevance because this kinds of learning styles, permit to teachers

develop in a better way the teaching grammar process. Into primary learning styles we have Visual, Musical-Auditory and Physical- Kinesthetic.

- **Visual**

Visual learners enjoy more thinking in pictures and learn best with visual images. Students depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Individuals who integrate into this category traditionally learn through visual objects which can help to stimulate the learning. Most students prefer this style as they put interest to discover what they are watching; the images attract attention for its color, shape and size. When a student learns the big picture first and then focus on the details this application will help to the student to emphasize the most important of this style.

- **Musical-Auditory**

The principal aspect in this style is about learners because they retain information through hearing and speaking. Often, they have talents in music and may concentrate better with soft music playing in the background. These students learn through audio books, lectures, oral presentations and enjoy of the music.

- **Physical- Kinesthetic**

It refers to the ability to absorb information best by experiencing, touching, doing, moving and being active in some manner. Students process information through the sense of touch, such as by feeling shapes and textures. Thus, this means that the students can learn by touching and doing. They can use their hands and gestures to interpret the message.

1.3 English Grammar

English grammar is the structure of expressions in the English language. This

includes the structure of words, phrases, clauses and sentences. It is considered as a set of rules that are part of the linguistic because grammar also refers to the study of such rules include morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Also, it studies the structure of words and phrases is to say English grammar helps you construct sentences correctly and makes it easier to improve both your spoken and written communication skills.

In addition, to support this concept we have another author as, (Scribendi, 2013) defines to English grammar as the body of rules that describe the structure of words, phrases, clauses, and sentences in the English language is to say that grammar rules permit that people can communicate with others using the specific tenses according their necessities so that whether you have just started learning English or are a native speaker, you need to know the basic rules of the language to have success into the communication skill.

1.3.1 Importance of English Grammar

(Grammartips, 2008) says, grammar is very important within the English language, since it is, in effect, the glue that holds the language together. With the use of incorrect grammar sentences can become meaningless and their message is unclear (pg.15)

This means that people are able to communicate effectively and other people who are reading the work may well be quite confused as to their meaning. In effect, grammar is the way in which sentences are structured and the language is formatted, so whilst it may be considered a bit boring to study correct grammar, it really is worth the time and effort. If you don't know the rules of grammar, then people will never be able to communicate clearly and effectively in the English language.

1.3.2 Methods to Teach English Grammar

(Richards, 1999) mentions that “the method is a way to teach a language that has systematized principles and procedures which in turn represent the conception of how the language is taught and learnt”. Also Longman dictionary says, methods differ one from another considering the nature of language and learning in the purposes and objectives of teaching the type of program that promotes the role of the professor, the students and the instructive materials.

Furthermore, to support these ideas we another author (Vobs) mentions, us about seven important methods in order to teach English grammar, among them we have deductive and inductive approach, functional grammar, teach grammar in situational context, through texts, stories and teaching grammar with songs and rhymes that are important methods that we will know one by one .

a. The deductive approach – rule driven learning

This method is most useful with adult learners, so that teachers try to teach the rules presentation that helps to enhance the student’s confidence in doing certain tasks. It is to say a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

b. The inductive approach – the rule-discovery path

Applying this method students learn system of language that is the use of grammar or sentence rules in the same way as children acquired their first or second language. It is say the advantages of encouraging learners to work rules out for themselves is important because learners will discover for themselves the rules so they are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.

c. Functional grammar

People who study and use a foreign language are mainly interested in how they can use the language, how they can communicate, get attention to their problems and interests, influence their friends and colleagues and create a rich social life for themselves. They are only interested in the grammatical structure of the language as a means to getting things done. A grammar which puts together the patterns of the language and the things you can do with them is called a functional grammar.

d. Teaching Grammar in Situational Contexts

The generative Situation is a situation which the teacher sets up in the lesson in order to generate several example sentences of a structure because a situational context permits presentation of a wide range of language items. The situation serves as a means of contextualizing the language and this helps clarify its meaning. At the same time the generated examples provide the learners with data for induction of the rules of form. Students can be involved in the development of the presentation as well as in solving the grammar problem; this makes it less dry than a traditional grammar explanation.

e. Teaching Grammar through texts

The uses of texts provide textual information, allowing learners deduce the meaning of unfamiliar grammatical items from the context. If the texts are authentic they can show how the item is used in real communication. As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization. Reading is an important skill that learners can use in order to acquire a good knowledge about grammar rules because it has as benefit understand the grammatical tenses in context.

f. Teaching Grammar through stories

Everyone loves a story. Stories can be used for illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. Storytelling is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching tool.

g. Teaching grammar through songs and rhymes

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing.

They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting. Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again.

There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful

subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners knowledge of the target culture can be broadened.

In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

1.4 Songs and Education

According to (House, 2001) “It is important to take a broad view of songs. They consist not just of the lyrics and the tune, but also of all the contexts in which a song is created, experienced, produced, and consumed. These contexts include such things as where the song was performed and by whom, the audience for it, and the technology that produced it and preserved it for us to appreciate” (pg.7)

Nowadays, songs form part of a change in the manner to teach , since students can interpret and reflect the message that each song has. The songs are an important part in the education system because through it the student may have an interest in learning and integrated into the study. Also, songs are support tools where student can listen, analyze and improve their abilities to learn a foreign language.

1.4.1 Importance of the English songs into Teaching Grammar

(Murphey, 1992) “Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture” (pg.5)

<http://www.popullar.eu/index.html>

Grammar is one of the most difficult skills to learn. That is why; teachers need to be creative to catch the attention of their students using different activities that wake up their interest to understand grammar is to say the structure, meaning in context of the different songs that like them, choosing the appropriate songs according to the lesson topic and age of the students.

1.4.2 Musical Genres in English

(Chase, 2000)“The music of the United States reflects the country's multi-ethnic population through a diverse array of styles. It is a mixture of music influenced by West African, Irish, Scottish, Mexican, and Cuban music traditions among others. The country's most internationally renowned genres are jazz, blues, country, bluegrass, rock, rhythm and blues, ragtime, hip hop, barbershop, pop, experimental, techno, house, dance, boogaloo, salsa, and rock and roll” (pg.21-36)
https://en.wikipedia.org/wiki/Music_of_the_United_States

The English music involves different rhythms, styles and sounds that people enjoy, according to their likes so that it is important to know which are the preferences of our students to select the perfect song in order to teach and change the manner to learn grammar because it involves more than rules grammar is about meanings, acquire new vocabulary, tenses, is to say grammar permit to use the language in a correct way for expressing our ideas

(Chase, 2000) said that there are nine genre that are really important into English music not only for their origin and rhythm but also by their lyrics that talk about real things with which lot of people feel identified.

Folk music

Folk music was born into ethnic groups of United States also they known as the Native American tribes that created their music to demonstrate their spiritual in nature. These kinds of folk songs are influenced by the gospel and blues that

descends of West African music and mixed with Western European music. The Native Americans played the first folk music in what is now the United States, using a wide variety of styles and techniques. Traditionally, the instruments used were the flute and many kinds of percussion instruments, like drums, rattles and shakers.

Classical music

The European classical music tradition was brought to the United States with some of the first colonists. European classical music is rooted in the traditions of European art, ecclesiastical and concert music. The central norms of this tradition developed between 1550 and 1825, centering on what is known as the common practice period. Many American classical composers attempted to work entirely within European models until late in the 19th century. Popular music

The United States has produced many popular musicians and composers in the modern world. Beginning with the birth of recorded music, American performers have continued to lead the field of popular music, which out of "all the contributions made by Americans to world culture... has been taken to heart by the entire world". Most histories of popular music start with American ragtime or Tin Pan Alley; others, however, trace popular music back to the European Renaissance and through broadsheets, ballads and other popular traditions.

Early popular music

The patriotic lay songs of the American Revolution constituted the first kind of mainstream popular music. These included "The Liberty Tree", by Thomas Paine. Cheaply printed as broadsheets, early patriotic songs spread across the colonies and were performed at home and at public meetings. Five songs were especially celebrated, and were performed on fields of battle during the American Revolution. Patriotic songs were mostly based on English melodies, with new

lyrics added to denounce British colonialism. Much of this early American music still survives in Sacred Harp.

Blues and gospel

The blues is a genre of African American folk music that is the basis for much of modern American popular music. Blues can be seen as part of a continuum of musical styles like country, jazz, ragtime, and gospel; though each genre evolved into distinct forms, their origins were often indistinct. Early forms of the blues evolved in and around the Mississippi Delta in the late 19th and early 20th centuries. The earliest blues-like music was primarily call-and-response vocal music, without harmony or accompaniment and without any formal musical structure.

Jazz

Jazz is another kind of song by swung and blue notes, call and response vocals, polyrhythms and improvisation. Also, Jazz has roots in West African cultural and musical expression, and in African American music traditions including blues and ragtime, as well as European military band music. It has an important role into popular music because it has become a major element of Western classical music. Early jazz was closely related to ragtime that was distinguished by the use of more intricate rhythmic improvisation.

Country music

Country music is primarily a fusion of African American blues and spirituals with Appalachian folk music, adapted for pop audiences and popularized beginning in the 1920s. The origins of country are in rural Southern folk music, which was primarily Irish and British, with African and continental European music.

Rhythm & blues (R&B) and Soul

Rhythm & blues (R&B), an abbreviation for rhythm and blues, is a style that arose in the 1930s and 1940s. Early R&B consisted of large rhythm units smashing away behind screaming blues singers (who) had to shout to be heard above the clanging and strumming of the various electrified instruments and the churning rhythm sections. Soul music is a combination of rhythm and blues and gospel which began in the late 1950s in the United States. It is characterized by its use of gospel-music devices, with a greater emphasis on vocalists and the use of secular themes.

Rock, metal and punk

Heavy metal is characterized by aggressive, driving rhythms, amplified and distorted guitars, grandiose lyrics and virtuosic instrumentation. Heavy metal's origins lie in the hard rock bands who took blues and rock and created a heavy sound built on guitar and drums.

Hip hop

Hip hop is a cultural movement, of which music is a part. Hip hop music for the most part is itself composed of two parts: rapping, the delivery of swift, highly rhythmic and lyrical vocals; and DJing and/ or producing, the production of instrumentation either through sampling, instrumentation, turntablism through beat boxing, the production of musical sounds through vocalized tones.

1.4.3 How to Teach English Grammar by using songs

According to (BusyTeacher, 2007), songs are considered an important tool into teaching ESL because it gives to the students the opportunity to learn in another way, listening songs that not only improve their listening skill but also their grammar skill because students will be motivated trying to understand the new

words, the meaning in context of the sentences and the grammatical rules that are important (pg.3)

<http://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.htm>

Songs help to the English learning process so that the music is an important resource that likes to the majority of teen students. That is why, teaching grammar using songs as complement of the books will be a relevant change to teach English grammar. The authors such as (Using Music To Teach Grammar, 2001) of Chinese Culture University mention, the use of songs in order to teach English grammar will be more appealing to the learners and more effective in language acquisition. (pg.5)

<http://jalt-publications.org/archive/proceedings/2001/371.pdf>

Despite that the English songs have been used in EFL classes, song have rarely been used with specific reference to the acquisition of grammar. Based on teachers' experience using songs in EFL classes we can understand how to teach both word and sentence grammar in a number of ways. That is why, there are techniques demonstrated that included; blank filling, multiple choice, matching, dialogue, and making sentences that all teachers need to consider to teach grammar through the songs.

So, it is important to mention different sources of songs that will permit us to develop better lessons of grammar. In this case, we have songs which are available from two main sources: the audio channel, such as cassette tapes, CDs and DVDs or both audio and video channels, such as the musical DVDs and DVD films as English Karaoke songs in this type of DVD musical, sung by the original singers only in audio channel, are presented with background images either with sounds and subtitles or only with English subtitles, word by word, for the viewer to sing.

Moreover, we can say that there are four important steps that teachers must follow in order to English grammar using songs as mentions. (Lin, 2001)

1. Pre-use or getting into media stage: Teacher selects grammatical points and song lyrics and design appropriate tasks or exercises.
2. Input or working from media stage: Teacher presents/elicits designated grammatical points.
3. Focus or working with media stage: Teacher plays the song and students are asked to do the exercise while listening to the songs.
4. Transfer or working out of media stage: Teacher checks the answers and makes necessary explanation. Class discussion follows. Students are encouraged to ask questions and asked to do follow-up assignment by using what the media has just presented. (Adapted from Donna M. Brinton, 459)

1.4.4 How motivate the Learning English Grammar using songs

(Feric, 2012) “Music makes cultural ideas accessible to all students and increases the capacity of the working memory, while providing a structured context for long-term recall of words and phrases. It also creates good atmosphere in the classroom thus increasing the motivation.” (pg.7)

<http://www.usingenglish.com/articles/learning-english-with-music.html>.

The English teaching-learning process has been the same during several years for this reason there are students that do not like learning English language because teachers have been using the traditional way to teach and it has become an important factor to change the manner to teach into ESL. First of all, we can say that with the use of songs, teachers are going to change the environment of the classroom that is an important aspect in order to start with the teaching process. In addition, the songs can relate with the students in different aspect such as relationships among friends, family or boyfriends. So, these songs also tend to deal with problems interested to students as they identify with the singers and want to understand the vocabulary, the sentences to understand the meaning in Spanish.

Furthermore, it permits that students feel motivate, listening by English songs. It increases the motivation to learn vocabulary ceasing to be so tedious. It will be more interesting because it helps to connect students with the culture to students that lack familiarity with a target culture, if students have troubles with it, they can connect through the freeing influence of music.

Thus, music and songs may help learners to reduce their anxiety and stress when learning a foreign language. On the effect of music and melody. The activities which make use of the songs have positive effects on students' language learning process. These activities also help them to be encouraged toward foreign language learning. Thus, audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. He points out that all audio visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

Another important author talks about how songs motivate to teach grammar is (Abrate, 1997) states that there are many benefits of using popular songs such as holding attention and interest of students, introducing native and colloquial use of the language, presenting cultural phenomena and points of view, providing device and context for learning and creating an entertaining alternative to textbook study. Abrate also states that songs can be used to teach vocabulary and listening comprehension, grammar, and many other language skills. She suggests making use of various useful exercises serving this purpose. (pg.56)

CHAPTER II

2.1 Brief historical outline of “Luis Fernando Ruiz” Educative Center.

“Luis Fernando Ruiz” National High School of Mixed Basic Cycle was created by Ministerial agreements on September, 8th 1980, being Minister of Education and Culture Dr. Galo García Feraud. This institution begins its work during the period 1980-1981 in “Velasco Ibarra” School in which were enrolled 39 students, 26 men and 13 women in the first grade. On January 4th 1985 “Luis Fernando Ruiz” Technical establishment was authorized to operate the first year of diversified Cycle as Technical High School of Commerce and Management, Specialty Bilingual Secretary.

Mr. Luis Fernando Ruiz was an important person into the Cotopaxi Province working as Director of Studies of the Province of Leon today Cotopaxi, that is why, his name was chosen to represent this institution. He was born in Latacunga city on December 15th, 1886 and died in Quito on March 26th, 1960. He studied in “Hermanos Cristianos” School and “Vicente León” High School reached the baccalaureate with the highest qualifications. Then he studied at Central University of Ecuador Jurisprudence and Social Sciences career to become a lawyer.

In 1985, the technical institution "Luis Fernando Ruiz" has two specialties: Technical School of Commerce and Administration with specializations in Bilingual Secretary, Marketing and Archival. Before 1999-2000 the institution begins with the two new Polyvalent Bachelors: bachelor of management technical

secretariat-versatility in accounting and versatility and technical business in hospitality tourism and gastronomy.

Institution has graduated six polyvalent promotions since 2002-2003 until 2006-2007 which is the latest promotions currently the Campus has new baccalaureate with the specialties of Commerce and administration: organization and management of the secretariat, accounting and administration, cooking, and tourist information and marketing. This important institution is considered one of the biggest of Latacunga city. Fernandina's Community is composed by 63 people working in this educational institution, distributed as follows: 3 Managers, 46 Teachers, 14 Administrative. 4 contracts, a secondment, and 900 students enrolled.

The Educative Institution delivered as Bachelors of the republic to 1800 students, the same as currently hold high positions in the different institutions and companies in our province, the country and abroad. In 2014 this institution changes its name from "Luis Fernando Ruiz" Technical High School to "Luis Fernando Ruiz" Educative Center following the modifications that the Minister of Education established.

In order to obtain the information of this research, one hundred students at ninth level of basic education at "Luis Fernando Ruiz" Educative Center were surveyed. Also nine teachers of English Area were part of it. The descriptive statistics method was used, while the technique applied was the survey. Each survey was developed in different way thinking in appropriate questions for both teacher and students, to know the most reliable information to continue with the descriptions, analysis and interpretation of results.

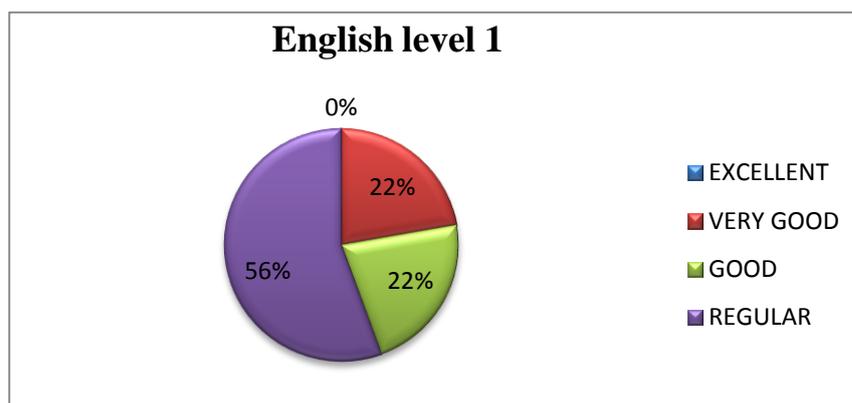
2.2 Description, Analysis and Interpretation of Results. Survey for Teachers.

Question N°1

What is the English level of your students?

| ITEM | TEACHERS | PERCENT |
|-----------|----------|---------|
| EXCELLENT | 0 | 0% |
| VERY GOOD | 2 | 22% |
| GOOD | 2 | 22% |
| REGULAR | 5 | 56% |
| TOTAL | 9 | 100% |

Graphic N° 1



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

Regarding this question, 5 teachers who represent 56% mentioned that the level of their students is regular; 2 teachers who represent the 22% said that the level is good, and 2 teachers that represent 22% of those polled declared that it is very good.

The level of those students is regular according to obtained results because they did not have contact with English language in the others years so that there are a lot of new students that need to improve their level in order to get good results into the teaching learning process.

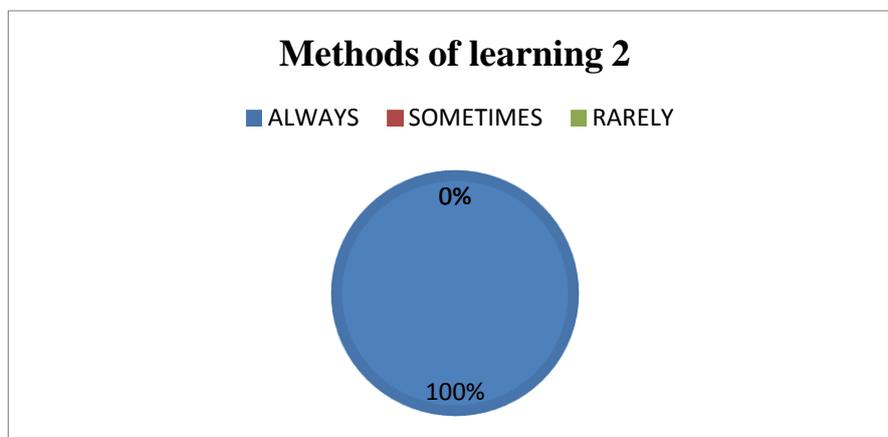
Question N°2

How often do you use the methods of teaching?

Chart 2

| ITEM | TEACHERS | PERCENT |
|-----------|----------|---------|
| ALWAYS | 9 | 100% |
| SOMETIMES | 0 | 0% |
| RARELY | 0 | 0% |
| TOTAL | 9 | 100% |

Graphic N° 2



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

According to this question, 9 teachers that represent 100% mention that they do use methods of learning into English Grammar Learning Process.

It is clear that all English teachers know and use methods of learning in order to success the teaching learning process through English Grammar, whose sole purpose is to search the student's progress.

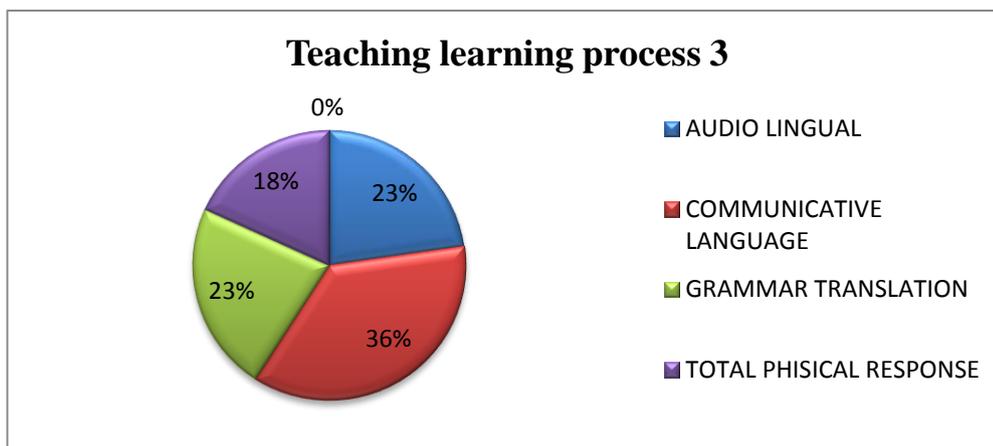
Question N°3

Which are the methods that you use in the Teaching Learning process?

Chart 3

| ITEM | TEACHERS | PERCENT |
|--------------------------------|----------|---------|
| AUDIO LINGUAL | 5 | 23% |
| COMMUNICATIVE LANGUAGE | 8 | 36% |
| GRAMMAR TRANSLATION | 5 | 23% |
| TOTAL PHISICAL RESPONSE | 4 | 18% |
| TEACHING GRAMMAR THROUGH SONGS | 0 | 0% |

Graphic N° 3



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

About the results this question, 8 teachers mentioned that Communicative language is the method most used into English Learning Process, 5 teachers said that methods like Audio lingualal and Grammar translation which represent 23% each one and 4 teachers that represent the 18% declared that Total Physical response is the least used.

There are some methods to teach English language, that permit to the teachers use different ways in order to fulfill with teaching-learning process. Among the most used are communicative language and grammar translation to help students get a meaningful learning.

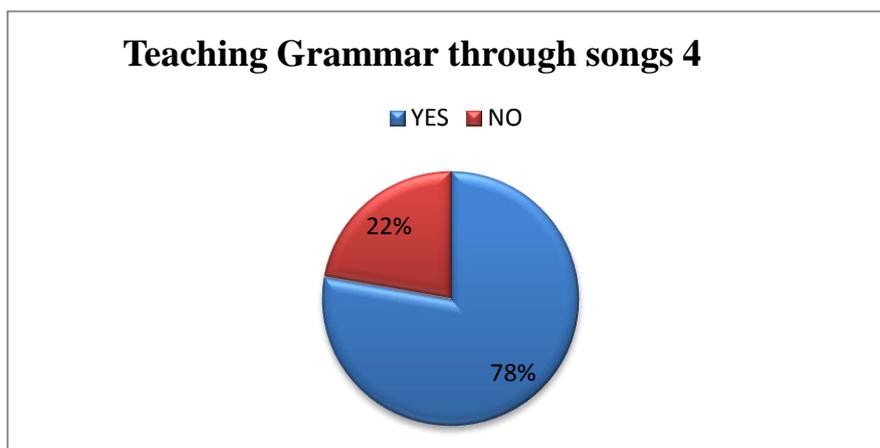
Question N°4

Do you know the method of Teaching Grammar through songs?

Chart 4

| ITEM | TEACHERS | PERCENT |
|-------|----------|---------|
| YES | 2 | 22% |
| NO | 7 | 78% |
| TOTAL | 9 | 100% |

Graphic N° 4



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

In relation to this item, the 78% of respondents that corresponds to 7 teachers mentioned that they do not know this method, 2 teachers that represent the 22% said that they know this method.

The method of Teaching Grammar through songs and rhythms is relevant because it helps to reinforce the grammar skill. Teachers can use it in order to obtain better results using songs in a correct way; it is to say teachers must apply it, with specific grammatical topics.

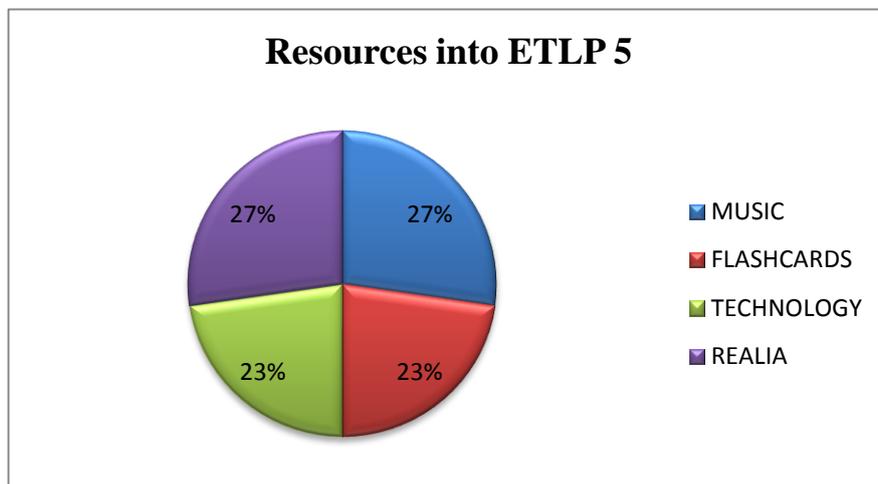
Question N°5

Which resources do you use into English Teaching Learning process?

Chart 5

| ITEM | TEACHERS | PERCENT |
|-------------------|-----------------|----------------|
| MUSIC | 6 | 27% |
| FLASHCARDS | 5 | 23% |
| TECHNOLOGY | 5 | 23% |
| REALIA | 6 | 27% |

Graphic N°5



Source: English teachers of "Luis Fernando Ruiz"

Elaborated by: Researchers

There is a divided decision in this question due to the variety of resources which are more used for the teachers, the options that got the majority of votes are music and realia that represents the 27% each one, 5 teachers mentioned that flashcards and technology which represented with the 23% respectively.

All resources mentioned before must be incorporated into the teaching learning process because they permit to get the attention of the students, motivate them and let the students work in an appropriate environment to develop the grammar.

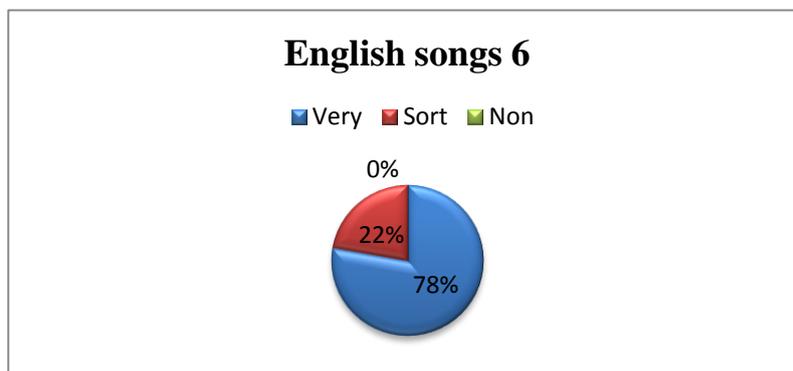
Question N°6

How important is to implement English songs into the English Grammar Learning Process for the students?

Chart 6

| ITEM | Teachers | Percent |
|-------|----------|---------|
| VERY | 7 | 78% |
| SORT | 2 | 22% |
| NON | 0 | 0% |
| TOTAL | 9 | 100% |

Graphic N° 6



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

Regarding with this question, 7 teachers mentioned that it is very important to implement English songs in English Grammar Learning Process who represent 78%, and, 2 teachers with 22% of those polled declared that it is short important.

According to the results, implement English songs into the grammar learning process is very important so that teachers can use it to get the students' attention, change the manner of teaching English Grammar, so that application of this interesting alternative helps to teachers to motivate the learning.

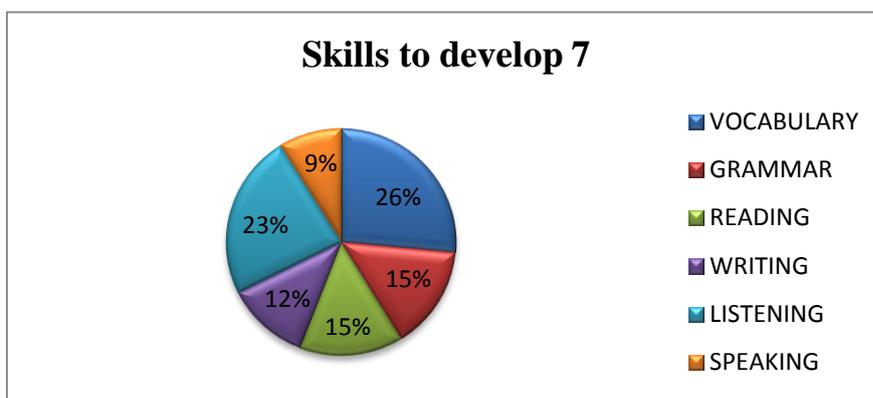
Question N°7

Which of the following will your students improve through English songs?

Chart 7

| ITEM | TEACHERS | PERCENT |
|------------|----------|---------|
| VOCABULARY | 9 | 26% |
| GRAMMAR | 5 | 15% |
| READING | 5 | 15% |
| WRITING | 4 | 12% |
| LISTENING | 8 | 23% |
| SPEAKING | 3 | 9% |

Graphic N° 7



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

According to this question, 9 teachers who represent the 26% consider that vocabulary is the most developed skill, 5 teachers with the 15% say that is grammar, 5 teachers which represent the 15% mention that is reading, 4 teachers that represent 12% think that is writing, 8 teachers with the 23% said that is listening, and 3 teachers with the 9% said that is speaking.

Students can improve some skills among of the most benefited will be vocabulary, listening, reading and grammar. Thus, the use of songs are an important alternative so that teachers can help to the students to be more motivated and involved into classes and they improve their skills by using them.

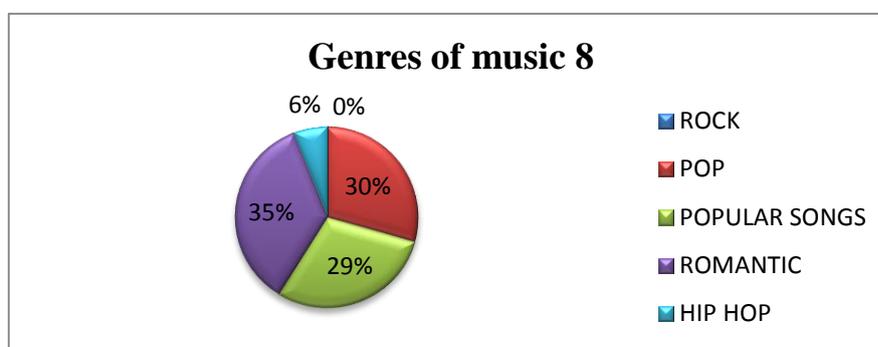
Question N°8

If you have the opportunity to Teach English Grammar through songs, what genres of music would you choose?

Chart 8

| ITEM | TEACHERS | PERCENT |
|---------------|----------|---------|
| ROCK | 0 | 0% |
| POP | 5 | 30% |
| POPULAR SONGS | 5 | 29% |
| ROMANTIC | 6 | 35% |
| HIP HOP | 1 | 6% |

Graphic N° 8



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

With respect to this question, 6 teachers who represent 35% indicated will be more appropriate use romantic songs, 5 teachers which represent the 30% think that Pop, 5 teachers which represent the 30% said that popular songs are important too, and 1 teacher with the 6% said that Hip Hop can be a good option.

There is a clear tendency of the teachers for using romantic songs. The most appropriate genre of music to improve grammar skill is romantic because it has lyrics that involve the feelings with topics such as life, love, friendship and interesting stories for teenagers. Also, songs are an alternative that teachers can use to develop the interest of the students in order to improve the level of English grammar.

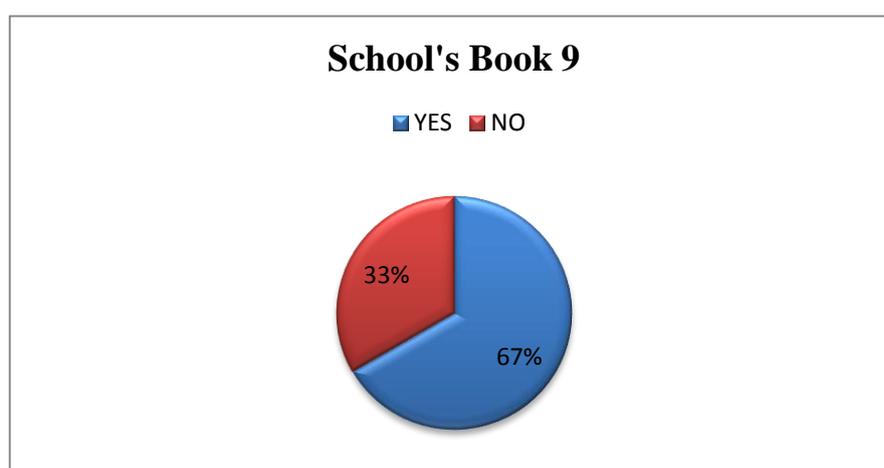
Question N°9

Do you consider English school's book is an adequate resource for Learning English Grammar?

Chart 9

| ITEM | TEACHERS | PERCENT |
|-------|----------|---------|
| YES | 6 | 67% |
| NO | 3 | 33% |
| TOTAL | 9 | 100% |

Graphic N° 9



Source: English teachers of "Luis Fernando Ruiz"
Elaborated by: Researchers

With respect to this question, 6 teachers which represent the 67% consider that English school's book is an adequate resource for Learning English Grammar and 3 teachers with the 33% said that it is not a good resource.

Nowadays, school's book is an adequate guide to teach English grammar but the majority of English books contain the same exercises and activities that not always are related with a specific grammar topic and it does difficult the develop of English grammar in order to carry out the teaching-learning process in a better manner.

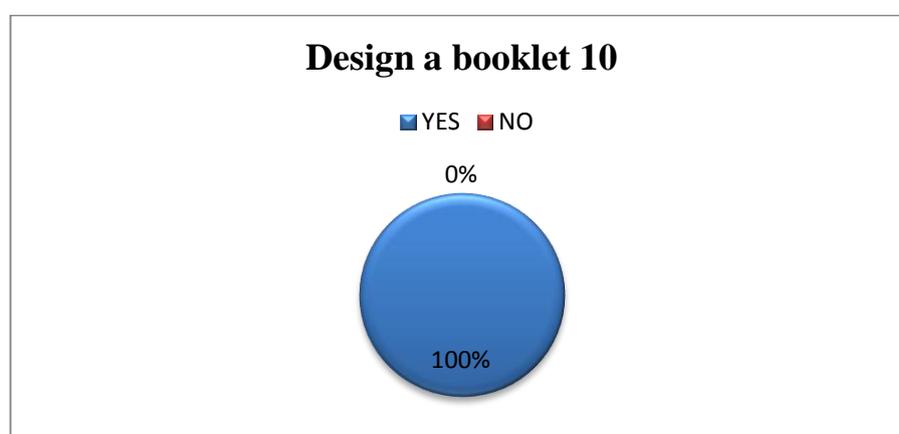
Question N°10

Do you think that it is necessary to design a booklet for Teaching English Grammar through songs?

Chart 10

| ITEM | TEACHERS | PERCENT |
|-------|----------|---------|
| YES | 9 | 100% |
| NO | 0 | 0% |
| TOTAL | 9 | 100% |

Graphic N° 10



Source: English teachers of "Luis Fernando Ruiz"

Elaborated by: Researchers

According to this question, all teachers who represent the 100% said that it is necessary to create a booklet in order to motivate and help to the students into the English Grammar Learning Process.

Design a booklet for Teaching English Grammar through songs is necessary because this skill is difficult to learn and the booklet will help to transform the way to teach it. The use of the booklet will be a significant alternative to motivate the teaching-learning process because it will have songs related with each topic in different activities to maintain the attention of the students.

2.3 Description, Analysis and Interpretation of Results. Survey for Students.

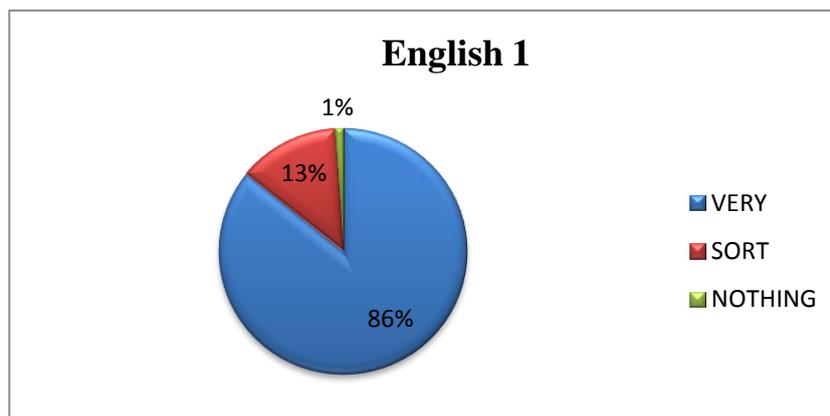
Question N°1

How important do you consider English is?

Chart 1

| ITEM | STUDENTS | PERCENT |
|---------|----------|---------|
| VERY | 85 | 86% |
| LITTLE | 13 | 13% |
| NOTHING | 1 | 1% |
| TOTAL | 100 | 100% |

Graphic N° 1



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

Regarding this item, 85 students who represent 86% said that English language is very important, 13 students who represented the 13% think that English is little important. While 1 student who represent the 1% of those polled considered that it is non-important.

The majority of the students consider that English language is very important into learning teaching process because it is linked with the technology and also first global technical language.

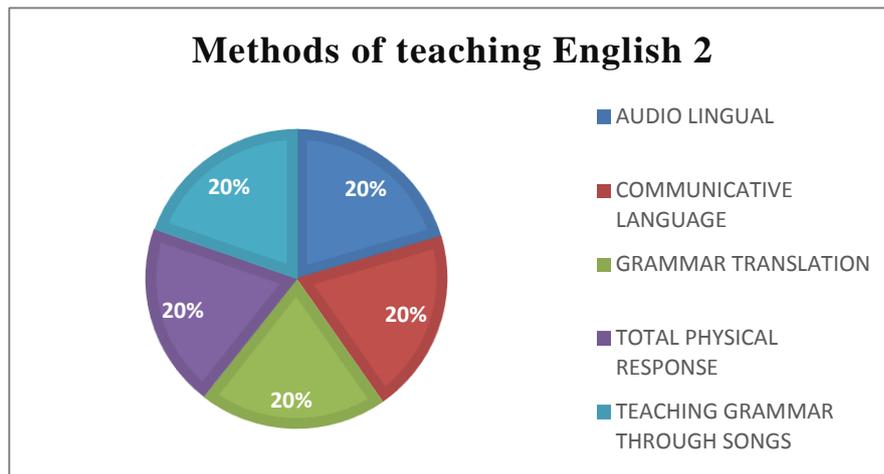
Question N°2

Which methods does your teacher use for teaching English?

Chart 2

| ITEM | STUDENTS | PERCENT |
|--------------------------------|----------|---------|
| AUDIO LINGUAL | 97 | 20% |
| COMMUNICATIVE LANGUAGE | 94 | 20% |
| GRAMMAR TRANSLATION | 96 | 20% |
| TOTAL PHYSICAL RESPONSE | 94 | 20% |
| TEACHING GRAMMAR THROUGH SONGS | 93 | 20% |

Graphic N° 2



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

Regarding this question, the majority of students considered that their teachers using all methods before mentioned in order to teach English language. Thus, Audio lingual, Communicative language, Grammar translation, Total physical response, and Teaching grammar through the songs are represented by the 20% each one.

Methods for teaching English are very essential in the teaching learning process. It is demonstrated when the students use the cognitive domain alternative for reasoning and a certain reaction in the individual.

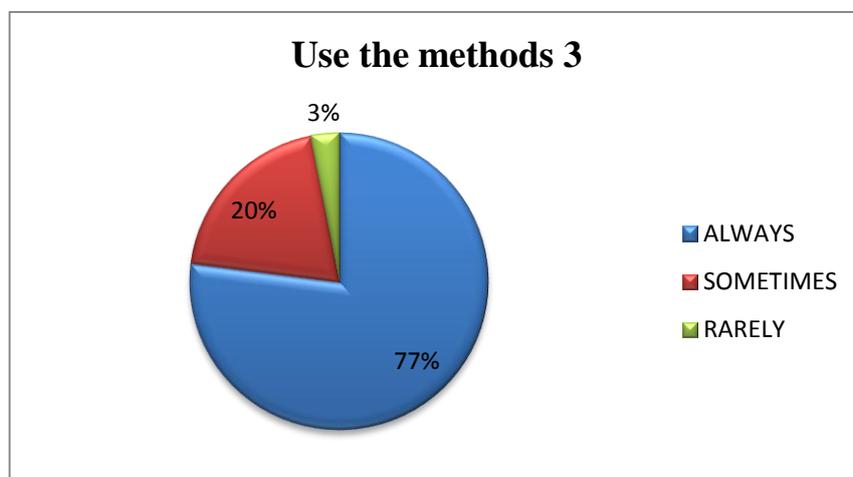
Question N°3

How often does your teacher use the methods selected above?

Chart 3

| ITEM | STUDENTS | PERCENT |
|-----------|----------|---------|
| ALWAYS | 77 | 77% |
| SOMETIMES | 20 | 20% |
| RARELY | 3 | 3% |
| TOTAL | 100 | 100% |

Graphic N° 3



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

According to this question, 77 students mentioned that their teachers use always the method to Teach English language who represent 77%, 20 students who represented 20% of those surveyed declared that use the methods sometimes, and it is important to mention that 3 students who represented 3% said their teachers do not use the methods.

According to the results obtained students say that teachers always apply methods to develop the teaching process while in a less percent mention that the teachers sometimes use the methods.

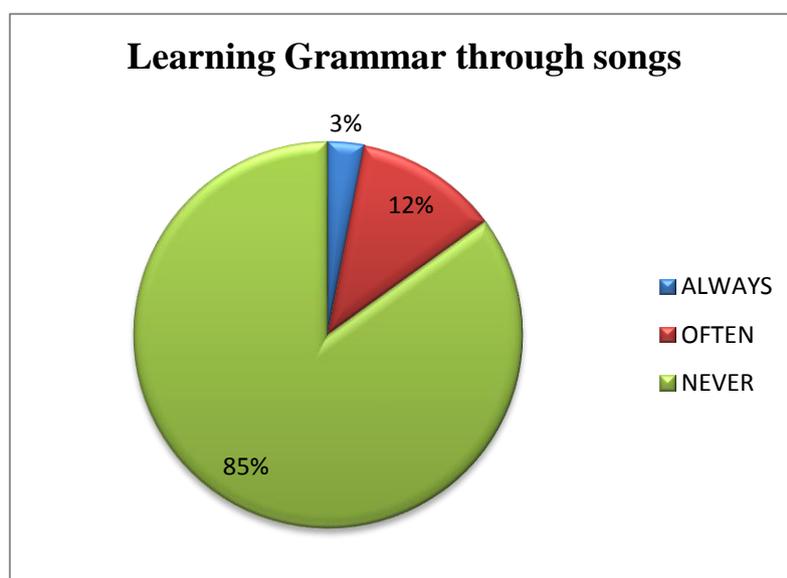
Question N°4

If you know the method learning Grammar through songs, how often times have you used it, into class hours

Chart 4

| ITEM | STUDENTS | PERCENT |
|--------|----------|---------|
| ALWAYS | 3 | 3% |
| OFTEN | 12 | 12% |
| NEVER | 85 | 85% |
| TOTAL | 100 | 100% |

Graphic N° 4



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

Thus, in this question, 85 students mentioned that they do not know this method, which represent 85%, otherwise 12 students who represent 12% said that they often have used the method while the 3% of them said that always they have used it.

Students have known the methods that their teacher have applied but among them was not included the teaching grammar through songs so that teachers do not have knowledge about it.

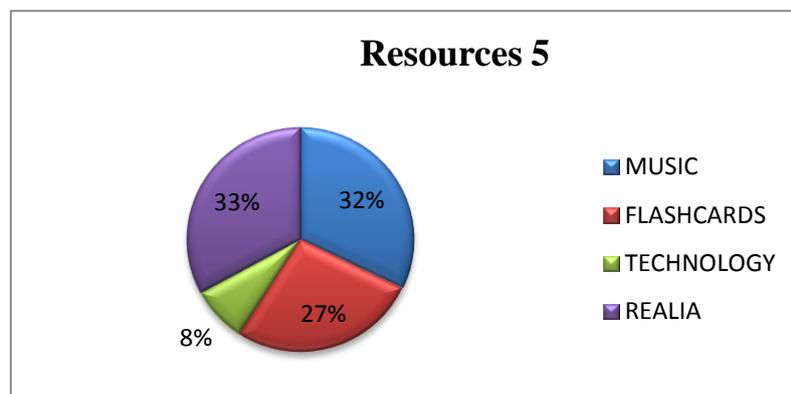
Question N°5

Which resources does your teacher use into English Teaching Learning process?

Chart 5

| ITEM | STUDENTS | PERCENT |
|------------|----------|---------|
| MUSIC | 81 | 32% |
| FLASHCARDS | 68 | 27% |
| TECHNOLOGY | 20 | 8% |
| REALIA | 83 | 33% |

Graphic N° 5



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

With respect to this question, 83 students mentioned that their teachers use realia as resource to teach English who correspond to the 33%, 81 students, represented with the 32% said that the music is the resource more used, 68 students stated that they teacher use flashcard as resource while, 20 students represented by 8% alleged that teachers use technology.

Realia is the most use resource into the classroom for the teachers, followed by music, flashcard and technology in order to change the manner of teaching and catching the attention of their students.

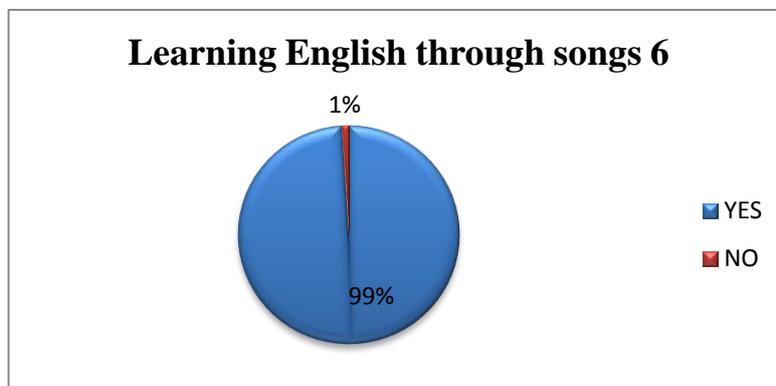
Question N°6

Do you like learning English through songs?

Chart 6

| ITEM | STUDENTS | PERCENT |
|-------|----------|---------|
| YES | 99 | 99% |
| NO | 1 | 1% |
| TOTAL | 100 | 100% |

Graphic N° 6



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

Regarding to this question, the 99% that represent to 99 students mentioned that they would like to learn English through songs. However, 1% that represent to 1 student would not like.

The majority of the students are agree with the use of songs into the learning process because the use of it helps to motivate and apply different activities that attract their attention.

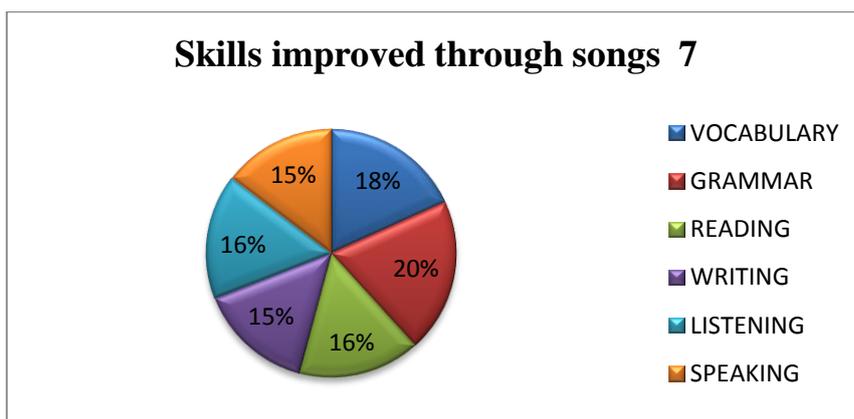
Question N°7

Which of the following will you improve as students through English songs?

Chart 7

| ITEM | STUDENTS | PERCENT |
|------------|----------|---------|
| VOCABULARY | 87 | 18% |
| GRAMMAR | 96 | 20% |
| READING | 76 | 16% |
| WRITING | 71 | 14% |
| LISTENING | 78 | 16% |
| SPEAKING | 70 | 14% |

Graphic N° 7



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

According to this question, 96 students that represent the 20% consider that the skill more developed is grammar, 87 students who represent the 18% said that is vocabulary, 78 students who represent 16% mention that is listening finally, 70 students with the 14% think that are speaking and writing.

Students will improve all skills through English songs because they permit change the manner of the developing the teaching learning process especially upgrade grammar skill.

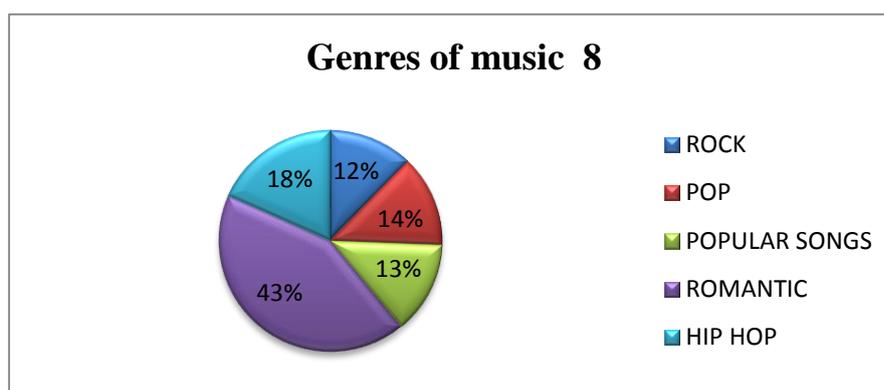
Question N°8

If you have the opportunity to Learn English Grammar through songs, what genres of music would you choose?

Chart 8

| ITEM | STUDENTS | PERCENT |
|---------------|----------|---------|
| ROCK | 20 | 12% |
| POP | 22 | 14% |
| POPULAR SONGS | 22 | 13% |
| ROMANTIC | 70 | 43% |
| HIP HOP | 30 | 18% |

Graphic N° 8



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

With respect to this question, 43% who represent 70 students indicated that will be more appropriate use romantic songs, 30 students who represent the 18% think that will be Hip Hop, 22 students who represent the 13% said that popular songs and Pop are important too, and 20 students with the 12% said that Rock Pop can be a good option.

According to the result the most appropriate genres of music is romantic because this genres is easy to listen, understand and repeat. In addition, it includes interesting topics that are attractive to teenagers.

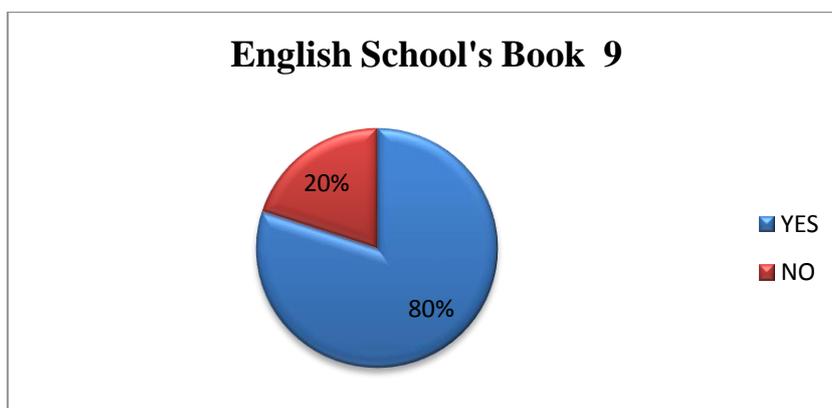
Question N°9

Do you consider English school's book is an adequate resource for Learning English Grammar?

Chart 9

| ITEM | STUDENTS | PERCENT |
|--------------|-----------------|----------------|
| YES | 80 | 80% |
| NO | 20 | 20% |
| TOTAL | 100 | 100% |

Graphic N° 9



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

Regarding to this question, the 80% that represented by 80 students consider that English school's book is an adequate resource for Learning English Grammar. However, the 20% that represent to 20 students are disagreeing.

Analyzing this fact, the students are agreed with the use of the book because in the Teaching Learning process didactic resources are a good way for learning English. They help the process and motivate the learning for instance a book gives students grammar rules, dialogues, vocabulary, stories, exercises, and so on.

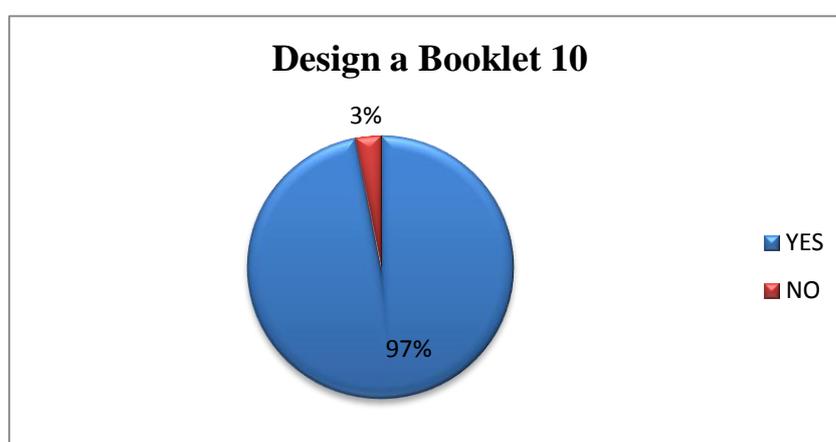
Question N°10

Do you think that it is necessary to design a booklet according to the contents of the book for Teaching English Grammar through songs?

Chart 10

| ITEM | STUDENTS | PERCENT |
|-------|----------|---------|
| YES | 97 | 97% |
| NO | 3 | 3% |
| TOTAL | 100 | 100% |

Graphic N° 10



Source: Students of "Luis Fernando Ruiz"
Elaborated by: Researchers

According to this question, 97 students that represent the 97% mentioned that it is necessary to design a booklet for Teaching English Grammar through songs and 3 students that represent the 30% said that it is non-important.

The interpretation is that the majority of students think that is a good idea to create a booklet that would be a support for the book because it will permit them enjoy the learning process, so that, it will include songs' letters and activities, that they can practice in order to improve their English level.

2.4 Conclusions

After the application of surveys, the researchers are able to state the following:

- Those students have a less level of English for this reason they have difficulty to develop the Grammar competence.
- According to the results of surveys, teachers and students believe that the use of the Method to teach English through romantic songs permit to improve all skills, so that, they help to transform the manner of learning grammar and making this process easier. . However, the majority of the teachers do not know the method for teaching grammar through the songs.
- Songs are an essential tool into the teaching learning process, that is why teachers should not only work with books, but rather they should implement other ways to improve the skills of the English.
- Teachers and students are agreed with the use of a booklet that permits to both, improve and enjoy the teaching learning process.

2.5 Recommendations

- Students should improve their English level through the use of tools as music that can change the environment of study and help to raise the level and develop their Grammar skill.
- It is necessary that teachers use the method to teach grammar through romantic songs because they permit that students feel more motivated and involved into classes. So, this method has some advantages for example they are easier to listen, understand and repeat in order to develop this important integrate skill.
- English language will be better through the usage of songs into teaching-learning process and its benefits are widely recognized for the students because they like to learn a foreign language through songs and rhythms.
- To use the booklet to reinforce the knowledge about grammar because it will have appropriate songs, sonatas and rhythms that include song's letters and activities that they can practice easily.

CHAPTER III

3.1 DESIGN OF THE PROPOSAL

**BOOKLET TO TEACH ENGLISH GRAMMAR THROUGH THE USE OF
SONGS**

Informative data

INSTITUTION: “LUIS FERNANDO RUIZ” EDUCATIVE
CENTER

PROVINCE: Cotopaxi

CANTON: Latacunga

PARISH: Ignacio Flores

NEIGHBORHOOD: La Laguna

PHONE: 032 813-261

KIND OF INSTITUTION: Public Technical of Cotopaxi

LEVEL: Pre - Graduates at University

RESEARCHERS: Cueva Mélida and Lasluisa Elizabeth

3.2 Importance of the proposal

Nowadays, English language is an essential subject into all public and private Educational Centers because it permits that students can have access to the new technologies and communicate with people around of the world. Knowing that, learn English represents a wonderful opportunity for all students that will become professionals, so that it is used to different purposes.

English language is an interesting language that has grammatical rules that permit people to understand in an easy way how to write or say anything in an appropriate manner.

English Grammar can be difficult to learn because it has different structures and rules that learners need to apply. In addition, to have success developing grammar skill, students need to know vocabulary, verbs in present, past, future, time expressions, and so on to be in the capacity to write in a correct way. Bearing in mind the previous points, when students are into the English Grammar teaching learning process, they need to identify the different tenses in order to have the capacity to express their ideas, emotions and so on, that's why, teachers should use different alternatives in order to catch the attention of their students and do an interesting lesson.

This means they would have more probabilities to improve the Grammar learning process using a booklet. In fact, the booklet will help to students in order to improve their understanding with grammar rules. So, after the use of this booklet, students will be able to develop short conversations using specific grammatical tenses, learn new vocabulary to communicate with their teachers and why not with foreigners.

3.3 Justification

This work has been created due to the necessity that teachers have in order to

maintain the attention of their students, motivating them to improve their Grammar level, knowing that they are teenagers teachers need to apply attractive activities that permit catch their attention.

The purpose of this work is to design a booklet in which principal content will be English songs with different activities in order to support students to develop in a better way the Grammar learning process, using the kind of music that is more interesting for them and in this case is romantic music.

The main advantages of this booklet, is to give to students an alternative to practice different grammatical rules with each song, so that the booklet is designed according to the units of their English book, it is to say, it is divided in six units, each unit contains two songs, that have relation with each grammar topic. Furthermore, they can learn new vocabulary and improve their pronunciation, giving them in this way the opportunity to have a better learning process.

3.4 Objectives

General Objective:

- To improve the English grammar level through the use of a booklet with interesting songs and activities in order to reinforce the knowledge in students of ninth level of Basic Education at "Luis Fernando Ruiz" Educative Center.

Specific Objectives:

- To identify the most appropriate activities for the students into the

Grammar learning process through the use of songs in order to improve their level.

- To select the best songs and activities for each grammar unit, that will be applied in the booklet in order to develop grammar skill.
- To design a booklet that contains specific songs for each unit in order to reinforce the topics learnt.

3.5 Foundations

The teaching methods that have been used to teach the English language are effective but always, is required to use specific methods to improve any skill such as grammar, so that into the Grammar teaching methods there are interesting methods as Teaching Grammar Through the use of songs that is an important method that teachers can apply in order to improve the grammar level.

At the moment to teach grammar rules, teachers must be more creative and use different ways to have success because the methods are the same but using alternatives like songs, teachers and students will have a better learning experience. That's why, this purpose will allow to students learn English grammar in an enjoyable way.

3.5.1 Theoretical

The theoretical foundation of the purpose is based in the design of a booklet as a complement the English book to learn Grammar in order to improve this important skill, being this booklet a relevant alternative to learn. This is directed to students of the ninth level of Basic Education, who are teenagers, that is why, it has been elaborated a booklet with songs, in which students will be able to learn grammar rules and acquire new vocabulary with the assistance of teachers.

In addition, students have the possibility to improve their pronunciation that is another important aspect that songs allow. In addition, this booklet will be

accompanied by an audio CD. Those activities will be developed like homework to reinforce the knowledge. Taking into account that regular lessons have duration of 40 minutes short time to complete it into the classroom. So that, this will permit the constant practice of students by themselves. Concerning the activities, in this booklet will have different activities so that students can learn in funny and easy way; the CD will have all songs in order according to the booklet.

Besides, in order to use this booklet in a better way, the researchers will elaborate an adequate order, organizing the songs with respective grammar topics for each unit.

3.5.2 Scientific

There are no doubts that nowadays, teaching a language, especially English is really important for all people around the world particularly for students, because they need to know this language to have access to the new technologies also for developing different activities such as study abroad. Learning a second language helps people to communicate across cultures and to conduct business and so on. Additionally, the importance of learning a second language is emphasized every day when it seen that the world is changing and know a foreign language gives better opportunities to people.

Therefore, in this case the scientific foundation of the proposal is to apply the most suitable method according to the skill that teachers want to improve, and focused students that teachers are working with. In addition, it is essential to design an adequate booklet in order to get the objective which is to improve the grammar level on students in a adequate way, and finally to create the most suitable activities, selecting the most appropriate songs for each topic in order to complement and reinforce the knowledge acquired during the lessons.

3.5.3 Methodological

The methodological foundation of this purpose is based on the kind of the method that will be used at the moment to teach English grammar to students of ninth level , it is important to start saying that one of the most suitable methods to be used in the reinforcing of this important skill is; Teaching grammar through songs and rhymes , because it will be used in order that students have contact with English language; besides, it is important to mention that songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities.

In this way, students will have to improve their grammar level English knowing specific grammar rules, vocabulary according to the song. Through this method students will develop their listening and grammar skills at the same time. It is important to mention that it must be taken into account the age of students that will work with the booklet and how this method will be applied with them because in this case the booklet will included just romantic songs that are attractive for teenagers.

3.5.4 Psychological

One of the most important aspects that must be observed is that through the use of songs, students will increase their motivation for learning English grammar and have better results into English teaching learning process, their confidence will rise and it will improve de quality of their tasks. Moreover, through this booklet students will have the opportunity to develop other important skills like listening skill.

In addition, students will feel more trust at the moment to write their homework because they will have a useful tool which is the booklet as guide to reinforce their grammar level without many problems of understanding.

3.6 Booklet description

The booklet is an interesting proposal that was created in order to reinforce the grammar skill in the students of ninth level at “Luis Fernando Ruiz” Educative Center. It is based on teaching grammar through the use of songs. The songs were selected after the application of survives to know what are the preferences of the students so they decided as the best genre to the romantic music.

That is why, it contains romantic songs and different activities that are in order according to the school’s book, it is to say it is divided into six units each unit has two songs with activities related to a specific grammatical topic. Teachers will use the booklet as another important tool to change the manner to teach and reinforce grammatical structures and develop it, the way more interesting and easy for teenagers.

Teachers will use the booklet in order to reinforce the grammatical rules learnt is to say afther to teach any grammatical ruler they can apply the booklet with Also, to do more interesting each lessons about grammar.

BOOKLET

BOOKLET

TEACHING GRAMMAR THROUGH THE USE OF SONGS

ENGLISH SONGS
LYRICS & ACTIVITIES



GRAMMAR IN A DIFFERENT WAY

Elizabeth Lasluisa & Mélida Cueva

CONTENTS

| UNITS | TOPICS |
|--------|---|
| UNIT 1 | Imperatives Can |
| UNIT 2 | Sequence words Adverbs of frequency How often? |
| UNIT 3 | Prepositions of location There is /There are Some and any |
| UNIT 4 | Present Progressive |
| UNIT 5 | Simple Past with Regular Verbs |
| UNIT 6 | Simple Past with Irregular Verbs |

Topic: Imperatives

Objective: To achieve that students understand and use correctly the imperative verbs inside classroom providing a better development between teacher and student.

Eternal flame by The bangles

❖ Before you start.

Do you like the music?
What is your favorite singer?
Do you know to the group the Bangles?



1.- Put in order the words in yellow color to form imperatives sentences.

Eyes close your, me your hand give, darling

Do you feel my heart beating, do you understand?
Do you feel the same, am I only dreaming?
Is this burning an eternal flame?
I believe it's meant to be, darling.
I watch when you are sleeping, you to me belong

Do you feel the same, am I only dreaming
Or is this burning an eternal flame?

Name my say, sun shines through the rain

A whole life so lonely, and then you come and ease the pain
I don't want to lose this feeling

Objective: To talk about abilities that has each one.

Topic: Can/can't

I can by Janella Salvador

| Affirmative | Negative | Interrogative |
|---------------|-----------------|----------------|
| I can jump | I can't jump | Can I jump? |
| You can jump | You can't jump | Can you jump? |
| He can jump | He can't jump | Can he jump? |
| She can jump | She can't jump | Can she jump? |
| It can jump | It can't jump | Can it jump? |
| We can jump | We can't jump | Can we jump? |
| You can jump | You can't jump | Can you jump? |
| They can jump | They can't jump | Can they jump? |

1.- Listen the first verse. Look at the words that are in yellow color. If there is an error in the abilities, make a correction above the word. The first one has been done for you.

I can love

I can live, I ~~don't~~ love, I reach the heavens above

I can right what is wrong, I can sing just any song

I can't dance, I can fly and touch the rainbow in the sky

I can be your good friend, I can love you, until the end

What took you so long to make me see? How lucky I am 'cause I am free

Free to do the things I wanna do, what took you so long to make me feel?

I give love, a love so real, what took you so long, to let me know?



UNIT 1

2.- Look at the picture and write a sentence with each one. You must use the abilities.



a.



b.



c.



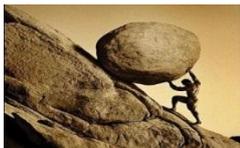
d.



e.



f.



g.

UNIT 1

3.- Each of the following statements corresponds to one of the verses in the descriptions. Write the numbers 1-9 in the boxes provided.

a.- I can live, I can love, I can reach the heavens above

b.- I can dance, I can fly and touch the rainbow in the sky

c.- I can dance, I can and touch the rainbow in the sky

d.- Until the end the end Wooh I can love you.

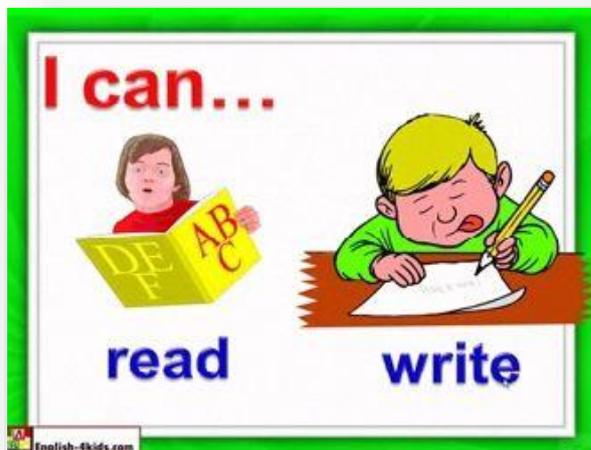
e.- I can right what is wrong, I sing just any song

f.- I can be your good friend, I can love you

g.-That I can live. I can love, I can reach the heavens above

h.- Until the end Wooh...

i.- I can be your good friend, I love you.



Topic: Adverbs of frequency

Objective: To describe how frequency people do any activity.

Somebody That I Used To Know by Gotye



ADVERBS OF FREQUENCY

THE ADVERBS OF FREQUENCY ARE USED TO EXPRESS HOW MANY TIMES SOMETHING HAPPENS.

POSITION:
 1. Adverbs of frequency usually go before the main verb.
Example:
 She **often** studies on Saturday morning.
 Do you **usually** have breakfast at home?
 • We use HOW OFTEN to ask about the frequency of an action.
How often do you play the piano? **NEVER**

THE MOST POPULAR ADVERBS OF FREQUENCY ARE:
•ALWAYS, USUALLY, OFTEN, SOMETIMES, NEVER.

2. However, adverbs of frequency always go after the verb to be, after auxiliary verbs such as **do / don't** and after modal verbs such as **MUST** and **CAN**
Example:
 He **is always** happy.
 I **don't always** finish my hw.
 They **must never** go to bed at 11
 You **can often** see the stars.

❖ Speaking

Ask you partner questions to find out how often he/she does things.

Play tennis – go shopping – eat out – watch DVDs – cook – meet friends – tidy your room.

A: How often do you play tennis?

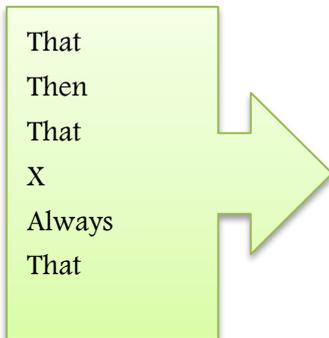
B: I never play tennis.

1.- Put the following adverbs of frequency in the correct order from the most often to the least often (1-6):

| | |
|--|---------------|
| | Often |
| | Usually |
| | Always |
| | Never |
| | Seldom/rarely |
| | Sometimes |

UNIT 2

2.- Fill the gaps with one of the following sequence words and adverbs of frequency, and then translate the meaning of this verse.



Now and _____ 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 _____ 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, _____ the end
 So when we found _____ we could not make sense
 Well, you said that _____ we would still be friends
 But I'll admit _____ I was glad that it was over

3.- Listen to this part. Then, guess and match the verbs and the meaning in this song.

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

| Verbs | Meanings |
|------------------|--|
| 1.- Cut (me) off | a.- Necesitar / To feel the necessity |
| 2.- Make out | b.- Distanciar, apartar a alguien / To separate from someone |
| 3.- Need | c.- Hacer como que / To pretend |
| 4.- Stoop (low) | d.- Rebajarse (caer bajo) / To lower oneself |
| 5.- Collect | e.- Cambiar / To make a substitution |
| 6.- Change | f.- Sentar (mal) / To experience an emotion |
| 7.- Feel | g.- Imaginar / To think or believe |
| 8.- Guess | |

UNIT 2

4.- Listen to the verse and underline the sequence words or adverbs of frequency right in each case.

Now and **then/sometimes** I think of all the times you screwed me over

But had me believing it was **always/then** something **never/that** I'd done

But I don't wanna live **that/rarely** 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/often** you used to know

But you didn't have to cut me off

Make out like it **never/ usually** happened and that we were nothing

And I don't even need your love

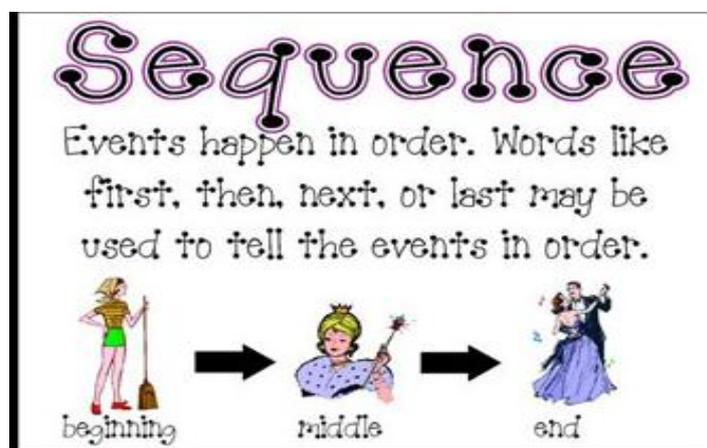
But you treat me like a stranger and **that/next** feels so rough

No, you didn't have to stoop so low

Have your friends collect your records and **then/first** change your number

I guess that I don't need that though

Now you're just somebody **that/finally** I used to know



Topic: Sequence words

Objective: To understand the order of events that are happening in the story.

Next to you by Chris Brown

1.- Listen to the song and unjumble the verses. Write them in order:

| | |
|--|-----|
| ❖ You've got that smile, | 1.- |
| ❖ I pray to God every day, | 2.- |
| ❖ That you keep that smile | 3.- |
| ❖ Yeah, you are my dream, | 4.- |
| ❖ I'll give my life up for you, cause you are my dream. | 5.- |
| ❖ That only heaven can make | 6.- |
| ❖ There's not a thing I won't do. | 7.- |

2.- Listen the verse and write 5 sentences with the words in pink color.

And baby, everything **that** I have is yours,
 You will never go cold or hungry.
 I'll be there when you're insecure,
 Let you know that you're always lovely.
 Girl, 'cause you are,
Then only thing that I got right now

One day when the sky is falling,
 I'll be standing right **next** to you,
 Right next to you.
 Nothing will ever come between us,
 'Cause I'll be standing right next to you,
 Right **next** to you.
 You had my child,
 You would make my life complete.
 Just to have your eyes on little me,
That'd be mine forever.

1. _____

2. _____

3. _____

4. _____

5. _____

UNIT 2

3.- Listen the song and Fill the blanks with the missing words.

And baby, everything _____ I have is yours
You will never go cold or hungry
I'll be there when you're insecure
Let you know _____ you're always lovely
Girl, 'cause you are,
The only thing that I got right now

One day when the sky is falling,
I'll be standing right _____ to you,
Right next to you.
Nothing will ever come between us,
I'll be standing right _____ to you,
Right next to you.

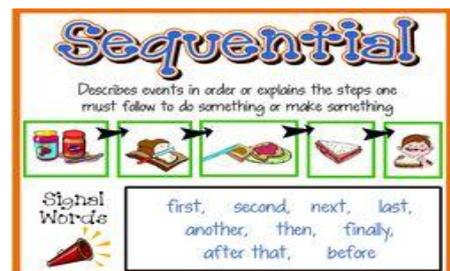
4.- Listen and Put in order the following verses writing the numbers 1, 2 and 3.

_____ We're made for one another, Me and you
And I have no fear
I know we'll make it through

_____ One day when the sky is falling
I'll be standing right next to you Oh oh oh oh

_____ Oh nah nah Oh yeah
Stand by my side, side, side When the sky falls down
I'll be there, I'll be there, You've got that smile,
That only heaven can make.
I pray to God every day, to keep you forever.

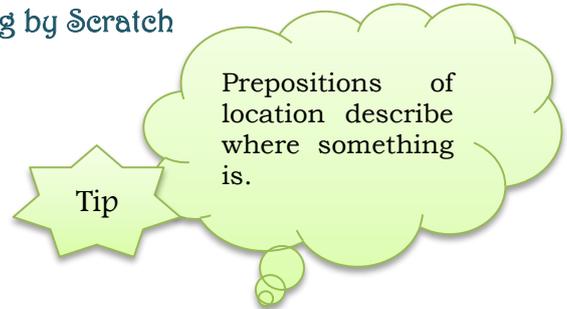
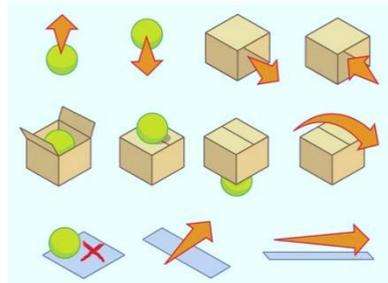
_____ One day when the sky is falling,
I'll be standing right next to you, right next to you.
Nothing will ever come between us,
I'll be standing right next to you, Right next to you.



Topic: Prepositions of Location

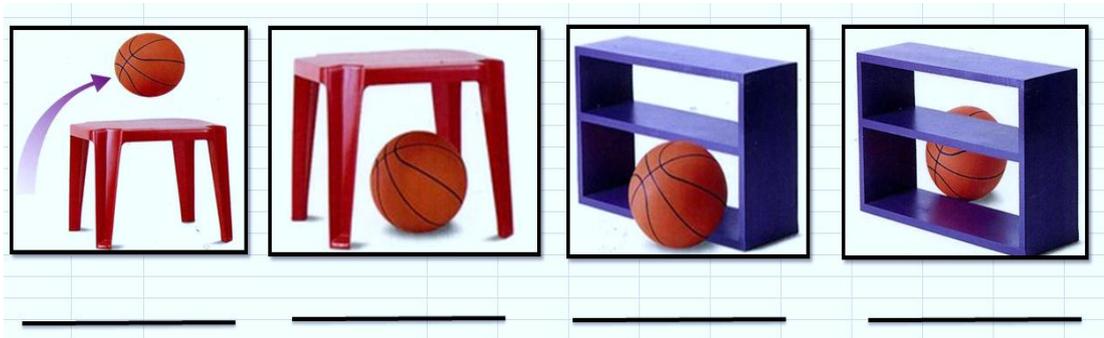
Objective: To talk about locations of things, animals, places and people.

The Prepositions Song by Scratch



1.- Listen and choose the prepositions and label the drawings.

Above, Below, in Front of, Behind
Above, Below, in Front of, Behind
Keep on listening to the rhyme
About Above, Below, in Front of, Behind
Now the bat is ABOVE the cat
Just like the cat is BELOW the bat
And the rat is now is IN FRONT OF the cat
Just like the cat is BEHIND the rat



UNIT 3

2.- Match the prepositions with their definitions.

| | | |
|-------------------|---|--|
| 1. Inside | | a. When someone or something is in a building, vehicle, or container, you can say that they are inside it. |
| 2. Outside | | b. Besides means 'in addition to' or 'as well as'. |
| 3. Between | | c. Concerning the relationship of two things or people. The difference between right and wrong. |
| 3. Beside |  | d. When someone or something is close to a building but not actually inside it, you say that they are outside the building. |

3.- Listen and underline 4 prepositions of locations then write a sentence with each one.

Now the rocks are INSIDE the box
Now the rocks are OUTSIDE the box
And the fox is BESIDE the blocks
Now the fox is BETWEEN the blocks

1. _____

2. _____

3. _____

4. _____

Topic: There is / there are

Objective: To explain the existence of things

There is by Scratch

❖ Before you start.

You can see different activities with there is and there are.



1.- Look at the picture and complete the description.
In Carla's kitchen 1. there is a door 2. there are six eggs. 3. there are some fruits.
4. there are not any elephants. 5. there is a microwave. 6. there are some
bread. 7. there is a saucepan. 8. there are some glasses. 9. there is a window.
10. there are any books.

2.- Look at the picture. True or false? Write T. or F.
a.- There is a pillow on the bed. F
b.- There are some vegetables. _____
c.- There is a frying pan on the kitchen. _____
d.- There aren't any jars. _____
e.- There is a table. _____

3.- Look at the picture. Answer the questions.

1.- How many cutlery are there?
There are three cutlery.
2.- How many chairs are there?

3.- How many fruits are there?

4.- How many clouds are there?

UNIT 3

4.- Listen to the verse and underline the there is/ there are in each case.

There is / there are a star that will lead us to You
Here in the dark we are searching for You

And there / there is as a baby You are
Our hope in Your heart
Hope in Your heart

There are/ there as a child You lay

5.- Listen to the rest of the song and put in correct order the verses.

___1___ Our life in Your hands
Clutched in Your hands

_____ Cause there as a Savior you are
With hope in Your heart
Our hope in Your heart

_____ Here as our Savior You've come
Our souls You have won
Our lives You have won

_____ There in the sky we will glory in You
Here in our hearts we are bursting with You

_____ There is a cross that will lead us to You
Here though were lost we are longing for You

Topic: Present Continuous

Objective: To describe what is happening right now or what someone is doing now.

The climb by Miley Cyrus



Present Continuous, it is used to express a continued or ongoing action at present time.

✚ Before you begin this activity, look at the instructions.

Listen and complete the questions 1-4.
You will hear the music twice.

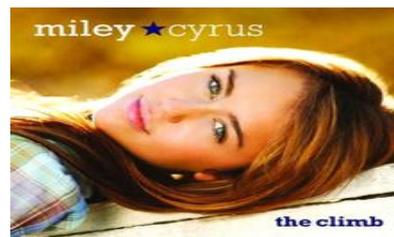
1.- Fill the blanks with the words from the box.

Going x4 – dreaming – waiting – taking – trying
– shaking

I can almost see it
That dream I'm _____ but
There's a voice inside my head saying,
You'll never reach it,
Every step I'm _____,
Every move I make feels
Lost with no direction
My faith is _____ but I
Got to keep _____
Got to keep my head held high
There's always _____ to be another mountain
I'm always _____ to want to make it move
Always _____ to be an uphill battle,
Sometimes you _____ to have to lose,
Ain't about how fast I get there,
Ain't about what's _____ on the other side
It's the climb

2.- The word saying in the verse 1 is closest in meaning to

- a. perfecting
- b. knowing
- c. telling
- d. swimming



3.- Put the verbs in brackets into the Present Continuous.

- a. _____ (reach)
- b. _____ (want)
- c. _____ (move)
- d. _____ (climb)
- e. _____ (make)

4.- Complete the blanks using the verbs in parenthesis.

UNIT 4

The struggles I'm _____(face),
 The chances I _____(take)
 Sometimes they knock me down but
 No I'm _____(break)
 The pain I'm _____(know)
 But these are the moments that
 I'm _____(go) to remember most yeah
 Just got to keep _____(go)
 And I,
 I got to be strong
 Just keep _____(push) on,
 There's always _____(go) to be another mountain
 I'm always _____(go) to want to make it move
 Always _____(go) to be an uphill battle,
 Sometimes you _____(go)to have to lose,
 Ain't about how fast I get there,
 Ain't about what's _____(wait) on the other side
 It's the climb
 There's always _____(go) to be another mountain
 I'm always _____(go) to want to make it move
 Always _____(go) to be an uphill battle,
 Sometimes you _____(go) to have to lose,
 Ain't about how fast I get there,
 Ain't about what's _____(wait) on the other side
 It's the climb
 Keep on _____move
 Keep _____climb
 Keep the faith baby
 It's all about
 It's all about
 The climb
 Keep the faith



English grammar - VERBS
to be + ing (PRESENT CONTINUOUS)

| Statement | Negative Statement | Question | Spelling guide for forming ground (present participle) |
|--|--|--|--|
| I am walking. I'm walking. You are walking. You're walking. He is walking. He's walking. She is walking. She's walking. It is walking. It's walking. We are walking. We're walking. You are walking. You're walking. They are walking. They're walking. | I am not walking. I'm not walking. You are not walking. You aren't walking. He is not walking. He isn't walking. She is not walking. She isn't walking. It is not walking. It isn't walking. We are not walking. We aren't walking. You are not walking. You aren't walking. They are not walking. They aren't walking. | Am I walking ? Are you walking ? Is he walking ? Is she walking ? Is it walking ? Are we walking ? Are you walking ? Are they walking ? | go - going do - doing live - living have - having sleep - sleeping slip - slipping heat - heating stop - stopping run - running lend - lending cry - crying play - playing lie - lying die - dying Can you find another grammar rule with the same spelling rules? |

Topic: Present Continuous

Objective: To describe what is happening right now or what someone is doing now.

Tom's diner by Suzanne Vega

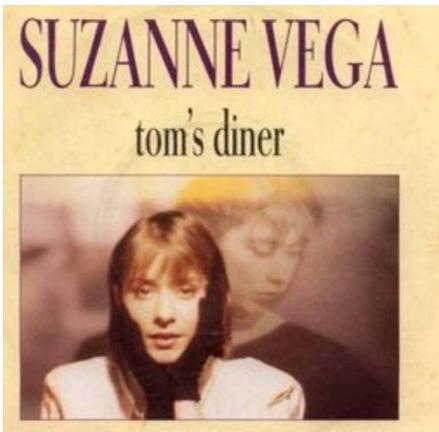
Use the Present Continuous with normal verbs to express the idea that something is happening now, at this very moment

❖ Here are some sentences about present continuous.

1.- Listen the first verse and choose the correct word for each space.
For each question, mark the correct letter a, b, c or d on your answer sheet.

I am 1. _____, in the morning
At the diner, on the corner
I am 2. _____, at the counter
For the man, to pour the coffee
And he fills it, only halfway
And before, I even argue
He is 3. _____, out the window
At somebody, coming in
"It is always nice to see you"
Says the man, behind the counter
To the woman, who has come in
She is 4. _____, her umbrella
And I look, the other way
As they are 5. _____, their hellos
I'm 6. _____, not to see them
Instead, I pour the milk

- | | | | |
|---------------|-------------|---------------|---------------|
| 1. a. sitting | b. spelling | c. somebody | d. something |
| 2. a. writing | b. walking | c. waiting | d. water |
| 3. a. looking | b. looked | c. living | d. laboratory |
| 4. a. sharing | b. shaking | c. showing | d. shower |
| 5. a. keeping | b. know | c. kissing | d. knowing |
| 6. a. product | b. present | c. pretending | d. producing |



UNIT 4

2.- Listen again the song about present continuous.

What is the word for each one?

There is one space for each letter in the word.

For question, write the words on your answer.

I open, up the paper
There's a story, of an actor
Who had died while he was drinking
It was no one I had heard of
And I'm t _ _ _ _ _ , to the horoscope
And looking for the funnies
When I'm f _ _ _ _ _ someone
watching me
And so, I raise my head
There's a woman on the outside
Looking inside does she see me?
No she does not really see me
Cause she sees her own reflection
And I'm t _ _ _ _ _ not to notice
That she's h _ _ _ _ _ up her skirt
And while she's s _ _ _ _ _
_ her stockings
Her hair is g _ _ _ _ _ wet

TIPS

The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens.

3.- Read the last verse and write your opinion in present continuous.

Write 20-25 words.

Oh, this rain it will continue
Through the morning as I'm listening
To the bells of the cathedral
I am thinking of your voice.
And of the midnight picnic once upon a
time
Before the rain began.
I finish up my coffee it's time to catch
the train

Topic: Simple Past of regular verbs

Objective: To talk about past events express approval and disapproval.

Torn by Natalie Imbruglia



1.- Listen and match the words in the left column with their opposites in the right column.
Matching opposites

I thought I saw a man brought to life
 He was warm
 He came around like he was dignified
 He showed me what it was to cry
 Well you couldn't be that man I adored
 You don't seem to know
 Seem to care what your heart is for
 But I don't know him anymore
 There's nothing where he used to lie
 My conversation has run dry
 That's what's going on
 Nothing's fine I'm torn

I'm all out of faith
 This is how I feel
 I'm cold and I am shamed
 Lying naked on the floor
 Illusion never changed
 Into something real
 I'm wide awake
 And I can see
 The perfect sky is torn
 You're a little late
 I'm already torn

- | | |
|-------------|---------------|
| a.- Showed | 1. Cad |
| b.- Adored | 2. Negligible |
| c.- Changed | 3. New |
| d.- Shamed | 4. Hide |
| e.- Used | 5. Unchanged |

2.- Underline the correct word in bold.

So I **guess/ guessed** the fortune teller's right
 Should have seen just what was there
 And not some holy light
 Which crawled beneath my veins
 And now I don't care
 I had no **luck/lucked**
 I don't **miss/ missed** it all that much
 There's just so many things
 That I can **touch/ touched** I'm torn

I'm all out of faith, this is how I feel
 I'm cold and I am **shamed/ shame**
 Lying naked on the floor
 Illusion never **changed/ change**
 Into something real, I'm wide awake
 And I can see, the perfect sky is torn
 You're a little late, I'm already torn

PAST SIMPLE

➤The simple past expresses an action in the past taking place once, never, several times. It can also be used for actions taking place one after another or in the middle of another action.

Use

➤Action in the past taking place once, never or several times.
 Example: He **visited** his parents every weekend.

➤Actions in the past taking place one after the other.
 Example: He **came in, took off his coat and sat down.**

UNIT 5

3.- Listen again the song and correct the mistakes as in the examples.

There's nothing where he **uses**_used__ to lie
My inspiration has **runed** _____ dry
That's what's going on
Nothing's right I'm torn

I'm all out of faith
This is how I feel
I'm cold and I am **shaming** _____
Lying naked on the floor
Illusion never **chaned** _____
Into something real
I'm wide awake
And I can see
The **perfected** _____ sky is torn

I'm all out of faith
This is how I feel
I'm cold and I'm **shame** _____
Bound and broken on the floor
You're a little late
I'm already torn



Topic: Simple Past regular verbs

Objective: To describe an action that occurred and was completed in the past

Set fire to the rain, Adele



PAST SIMPLE
S + verb(ed)

When something happened IS important.
I saw the Eiffel Tower in 2007.

For finished time periods.
I ate 15 pizzas last week.

To talk about our past.
I was born in England and grew up in Germany. I played the piano for ten years, but I hated it.

NO connection to now.

Concerned with when

1.- Find six verbs in simple past in the wordsearch according to song. Circle yours answer.

I let it fall, my heart
 And as it fell, you rose to claim it
 It was dark, and I was over
 Until you kissed my lips, and you saved me
 My hands, they were strong
 But my knees, were far too weak
 To stand, in your arms
 Without falling to your feet
 But there's a side, to you - that I never knew, never knew
 All the things you'd say - they were never true, never true
 And the games you'd play - you would always win, always win
 But I set fire to the rain
 Watched it pour as I touched your face
 Well, it burned while I cried
 Cause I heard it screaming out your name, your name!

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A | D | F | G | H | H | J | K | H |
| T | K | I | S | S | E | D | S | D |
| T | R | F | D | S | A | S | S | D |
| H | D | J | S | J | H | Z | A | C |
| D | E | B | A | D | F | E | O | S |
| G | H | E | V | T | B | H | P | T |
| H | C | B | E | O | U | C | D | C |
| K | T | F | D | U | R | K | E | H |
| I | A | H | E | C | N | T | I | T |
| E | W | M | R | H | E | H | R | A |
| F | K | U | T | E | D | Y | C | M |
| M | W | I | A | D | N | H | A | F |

UNIT 5

2.- Listen, look at the verse and write the same verse using the simple past.

When I lay, with you
 I could stay there, close my eyes
 Feel you here forever
 You and me together, nothing is better!
 But there's a side, to you – that I never knew,
 never knew
 All the things you'd say – they were never true,
 never true
 And the games you'd play – you would always
 win, always win.

| | |
|--|--|
| | |
| | |

SIMPLE PAST

Completed action in the past

Curtis cooked dinner last night.
 She made a cake for Sue's party.



Duration in the past

He stayed up all night.
 I lived in Paris for two years.

Habits in the past

Jen played the piano when she was a child.
 Tom studied Spanish when he was a student.

Series of completed actions

He sat down, took out a notebook and pen, and started taking notes.
 He made breakfast, drove his son to school, and went to work.



3.- Find 5 irregular verbs in simple past in the verse.

Write a sentence with each verb.

But I set fire to the rain
 Watched it pour as I touched your face
 Well, it burned while I cried
 Cause I heard it screaming out your name, your name!
 I set fire to... the rain
 And I threw us into the flames
 Well, it felt something died
 Cause I knew that that was the last time, the last time!

1. _____
2. _____
3. _____
4. _____
5. _____

Topic: Simple Past of be (was/were)

Objective: To talk about events that people lived in the past.

It was always you by Maroon 5

Use the Simple Past to express the idea that an action started and finished at a specific time in the past.

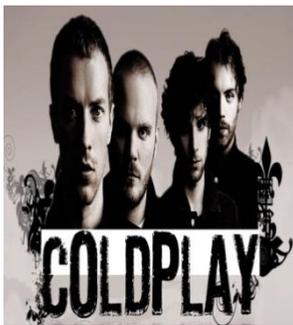
1.- Look at the photographs. Discuss your answers to the following questions with your classmates and teacher.

Who are the people?

Why are they famous?

What kind of music did/do they sing?

Which of their songs do you know?



2.- Complete the spaces with the simple past in the box.

| | | | | |
|-----|--------|-----|------|-----|
| Was | Wasn't | was | were | was |
|-----|--------|-----|------|-----|

Woke up sweating from a dream
 With a different kind of feeling
 All day long my heart _____ beating
 Searching for the meaning

Hazel eyes, _____ so color blind
 We _____ just wasting time
 For my whole life
 We never crossed the line
 Only friends in my mind
 But now I realize, It was always you
 Can't believe I could not see it all this time, all this time
 It was always you
 Now I know why my heart _____ satisfied, satisfied
 It _____ always you, you
 No more guessing who
 Looking back now I know it was always you, always you

UNIT 6

3.- Listen to the song again and underline the correct word in bold.

All my hidden desires
 Finally came alive
 No, I **never / was** nerving told lies to you so why would I
 Start tonight

Hazel eyes, I **were/was** so color blind
 We **were/was** just wasting time
 For my whole life
 We never crossed the line
 Only friends in my mind but now I realize,

It was always you
 Can't believe I could not see it all this time, all this time
 It **was/were** always you
 Now I know why my heart wasn't satisfied, satisfied
 It was always you, you
 No more guessing who
 Looking back now I know it **was/were** always you, always

| AFFIRMATIVE | | NEGATIVE | | INTERROGATIVE | |
|-------------|------|----------|---------|---------------|------------|
| I | WAS | I | WASN'T | WAS | I ... ? |
| YOU | WERE | YOU | WEREN'T | WERE | YOU ... ? |
| HE | WAS | HE | WASN'T | WAS | HE ... ? |
| SHE | | SHE | | | SHE ... ? |
| IT | WERE | IT | WEREN'T | WERE | IT ... ? |
| WE | | WE | | | WE ... ? |
| YOU | WERE | YOU | WEREN'T | WERE | YOU ... ? |
| THEY | | THEY | | | THEY ... ? |



4.- Listen to the song and order the phrases.

(___) Woke up sweating from a dream
 With a different kind of feeling

(___) Now I know why my heart wasn't satisfied, satisfied
 It was always you, you
 No more guessing who
 Looking back now I know it was always you, always you

(___) (Aah, yeah, you, you, you, always you, you, you)
 (Aah, yeah, you, you, you, always you, you, you)

(___) It was always you
 Even if I could not see it all this time, all this time
 It was always you

Topic: Simple Past (Irregular Verbs)

Objective: Talk about the past.

Impossible by James Arthur



1.- Listen to the song and transform infinitive in irregular verbs.

I remember years ago
Someone ____ (tell) me I should take
Caution when it comes to love
I ____ (do)

And you were strong and I was not
My illusion, my mistake
I was careless, I ____ (forget)
I ____ (do)

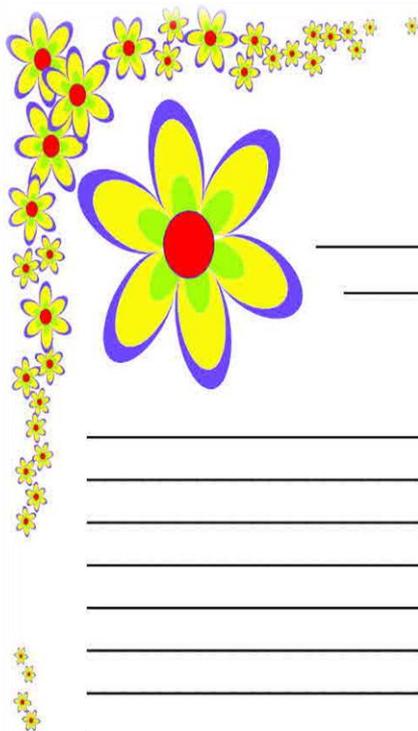
And now when all is done
There is nothing to say
You have gone and so effortlessly
You have ____ (win)

2.- Choose 5 verbs and transform to irregular verbs then write a sentences with each one.

You can go ahead tell them
Tell them all I know now
Shout it from the roof tops
Write it on the sky line
All we had is gone now

Tell them I was happy
And my heart is broken
All my scars are open
Tell them what I hoped would be
Impossible, impossible
Impossible, impossible

Falling out of love is hard
Falling for betrayal is worst
Broken trust and broken hearts
I know, I know...
Thinking all you need is there
Building faith on love and words
Empty promises will wear
I know, I know...



UNIT 6

3.- Listen to the song again and choose the correct word for each space. For each question, mark the correct letter A, B, C or D .

And now when all is (0) a there is nothing to say
And if you're (1) _____ with embarrassing me
On your own you can go ahead tell them
Tell them all I know now shout it from the roof tops
Write it on the sky line all we (2) _____ is gone now
Tell them I was happy and my heart is broken
All my scars are open tell them what I hoped would be
Impossible, impossible
Impossible, impossible
I remember years ago
Someone (3) _____ me I should (4) _____ caution when it comes to love
I did
Tell them all I (5) _____ now
Shout it from the roof tops write it on the sky line
All we had is gone now
Tell them I was happy and my heart is broken
All my scars are open
Tell them what I hoped would be
Impossible, impossible
Impossible, impossible
Impossible, impossible
Impossible, impossible

Remember :

An **Irregular Verb** is one that **does not** take the ending for the Past Simple form.

While most Irregular Verbs **change completely** (ex: buy --> bought)

Some irregular verbs **do not change** (ex: put --> put)



0.- a) gone

b) go

c) went

1.- a) done

b) did

c) do

2.- a) have

b) has

c) had

3.- a) tell

b) told

c) telling

4.- a) take

b) took

c) taken

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Appendix



Universidad
Técnica de
Cotopaxi

TECHNICAL UNIVERSITY OF COTOPAXI ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

SURVEY FOR TEACHERS

Topic: “Elementary English Grammar learning in context through the use of songs”.

Objective: To know how is developed the English Grammar Learning process.

- **Read the questions carefully and choose the best option. (x)**

1. What is the English level of your students?

Excellent

Very good

Good

Regular

2. How often do you use the methods of teaching?

Always

Sometimes

Rarely

3. Which are methods that you use in the Teaching Learning process?

- Audio lingual (observation and repetition into Teaching Learning Process)
- Communicative language teaching (dialogue and activities to communicate)
- Grammar translation (translating texts from English to Spanish)
- Total physical response (coordination of speech and action)
- Teaching grammar through songs and rhythms (use the music in English)

4. Do you know the method of Teaching Grammar through songs?

- Yes
- No

5. Which resources do you use into English Teaching Learning process?

- Music
- Flashcards
- Technology
- Realia

6. How important is to implement English songs into the English Grammar Learning Process for the students?

- Very
- Sort
- Non

7. Which of the following will you improve as students through English songs?

- Vocabulary

| | |
|-----------|--------------------------|
| Grammar | <input type="checkbox"/> |
| Reading | <input type="checkbox"/> |
| Writing | <input type="checkbox"/> |
| Listening | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> |

8. If you have the opportunity to Learn English Grammar through songs, what genres of music would you choose?

| | |
|--------------|--------------------------|
| Rock | <input type="checkbox"/> |
| Pop | <input type="checkbox"/> |
| Popular song | <input type="checkbox"/> |
| Romantic | <input type="checkbox"/> |
| Hip Hop | <input type="checkbox"/> |

9. Do you consider English school's book is an adequate resource for Learning English grammar?

| | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

10. Do you think that it is necessary to design a booklet for Teaching English Grammar through songs?

| | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

THANKS FOR YOUR COOPERATION ;



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SURVEY FOR STUDENTS

Topic: “Elementary English Grammar learning in context through the use of songs”.

Objective: To know how is developed the English Grammar Learning process.

- **Read the questions carefully and choose the best option (X)**

1. How important do you consider English is?

Very

Sort

Nothing

2. Which methods does your teacher use for teaching English?

Audio lingual (observation and repetition into Teaching Learning Process)

Communicative language teaching (dialogue and activities to communicate)

Grammar translation (translating texts from English to Spanish)

Total physical response (coordination of speech and action)

Teaching grammar through songs and rhythms (use the music in English)

3. How often does your teacher use the methods selected above?

Always

Sometimes

Rarely

4. If you know the method learning Grammar through songs, how often times have you used it, into class hours?

Always

Often

Never

5. Which resources does your teacher use into English Teaching Learning process?

Music

Flashcards

Technology

Realia

6. Do you like learning English through songs?

Yes

No

7. Which of the following will you improve through English songs?

Vocabulary

Grammar

Reading

Writing

Listening

Speaking

8. What kind of music would like to practice in order to learn English grammar?

Rock Pop

Pop

Popular song

Romantic

Hip hop

9. Do you consider English school's book is an adequate resource for learning English grammar?

Yes

No

10. Do you think that it is necessary to design a booklet for teaching English grammar through songs?

Yes

No

THANKS FOR YOUR COOPERATION ;