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ENGLISH CAREER

THESIS

THEME:

“THE SOUNDS OF DIGITAL MUSIC AS A RESOURCE FOR ENGLISH TEACHING LEARNING PROCESS WITH THE THIRD YEAR UNDERGRADUATE STUDENTS AT “PROVINCIA DE COTOPAXI” HIGH SCHOOL DURING THE ACADEMIC CYCLE MARCH - AUGUST 2014.”

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THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

“THE SOUNDS OF DIGITAL MUSIC AS A RESOURCE FOR ENGLISH TEACHING LEARNING PROCESS WITH THE THIRD YEAR UNDERGRADUATE STUDENTS AT PROVINCIA DE COTOPAXI HIGH SCHOOL DURING THE ACADEMIC CYCLE MARCH AUGUST 2014”, belonging to Karla Alejandra Chicaiza Ganchala, applicant of the English Major; I consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, January 2015.

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GRATITUDE

My sincere thanks to God for allowing me achieve my dreams. To my parents, who have taught me the love for the study and they never let me to give up. My siblings, they have helped me with their love and advices. Love and thanks to my daughter Camila for understanding me and be my inspiration and the most important pillar on my life.

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Karla

DEDICATION

This investigation is dedicated to my parents Zoila and Carlos for supporting me with their love and economical issues. Their affect, comprehension and education helped me to be a studious and educate person.

Finally, it is dedicated to my big inspiration my daughter Camila. Forgive me dear for leaving you alone in many times, everything on me; my life, profession, time and this thesis is dedicated to you in order to be the best mother and a good example for you.

Karla



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ABSTRACT

Learning English as a Foreign Language is a fundamental aspect into education. That is why in order to acquire this important language; it is needed to develop the listening, speaking, reading and writing skills. Being listening and the pronunciation the most difficult skills to develop in the teaching learning process of this language.

This thesis work is directed to third year undergraduate students from Provincia de Cotopaxi High School. This work has as principal aim to improve the listening skill and pronunciation through the application of songs as didactic resources.

For the development of this work, it was used the descriptive method in order to determine the theoretical fundamentals. The population of this investigation were a group of 90 students, five authorities and six English teachers, which were applied interviews and surveys respectively.

With the data collected, the researcher could establish conclusions and recommendations. The most important conclusion is: it is possible to incorporate music as a didactic resource and the most suitable genres for developing listening and pronunciation are pop and romantic music, so the recommendation is to apply musical videos with phonetic transcription in the teacher's planning.

Finally, it can be concluded that teachers and students took advantages about musical videos as a new resource in the English teaching learning process. Because it improved student's listening and pronunciation skills in a funny way and the teacher achieved the goal that is teacher- student interaction.



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RESUMEN

Aprender la lengua inglesa como un idioma extranjero es un aspecto fundamental en la Educación. Con el objetivo de adquirir este importante idioma, es necesario desarrollar las destrezas de escuchar, hablar, leer y escribir. Siendo el escuchar y la pronunciación las más difíciles destrezas a desarrollarse en el proceso de enseñanza aprendizaje de este idioma.

Este trabajo de tesis esta dirigido a los estudiantes de Tercer año de Bachillerato del Colegio Nacional Provincia de Cotopaxi. Esta investigación tiene como objetivo principal mejorar la destreza de escuchar y pronunciar, a través de la aplicación de canciones como recursos didácticos.

Para el desarrollo de la investigación, se utilizo el método descriptivo con el propósito de determinar los fundamentos teóricos adecuados. La población de esta investigación fueron un grupo de 90 estudiantes, 5 autoridades y 6 profesores de Inglés, a los cuales se les aplico entrevistas y encuestas respectivamente.

Con la información recolectada el investigador pudo establecer conclusiones y recomendaciones. La más importante conclusión es: que es posible incorporar la música como un recurso didáctico y que la música romántica y pop son los géneros más adecuados para desarrollar las destrezas del escuchar y pronunciar, por ello la recomendación es aplicar videos musicales con la transcripción fonética a la planificación del docente.

Finalmente, se pudo concluir que maestros y estudiantes tomaron ventajas con los videos musicales como recursos en el proceso de enseñanza aprendizaje del Inglés. Porque esté mejoró las destrezas de escuchar y pronunciar de una manera divertida y el maestro cumplió el objetivo que es la interacción estudiante- maestro.

INTRODUCTION

These days the necessity of improving students' knowledge and increase their English level, makes that teachers look for new methodologies, strategies and techniques in order to improve the English Teaching Learning Process. In that research the use of some technological tools have been useful to teach the English language, those tools have produced that teachers and students feel motivated for learning, which change the role of the education in a new one and it allows to develop new interactive activities in order to improve the skills and the environment of the classroom.

Due to learn English, it is required to develop the four English skills. It can be seen as a difficult language, but for students the most difficult part in the acquisition of that language are listening and pronunciation skills, which have a set of complex sounds and phonemes that students can not understand.

Pronunciation and Listening are important parts of language acquisition, since they allow learners to be able to discriminate sounds. When a person wants to communicate, listening and pronunciation are, in truth, as important as other skills, and they should be practiced inside and outside the classroom in an effective way.

One effective and attractive way to improve on students their listening skill and pronunciation is by means of using songs in the classroom. Songs help teachers to create a fun and relaxing environment to work with students, to break the routine, and to make the English learning easier. Because of songs are useful tools for teaching, they have complex grammar structures, useful expressions, social issues and so on.

That is why this thesis work is elaborated in order to determining the facilities that give the use of music as a didactic resource for the teaching learning process of the English language with the purpose of contributing in the improvement of the students skills.

The first chapter contains the development of the theoretical contents about English language, methodology, teaching learning process, English skills, English listening skill, speaking skill and music as resource, which were analyzed and written some comments by the researcher to determine the framework and some strategies and methods applied during the investigation.

In the second chapter there are the interviews, and survey that the researcher applied to students, teachers and authorities of the “Provincia de Cotopaxi” High School. Moreover, these surveys were argued according to the contents found on the first chapter, also there are the details of the results obtained during this investigation for determining why music can be used as didactic resources to improve pronunciation and listening skills.

Finally, in the third chapter is the purpose with a set of songs with phonetic transcriptions and activities that were applied in agreement with the results obtained from the survey that has four main sheets as way for the control of students.

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CHAPTER I

1. BACKGROUNDS

Music is like a bundle that contains culture, vocabulary, listening, and grammar skills in just a few letters. Music also provides a good time and that is why it can work as the source for a good teaching learning process.

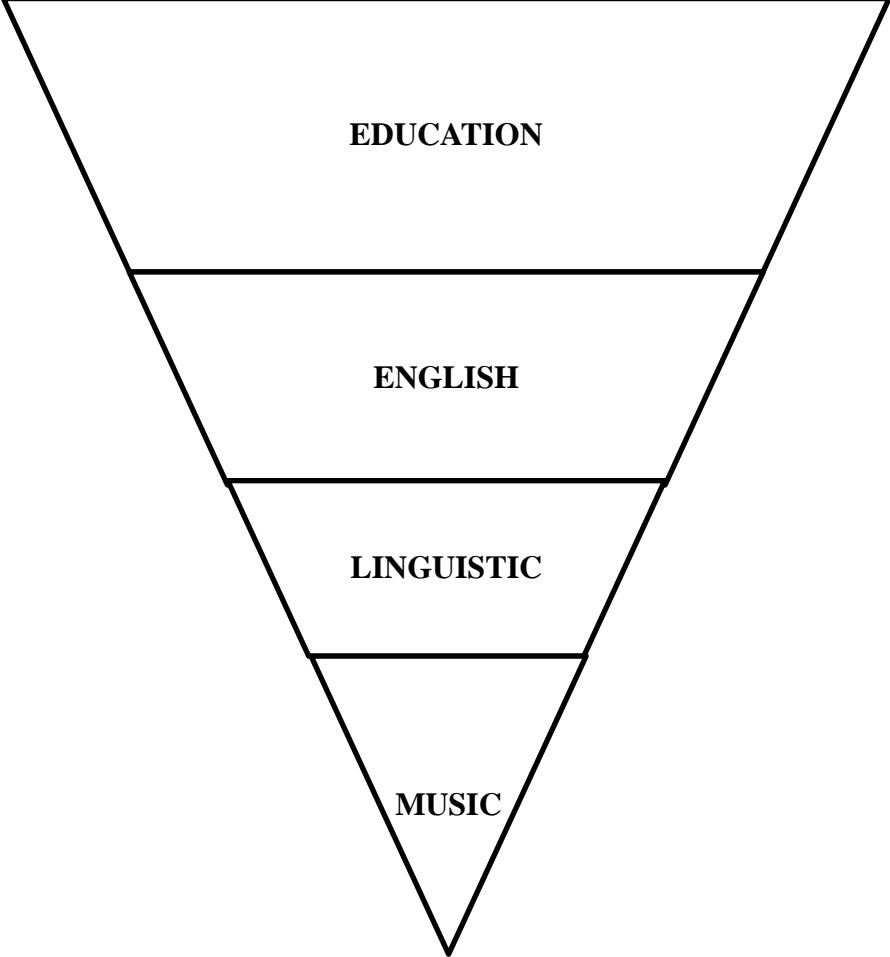
The present work has been mentioned and used to teach English as second language here some examples; it is the case of (Þorvaldsdóttir, 2008 págs. 1,35) who through her thesis made an investigation about the importance of the songs as resources into the teaching learning process of a second language. That study was about the research of the specific songs in order to develop the English Language skills.

In this way (Lozanov, 2005 pág. 211) in Suggestopedia method exclaims how the learning can be effectively through the mental connections which are produced by music in the minds of humans.

On the other hand, (Rosová., 2007 págs. 23,60) in her diploma thesis about the use of the music in teaching English talks about music as a resource in order to create some good responses on students, at the moment of learning through the inclusion of lessons plans based on music to acquire the second language in a dynamic way.

Concerning with this background it can be said that the present investigation will be used in this work in order to achieve the investigation objectives.

2. FUNDAMENTAL CATEGORIES



3. THEORICAL FOUNDATION

3.1 EDUCATION

According to the (Encyclopedia, 1991 pág. 6) **“Education can be thought of as the transmission of the values and accumulated knowledge of a society. Education is designed to guide them in learning a culture, molding their behaviour in the ways of adulthood, and directing them toward their eventual role in society. In the most primitive cultures, there is often little formal learning—little of what one would ordinarily call school or classes or teachers.”**

Concerning about the Encyclopedia Britanica with respect of Education, the author can say that education is the transmission of knowledge, cultures and traditions through a set of methods.

With concordance of (Memirrian, 1993 pág. 5) **“Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.”**

The author can conclude that Education is the result of a large process of acquisition, training and shaping of costumes and knowledge.

Kinds of Education

(Claudio, 1998 págs. 300-315) "There are different kinds of education such as: formal education, non- formal education and informal education"

Formal Education

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

It is characterized by a contiguous education process named, as remarks, "prudential education", which involves the teacher, the students and the institution. It corresponds to the education process normally adopted by schools and universities.

Formal education institutions are administratively, physically and circularly organized and require from students a minimum classroom attendance.

There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. Their character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate students and to provide for their active participation in the process, though in most cases, failures are ascribed to

them. The setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency.

Non- formal Education

As seen, formal education has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the educational process has acquired non-formal features. Therefore, if a given education system is not essential most of the time - non-contiguous communication

Likewise, non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork.

Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education.

Non formal education is comprised of an ample diversity of educational situations, many of which have played a significant role in the renewal of educational systems. Namely: "correspondence learning", "distance learning" and "open systems", which, because of their features fall within the scope of non-formal education.

Informal Education

Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education.

The importance of Education

(Young, 2013 pág. 1)“Education is not all about studying and getting good marks. It is really a means to discover new things which we don't know about and increase our knowledge. An educated person has the ability to differentiate between right and wrong or good and evil. It is the foremost responsibility of a society to educate its citizens”

With concordance to the author, it can say Education is important in order to increase our knowledge.

Five aspects that explain why is important Education:

It Gives Knowledge

A direct effect of education is knowledge gain. Education gives us knowledge of the world around. It develops in us a perspective of looking at life. It helps us form opinions and develop a point of view. The information we are constantly bombarded with, cannot be converted into knowledge without the catalyst called education. Education makes us capable of interpreting things rightly and applying the gathered information in real life scenarios. Education is not limited to lessons from textbooks. Real education is obtained from the lessons taught by life.

It Leads to Career Progression

Education is important because it equips us with the expertise that is needed in helping us realize our career goals. Expertise is an in-depth knowledge about a specific field and it's ought to open doors to brilliant career opportunities. Education fetches better prospects of career growth. Good education is an eligibility criterion for employment in any sector of the industry. Be it any field, education always proves to be rewarding.

It Builds Character

Education is important as it teaches us the right behavior and good manners, thus making us civilized. It is the basis of culture and civilization. It is instrumental in the development of our values and virtues. Education cultivates us into mature

individuals; individuals capable of planning for the future, and taking the right decisions in life. It gives us an insight into living, and teaches us to learn from experience. It makes us self-confident, and develops our abilities to think, analyze, and judge. It fosters principles of equality and socialism. It forms a support system for one to excel in life. It is the backbone of society. It won't be wrong to say that good education makes us more human.

It Leads to Enlightenment

Education paves the path to disillusionment. It wipes out the wrong beliefs from our minds. It helps create a clear picture of things around, and erases all the confusion. It kindles the flame of curiosity and helps awaken the abilities to question, and to reason. The more we learn, the more questions we have, and without questions, there are no answers. Education teaches us to find answers. It makes us more self-aware.

It Helps a Nation Progress

Though not enlisted as one of the three basic human needs, education is equally important. For the progress of a nation, for the enrichment of society in general, education is important. A country's literate population is its asset. In today's competitive world, it won't be wise to neglect the importance of education for the development of society as a whole. Most countries have realized this. It has led to the development of many government-aided educational programs and government grants to schools and colleges. The motive behind this is fostering education in society. The future of a nation is safe in the hands of the educated. Education is important for the social development and economic growth of a nation.

3.2 ENGLISH

According to (Encyclopedia, 1991) **“English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. It is the third-most-common native language in the world, after Mandarin Chinese and Spanish. The word English is derived from the name of the Angles, and ultimately from their ancestral region of Angeln. English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language”**

In relation with the definition the author can say that English language is most old language with a large process of construction and which is derived of some old languages.

(Haegeman, 2006 págs. 4-5)“The English language is characterized by a complex phonology, with complex patterns of allophony and morphophonemics. There is little morphological inflection in Modern English, and the syntax is generally isolating. English relies on auxiliary verbs and word order for the expression of complex tenses, aspect and mode, as well as passive constructions, interrogatives and negation.

There is significant variation between the forms of English spoken in different world regions, different accents are distinguished only by phonological differences from the standard language, whereas dialects also display grammatical and lexical differences”

Taking into account this concept the researcher concerns that English language is a difficult language to learn due to phonology and complex sign that it has.

3.2.1 English Skills

There are four main skills in order to develop the language; they are: listening, writing, speaking and reading all of them skills are develop by the teacher and with students' practice. These skills help students in communicative skill to transmit ideas with others people. The four skills are going to help to improve the students' communication.

According to (International, 1999 pág. 2) “The English skills are the system that describes what a learner should be able to do in listening, speaking, reading and writing”

The four basic skills are related to each other by two parameters: the mode of communication: oral or written the direction of communication: receiving or producing the message.

3.2.2 Speaking

Speaking is the productive skill in the oral way. It is more complicated than the others because it involves more than just pronouncing words. Students often think that the ability to speak a language is the product of language learning, but speaking is also a

crucial part of the language learning process. Productive teachers teach students speaking strategies using scripts, and using language.

There are three kinds of speaking situations to develop their communicative skills:

- Non-interactive.
- Partially interactive, and
- Interactive

Interactive speaking situations include face-to-face conversations and use technology, in which the students are alternately listening and speaking, and in which students have a chance to ask for clarification, repetition, or slower speech from their conversation partner.

3.2.3 Listening

In order to work with songs all depends on listening activities, which represents the principal mean of getting information. A class with songs is based carefully on listening, and consequently it is important to comment the basis of listening, it is necessary.

(Mcdowell, y otros, 1987 págs. 25-70); In his works state “Listening is a complex skill which operates at various levels. It is a skill which involves a series of different strategies and micro-skills that we use at different times for different purposes”.

J. McDowell tries to describe some strategies and micro-skills in the work in this way he said that when people listen, they make and use the information next they are already able to talk about the topic that listen. People usually listen selectively rather than listening to every word, which is the reason why people listen for key words and expressions that give tem clues to meaning.

Process of listening

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding.

Hearing: It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves. Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

Understanding: This step helps to understand symbols that have been seen and heard, they must analyze the meaning of the stimuli they have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering: it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening the attention is selective, so too is the memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating: Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts' fact from opinion, and determines the

presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon.

Responding: This stage requires that the receiver complete the process through verbal and/or nonverbal feedback.

Strategies of Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Three Basic modes of Listening

Active or Reflective Listening

It is the single most useful and important listening skill. In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means. The person is active in checking his understanding before he responds with his new message. The listener restates or paraphrases the understanding of the message and reflects it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.

Essentials of Active Listening

1. Intensity
2. Empathy
3. Acceptance
4. Recognizing responsibility for completeness

Passive or Attentive Listening

The listener is genuinely interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it.

Competitive or Combative Listening

It happens when the Listener is more interested in promoting his own point of view than in understanding or exploring someone else's view. He either listens for openings to take the floor, or for flaws or weak points.

Types of Listening

Based on objective and manner in which the Listener takes and respond to the process of Listening, different types of Listening are:

1. Active listening

Listening in a way that demonstrates interest and encourages continued speaking.

2. Appreciative listening

Looking for ways to accept and appreciate the other person through what they say. To seek the opportunity to praise. Alternatively listening to something for pleasure, such as to music.

3. Attentive listening

Listening obviously and carefully, showing attention.

4. Biased listening

Listening through the filter of personal biased the person hears only what they want to listen.

5. Casual listening

Listening without obviously showing attention. Actual attention may vary a lot.

6. Comprehension listening

Listening to understand. Seeking meaning (but little more).

7. Critical listening

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

8. Deep listening

Seeking to understand the person, their personality and their real and unspoken meanings and motivators.

9. Discriminative listening

Listening for something specific but nothing else (eg. a baby crying).

10. Empathetic listening

Seeking to understand what the other person is feeling demonstrating this empathy.

11. Evaluative listening

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

12. Inactive listening

Pretending to listen but actually spending more time thinking.

13. Judgmental listening

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

14. Partial listening

Listening most of the time but also spending some time day-dreaming or thinking of a response.

15. Reflective listening

Listening, and then reflecting back to the other person what they have said.

16. Relationship listening

Listening in order to support and develop a relationship with the other person.

17. Sympathetic listening

Listening with concern for the well-being of the other person.

18. Therapeutic listening

Seeking to understand what the other person is feeling demonstrating this empathy.

19. Total listening

Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

Ways to improve Listening skill

Hearing and Listening are two different activities. Hearing is passive whereas Listening is active. Listening is a psychological process. It can therefore be improved by regular practice. Listening is a very helpful skill. Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact, to the degree that you all remain comfortable.
3. Minimize external distractions. Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. Respond appropriately to show that you understand. Murmur (“uh-huh” and “um-hmm”) and nod. Raise your eyebrows. Say words such as “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”

5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.

6. Minimize internal distractions. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.

7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.

9. Even if the speaker is launching a complaint against you, wait until they finish defending yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in...and be ready for more.

10. Engage yourself asking questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying..."

This investigation is focused on develop the listening and speaking skills, that is why is necessary talk about the importance of the listening skill and some cues.

The importance of listening

According to (Harmer, 2000 págs. 6-40) about the importance of listening he said:

“No one knows exactly how listening works or how people learn to listen and understand. It is a skill which seems to develop easily for mother-tongue listening, but requires considerable effort where listening in a foreign language is concerned”

In relation with the concept of Jeremy Harmer, he said that nobody knows how people starts to listening it is something naturally of human beings, they listen without understand but try to memorize the principle things that is the reason in which listening should be thought before to speak.

Jeremy Harmer describes the principles reasons about the importance to teach listening skill. One of these reasons is to let students hearing different varieties and accents – instead of being exposed not only to one variety of English like British but also another varieties such as American English, Australian English, Caribbean English, in order to mix listening to songs into the classroom, due to the songs that provide an unlimited quantity of different diversities of English.

However, this advantage is not joined just to songs; the students can be “bare to spoken English through the use stuckspecial material which can illustrated a high range of topics such as advertisements, news, poetry reading, role plays, speeches, cellphone conversations and different ways of spoken exchanges.

According the investigation about listening the author can concluded that listening skill is one of the most difficult abilities into the English language because listening is the capacity to understand something, relating sounds with a new vocabulary, that is

the reason why teacher should focus on develop listening abilities before teaching the other ones.

Reading

Reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item. When students make this, they are trusting exclusively on their linguistic knowledge. One of the most important functions of the language teachers in reading is to help students move ideas and use top – down strategies at the moment to read.

Reading to learn the language: to learn second language, read in order to acquire a new vocabulary or interpret important information.

Reading for content information: the purpose for reading is to obtain information about a subject which is studied, and this purpose can be useful in the language learning classroom as well.

Reading for cultural knowledge and awareness: means to read materials that are designed for native speakers in which students learn about the culture and costumes.

There are some strategies to read:

- **Previewing:** reviewing titles, headings, to get a sense of the structure and content of a reading selection
- **Predicting:** make predictions about content and vocabulary and check comprehension.
- **Skimming and scanning:** read for specific and general information.
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words.
- **Paraphrasing:** give a different meaning of the words read.

Writing

Writing skills are an important part of communication it helps to communicate messages, ideas, feeling with clarity through written papers.

Writing is a way of providing variety in the classroom procedures. It provides to learner physical evidences achievements and it measures the improvement. It helps to consolidate the grasp of vocabulary and structure, and complements of the other language skills.

Other cues that help in writing are: translation, sentence pattern exchanging, and text shortening and rewriting all of them help to understand the text and write compositions. It is necessary learn writing skills to express in which way was taught the language.

Each one of the sills presented are important at the moment to acquire a second language that is why is important that teachers work in to develop each skill on the student in order that they can express in a correct way.

3.3 TEACHING LEARNING PROCESS

(Implementation, 2001 pág. 1) “The teaching-learning process is the soul of education. That is, the most powerful instrument of education to provoke changes in the student’s behavior, knowledge and life. Teaching learning are related terms. Because in the teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to achieve a predetermined goal”

According to the information provided, the teaching learning process is the sequence in which the knowledge is taught and is learnt, the process to acquire and produce information.

(Encyclopedia, 1991) "Learning and teaching can be defined as the relatively permanent change in an individual's behavior capability as a result of the knowledge. That can be compared with the other primary process producing relatively permanent change maturation"

On the other hand (Encyclopedia, 1991), "Teaching is thought as the purposeful direction of the learning process. Teaching is the process of providing opportunities for students to produce changes through the experiences delivered by the teacher"

These concepts demonstrate to the author clearly that there is no Teaching without Learning and without both of them there is no Education.

Teaching learning process in the English language

The teaching learning process of any language needs to know some essential elements as when is the time for stating? What are the resources? And which is the correct methodology for using into the class.

Nowadays, the Teaching learning process of a language is the main part, due to it improves the opportunity and quality of life and it guarantees the coexistence of a cultural exchange. On the other hand, to learn other language is necessary because it involves to the family in the social and cultural, it can be a motivational element of this learning.

The students that learn a second language are beneficiaries because it helps them to understand better their first language, it increases their vocabulary and therefore they get better results in their school stage, university student and labor.

Learning process of the acquisition of a second language

Learning a second language is a difficult process in which teacher and student should work together, teacher should know the adequate teaching learning process in order to share the required knowledge.

It is why has been taking into account the cognitive principle which was purposed by (Brown H, 2001 págs. 5, 120)

3.3.1 Cognitive principle

What is cognitive?

The cognitive principles are connected with senses such as reasoning, memory, judgment, and perception in the language acquisition of students.

What is cognitive learning?

Cognitive learning is defined as the acquisition of knowledge and skills by cognitive processes; the procedures are that information can be manipulated by people. Cognitive processes incorporate to create mental representations of physical objects and events, and other forms of information processing.

Cognitive principles:

3.3.2 Automaticity

In accordance with (Brown H, 2001 págs. 45,47) the principle of automaticity is based on:

“Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its form, and consciously lingering on rules of language all tend to impede this graduation to automaticity. “

Learning a second language can be an unconsciously process due to the capacity of the mind to memorize repeated words or phrases, in this case when students listen more times any expression they memorize it, without the importance of some grammatical structures, linguistic forms, punctuation marks or meaning of the words. Students only learn things which are familiar to them.

3.3.3 Meaningful Learning

(Brown H, 2001 págs. 43,44) Expressed that

“Meaningful learning will lead toward better long – term retention than rote learning.”

The meaningful learning is a principle based on the clear and productive things that students must learn, it relates the prior knowledge with the relevant knowledge that students acquire, teacher must focus in necessary things that students learn, these things should be based in students’ interest, culture, costume reality in order to connect the teaching learning process with their reality.

3.3.4 The Anticipation of Reward

The principle established by (Skinner Burrhus, 1938 págs. 114,120) operant conditioning paradigm might be briefly stated as the next:

“Human beings are universally driven to act, or “behave”, by the anticipation of some sort of reward – tangible or intangible, short term or long term – that will ensue as a result of the behavior.”

Self-confidence with students is motivated when teacher acts in different ways sometimes those ways belong that they feel confidence to express what they want to say, one form to be confident with student is reward them but, it doesn't mean that teacher should give money or gift scores, the best way to reward them is using adequate words to congratulate their behavior or their performance in class. The anticipation reward means to be confident with student with prizes using words such as! Congratulations;, Good Job;, You are right;, It is the best one; all of them motivate students to learn a language.

3.3.5 The Intrinsic Motivation Principle

(Brown H, 2001 págs. 60,63); said that it principle is designed to understand the student's feelings.

“The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self – rewarding; therefore, no externally administered reward is necessary at all.”

Knowing the feelings of students is the most important teachers' work, into the classroom the communication is the most important clue to understand students' behavior, knowledge and needs, teacher in order to teach should know what students feel, which their dreams are, needs and what they want to know, when teacher everything, the teaching learning process can be guided in an adequate way and when students feel comfortable with teacher they express their ideas fluently.

3.3.6 Strategic Investment

In concordance of (Brown H, 2001 págs. 65,66) this principle tried about

“Successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.”

The Learning styles play an important role at the moment of acquiring the second language, through it teachers can develop language skills on students, as it is known each student has a different and own way to learn in these cases too many students learn through sounds, others through graphics and so on, but teacher must prepare methods, techniques, and resources based on students' learning styles in order to achieve the meaningful learning and a real interaction between teacher and student.

3.3.6 Methods of Teaching

The concept of method in language teaching means the conception of a systematic set of teaching cues based on a particular theory of language learning as a powerful tool.

Methodology in the language learning has been characterized in a variety of ways. Some formulations suggest that methodology has a connection between theory and practice.

3.3.7 Kinds of methods

The next methods are analyzed taking into account the objectives of methods and different activity types which are:

- Total Physical Response (TPR).
- The Silent Way.
- Community Language Learning.
- The Grammar Translation method.
- The Direct Method or Natural Approach
- Audio – Lingual Method
- Bilingual Method
- Suggestopedia.

3.3.8 Total Physical Response (TPR)

Proposed by (Asher James, 1969 págs. 160,170), Total Physical Response is the method focused on the coordination of action and speech. It is joined to the theory of memory, which says that

“The more often or intensively a memory connection is traced, the stronger the memory will be”.

There are five principles which were elaborated by Asher:

1. Second language learning is the same of first language learning and indicates proper natural processes.

2. Speaking should be developed after listening skill.
3. Children's respond to the spoken language is most different that in adult learners but through the practice of the similar strategy, they learn in the equal way.
4. Finally, when listening comprehension is totally developed, speech starts to develop naturally.
5. Stress is reduced by delaying speech.

Here some of the objectives of Total Physical Response:

- Develop at beginning of the level the teaching oral proficiency
- Use the comprehension part as a resource to develop speaking skill
- Use sentence-based grammatical syllabus in the teaching learning process.

Total physical response is a method based on the memory action coordinate with the responses of the body in this case when the mind receives an action it produces an outside response.

3.3.9 The Silent Way

The silent way method was developed by (Caleb, 1963 págs. 8,80) "it is the method for language learning that share some of the same essential principles as the cognitive code and theories under lying discovery learning"

Some of his basic theories were:

- Teaching should be subordinated to learning and teacher should work with the student and student should work with the language
- In this method the teacher typically stayed "silent" most of the time, as part of his/her role as facilitator and stimulator, and that is why the name comes.
- Language learning is taken into account as a problem that should be solved by the students as a group and the teacher needs to stay "out of the way" in the process as much as possible.

Techniques applied on the Silent way method

- Sound-Color Chart
- Silence of teacher
- Peer Correction
- Rods
- Self-correction Gestures

This method is concentrated on cognitive principles of the language learning. It is based on mind codes students learn through colors, sounds, charts which create action mind in order to act effectively and encourage the language learning.

3.3.10 Community Language Learning

This method was developed by (Curran, 1976 págs. 34, 87, 120) “who introduced a new education model he called "Counseling-Learning". This is an original model that takes into account "affective" factors as principal in the learning process. Learners work as a "group", but not as a "class"”

The Community Language Learning method Principles:

- To fortify students in what they want to learn in order to speak.
- Learning in a non-defensive manner with teacher and student interaction where intellect and ability are not separated from feelings.

The Community Language Learning method includes some of the following structures:

1. Students play the role of learner-clients and the teacher works as teacher-counselor.
2. Supporting and accuracy are considered important to the learning process.
3. Students can use their native language, and translations are provided by teachers.
4. Grammar and vocabulary are taught in the same way.
5. Students can express how they feel about the language, and about the learning process.
6. Some activities are included such as, focusing on grammar, pronunciation, or creating new sentences based on the transcripts.

Communicative learning is a method based on tasks in groups, in this method students learn through a communicative way students transmit ideas with classroom partners and teachers function as counselors, they provide information and students discuss about it.

3.3.11 The Grammar Translation Method

This method is focused on grammatical rules and memorization of new vocabulary when the students learn it they repeat many times as result they memorize it, also the grammatical translation method is based on written exercises applying the grammatical rules.

The principal objective of this method is to translate a text using grammatical features using grammatical rules to change the target language into the second language, it is the most used method but it contains some disadvantages as that students get bored with the class, students must memorize and then write something. Nowadays, grammar translation is useless because the teachers are using new methods in the teaching learning process in order to develop all the students' skills.

The main principles on which the grammar translation method is based are the following:

1. Translation interprets the words and phrases of the foreign languages.
2. The idioms of the target language are integrated in the process of interpretation.
3. The structures of the foreign languages are best learned.

3.3.12 Direct Method

Direct Method also called the Natural Approach represents a critical reaction the general goal of the Direct Method is to provide learners with a useful practical knowledge of language. Students should learn to speak and understand the target

language in everyday situations. With the direct method the students use the language in speeches and presentations developing communicative skills.

Characteristics of the method

- Teaching concepts and vocabulary about real life objects and other visual materials.
- Teaching grammar is used inductive approach
- It includes a native language pronunciation
- This method is concentrated on questions and answers.

Objectives of the direct method

1. Vocabulary and sentences are taught at the beginning and next grammar, reading and writing are introduced.
2. Oral communication skills are built up through question-and-answer exchanges between teachers and students in intensive classes.
3. Grammar is taught inductively.
4. Vocabulary is taught through interpretation of objects, and pictures and abstract vocabulary is taught by association of ideas.
5. Speech and listening comprehensions are taught due to the teacher interaction with the students.
6. Correct pronunciation and grammar are emphasized.
7. Student speaks approximately 80% of the time during the class to improve communicative skills.

3.3.13 Bilingual Method

The Bilingual method was developed by (Dadson págs. 1,3) “the method is based on the use of both languages; it means the mother language and the mother language in that is learned in the classroom. There is a combination of the direct method and the grammar method focused on the principle of that any second or target language can be learned without the help of mother tongue”

The objectives of this method are:

- To be familiar with the second language with the use of bilingualism.
- To improve fluency and accuracy

Activity types

The students will be initially taught in both languages; teacher will slowly phase out the foreign language and teach only in English. At the end of the bilingual class, they will be able to join their native English – speaking peers in regular classes. The audio – visual aids are important because the students’ senses are going to be stimulated. Through bilingual method students can learn without use the mother language only using the target language with interaction activities that belong students develop language skills.

3.3.14 The Audio – Lingual Method

(Coleman, 2012 pág. 25); **“suggested this method in which emphasizes the comprehension of text books. The goal was that the students can read fast and silent the text books then they made a big list of vocabulary and the teachers had an important**

role in the audio – lingual method because they taught the correct pronunciation in order the students improve their pronunciation”

For the audio – lingual method the reading approach is more useful than an oral approach, students learn vocabulary with the meaning and students identify the meaning of the words in context.

There are three crucial elements into the teaching learning process which must be taken into account into the audio – lingual method; they are: stimulus, response and reinforcement.

In addition, there are many things which take part into the audio – lingual method the more central are the following:

1. Foreign language is considered a mechanic part of memorization and the students can make mistakes because the students only have the information for that moment.
2. Language skills are develop when are presented in spoken way before they are seen in written way.
3. Students must practice the foreign language in their class.
4. The meaning of the new words can be learned only in a linguistic and cultural environment.

3.3.15 Suggestopedia

(Lozanov, 2014 pág. 30); “Introduced the idea that students can’t develop psychological barriers to learning - based on things that they will be unable to achieve and they are limited in terms of their ability to learn. Based on that investigation, it can be concern that music works as a mean in teaching

learning process thanks this connections that is why in this research work it will be taken into account in order to improve listening and speaking skills on the students using an interactive method such this and interact the class.”

Taking into account the concept, the author defined that suggestopedia is a method in which the brain connections can be produced by external sounds.

Main Objective

To provide on students' mental connections to learn through the music sounds, in order to improve the process by which they learn and use the target language for communication.

- **The three factors considered essential in this process:**

1. Use a comfortable learning environment.
2. The use of music to increase alpha brain waves and decrease blood pressure and heart rate.
3. “Desuggestion” in terms of the psychological barriers learners place on their own learning potential, and “Suggestibility” through the encouragement of learners.

- **Here are some of the key features of Suggestopedia:**

1. Learning is facilitated in an environment that is as comfortable as possible.
2. Posters and decorations featuring in the classroom capture the attention of the student to learn the target language with different grammatical information.
3. The teacher is the authority and controls the classroom.
4. Students are encouraged to be child-like, take "mental trips with the teacher".
5. Baroque music is played softly in the background to increase mental relaxation and potential.

6. Students work in dialogs of the target language, with an accompanying translation into the students' native language.
7. Errors are tolerated, the emphasis being on content and not structure.
8. Homework is limited to students.

In Suggestopedia method the music is integrated into the learning process as often as possible. Teacher looks for relaxing music which helps students acquire a language through it due to music provokes mind connections and increase mental relaxation students are able to learn new things, learn sounds, develop pronunciation and increase the language knowledge.

3.4 LINGUISTIC

(Cornell, 1998 pág. 2) "Linguistics, the systematic study of human language, lies at the crossroads of the humanities and the social sciences. Much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Linguistics and colleagues in other departments span most of the major subfields of linguistics: phonetics and phonology, the study of speech sounds; syntax, the study of how words are combined; semantics, the study of meaning; historical linguistics, the study of language change in time; computational linguistics, the modeling of natural language in all its aspects from a computational perspective"

The author with concordance of the Cornell University expressed that linguistic is the study of the sound, syntax, semantic, coherence of the speech.

(California, 1897 pág. 1) "Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time? Linguists consequently are concerned with a number of particular questions about the nature of language"

According this concept linguistic is the way to express ideas with coherence, syntax and semantic in order to be understandable.

3.4.1 Phonetic

(O'Connor, 1973 pág. 45); said that "Phonetics is the branch of linguistics which studies the sounds of language"

In relation with the author phonetic is branch of linguistics, it means that is composed by symbols also it is said that phonetic studies sounds.

(Cornell, 1998 pág. 89) "Phonetic is the study of how sounds are produced and how the position of the mouth can be changed to produce different sounds"

Based on the definitions, phonetics is the study of sound and how they are produced, including symbols.

Articulatory Phonetics: How Sounds are produced

How sounds are produced? Sounds, the sounds production and the speech organs are closely related to each other. To produce sounds, the speaker has to follow some processes that employ speech organs. By knowing the process, hopefully the non-native speakers are able to produce English sounds easily and correctly.

3.4.2 Organs of Speech

a) **Lungs** are the main organ for respiration, the other functions are to provide main source of airstream to create speech sound and to organize speech sound. Lungs are the initiator in initiation, so it's called pulmonic sound.

b) **Larynx** is the valve in respiratory which will shut immediately to ensuring the food or drink will come through pharynx and go into esophagus. Another speech sound in larynx is vocal fold. Vocal fold is the valve which controls the air stream among lungs, oral cavity, and nasal cavity.

c) **Pharynx** is a pipe which located in the larynx.

d) **Hard palate**, this articulator often called as "roof of the mouth". Just like velar this articulator is passive articulator. The sound produced by this articulator called palatal sound.

e) **Alveolar ridge**, located between front teeth and hard palate. In producing sound this articulator is passive, but the tip of the tongue is active. The sound produced by this articulator called alveolar sound.

f) **Tongue** divided into three main parts: tip of the tongue, blade of the tongue, and back of the tongue.

g) Upper teeth ridge is located above and behind the upper front teeth.

h) Hard palate is that portion of the roof of the mouth directly behind the upper teeth ridge. It arches upward to the highest point in the mouth and then gradually descends.

i) Soft Palate or Velum is that portion of the palate directly behind the hard palate. It ends at the back portion of the mouth in a small bulb called the uvula. The position of velum can be up or down, so it will control the airstream through the oral cavity or nasal cavity. Velum is passive articulator. The sound produced by this articulator called velar sound.

j) Vocal cords are muscles in the larynx which make the sound produced voiced or voiceless.

3.4.3 English Phonetic Symbols

English Pronunciation has distinctive sound classes. It is divided into two basic groups: segmental and suprasegmental. In the segmental group there are vowels, diphthongs and consonants. In suprasegmental group there are stress and intonation.

a) Vowel

Vowels are a speech sound formed from a free and obstructed flow of vibrating breath. English has twelve vowel sounds. In general they are divided into seven short and five long vowels. An alternative way of organizing them is according to the place they are produced. By using this method, vowels can be described as front, central and back.

1. - Front vowels: are the vowels that are articulated near the front of the oral cavity.

1. /i/ (the phoneme spelled ee in beet)
2. /ɪ/ (the phoneme spelled i in bit)
3. /e/ (the phoneme spelled ai in bait)
4. /ɛ/ (the phoneme spelled e in bet)
5. /æ/ (the phoneme spelled a in bat)

2. - Central vowels: are articulated with the jaw approximately in the middle of its range of vertical motion.

1. /e/ (the phoneme spelled ai in bait)
2. /ɛ/ (the phoneme spelled e in bet)
3. /o/ (the phoneme spelled oa in boat)
4. /ɔ/ (the phoneme spelled au in caught)
5. /ə/ (the phoneme spelled u in but)

3.-Back vowels: are the vowels that are articulated near the rear of the vocal cavity.

1. /u/ (the phoneme spelled oo in food)
2. /ʊ/ (the phoneme spelled u in put)
3. /o/ (the phoneme spelled oa in boat)
4. /ɔ/ (the phoneme spelled au in caught)

b) Diphthongs

Diphthongs are vowel-phonemes articulated with a glide from one vowel to another.

There are three diphthongs:

1. /aɪ/ (the phoneme spelled i in bite). In articulating this phoneme, a speaker begins by articulating /a/ (the phoneme spelled a in father), and glides to /ɪ/ (the phoneme spelled i in bit).

2. /aʊ/ (the phoneme spelled ou in house). In articulating this phoneme, a speaker begins by articulating /a/ (the phoneme spelled a in father), and glides to /ʊ/ (the phoneme spelled u in put).

3. /ɔɪ/ (the phoneme spelled oy in boy). In articulating this phoneme, a speaker begins by articulating /ɔ/ (the phoneme spelled au in caught), and glides to /ɪ/ (the phoneme spelled i in bit).

c) Consonants

Consonants are sounds whose articulation involves a significant obstruction to airflow in the vocal tract. In this discussion about consonants, the researcher will refer to three basic characteristics:

1. - Place of articulation

In English, there are six places in the mouth where the airstream is obstructed in the formation of consonants.

a. - Bilabial (both lips)

Bilabial sounds are made with two lips coming together and touching momentarily. The obstruction of the airstream thus occurs at the lips. The phonetic symbols for these three sounds are the same as the English letters. The sounds /p/, /b/, and /m/ are referred to as bilabial sounds.

b. - Labiodentals (lower lip and upper teeth)

The labiodental sounds are made with the top of the teeth touching the bottom lip. Therefore in this case of two sounds, the obstruction of the airstream occurs not

because the two lips come together but because the bottom lip and the top teeth come together. The sounds /f/ and /v/ are referred to as labiodentals sounds.

c. - Dental/dental fricative (tip of the tongue and the teeth)

Dental sounds are obstruction of the airstream occurs because the tip of the tongue is between the teeth or just behind the teeth. The phonetic symbols for these sounds are not the same as the English letters. The *th* as in word “think” is represented by the symbol /θ/ and *th* as in the word “those” is represented by the symbol /ð/. The sounds /θ/ and /ð/ are referred to as interdental sounds because the tongue is placed between (inter) the teeth (dental).

d. – Alveolar

Alveolar sounds are made with the tip of the tongue touching the roof of the mouth just behind the upper teeth. The place of articulation is the alveolar ridge. The sounds /t/, /d/, /n/, /s/, and /z/ are referred to as alveolar sounds because the tongue either touches or approaches the alveolar ridge in their production.

e. – Alveopalatal

Alveopalatal sounds are made with the blade of the tongue approaching of the hard palate just behind the tooth ridge. The phonetic symbols of these sounds are not the same as the English letters. The final sound of “wish” is represented by the symbol /ʃ/ and the final sound of „beige“ is represented by the symbol /ʒ/.

f. – Velar

Velar sounds occur, when the back of the tongue is raised towards the velum (soft palate), as in “cool” and the final consonants in (back, bag, and bang)

Voicing and nasality distinguish these further.

2. - Manner of articulation: the way in which the airstream is obstructed

Manner of articulation refers to the way in which the obstruction of the airstream, which characterizes all consonants, is achieved. At the different places of articulation in the mouth, there are several basic ways that the air stream can be obstructed.

a. - Stop (complete obstruction of the airstream)

Stops are consonants formed by completely stopping the flow of air somewhere in the vocal apparatus, and then releasing the air. Since the sudden release of the pent-up air creates a small explosive sound, stops are also called plosives. Stops may be voiced (vocal cords vibrating during the articulation of the stop) or voiceless (vocal cords not vibrating during the articulation of the stop). Here is a list of the stops:

1. /p/ (the phoneme spelled p in pat): voiceless bilabial stop.
2. /b/ (the phoneme spelled b in bat): voiced bilabial stop.
3. /t/ (the phoneme spelled t in tot): voiceless alveolar stop.
4. /d/ (the phoneme spelled d in dot): voiced alveolar stop.
5. /k/ (the phoneme spelled c in cap): voiceless velar stop.
6. /g/ (the phoneme spelled g in gap): voiced velar stop.

b. - Fricatives

Fricatives are consonants that are formed by impeding the flow of air somewhere in the vocal apparatus so that a friction-sound is produced. Because of the way the flow of breath is heard in producing fricatives, fricatives are also called spirants. Fricatives may be voiced (vocal cords vibrating during the articulation of the fricative) or voiceless (vocal cords not vibrating during the articulation of the fricative).

1. /f/ (the phoneme spelled f in fine): voiceless labiodental fricative.
2. /v/ (the phoneme spelled v in vine): voiced labiodental fricative.
3. /θ/ (the phoneme spelled th in thistle): voiceless interdental fricative.
4. /ð/ (the phoneme spelled th in this): voiced interdental fricative.
5. /s/ (the phoneme spelled s in sue): voiceless alveolar fricative.
6. /z/ (the phoneme spelled z in zoo): voiced alveolar fricative.
7. /ʃ/ (the phoneme spelled sh in shore): voiceless alveopalatal fricative.
8. /ʒ/ (the phoneme spelled z in azure): voiced alveopalatal fricative.
9. /h/ (the phoneme spelled h in hot): voiceless fricative, produced at various points depending upon the vowels in the vicinity. For example, in hot, /h/ is velar, whereas in heat, /h/ is alveopalatal.

c. – Affricates

Affricates are consonants that are formed by stopping the flow of air somewhere in the vocal apparatus, and then releasing the air relatively slowly so that a friction-sound is produced. There are two affricates, one of which is voiced (vocal cords vibrating during the articulation of the affricate) and one of which is voiceless (vocal cords not vibrating during the articulation of the affricate).

1. /tʃ/ (the phoneme spelled ch in chip): voiceless alveopalatal affricate.
2. /dʒ/ (the phoneme spelled g in gyp): voiced alveopalatal affricate.

d. – Nasals

Nasals are consonants that are formed by blocking the oral passage and allowing the air to escape through the nose. There are three nasals, all of which are voiced (vocal cords vibrating during the articulation of the nasal). (The nasals, the lateral /l/, the retroflex /ɭ/, and the semivowels /w/ and /j/ are sometimes called the resonants.)

1. /m/ (the phoneme spelled m in mail): (voiced) bilabial nasal.
2. /n/ (the phoneme spelled n in nail): (voiced) alveolar nasal.
3. /ŋ/ (the phoneme spelled ng in sing): (voiced) velar nasal.

e. – Laterals

Laterals are consonants formed by allowing the air to escape around the sides of the tongue. There is one, which is voiced (vocal cords vibrating during the articulation of the lateral). (The lateral, the nasals, the retroflex /r/, and the semivowels /w/ and /j/ are sometimes called the resonants.)

1. /l/ (the phoneme spelled l in let): (voiced) alveolar lateral.

f. - Glides (semi-vowels)

Semivowels are vowel-like consonants: that is, the air-flow is not stopped or impeded so as to cause a friction-sound, but the aperture through which the air passes is smaller than the aperture of any vowel. Also, in forming words, semivowels appear in positions where consonants normally appear.

1. /w/ (the phoneme spelled w in wet): (voiced) bilabial velar semivowel. (This phoneme is bilabial because it requires rounding of both lips; it is velar because the back of the tongue rises toward the velum when the phoneme is articulated.)
2. /j/ (the phoneme spelled y in yard): (voiced) alveopalatal semivowel.

3. - Voicing: whether there is vibration of the vocal cords

Sounds made with the vibrating vocal cords are voiced and sounds made with no vibration of the vocal cords are voiceless. The vocal cords are bands of muscle attached to the walls of the larynx. When they are close together, the air passing form

the lungs into the mouth cause them vibrate. When they are apart the passing through air causes no vibration.

3.4.4 Stress and Intonation

a) Stress

Stress in communication is very important since different stress may convey different meanings. Stress (in this case stressed syllable) is most often defined as those syllables within an utterance that are longer, louder, and higher in pitch. English language-teaching texts generally speak of three levels of word stress, or the pattern of stressed and unstressed syllables within a word.

b) Intonation

Intonation is the way that implies meaning, attitude or intention by raising or lowering the pitch of the voice in varying degrees. Intonation is, to a large extent, a hidden part of language.

Intonation involves the rising and falling of the voice to various pitch levels during the articulation of utterances. It performs several unique functions. First, intonation reflects the grammatical function of an utterance.

3.4.5 Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. That is why to have an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here some definitions about pronunciation:

With relation to (Lado, 1964 pág. 70), “Pronunciation is the use of a sound system in speaking and listening. It is merely treated as the act that happens in speaking and listening”

According to (Diah , y otros, 2006 pág. 1) “Pronunciation entails the production and reception of sounds of speech and the achievement of the meaning”

According to Oxford Advanced Learner’s English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken.

Taking into account the definitions above, it can be concluded that pronunciation is the manner of speaking a word in way to understand.

Teaching Pronunciation

According to (Lado, 1964 págs. 120,140) “Teaching pronunciation in a high school is very essential. Teacher should gives certain attention in teaching pronunciation and decide the area of sounds that become the basic need for students. Native-like pronunciation is difficult for most young learners to achieve in a foreign language. The achievement of it requires not only skilled teaching but also a high level of internal motivation of the student. Most young learners are satisfied with reasonably intelligible speech in the second language and this is an acceptable goal for the English Foreign Language teacher. The teacher should give assistance during the regular speaking lesson to students who are having difficulty with particular sounds”

With relation of the authors the researcher can conclude that the particular sounds from different languages are called pronunciation.

a. The Objectives of Teaching Pronunciation

Here are some objectives of teaching pronunciation:

1) Ability

The pronunciation should enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate (Celce-Murcia, 1996. pág 8).

2) Consistency

The pronunciation should be smooth and natural.

3) Intelligibility

The pronunciation should be understandable to the listeners.

4) Communicative Efficiency

The pronunciation should help to convey the meaning that is intended by the speaker.

b. - The Techniques of Teaching Pronunciation

There are many techniques of teaching pronunciation. According to (Celce-Murcia 1996. pág 8), there are ten techniques of teaching pronunciation as follows:

1) Listen and imitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it.

2) Phonetic Training: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet.

3) Minimal pair drills: A technique to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.

4) Contextualized minimal pairs: In the technique, the teacher establishes the setting and presents key vocabulary; students are trained to respond to a sentence stem with the appropriate meaningful response.

5) Visual aids: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. these devices are also used to cue production of the target sounds.

6) Tongue twister: A technique from speech correction strategies for native speakers.

7) Developmental approximation drills: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language.

8) Practice of vowel shift and stress shift related by affixation: A technique based on rules of generative phonology used with intermediate or advanced learners.

9) Reading aloud/recitation: Passage or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation.

10) Recordings of the learners production: Audio and video tape of rehearsed and spontaneous speeches, free conversations, and role play.

c. - Teaching and Learning Pronunciation

1) The Roles of the Teacher

The roles of the teacher in pronunciation practice are very essential in improving the ability of pronunciation of the students. It can be said that the teacher is the main key determine the success of teaching learning process. According to (Kenworthy 1987: pag1) the roles of the teacher in pronunciation practice are as follows:

a) Helping Learners Hear

Part of the role of the teacher is to help the learners perceive sounds.

Learners will easily perceive English sounds by hearing any English dialogues, songs, or in this case cartoon films. The learners need to hear to the real sounds of native speaker.

b) Helping Learners Make Sounds

Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they cannot then the teacher needs to be able to give some hints which may help them to make particular sounds.

c) Providing Feedback

The teacher must provide the learners with information about their performance since the students may have a misunderstanding about the concept of English pronunciation.

d) Pointing out what is going on

In order to have better understanding in pronunciation, the teacher needs to make the learners aware of the utterances/they are produced or they may miss something important. For example they may not realize that when a particular word is stressed in different way may affect the message that is sent to the listener.

e) Devising Activities

Learning pronunciation is complex, so the teacher must consider some factors to succeed the teaching learning activity. The teacher must find appropriate teaching approach, materials, media, et cetera in designing the activities for learning.

f) Assessing Progress

The teacher must provide the information about the progresses made by the learners since the learner cannot easily asses themselves.

2) The Role of the Learners

Having listed the various aspects of the role of the teacher, it can be concluded that all learners need to do is respond. But it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the of the learners willingness to take responsibility for their own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if the learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

Some concepts have been determined, so the author can say that pronunciation is a cue in the teaching learning process of the English language, due to allows to

pronounce in a correctly way the sounds and in this way a clear and understanding communication.

3.5 MUSIC

The (Encyclopedia, 1991 págs. 1-2) offers broader definition about music:

“Music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm and meter.”

Concerning about what music means the investigator can say that it is an art that form part in the human society. It is used in some diverse social purposes like education, coordination of movements, communication, rituals and entertainment.

The word music was created from the Greek word mousikê (tekhnê) by way of the Latin music. And has a derivation of the Greek word for muse. So in ancient Greece, the word mousike was used to talk about art and muses. Some years later, in Rome, the music was incorporated with the art and some instruments for producing poetry

(Lynton, 1993 pág. 40): About music he perceives it as:

“The organization of sound and silence into forms that carry culturally derived meanings, cultivated for aesthetic or utilitarian purposes”

In relation of the authors, it can be said that music is an art that consist in the use of some instrument or vocal sound that it produces wonderful melodies that calm the human nervous system and relax the mind and body.

1.2 Influence of the music in learning English

(Harmer, 2000 pág. 242) Said that

“Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish.”

According to the author, the investigator concerns that the sound produce connection minds. Sound produces special throbs and knocks to influence the human’s body. The sounds influence on the breath, heartbeat, blood pressure, muscular, temperature. It means that it is as a motor that produce movements and activities on the body functions.

(Iatorno, y otros, 1979 pág. 4)

“Recent researches in the field of foreign language teaching have pointed out that students’ motivation and interest are among the most important factors for the learning of a foreign language. There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, videos, music, songs, and movies are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life.”

Music also works as one of the neuroleptic factors which decrease the signs of anxiety of young by 30%. Music is used in some neurotic activities and in some

sciences such as psychiatry, and pediatrics. Through music some diseases have been treated they are: dysgraphia, stammer, dyslexia.

In relation with the concept the researcher can concern that music is used as a mean to communicate and express ideas, feelings, and also in order to teach a language developed some neurons connections that interchange energy and they allow human mind to learn a second language.

3.6 SONGS

It is believed that a language is easier to express in songs than in speech. Because songs produce a mean of entertainment and appreciation on people.

(Dakin, 1992 pág. 85); asserts that “for most learners, singing a song or reciting a rhyme is much easier than talking”

Talking about song (Griffe, 1992 pág. 60)said:

“The word songs refer to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or instruments such as the organ, flute or guitar”

Taking into account the information provided, it can be said that there are some advantages to introduce songs in the classroom according to Mario Papa and Giuliano Iantorno demanding that singing is one of the activities which produces interest and is a pleasant and stimulating attitude to the culture of foreign people.

Songs as a media to teach English language

Media comes of Latin word 'medium' that means 'between'. The term mentions to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the objective of teaching learning process.

Nowadays, people are enclosed by songs. A song is like a magic that can hypnotize, therefore, when people hear the songs they could be brought into the songs.

Sometimes it did not realize that it could sing the songs without learning how to sing the songs in a certain way. From the songs it can learn many things, such as new words, and learn how the words are pronounced. As songs are having magical effects, it can be used in the learning process.

Songs are useful sources to teach a secon language. First, they are wonderful. Second, they are interisting, they allows the production of gestures and mimics, joined to the meaning. Third, they work as facilitators to introduce phonetics (stress, rhythm and intonation). Fourth, a participative role is played by students. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, they can be listened by all ages. Seventh, students learn English very easily, through their sounds.

Elements of Songs

When a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories (Jamalus, 1988 pág. 7); those are main elements and expression elements.

The first category is the main element. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music.

Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics; it can be said as musical sentences.

The second category is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

Selection of the Songs

If teacher want to apply the song in their teaching learning process, they should take into account the kind of song that students would like to listen. This is the problem if the teacher wants to use songs in the classroom.

(Harmer, 2000 pág. 243); suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: “The first is to have students bring their own favorite songs to the classroom. If they do this, so, the teacher should listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter”

Taking into account the information the investigator uses the first way, asking students songs that they listen.

Procedure in Applying the Songs

To apply songs in the classroom, the teacher should also do a planning to the application sequence of the songs according the subject that teachers want to teach. In applying songs, there are two procedures suggested by Ur and Wright and Haycraft.

1. The procedure suggested by (Wright, 1993 págs. 77- 78) as follows:

- **Preparation:** select a tape recording of a song so that you can sing it. Prepare an overhead transparency of the words of the song.

- **Procedure:** first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

2. The procedure suggested by (Haycraft, 1983 pág. 93) he suggested some variations using songs recorded on tape as follows:

- Play the tape as many times as necessary and ask questions.
- Get the class to use line by following the tape.
- Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.
- Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

In doing the investigation the resercher uses both the procedure suggested by Ur and Wright and Haycraft.

CHAPTER II

BRIEF CHARACTERIZATION OF “PROVINCIA DE COTOPAXI” HIGH SCHOOL.

Provincia de Cotopaxi High School is located in Pujili town. This Institution of Education was created on April 21, 1971 by the republic president Doctor Jose María Velasco Ibarra, by means of Presidential Decree N ° 582 wich started with three courses. The Ministerial Resolution N ° 003016 of November 20, 1980 authorized the creation of the institution with the name of “Gral. Guillermo Rodríguez Lara ” with the following specializations: Physic - Mathematics, Chemistry- Biology and Social Sciences in morning section, and the specialization of Social Sciences in the evening section. With a new Ministerial Resolution N ° 811, during the academic year 1982 - 1983, the name was changed to “Provincia de Cotopaxi” and it was authorized the functioning of the second and third courses of bachillerato. Moreover, in 1994 it started to work as Experimental High School by means of the Law promulgated in the Official Register No. 61.

Nowadays, this institution works with the name of “Provincia de Cotopaxi” High School; it has 1055 students between men and women. It offers the Bachillerato General Unificado in the morning and night section.

The institution has a professional staff of 87 teachers in different areas, where MSc. Rafael Aguilera is the headmaster.

Mission

The National High School "Provincia de Cotopaxi ", is an entity, which forms public undergraduate students in sciences, it offers an educational service of quality to the youth of the Pujilí town and Cotopaxi Province; under the principles of responsibility, respectful, justice and equity, focused on values, fomenting the development in scientific and humanistic capacities.

Vision

The National High School "Provincia de Cotopaxi ", aspires to be a leader in the quality education based on pedagogical projects, engaged with the integral formation of the youngsters in Cotopaxi Province.

ANALYSIS AND INTERPRETATION OF THE RESULTS.

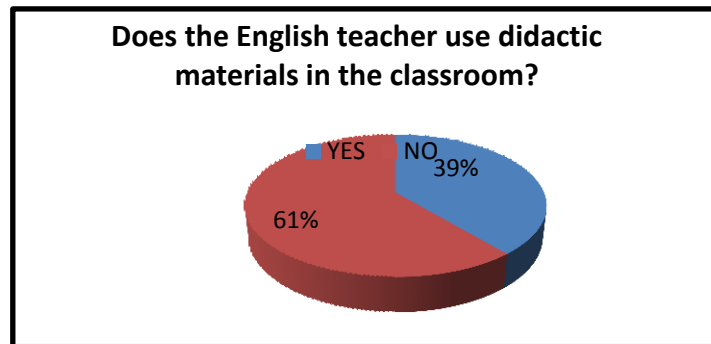
ANALYSIS OF THE SURVEYS APPLIED TO THE STUDENTS AT THE PROVINCIA DE COTOPAXI HIGH SCHOOL.

1. Does the English teacher use didactic materials in the classroom?

Chart 1

ITEMS	# STUDENTS	%
YES	35	39%
NO	55	61%
TOTAL	90	100%

Graphic 1



Source: Provincia de Cotopaxi High School
Elaborated by: Karla Chicaiza

In this question, 55 students that represent 61% mentioned that the English teacher uses didactic materials; on the other hand, 35 students which are 39% said that teacher does not use didactic materials in the classroom.

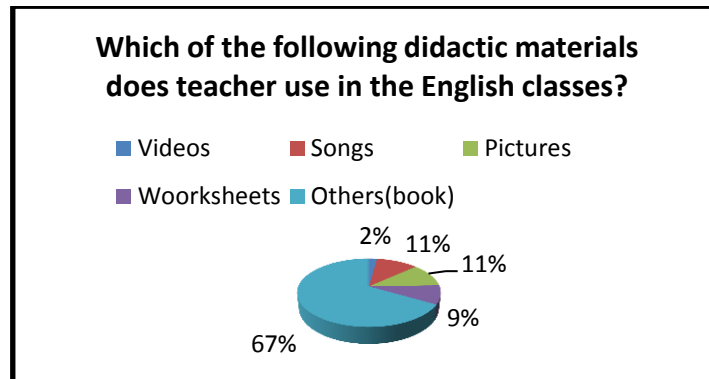
According to this question, teacher should be more aware with the use of the different materials in the classroom in order to keep the attention of the students and make a significative learning.

2. Which of the following didactic materials does teacher use in the English classes?

Chart 2

ITEMS	# STUDENTS	%
Videos	2	2%
Songs	10	11%
Pictures	10	11%
Woorsheets	8	9%
Others (book)	60	67%
TOTAL	90	100%

Graphic 2



Source: Provincia de Cotopaxi High School

Elaborated by: Karla Chicaiza

In the group of survey respondents, the 67% of them which are 60 students said that the teacher uses books as material for the class, the another 11% that are 10 students mentioned that the teacher uses songs, with the same quantity another part of ten students said that the teacher uses pictures. However a 9% which correspond to 8 students indicated that the teacher uses worksheets and with a minority, a 2% of students which are 3 said that the teacher uses videos for classes.

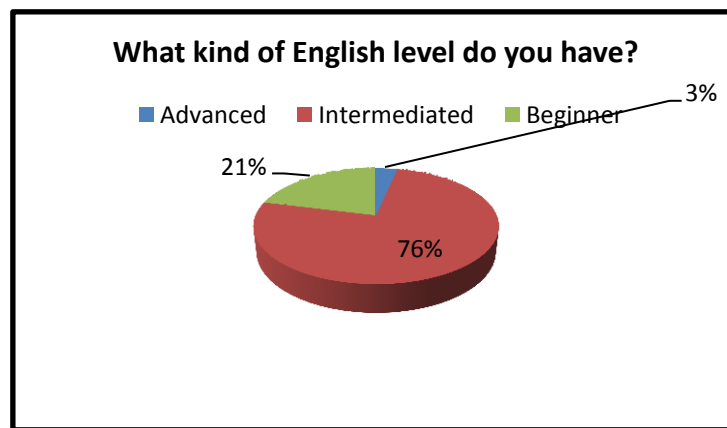
Then, the material which is most used by the teacher is the book, it means that the teacher should investigate new materials for the students because most students want to learn in a different way, and the teachers have the responsibility to teach in an effective way.

3. What kind of English level do you have?

Chart 3

ITEMS	# STUDENTS	%
Advance	3	3%
Intermediate	68	76%
Beginner	19	21%
TOTAL	90	100%

Graphic 3



Source: Provincia de Cotopaxi High School
Elaborated by: Karla Chicaiza

According to the answers 68 students that represent 76% said that they have an intermediate level, 19 students which are 21% considered that they have a beginner level and 3 students which belong a 3% mentioned that have an advance level of English.

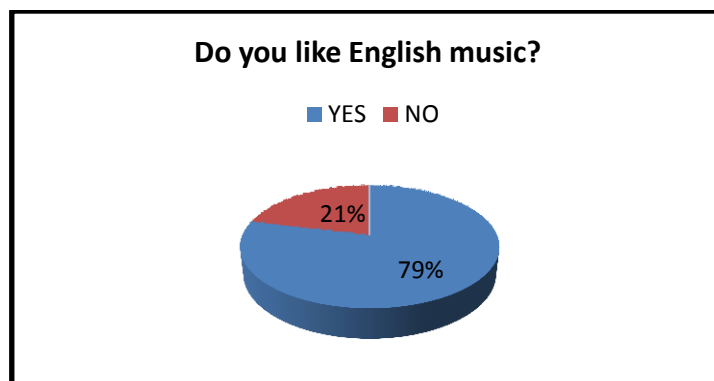
Most students consider that they have an intermediate level of English, it means that students are comfortable with the knowledge that the teacher shares in class. Although a few students express that they have a lower level, it indicates that teacher should pay attention in those students who do not learn quickly and try to work more with them.

4. Do you like English music?

Chart 4

ITEMS	# STUDENTS	%
YES	71	79%
NO	19	21%
TOTAL	90	100%

Graphic 4



Source: Provincia de Cotopaxi High School
Elaborated by: Karla Chicaiza

According to this question, 71 students with the 79% said that they like English music and the other part of 19 students that represents a 21% doesn't like that kind of music.

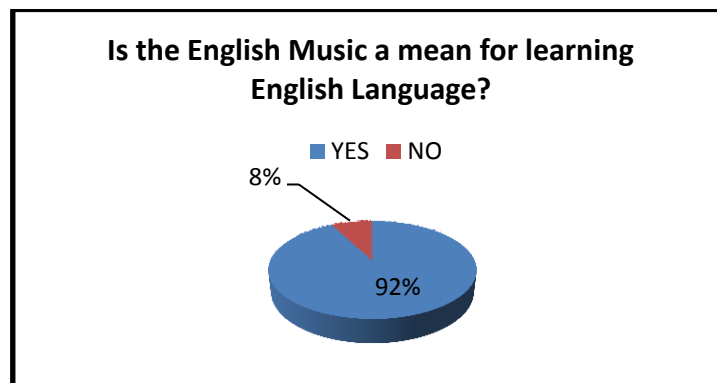
Analyzing this question, the majority part of students like to listen to English music, it can be a key for achieving the investigation because it is a strength that the investigator has. However there are some students that do not prefer English music, in this case the teacher should find another way to teach them.

5. Is the English Music a mean for learning English Language?

Chart 5

ITEMS	# STUDENTS	%
YES	83	92%
NO	7	8%
TOTAL	90	100%

Graphic 5



Source: Provincia de Cotopaxi High School
Elaborated by: Karla Chicaiza

The answers show that 83 students (92%), think that music is the perfect way to learn English, but 7 students (8%) believe that music is only a group of sounds and it can not teach the language.

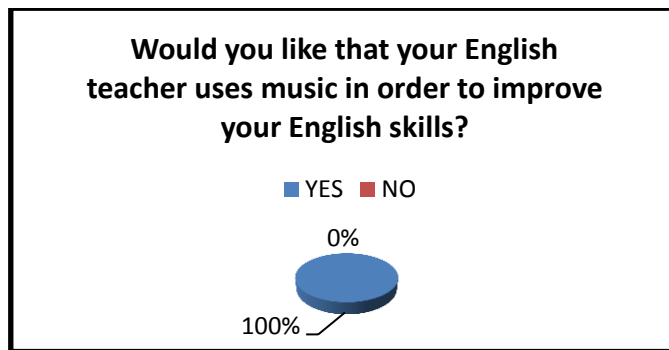
Then, it is necessary to emphasize that English can be learned through the music because music transmits sounds and teaches cultures. It has a set of symbols and signs that can be learned. It also leaves an open door to the teachers to improve their classes using different kind of resources.

6. Would you like that your English teacher uses music in order to improve your English skills?

Chart 6

ITEMS	# STUDENTS	%
YES	90	100%
NO	0	0%
TOTAL	90	100%

Graphic 6



Source: Provincia de Cotopaxi High School
Elaborated by: Karla Chicaiza

The survey respondents which are 90 (100%) have expressed that they would like that English teacher uses music in order to improve English skills.

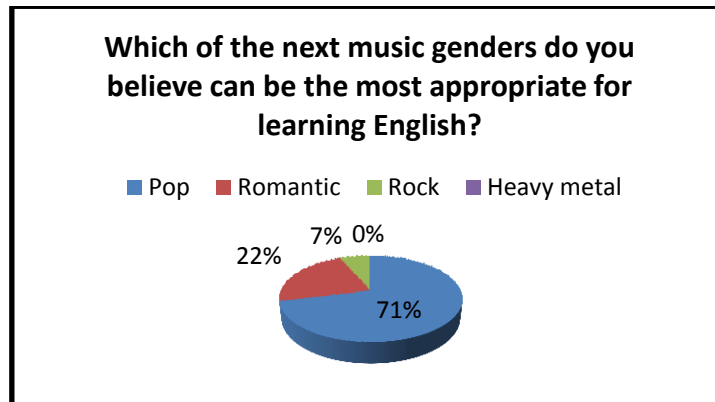
According to the results, music is an important cue to teach the English language and specially improve English skills; moreover, it gets the attention of the students. It can be a good new resource that teacher could use in class in order to achieve the educational goals.

7. Which of the next music genders do you believe can be the most appropriate for learning English?

Chart 7

ITEMS	# STUDENTS	%
Pop	64	71%
Romantic	20	22%
Rock	6	7%
Heavy metal	0	0%
TOTAL	90	100%

Graphic 7



Source: Provincia de Cotopaxi High School
 Elaborated by: Karla Chicaiza

In question number seven, the researcher can appreciate that 64 students which belong to the 71 % said that pop music is the most appropriate gender for teaching English, while 20 students that represent the 22% believe that romantic music is much better than pop for learning English, but a few students in a number of 6 said that rock music can be useful for learning this language.

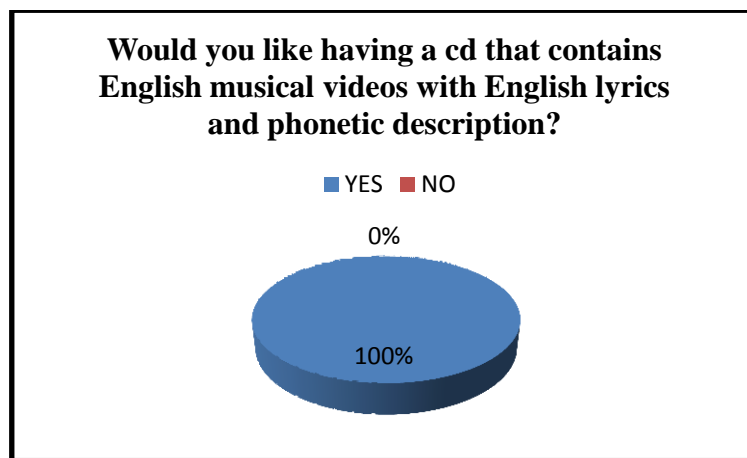
It can be deduced that romantic and pop musical genders are most appropriate for learning English, maybe they are understandable and they have a lot of vocabulary, here is the option that teacher should choose according to the students music preferences also it means that the proposal should be focused on this aspect.

8. Would you like having a cd that contains English musical videos with English lyrics and phonetic description?

Chart 9

ITEMS	# STUDENTS	%
YES	90	100%
NO	0	0%
TOTAL	90	100%

Graphic 9



Source: Provincia de Cotopaxi High School
Elaborated by: Karla Chicaiza

This question shows that 90 students with the 100% said that they wanted to have a set of musical videos with lyrics and phonetic pronunciation in order to develop their English skills.

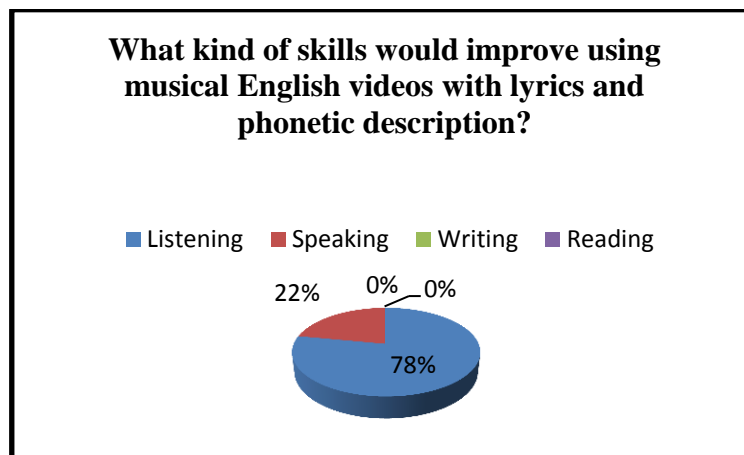
Then, students need to work with another kind of activities that change the environment of the education; these changes can be through the music that is why students expressed that they want to work with musical videos to improve their skills. Teacher should know the necessities of students because is clear that they need more attention for their education.

9. What kind of skills would you improve using musical English videos with lyrics and phonetic description?

Table 10

ITEMS	# STUDENTS	%
Listening	70	78%
Speaking (pronunciation)	20	22%
Writing	0	0%
Reading	0	0%
TOTAL	90	100%

Graphic 10



Source: Provincia de Cotopaxi High School
 Elaborated by: Karla Chicaiza

The last question shows that the 78% of students believed that music can improve listening skills while the 22% of students believe that music develops speaking (pronunciation) skill.

Then, teachers should focused on music to improve students skills in the English area, students believed that music can improve their knowledge, now teacher should work with this dynamic materials that shows interest on students and will help the teacher methodology, finally teachers and students achieve the educational goal that is; improve the skills of the students through the knowledge of the teacher.

INTERVIEW

Interview for teachers at Provincia de Cotopaxi High School

1. What kind of didactic resources do you use in your English classes?

According to the teachers, they use different kind of resources for their classes, these resources as worksheets, videos, fairytales, dynamics games and pictures.

The use of didactic resource during the class is the cue for acquiring the knowledge, through these materials students can learn easily and teacher can explain in a better way and achieving the learning what is the purpose of the education.

2. Do you consider that your teaching strategies are useful? Why?

Due to the education standards, some of the teaching strategies used by them, they are not useful, the teachers believe. Some of this strategies do not leave students learn with efficacy.

In addition, the teaching strategies are the most important at the moment of the teaching learning process, the strategies achieve the objectives of the teacher, but nowadays some of them are not the best for the abilities of the students.

3. Do you know any technological tools which help to improve the listening and pronunciation skills? Which ones?

There are a lot of technological tools that belongs to improve listening and pronunciation skills some of them are: hot potatoes, voki, movie maker, Picasa.

Most of the technological tools have an objective and the majority part help in the education, which is why there are these kinds of technological tools that work as a weapon in the education.

4. According to your point of view can music be a useful didactic resource at the moment of acquiring the English language? Why?

Of course, the music is the key that open the door of a wonderful world, through each sounds it transmit a different culture that is why the music can help at the moment to teach a different language.

The music is not only simple melodies that transmit some words, music puts across frontiers and take someone and carry another place, this fantastic stage belongs teachers try to teacher in a different way connect sound with the subject that they are teaching.

5. Is it possible to improve the listening and speaking skills through music?

It is clear; the best way of learning a language is through the sounds produce by the music, because of the music connects the words, sounds and letters with students' reality and needs, music helps to improve the English skills, it firstly function in the pronunciation next in a good speaking and finally it develops listening skill.

While more time students listening English music, more they improve the English skills.

INTERVIEW

Interview for authorities at Provincia de Cotopaxi High School

1. How do you qualify the performance of the English teacher in the Institution?

Each teacher has the own form of teaching and the institution has a good staff of professional teachers that try to look for the adequate strategies in order to development the students skills, in my opinion the teachers that work in this institution are so excellent.

The Provincia de Cotopaxi high school works with good professionals and they try to improve their knowledge in order to impart good classes and achieve the educational goals.

2. Do you know the didactic resources that the teacher of foreign language uses during the class?

Each week all educational staff of the institution presents the planification and in that they specific the materials that are going to use in the classes, for that reason are known the didactic materials used by teachers and those materials are approved.

Then, authorities know about the materials used by teachers in the classes, it means that there is a good supervision in this institution and teachers and authorities work join in order to achieve a significative learning.

3. Do you believe that the resources used by the teacher of foreign language are effective?

The results and scores presented in each level demonstrate the efficacy of the teachers, when most of the students have bad scores, it means that the strategies of the

teachers and materials are not appropriate. However, when most of the students have good responses it shows that the work of the teacher is good, in that way authorities know the advances of the teachers.

In addition, the performance of the teacher is evaluated according to the results of students; it indicates that the teacher should work so hard in order to make that students learn the language appropriately to get good results.

4. Do you think that the music can be a resource that allows the development of the English skills in the students?

Music is beautiful and is listened to by all ages, as it is a means for learning a culture, it can be a means of learning a language and why not it can be used for teaching English, there are a lot of songs that nowadays young people listen, teachers can take advantages of this and they can teach English through music.

Music means a transport for transmitting sounds, letters, phrases, expressions, so on. As is known music has existed since times ago and it has helped to identify a country and specially a culture, that is why people think that including music in education can be an open door for knowing new places, inserting music to the education helps the teacher to get the attention of students and improve their skills.

5. The interactive didactic materials have turned into a support for the teachers, would you be in agreement that English teachers use musical and visual materials as CDs or videos for the development of the classes in order to get a significant learning?

As is known the new society works around the technology and people is not immersed to the new changes, for that reason, if the teacher wish use new methods, new strategies or new materials in order to produce a good teaching learning process, authorities should support them and give all the help that they need, because the real goal of the institution is to produce good students through good teachers.

Then, authorities know the new thing that demands the society that is why they help teacher in all decisions that teachers take in order to improve the education, and authorities believe that if teachers want to work or implement music to this materials they will help them.

CONCLUSIONS

- Some strategies used by teachers are not useful, so they need to improve the resources used in classes due to some students are unsatisfied with the materials.
- Music should be used by teachers as a tool for teaching English language.
- Pop and Romantic music are genres that are suitable to get the attention of the students due to the vocabulary, and understandable capacity that those genres have.
- Students agree that the teacher incorporates new materials on the planning in this case music. They believe music is a door in order to achieve the educational goals and improve the knowledge of the students.
- There should be created a set of musical videos with phonetical transcription in order to improve listening and pronunciation skills.

RECOMMENDATIONS

- Training is necessary to prepare teachers about different kind of materials that they can use in class and they can find around them.
- To guide the teaching learning process effectively is very important to take into account the music as a material to teach English.
- The teacher should look for romantic and pop music to use in the English classes.
- The teacher must use English songs as a new material in his/her planning.
- Create the musical videos with phonetic transcription in order to improve listening and pronunciation skills.

CHAPTER III

PROPOSAL

Application of a set of musical videos, which have English and phonetically lyrics to improve listening and pronunciation skills on the undergraduate students of Provincia de Cotopaxi high school.

INFORMATIVE DATA

INSTITUTION:	Provincia de Cotopaxi
COURSE:	3rd Year BGU
PROVINCE:	Cotopaxi
CANTON:	Pujili
PARISH:	La Matriz
NEIGHBORHOOD:	El Calvario
RESEARCHER:	Karla Chicaiza

IMPORTANCE

The application of music as a resource is necessary to develop the teaching learning process in the English classes due to it is an interactive resource and it permits to give solution to possible problems that appear on teachers at the moment to choose the best resource to improve the skills of the students.

The importance of incorporating music in the educational field is huge. Because it is an optional element in which the educators can find the best way to get students' interest in English classes; it permits an interactive way to improve the listening skills. Furthermore, a cd with a set of different songs is very essential, due to it will be a tool that contains the possibility to make the English classes fun. Through the interaction of modern music and teachers' educational goals that cd will be the door to change the way of teach English to students.

JUSTIFICATION

Incorporate some musical videos are going to help to undergraduate students of the "Provincia de Cotopaxi" High School because there are a lot of students who are unsatisfied with the way that teachers teach English classes and there are some teachers who do not know the different resources that help at the moment to teach. These problems have produced different troubles in the students learning of the students.

To select a set of musical videos are as a key for teachers, because they are instruments which facilitates the teaching learning process and they will capture the attention of the students.

Moreover, the solution of these problems will permit to improve the educational strategies in the English classes and it will avoid that students tend to detest English language.

In addition, incorporating music is necessary, innovative and relevant because it will help the educational staff and it will permit to improve the teaching learning process.

OBJECTIVES

GENERAL OBJECTIVE

- To improve listening and pronunciation skills through musical videos on undergraduate students of Provincia de Cotopaxi High School during the academic cycle March- August 2014.

SPECIFIC OBJETIVES

- To determine the adequate phonetic words for each song included in the cd.
- To select suitable songs to incorporate in the musical videos.
- To apply the songs to improve their listening and pronunciation skills.

SCIENTIFIC FOUNDATION

Currently, the methods and resources used to teach, needs to change according the reality of the youngers for this reason, the researcher has considered investigating a new way to teach through a resource that is in everything like music. In this way, musical videos can be the best tool that teachers can used to give their classes.

Furthermore, the videos apart to has a set of modern music, each song has English and phonetic lyrics and at the beginning of each song has a phonetically introduction with this manner, the students could improve the listening skills and they will increase their vocabulary and pronunciation.

METHODOLOGICAL FOUNDATION

The researcher used the bottom-up model as method to improve the listening and pronunciation skills which emphasizes the decoding of the smallest units - phonemes and syllables - to lead us produce the words. The songs were divided in different levels of difficulty, also according the current music and the phonetically cues, so students who attend to classes started with easy songs which involved basic vocabulary and easy lexical grammar to continue to most difficult level which included most complex words.

PSYCHOLOGICAL FOUNDATION

The researcher knows that listening is one of the most important skill that have to be developed in schools and high schools due to this sense permits in a good way the language acquisition. If youngers aren't able to listen, they will not be able to talk or produce the language. Youngers love listening English music although they don't understand or they don't know how to speak.

Students learn good English language when they listen to the correct accent and pronunciation for which is necessary that teacher used the best methods to teach students. In addition, a cd about modern music is a resource that will help teacher at the moment to teach and like students at the moment to learn.

PROPOSAL DESCRIPTION

Musical videos improve listening and pronunciation skills and change the resource of the teacher in the teaching – learning process of English as a foreign language has a set of songs which were chosen according likes of students.

These videos are going to help teachers to change the way to teach using things that are, in their dispose, in order to facilitate the understanding process of English speech.

Musical videos has results of the preferences of the students about music, and they are showed in a cd with ten most popular songs, which has the English and phonetic lyrics.

The researcher has selected as sample the third year of undergraduate students in “Provincia de Cotopaxi” high school to do the activity. Ninety students helped to establish the adequate videos that can be listened and watched in order to improve the teaching - learning process of English as a foreign language.

The researcher has chosen as didactic resources different technological tools. These technological tools were used to create the cd, edit the videos, and transcript the phonetically words. In addition, the songs were selected in different levels of difficulty according to the stage.

The researcher has selected like songs and videos of different famous singers which will be suitable to the ages and necessities of the students. This music will wake up the curiosity of the students and interest for learning the English language. So, at the end of the videos students who attended them become a little bit better in their listening comprehension an in their pronunciation as result of the educative process.

COTOPAXI TECHNICAL UNIVERSITY



LEARNING LISTENING AND PRONUNCIATION THROUGH ENGLISH MUSIC



[aɪ 
'ɪŋ glɪʃ]



PROCEDURES FOR USING THE MUSICAL VIDEOS

It is indispensable to take into account the following cues:

- Before to the video introduce students the topic.
- Give a clear explanation about the topic.
- Practice with examples.
- Give a brief explanation to students about the theme or the purpose of each song.
- Explain students the meaning of the different colors of song's letter.
- Play the video the times that students need.
- Ask students how was the video?
- Complete the activities including in the video.
- Let to students know and manage the resource by them.

**COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN**

1. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

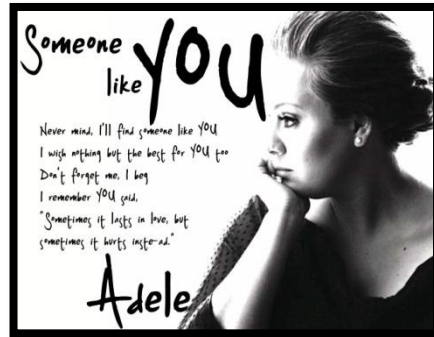
LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.		DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the letters of the alphabet. Students are going to practice fricative consonants and they are going to watch and listen the song someone like you Adele.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about fricatives consonants. • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY		SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	<p>"How do you pronounce this word"(warm up)</p> <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students the name of the thing on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize fricative consonant. • Reproduce the first song video (someone like you). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	<ul style="list-style-type: none"> Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house. 		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: Someone like you.

Singer: Adele



I heard that you're settled down

[aɪ hɜːd ðæt jɔː(r) 'setld daʊn]

That you found a girl and you're
married now

[ðæt juː faʊnd eɪ ɡɜːrl ənd jɔː(r) 'mæriɪd
naʊ]

I heard that your dreams came true

[aɪ hɜːd ðæt jʊə driːm kɛɪm truː]

Guess she gave you things I didn't give
to you

[ɡes ʃiː ɡeɪv juː θɪŋs aɪ 'dɪdnt ɡɪv tuː
juː]

Old friend, why are you so shy?

[oʊld frend waɪ ɪr juː soʊ ʃaɪ]

Ain't like you to hold back or hide
from the light

[eɪnt laɪk juː tuː hoʊld bæk ɔːr haɪd
frɒm ðiː laɪt]

I hate to turn up out of the blue,
uninvited

[aɪ heɪt tuː tɜːrn ʌp aʊt ʌv ðiː bluː
,ʌnɪn'vartɪd]

But I couldn't stay away, I couldn't
fight it

[bʌt aɪ 'kʊdnt steɪ 'weɪ aɪ 'kʊdnt faɪt ɪt]

I had hoped you'd see my face and that
you'd be reminded

[aɪ hæd hoʊp juː dsiː maɪ feɪs ənd ðæt
juːd biː rɪ'maɪnd]

That for me, it isn't over

[ðæt fɔːrmiː, ɪt'ɪznt 'oʊvər]

Never mind, I'll find someone like you

['nevər maɪn daɪl faɪnd sʌmwʌn laɪk
juː]

I wish nothing but the best for you, too

[aɪ wɪʃ 'nʌθɪŋ bʌt ði: best fɔːr ju: tu:]
Don't forget me, I beg, I remember you
said

[daʊnt fər'get mi: aɪ beg , aɪ rɪ'membər
ju: sed]

Sometimes it lasts in love, but
sometimes it hurts instead

['sʌmtaɪmz ɪt læst ɪn lʌv, bʌt
'sʌmtaɪmz ɪt hɜːrt ɪn'sted]

Sometimes it lasts in love, but
sometimes it hurts instead

['sʌmtaɪmz ɪt læstɪn lʌv, bʌt 'sʌmtaɪmz
ɪt hɜːrt ɪn'sted]

You know how the time flies

[ju: nəʊ haʊ ði: taɪm flaɪz]
Only yesterday was the time of our
lives

['əʊnli 'jestərdeɪ wʌz ði: taɪm ʌv ɑːr
laɪvz]
We were born and raised in a summer
haze

[wi: wɜːr bɔːrn ænd reɪzd ɪn e 'sʌmə
heɪz]

Bound by the surprise of our glory
days

[Baʊnd baɪ ði: səɪ'praɪz ʌv ɑːr 'glɔːri
deɪz]

I hate to turn up out of the blue,
uninvited

[aɪ heɪt tu: tɜːrn ʌpaʊt ʌv ði: blu:
,ʌnɪn'vaɪtɪd]

But I couldn't stay away, I couldn't
fight it

[bʌt aɪ 'kʊdnt ste ə'weɪ aɪ 'kʊdnt faɪt
ɪt]

I had hoped you'd see my face and that
you'd be reminded

[aɪ hæd həʊp ju:d si: maɪ feɪs ænd ðæt
ju:d bi: rɪ'maɪnd]

That for me, it isn't over

[ðæt fɔːr mi:, ɪt'ɪznt 'oʊvər]

Never mind, I'll find someone like you

['nevər maɪnd aɪl faɪnd sʌmwʌn laɪk
ju:]

I wish nothing but the best for you, too

[aɪ wɪʃ 'nʌθɪŋ bʌt ði: best fɔːr ju: tu:]

Don't forget me, I beg, I remember you
said

[Daʊnt fər'get mi:aɪ beg,
aɪ rɪ'membər ju: sed]

Sometimes it lasts in love, but
sometimes it hurts instead, yeah

['sʌmtaɪmz ɪt læst ɪn lʌv, bʌt
'sʌmtaɪmz ɪt hɜːrt ɪn'sted]

Nothing compares, no worries or cares

['nʌθɪŋ kəm'per nou 'wɜ:ri:z ɔ:r keə(r)]

Regrets and mistakes, they're
memories made

[Rɪ'grets ənd mɪ'steɪks, ðer 'meməri:s
meɪd]

Who would have known how
bittersweet this would taste?

[hu: wʊd hæv nəʊn hau 'bɪtəswi:t
ðɪs wʊdteɪst]?

Never mind, I'll find someone like you

['nevər maɪndaɪl faɪnd sʌmwʌn/ laɪk
ju:]

I wish nothing but the best for you, too

[aɪ wɪʃ 'nʌθɪŋ bʌt ði: best fɔ:r ju: tu:]

Don't forget me, I beg, I remember you
said

[daʊnt fər'get mi:ɑɪ beg,
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ju:]

I wish nothing but the best for you, too

[aɪ wɪʃ 'nʌθɪŋ bʌt ði: best fɔ:r ju: tu:]

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'sʌmtaɪmz ɪt hɜ:rt ɪn'sted]

Sometimes it lasts in love, but
sometimes it hurts instead

['sʌmtaɪmz ɪt læst ɪn lʌv, bʌt
'sʌmtaɪmz ɪt hɜ:rt ɪn'sted]

EXERCISE

LISTEN AND COMPLETE THE SONG.

I _____ that you're _____ down
That you _____ a girl and you're _____ now
I _____ that your dreams _____ true
Guess she _____ you things I didn't give to you.
Old friend, why are you _____ ?
Ain't* like you to _____ or _____ from the light?
I _____ to _____ out of the blue uninvited,
But I couldn't _____, I couldn't _____ it.
I _____ you'd _____ you'd see my face
And that be _____ that for me, it isn't _____.
Never _____, I'll _____ someone like you.
I _____ nothing but the _____ for you too.
Don't _____ me, I _____
I _____ you said,
"Sometimes it _____ in love
But sometimes it _____ instead"
"Sometimes it _____ in love
But sometimes it _____ instead, yeah."
You'd _____ how the time _____.
Only yesterday _____ the _____ of our _____
We _____ born and raised in a summer _____
_____ by the surprise of our glory days.

I hate to turn up _____ of the blue _____,
But I _____ stay away,
I _____ fight it.
I hoped you _____ my face
And that you _____ reminded that for me it _____ over
_____ mind, I'll find someone _____ you.
I wish _____ but the best for you _____.
_____ forget me, I beg,
I remember you _____,
"_____ it lasts in love
But sometimes it hurts _____"

Nothi _____ ng compares,
No _____ or _____.
_____ and _____ they're memories made.
Who _____ how bittersweet this would _____ ?

Never mind, I'll find _____ like you.
I wish nothing _____ the best for you.
Don't forget me, _____ beg,
I remember _____ said :
"_____
_____"

EXERCISE

Circle the fricatives consonants that you find as the example you have.

I heard that you're settled down

[aɪ hɜ:d ðæt jɔ:(r) 'setld daʊn]

That you found a girl and you're married now

[ðæt ju: faʊnd e' gɜ:rl ənd jɔ:(r) 'mærid naʊ]

I heard that your dreams came true

[aɪ hɜ:d ðæt jʊr dri:m keɪm tru:]

Guess she gave you things I didn't give to you

[ges ʃi: geɪv ju: θɪŋs aɪ 'dɪdnt gɪv tu: ju:]

Old friend, why are you so shy?

[oʊld frend waɪ :r ju: sɔʊ ʃaɪ]

Ain't like you to hold back or hide from the light

[eɪnt laɪk ju: tu: hoʊld bæk ɔ:r haɪd frʌm ði: laɪt]

I hate to turn up out of the blue, uninvited

[aɪ heɪt tu: tɜ:rn ʌp aʊt ʌv ði: blu: ,ʌnɪv'vaɪtɪd]

But I couldn't stay away, I couldn't fight it

[bʌt aɪ 'kʊdnt steɪ 'weɪ aɪ 'kʊdnt faɪt ɪt]

I had hoped you'd see my face and that you'd be reminded

[aɪ hæd həʊp ju: dsi: maɪ feɪs ənd ðæt ju:d bi: rɪ'maɪnd]

That for me, it isn't over

[ðæt fɔ:rmɪ:, ɪt'ɪznt 'oʊvər]

Never mind, I'll find someone like you

['nevər maɪnd daɪl faɪnd sʌmwʌn laɪk ju:]

I wish nothing but the best for you, too

[aɪ wɪʃ 'nʌθɪŋ bʌt ði: best fɔ:r ju: tu:]

Don't forget me, I beg, I remember you said

[dəʊnt fər'get mi: aɪ beg , aɪ rɪ'membər ju: sed]

Sometimes it lasts in love, but sometimes it hurts instead

['sʌmtaɪmz ɪt læst ɪn lʌv, bʌt 'sʌmtaɪmz ɪt hɜ:rt ɪn'sted]

**COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN**

2. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.		DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the letters of the alphabet. Students are going to practice stop consonants and they are going to watch and listen the song skyscraper Demi Lovato.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about stop consonants. • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY		SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	"How do you pronounce this word"(warm up) <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize stop consonants. • Reproduce the first song video (skyscraper). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house.		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: Skyscraper

Singer: Demi Lovato



Skies are crying, I am watching

[ski:z ɑ:r 'kraɪɪŋ aɪ æm 'wɑ:tʃɪŋ]

Catching tear drops in my hands

['kætʃɪŋ teɪ drɑ:pz ɪn maɪ hændz]

Only silence, as it's ending, like we

['oʊnli:'saɪləns æz ɪts'endɪŋ laɪk wi:]

never had a chance

['nevər həd ə tʃæns]

Do you have to make me feel like,

[du: ju: həv tu: meɪk 'mi: fi:l laɪk]

there's nothing left of me?

[ðərz 'nʌθɪŋ left əv 'mi:]

You can take everything I have

[ju: kæn teɪk evri:θɪŋ aɪ həv]

You can break everything I am

[ju: kæn breɪk evri:θɪŋ aɪ æm]

Like I'm made of glass

[laɪk aɪm meɪd əv glæs]

Like I'm made of paper

[laɪk aɪm meɪd əv 'peɪpər]

Go on and try to tear me down

[gəʊ ɑ:n ænd traɪ tu: teɪ 'mi: daʊn]

I will be rising from the ground

[aɪ wɪl bi: 'raɪzɪ:ŋ frəm ðə graʊnd]

Like a skyscraper, like a skyscraper

[laɪk ə skaɪ 'skreɪpər laɪk ə skaɪ 'skreɪpər]

As the smoke clears

[æz ðə smouk kliəz]

I awaken and untangle you from me

[aɪ ə'weɪkən ænd ən'tæŋɡl ju: frəm 'mi:]

Would it make you feel better to watch

[wʊd ɪt meɪk ju: fi:l 'betər tu: wɑ:tʃ]

me while I bleed

[ˈmi: hwaɪl aɪ bli:d]

All my windows, still are broken, but

[ɔ:l maɪ ˈwɪndəʊz stɪl aɪr ˈbrʊkən bʌt]

I'm standing on my feet

[aɪm ˈstændɪŋ ɑ:n maɪ fi:t]

You can take everything I have

[ju: kæn teɪk evri:θɪŋ aɪ hæv]

You can break everything I am

[ju: kæn breɪk evri:θɪŋ aɪ æm]

Like I'm made of glass

[laɪk aɪm meɪd əv glæs]

Like I'm made of paper

[laɪk aɪm meɪd əv ˈpeɪpər]

Go on and try to tear me down

[gəʊ ɑ:n ænd traɪ tu: teɪ ˈmi: daʊn]

I will be rising from the ground

[aɪ wɪl bi: ˈraɪzɪŋ frəm ðə graʊnd]

Like a skyscraper, like a skyscraper

[laɪk ə skaɪ ˈskreɪpər laɪk ə skaɪ ˈskreɪpər]

Go run run run I'm gonna stay right here

[gəʊ rʌn rʌn rʌn aɪm ˈgɒnə steɪ raɪt hɪə]

Watch you disappear yeah

[wɑ:tʃ ju: ˌdɪsəˈpɪər je]

Go run run run yeah it's a long way down

[gəʊ rʌn rʌn rʌn je ɪts ə lɔ:ŋ weɪ daʊn]

But I'm closer to the clouds up here

[bʌt aɪm ˈkləʊzər tu: ðə klaʊdz ʌp hɪə]

You can take everything I have

[ju: kæn teɪk evri:θɪŋ aɪ hæv]

You can break everything I am

[ju: kæn breɪk evri:θɪŋ aɪ æm]

Like I'm made of glass

[laɪk aɪm meɪd əv glæs]

Like I'm made of paper

[laɪk aɪm meɪd əv ˈpeɪpər]

Go on and try to tear me down

[gəʊ ɑ:n ænd traɪ tu: teɪ ˈmi: daʊn]

I will be rising from the ground

[aɪ wɪl bi: ˈraɪzɪŋ frəm ðə graʊnd]

Like a skyscraper, like a skyscraper

[laɪk ə skaɪ ˈskreɪpər laɪk ə skaɪ ˈskreɪpər]

Like a skyscraper, like a skyscraper

[laɪk ə skaɪ ˈskreɪpər laɪk ə skaɪ ˈskreɪpər]

Like a skyscraper

[laɪk ə skaɪ ˈskreɪpər]

Exercise Skyscraper – Demi Lovato

UNDERLINE THE STOP CONSONANTS.

Skies are crying
I am watching
Catching teardrops in my hands
Only silence, as it's ending, like we never had
a chance
Do you have to, make me feel like there's
nothing left of me?

[Chorus]

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

As the smoke clears
I awaken, and untangle you from me
Would it make you, feel better to watch me
while I bleed?
All my windows, still are broken
But I'm standing on my feet

[Chorus]

You can take everything I have
You can break everything I am

Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper
Like a skyscraper

[Bridge]

Go run, run, run
I'm gonna stay right here
Watch you disappear, yeah
Go run, run, run
Yeah it's a long way down
But I am closer to the clouds up here

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper, Ohhh woah
Go on and try to tear me down
I will be rising from the ground

Like a skyscraper
Like a skyscraper

Like a skyscraper
Like a skyscraper

Like a skyscraper

Exercise Skyscraper – Demi Lovato

Complete the song

_____are crying, I am watching

Catching _____ in my hands

Only _____as it's ending

Like we never had a chance

Do you have to make me feel like

There is _____ left of me?

You can take everything I have

You can break everything I am

Like I'm made of _____

Like I'm made of _____

_____ and try to _____ me down

I will be rising from the _____

Like a _____!

Like a _____!

As the _____ clears, I awaken

And untangle you from me

Would it make you feel better

To _____me while I bleed?

All my windows still are broken

But I'm standing on my _____

You can take everything I have

You can break everything I am

Like I'm made of _____

Like I'm made of _____

_____ and try to tear me down

I will be rising from the ground

Like a _____!

**COLEGIO NACIONAL “PROVINCIA DE COTOPAXI”
LESSON PLAN**

3. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU “H”, “F”, “G”.

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.		DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the stop consonants. Students are going to practice affricate consonants and they are going to watch and listen the song Just the way you are Bruno Mars.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about affricative consonants. • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS’ ACTIVITY		SUCCESS INDICATORS
5’ 5’ 3’ 3’ 4’ 5’ 2’ 3’ 10’ 15’ 5’ 5’ 5’ 5’ 10’ 5’	“How do you pronounce this word”(warm up) <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize affricative consonant. • Reproduce the song video (Just the way you are). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house.		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: Just the way you are.

Singer: Bruno Mars



Oh, her eyes, her eyes make the stars

[ou hɜ:r 'aɪz hɜ:r 'aɪz meɪk ðə stɑ:rz]

look like they're not shining

[lʊk laɪk ðeɪ nɑ:t 'ʃaɪnɪŋ]

Her hair, her hair falls perfectly without her trying

[hɜ: heə hɜ: heə fɔ:lz 'pɜ:fɪktli wɪ'ðaʊt hɜ: 'traɪɪŋ]

She's so beautiful And I tell her everyday.

[ʃi:z səʊ 'bju:təfʊl ənd aɪ tel hɜ: 'evrɪdeɪ]

Yeah, I know, I know when I compliment her,

[jeə aɪ nəʊ aɪ nəʊ wen aɪ 'kɒmplɪmənt hɜ:]

she won't believe me And it's so,

[ʃi: wəʊnt brɪ'li:v mi:ənd ɪts səʊ]

it's so sad to think that she doesn't see what I see

[ɪts səʊ sæd tə θɪŋk ðæt ʃi: dɒznt si: wɒt aɪ si:]

But every time she ask me do I look okay?

[bʌt 'evrɪ taɪm ʃi: ɑ:sk mi: du: aɪ lʊk 'əʊ'keɪ]

I say hen I see your face

[aɪ seɪwen aɪ si: jə feɪs]

There's not a thing that I would change

[ðeəz nɒt ə θɪŋ ðæt aɪ wʊd tʃeɪndʒ]

'Cause you're amazing

[kɔ:z jə ə'meɪzɪŋ]

Just the way you are

[dʒʌst ðə weɪ ju ə]

And when you smile

[ənd wen ju smaɪl]

The whole world stops and stares for a while

[ðə həʊl wɜːld stɒps ænd steəz fɔː ə waɪl]

'Cause girl, you're amazing

[kɔːz gɜːl jə ə'meɪzɪŋ]

Just the way you are

[dʒʌst ðə weɪ ju ə]

Her lips, her lips,

[hɜː lɪps hɜː lɪps]

I could kiss them all day if she'd let me

[aɪ kʊd kɪs ðəm ɔːl deɪ ɪf ʃiːd let miː]

Her laugh her laugh,

[hɜː lɑːf hɜː lɑːf]

she hates but I think it's so sexy

[ʃiː heɪts bʌt aɪ θɪŋk ɪts səʊ 'seksɪ]

She's so beautiful

[ʃiːz səʊ 'bjuːtəfʊl]

And I tell her everyday

[ənd aɪ tel hɜː 'evrɪdeɪ]

Oh, you know, you know, you know

[əʊ ju nəʊ ju nəʊ ju nəʊ]

I'd never ask you to change

[aɪd 'nevə ɑːsk ju tə tʃeɪndʒ]

If perfect's what you're searching for,

[ɪf 'pɜːfɪkts wɒt jə 'sɜːtʃɪŋ fɔː]

then just stay the same

[ðen dʒʌst steɪ ðə seɪm]

So don't even bother asking if you look okay

[səʊ dəʊnt 'iːvən 'bɒðə 'ɑːskɪŋ ɪf ju lʊk 'əʊ'keɪ]

You know I'll say

[ju nəʊ aɪ seɪ]

When I see your face

[wen aɪ siː jə feɪs]

There's not a thing that I would change

[ðeəz nɒt ə θɪŋ ðæt aɪ wʊd tʃeɪndʒ]

'Cause girl you're amazing

[kɔːz gɜːl jə ə'meɪzɪŋ]

Just the way you are

[dʒʌst ðə weɪ juː ɑːr]

And when you smile

[ənd wen ju smaɪl]

The whole world stops and stares for a while

[ðə həʊl wɜːld stɒps ænd steəz fɔː ə waɪl]

'Cause girl, you're amazing

[kɔːz gɜːl jə ə'meɪzɪŋ]

Just the way you are

[dʒʌst ðə weɪ juː ɑːr]

The way you are

[ðə weɪ ju: ɑ:r]

The way you are

[ðə weɪ ju: ɑ:r]

Girl, you're amazing

[gɜ:l jə ə'meɪzɪŋ]

Just the way you are

[dʒʌst ðə weɪ ju: ɑ:r]

When I see your face

[wen aɪ si: jə feɪs]

There's not a thing that I would change

[ðeəz nɒt ə θɪŋ ðæt aɪ wʊd tʃeɪndʒ]

'Cause girl you're amazing

[kɔ:z jə ə'meɪzɪŋ]

Just the way you are

[dʒʌst ðə weɪ ju: ɑ:r]

And when you smile

[ænd wen ju smaɪl]

The whole world stops and stares for a while

[ðə həʊl wɜ:ld stɒps ænd steəz fɔr ə waɪl]

'Cause girl, you're amazing

[kɔ:z jə ə'meɪzɪŋ]

Just the way you are.

[dʒʌst ðə weɪ ju: ɑ:r]

EXERCISES JUST THE WAY YOU ARE SONG.

Listen the song again and number each line of the paragraph according the sequence.

__1.-Oh her eyes, her eyes

__3.- Her hair, her hair

__5.- She's so beautiful

__7.-Yeah I know, I know

__9.-Sad to think she don't see what I see

a.-And I tell her every day

b.-Falls perfectly without her trying

c.-Sad to think she don't see what I see

d.-Make the stars look like they're not shining

e.-When I compliment her

Write the phonetic transcription to following words.

Just

Know

She

Think

Shining

Stars

Change

**COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN**

4. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

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LEARNING MODE: ON - SITE

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LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the affricative consonants. Students are going to practice nasal consonants and they are going to watch and listen the song Let her go Passengers.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about nasal consonants. • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY		SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	<p>"How do you pronounce this word" (warm up)</p> <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize nasal consonant. • Reproduce the song video (Let her go). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	<ul style="list-style-type: none"> Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house. 		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: Let her go.

Singer: Passengers



Well you only need the light

[wel ju:'ounli: ni:d ðə laɪt]

when it's burning low

[hwen its 'bɜ:nɪŋ loʊ]

Only miss the sun

['ounli: mɪs ðə sʌn]

when it starts to snow

[hwenɪt stɑ:rts tu: snəʊ]

Only know you love her

['ounli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r goʊ]

Only know you've been high

['ounli: nəʊ ju:v bi:n haɪ]

when you're feeling low

[hwen jʊr 'fi:lɪŋ loʊ]

Only hate the road

['ounli: heɪt ðə roʊd]

when you're missing home

[hwen jʊr 'mɪsɪŋ hoʊm]

Only know you love her

['ounli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r goʊ]

And you let her go

[ænd ju: let hɜ:r goʊ]

Staring at the bottom of your glass

['stɛrɪŋ ʌt ðə 'bɔ:təm əv jʊr glæs]

Hoping one day

[ˈhɒʊpɪŋ wʌn deɪ]

you'll make a dream last

[ju:l meɪk ə dri:m læst]

But dreams come slow

[bʌt dri:mz kʌm sləʊ]

and they go so fast

[ænd ðeɪ ɡəʊ səʊ fæst]

You see her

[ju: si: hɜ:r]

when you close your eyes

[hwen ju: kləʊz jʊr 'aɪz]

Maybe one day you'll understand

[ˈmeɪbi: wʌn deɪ ju:l ʌndər'stænd]

Why Everything you touch, oh it dies

[hwaɪ evriθɪŋ ju: tʌtʃ ɒʊt 'daɪz]

But you only need the light

[bʌt ju:'əʊnli: ni:d ðə laɪt]

when it's burning low

[hwen ɪts 'bɜ:rnɪŋ ləʊ]

Only miss the sun

['əʊnli: mɪs ðə sʌn]

when it starts to snow

[hwenɪt stɑ:rts tu: snəʊ]

Only know you love her

['əʊnli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r ɡəʊ]

Only know you've been high

['əʊnli: nəʊ ju:v bi:n haɪ]

when you're feeling low

[hwen jʊr 'fi:lɪŋ ləʊ]

Only hate the road

['əʊnli: heɪt ðə rəʊd]

when you're missing home

[hwen jʊr 'mɪsɪŋ həʊm]

Only know you love her

['əʊnli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r ɡəʊ]

Staring at the ceiling in the dark

['stɛrɪŋ ʌt ðə 'si:lɪŋ ɪn ðə dɑ:rk]

Same old empty feeling in your heart

[seɪm ould 'empti:'fi:lɪŋ ɪn jʊr hɑ:rt]

'Cause love comes slow

[kɔ:z lʌv kʌmz sləʊ]

and it goes so fast

[ændɪt ɡəʊz səʊ fæst]

Well you see her

[wel ju: si: hɜ:r]

when you fall asleep

[hwen ju: fɔ:l ə'sli:p]

But never to touch and never to keep

[bʌt'nevər tu: tʌtʃ ənd 'nevər tu: ki:p]

'Cause you loved her too much

[kɔ:z ju: lʌvd hɜ:r tu: mʌtʃ]

and you dive too deep

[ənd ju: daɪv tu: di:p]

Well you only need the light

[wel ju:'ounli: ni:d ðə laɪt]

when it's burning low

[hwen its 'bɜ:rnɪŋ lou]

Only miss the sun

['ounli: mɪs ðə sʌn]

when it starts to snow

[hwenɪt stɑ:rts tu: snəʊ]

Only know you love her

['ounli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r goʊ]

Only know you've been high

['ounli: nəʊ ju:v bi:n haɪ]

when you're feeling low

[hwen jʊr 'fi:lɪŋ loʊ]

Only hate the road

['ounli: heɪt ðə roʊd]

when you're missing home

[hwen jʊr 'mɪsɪŋ hoʊm]

Only know you love her

['ounli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r goʊ]

And you let her go

[ənd ju: let hɜ:r goʊ]

Oh oh oh no

[oʊ oʊ oʊ noʊ]

And you let her go

[ənd ju: let hɜ:r goʊ]

Oh oh oh no

[oʊ oʊ oʊ noʊ]

Well you let her go

[wel ju: let hɜ:r goʊ]

'Cause you only need the light

[kɔ:z ju:'ounli: ni:d ðə laɪt]

when it's burning low

[hwen its 'bɜ:rnɪŋ lou]

Only miss the sun

['ounli: mɪs ðə sʌn]

when it starts to snow

[hwenɪt stɑ:rts tu: snəʊ]

Only know you love her

['ounli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r ɡəʊ]

Only know you've been high

['ounli: nəʊ ju: v bi:n haɪ]

when you're feeling low

[hwen ju: 'fi:lɪŋ loʊ]

Only hate the road

['ounli: heɪt ðə roʊd]

when you're missing home

[hwen ju: 'mɪsɪŋ hoʊm]

Only know you love her

['ounli: nəʊ ju: lʌv hɜ:r]

when you let her go

[hwen ju: let hɜ:r ɡəʊ]

And you let her go

[ænd ju: let hɜ:r ɡəʊ]

EXERCISES LET HER GO SONG.

1. IN THE FOLLOWING PARAGRAPH CIRCLE THE m AND n NASALS CONSONANTS.

Well you only need the light when it's burning low
Only miss the sun when it starts to snow
Only know you love her when you let her go
Only know you've been high when you're feeling low
Only hate the road when you're missing home
Only know you love her when you let her go
And you let her go

2. LISTEN THE SONG AGAIN AND WRITE A PARAGRAPH THAT WAS YOUR PREFER.



COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN

5. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.		DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the nasal consonants. Students are going to practice liquid consonants and they are going to watch and listen the song I'm yours Jason Mraz.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about liquid consonants. • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY		SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	<p>"How do you pronounce this word"(warm up)</p> <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize liquid consonant. • Reproduce the video (I'm yours). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	<ul style="list-style-type: none"> Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house. 		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: I'm yours.

Singer: Jason Mraz



Well, you done done me

[wel jʊ dʌn dʌn mi:]

and you bet I felt it

[ænd jʊ bet aɪ felt ɪt]

I tried to be chill

[aɪ traɪd tə bi:tʃɪl]

but you're so hot that I melted

[bʌt jʊr sɒ hɔ:t ðæt aɪ 'melɪd]

I fell right through the cracks,

[aɪ fel raɪt θru: ðə kræks]

and I'm trying to get back

[ænd aɪm 'traɪɪŋ tu: get bæk]

Before the cool done run out

[bɪ'fɔ:r ðə ku:l dʌn rʌn aʊt]

I'll be giving it my best test

[aɪl bi: 'gɪvɪŋ ɪt maɪ best test]

And nothing's gonna stop me

[ænd 'nʌθɪŋz 'gɒnə stɒp mi:]

but divine intervention

[bʌt dɪ'vaɪn ɪntər'veɪʃən]

I reckon it's again my turn to win

[aɪ 'rekən ɪts ə'geɪn maɪ tɜ:n tu: wɪn]

some or learn some

[sʌm ər lɜ:n sʌm]

I won't hesitate no more,

[aɪ wəʊnt hezɪ'teɪt nəʊ mɔ:r]

No more, it cannot wait I'm yours

[nəʊ mɔ:r ɪt 'kænə:t weɪt aɪm jɔ:z]

Well open up your mind

[wel 'oupen ʌp jʊr maɪnd]

and see like me

[ænd si: laɪk 'mi:]

Open up your plans

['oupen ʌp jʊr plænz]

and damn you're free

[ænd dæm jʊr fri:]

Look into your heart and you'll find

[lʊk 'ɪntu: jʊr hɑ:rt ænd ju:l faɪnd]

love love love love

[lʌv lʌv lʌv lʌv]

Listen to the music of the moment

['lɪsən tu:ðə 'mju:zɪk əvðə'moumən]

people dance and sing

['pi:pəl dæns ænd sɪŋ]

We are just one big family

[wi: ɑ:r dʒʌst wʌn bɪg 'fæməli:]

It's your god forsaken right to be

[ɪts jʊr gɔ:d fɔ:r'seɪkən raɪt tu: bi:]

loved, loved, loved, loved

[lʌvd lʌvd lʌvd lʌvd]

So, I won't hesitate no more,

[sou ai wəʊnt hezɪ'teɪt nou mɔ:r]

No more, it cannot wait I'm sure

[nou mɔ:r ɪt 'kænɔ:t weɪt aɪmʃʊr]

There's no need to complicate our

[ðerz nou ni:d tu: 'kɑ:mpɪkət ɔ:r]

time is short

[taɪm ɪz ʃɔ:rt]

This is our fate, I'm yours

[ðɪs ɪz ɔ:r feɪt aɪm jʊrz]

-d-do do you but do you, d-d-do but

[dɪ:du:du: ju: bʌt du: ju: dɪ:di:du: bʌt]

you want to come one

[ju: wɑ:nt tu: kʌm wʌn]

Scooch one over closer dear

[kəʊtʃ wʌn 'əʊvər 'kləʊzər di:r]

and I will nibble your ear

[ænd aɪ wɪl 'nɪbəl jʊr i:r]

Bap bap bap woouooo hoho ooooo

[bæp bæp bæp wu: həʊ həʊ əʊ]

I've been spending' way too long

[aɪv bi:n 'spendɪŋ weɪ tu: lɔ:ŋ]

checking' my tongue in the mirror

['tʃekɪŋ maɪ tʌŋ ɪn ðə 'mɪrər]

And bending' over backwards

[ænd 'bendɪŋ 'əʊvər'bækwɔ:dz]

just to try to see it clearer
[dʒʌst tu: traɪ tu: si: ɪt kli:ərə]
My breath fogged up the glass
[maɪ breθ fɑ:gd ʌp ðə glæs]
And so I drew a new face
[ænd sou aɪ dru: ə nu: feɪs]
and laughed
[ænd læft]
I guess what I'm a saying's
[aɪ ges hwæt aɪm ə 'seɪɪŋz]
there isn't no better reason
[ðer 'ɪzənt nou 'betər 'ri:zən]
To rid yourself of vanity
[tu: rɪd jʊr'self əv 'væni ti:]
and just go with the seasons
[ænd dʒʌst ɡou wɪð ðə 'si:zənz]
It's what we aim to do
[ɪts hwæt wi: eɪm tu: du:]
Our name is our virtue
[aʊr neɪm ɪz aʊr 'vɜ:rtju:]
I won't hesitate no more,
[aɪ wəʊnt hezɪ,tet nou mɔ:r]
No more, it cannot wait I'm yours

[nou mɔ:r ɪt 'kænɑ:t weɪt aɪm jʊrz]
Well open up your mind
[wel 'oupen ʌp jʊr maɪnd]
and see like me
[ænd si: lɑ:k 'mi:]
Open up your plans
['oupen ʌp jʊr plænz]
and damn you're free
[ænd dæm jʊr fri:]
Look into your heart and you'll find
[lʊk 'ɪntu: jʊr hɑ:rt ænd ju:l faɪnd]
that the sky is yours
[ðæt ðə skaɪ ɪz jʊrz]
So please don't, don't please don't
[sou pli:z daʊnt daʊnt pli:z daʊnt]
There's no need to complicated
[ðerz nou ni:d tu: kɑ:mplə,ketɪd]
Cause our time is short
[kɔ:z aʊr taɪm ɪz ʃɔ:rt]
This is, this is, this is our fate
[ðɪs ɪz ðɪs ɪz ðɪs ɪz aʊr feɪt]
I'm yours
[aɪm jʊr]

EXERCISES I'M YOURS SONG.

1. LISTEN AGAIN THE SONG NEXT WRITES FIVE WORDS THAT YOU DON'T UNDERSTAND THE MEANING AND LOOK FOR IT IN THE DICTIONARY.

2. FIND THE WORDS THAT HAVE LIQUID CONSONANTS IN THE SOUP OF LETTERS, NEXT WRITE THEM ON THE BOTTOM PART.

P	L	E	A	S	E	H	T	Y	I
V	L	K	C	E	R	I	K	O	F
A	E	M	C	R	P	E	L	U	A
N	W	N	O	T	K	J	A	R	T
I	P	T	O	I	I	J	S	S	E
T	I	W	L	E	A	R	N	E	I
V	I	R	T	U	E	H	Y	L	S
Y	J	K	K	L	Ñ	P	O	F	N

**COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN**

6. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.	DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.	RECENT TOPIC WORK Students have practiced the liquid consonants. Students are going to practice glide consonants and they are going to listen the song You belong with me Taylor Swift.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.			
OBJECTIVES: <ul style="list-style-type: none"> To listen for specific information about glide consonants. To read the phonetic lyrics and try to pronounce each one. 			
ASSESSMENT: read in silent			
MATERIALS: computer, worksheet, speakers, cd about english music.			
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation			
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY	SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	<p>"How do you pronounce this word"</p> <ul style="list-style-type: none"> Give the students a flash card with a graphic. Ask students talk about the picture on the flashcard. Give the correct pronunciation of the word. Ask students what was the last class. Feedback students about phonology topic. Explain the activity with the video. Ask students watch and listen the video and copy the understanding words and try to recognize glide consonant. Reproduce the song video (You belong with me). Repeat the song and explain the phonetic symbols. Ask students sing the song. Review the understanding words. Ask students about the video. Give students the video to practice in the house 	<ul style="list-style-type: none"> Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house. 	Students perform the instructions
ADDITIONAL POSIBILITIES:			
HOMEWORK / FURTHER WORK: practice the song in the house.			

SONG DETAILS

Name: You belong with me.

Singer: Taylor Swift



You're on the phone

[jʊr ɑ:n ðə fəʊn]

with your girlfriend, she's upset

[wɪð jʊr (girlfriend) fɪ:z əp'set]

She's going off about something

[fi:z 'gəʊɪŋ ɔ:f ə'baut 'sʌmθɪŋ]

that you said

[ðæt ju: 'sed]

'Cause she doesn't get

[kɔ:z fi: 'dʌzənt get]

your humor like I do

[jʊr 'hju:mər laɪk aɪ du:]

I'm in my room,

[aɪm ɪn maɪ ru:m]

it's a typical Tuesday night

[ɪts ə 'tɪpɪkəl 'tju:zdi naɪt]

I'm listening to the kind of music

[aɪm 'lɪsnɪŋ tə ðə kaɪnd əv 'mju:zɪk]

she doesn't like

[fi: dʌznt laɪk]

And she'll never know

[ænd fi:l 'nevər nəʊ]

your story like I do

[jʊr 'stɔ:ri: laɪk aɪ du:]

But she wears short skirts,

[bʌt fi: werz ʃɔ:rt skɜ:rts]

I wear T-shirts

[aɪ wer 'ti: ʃɜ:rts]

She's Cheer Captain

[ʃi:z tʃi:r 'kæptən]

and I'm on the bleachers

[ænd aɪm ɑ:n ðə 'bli:tʃərz]

Dreaming about the day

['dri:mɪŋ ə'baʊt ðə deɪ]

when you wake up and find

[hwɛn ju: weɪk ʌp ænd faɪnd]

That what you're looking for

[ðæt hwɒt ju: 'lʊkɪŋ fɔ:]

has been here the whole time

[həz bi:n hi:r ðə hoʊl taɪm]

If you could see that

[ɪf ju: kʊd si: ðæt]

I'm the one who understands you

[aɪm ðə wʌn hu: ʌndə'stændz ju:]

Been here all along,

[bi:n hi:r ɔ:l ə'lɔ:ŋ]

so why can't you see?

[soʊ hwaɪ kənt ju: si:]

You belong with me,

[ju: bi'lɔ:ŋ wið 'mi:]

you belong with me

[ju: bi'lɔ:ŋ wið 'mi:]

Walking the streets with you

['wɔ:kɪŋ ðə stri:ts wið ju:]

and your worn-out jeans

[ænd jʊr wɔ:rn aʊt dʒi:nz]

I can't help thinking this is

[aɪ kənt help 'θɪŋkɪŋ ðɪs ɪz]

how it ought to be

[haʊ ɪt ɔ:t tu: bi:]

Laughing on a park bench,

['læfɪŋ ɑ:n ə pɑ:rk bentʃ]

thinking to myself

['θɪŋkɪŋ tu: maɪ'self]

Hey, isn't this easy?

Hey, isn't this easy?

[heɪ 'ɪznt ðɪs 'i:zi]

And you've got a smile

[ænd ju:v gɔ:t ə smaɪl]

that could light up this whole town

[ðæt kʊd laɪt ʌp ðɪs hoʊl taʊn]

I haven't seen it in a while since

[aɪ 'hævənt si:n ɪt ɪn ə hwaɪl sɪns]

she brought you down

[ʃi: brɔ:t ju: daʊn]

You say you're fine,

[ju: sei jʊr faɪn]

I know you better than that

[aɪ nou ju: 'betə ɒæn ðæt]

Hey, what you doing

[heɪ hwʌt ju: 'du:ɪŋ]

with the girl like that?

[wɪð ðə gɜ:rl laɪk ðæt]

She wears high heels,

[ʃi: weɪz haɪ hi:lz]

I wear sneakers

[aɪ weɪ sni:kz]

She's Cheer Captain

[ʃi:z tʃi:r 'kæptən]

and I'm on the bleachers

[ænd aɪm ɑ:n ðə 'bli:tʃəz]

Dreaming about the day

['dri:mɪŋ ə'baʊt ðə deɪ]

when you wake up and find

[hwɛn ju: weɪk ʌp ænd faɪnd]

That what you're looking for

[ðæt hwʌt jʊr 'lʊkɪŋ fɔ:]

has been here the whole time

[həz bɪn hi:r ðə həʊl taɪm]

If you could see that

[ɪf ju: kʊd si: ðæt]

I'm the one who understands you

[aɪm ðə wʌn hu: ʌndə'stændz ju:]

Been here all along,

[bi:n hi:r ɔ:l ə'lɔ:ŋ]

so why can't you see?

[sou hwaɪ kənt ju: si:]

You belong with me

[ju: bɪ'lɔ:ŋ wɪð 'mi:]

Standing by

['stændi:ŋ baɪ]

and waiting at your back door

[ænd 'weɪtɪ:ŋ ʌt jʊr bæk dɔ:r]

All this time

[ɔ:l ðɪs taɪm]

how could you not know?

[haʊ kʊd ju: nə:t nou]

Baby, you belong with me,

['beɪbi: ju: bɪ'lɔ:ŋ wɪð 'mi:]

you belong with me

[ju: bɪ'lɔ:ŋ wɪð 'mi:]

Oh, I remember you

[ou aɪ rɪ'membə ʃu:]

driving to my house

[ˈdraɪvɪŋ tuː maɪ ˌhəʊs]

in the middle of the night

[ɪn ðə ˈmɪdl̩ əv ðə naɪt]

I'm the one who makes you laugh

[aɪm ðə wʌn huː meɪks juː læ]

when you know you're about to cry

[hwɛn juː noʊ jʊr əˈbaʊt tuː kraɪ]

And I know your favorite songs

[ænd aɪ noʊ jʊr (fəvərɪt) sɔːŋz]

and you tell me about your dreams

[ænd juː tel ˈmiː əˈbaʊt jʊr driːmz]

Think I know where you belong,

[θɪŋk aɪ noʊ hwɛr juː bɪˈlɔːŋ]

think I know it's with me

[θɪŋk aɪ noʊ ɪts wɪð ˈmiː]

Can't you see that

[kænt juː siː ðæt]

I'm the one who understands you?

[aɪm ðə wʌn huː ʌndərˈstændz juː]

Been here all along,

[biːn hiːr ɔːl əˈlɔːŋ]

so why can't you see?

[soʊ hwɛr kænt juː siː]

You belong with me

[juː bɪˈlɔːŋ wɪð ˈmiː]

Standing by

[ˈstændɪŋ baɪ]

and waiting at your back door

[ænd ˈweɪtɪŋ ʌt jʊr bæk dɔːr]

All this time

[ɔːl ðɪs taɪm]

how could you not know?

[haʊ kʊd juː noʊt noʊ]

Baby, you belong with me,

[ˈbeɪbiː juː bɪˈlɔːŋ wɪð ˈmiː]

you belong with me

[juː bɪˈlɔːŋ wɪð ˈmiː]

You belong with me

[juː bɪˈlɔːŋ wɪð ˈmiː]

Have you ever thought just maybe

[həv juː ˈevər θɔːt dʒʌst ˈmeɪbiː]

You belong with me

[juː bɪˈlɔːŋ wɪð ˈmiː]

You belong with me

[juː bɪˈlɔːŋ wɪð ˈmiː]

EXERCISES YOU BELONG WITH ME SONG.

1. LISTEN AGAIN THE SONG AND CONTINUE THE SEQUENCE OF THE SONG'S PARAGHRAPH.

<p>1.-You're on the phone with your girlfriend</p> <p>3.-Cause she doesn't get your humor like I do</p> <p>5.-I'm listening to the kind of music she doesn't like.</p> <p>7.-But she wears short skirts, I wear T-shirts</p> <p>9.- Dreaming about the day when you wake up and fin</p>	<table border="1"> <tr> <td data-bbox="906 520 998 615"></td> <td data-bbox="1015 527 1544 632">she's upset She's going off about something that you said</td> </tr> <tr> <td data-bbox="906 619 998 714"></td> <td data-bbox="1015 674 1503 743">I'm in my room, it's a typical Tuesday night</td> </tr> <tr> <td data-bbox="906 722 998 816"></td> <td data-bbox="1015 821 1520 890">And she'll never know your story like I do</td> </tr> <tr> <td data-bbox="906 898 998 993"></td> <td data-bbox="1015 930 1500 1008">She's Cheer Captain and I'm on the bleachers</td> </tr> </table> <p>That what you're looking for has been here the whole time</p>		she's upset She's going off about something that you said		I'm in my room, it's a typical Tuesday night		And she'll never know your story like I do		She's Cheer Captain and I'm on the bleachers
	she's upset She's going off about something that you said								
	I'm in my room, it's a typical Tuesday night								
	And she'll never know your story like I do								
	She's Cheer Captain and I'm on the bleachers								

2. LOOK THE PARAGRAPH AND WRITE ON THE LINES THE CONSONANTS THAT YOU KNOW INCLUDED GLIDE CONSONANTAS

[ju: bi'lv:ŋ wið 'mi:stændi:ŋ baɪænd 'weɪti:ŋ ʌt jɔr bæk dɔ:ɾɔ:l ðɪs taɪmhʌʊ kʊd ju: nɑ:t nɒʊ'berbi: ju: bi'lv:ŋ wið 'mi:, ju: bi'lv:ŋ wið 'mi:].

COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN

7. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.		DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the glide consonants. Students are going to practice front vowels and they are going to listen the song Firework Katy Perry.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about front vowels • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY		SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	"How do you pronounce this word" (warm up) <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize front vowels. • Reproduce the song video (Firework). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house.		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: Firework.

Singer: Katy Perry



Do you ever feel like a plastic bag

[du: ju: 'evər fi:l laɪk ə 'plæstɪk bæɡ]

Drifting through the wind, wanting to start again?

['drɪftɪŋ θru: ðə wɪnd 'wɑ:nti:ŋ tu: stɑ:rt ə'gen]

Do you ever feel, feel so paper thin

[du: ju: 'evər fi:l fi:l sou 'peɪpər θɪn]

Like a house of cards, one blow from caving in?

[laɪk ə ,hæʊs əv kɑ:rdz wʌn bləʊ frɒm 'keɪvɪŋ ɪn]

Do you ever feel already buried deep six feet under?

[du: ju: 'evər fi:l ɔ:l'reɪdɪ:'berɪ:d di:psɪks fi:t 'ʌndər]

Screams but no one seems to hear a thing

[skri:mz bʌt nou wʌn si:mz tu: hi:r ə θɪŋ]

Do you know that there's still a chance for you

[du: ju: nou ðæt ðərz stɪl ə tʃæns fər ju:]

'Cause there's a spark in you?

[kɔ:z ðərz ə spɑ:rk ɪn ju:]

You just gotta ignite the light and let it shine

[ju: dʒʌst (gotta) ɪg'nait ðə laɪt ænd let ɪt ʃaɪn]

Just own the night like the 4th of July

[dʒʌst oun ðə naɪt laɪk ði: (4th) əv dʒu:'laɪ]

'Cause, baby, you're a firework

[kɔ:z 'beɪbi: ju: ə faɪr,wɜ:rk]

Come on, show 'em what you're worth

[kʌm ɑ:n ʃəʊ ('em) hwʌt ju: wɜ:rθ]

Make 'em go, "Aah, aah, aah"

[meɪk em ɡəʊ (Aah) (aah) (aah)]

As you shoot across the sky-y-y

[æz ju: ʃu:t ə'krɔ:s ðə skaɪ /aɪ/aɪ]

Baby, you're a firework

[ˈbeɪbi: jʊə faɪə,wɜ:rk]

Come on, let your colours burst

[kʌm ɑ:n let jʊə ˈkɒlərz bɜ:rst]

Make 'em go, "Aah, aah, aah"

[meɪk ('em) ɡoʊ (Aah) (aah) (aah)]

You're gonna leave 'em all in awe, awe, awe

[jə ˈɡɒnə li:v ('em) ɔ:l ɪn ɔ: ɔ: ɔ:]

You don't have to feel like a wasted space

[ju: daʊnt həv tu: fi:l laɪk ə ˈweɪstɪd speɪs]

You're original, cannot be replaced

[jʊə əˈrɪdʒənəl ˈkænɑ:t bi: rɪˈpleɪst]

If you only knew what the future holds

[ɪf ju: ˈoʊnli: nu: hwæt ðə ˈfju:tʃər haʊldz]

After a hurricane comes a rainbow

[æftər ə hɜ:rəˌkeɪn kʌmz ə reɪn,bəʊ]

Maybe a reason why all the doors are closed

[ˈmeɪbi: ə ˈri:zən hwai ɔ:l ðə dɔ:rz ɑ:r kləʊzd]

So you could open one

[səʊ ju: kʊd ˈoʊpən wʌn]

that leads you to the perfect road

[ðæt ledz ju: tu: ðə ˈpɜ:fekt roʊd]

Like a lightning bolt, your heart will glow

[laɪk ə ˈlaɪtnɪŋ bɔʊlt jʊə hɑ:rt wɪl ɡləʊ]

And when it's time you'll know

[ænd hwɛn ɪts taɪm ju:l nəʊ]

You just gotta ignite the light and let it shine

[ju: dʒɒtə ɪɡˈnaɪt ðə laɪt ænd let ɪt ʃaɪn]

Just own the night like the 4th of July

[dʒɒst oʊn ðə naɪt laɪk ði: (4th) əv dʒu:ˈlaɪ]

'Cause, baby, you're a firework

[kɔ:z ˈbeɪbi: jʊə faɪə,wɜ:rk]

Come on, show 'em what you're worth

[kʌm ɑ:n ʃəʊ ('em) hwæt jʊə wɜ:θ]

Make 'em go, "Aah, aah, aah"

[meɪk em ɡoʊ (Aah) (aah) (aah)]

As you shoot across the sky-y-y

[æz ju: ʃu:t əˈkrɔ:s ðə skaɪ /aɪ/aɪ]

Baby, you're a firework

[ˈbeɪbi: jʊə faɪə,wɜ:rk]

Come on, let your colours burst

[kʌm ɑ:n let jʊə ˈkɒlərz bɜ:rst]

Make 'em go, "Aah, aah, aah"

[meɪk ('em) ɡoʊ (Aah) (aah) (aah)]

You're gonna leave 'em all in awe, awe, awe

[jə ˈɡɒnə li:v ('em) ɔ:l ɪn ɔ: ɔ: ɔ:]

Boom, boom, boom

[bu:m bu:m bu:m]

Even brighter than the moon, moon, moon

[i:vən 'braɪtə ðæn ðə mu:n mu:n mu:n]

It's always been inside of you, you, you

[ɪts 'ɔ:lweɪz bɪn ɪn'saɪd əv ju: ju: ju:]

And now it's time to let it through-ough-ough

[ænd naʊ ɪts taɪm tu: let ɪt θru: u: u:]

'Cause, baby, you're a firework

[kɔ:z 'beɪbi: jʊr ə faɪr,wɜ:rk]

Come on, show 'em what you're worth

[kʌm ɑ:n ʃəʊ ('em) hwʌt jʊr wɜ:rθ]

Make 'em go, "Aah, aah, aah"

[meɪk em goʊ (Aah) (aah) (aah)]

As you shoot across the sky-y-y

[æz ju: ʃu:t ə'krɔ:s ðə skaɪ aɪaɪ]

Baby, you're a firework

Baby, you're a firework

['beɪbi: jʊr ə faɪr,wɜ:rk]

Come on, let your colours burst

[kʌm ɑ:n let jʊr 'kɒlərz bɜ:rst]

Make 'em go, "Aah, aah, aah"

[meɪk ('em) goʊ (Aah) (aah) (aah)]

You're gonna leave 'em all in awe, awe, awe

[jə 'gɒnə li:v ('em) ɔ:l ɪn ɔ: ɔ: ɔ:]

Boom, boom, boom

[bu:m bu:m bu:m]

Even brighter than the moon, moon, moon

[i:vən 'braɪtə ðæn ðə mu:n mu:n mu:n]

Boom, boom, boom

[bu:m bu:m bu:m]

Even brighter than the moon, moon, moon

[i:vən 'braɪtə ðæn ðə mu:n mu:n mu:n]

EXERCISES FIREWORK.

1. LISTEN THE SONG AGAIN AND WRITE THE PHRASE THAT REPEATS A LOT OF TIMES.



2. IN THE FOLLOWING PHONETIC SOUP OF LETTERS FIND THE CORRECT PHONETIC TRANSCRIPTION OF THE WORDS BELOW.

f	l	d	aɪ	p	q	j	æ	g	tʃ
aɪ	P	ʌ	ɒ	l	ʌ	ʌ	j	ð	æ
r	j	dʒ	aɪ	æ	d	aɪ		aɪ	n
w	eɪ	æ	ð	s	ð	tʃ	ə	eɪ	s
z :	t	ʌ	k	t	' b	eɪ	b	i:	dʒ
r	æ	tʃ	ə	ɪ	ɒ	eɪ	æ	s	f
k	ə	s	tʃ	k	ə	s	tʃ	ə	ð
ɒ	l	eɪ	r	aɪ	dʒ	tʃ	b	æ	g

a.- plastic _____

b.- baby _____

c.- chance _____

d.- bag _____

**COLEGIO NACIONAL “PROVINCIA DE COTOPAXI”
LESSON PLAN**

8. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU “H”, “F”, “G”.

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.	DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.	RECENT TOPIC WORK Students have practiced the frontvowels. Students are going to practice central vowels and they are going to listen the song <u>Rolling in the deep</u> Adele.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.			
OBJECTIVES:			
<ul style="list-style-type: none"> • To listen for specific information about central vowels • To read the phonetic lyrics and try to pronounce each one. 			
ASSESSMENT: read in silent			
MATERIALS: computer, worksheet, speakers, cd about english music.			
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation			
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY	SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	“How do you pronounce this word”(warm up) <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize central vowels. • Reproduce the video (Rolling in the deep). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house.	Students perform the instructions
ADDITIONAL POSIBILITIES:			
HOMEWORK / FURTHER WORK: practice the song in the house.			

SONG DETAILS

Name: Rolling in the deep

Singer: Adele



There's a fire starting in my heart

[ðeəz ə 'faɪə 'stɑ:tɪŋ ɪn maɪ hɑ:t]

Reaching a fever pitch, it's

[ri:tʃɪŋ ə 'fi:və pi:tʃ ɪts]

bringing me out the dark

['brɪŋɪŋ 'mi: aʊt ðə dɑ:k]

Finally I can see you crystal clear

['fainli: aɪ kæn si: ju: 'krɪstl kliə]

Go 'head and sell me out

[gəʊ ('head) ænd sel 'mi: aʊt]

and I'll lay your ship bare

[ænd aɪl lei jʊr ʃɪp beɪ]

Go 'head and sell me out

[gəʊ ('head) ænd sel 'mi: aʊt]

and I'll lay your shit bare

[ænd aɪl lei jʊr ʃɪp beɪ]

See how I leave with every piece of you

[si: haʊ aɪ li:v wið 'evri: pi:s əv ju:]

Don't underestimate the things that I will do

[daʊnt ʌndər'estəmeɪt ðə θɪŋz ðæt aɪ wɪl du:]

There's a fire starting in my heart

[ðeəz ə faɪə 'stɑ:rtɪŋ ɪn maɪ hɑ:t]

Reaching a fever pitch

[ri:tʃɪŋ ə 'fi:və pi:tʃ]

And it's bringing me out the dark

[ænd ɪts 'brɪŋɪŋ 'mi: aʊt ðə dɑ:k]

The scars of your love remind me of us

[ðə ska:rz əv jʊr lʌv ri:'maɪnd 'mi: əv ʌs]

They keep me thinking that we almost had it all

[ðei ki:p 'mi: 'θɪŋkɪŋ ðæt wi: 'ɔ:lməʊst həd ɪt ɔ:l]

The scars of your love, they leave me breathless

[ðə ska:rz əv jʊr lʌv ðei li:v 'mi: 'breθlɪs]

I can't help feeling
[aɪ kæn't help 'fi:lɪŋ]

We could have had it all
[wi:kʊd hæv həd ɪt ɔ:l]

(You're gonna wish you never had met me)
[jə 'gɒnə wɪʃ ju 'nevə həd met mi:]

Rolling in the deep
['rɔʊlɪŋ ɪn ðə di:p]

(Tears are gonna fall, rolling in the deep)
[ti:əz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

You had my heart inside of your hand
[ju həd maɪ hɑ:t 'ɪn'saɪd əv jə hænd]

(You're gonna wish you never had met me)
[jə 'gɒnə wɪʃ ju 'nevə həd met mi:]

And you played it, to the beat
[ənd ju 'pleɪd ɪt tə ðə bi:t]

(Tears are gonna fall, rolling in the deep)
[ti:əz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

Baby, I have no story to be told
['beɪbi aɪ hæv nəʊ 'stɔ:ri tə bi:təʊld]

But I've heard one on you
[bʌt aɪv hɜ:d wʌn ɒn ju]

And I'm gonna make your head burn
[ənd aɪm 'gɒnə meɪk jə hed bɜ:n]

Think of me in the depths of your despair
[θɪŋk əv mi: ɪn ðə deɪpθs əv jə dɪs'peə]

Make a home down there
[meɪk ə həʊm daʊn ðeə]

As mine sure won't be shared
[æz maɪn ʃʊə wəʊnt bi:ʃeəd]

(You're gonna wish you never had met me)
[jə 'gɒnə wɪʃ ju 'nevə həd met mi:]

The scars of your love remind me of us
[ðə ska:z əv jə lʌv 'rɪmaɪnd mi: əv ʌs]

(Tears are gonna fall, rolling in the deep)
[ti:əz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

They keep me thinking that we almost had it all
[ðei ki:p mi: 'θɪŋkɪŋ ðæt wi 'ɔ:lməʊst həd ɪt ɔ:l]

(You're gonna wish you never had met me)
[jə 'gɒnə wɪʃ ju 'nevə həd met mi:]

The scars of your love, they leave me breathless
[ðə ska:rz əv ju lʌv ðei li:v 'mi: 'breθlɪs]

(Tears are gonna fall, rolling in the deep)
[ti:əz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

I can't help feeling
[aɪ kæn't help 'fi:lɪŋ]

We could have had it all
[wi:kʊd hæv həd ɪt ɔ:l]

(You're gonna wish you never had met me)
[jə 'gɒnə wɪʃ ju 'nevə həd met mi:]

Rolling in the deep
['rɔʊlɪŋ ɪn ðə di:p]

(Tears are gonna fall, rolling in the deep)
[ti:əz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

You had my heart inside of your hand
[ju həd maɪ hɑ:t 'ɪn'saɪd əv jə hænd]

(You're gonna wish you never had met me)
[jə 'gɒnə wɪʃ ju 'nevə həd met mi:]

And you played it, to the beat
[ənd ju 'pleɪd ɪt tə ðə bi:t]

(Tears are gonna fall, rolling in the deep)

[teəz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

We could have had it all

[wi kʊd hæv həd ɪt ɔ:l]

Rolling in the deep

['rɔʊlɪŋ ɪn ðə di:p]

You had my heart inside of your hand

[ju həd maɪ hɑ:t 'ɪn'saɪd əv jə hænd]

But you played it, with a beating

[bʌt ju'pleɪd ɪt wɪð ə 'bi:tɪŋ]

Throw your soul through every open door (woah)

[θrəʊ jə səʊl θru:'evri'əʊpən dɔ: (woah)]

Count your blessings to find what you look for
(woah)

[kaʊnt jə 'blesɪŋz tə faɪnd wɒt ju lʊk fə (woah)]

Turn my sorrow into treasured gold (woah)

[tɜ:n maɪ'sɒrəʊ'ɪntu:'treʒəd gəʊld (woah)]

You'll pay me back in kind and reap just what you
sow

[ju:l peɪ mi: bæk ɪn kaɪnd ənd ri:p dʒʌst wɒt ju
səʊ]

(You're gonna wish you never had met me)

[jə'gɒnə wɪʃ ju'nevə həd met mi:]

We could have had it all

[wi kʊd hæv həd ɪt ɔ:l]

(Tears are gonna fall, rolling in the deep)

[teəz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

We could have had it all

[wi kʊd hæv həd ɪt ɔ:l]

(You're gonna wish you never had met me)

[jə'gɒnə wɪʃ ju'nevə həd met mi:]

It all, it all, it all

[ɪt ɔ:l ɪt ɔ:l ɪt ɔ:l]

(Tears are gonna fall, rolling in the deep)

[teəz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

We could have had it all

[wi kʊd hæv həd ɪt ɔ:l]

(You're gonna wish you never had met me)

[jə'gɒnə wɪʃ ju'nevə həd met mi:]

Rolling in the deep

['rɔʊlɪŋ ɪn ðə di:p]

(Tears are gonna fall, rolling in the deep)

[teəz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

You had my heart inside of your hand

[ju həd maɪ hɑ:t 'ɪn'saɪd əv jə hænd]

(You're gonna wish you never had met me)

[jə'gɒnə wɪʃ ju'nevə həd met mi:]

And you played it to the beat

[ənd ju'pleɪd ɪt tə ðə bi:t]

(Tears are gonna fall, rolling in the deep)

[teəz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

We could have had it all

[wi kʊd hæv həd ɪt ɔ:l]

(You're gonna wish you never had met me)

[jə'gɒnə wɪʃ ju'nevə həd met mi:]

Rolling in the deep

['rɔʊlɪŋ ɪn ðə di:p]

(Tears are gonna fall, rolling in the deep)

[teəz ə 'gɒnə fɔ:l 'rɔʊlɪŋ ɪn ðə di:p]

You had my heart inside of your hand

[ju həd maɪ hɑ:t 'ɪn'saɪd əv jə hænd]

(You're gonna wish you never had met me)

[jə'gɒnə wɪʃ jʊ'nevə həd met mi:]

But you played it

[bʌt jʊ'pleɪd ɪt]

You played it

[jʊ'pleɪd ɪt]

You played it

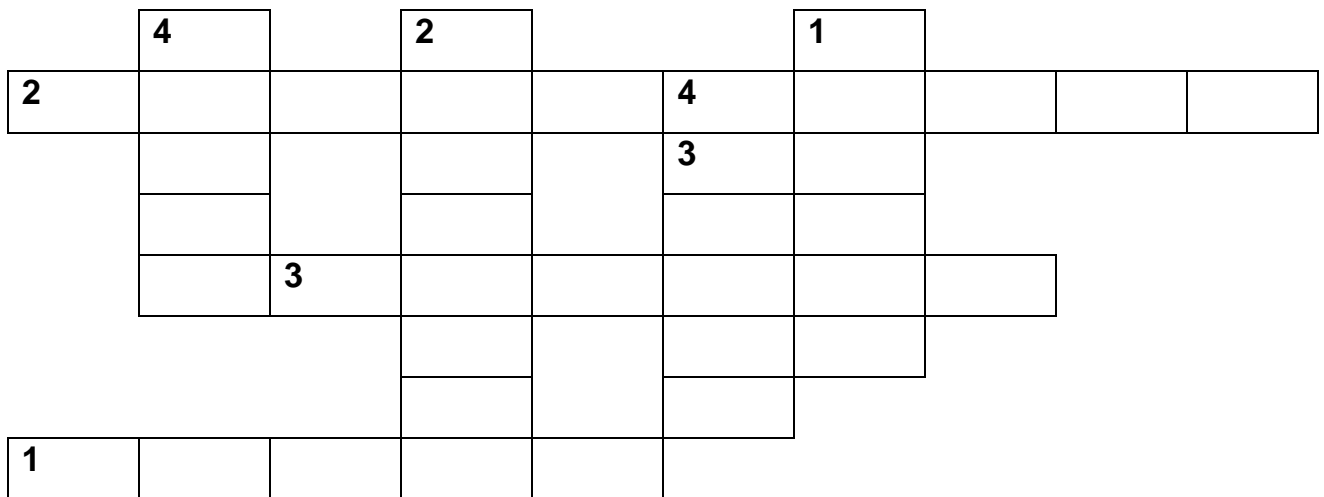
[jʊ'pleɪd ɪt]

You played it to the beat.

[jʊ'pleɪd ɪt tə ðə bi:t]

EXERCISES ROLLING DEEP

1. CHANGE THE WORDS IN PHONETIC TRANSCRIPTION AND NEXT COMPLETE THE CROSSWORD.



DOWN

- 1. hæɪt
- 2. 'krɪstl
- 3. hænd
- 4. 'beɪbɪ

ACROSS

- 1. gəʊld
- 2. bæk
- 3. skɑː
- 4. hæʊm

EXERCISE ROLLING IN THE DEEP

1.- LISTEN AND COMPLETE THE SONG

There's a _____ in my heart

Reaching a fever pitch and it's bringing me
out the _____

Finally, I can see you _____

_____ and sell me out and I'll lay your
ship bare

See how I'll leave with every piece of you

Don't _____ the things that I will do

There's a fire starting in my _____

Reaching a fever _____ and it's bringing me
out the dark

The _____ of your love remind me of us

They keep me thinking that we almost had it
all

The scars of your love, they leave me

I can't help feeling

We could have had it all

(You're gonna wish you never had _____)

(Tears are gonna _____, rolling in the deep)

You had my _____ inside of your hand

(You're gonna wish you never had met me)

And you played it to the _____

(_____ are gonna fall, rolling in the deep)

_____, I have no _____ to be told

But I've heard one of you and I'm gonna make
your head burn

Think of me in the _____ of your despair

Making a home down there, as mine sure
won't be _____

The _____ of your love remind me of us

They keep me thinking that we almost had it
all

The scars of your l_____, they leave me

I can't help feeling

**COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN**

9. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE

HIGH SCHOOL: PROVINCIA DE COTOPAXI

RESEARCHER: KARLA CHICAIZA

SCHOOL YEAR: 2013-2014

TARGET GROUP: 3rd YEAR BGU "H", "F", "G".

CLASS SCHEDULE: MORNING

EDUCATIONAL TRACK: EGB/B.G.U

LEARNING MODE: ON - SITE

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.		DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.		RECENT TOPIC WORK Students have practiced the central vowels. Students are going to practice back vowels and they are going to listen the song More than words Extreme.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.				
OBJECTIVES:				
<ul style="list-style-type: none"> • To listen for specific information about central vowels • To read the phonetic lyrics and try to pronounce each one. 				
ASSESSMENT: read in silent				
MATERIALS: computer, worksheet, speakers, cd about english music.				
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation				
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY		SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	"How do you pronounce this word" (warm up) <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize back vowels. • Reproduce the song video (More than words). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house.		Students perform the instructions
ADDITIONAL POSIBILITIES:				
HOMEWORK / FURTHER WORK: practice the song in the house.				

SONG DETAILS

Name: More than words

Singer: Extreme



Saying I love you

[ˈseɪɪŋ aɪ lʌv ju:]

Is not the words I want to

[ɪz nɔ:t ðə wɜ:rdz aɪ wɑ:nt tu:]

hear from you

[hɪ:r frʌm ju:]

It's not that I want you

[ɪts nɔ:t ðæt aɪ wɑ:nt ju:]

Not to say, but if you only knew

[nɔ:t tu: seɪ bʌt ɪf ju:'əʊnli: nu:]

How easy it would be

[haʊ'ɪ:zi:ɪt wʊd bi:]

to show me how you feel

[tu:ʃəʊ'mi: haʊ ju: fi:l]

More than words is all

[mɔ:r ðæn wɜ:rdz ɪz ɔ:l]

you have to do to make it real

[ju: həv tu: du: tu: meɪk ɪt riəl]

Then you wouldn't have to say

[ðen ju:'wʊdənt həv tu: seɪ]

that you love me

[ðæt ju: lʌv 'mi:]

'Cause I'd already know

[kɔ:z aɪd ɔ:l'reɪdi: nəʊ]

What would you do

[hwɔt wʊd ju: du:]

if my heart was torn in two

[ɪf maɪ hɑ:rt wɔz tɔ:rn ɪn tu:]

More than words to show you feel

[mɔ:r ðæn wɜ:rdz tu:ʃəʊ ju: fi:l]

That your love for me is real

[ðæt jʊr lʌv fɜr 'mi:ɪz riəl]

What would you say

[hwʌt wʊd ju: seɪ]

if I took those words away

[ɪf aɪ tʊk ðoʊz wɜ:rdz ə'weɪ]

Then you couldn't make things new

[ðen ju:'kʊdənt meɪk θɪŋz nu:]

Just by saying I love you

[dʒʌst bɑ:'seɪɪŋ aɪ lʌv ju:]

More than words

[mɔ:r ðæn wɜ:rdz]

Now that I've tried to talk to you

[naʊ ðæt aɪv traɪd tu: tɔ:k tu: ju:]

and make you understand

[ænd meɪk ju:ʌndər'stænd]

All you have to do is close your eyes

[ɔ:l ju: həv tu: du:ɪz kləʊs jʊr 'aɪz]

And just reach out your hands and touch me

[ænddʒʌst ri:tʃ aʊt jʊr hændz ænd tʌtʃ'mi:]

Hold me close don't ever let me go

[hould'mi: kləʊs daʊnt 'evər let 'mi: goʊ]

More than words is all

[mɔ:r ðæn wɜ:rdz ɪz ɔ:l]

I ever needed you to show

[aɪ'evər 'ni:dɪd ju: tu:ʃoʊ]

Then you wouldn't have to say

[ðen ju:'wʊdənt həv tu: seɪ]

that you love me

[ðæt ju: lʌv 'mi:]

'Cause I'd already know

[kɔ:z aɪd ɔ:l'redɪ: noʊ]

What would you do

[hwʌt wʊd ju: du:]

if my heart was torn in two

[ɪf maɪ hɑ:rt wəz tɔ:rn ɪn tu:]

More than words to show you feel

[mɔ:r ðæn wɜ:rdz tu:ʃoʊ ju: fi:l]

That your love for me is real

[ðæt jʊr lʌv fɜr 'mi:ɪz riəl]

What would you say

[hwʌt wʊd ju: seɪ]

if I took those words away

[ɪf aɪ tʊk ðoʊz wɜ:rdz ə'weɪ]

Then you couldn't make things new

[ðen ju:'kʊdənt meɪk θɪŋz nu:]

Just by saying I love you

[dʒʌst bɑ:'seɪɪŋ aɪ lʌv ju:]

More than words

[mɔ:r ðæn wɜ:rdz]

EXERCISE MORE THAN WORDS

1. Circle with a red pen the back vowels.

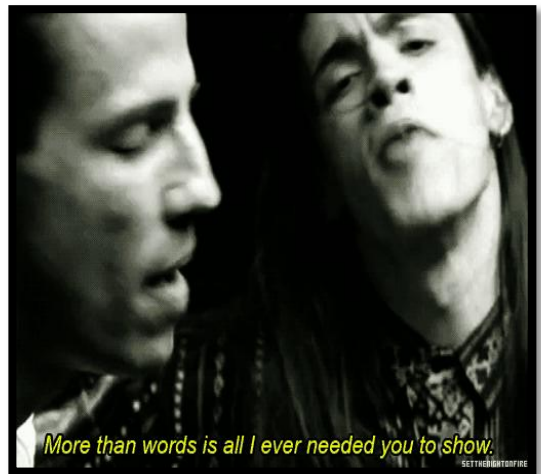
2. Listen again the song and complete.

['seɪŋ aɪ lʌv ju:]
 [ɪz nɑ:t ðə wɜ:rdz aɪ wɑ:nt tu:]
 [hi:r frʌm ju:]
 [ɪts nɑ:t ðæt aɪ wɑ:nt ju:]
 [nɑ:t tu: seɪ bʌt ɪf ju:'oʊnli: nu:]
 [həʊ'ɪ:zi:t wʊd bi:]
 [tu:ʃou'mi: həʊ ju: fi:l]
 [mɔ:r ðæn wɜ:rdz ɪz ɔ:l]
 [ju: həv tu: du: tu: meɪk ɪt riəl]
 [ðen ju:'wʊdənt həv tu: seɪ]
 [ðæt ju: lʌv 'mi:]
 [kɔ:z aɪd ɔ:l'redi: nou]
 [hwʌt wʊd ju: du:]
 [ɪf maɪ hɑ:rt wʌz tɔ:rn ɪn tu:]
 [mɔ:r ðæn wɜ:rdz tu:ʃou ju: fi:l]
 [ðæt jʊr lʌv fər 'mi:ɪz riəl]
 [hwʌt wʊd ju: seɪ]
 [ɪf aɪ tʊk ðəʊz wɜ:rdz ə'weɪ]
 [ðen ju:'kʊdənt meɪk θɪŋz nu:]
 [dʒʌst bɑ:'seɪŋ aɪ lʌv ju:]
 [mɔ:r ðæn wɜ:rdz]
 [nəʊ ðæt aɪv traɪd tu: tɔ:k tu: ju:]
 [ænd meɪk ju:ʌndər'stænd]
 [ɔ:l ju: həv tu: du:ɪz kləʊs jʊr 'aɪz]
 [ænddʒʌst ri:tʃ aʊt jʊr hændz ænd tʌt'mi:]

Saying I _____
 Is not the _____ I want to hear _____
 It's _____ I want you
 Not _____, but, if you _____
 How easy, it would be to _____ how you
 feel
 _____, is all you have to do to make it

 Then you _____ to say, that you

 Cos I'd already know
 What _____, if my _____ was torn in two
 _____ to show you feel
 That your _____ for me is real
 What would you say, if I took _____
 away
 Then you _____ make things new
 Just by saying I _____



More than words is all I ever needed you to show.

COLEGIO NACIONAL "PROVINCIA DE COTOPAXI"
LESSON PLAN

10. GENERAL INFORMATION

AREA: ENGLISH AS A FOREIGN LANGUAGE
SCHOOL YEAR: 2013-2014
EDUCATIONAL TRACK: EGB/B.G.U

HIGH SCHOOL: PROVINCIA DE COTOPAXI
TARGET GROUP: 3rd YEAR BGU "H", "F", "G".
LEARNING MODE: ON - SITE

RESEARCHER: KARLA CHICAIZA
CLASS SCHEDULE: MORNING

GROUP: There are some students in this group 61% woman, and 39% men most of them are between 16 – 19 years old. They have had exposure to spoken English during the last year.	DATE: June	TIME: 2 periods	No. OF STUDENTS: There are around 90 students
LANGUAGE WORK Students have listened about phonology features and importance.	RECENT TOPIC WORK Students have practiced the back vowels. Students are going to practice diphthongs vowels and they are going to listen The lazy song Bruno Mars.		UNIT TOPIC What are you going to wear?
AIMS: watch the video and sing the song.			
OBJECTIVES: <ul style="list-style-type: none"> • To listen for specific information about diphthongs vowels • To read the phonetic lyrics and try to pronounce each one. 			
ASSESSMENT: read in silent			
MATERIALS: computer, worksheet, speakers, cd about english music.			
ANTICIPATED PROBLEMS- SOLUTIONS: Students will have problem in meaning of the words and pronunciation			
TIMING	TEACHER ACTIVITY	STUDENTS' ACTIVITY	SUCCESS INDICATORS
5' 5' 3' 3' 4' 5' 2' 3' 10' 15' 5' 5' 5' 5' 10' 5'	"How do you pronounce this word" (warm up) <ul style="list-style-type: none"> • Give the students a flash card with a graphic. • Ask students talk about the picture on the flashcard. • Give the correct pronunciation of the word. • Ask students what was the last class. • Feedback students about phonology topic. • Explain the activity with the video. • Ask students watch and listen the video and copy the understanding words and try to recognize diphthongs vowels. • Reproduce the song video (The lazy song). • Repeat the song and explain the phonetic symbols. • Ask students sing the song. • Review the understanding words. • Ask students about the video. • Give students the video to practice in the house 	Students look at the flash card. Students say the name. Students listen and try to produce the word. Students talk about last class Students pay attention. Students listen the instructions Students copy the instructions Students watch the video Students take notes about new vocabulary Students read the phonology lyrics. Students ask teacher about some phonological symbols Students practice the song Students ask the vocabulary. Students take the video for the house.	Students perform the instructions
ADDITIONAL POSIBILITIES:			
HOMEWORK / FURTHER WORK: practice the song in the house.			

SONG DETAILS

Name: The lazy song

Singer: Bruno Mars



Today I don't feel like doing anything

[tu: deɪ aɪ dɔʊnt fi:l laɪk 'du:ɪŋ eni:,θɪŋ]

I just wanna lay in my bed

[aɪdʒʌst 'wɒnə leɪɪn maɪ bed]

Don't feel like picking up my phone

[dɔʊnt fi:l laɪk 'pɪkɪŋ ʌp maɪ fəʊn]

So leave a message at the tone

[səʊ li:v ə 'mesɪdʒət ðə təʊn]

'Cause today I swear

[kɔ:z tu: deɪ aɪ swɛr]

I'm not doing anything.

[aɪm nɔ:t 'du:ɪŋ eni:,θɪŋ]

Uh! I'm gonna kick my feet up

[uhɑɪm 'gɒnə kɪk maɪ fi:t ʌp]

Then stare at the fan

[ðen steə ət ðə fæn]

Turn the TV on,

[tɜ:n ðə ,ti:'vi:ʃn]

throw my hand in my pants

[θrəʊ maɪ hænd ɪn maɪ pænts]

Nobody's gonna tell me

['nəʊbədɪz 'gɒnə tel mi:]

I can't'll be lounging on the couch,

[aɪ kænt aɪl bi:'laʊndʒɪŋ ɑ:n ðə kaʊtʃ]

Just chillin' in my snuggie

[dʒʌst 'tʃɪlɪŋ ɪn maɪ snʌɡi:]

Click to MTV,

[kɪk tu: MTV]

so they can teach me how to dougie

[soʊ ðeɪ kæn ti:tʃ mi: haʊ tu: dougie]

'Cause in my castle I'm the freaking man

[kɔ:zɪn maɪ'kæsl̩ aɪm ðə 'fri:kɪŋ mæn]

Oh, yes I said it

[oʊ jes aɪ'sed ɪt]

I said it

[aɪ'sed ɪt]

I said it 'cause I can

[aɪ'sed ɪt kɔ:z aɪ kæn]

Today I don't feel like doing anything

[tu: deɪ aɪ daʊnt fi:l laɪk 'du:ɪŋ eni:θɪŋ]

I just wanna lay in my bed

[aɪdʒʌst 'wɒnə leɪn maɪ bed]

Don't feel like picking up my phone

[dəʊnt fi:l laɪk 'pɪkɪŋ ʌp maɪ fəʊn]

So leave a message at the tone

[səʊ li:v ə 'mesɪdʒ ət ðə təʊn]

'Cause today I swear I'm not doing anything

[kɔ:z tə'deɪ aɪ swiə aɪm nɒt 'du:ɪŋ 'eniθɪŋ]

Nothing at all!

['nʌθɪŋ ət ɔ:l]

Ooh, hoo, ooh, hoo, ooh, ooh-ooh

[əʊ həʊ əʊ həʊ əʊ əʊ əʊ]

Nothing at all

['nʌθɪŋ ət ɔ:l]

Ooh, hoo, ooh, hoo, ooh, ooh-ooh

[əʊ həʊ əʊ həʊ əʊ əʊ əʊ]

Tomorrow I'll wake up, do some P90X

[tə'mɒrəʊ aɪ weɪk ʌp du: sʌm P90X]

Meet a really nice girl,

[mi:t ə 'ri:əlɪ naɪs gɜ:l]

have some really nice sex

[həv sʌm 'ri:əlɪ naɪs seks]

And she's gonna scream out: 'This is Great'

[ændʒɪz 'gɒnə skri:m aʊt ðɪs ɪz greɪt]

(Oh my God, this is great!)

[əʊ maɪ ɡɒd ðɪs ɪz greɪt]

Yeah

[jeə]

I might mess around,

[aɪ maɪt mes ə'raʊnd]

and get my college degree

[ænd get maɪ'kɔ:lɪdʒ dɪ'ɡri:]

I bet my old man will be so proud of me

[aɪ bet maɪ ould mæn wɪl bi: soʊ praʊd əv 'mi:]

But sorry pops, you'll just have to wait

[bʌt'sɔ:ri: pɔ:ps ju:l dʒʌst həv tu: weɪt]

Haha

[hɑ: hɑ:]

Oh, yes I said it

[oʊ jes aɪ'sed ɪt]

I said it

[aɪ'sed ɪt]

I said it 'cause I can

[aɪ'sed ɪt kɔ:z aɪ kæn]

Today I don't feel like doing anything

[tu: deɪ aɪ daʊnt fi:l laɪk 'du:ɪŋ eni:,θɪŋ]

I just wanna lay in my bed

[aɪdʒʌst 'wɒnə leɪn maɪ bed]

Don't feel like picking up my phone

[dəʊnt fi:l laɪk 'pɪkɪŋ ʌp maɪ fəʊn]

So leave a message at the tone

[səʊ li:v ə 'mesɪdʒ ət ðə təʊn]

'Cause today I swear I'm not doing anything

[kɔ:z tə'deɪ aɪ sweə aɪm nɒt 'du:ɪŋ 'eni:θɪŋ]

No, I ain't gonna comb my hair

[əʊ aɪ eɪnt 'ɡɒnə kəʊm maɪ heə]

'Cause I ain't going anywhere

[kɔ:z aɪ eɪnt 'ɡoʊɪŋ eni:,hweɪ]

No, no, no, no, no, no, no, no, no

[nəʊ nəʊ nəʊ nəʊ nəʊ nəʊ nəʊ nəʊ nəʊ]

I'll just strut in my birthday suit

[aɪlʒʌst strʌt ɪn maɪ bɜ:θdeɪ su:t]

And let everything hang loose

[ænd let evri:,θɪŋ hæŋ lu:s]

Yeah, yeah, yeah, yeah, yeah, yeah, yeah,

[jeə jeə jeə jeə jeə jeə jeə]

Ooh

Today I don't feel like doing anything

[tu: deɪ aɪ daʊnt fi:l laɪk 'du:ɪŋ eni:,θɪŋ]

I just wanna lay in my bed

[aɪdʒʌst 'wɒnə leɪn maɪ bed]

Don't feel like picking up my phone

[dəʊnt fi:l laɪk 'pɪkɪŋ ʌp maɪ fəʊn]

So leave a message at the tone

[səʊ li:v ə 'mesɪdʒ ət ðə təʊn]

'Cause today I swear I'm not doing anything

[kɔ:z tə'deɪ aɪ sweə aɪm nɒt 'du:ɪŋ 'eni:θɪŋ]

Nothing at all

['nʌθɪŋ ət ɔ:l]

Ooh, hoo, ooh, hoo, ooh, ooh-ooh

[əʊ həʊ əʊ həʊ əʊ əʊ əʊ]

Nothing at all

['nʌθɪŋ ət ɔ:l]

Ooh, hoo, ooh, hoo, ooh, ooh-ooh

[əʊ həʊ əʊ həʊ əʊ əʊ əʊ]

Nothing at all

['nʌθɪŋ ət ɔ:l]

EXERCISES LAZY SONG



1. Complete the song.

Today I don't feel like doing anything
I _____
Don't feel like picking up my phone,
so _____
'Cause today i swear

Uh, I'm gonna kick my feet up then
stare at the _____
Turn the TV on, throw my hands in

Nobody's gon' tell me I can't

I'll be lounging on the couch just
chilling in my _____
Click to MTV so they can teach me
how to _____
'Cause in my castle I'm the only man

Oh yes, I said it I said it

Today I don't feel like doing anything
I just _____ lay in my bed
Don't feel like picking up my _____,
so leave a message after the tone
'Cause today I swear
I'm not doing anything
Nothing at all, (woo hoo) (woo
hoo)(hooooo) nothing _____
woohoo woohoo hooooo

Tomorrow I'll wake up, do some
P9DX
Meet a really nice _____, have

some really nice fun
And she's gonna scream out
This is great
(Oh my gosh, this is great)

Yeah, I might mess around
And get my college degree
I bet my old man will be so _____
of me
But sorry pops, you'll just have to
wait

Oh yes, I said it, I said it
I said it 'cause I can

Today I don't feel like doing anything
I just wanna lay in my bed
Don't feel like picking up my phone,
so leave a _____ at the tone
'Cause today i swear
I'm not doing _____

No, I ain't gonna comb my hair
'Cause I ain't _____ anywhere
No, no, no, no, no, no, no, no, no, no

I'll _____ strut in my birthday suit
And let everything hang loose
Yeah, yeah, yeah, yeah, yeah
Yeah, yeah, yeah, yeah, yeah

Oh, _____ I don't feel like doing
anything.

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APPENDIXES

ENCUESTA

ENCUESTA DIRIGIDA A LOS ESTUDIANTES DEL TERCERO DE BACHILLERATO DEL COLEGIO NACIONAL "PROVINCIA DE COTOPAXI".

OBJETIVO: recolectar información acerca de los materiales didácticos que el docente de inglés emplea en su hora clase y los recursos con los que a ellos les gustaría trabajar.

INSTRUCCIONES: lea cada pregunta y elija la opción que esté acorde a su respuesta.

1. ¿El docente que imparte la materia de Inglés en su colegio utiliza material didáctico para el desarrollo de sus clases?

Si

No

2. ¿Cuál de los siguientes materiales utiliza el maestro de Inglés en sus clases?

Videos

Canciones

Imágenes

Hojas de trabajo

Otros.....

.

3. ¿Cuál es su nivel de Inglés?

Avanzado

Intermedio

Principiante

4. ¿Le gusta la música en Inglés?

Si

No

5. ¿Cree usted que la música puede ser un medio por el cual se aprende la lengua Inglesa?

Si

No

6. ¿Le gustaría que su maestro de Inglés utilice música para mejorar sus destrezas en dicha lengua?

Si

No

7. ¿Qué tipo de música le gusta escuchar?

Pop

Rock

Heavy Mental

Romantica

Otros.....

8. ¿Le gustaría tener un conjunto de videos musicales con subtítulos en inglés y descripción fonética?

Si

No

9. ¿Qué destrezas se mejoraría con la utilización de videos musicales en Inglés y pronunciación fonética?

Listening

Speaking (pronunciation)

Writing

Reading

GRACIAS POR SU COLABORACIÓN!!!

INTERVIEW

INTERVIEW FOR TEACHERS OF PROVINCIA DE COTOPAXI HIGH SCHOOL.

OBJETIVE: investigate the kind of resources that teachers use in the English classroom for creating a good interaction with the students.

1. What kind of didactic resources do you use in your English classes?
2. Do you consider that your teaching strategies are useful? Why?
3. Do you know any technological tools which help to improve the listening and pronunciation skills? Which ones?
4. According to your point of view can music be a useful didactic resource at the moment of acquiring the English language? Why?
5. Is it possible to improve the listening and speaking skills through music?

THANKS FOR YOUR COLLABORATION!!

ENTREVISTA

ENTREVISTA DIRIGIDA A LAS AUTORIDADES DEL COLEGIO NACIONAL
PROVINCIA DE COTOPAXI.

OBJETIVO: investigar el nivel de conocimiento que las autoridades tienen con respecto al desempeño e utilización de recursos didácticos que el maestro de inglés tiene durante la clase.

1. ¿Cómo calificaría usted el desempeño del docente de la lengua extranjera en su Institución?
2. ¿Tiene usted conocimiento de los recursos didácticos que el docente de lengua extranjera utiliza durante la clase?
3. ¿Cree usted que los recursos utilizados por el docente de lengua extranjera son eficaces? Porqué?
4. ¿Cree usted que la música puede ser un recurso que permita el desarrollo de las habilidades de escuchar y pronunciar del inglés en los estudiantes? Porqué?
5. ¿Los materiales didácticos interactivos se han convertido en un apoyo para los docentes, estaría usted de acuerdo con que los docentes del área de inglés utilicen materiales musicales y visuales como cds o videos para el desarrollo de las clases y de esta manera hacer más significativo el aprendizaje del idioma Inglés?

GRACIAS POR SU COLABORACIÓN!!!

INTERVIEW

INTERVIEW DIRECTED TO AUTHORITIES OF “PROVINCIA DE COTOPAXI” HIGH SCHOOL.

OBJETIVE: investigate the knoweldge that authorities have in respect with the resources that English teachers use in the classroom.

1. How do you qualify the performance of the English teacher in the Institution?
2. Do you know the didactic resources that the teacher of foreign language uses during class?
3. Do you believe that the resources used by the teacher of foreign language are effective?
4. Do you think that the music can be a resource that allows the development of the listening and pronunciation English skills in the students?
5. The interactive didactic materials have turned into a support for the teachers, would you be in agreement that English teachers use musical and visual materials as videos for the development of the classes in order to get a significative learning?

THANKS FOR YOUR COLLABORATION!!