



ABSTRACT

The learning process should be based on activities geared toward children's interests and necessities. For this reason, we consider that music in the classroom is a practical way to make both teaching and learning successful because it is authentic material that helps to improve English language learning, and it also increases children's motivation toward learning itself since music is a dynamic way in which pupils enjoy learning.

Furthermore, music is very rich in language components, such as vocabulary, pronunciation, structures and grammatical points which are learned subconsciously and can later be used in the practice of other skills.

In consequence, taking into account that music has many advantages and that the teacher should support children's effective understanding, in our project we concentrate on the importance of music as a resource to aid the development of the listening skill since this skill provides the aural input that serves as the base for language acquisition and facilitates learners' interaction in spoken communication.

Key words

Music children listening skill strategies learning



CONTENTS

INTRODUCTION.....	1
-------------------	---

CHAPTER I

CHILDREN AND LEARNING

1.1 Social Participation.....	3
1.1.1 Meaningful Activities.....	4
1.2 Krashen and his Natural Approach theory.....	5
1.2.1 The Acquisition-Learning Hypothesis.....	6
1.2.2 The Natural Order Hypothesis.....	7
1.2.3 The Monitor Hypothesis.....	8
1.2.4 The Input Hypothesis.....	10
1.2.5 The Affective Filter Hypothesis.....	11
1.3 Steps in the Natural Approach Lesson.....	13

CHAPTER II

MUSIC AND SECOND LANGUAGE LEARNING

2.1 The Importance of the Music in the Children's Learning Process.....	15
2.2 How children do learn with music?.....	16
2.3 Music as an Enhancement to Listening Skill.....	17
2.4 Listening and the Young Learner.....	18
2.5 Listening as a part of Language Acquisition.....	20
2.6 Learning Process.....	20



2.6.1 Pre-listening.....	21
2.6.2 During-listening.....	21
2.6.3 After-listening.....	22
2.7 Strategies for Developing Listening Skill.....	22
2.7.1 Examples of listening strategies.....	23
2.8 The student's role.....	24
2.9 The teacher's role.....	25

CHAPTER III

ELABORATION OF ACTIVITIES TO DEVELOP THE LISTENING SKILL

3.1	
Methodology.....	28
3.2 LESSON PLANS.....	29
3.2.1 Greeting song.....	29
3.2.2 Food song.....	32
3.2.3 Fruit song.....	35
3.2.4 At home song.....	38
3.2.5 Happy home song.....	41
3.2.6 Farm animal song.....	44
3.2.7 Sea animal song.....	49
3.2.8 Body song.....	52
3.2.9 Martin Luther King song.....	55
3.2.10 Willoughby, wallaby, woo song.....	58
Conclusion.....	60
Recommendations.....	62
Works Cited.....	63
Appendix.....	65



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN
ESCUELA DE LENGUA INGLESA

“MUSIC TO DEVELOP THE LISTENING SKILL IN THIRD
GRADE OF ELEMENTARY SCHOOL.”

PREGRADUATE PROYECT

Prior to obtaining the degree of

BACHELOR IN ENGLISH LANGUAGE AND LITERATURE

Ana Lucia Quizhpi and Nancy Catalina Vivar

AUTHORS

Master Vicente Encalada

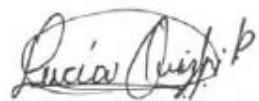
DIRECTOR

CUENCA - ECUADOR
2010



UNIVERSIDAD DE CUENCA

All the content of this thesis is the exclusive responsibility of its authors



Ana Lucia Quisphi P.



Nancy Catalina Vivar Y.



UNIVERSIDAD DE CUENCA

ACKNOWLEDGEMENTS

We want to express our deepest appreciation and gratitude to all professors that helped us during the development of our monograph, especially to our director Mst. Vicente Encalada who assisted us guiding and checking our writing. We also express our thanks to Mst. Catalina Astudillo who support us with her knowledge unconditionally from the beginning of our careers.



UNIVERSIDAD DE CUENCA

First of all, I would like to dedicate this project to God who makes possible the accomplishment of my goals.

To my parents as a fundamental base of my life whose encourage and help me all the time; especially my mother who always trust in me. Thanks for your faith.

I also dedicate this work to my husband Wilmer, my dear young kids, Martin and Sophie who were patient with me.

Ana Lucia Quizhpi P.

I want to thanks to God who has been my strength to make possible the accomplishment of my goals.

Also, I want to dedicate this project to my projects to my parents Teresa and Manuel, my brother Christian, and my sisters Martha and Sonia, who were always supporting me to make possible the fulfillment of my career at the University of Cuenca.

Nancy Catalina Vivar Y.



INTRODUCTION

In our project we have studied how music can help to develop the listening skill in children's learning process of a second language, considering that the listening ability is an important skill in learning a language. Therefore, we can say that a person's listening ability has a strong relationship with the ability to acquire a language. Our monograph focuses on the development of the listening skill in third grade children in elementary school. For that reason, listening for children is an ability that they acquire first, when they start to learn a new language; the learning process is principally through their ears, which is their main language resource. Therefore, when a child acquires a second language, listening is a skill which should be developed intensively.

To show how music is an important resource in the process of learning a second language, our project is divided in three chapters.

The first chapter is about Steven Krashen's theory, the Natural Approach. He mentions five hypotheses: the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. In the same way, he says that if we want to teach a second language in an effective way, it is very important to promote a low filter since a low affective filter will increase the student's confidence. In addition, Krashen considers that the acquisition of a second language is based on communication; therefore, the acquisition of a language occurs when the comprehension of real messages occurs.



UNIVERSIDAD DE CUENCA

The second chapter presents how music has physical, intellectual and emotional advantages that make it a useful aid in the ESL classroom. Everybody likes music, especially young students who can have fun while acquiring this skill, converting the difficult task of studying a language into a pleasurable experience. Moreover, this chapter also shows how music plays a significant role in the improvement of the listening skill since the listening skill is the fundamental base for communication.

In the third chapter we develop activities such as animals, food, home, body, greetings and numbers. Each activity includes a lesson plan with its respective worksheet.



CHAPTER I

MUSIC TO DEVELOP THE LISTENING SKILL IN THIRD GRADE OF ELEMENTARY SCHOOL

CHILDREN AND LEARNING

Children, through their development and growth, experiment with music in many different ways such as by babbling, by shaking rattles, and even by making up their own music. They experience music in many different ways.

Children learn through constant practice, through memorization, repetition, observation, and understanding. For that reason, teachers must help students to explore and understand new information by using the students' own natural desire to learn. Afterward, learning should take place in a good environment, in such way that teachers encourage the active involvement of the students, focusing more on student-centered teaching rather than teacher-centered teaching. In the same way, we have to allow students to take control over their own learning, which means allowing students to decide what is good or bad for them and letting them make their own decisions about their learning.

1.1 Social Participation

Social Participation is very important in learning. Participation and social activities begin early when parents interact with children or when children are exposed to many real-life situations which help them to acquire a set behavior



and habits while they are growing up. Stella Vosniadou, a professor of Cognitive Psychology in the National and Kapodistrian University of Athens, in her book *How children learn* cites Vygotsky who says that “the way children learn is by internalizing the activities, habits, vocabulary and ideas of the members of the community in which they grow up.” (9). Many researchers say social participation can help students to be successful since interaction among students promotes cooperative learning, and their learning becomes more interesting and harder because students will present their work and projects in front of the class or share them inside of a group.

When children work in groups, the teacher takes a monitoring role, supporting their work, and through this work the teacher can lend a hand to increase the students’ cooperative learning. Social learning will increase the opportunities for children to get involved in a community.

1.1.1 Meaningful Activities

According to Vosniadou, “People learn best when they participate in activities that are perceived to be useful in real life and are culturally relevant.” (11) This point means that in the learning process, the teacher should use authentic information in class; in other words, the teacher must use meaningful activities in order to set up a conversation in an authentic context. For example, if we use real-life situations, we will improve the oral communication skill. Children can improve their skills through activities based on their needs; for instance, if we want to improve the listening skill, not only should we use songs



in general, but the choice of songs should be based on a meaningful activity such as music about Martin Luther King by Miss Jackie Weissman. In this kind of song, children learn who Martin Luther King was in an explicit way, but also in an implicit way, the learners acquire vocabulary and structures according to their level.

Also, the social culture in which our students are involved is important; teachers should be conscious of these cultural differences to respect and build up from there an active communication among learners.

1.2 Krashen and Natural Approach theory

Stephen Krashen, a famous applied linguistic, developed a theory on Second Language Acquisition. He and Tracy Terrell, a Spanish teacher, elaborated the basis for the *Natural Approach* and in 1983, his theory was published. Krashen's theory focuses on "the process of obtaining, retaining, and producing verbal communication," which means that acquisition of a second language is a process of social learning that involves interaction and contact with the language in every activity. This approach states that students must acquire a second language in much the same way as people acquire language in natural situation; in other words, Krashen's view is on "communication," and he considers this as the main function of the language. Therefore, Krashen mentions that language acquisition occurs when the comprehension of real messages occurs. Catalina Astudillo, a teacher of the University of Cuenca and ex director of the Language English Department states in her thesis



UNIVERSIDAD DE CUENCA

“Structuralism vs. Communicative Approaches” claims that “a real acquisition develops slowly and the speaking skill emerges later than the listening skill.” (61). This point means that students are not forced to talk when they are learning a language but when they feel pretty confident about their speaking skills.

Moreover, according to the Input Hypotheses of Krashen, “music is important to learning a language,” and he presents two hypotheses related to it: the Input and Affective Filter hypotheses which have been tied to music in the acquisition of a second language; however, we will analyze all of Krashen’s Input Hypotheses because all of them are considered important hypotheses in the acquisition of a second language. These are: the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

1.2.1 The Acquisition-Learning Hypothesis

Krashen said that acquiring a language is more useful than learning a language, meaning that “to acquire” a language is a subconscious process, while “to learn” a language is a conscious process. So he claims that second language learning needs to be more like a child’s acquisition of his/her mother tongue, acquiring the language subconsciously. When a child listens to a song, there can be limits. He/she might not be able to understand many words and structures; however, he/she does not care about this, but the child just learns the new song. This author points out that this is the result of many



“subconscious processes” where children are not conscious of learning a language, but learning happens as a result of the input they receive and the experiences they have with the language. In addition, Krashen stated that in order to acquire a foreign language, a “natural” process is necessary. Since learners are constantly in contact during class hours, the language will come as a necessity to enter the environment, triggering communication between speakers.

On the other hand, we have “language learning.” Learning of a second language, according to Krashen, is given through a conscious process of knowledge where rules and grammar are learned. This is considered formal learning where “learning” occurs when the mistakes are corrected and they help with the development of grammar rules. To this author, learning is not as important as acquiring language since it is more important to communicate in the target language than to memorize rules and structures. So, we can say that the acquisition of language is very important especially when input is comprehensible and learners can understand the message, and this is used for real communication with real ideas; therefore, the use of music in general can help with that process of learning new words and then practicing these words like a fluent speaker, since music is a natural part of our lives.

1.2.2 The Natural Order Hypothesis

This hypothesis is based on the acquisition of grammatical structures. Of course, there are students who learn faster than others; however, the



acquisition of grammar is not always fulfilled in its total content, but it implies a natural order which is predictable. This means that there are contents or grammatical structures that are taught before others.

Krashen in his book *Principles and Practice in Second Language Acquisition* said that “English is perhaps the most studied language as far as the natural order hypothesis is concerned, and of all structures of English, morphology is the most studied,” (12) pointing out that the learning of grammatical structures starts at a young age with basic concepts and then moves to complex sentences when learners become older.

Krashen’s Natural Order theory states that in spite of language being learned by acquisition, the grammatical structures will come through a natural process, even with a constant exposure of the target language; in addition, many grammatical structures are overlooked and language learning acquisition will be a natural element.

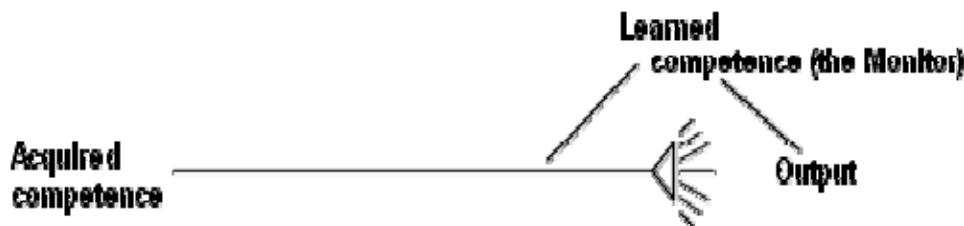
1.2.3 The Monitor Hypothesis

In this theory, acquisition and learning are studied in a specific way. When we talk about acquisition we refer to initial utterances that are used to convey ideas and improve fluency. Learning, according to Krashen, functions as a “monitor,” which means that performing the second language is given by formal rules, and learning makes changes in the form of our utterances produced through acquisition. In addition, the monitor plans, edits, and corrects on three functions:



- Time: the learner has time to produce the language at his/her own pace, applying any rules that have been learned.
- Form: This is focused on correctness or output. Here, Krashen said: "we may be so involved in what we are saying that we do not attend to how we are saying it."
- And the last function is to know the rule which means that the monitor makes the rules simpler.

These three forms we can interpret in the following chart about the acquisition and learning in second language production.



Acquisition and learning in second language production

This chart elaborated by Krashen shows us how learners acquire the second language as a result of learned grammar; after that, output is checked, repaired, and errors eliminated to finally be produced by the learner. Krashen believed that this type of intentional and explicit learning should be avoided.

However, this hypothesis hasn't received good results since, although the students memorize rules, when they try to apply them, the students don't remember such rules. So we can see how this theory can fail in the ability to communicate in a new language.



1.2.4 The Input Hypothesis

According to Jeremy Harmer in his book *The Practice of English Language Teaching*, Krashen stated that Input is “a term used to mean the language that students hear or read.”(34) This hypothesis explains the relationship between the learner’s input and what he/she receives from the teacher in the classroom. This Input hypothesis means that learners have previously-learned information which will serve to understand new situations in a comprehensible “input” becoming a step to understanding and to adding the next “stage.” This author calls the next “stage” like the next step to acquiring the foreign language. To acquire this new language a teacher works with what the students already know and information that learners have not seen before, information which should be chosen one step ahead of the students level, letting the students feel comfortable but at the same time challenged. This level of acquisition is known as “Comprehensible input,” which means that the acquisition of a second language is done by using the current linguistic competence of the learners and by providing new information in a consistent basis to gain fluency in a language.

In addition, we have to consider that acquisition of a language is not direct but it develops over time, after the learner has built up that linguistic competence in the second language via listening, by understanding input; therefore, a language which is acquired is part of the language accumulation that we use when we want to communicate.



Now, if we apply this theory to learning English using music we can notice how important is using the repetition for a better understanding. Here the acquisition of the language is given through repetition and pronunciation; this implies that vocabulary is important since if we teach more vocabulary inside a song, the level of comprehension will mean a high level of acquisition.

Therefore, when a learner uses a song as part of his/her language acquisition, vocabulary will be learned. Even teachers can use songs with pictures in order to provide extra linguistic support, for example songs about food, animals, school, etc. Moreover, because of the positive effects which music has upon second language learners, we should consider that songs motivate and captivate the attention of second language learners.

1.2.5 The Affective Filter Hypothesis

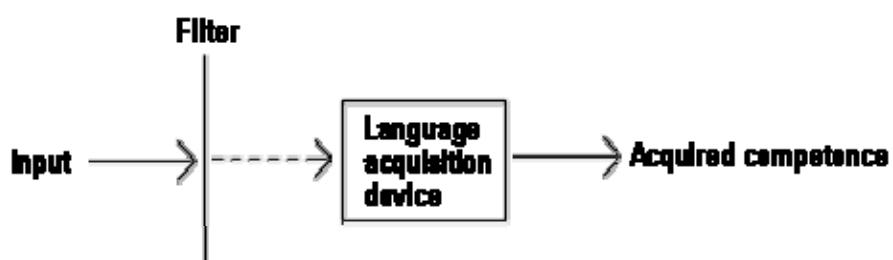
Another hypothesis which is tied to music in the use of second language learning is the Affective Filter. This Hypothesis shows us there are variables that help and affect (if they are not used in a correct way) the comprehensible input that is received in the acquisition of a second language.

When we engage the students' attention through attractive activities according to their necessities, they will have a high level of acquisition, what Krashen calls "motivation," which is a very important tool used in the classroom while teaching a second language. We have to remember that depending on positive or negative emotions, motivation will occur. Also, there are other feelings involved when learning a language, such as fear or anxiety which



blocks the student's mind and doesn't allow learning; therefore, if there is a low "anxiety" level, the acquisition of a second language will be better. In addition, Krashen points out the last variable, "self confidence." He suggested that a good self-image aids the students in second language learning.

In the next graphic we can see how Krashen represents the Affective Filter Hypothesis and how variables affect in the acquisition of a second language. Krashen says that "outside" filters affect language acquisition and in most cases the variables affect or help the language acquisition device. However, this author claims this hypothesis "implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter." (32) Therefore, a teacher can use an effective filter if he/she provides comprehensible input with a low anxiety level with the aim of getting communicative competence.



Operation of the "affective filter".

On the other hand, Suzanna Medina, a professor of graduate education at California State University, in her article "Language, Literacy, and Academic



UNIVERSIDAD DE CUENCA

Development for English language Learners" claims music "provides an environment which evokes positive emotions," which means when learners are exposed to music, it is a pleasant experience, and it allows learners to increase their confidence in the second language. Besides, music provokes positive emotions with a low "affective filter", so language acquisition is acquired.

Therefore, we can notice that music is an important element which allows students to develop their creativity, and also it is important to remember that children's minds are not empty, but they actively process the material with which they are presented; in other words, children learn in a dynamic way where the teacher should be a facilitator to get an effective learning. In this new context of music, we can say that teachers should work in the learning process to help students learn English through varied activities dealing with music.

1.3 Steps in a Natural Approach lesson

The steps in a Natural Approach Lesson are the following:

1. Select pictures or visuals that contain vocabulary that we want to use in the lesson.
2. We have to select the important words or key words.
3. The speech does not have to be fast. This means that we have to talk about each picture in a slow rate.



UNIVERSIDAD DE CUENCA

4. It is very important that children are being part of the lesson.
5. We have to use the visual material for comprehension checks.
6. The key words should be introduced by placing words cards with each picture.
7. The teacher should check the comprehension through tasks.
8. If the students understand the lesson, they can take turns asking each other questions about visual aids.

CHAPTER II

MUSIC AND SECOND LANGUAGE LEARNING

Stephen Krashen, as we studied in chapter one, is focused on effective acquisition of the language; for that reason, one of the hypothesis that he mentions is the Affective Filter Hypothesis which states that a negative attitude can increase the “blockage” to achieving good results in the acquisition of a second language. Therefore, Krashen explains that the affective filter should be low in order to increase students’ confidence. In order to help the students become interested in learning a language, teachers need interesting resources, such as music, as suggested by this project, which is considered a valuable tool.



2.1 The importance of music in children's learning process

Teaching English using music as a resource is a very practical way to make both teaching and learning successful. For children, learning a new language can be a little intimidating. So music helps students relax and feel good about themselves while singing because it is a form of expression that they are familiar with. Moreover, music is authentic material that is so rich in language components like vocabulary, pronunciation, and grammatical points, which can be later used in speaking exercises and conversations. Of course, songs alone cannot teach children a new language, but they can be an aid to the development of the language. Music in the classroom does not intend to substitute important speaking techniques. However, it is an enjoyable way of presenting language.

1.2. How do children learn with music?

Music, as we said in chapter I, is a great tool used in a natural way to acquire a second language. Learning through music can be presented in many ways such as through songs, by playing instruments, by moving to music, by creating music, etc. Hackett and Linderman say that "music is designed to lead to enjoyment, aesthetic sensitivity and have fun." (35)

Songs are great for teaching listening. When a teacher decides to use a song in class, he/she has to select the appropriate song; the teacher needs to introduce it using techniques that will "grab" the students' interest and attention.



Therefore, a good way to present a song is to present background information about it; this background information could be about people, the singer, or customs of a country. This introduction will allow the teacher to know what students perceive about the song before they listen to it for the first time.

To teach a song means that a child should learn a “segmented part,” meaning that first a student learns one phrase of the song and when all the song is learned “by heart”, the child can sing alone without the teacher’s help or recordings.

However, there are some teachers who argue that there are some songs that have problems with vocabulary and grammar since these songs are not prepared for an EFL class. We can say that it is true. In this project we pretend to help teachers find songs with meaning and a wide awareness according to the students’ English level, also looking for short songs that use the same vocabulary several times throughout it, which makes it easier for the students to remember and use this vocabulary

In the same way, a song is a great tool to teach pronunciation. Besides, we may teach meaning of new words and also help students with special words. Also, if we use a song in class, we do not have to forget that it hides grammatical structures. Working on vocabulary and pronunciation makes songs look like fun when in reality our students are working with the language in the way we want them to. When students sing a song that contains repetitive lyrics and chorus, they are practicing and acquiring the second language in an effective way.



1.3. Music as an Enhancement to listening skills

Listening is the base of all human communication, and when, in the case of our project, first graders listen to English, they are being exposed to songs and pronunciation that they might never have heard before. For example, the new language might have a different phonetic system than the students' mother tongue and, therefore, the students need an active learning process to assimilate those unfamiliar sounds. This requires students to listen with an active mind and to be interested in the songs, which can be useful material. Languages are normally learned by ear and by the learner's first exposure to the structures and vocabulary of the new language.

Extensive studies have been done on the field of listening and many theories have been put forward. For instance, active listening is the process in which the student starts to add feeling and understanding to his ability to listen and check for meaning.

Songs in the classroom are sometimes based on body language, for example, a well-known song works with the parts of the body: "if you are happy and you know it, clap your hands". The students have to listen and understand the vocabulary in order to follow the song and know what body part to touch.

1.4. Listening and the young learner

It is clear that listening is a skill that children acquire first. When they start to learn a new language, children's main language recourse is through their



ears. But listening is a skill that many pupils find difficult even in their mother tongue. The amount of concentration that children can bring to a listening activity depends on their attention span and the stimulus given by the teacher. It is for this reason that listening in a foreign language is a hard task, but it is much easier if the learners are motivated and enjoy what they are doing.

Listening is often considered as simply the passive state of a child that allows the teacher to instruct and to be obeyed. This point of view of listening presents the child as a passive receiver of information and fails to recognize that listening is active, and it requires both attention span and interaction. The first one is the ability to listen well and for a prolonged period of time; it is listening plus time factor. On the other hand, concentration is the ability to direct one's thoughts on a specific activity. Unfortunately, the traditionally teaching approach used in many classrooms does not favor the development of attention span, concentration, and good listening skills.

Children are never passive receivers. Teachers' planning should be designed to help the child choose among a variety of activities, including both individual and group activities, facilitating interaction and communication.

When the teacher uses relevant and funny activities, these catch the children's attention and increase their motivation "to listen". In consequence, these activities help to develop the children's attention span and concentration and thus, their listening skills. Our work as teachers should be to assist the training and development of listening skills with time and through relevant experiences and by moving toward appropriate and holistic teaching practices.



It is necessary to make clear that we do not pretend to spend a whole class listening or overloading children with listening tasks. Our purpose is to concentrate on the importance of the listening skill and how it can help children to improve their English language. This skill has not been given as much importance as the other aspects of communication skills, but it is true that listening skills play a relevant role in communication. Only a good listener can be a good speaker. Nobody is programmed with good speaking skills at the time of birth. A baby starts speaking only by listening to words spoken by his/her family members. For this reason, a child first learns to speak in his/her mother tongue and then other languages such as English, Spanish, etc.

1.5. Listening as part of language acquisition

The importance of listening depends on the teacher's view of how children learn a foreign language. We can look at three approaches in Brumfit, Moon, Tongue (159)

- a. One view appears from the idea that language is a linear process and listening offers the learner confidence in speaking. These two skills together provide a background for the succeeding teaching of reading and writing skills.
- b. The second view perceives language learning as a comprehension-focused process where listening may be considered as the primary resource of language experiences.



c. The third approach regards language learning as an integrative process where from the beginning all the four skills are developed in parallel. In this method, learners are motivated to make connections among skills, one skill reinforcing another.

The first two approaches appear limited; the first one implies that listening can only be linked to speaking, while the second one implies that listening is only to the performance of certain actions. The third approach integrates the four, and it considers the four skills as equal.

1.6. The Listening Process

It is important for the teacher to provide many opportunities for students to practice listening skills and to become actively engaged in the listening process. In the book *Teaching English as Foreign Language*, the listening process includes three stages: pre- listening, during listening, and after listening activities (58-59).

2.6.1 Pre- listening

A pre-task is required to motivate and orient students. The amount of preparation varies according to the class, the level of difficulty of the material, and the students' language level. First, some kind of general thematic introduction should be included. Second, the teacher should teach the structure(s), vocabulary, and expressions the students are going to hear. It is useful to ask the students two or three questions that activate interest and tap



into what the students might already know before they listen; teachers need to recognize that all the students bring different backgrounds to the listening experience. Listeners' beliefs and attitudes affect the understanding of the message.

2.6.2 During listening

The teacher must check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies. There are specific tasks or activities to develop listening. Some suggested activities are: filling in the blanks, marking a simple check list, identifying pictures, working on multiple choices, choosing true-false, listening for specific information or for general information, taking notes on specified aspects, and making inferences.

2.6.3 After listening

The teacher needs feedback to know if the students have understood the task; also, the teacher in this stage has the opportunity to reinforce the listening skill using more exercises.

2.7 Strategies for Developing Listening Skills

Listening strategies are techniques or activities that contribute directly to comprehension.



The first group of strategies is based on the listener; the listener can tap into his/her background knowledge of the topic, the situation, or context. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

1. Getting the general picture
2. Predicting
3. Drawing inferences

The second group of strategies is text-based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. These strategies include:

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

The third group of strategies is to plan, monitor, and evaluate their listening.

- The teacher plans by deciding which listening strategies will serve best in a particular situation.
- The teacher monitors children's comprehension and the effectiveness of the selected strategies.
- The teacher evaluates by determining whether they have achieved the listening comprehension goals and whether the combination of the selected listening strategies was an effective one.



2.7.1 Examples of listening strategies

- **Identifying exercises**

The teacher can make up very simple identifying exercises. For example:

While children listen to the song, they have to identify and circle the correct picture that they hear in the song.

- **Putting things in the right order.**

Pupils have a number of pictures which illustrate a song. The pictures are not in the correct order. The children listen to the song and then put the pictures in order.

- **Filling in missing information**

Pupils can fill in the missing words of a song. The words can be at the bottom of the page to help them.

- **Listen and repeat**

Listen and repeat exercises are great fun and give the pupils the chance to get a feel for the language's sounds, stress, rhythm, and intonation.

- **Moving about**

Songs in the classroom are often based on body movements, for example: "head, shoulders, knees and toes" or "If You're Happy and You Know It, Clap Your Hands."



The students have to listen and understand in order to follow the song and touch the correct body part. It is a useful activity because you know at once if the children have understood. If they have not understood, they will still be able to do the activity by watching the others.

2.8 The student's role

Listening is a difficult skill to teach that has become a challenge for teachers. Children face this skill every day in class when listening to the teacher in the foreign language or even when carefully listening to songs. So it is very important that teachers prepare students in order to develop this skill. A good environment in the classroom is an essential tool and should be considered to develop effective listening skills, but other factors should also be taken into account; for example, the teacher must look for interesting and motivating activities that children prefer when developing the listening skill.

For that reason, Brumfit, Moon, and Tongue point out that there are some ways to achieve preparing children for listening.

First, it is very important that children know what they are going to listen to, either a specific task during or after listening. This task can be attached to a drawing to help students understand and do the task. Second, planning the listening activity through instructions, explanations, or descriptions can be useful to achieve the listening purpose, which is to understand the song and get a product or result. The third way to have an effective listening task is to emphasize children's confidence when they listen to a song, so as teachers we



do not have to force them to understand word by word. Here it is important to remember what Krashen says about acquisition of the language through a low anxiety filter; children don't have to understand all song but the gist of it. The last recommendation pointed out by these authors is that by using children's background knowledge or schema, teachers will help children to exercise their "intelligent guesswork," which can be achieved through pictures so they will remember what they hear.

Carefully preparing children to understand the spoken word and giving them the strategies to comprehend the second language will allow students to know and acquire a second language in a fun and easy way.

2.9 The Teacher's role

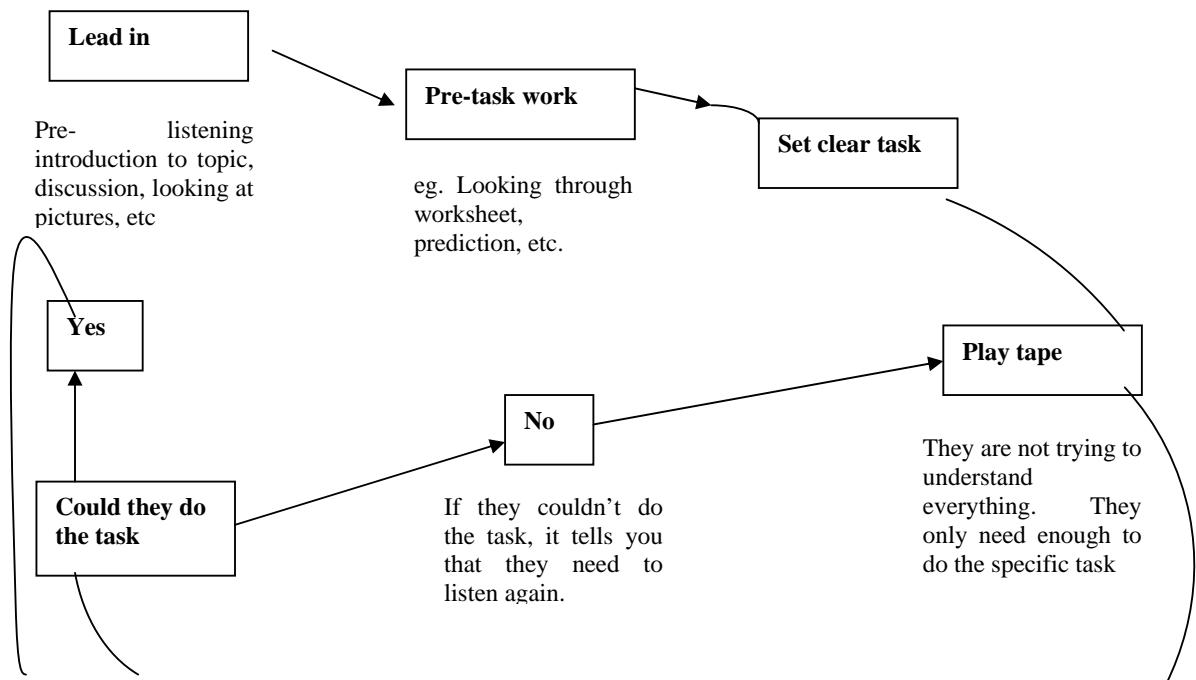
The first thing that a teacher should know is the group of students he/she is going to work with; therefore, each group of students will need to be treated as unique. For that, we have to consider some aspects about students, such as age. In our case, our work focuses on children from 6 to 7 years old, which means that the teacher should use his/her imagination to create an interesting class and to develop confidence in listening. In addition, choosing the right topic is very important since the teacher should provide topics according the students' needs and interests, thus engaging the students' attention. Also, it is very important to know the students' social backgrounds since there are some students who come from different cities or different cultural backgrounds.

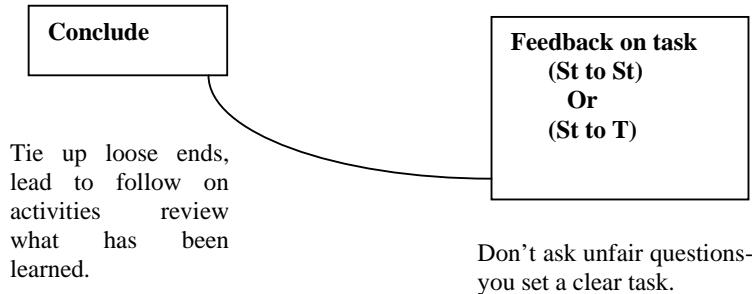


Therefore, the teacher has to be careful and not force a student to do things that he/she does not want to do; for example, if a child does not sing, we do not have to force him/her to do it. We have to wait and see how the other students call his/her attention, and during the activity we will see how this child joins the group.

On the other hand, one of the most important qualities of a teacher is his/her creativity; if we want to promote real communication, we can use real objects such as pictures, magazines, toys, etc. It is very important that the teacher provides children with as much visual material as possible. In addition, these authors say that the teacher should provide feedback sessions which helps to recycle what the students understand about the task in order to develop the listening activity

According to this point, Scrivener shows us a graphic which gives us an idea about the procedure to a task based on feedback (150).





This graphic gives us an idea of what is the route of a task that a student needs to follow to listen effectively. Here the teacher is monitoring the class, or even we can say that he/she is a facilitator of the listening activity. Also, we notice that if the students have problems with the listening task, it is necessary to stop and set a new task to facilitate their understanding.

CHAPTER III

ELABORATION OF ACTIVITIES TO DEVELOP THE LISTENING SKILL

In this unit we have elaborated some activities to develop the listening skill according to the interest 'children of third grade. They are:

- Greeting song
- Food and Fruits songs
- Home songs
- Animal songs
- Body songs
- Martin Luther King song
- Willoughby, wallaby, woo song



3.1. METHODOLOGY

To develop these activities, the teacher will act as a monitor to help students to participate in the listening process. In the same way, the teacher will give different tasks to reinforce this skill; sometimes the students will work in pairs, in groups or individually according to the situation. In addition, the teacher will use visual aids or supplementary materials to enhance the lesson.

LESSON PLAN 1

TITLE OF THE SONG: Greeting song

LEVEL: Third grade

TIME: 40 minutes

AIM: The children will improve their listening skill through greeting song.

MATERIALS:

- ❖ Lyrics of the song
- ❖ Radio
- ❖ Cds
- ❖ Worksheets

PROCEDURE

Pre-listening

1. The teacher introduces the greeting song.
2. Then, the teacher asks some questions about what the children do in the morning, in the afternoon, and the evening.
3. Teacher gives the children a worksheet with three drawings.
4. Children should identify them and write the correct greeting.

While-listening

1. Teacher allows the children read the song, and he makes sure the learners are clear what the purpose of the activity is. In this case children should choose the correct answer.



UNIVERSIDAD DE CUENCA

2. Teacher plays the song once and tells the students just to listen.
3. Teacher plays the song a second time, and children start performing the task.
4. Teacher plays the song a third time, or many times as necessary, to give all the children a chance to review their answers.

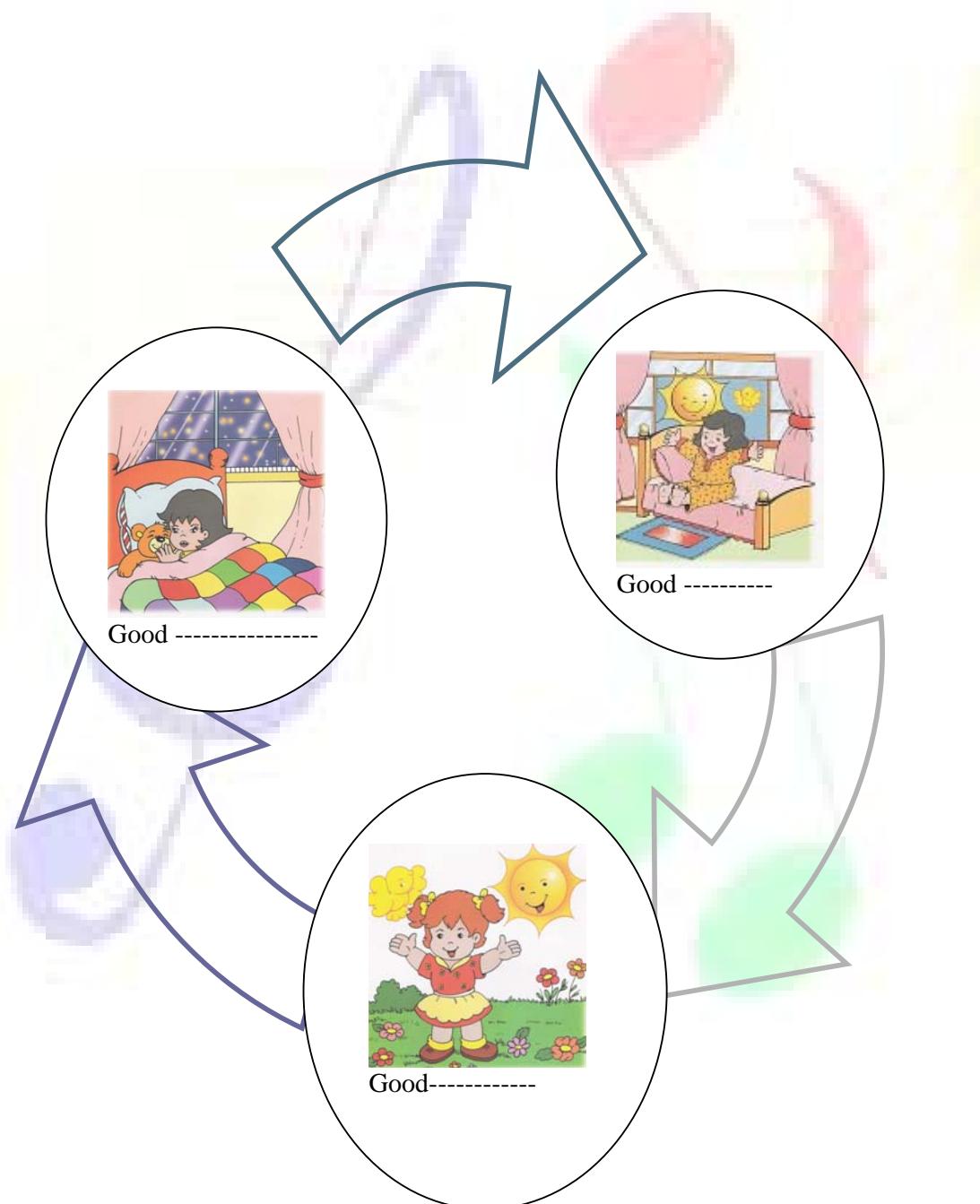
After listening

1. Teacher can let children to discuss their answers with their partner.

WORKSHEET #1

► Identify the picture and write the correct greeting

GREETINGS



WORKSHEET #2

- ❖ Listen the song carefully and choose the correct answer



UNIVERSIDAD DE CUENCA

Greeting song

Hello good (**night/morning**)
How are you? How are (**you/your?**)
Hello good (**morning /afternoon**)
Hello (**hi/hello**)
How are you? How are you?
I'm fine thank you
I'm fine thank you
I'm fine thank you
I'm fine thank you

Hello good (**evening/ morning**)
Hello (**hello/ hi**)
How are you? How are you?
I'm fine thank you
I'm fine thank you
I'm fine thank you
I'm fine thank

LESSON PLAN 2

TITLE OF THE SONG: Food song
LEVEL: Third grade
TIME: 40 minutes



UNIVERSIDAD DE CUENCA

AIM: The children will improve their listening skill through food song.

MATERIALS:

- ❖ Lyrics of the song
- ❖ Radio
- ❖ Cds
- ❖ Worksheets

PROCEDURE

Pre-listening

1. The teacher introduces the food song.
2. Then, the teacher asks the children some questions about what kind of food they like most.
3. Teacher gives the children a worksheet with a list of words.
4. Children should write the words under these headings, fruits, vegetables and meat.

While-listening

1. Teacher allows the children read the song, and he makes sure the learners are clear what the purpose of the activity is. In this case children should fill in the missing words.
2. Teacher plays the song once and tells the students just to listen.
3. Teacher plays the song a second time, and children start performing the task.
4. Teacher plays the song a third time, or many times as necessary, to give all the children a chance to review their answers.

After listening

1. Teacher can let children to discuss their answers with their partner.
2. The teacher gives children a worksheet with some pictures. The children should write names of the food under each picture.

WORK SHEET # 1

- Write the words under these headings, fruits, vegetables and meat.

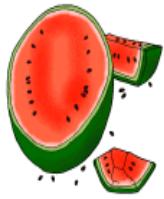


UNIVERSIDAD DE CUENCA

Apples tomato beef lettuce strawberries

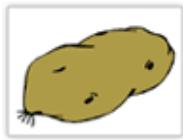
Pork bananas carrot chicken

FRUITS



1. _____
1. _____

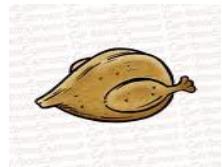
VEGETABLES



2. _____
2. _____

3. _____
3. _____

MEAT



1. _____
2. _____
3. _____



WORK SHEET #2

❖ Listen the song and fill in the missing words

Song Food

I like _____ and strawberries too.
I don't like mangoes. What about you?
I like _____ and I like bread.
I don't like cheese. What about you?

I like grapes and bananas too.
I don't like _____. What about you?
I like rice and I like beans.
I don't like _____. What about you?



UNIVERSIDAD DE CUENCA

LESSON PLAN 3

TITLE OF THE SONG: Fruit song

LEVEL: Third grade

TIME: 40 minutes

AIM: The children will improve their listening skill through the fruit song.

MATERIALS:

- ❖ Lyrics of the song
- ❖ Radio
- ❖ Cds
- ❖ Worksheets

PROCEDURE

Pre-listening

1. The teacher introduces the fruit song.
2. Then, the teacher asks the children some questions about what kind of fruits they like most.
3. Teacher gives the children a sheet with pictures and a list of words.
4. Children have to draw a line between each picture and the correct number.

While-listening

1. Teacher allows the children read the song, and he makes sure the learners are clear what the purpose of the activity is. In this case children should find and circle the mistakes in the song.
2. Teacher plays the song once and tells the students just to listen.
3. Teacher plays the song a second time, and children start performing the task.
4. Teacher plays the song a third time, or many times as necessary, to give all the children a chance to review their answers.

After listening

1. Teacher can let children to discuss.

WORK SHEET #1

- ❖ Look at the pictures and list of words. Draw a line between each picture and the correct number.



1. Orange
2. strawberries



3. watermelon



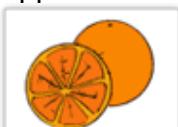
4. pineapple



5. banana



6. Apple



WORKSHEET 2



❖ Find the mistakes in the song and circle them

Apples and Oranges

I like apples and oranges.
I like apples and bananas.
Apples and oranges are so sweet.
grapes and oranges are good to eat.
I like apples and oranges. (3 mistakes)

apple juice is so sweet,
Apple sauce is fun to eat,
Apple pie with ice cream -- what a tasty treat.
I like *apples* and oranges.
I like apples and lemons. (2 mistakes)

Apples and oranges are so sweet.
Apples and oranges are good to eat.
I like apples and oranges.

Orange fruit is so sweet,
Apple sauce is fun to eat,
And banana pie with ice cream -- what a tasty treat.
I like apples and oranges.
I like apples and oranges. (2 mistakes)

Apples and oranges are so sweet .
Apples and oranges are good to eat.
I like apples and oranges.
Orange juice is so sweet,
Apple sauce is fun to eat,
Apple pie with ice cream -- oooh, what a tasty treat.
I like apples and oranges.
I like apples and oranges.
apples and oranges
apples and oranges



UNIVERSIDAD DE CUENCA

LESSON PLAN 4

TITLE OF THE SONG: At home

LEVEL: Third grade

TIME: 40 minutes

AIM: The children will improve their listening skill through the home song.

MATERIALS:

- ❖ Lyrics of the song
- ❖ Radio
- ❖ Cds
- ❖ Worksheets

PROCEDURE

Pre-listening

1. The teacher introduces the home song and reinforces the vocabulary with flashcards
2. Teacher gives the children a word map.
3. Children should add two words under each category

While-listening

1. Teacher allows the children read the song, and he makes sure the learners are clear what the purpose of the activity is. In this case children should remember and circle that words that they used in the word map (ex.1)
2. Teacher plays the song once and tells the students just to listen.
3. Teacher plays the song a second time, and children start performing the task.
4. Teacher plays the song a third time, or many times as necessary, to give all the children a chance to review their answers.

After listening

1. Teacher can let children to discuss their answers with their partner



UNIVERSIDAD DE CUENCA

WORKSHEET #1

WORD MAP

- Use the box to add two more words in each group

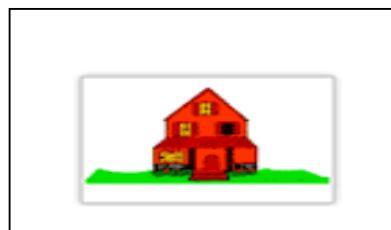
Bed toilet flowers pot bath pillow dishes tree



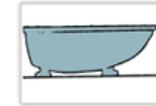


kitchen

Garden

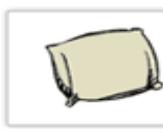


bathroom











WORKSHEET #2

- Listen the song and circle the words that you used in the word map

It's good to be at home

It's good to be at home, at home
It's good to be at home
I love, you love, I love
We all love, we all love , To be at home

What are you doing at home today?
I'm eating in the kitchen
I'm washing the dishes
I'm watering in the flowers
I'm taking a bath
I'm eating in the kitchen and
I'm watering in the flowers
I'm taking a bath

It's good to be at home , at home
it's good to be at home
I love, you love, I love
We all love, we all love to be at home

What are you doing at home today?
I'm relaxing in the garden
I'm playing in my bedroom
I'm going to sleep
Good night everybody
I'm relaxing in the garden
I'm playing in my bedroom
I'm going to sleep
Good night everybody

It's good to be at home , at home
It's good to be at home
I love, you love I love
we all love, we all love, To be at home



UNIVERSIDAD DE CUENCA

LESSON PLAN 5

TITLE OF THE SONG: Happy house

LEVEL: Third grade

TIME: 40 minutes

AIM: The children will improve their listening skill through the happy house song.

MATERIALS:

- ❖ Lyrics of the song
- ❖ Radio
- ❖ Cds
- ❖ Worksheets

PROCEDURE

Pre-listening

1. The teacher introduces the home song and reinforces the vocabulary with flashcards
2. Teacher gives the children a worksheet with four drawings
3. Children should underline the correct sentence

While-listening

1. Teacher allows the children read the song, and he makes sure the learners are clear what the purpose of the activity is. In this case children should fill in the blanks.
2. Teacher plays the song once and tells the students just to listen.
3. Teacher plays the song a second time, and children start performing the task.
4. Teacher plays the song a third time, or many times as necessary, to give all the children a chance to review their answers.

After listening

1. Teacher can let children to discuss their answers with their partner



WORKSHEET #1

- Circle the correct answer



- a. It is the garden
- b. It is the kitchen
- c. It is the bedroom



- a. It is the kitchen
- b. It is the dining room
- c. It is the garden



- a. It is the bathroom
- b. It is the dining room
- c. It is the garden



- a. It is the living room
- b. It is dining room
- c. It is the bathroom

WORKSHEET #2



UNIVERSIDAD DE CUENCA

HAPPY HOUSE

Happy house happy house
We live in a house
Happy house in a happy house
Happy house happy house
We live in a house
Happy house in a happy house

A house with a wall, a big _____
A house with a door a little door
A house with a window, a _____

Happy house happy house
We live in a house
Happy house in a happy house
Happy house happy house
We live in a house
Happy house in a happy house

A house with a door, a big _____
A house with a window, a window
A house with a roof, a _____

Happy house happy house
We live in a house
Happy house in a happy house



LESSON PLAN 6

TITLE OF THE SONG: The Farm Animals

LEVEL: Third grade

TIME: 40 minutes

AIM: The students will be able to improve their listening through the farm animals song.

MATERIALS

- ❖ Lyrics of the songs “Farm Animals”
- ❖ CD
- ❖ Radio
- ❖ Flash cards
- ❖ Work sheets
- ❖ Glue

PROCEDURE

Pre-listening

1. The teacher shows flash cards of animals: birds, dogs, cats, a frog, horse, ducks and a cow. Then, the teacher tells students that many of these words are taken from the song.
2. Whole class brainstorms the topic of the song, which is “The farm animals”.
3. The teacher gives a worksheet to each student. Then they have to listen and circle the correct answers.

While-listening

1. The teacher plays theD and asks questions to students about animals.
T: What kind of animals do you listen in the song?
Ss: dogs, cats, etc.
2. The teacher asks the children listen to the song and they have to underline the farm animals.



UNIVERSIDAD DE CUENCA

1. After that, the teacher sings together with the students. When the song is playing, the teacher points each animal to reinforce the vocabulary and the listening skill.
2. Play the audio again and have the students sing along with the audio.

After-listening

1. The teacher gives each student a worksheet. Then the students have to trace the farm animals.
2. The teacher gives pieces of paper to each student with the name of a farm animal, then they have to listen what animal the teacher is saying and the students have to stick the name of the farm animal in the correct picture.



WORKSHEET # 1

1. Listen and circle the correct answer.



birds



birds dogs



cats



a frog a horse



a cow



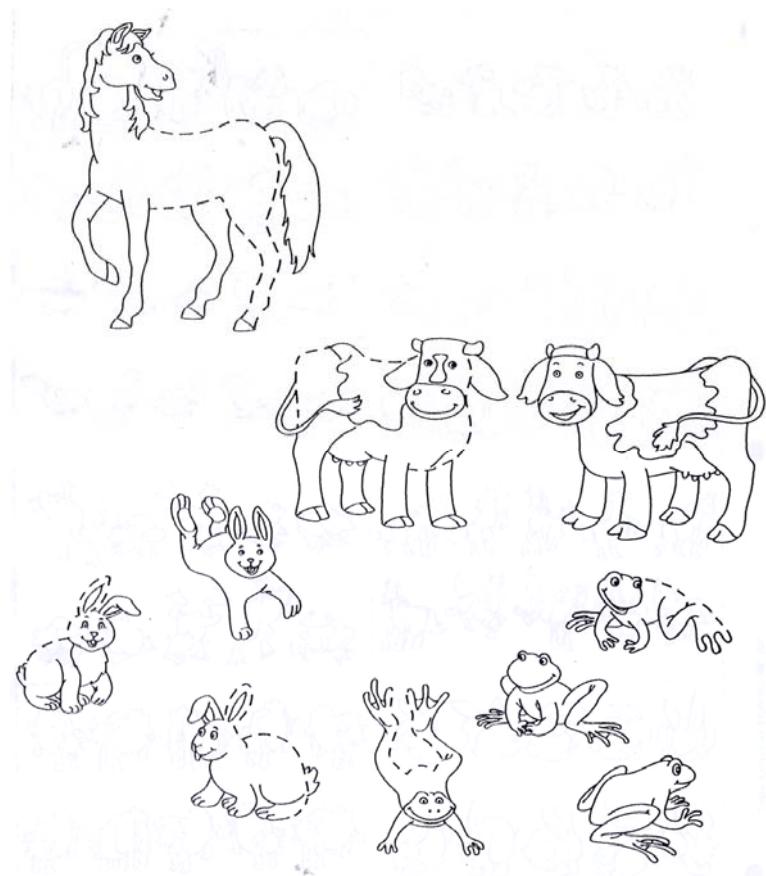
a horse a cow



UNIVERSIDAD DE CUENCA

WORKSHEET # 2

1. Trace the farm animal's pictures. Then listen and color.



2. Listen to the teacher and stick the name of the farm animals with the correct picture.

a horse

two cows

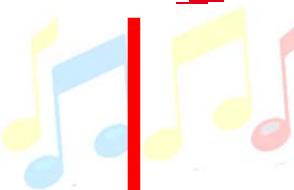
three rabbits

four frogs



WORKSHEET #3

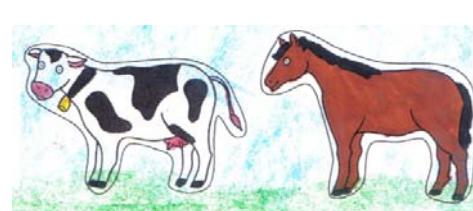
1. Listen and underline what animals do you find in the song.



THE FARM ANIMALS



There are two birds (tweet) (tweet) (tweet) (tweet)
 And there are nine dogs (woof) (woof) (woof) (woof)
And there are two cats (meow) (meow) (meow)
And there is a frog (croak) (croak) (croak) (croak)
And there is a horse (neigh) (neigh) (neigh) (neigh)
And there are three ducks (quack) (quack) (quack) (quack)
And there are two cows too. (moo, moo, moo)
How many are here with you?





LESSON PLAN 7

TITLE OF THE SONG: The Sea Animals

LEVEL: Third grade

TIME: 40 minutes

AIM: The students will be able improve the listening skill through the sea animal's song

MATERIALS

- ❖ Lyrics of the songs
- ❖ Flash cards
- ❖ CD
- ❖ Work sheets
- ❖ Radio

PROCEDURE

Pre-listening

1. Teacher shows pictures to students about sea animals: turtles, starfish, seahorses, fish, shells, sharks. Then teacher repeats several times the vocabulary showing the pictures.
2. Whole class brainstorm the topic of the song, "The sea animals."
3. The teacher talks about each picture. He/she can start like this: The Sea Animals live in the sea and they have different colors.

While- listening

1. Teacher allows the children read the song, and he makes sure the learners are clear what the purpose of the activity is. In this case the students point to the sea animal words when they listen to the song.
2. The teacher sings the song along with the students.

After- listening

1. The teacher arranges the students in six groups and gives each group a sea animal word in the song: turtles, starfish, seahorses, fish, sharks, and shells.



UNIVERSIDAD DE CUENCA

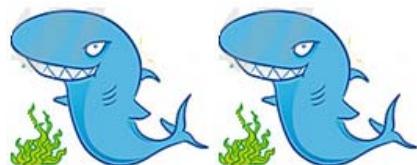
2. The teacher plays the song again and each group sings their sea animal loudly while the CD is playing the song. The teacher has to monitor the class.



UNIVERSIDAD DE CUENCA

WORKSHEET #1

1. Listen point and say.





WORKSHEET #2

1. Sing the song and match the correct sea animal.

THE SEA ANIMALS



Turtles and starfish, and sea horses too.

Turtles and starfish, and sea horses too.

Turtles and starfish, and sea horses too.

And fish in brown, black, purple, green, and blue.

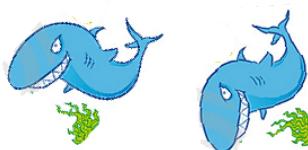


ed shells and gray sharks, and pink shells too.

ed shells and gray sharks, and pink shells too.

ed shells and gray sharks, and pink shells too.

All the colors in the sea so blue.





LESSON PLAN 8

TITLE: Head and shoulders, knees and toes

LEVEL: Third grade

TIME: 40 minutes

AIM: The students will be able to improve their listening skill identifying the parts of the body.

MATERIALS

- ❖ Lyrics of the songs
- ❖ Flash cards
- ❖ CD
- ❖ Work sheet
- ❖ Radio

PROCEDURE

Pre-listening

1. The teacher shows flash cards of the parts of the body, to reinforce vocabulary: head, shoulders, knees, toes, ears, mouth, nose, ankles, elbows and feet.
2. The teacher gives a worksheet to students and they have to write the correct part of the body.

While-listenig

1. The teacher gives the lyrics of the song and the students listen and point out the correct part of the body according to the song.
2. The teacher plays the audio again and then the students have to sing along with the audio.

After listening

3. The teacher plays the Cd again and then the students should touch each part of their body.

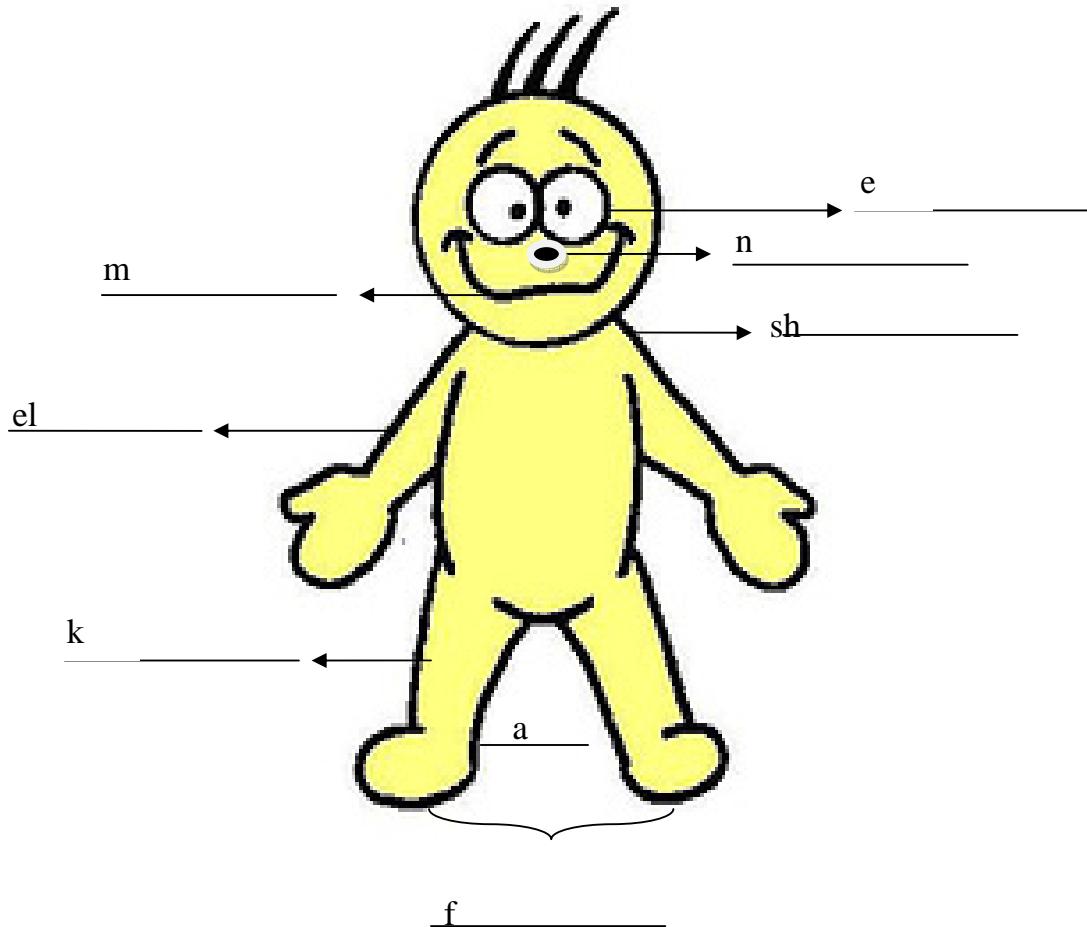


WORKSHEET # 1

- ❖ Write the correct part of the body

head	shoulders	eyes	knees	ears
mouth	nose	ankles	elbows	feet

Parts of the Body





WORKSHEET #2

1. Listen and point the correct part of the body according to the song

HEAD AND SHOULDERS, KNEES AND TOES

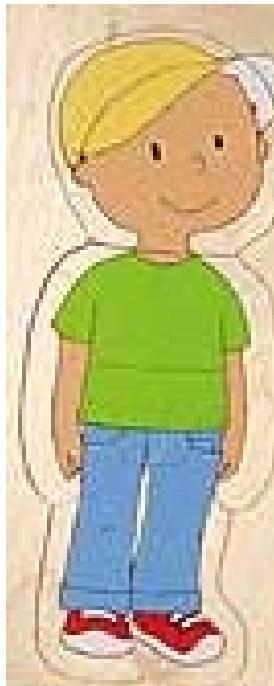
Head and shoulders, knees and toes,

Knees and toes,

Knees and toes,

Head and shoulders, knees and toes,

It's my body!



Eyes and ears and mouth and nose,

Mouth and nose,

Mouth and nose,

Eyes and ears and mouth and nose,

It's my body!

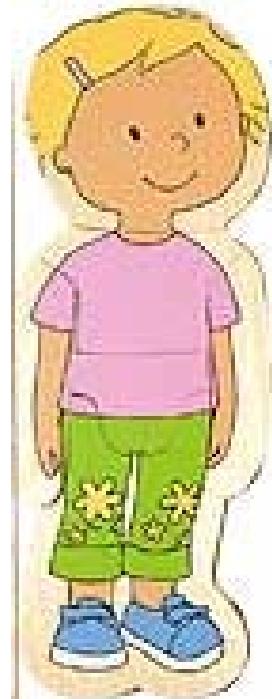
Ankles, elbows, feet and seat,

Feet and seat,

Feet and seat,

Ankles, elbows, feet and seat,

It's my body!



LESSON PLAN 9



NAME OF THE SONG: Sing about Martin by Miss Jackie

LEVEL: Third grade

TIME: 40 minutes

AIM: The students will improve their listening skill leaning about Martin Luther King.

MATERIALES

- Lyrics "Sing about Martin" by Miss Jackie.
- Picture of Martin Luther King
- CD
- Pictures
- Radio

PROCEDURE

Pre-listening

1. The teacher shows a picture about Martin Luther King. He/she explains a short background about this famous personality.
2. The teacher presents new words through pictures: caring, loving, peace and world. The students realize what the words tell us about Dr. King.
3. The teacher writes the key words on the board as students recall them and arrange in order: Martin, caring/loving, peace, and world.

While-listening

1. The teacher plays the Cd and will ask the students to listen to. Then, the students sing while the teacher point to the words on the board.
2. The teacher presents the song through signs for caring and loving, the teacher places his/her hand on his heart. Then, the teacher engages the children in singing Martin, caring and loving.

After -listening

Divide the class into two groups and have one group sing the one part of the song and the second group has to sing the next part



UNIVERSIDAD DE CUENCA

WORKSHEET # 1





UNIVERSIDAD DE CUENCA

WORKSHEET #2

1. Listen the song and match the correct answer

SING ABOUT MARTIN

BY "MISS JACKIE" WEISSMAN

Sing about _____

Sing about _____

Sing about _____

All around the _____

Sing about Martin _____

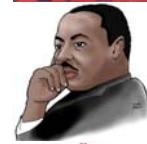
Sing about loving _____

Sing about peace _____

All around the _____



caring



Martin



world



loving

peace



LESSON PLAN 10

NAME OF THE SONG: WILLOUGHBY, WALLABY, WOO by Larry Miyata.

AIM: The students will learn the name of your classmates through repetition and memorization

MATERIALES

- Recording of song: Willoughby, Wallaby, Woo
- CD
- Radio

PROCEDURE

Pre-listening

1. The teacher makes a circle with the all class. Each student says his/her name and then the teacher starts to memorize the name of each student.
2. The students have to memorize the name of his/her classmates

While-listening

1. The teacher plays the Cd and he/she starts to sing. The teacher changes the name of each line of the song. So the teacher starts to memorize them.
2. The teacher writes on the board the song and places the names of each student on it.

After listening

1. The students sing remembering the names of their classmates

WORKSHEET # 1

3. The teacher makes a circle with the all class. Each student says his/her name and then the teacher starts to memorize the name of each student.
4. The students have to memorize the name of his/her classmates singing the song.



UNIVERSIDAD DE CUENCA



5. Write the names of your classmates that you remember as quickly as possible.



CONCLUSION

After finishing our monograph, we discovered some important points which should be considered. We can say music is a tool that teachers can use to develop the listening skill in an effective way; it means that teachers help students to have a good level of English language by using songs in class, considering music not only as a superficial tool but also as a tool to support the development of the listening ability. Due to its complexity, teachers should work hard on the development of the listening skill. There are songs with different pronunciations, and others are very fast with complicated lyrics; therefore, if teachers are going to use songs in the classroom, they should look for simple, interesting songs according to the learners' level. In addition, if teachers use correct strategies in order to make an interesting class, they will achieve the purpose of improving the listening skill and of teaching other important aspects of the language (vocabulary, phrases, and structures in an implicit way).

According to our experience in the elementary school, we have noticed that seven to eight-year-old children prefer to listen to a song rather than listen to a conversation passage since they consider this last activity boring. So we can say that children prefer to listen to music for two reasons: first, learners see songs as enjoyable. This means that there are songs they love to listen to such as songs about animals, food, home, greetings, body, numbers, etc. Most of these songs are familiar to them since from their first years they have listened to songs like these in their mother tongue, so children are in a context where the



music is predominant in their learning. By listening to English songs, learners acquire new vocabulary, new structures, and also the correct pronunciation of words, and students do not get bored when listening to English songs.

Another reason to consider the use of songs in the classroom is its practicality. This means that songs are easier to look for instead of a listening passage. Teachers only have to identify the learners' interests, which according to our study are the types of songs mentioned before; therefore, it is important to teach easy and familiar songs since learners can understand what the song wants to convey. When the song is very interesting, the students become motivated to listen to the entire song, and also if they do not understand some words, they will try to find what a word means by asking the teacher.

We consider that teachers should use different strategies in class and one of them is music which is an engaging resource to develop the listening ability. In addition, the teachers' creativity is very important in the learning process. For that reason, we have elaborated fourteen activities to help teachers develop the listening skill. These activities have the following topics: animals, food, home, body, greetings and numbers. Each activity includes a lesson plan with its respective worksheet. Finally, we conclude that teachers should not use the same songs all time but change them for different ones, giving variety to the class.



RECOMMENDATIONS

- ♣ We suggest that teachers should use music since it is a helpful tool to develop the listening skill in an active way where the children feel motivated to learn English.
- ♣ It is important which song the teachers choose; the lyrics should be clear and the level of difficulty must be according to the level of the students.
- ♣ Teachers can do a lot of activities using songs in the classroom, but music is not just playing a CD and listening to a song. It requires following a process where the teacher should be well prepared using techniques according to the children's interest and necessities.
- ♣ It is important to take into account when the teachers plan to use a song in the classroom; he/she should design activities before listening, during listening, and after listening.
- ♣ The activities before listening to a recording are very important because with them the teacher can build up the children's confidence and stimulus toward learning.
- ♣ In our project we have compiled several children's songs which help us to reinforce our classes. We also hope this material is useful to other teachers.



WORKS CITED

Astudillo Catalina. Structuralism vs. Communicative Approaches: A study of grammar based methods and communicative approaches in foreign language acquisition. University of Cuenca 1992. 61-70

Arnoldv, Wendy. “Listening for young learners” 12 July. 2005. British Counsil. June10.2010. <www.teachingenglish.org.uk/think/articles/listening-young-learners>

Brumfit, Christopher; Moon, Jayne; and Tongue, Ray; Theaching English to Children; Longman, England, 1995. (158-176)

Hackett, Patricia, and Lindeman, Carolynn A; The Musical Classroom: backgrounds, models, and skills for elementary teaching; Seventh Edition, Person Education, New Jersey, 2007. (30-42)

Harmer, Jeremy. The Practice of English Language Teaching. Ed. Logman Publishing: New York, 1994. (30-35) (28-31)

Hrund, Þorvaldsdóttir. Songs as Teaching Resources in the Young Learners' ESL Classroom. April 2008. June23.2010
<skemman.is/.../Microsoft%20Word%20-%20ThesisGydaFinalEdition.pdf>



UNIVERSIDAD DE CUENCA

Krashen, Stephen. "Principles and Practice in Second Language Acquisition." <sdkrashen.com> Stephen Krashen.nd.web

Medina, Suzanne. "Using Music To Enhance Second Language Acquisition." Forefrontpublishers.com. Suzanne Medina. 2002

NCLRC. "Strategies for Developing Listening" June23.2010.
(Skillswww.nclrc.org/essentials/listening/stratlisten.htm)

Scriver, Jim. Learning Teaching. Ed, Heinemann, Great Britain, 1994.
146-15
Vosniadou, Stella. How children learn. Belgium 2001. 8 June 2010.
(ibe.unesco.org ibe.unesco.com)
Rees, Gareth." Pre-listening activities" 21 November, 2002. British Council. June21.2010 <www.teachingenglish.org.uk/think/articles/pre-listening-activities>