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USING POPULAR SONGS AS A RESOURCE TO PROMOTE LEARNING OF 40 ENGLISH VERBS IN SIMPLE PAST IN FOURTH GRADE OF HIGH SCHOOL AT MAURICIO HOCHSCHILD - CEAT

Yessenia Ramírez Caballero

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A thesis to fulfill the requirements for Seminar class

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To God for always supporting and strengthening me.

To my beautiful family for making I feel that I can do everything.

To my future students who are going to teach me many things.

To all my teachers who were always with me like best friends.

To all my students who were in my whole career.

Thanks for everyone.

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"Just remember you can do anything you set your mind to, but it takes action, perseverance, and

facing your fears"

Yessenia Ramírez Caballero

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Elizabeth Zapata Henríquez

Abstract

English as a foreign language is considered as one of the most globalized languages. Here, it will be explained an intervention through a study case which was thought in a high school in San Pedro for teaching the use of specific English verbs in Past Simple through the use of pop songs. Fourth graders of this high school will be the objective of this study. They will be given few worksheets in a lexico-grammatical unit called linguistic sign where they will listen and immediately will create an image in their minds even the written words. These learners will be taught and evaluated by the method of PPP (Presentation, Practice and Production) in the first class with a pre-test and in the final class with a post-test in which they will identify the verbs in past simple as the same as the first test. It is important to analyze how pop songs can influence as a motivating factor for students for learning verbs; it will be shown if it is helpful to teach regular and irregular verbs through linguistic signs as a lexico-grammatical units, and if is it appropriate to implement eight activities for practicing the use of regular and irregular verbs. Finally, there will be applied a survey which will analyze the whole process while developing musical activities.

Keywords: linguistic sign, PPP, pre and post test, regular and irregular verbs.

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Contenido

Introduction

English is the most common language learned around the world which becomes difficult to learn when the native language is not English. In order to facilitate the learning process we will use linguistic signs. A linguistic sign is made up of a mental image which is named signified and a written or acoustic image which is called signifier. This means that to know a word is being able to recognize it in a listening activity (pronunciation) and to know how to use it in context (meaning). (De Cuypere & Willems, 2008). When we talk about teaching English, music has a very important role. It works as a useful tool during an activity in a class where students are not motivated to learn. Music is fun and relaxing, so it is easy to engage students to think about what they are listening.

We will work at CEAT (Centro Educacional de Alta Tecnología) applying pre, while and post-activities using pop songs as a vehicle for instruction. The real issue is to determine if the use of songs is – or not – a proper dynamic tool to help students from fourth grade of high school learn lexical items of the English language in class.

It is possible to assume that students could remember the acoustic or written form of a word as they listen to a song again and again but, something important learners should keep in mind – which is central to this investigation project – is that students will manage to retrieve these lexical items (regular and irregular verbs) in academic activities in the form of a pre and post test.

This project will be developed according to *Bases Curriculares*, *Planes y Programas de Estudio*, and *Marco para la Buena Enseñanza* (*MBE*) from the Chilean government and how teachers should apply many of the activities related to lexical items.

CHAPTER I: RESEARCH PROBLEM

1.0 Problematization

Today, it is important to consider that it is not easy for students to recognize acoustic and written forms of a word. While teachers are giving explanations, students are talking or they are not motivated to pay attention to these explanations. It is caused by the culture and the socio-economical situation of the students which distract them during the class. Their background influences to those results in classes.

There exists one main factor which can motivate students to learn and practice lexical units. Sometimes, teachers do not know how to engage students in their classes, due to they are just focused on achieving the teaching-learning process without being conscious that they have to create a comfortable environment in the classroom and it can be a better way to do their classes. According to Dominion B in *MBE* (2003), teachers must create an appropriate environment in the classroom. It can help teachers to motivate students and one helpful tool or activity for doing this, is to connect them through listening to popular songs. In addition, those songs will be meaningful for students and both, teacher and student will have a connection when they will be in the classroom. It will create confidence and relaxation because it is one of the students' interests.

Thus, music works as an important factor for developing a class. In this project, it will be shown how music could impact the learning process of 40 English verbs in past through songs analyzing vocabulary as linguistic signs.

1.1 State of the art

Discussing about teaching English using music as a resource, teachers may apply great deals of music styles which have been used as a dynamic tool in Latin America. In fact, one of them is rock music, which has been used in English in foreign language (EFL) learners'. In the research "Using Rock Music as a Teaching-Learning Tool" (Morales, 2008:1), it was found that listening activities using rock music, can change adult students' attitude and critical thinking, because of the understanding of the lyrics. In the study "Using Songs to Encourage Sixth Graders to Develop English Speaking Skills", researchers

discovered that, when fostering the group work, teachers could notice that students felt more confident and they lost their fears while trying to speak in English. In this study, teachers explored the way in which learners could gain new vocabulary and new forms of understanding English in context. (Duarte, Mónica, Bernal, Mery & Olivares, 2012:1)

Sometimes, teachers apply different types of songs in the classroom; songs can be meaningful for students who are listening to them, because of the topic into the songs and learners' background. In the research "The Use of English Songs with Social Content as a Situated Literacy Practice: Factors that Influence Student Participation in the EFL Classroom", it is shown how students are motivated to speak while they read and sing the song enthusiastically. At the same time, they gave the song a meaning, because it represented their real lives. (Palacios & Chapetón, 2014:1)

In spite of the number of students in a classroom, teachers can prove useful and helpful activities such as applying songs in groups for working with lexical items and structures in different ways to learn. Students rarely do not like music because they listen to it everyday and everywhere. This project "Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production" shows the result of working in groups using songs in a large class. This result was effective and it could help future teachers as they apply new kind of activities which involve songs. Students showed self-confidence, motivation and relaxation while they were doing the activities. (Cuestas, 2006:1).

Nowadays, it is important to engage students to speak in English and to enhance pronunciation. Young people prefer listening or singing popular songs, and sometimes, they enjoy learning songs which may help them increase their vocabulary. However, they are not motivated to speak or try to make the sounds as they hear them. The study "The Role of Songs in First-Graders' Oral Communication Development in English" attempts to motivate students to speak in English and improve their pronunciation in the classroom. (Castro & Navarro, 2014:1).

Pérez (2010:1) also explored the influence of music on lowering anxiety to speak, in the study "The Role of Music in Young Learners' Oral Production in English". As it is known, music plays an important role in people's lives; we must notice that young learners

and children are going to enjoy singing a song or simply by associating it to their own lives. This research showed how young people and children developed their oral production using music in a classroom activity.

Many people want to learn and practice a new language. In fact, this is the result of a globalized world. However, for achieving that goal, we need to keep in mind that it is not easy to learn and practice a new language; in addition, oral production involves great deals of a point to view. One of them is how learners can realize where are they failing in and how can they improve these points. In adults, lack of motivation or anxiety to speak is highly frequent. The study "Improving Pronunciation through the Use of Karaoke in an Adult English Class" (Rengifo, 2009:1) seemed to find a solution: The use of karaoke. The results showed that they felt confident about trying to sing songs through karaoke. It was easy and enjoyable.

In international studies and literature (Abbott, 2002; Lems, 2000; Moi, 1994; Jedynak, M., Simpson, J., & Stieve, E., 2000), music has been used in the adult English as a second language (ESL) classroom to create a learning environment; to build listening comprehension, speaking, reading, and writing skills; to increase vocabulary; and to expand cultural knowledge.

Abbott (2002:1) also mentioned that music has been used (from the Middle Ages) to remember things, which is a big reason to use music as a didactic tool in the classroom to memorize, for example, regular and irregular verbal forms. Murphy made some very interesting discoveries. He conducted an analysis of the lyrics of a large corpus of pop songs and found that they have several features that help second- language learners: They contain common, short words and many personal pronouns (94% of the songs had a first person, I, referent and are written at about a fifth-grade level); the language is conversational (imperatives and questions made up 25% of the sentences in the corpus); time and place are usually imprecise (except for some folk ballads); the lyrics are often sung at a slower rate than words are spoken with more pauses between utterances; and there is repetition of vocabulary and structures. These factors allow learners to understand and relate to the songs (Murphey, 1992).

1.2 Research questions

- How can pop songs influence as a motivating factor on students for learning verbs?

- Is it helpful to teach regular and irregular verbs through linguistic signs?

- Is it appropriate to implement listening activities for practicing the use of regular and irregular verbs?

- Is it convenient to involve students by popular songs regardless of content?

- Is it right to mix students' interests with curricular principles to make a meaningful class?

1.3 Objectives

1.3.1 Main objective

- To apply musical activities for implementing the use of popular songs in English to help students practice 40 English regular and irregular verbs in simple past tense.

1.3.2 Specific objectives

- To examine the number of verbs that students recognize as linguistic signs.

- To assess students developing activities involving the use of pop songs to learn regular and irregular verbs.

- To measure the final number of verbs learned by students (acoustic form and meaning).

- To analyze the reflection and appreciation of students while developing musical activities to learn and practice English verbs in simple past.

1.4 Justification of the problem

It is true that students need motivating factors for working in classes, specifically when they are in English ones. The reason is because English seems to be not funny and interesting for them. They do not understand the meaning of what they are listening to and talking about. However, to learn a language, it is relevant to consider three important points, students' interests, students' likes and students' dislikes. One of the most known factors which can influence young people's lives is music. In addition, it may help learners in the whole society. Notwithstanding, teachers have a very important role when engaging students in their class. Often, teachers try new tasks which involve different topics and units that can be added into a lexical one. They get better results when they use dynamic exercises which are associated with music, especially songs. Songs are known for engaging students in a class. According to Barahona (2015), English classes can be enjoyed by students through listening to music while they are developing different activities. That is why pop songs will be useful for teaching lexico-grammatical units.

For many Chilean students, there are few opportunities to speak English outside the classroom. Nevertheless, providing authentic material is a great way to introduce culture and language (Fisher, 2011:112). Otherwise, Chilean students can be given with several worksheets to work in classes. It provokes their motivation and a guaranteed work from them.

CHAPTER II: THEORETICAL FRAMEWORK

2.0 The linguistic sign

The basic units of analysis in this project are lexico-grammatical forms: regular and irregular verbs. From the point of view of Applied Linguistics, these units are called linguistic signs. This term was originally coined in 1916 by Ferdinand de Saussure who is considered the father of modern linguistics. This author, proposed in the book named Course in General Linguistics (quoted by Wade Baskin, 2011:15), that "language is made up of signs and every sign has two sides which are inseparable". A word –or in the case of the present study a past form of a verb in English – is not just a thing and a written form, as taught traditionally. For example, if someone wants their students to learn verbs in English, he or she must teach more than associating a thing with a written word. Saussure (Ibid., 2011:15-24) maintained that a linguistic sign is made up of:

a) The *signifier*. The "shape" of a word, its phonic component, i.e. the sequence of graphemes (letters), e.g., c-a-t, or phonemes (speech sounds), e.g. /kæt/.

b) The *signified*. The ideational component, the concept or object that appears in our minds when we hear or read the signifier e.g. a small domesticated feline.
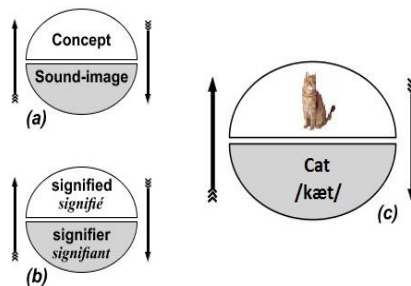

Figure 1. Adaptation of Saussure's notes

The linguistic sign also has some very important characteristics which are relevant for teachers. Saussure (quoted by Wade Baskin, 2011:19) states that "the linguistic sign is paradigmatic and syntagmatic. Every item in language has a paradigmatic relationship with

every other item which can be substituted for it. Items are also syntagmatic if they can be combined to make a sentence."

		Syntagmatic				
	The	cat	**sat**	on	the	mat.
Paradigmatic	His	dog	**slept**	under	that	table.
	Our	parrot	**perched**	in	its	cage.
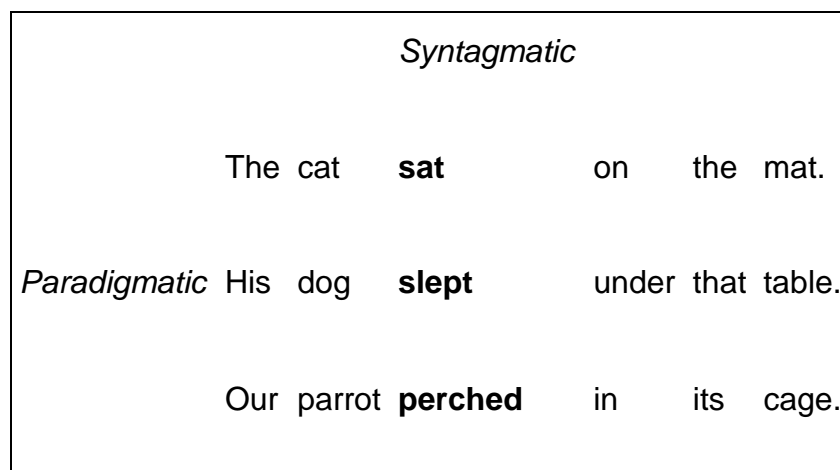
Figure 2. Paradigmatic vs. Syntagmatic

In simple terms, paradigmatic means that some signs (nouns *cat, dog, parrots*) can be used as the subject of the sentence. Syntagmatic means that some items (such as determiner *the*) can only go before nouns and that verbs come after the subject in an affirmative statement.

On the lexical level, paradigmatic contrasts indicate which words are likely to belong to the same word class (part of speech): cat, dog, parrot in figure 2 are all nouns, sat, slept, perched are all verbs. This study focuses specifically on past forms of verbs. The classical paradigmatic opposition in English is regular vs. irregular verbs. All regular verbs take morpheme -ed or -d at the end (play/played; care/cared). Irregular verbs, on the other side, may have an internal change (sit/sat), same form but different pronunciation (read /ri:d/; read /red/) or a completely different form (go/went).

Paradigmatic contrasts at the level of sounds allow one to identify the phonemes (minimal distinctive sound units) of a language: for example, bat, fat, mat contrast with one another on the basis of a single sound, as do bat, bet, bit, and bat, bap, ban. In the case of the pronunciation or regular verb endings, English teachers usually spend time explaining that:

1. -ed is pronounced as /t/ if the verb ends in a voiceless sound.

2. -ed is pronounced as /d/ if the verb ends in a voiced sound.

3. -ed is pronounced as /ɪd/ if the verb ends in /t/ or /d/.

This explanation can be trained intuitively (by using rhymes, music, games, short dialogues) or explicitly if students are more proficient in the language or they are studying phonetics. In the case of the present study, it is important to have these theoretical considerations in mind as if the teacher wants to teach past forms of verbs, he or she must make sure to practice pronunciation, spelling (signifier) and the meaning of the forms in specific and varied contexts (signified).

2.0.1 A theoretical model to teach language forms

According to Spratt, Pulverness & Williams (2011:8) "We use grammar unconsciously when we speak, listen, read or write. We also use it, particularly as teachers, to describe language. We do this by referring to its forms and its uses. Grammar includes a large number of forms and uses."

Larsen-Freeman (2003:35) provides a theoretical basis for teaching grammatical forms (figure 3):
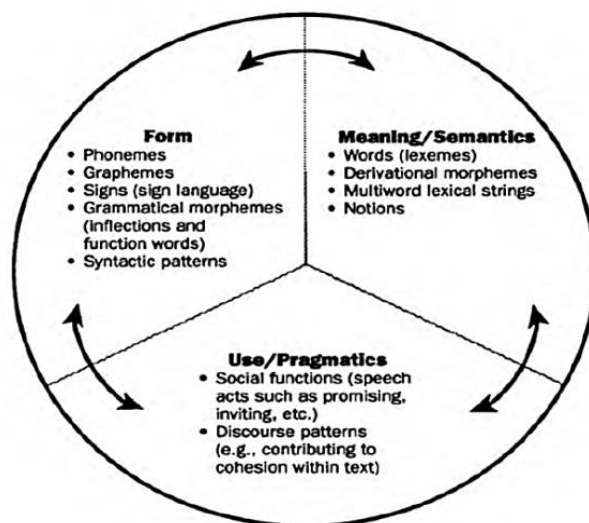

Figure 3. Prototypical Units of the three dimensions

To acquire language, learners need to hear and read a wide variety of language at the right level for them. They need exposure to language both inside and outside the classroom. The idea of this study is that students can listen to recordings of pop songs and they can read the lyrics of the song (and watch the videoclip) – with an activity of listening comprehension. Learners can benefit from opportunities to focus on forms of language. There are many ways teachers can help learners notice forms, e.g. by completing missing verb forms (phonemes and graphemes), completing comprehension tasks (meaning/semantics) and using these new forms in specific contexts (use/pragmatics). This level (pragmatics) is very important as it gives us the tools to interpret not only meaning but the specific use of a particular sentence.

If we analyze:
   (a) Usually, I cut the bread on the table.
   (b) Yesterday I cut the bread on the table.

Apparently, the form is the same (spelling and pronunciation) but it is easy to deduce distinctive communicative contexts from these two examples: (a) refers to an everyday habit, (b) to a finished action in the past.

Pragmatics, then, "refers to what people mean by the language they use." (Widdowson, 2007:61).

2.0.2 The need for a method

Repetition is a big element in language learning. It is the classic strategy in the English class in Chile and the rest of the world "even if its efficiency in helping students to transfer knowledge from their short-term to their long-term memories is not firmly established" (Harmer, 2011:56). For the Chilean student in general, repetition means a chance to practice oral production in the first place. Nevertheless, simple repetition is not enough. We can teach a rhyme to our students and he/she can say it without even knowing what they say. The same may happen with a song. A student could learn to sing a song phonetically and he/she probably has no idea about what the song is about. What it is really important is that our students use English in meaningful situations. If we provide good practice, our students will remember forms and how to use them. For example: if they have

listened to a song, and practiced how to use the verbs in the past, they would be able to create new sentences with those verbs.

In recent years researchers and theorists have turned their attention to the area of language humor and language play. One of the reasons is that modern teaching is centered on students. They are the center of the class. They must connect their previous knowledge with the new information from the English class. The best way to promote this is motivation and humor is precisely a great tool to motivate. Another reason "is the idea that it is not just work language or the transactional language of communicative tasks which attracts people when they are free to choose, but that of songs, games, humor, aggression, intimate relations and religion" (Cook 2000:159). The logical question is what method to choose to teach effectively. Once the teacher chooses a method, he or she must choose the procedures (pre/during/post) and check if they are appropriate and effective for the classroom situation. In the case of techniques and activities, two questions are important (Harmer, 2011:57): "Are they satisfying for both students and teachers? And, do they actually achieve what they set out to achieve?" In Chilean classrooms, Presentation Practice and Production (PPP), seems to have an important reputation or popularity.

2.1 Pre, while and post activities

A typical method of instruction often classified under the umbrella term 'communicative language teaching' is PPP. In this procedure, the teacher introduces a situation which contextualizes the language to be taught. At the beginning of the class, the teacher introduces the topic. Spratt et al (2011:90-91) explain that presentation techniques are the ways used by the teacher to focus learners' attention on the meaning, use and sometimes form of new language when introducing it to them for the first time. Introductory activities are activities used by a teacher to introduce a lesson or teaching topic. The language, also, is then presented. The students then practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student makes the desired response, e.g. Would

you like to come to the cinema?). Later, the students, using the new language, make sentences of their own, and this is referred to as production. In this project, the stage chosen to do the intervention is the presentation stage, as the teacher here makes a focus on the form of language that this project seeks to study: past tense forms. How to get students' attention to past tense forms? The proposal is 'using music'.

The PPP is considered one of the most practical and organized types of planifications for applying the activities in this project.

2.2 Listening

Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. We do this by making use of context, language and our knowledge of the world. (Spratt et al, 2011)

2.2.1 Using listening in pre, while and post activities

First, when using listening activities, it is important to consider that it involves different speed of speech and accents. Some people do not speak with a faster pace while others speak quickly that everyone around them cannot understand what they are trying to express even when they are using pauses. Characteristics such as speed of delivery and accent are part of connected speech, for instance, the language which is spoken where words join together to form a connected stream of sounds. Furthermore, characteristics of connected speech are sentence stress and word, the use of contracted forms, and words and linking sounds together. In addition, one reason why learners have problems when understanding the spoken language is because they are not prepared for facing to features of connected speech.

Second, people do not listen to everything in the same way. There are great deals of different listening subskills. The subskill we are going to use depends on the reason for listening. We could listen for specific information, detail, gist or global understanding, or to infer attitude. Other ways, such as intensively and extensively are listening. It is known

when people listen to a recording cannot see the speaker's body language. This could make the listening process more difficult to understand the sense and the goal of it. Thus, it is a good idea to help students listen to recordings by focusing initially on gist listening to establish context, playing the recording a second or even a third time, pre-teaching key words and setting pre-listening tasks.

The activities in a listening lesson have the following stages:

1. Introductory activities: an introduction to the topic of the text and activities focusing on key vocabulary in the text - to pre-teach important vocabulary, and to encourage learners to activate their knowledge of the world in relation to the topic.

2. Main activities: a series of listening activities developing different listening subskills and moving from general to more detailed listening.

3. Post-task activities: activities which ask learners to talk about how the topic of the text relates to their own lives or give their opinions on parts of the text.

2.3 Pre and Post test

Pre and Post-test for collecting data in this project will help researchers to analyze how many verbs students know, the idea of a pre and post-test immediately emerged which included the concepts of the linguistic sign. (Saussure, 1980:91-92): "Language is made up of signs and every sign has two sides which are inseparable. A linguistic sign is made up of the signifier, which is the shape of a word, its phonic component, and the signified, which is the ideational component, the concept or object that appears in our minds when we hear or read the signifier".

This means, that students will be able to recognize the signified (acoustic and visual image) and the signifier (meaning). In addition, when presenting new vocabulary, teachers should consider the motivating factor to engage students. Teachers should increase learners' motivation if they use songs which are familiar to them. First, students have to listen to ten sentences and then they will complete these sentences with the correct verb form in the past simple tense. Second, students have to complete ten sentences with the correct past simple form of the infinitive verbs in brackets. In this way, students will be

forced to recognize both dimensions of the linguistic sign: they must recognize the pronunciation of the past forms of the verbs and their written forms (signifier) and recognize their meaning to fit in a specific context (signified). This test has been officially validated by the head English teacher of CEAT and other two teachers from the same high school.

According to validators, the test serves for the purpose of operationalizing independent variable as it:

It is only restricted to past forms of English verbs (regular and irregular). These verbs are not frequent so they are positively not part of previous lexico-grammatical contents of students' English classes.

It considers the two dimensions of the linguistic sign: signified and signifier. Also the syntagmatic feature of the sign (a past form of a verb used in a sentence) and paradigmatic (a specific past form of a verb needed to complete a sentence).

The test is not a listening, reading or writing test, as its primary focus is to determine if students know a specific form (past form of a verb in English).

2.4 Music

Vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion (Oxford University Press, 2015). Music helps students to get relaxed and to feel comfortable. It can create a good environment in the classroom whereas learners are going to try to produce the English language by themselves.

2.4.1 Music as a didactic tool in the classroom

Music is a powerful stimulus for student involvement in a class. According to Harmer (2011:319):

"A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning in the classroom. Some teachers, for example, like to put music on in the

background when their students are working on a reading or language task or when they are involved in pair work or group work. This may help to make the classroom atmosphere much warmer".

The use of music in the classroom is not new and not restricted to an English class. It can be used in many classes for creating a motivational environment for relaxation and to lower anxiety, to motivate or to promote physical activities indoors or outdoors. Nevertheless, that apart from motivation, the Chilean English teacher uses music because is a way to expose students to real English. Other sources may be movies, advertisements, catalogs, instructions for devices, videogames, cartoons, documents, articles from the Internet and magazines.

The use of songs in class must be accompanied by tasks or materials designed in order to help the students have access to the language and messages embedded in songs. That is why the worksheets designed for this project include three stages pre, while and post-listening in order to use the rhythm of music to practice past forms of English verbs. The interests of the students should be taken into account, but the teacher should decide whether they are appropriate or not according to the present language elements. Again, the chosen songs for this project are songs that contain an appropriate number of regular and irregular verbs from *Planes y Programas de Estudio,* and these verbs have not been covered in previous classes. The level of the students must be also taken into account, though the same song can be useful for beginners or advanced students depending on the kind of activity. As students of fourth grade still have an elementary level, according to the European Framework of Reference, the activities are just focused on the discrimination of verbal forms that had been previously presented by the teacher and practiced by students in the pre and during stage.

2.5 Verbs

Verbs are known as actions that happen or actions which somebody does. "A verb describes what a person or thing does or what happens". (Oxford University Press, 2015). For example, verbs can describe the following things:

an action	run, hit, travel
an event	rain, occur
a situation	be, seem, have
a change	become, grow, develop

Figure 4. Synonyms of what a verb

A verb has a base form which is known as infinitive. It is usually preceded by the word "to":

Molly decided *to follow* him.
He began *to run* back.

Figure 5. Infinitive verb form

2.5.1 The use of regular and irregular verbs

Today, it is mandatory to learn and practice grammar when learning a new language, because it helps people to acquire lexis and new types of expressions for speaking or writing. Even, for saying an action. Verbs are one of the most important lexical helpers. Verbs are classified into two different types: regular and irregular. According to Oxford dictionary, we use the term inflection to talk about the process of changing a verb form to show tense, mood, number (i.e. singular or plural), and person (i.e. first person, second person, or third person).

2.5.1.1 Regular verbs

Regular verbs are words which mean that they form their different tenses according to an established pattern. Such verbs work like this:

Verbs	3rd person singular Present Tense	3rd person singular Past Tense
Laugh	laughs	laughed
Love	loves	loved
Boo	boos	booed

Figure 6. Regular verbs

2.5.1.2 Irregular verbs

Irregular verbs are words which do not follow the normal rules and patterns like regular ones. Here are the forms of some of the most common irregular verbs:

Verbs	3rd person singular Present Tense	3rd person singular Past Tense
Be	is	was
Choose	chooses	chose
Dig	digs	dug
Eat	eats	ate
Fall	falls	fell
Get	gets	got
Have	has	had
Keep	keeps	kept
Lay	lays	laid
Make	makes	made
Put	put	put
Say	says	said

Take	takes	took
Wake	wakes	woke

Figure 7. Irregular verbs

2.6 Krashen's five hypotheses

Krashen described his model in terms of five hypotheses (Lightbown and Spada, 2013). Nevertheless, those hypotheses have been changing through the time by many other authors who state different other ways to follow the acquisition process of a second language.

2.6.1 The affective filter hypothesis

It proposes to account for the fact that some people who are exposed to large quantities of comprehensible input do not necessarily acquire language successfully. The affective filter; is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. Students can be stimulated by teachers, but this way is not enough for them. They can learn by themselves or with the senses that are exposed in a song or in their own lives.

2.6.2 Motivation

Although there are many ways to follow when talking about motivation, Hattie (2014), states in his book called Self-concept that "the need for ego enhancement as a prime motivator is the need for the self to be known and to be approved of by others". It is said by Spratt et al (2011: 53) that motivation is defined as thoughts and feelings which make us continue doing something that is difficult, but it like us. Motivation is one of the most important factors for learning a foreign language. In addition, Yule (2010:192) attempts to motivation with two different types of them. One of them is the instrumental motivation which is related to learn motivated for achieving goals or for gaining a job. On the other hand, it is integrative motivation which is associated with being accepted into a social group or into a community. Indeed, Lightbown & Spada (2013:93-98) refer to motivation in the classroom as they identified twenty-five motivational practices as influential factors for learning a second language.

However, Gardner (2011) says that people have more than one intelligence for being motivated in the learning process. "Abilities in different areas are integrated, such as music, interpersonal relations, and athletics".

2.7 English language skills

Currently, languages have become the most effective ways to communicate with other people who speak the same language or who speak another language such as English. Notwithstanding, when this language is considered as a barrier for people who cannot manage a second language, they use to lose their motivation for expressing their ideas, thoughts and feelings to other people. That is the reason, learning another language is highly significant in this developed society, but several numbers of students are not worried about the necessity to learn English.

Today, there are four skills in English as a foreign language (EFL). In this project, it will be stated as receptive skills which are two such as listening and reading; and productive skills which are the fewer ones, writing and speaking. This research works with all of them (Harmer, 2011:265)

2.8 Methodologies in the classroom

Oxford dictionaries defined methodology as "a system of methods used in a particular area of study or activity". In fact, applying methodologies in the classroom sometimes can be difficult for teachers guessing or working on defining different learning styles in their students.

There is a wide range of methods for teaching EFL, such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL), which are explained in advanced, among others. (Harmer, 2011:63-74)

2.8.1 Communicative Language Teaching

According to Harmer (2011:69), CLT is a method where people who are practicing a language are immersed in a real context of them. It can be defined by the action of provoking communication between two people or among others. In this project, there will be presented the active way of promoting the speaking skill for communicating through

allowing learners singing a song or only trying to produce the words that they will listen to. They will produce also short texts in the context of a song through reading the lyrics of it.

2.8.2 Task-Based Learning

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (e. g. Estaire and Zanon 1994; Lee 2000; Prabhu 1987; Skehan 1996; Willis 1996). However they all have in common three principal phases (Ellis, 2003). Ellis also establishes that:

> "The first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance."

This research project is based on TBL method. First, it will be presented the activity guided by the teacher. Second, it will be worked as a during activity, where students will practice the content which is related to past tense verb forms through the use of the lexical unit linguistic sign. Third, there will be produced some texts and sounds by students who learned the verbs in the past tense. Finally, there will be the feedback that is referred to the results that students have with the activities saw during the unit.

2.9 Planes y Programas de Estudio

Today, the General Education Law, *Ley General de Educación* (LGE) in Spanish (2010), defines study plans as the schedule for achieving the learning objectives determined by *Bases Curriculares* defined for each course and its respective subjects, and study programs as the didactic guides which facilitate the teaching-learning process and also the evaluation process. Such as primary and secondary levels are individualized per subject including guides which are related to methodology, evaluation and the educative resources

in this process. It allows including didactic activities which exemplify the didactic process, supporting the process for post-planning classes.

2.9.1 Bases Curriculares

The LGE, N°20.370, nominates *Bases Curriculares* to a group of Learning Objectives (knowledge, abilities, and attitudes) coherent with the established general objectives in this law per cycle or per year for nursery, primary and secondary levels. The Bases Curriculares contain Learning Objectives, *Objetivos de Aprendizaje* in Spanish (OA) per course and per subject, the same as Cross-Curricular Objectives, *Objetivos de Aprendizaje Transversales* (OAT) for each cycle (MINEDUC, 2013).

2.9.2 Marco para la Buena Enseñanza

*MINEDUC (*2013), states that *Marco para la Buena Enseñanza (MBE)* establishes that Chilean teachers must recognize and know how to do their work correctly and that they must measure the time to determine if they reach with the requirements of the school and the classroom. This framework involves four dominions. Dominion A, B, C and D, where A is related to prepare the teaching process; B refers to create a good environment in the classroom; C is associated with preparing the teaching process to everyone, and D is related to the professional responsibilities. In this project, it is highlighted Dominion B.

2.9.2.1 Dominion B

Dominion B, has four criteria. The first one is: To establish a climate of relations of acceptance, equity, trust, solidarity and respect. The second is: To express high expectations about the possibilities of learning and development of all its students. The third is: To establish and maintain consistent norms of coexistence in the classroom. The fourth is: To establish an organized work environment and spaces and resources in terms of learning. All of these criteria are the main idea for fifteen descriptors that describe these criteria topics in the educational context. This investigation will show this framework all the time through the activities and when applying determined tasks.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.0 Qualitative Research

Nowadays, the qualitative method has gained an important place in research, in areas such as Social Sciences, Education and Health. This methodology offers tools that empirically address the multidimensionality of various situations and social and individual problems, rescuing the value of subjective processes and the construction of meaning of the people and groups involved. An intensive, holistic, descriptive analysis of a single entity, phenomenon of social unit (Babchuk, 2017). In this project, it was considered as the main focus of the investigation with its useful factors where we can take in account: questionnaires, surveys, interviews. The teaching-learning methodology mixes the expositive classes, bibliographic revision, discussions and practical activities, considering that students, in this case, develop some musical activities, we were in, viewing the whole process. The most common types of Qualitative Researches are: Participant observation-fieldwork/naturalist where data is gathered in a natural environment which engages natural behavior; and In-depth interviewing where open ended questions are used in order to get as many details as possible. Open-ended questions allow for the informants to answer from their own frame of reference rather than being confined by the structure of pre-arranged questions. Informants express their thoughts more freely.

There exist a variety of approaches when talking about Qualitative Research. Among them, we can find: Naturalistic, when researchers go to a particular setting with either pad and pencil or video/audio recording equipment and researchers feel that action can be understood when it is observed in the setting in which it occurs; Descriptive data, where the data in qualitative research takes the form of words or pictures rather than number and often the descriptive data contains quotations said by informants to illustrate and substantiate the presenting findings. In addition, data can include transcriptions, field notes, photographies, video recordings, audio recordings, personal documents and memos; Concern with process, where qualitative researchers are concerned with process rather than simple outcomes; Inductive, where qualitative researchers analyze their data inductively and they do not set out to find data to prove or disprove hypotheses that they have prior to their study. Moreover, their theories come from the "bottom up" rather than the "top down";

Meaning, where participant perspective focus questions such as what assumptions do people make about their lives? What do they take for granted? Researchers can show their data in the form of transcripts and recorded material to their informants to make sure their interpretations of what the informants said/did is accurate/true. Some controversy exists over this practice. The interplay between researcher and informant can become a major component of qualitative research; Fieldwork, which is often done in the areas of sociology and anthropology, but was first done in the United States educational research by Margaret Mead. She was concerned with the school as an organization, the role of the teacher and the fast changing educational environment (Honer, 2015). As reported by the Qualitative Research method, this project contains the main focus on Investigation and Action procedure, because it takes the group perspective associated with the learning process through songs that they know into their interests.

3.1 Study case

There is a discussion in the literature that addresses qualitative research, with respect to the consideration of the case studies, for some authors, these studies are part of one approach, while for other authors this type of study is part of a strategy for research, and for others it refers only to one aspect of the method: the selection of the sample. One of the instruments that were considered in this study was the survey as an instrument for collecting data. The most frequently encountered definitions of case studies have merely repeated the types of topics to which case studies have been applied. For example, in the words of one observer, the essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result. (Yin, 2011).

According to Yin (2013), it is said that case study researches can include both single- and multiple-case studies. Though some fields, such as political science and public administration, have tried to delineate carefully between these two approaches (and have used such terms as the comparative case method as a distinctive form of multiple-case studies). This research is one of the most appropriate samples of the recent explanation, because it is centered in a group which has been motivated with its musical culture interests.

3.2 Data collection

3.2.1 Survey

The survey could be conceived, as a device of observation similar to other observational devices used by natural science, but the purpose of this observation device would be, in accordance with the positivist epistemological framework that presupposes it is used to produce measurements of certain supposedly objective values. But note that, unlike observational devices that are typical of the natural sciences, the survey is often an observational mechanism, so to speak, of "higher order": observational mechanisms that object, in turn, processes of observation. In addition, it is possible to conduct surveys that are, in this sense, "first order". It is said, surveys include a single level of observation: these would be studies in which the only observer would be the epistemic subject, individual or collective, who or those who conduct the survey. The term big data has become ubiquitous. Owing to a shared origin between academia, industry and the media there is no single unified definition, and various stakeholders provide diverse and often contradictory definitions. The lack of a consistent definition introduces ambiguity and hampers discourse relating to big data (Barker, 2013). This project takes the collection form of the survey, because the survey is the instrument which can be used as an observational guidance for measuring the students' experience in the whole process.

3.3 Population

This research will take place in a subsidized private high school called CEAT in San Pedro, Chile. In this secondary school, the data in SIMCE (2015) is that the second grade of high school, in comparison with its socio-economic group CEAT is the highest in the subjects of Language and Mathematics. Another important data is that CEAT is in the fifth place in the regional level among the vocational technical high schools and won the second place in the socio-economic similar group. This vocational technical secondary school has been distinguished about seven consecutive periods by *Sistema Nacional de Evaluación de Desempeño (SNED)* of the Educational Minister, and the last results in the *Prueba de Selección Universitaria (PSU), 2016,* were scored in 484.9 in Language and Communication, and 502.6 in Mathematics. There, the participants will be trained in the use of regular and irregular verbs in English through the use of popular songs that should

be meaningful for them. The participants in this investigation will be fourth high school graders. This class is composed of twenty students; sixteen boys and four girls whose ages varied from seventeen to eighteen. This high school has 131 girls and 778 boys, 909 students in total. It has four grades from first to fourth grade of high school and the average number of these levels is thirty-five students per class. This high school counts with five English teachers. Two of them teach to the six first grades to the second high school level and the others teachers, teach to the rest grades of secondary level.

3.3.1 Participants

There will be an experimental group of eighteen students in the 4° high school Grade E. Gender is not a variable to be considered in this study so the number of males and females per group is irrelevant, because the number of students in the class is limited. This group was not selected randomly, as they are the members of the fourth grade enrolled by the high school. On the other hand, this sample is intentional, because this fourth grade was deliberately selected since the researcher performed practicement at the high school and in this particular class. The design will be qualitative as Linguistic sign theory and Freeman-Larsen's categories will be used as a framework for data organization and further explanation. This project considers the study case method as the way of investigation.

A relevant information about this investigation is that the resources considered for this research such as flashdrive, speakers, computer, pre-test copies, worksheets copies, post-test copies and survey were given by the researchers.

3.4 Intervention

In this project, the first intervention was the pre-test which was considered one of the most appropriate instruments for measuring the knowledge related to regular and irregular verbs in the fourth level of high school.

Introductory activities are activities used by a teacher to introduce a lesson or teaching topic. The language is then presented. The students then practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase or sentence at the teacher's urging), and

cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student makes the desired response. Later, the students, using the new language, make sentences of their own, and this is referred to as production. The procedure for the activities applied, were taken in no more than 45 minutes in the classroom at the same schedule of the regular English classes.

3.4.1 First Class: Pre-test

Pre activity (5 minutes): The teacher starts reading the objective of the pre-test and the instructions for developing this. After that, the teacher explains about regular and irregular verbs. Then, students are asked if they know any verbs and after that they are given by a test.

While activity (15 minutes): The teacher explains students that the pre-test has two parts. The listening part and the writing part. In fifteen minutes, students listen to ten sentences and complete the gaps according to the verbs they listen to.

Post activity (25 minutes): The teacher explains students that they have to write the past form of the verbs given in brackets and complete the sentences in twenty-five minutes. Finally students give the tests to the teacher and the test ends with this. (Check the Pre-test on page number **52** in the Appendix)

3.4.2 Second Class: Worksheet Paradise

Pre activity (5 minutes): The teacher starts with a review of the previous class related to regular and irregular verbs in simple past asking students if they remember them.

While activity (15 minutes): The teacher gives students a worksheet containing the song named "Paradise", by Coldplay. They have to recognize and identify the verbs in past tense. Then, learners have to complete the gaps according to what they listen to in the song. The teacher gives feedback about these activities and corrects the mistakes.

Post activity (25 minutes): The teacher tells students they have to organize the sentences using the verbs according to the song they listen. By this way the teacher ends and notices

if students learned or not the usage of the verbs through the final feedback. (Check this worksheet on page number **53** in the Appendix)

3.4.3 Third Class: Worksheet Viva la vida

<u>Pre activity (5 minutes):</u> The teacher starts with a review of the previous class related to regular and irregular verbs in simple past asking students if they remember them.

<u>While activity (15 minutes):</u> The teacher gives students a worksheet containing the song named "Viva la vida", by Coldplay. They have to recognize and identify the verbs in past tense. Second, learners have to complete the gaps according to what they listen to in the song. Third, the pupils have to choose the correct alternative for the simple past tense for each regular and irregular verb. The teacher provides feedback about these activities and corrects the mistakes.

<u>Post activity (25 minutes):</u> The teacher tells students they have to choose six verbs (regular or irregular) and then they have to create sentences on the whiteboard using the chosen verbs. The teacher does the final feedback of the whole worksheet and then practice the song through singing it. (Check this worksheet on page number **55** in the Appendix)

3.4.4 Fourth Class: Worksheet Stay

<u>Pre activity (5 minutes):</u> The teacher starts with a review of the previous class related to regular and irregular verbs in simple past asking students if they remember them.

<u>While activity (15 minutes):</u> The teacher gives students a worksheet containing the song named "Stay", by Rihanna and Mikky Ekko. They have to recognize the verbs in past tense which are in bold. Second, learners have to link the first column with the second one with a letter in the correct sequential order of the song. Third, pupils put numbers in the phrases according to what they listen to in the song. Fourth, they complete the gaps with what they listen to in the song. Fifth, students have to write the past form of the regular and irregular infinitive verbs from a specific list. The teacher does feedback about these activities and corrects the mistakes.

Post activity (25 minutes): The teacher tells students they have to create nine sentences using phrasal verbs given in the written song and then the teacher does the final feedback of the whole worksheet. (Check this worksheet on page number **58** in the Appendix)

3.4.5 Fifth Class: Post-test

Pre activity (5 minutes): The teacher starts reading the objective of the post-test and the instructions for developing this. Then, the teacher reviews about regular and irregular verbs. Then students are asked if they remember any other verbs and after that they are given by a test.

While activity (15 minutes): The teacher explains students that the post-test has two parts like the pre-test. The listening part and the writing part. In fifteen minutes, students listen to ten sentences and circle the correct answer according to the verbs they listen to.

Post activity (25 minutes): The teacher explains students that they have to write the past form of the verbs given in brackets and complete the sentences in twenty-five minutes. Finally students give the tests to the teacher and the test ends with this. (Check the Post-test on page number 61 in the Appendix)

3.4.6 Sixth Class: Survey

Pre activity (5 minutes): The teacher starts reading the objective of the survey and explains learners that they have to answer according to their own feeling about the classes. Teacher gives the instructions for developing the survey and students start to answer the survey.

While activity (10 minutes): The teacher explains students that the survey has ten questions to be answered. Just Yes or No. No other options are allowed.

Post activity (5 minutes): The teacher receive the survey and then ask students in general about their experiences while developing musical activities for learning regular and irregular verbs in simple past tense. (Check the Survey on page number **62**n the Appendix)

Finally, there was applied a post-test considering the same verbs and contents of the first test, which was the pre-test at the beginning of this process. Then, students were given by a survey which they had to answer according to the whole process of the classes associated with simple past forms of selected regular and irregular verbs.

3.5 Limitations

The main and most relevant limitation for this project was the fact that CEAT high school has a fixed assessment program which is very strict, because of the school policy, the intervention was not complete (three of eight activities); because there is only one fourth high school grade on Tuesday and class time is limited.

CHAPTER IV: ANALYSIS

4.1 Results

As a result of the research, it was found through the instruments that students can develop a worksheet easier than a test because of the stress. In addition, listening activities are more entertained than written ones, because students just write what they listen to. It is not very important how they write the word they listen, just to receive the word to complete the gaps in the activities but, according to Hernández, Fernández and Baptista (2006) they say that a qualitative analysis can be expressed by the qualities and the observation through the process that we develop in some activities in different ways.

The following analysis was taken from the three main categories of Larsen and Freeman (2003). There, it can be analyzed the meaning, which is related to the mental action represented and expressed in the verb; the form, which is related to the acoustic recognition and its written representation; and finally, the use, which is related to the contextual interpretation when completing a sentence.

4.1.1 Pre-test Overall Results

The following chart shows the results in order to analyze from the highest to the lowest results in Listening and Writing Part in the pre-test according to the objective, to examine the number of verbs that students recognize as linguistic signs (acoustic and written form). It was discovered that all the students (eighteen) got higher results in the listening part than in the writing one.

Skill	Verb	Students who answered correctly
Listening	BE	18
	GET	18
	GIVE	18
	DISCOVER	18
	EARN	18
	DIE	18
	BURN	17
	FORGET	17
	FALL	15
	CRY	12
Writing	KISS	13
	GO	12
	LISTEN	12
	SAVE	12
	RULE	10
	TOUCH	9
	HAVE	8
	KNOW	6
	HOLD	3
	TAKE	3

Figure 8. Listening and Writing part of the Pre-test

Students answered correctly according to listen to the verbs: be, get, give, discover, earn, die, burn, forget, fall and cry in the first part of the pre-test. It was not corrected the written form of the verb in this part, but, yes if it was the correct word in the answer. However, learners were weak in order to write the past form of the verbs. They have difficulties when writing the past form of the verbs. According to Larsen and Freeman's theory, pupils should know the use dimension, which is related to the context in where the verbs are used.

4.1.2 Post-test Overall Results

The following chart shows the results in order to analyze from the highest to the lowest results in Listening and Writing Part in the post-test according to the objective to measure the final number of verbs learned by students (acoustic form and meaning). It was discovered that all the students (eighteen) got higher results in writing and listening parts. There were no low results in both parts of the post-test.

Skill	Verb	Students who answered correctly
Listening	HAVE	17
	KNOW	17
	STAND (TAKE)	17
	TOUCH	17
	GO	16
	RULE	16
	SAVE	15
	HOLD	14
	LISTEN	14
	KISS	12

	DIE	18
	FALL	18
	GET	18
	BE	17
	CRY	17
Writing	EARN	17
	DISCOVER	16
	FORGET	16
	GIVE	16
	BURN	15

Figure 9. Listening and Writing part of the Post-test

Students answered correctly when they listen to the verbs: have, know, stand (take), touch, go, rule, save, hold, listen and kiss, circling them in the first part of the post-test. It was not required the written form of the verb at this time, but also if was it the correct selected word in the answer. In addition, learners were strong in order to write the past form of the verbs at this time in this test. They had fewer difficulties when writing the past form of the verbs, because they wrote them correctly. According to Larsen and Freeman's theory, students achieved the objectives when learning regular and irregular verbs through the use of popular songs in the three dimensions of the linguistic sign; the meaning, the form and the use. Songs were helpful to teach and learn regular and irregular verbs in past tense in English.

4.1.3 Compared Outcomes in Pre and Post tests

The results in the pre and post tests, were relevant for this investigation, it means that through the use of popular and meaningful songs for students, it was easier to learn and practice the use of verbs in simple past tense for them. In the pre-test, learners have great

deals of difficulties when writing the past form of the verbs. Notwithstanding, in the post-test it was an increased result in the writing part, which was the weak one in the pre test.

The following chart shows the compared results in the pre and post tests in the same verbs. The higher answered and learned verbs:

Verb	Students who reached the correct answer
FALL	18
CRY	17
TOUCH	17
HAVE	17
KNOW	17
STAND (TAKE)	17
GO	16
RULE	16
SAVE	15
HOLD	14

Figure 10. Higher verbs' results in listening and writing part

The chart shows the higher verbs which were practiced through the songs during the classes, where it was a highlighted reason for using songs in classes, because in the pre-test, those were the lower verbs' results in: fall, cry, touch, have, know, stand (take), go, rule, save and hold, while in the post-test, they increased those verbs' results.

Between the both tests, it was found that in: take, hold, know, have, touch, rule, go and save verbs, students improve their answers in listening and writing part, as in the next chart can be analyzed, where the verb take, had fourteen more students of eighteen ones, who answered correctly; hold and know, had eleven more students who answered correctly;

have, had nine more students who answered correctly; touch, had eight more students who answered correctly; rule, had six more students who answered correctly; go, had four more students who answered correctly; and save, had three more students who answered correctly. These higher results are meaningful for analyzing that use other methodologies in the classroom out of write and write on the whiteboard, can be helpful to the teaching-learning process.

Verbs	Increment of students from Pre to Post test
TAKE	14
HOLD	11
KNOW	11
HAVE	9
TOUCH	8
RULE	6
GO	4
SAVE	3

Figure 11. Final results between pre and post tests.

4.1.4 Survey outcomes

There was applied a survey where students had to answer yes or no according to different questions, each one associated with from, meaning and use (Larsen-Freeman, 2006). This survey contains an appreciation and reflection about the whole process when developing musical activities in classes to learn and practice regular and irregular verbs in simple past tense in English.

The following chart shows the results in the answer No:

Question	Students	Category
Could you create sentences without verbal mistakes?	16	FORM
Was it difficult for you to understand past verbs in the songs?	10	MEANING
Did you understand the difference between regular and irregular verbs?	10	USE

Figure 12. Analysis of No answer

Students feel that it is difficult for them to understand the verbs in past tense, also assume that they cannot create sentences in past tense without verbal mistakes. Moreover, it is difficult for them to difference between regular and irregular verbs when writing them in their simple past form. Students do not feel sure about the meaning, the use and the form of the verbs. Sixteen students answer the survey.

The following chart shows the results in the answer Yes:

Question	Students	Category
Was it motivating for you to learn through musical activities?	15	MEANING
Was it easy for you to write any sentence in Past tense?	13	FORM
Did you feel comfortable listening to music with verbs in the Past tense?	12	MEANING
Were you able to create sentences in Simple Past in English?	12	USE
Were the irregular verbs more difficult than regular ones?	11	FORM

Figure 13. Analysis of Yes answer

It was in the dimension meaning, where students feel sure and comfortable in the process to develop musical activities for learning regular and irregular verbs in simple past tense in English. The high answered question was about motivation and according to Krashen's affective filter hypothesis, it is important to consider the interests of students. It will always help teachers to do their classes more entertaining and interesting for their learners due to the music. Thirteen pupils recognize that it was easy to write sentences in past and irregular verbs past forms are difficult than regular ones. Twelve of them assume that they are able to create any sentence in simple past tense in English.

CHAPTER V: CONCLUSIONS

At the moment when people want to learn a new language and they are focused on how to write it and how to pronounce it, at the same time they can imagine something. Those terms are taken from the author Larsen-Freeman (2003), who talks about the form, meaning and the use of a word. English is the most common language learned around the world which becomes difficult to learn when the native language is not English. In order to facilitate the learning process there were used linguistic signs. A linguistic sign, which is made up of a mental image which is named signified and a written or acoustic image which is called signifier. This means that to know a word is being able to recognize it in a listening activity (pronunciation) and to know how to use it in context (meaning). When people talk about teaching English, music has a very important role. It works as a useful tool during an activity in a class where students are not motivated to learn. Music is fun and relaxing, so it is easy to engage students to think about what they are listening to.

Nowadays, it is known that students have a great deal of problems when learning regular and irregular verbs in English. They can imagine actions and the written words, but not in the correct way. It is important to consider that it is not easy for students to recognize acoustic and written forms of a word. While teachers are giving explanations, students are talking or they are not motivated to pay attention to these explanations. It is caused by the culture and the socio-economical situation of the students which distract them during the class. Their background influences to those results in classes. There exists one main factor which can motivate students to learn and practice lexical units. Sometimes, teachers do not know how to engage students in their classes, due to they are just focused on achieving the teaching-learning process without being conscious that they have to create a comfortable environment in the classroom and it could be a better way to do their classes. Teachers must create an appropriate environment in the classroom. It can help them to motivate students and, one helpful tool or activity for doing this, is to connect them through listening to popular songs. In addition, those songs could be meaningful for students and both, teacher and student could have a connection when they will be in the classroom. It could create confidence and relaxation because it is one of the students' interests.

In this project, it was considered to apply a pre-test, worksheets and a post-test for further information about what students learn and do not learn. There were applied three worksheets which included popular songs and the test of pre and post contained the acoustic and the written form of the regular and irregular verbs. Music worked as an important factor for developing a class. In this project, it was shown how music could impact the learning process of regular and irregular verbs in past through songs analyzing vocabulary as linguistic signs.

Through worksheets, eighteen students, who were the analyzed participants group, it was taken the base form of the verb where students could learn and obtain higher results than the first time that they were measured. In the pre-test, in order to analyze from the highest to the lowest results in Listening and Writing Part, according to the objective, to examine the number of verbs that students recognize as linguistic signs (acoustic and written form). It was discovered that all the students got higher results in the listening part than in the writing one. In the post-test, in order to analyze from the highest to the lowest results in Listening and Writing Part, according to the objective, to measure the final number of verbs learned by students (acoustic form and meaning). It was discovered that all the students got higher results in writing and listening parts. There were no low results in both parts of the post-test.

Today, teachers must consider that it is not easy to learn a language and there always should be present the acoustic and the written form of a word for work on them if it is working with verbs, because it may help to learn in a easy way and considering songs, it would be entertaining for students when practicing those verbs. There was worked a study case in a qualitative way of research and pre-test, worksheets, post-test and a survey were applied in order to develop and analyze the learning process in a fourth grade composed by eighteen students at CEAT in San Pedro de la Paz. It was an investigation which was no longer than five months.

Thus, we, as researchers, could see that learners felt comfortable and sure about what they were doing with us and had high results when practicing new words like regular and irregular verbs, which were difficult to learn in their forms, but through music students could learn how to use them in their daily lifes, to make sense in context and which is the

meaning of a word, in this case, the meaning of the verbs in Simple Past tense. Nevertheless, because of the time, we were not able to apply the real number of activities we prepared, but we could notice that students were comfortable and sure about using regular and irregular verbs.

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Appendix

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<thead>
<tr><th colspan="15">GANTT CHART</th></tr>
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<tbody>
<tr><td colspan="13">Thesis: Using popular songs as a resource to promote learning of 40 English regular and irregular verbs in Simple Past in fourth grade of high school at Mauricio Hoschschild - CEAT</td><td colspan="2">Grade: 4th High School</td></tr>
<tr><td colspan="15">RESEARCHERS: Elizabeth Zapata Henríquez and Yessenia Ramírez Caballero</td></tr>
<tr><td>OBJECTIVE:</td><td>ACTIVITIES:</td><td colspan="4">APRIL</td><td colspan="4">MAY</td><td colspan="4">JUNE</td></tr>
<tr><td>To collect data for further information</td><td>PRE-TEST</td><td></td><td></td><td>▨</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>To learn and practice regular and irregular verbs</td><td>SONG STAY</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>■</td><td></td><td></td><td></td><td></td></tr>
<tr><td>To collect data for noticing if students learned the verbs</td><td>POST-TEST</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>▨</td><td></td><td></td><td></td></tr>
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</tbody>
</table>

NAME: _____PAUTA_____

Objective: *To notice if regular and irregular verbs are known and used correctly by students in the "Past Simple Tense".*

Instructions: - **You will have 45 minutes to complete your test.**

- **Read the instructions carefully and pay attention to your handwriting.**
- **Use only pen in your test.**
- **No cell phones allowed.**
- **No questions among your classmates allowed.**
- **Check your test when you finish.**
- **Wait in silence in your seat when you finish.**

I. Listening Part: *In this part you are going to listen to ten sentences. You will have two opportunities to hear.*

Complete the gaps with the verbs that you hear

1. Amaro **kissed** his mother on her birthday.
2. Ana **went** to Rio de Janeiro last vacations.
3. Marco **listened** to music last evening.
4. Marta **had** a very nice pet last year.
5. Sebastian **ruled** all of his classmate's last class.
6. Fernanda **held** the situation at the school.
7. Catalina **saved** her best friend's life in the accident.
8. Constanza **knew** the results of her last English test.
9. Belen **touched** her face in the mirror.
10. Sergio **stood** too much time for his lunch.

II. Writing Part: *In this part you are going to write the past form of the verbs.*

Complete the gaps with the correct form of the verbs in brackets

1. Macarena **burned** her hands yesterday at dinner. **(Burn)**
2. Roberto **was** happy at his home last weekend. **(Be)**
3. Nicolas **cried** when his dog bit him. **(Cry)**
4. Melanie **fell** next to Gabriel. **(Fall)**
5. Bolt **died** in the car accident. **(Die)**
6. Michelle **forgot** her dog at the train station. **(Forget)**
7. Claudio **discovered** the cure for cancer. **(Discover)**
8. Renata **got** a prize in the last Olympic Games. **(Get)**
9. Gabriel **earned** some money in his job. **(Earn)**
10. Giuliana **gave** Camila a beautiful pen. **(Give)**

Listening activities in simple past tense.

Name: _____*Grade:* _____ *Date:* *April 25ᵗʰ, 2017*

Paradise. Coldplay.

I. Listen and circle the correct past tense.

When she **were / was** just a girl she **expected / expect** the world

But it **fly / flew** away from her reach

So she **ran / run** away in her sleep and **dreamed / dream** of

Para – para – paradise, para- para – Paradise, para - para – Paradise

Every time she **closed / close** her eyes.

II. Listen to the song and complete the missing information

When she _____ just a girl she _____the world

But it_____ away from her **reach** and the bullets **catch** in her teeth

Life **goes** on, it **gets** so heavy

III. Organize the ideas according to the song, write the numbers.

_____   (**1**) In the night the stormy night

_____   (**2**)The wheel **breaks** the butterfly

_____   (**3**) In the night the stormy night away she ´d **fly**

_____   (**4**) every **tear** a waterfall

_____   (**5**) she´ll **close** her eyes

IV

And **dream** of para- para- paradise
Para – para- paradise
Para – para- paradise

She ´d **dream** of para – para – paradise
Para – para – paradise
Para- para – paradise

La- la- la-la- la-la-la

La-la-la-la-la-la-la-la-la-la

And so lying underneath those stormy skies

She´d **say**. Oh, oh, oh, oh, oh, oh

I **know** the sun must set to **rise**

This could **be** para – para- paradise

Para- para – paradise

This could **be** para – para - - paradise

Oh,oh,oh,oh,oh,oh,oh,oh,oh

NAME:_____

Learning Objective: To learn and apply regular and irregular verbs in the "Past Simple Tense" through the song "Viva la Vida" by Coldplay.

A. Listen and complete the gaps with the past tense of the verbs.
Viva la vida (Coldplay)

I **used** to **rule** the world. Seas would **rise** when I **1**_____ the word.

Now in the morning I **sleep** alone.

Sweep the streets I **used** to own.

(Instrument)I **used** to roll the dice.

Feel the **fear** in my enemy**'s** eyes.

2_____ as the crowd would **sing**.

Now the old king **is** dead, long **live** the king.

One minute I **3**_____ the key.

Next the walls **were closed** on me.

And I **4**_____ that my castles **stand**.

Upon pillars of salt and pillars of sand.I **hear** Jerusalem bells a-**ringing**.

Roman cavalry choirs **are singing**.

Be my mirror, my sword and shield.

My missionaries in a foreign field.For some reason, I **can't explain**.

Once you'd **gone** there **was** never.

Never an honest word. And that **5**_____ when I **ruled** the world.

(Instrument)

It **was** a wicked and wild wind.

Blew down the doors to **let** me in.**Shattered** windows and the sound of drums.

People couldn't **believe** what I'**d become**.Revolutionaries **wait**.

For my head on a silver plate.

Just a puppet on a lonely string.

Oh who would ever **want** to be king?

I **hear** Jerusalem bells a-**ringing**.

Roman cavalry choirs are **singing**.

Be my mirror, my sword and shield.

My missionaries in a foreign field.For some reason I **can't explain**.

I **know** St Peter **won't call** my name.

Never an honest word.

But that **was** when I **ruled** the world.

(Instruments)

Ohhh

Ohhh

Ohhh

Ohhh

Ohhh

I hear Jerusalem bells a-**ringing**.

Roman cavalry choirs **are singing**.

Be my mirror, my sword and shield.

My missionaries in a foreign field.

For some reason, I **can't explain**.

I **know** St Peter **won't call** my name.

Never an honest word.

But that **was** when I **6_____** the world.

B. Create sentences and choose the verbs from the activity "A"

1. _____
   _____

2. _____
   _____

3. _____
   _____

4. _____
   _____

5. _____
   _____

6. _____
   _____

C.   Choose the correct past tense of the following verbs.

1. Give   A) Give
            B) Gave

            C) Given

2. Hold   A) Hold
            B) Held

            C) Holded

3. Rule   A) Decree
            B) Ruled

            c) Rule

4. String   A) String
             B) Strung

             C) Stringer

5. Let   A) Let
            B) Lete

            C) Have

6. Know   A) Known
            B) Knew

            C) Knowed

DEPARTAMENTO DE INGLÉS	INGLÉS	CEAT
MISS YESSENIA RAMÍREZ CABALLERO ELIZABETH ZAPATA H. Date: May 30th, 2017	WORKSHEET 4°GRADE PAST SIMPLE	

NAME: _____

Learning Objective: **To practice and play with regular and irregular verbs in the "Past Simple Tense" through the song "Stay" by Rihanna and Mikky Ekko.**

A. Match the verses according to the phrases you listen to in the song.

b.   All along it **was** a fever
c.   I **threw** my hands in the air, said, "**Show** me something,"
d.   Round and around and around and around we **go**
e.   Not really sure how to **feel** about it.
f.   **Makes** me **feel** like I can't live without you.

___Something in the way you move
___It **takes** me all the way. I want you to **stay**
___A cold sweat hot-headed believer
___Oh now, **tell** me now, **tell** me now, **tell** me now you **know**.
___He **said**, "If you dare, **come** a little closer."

B. Listen and number the phrases you listen to in the song.

___   Yeah, it **takes** me all the way.

___   It's not just something you **take**, it's **given**

___   I **want** you to **stay**.

___   Round and around and around and around we **go**

___   Something in the way you move

___   **makes** me **feel** like I can't live without you.

___   Not really sure how to **feel** about it.

___   It's not much of a **life** you're living

___   Oh now, **tell** me now, **tell** me now, **tell** me now you **know.**

C. Complete the stanza with the missing words.

Ooh, ooh, ooh, the reason I **hold** on

Ooh, ooh, ooh, 'cause I **need** this hole gone

Funny you're the _____ one but I'm the only one who _____ saving

'Cause when you never **see** the light it's hard to know which one of us is _____.

D. Underline the verbs in the following strophe.

Not really sure how to **feel** about it.
Something in the way you move
makes me **feel** like I **can't live** without you.
Yeah, it **takes** me all the way.
I want you to stay, stay.
I want you to stay, oooh.

E. Put the following verbs in past.

1. SAY   ⟶   ----------------------

    .

2. STAY   ⟶   ----------------------

3. GO   ⟶   ----------------------

4. KNOW ⟶ ----------------------

5. TAKE ⟶ ---------------------

6. LIVE ⟶ ---------------------

7. Feel ⟶ ---------------------

8. want ⟶ ---------------------

9. Tell ⟶ ---------------------

10. Hold ⟶ ---------------------

11. Threw ⟶ ---------------------

12. Give ⟶ ---------------------

F. Create sentences with the following verbs.

Fall, put in, put off, turn on, keep, expose, press.

NAME: _____**PAUTA**_____

Objective: *To notice if regular and irregular verbs are known and used correctly by students in the "Past Simple Tense".*

Instructions:
- **You will have 45 minutes to complete your test.**
- **Read the instructions carefully and pay attention to your handwriting.**
- **Use only pen in your test.**
- **No cell phones allowed.**
- **No questions among your classmates allowed.**
- **Check your test when you finish.**
- **Wait in silence in your seat when you finish.**

I. **Listening Part:** *In this part you are going to listen to ten sentences. You will have two opportunities to hear.*

Make a circle in the correct answer

11. Macarena **burned** her hands yesterday at dinner.
12. Roberto **was** happy at his home last weekend.
13. Nicolas **cried** when his dog bit him.
14. Melanie **fell** next to Gabriel.
15. Bolt **died** in the car accident.
16. Michelle **forgot** her dog at the train station.
17. Claudio **discovered** the cure for cancer.
18. Renata **got** a prize in the last Olympic Games.
19. Gabriel **earned** some money in his job.
20. Giuliana **gave** Camila a beautiful pen.

II. **Writing Part:** *In this part you are going to write the past form of the verbs.*

Complete the gaps with the correct form of the verbs in brackets

1. Amaro **kissed** his mother on her birthday. **(Kiss)**
2. Ana **went** to Rio de Janeiro last vacations. **(Go)**
3. Marco **listened** to music last evening. **(Listen)**
4. Marta **had** a very nice pet last year. **(Have)**
5. Sebastian **ruled** all of his classmates last class. **(Rule)**
6. Fernanda **held** the situation at the school. **(Hold)**
7. Catalina **saved** her best friend's life in the accident. **(Save)**
8. Constanza **knew** the results of her last English test. **(Know)**
9. Belen **touched** her face in the mirror. **(Touch)**
10. Sergio **took** too much time for his lunch. **(Take)**

Reflection and Appreciation Survey

June 13th, 2017
Objective:

      -To collect data about personal opinion from the students related to the development of second language activities

Instruction: -Circle *Yes* or *No* according to your personal opinion in each category

	a) Use: To write sentences using regular and irregular verbs to express past actions	☺	☹
1	Did you learn how to use verbs in past tense to tell something you did?	YES	NO
2	Were you able to create sentences in simple past in English?	YES	NO
3	Did you understand the difference between regular and irregular verbs?	YES	NO
	b) Form: To write regular and irregular verbs correctly in past tense	☺	☹
4	Was it easy for you to write any sentence in past tense?	YES	NO
5	Could you create sentences without verbal mistakes?	YES	NO
6	Were the irregular verbs more difficult than regular ones?	YES	NO
	c) Meaning: To manage and apply past forms in context	☺	☹
7	Was it difficult for you to understand past verbs in the songs?	YES	NO
8	Did you feel comfortable listening to music with verbs in past tense?	YES	NO
9	Did you understand the context in each song?	YES	NO
10	Was it motivating for you to learn through musical activities?	YES	NO

PLANIFICACIÓN UNIDAD DE APRENDIZAJE

CLASE A CLASE

Subsector: Inglés	Profesor: Elizabeth Zapata H.	Curso: 4° E
Fecha inicio: April 18th, 2017	Fecha término: April 18th, 2017	Total horas pedagógicas: 1 hora
Objetivo Fundamental: Students recognize and demonstrate comprehension of different verbs in past tense in which the normal language is used.	Objetivo Fundamental Transversal: To demonstrate respect about the teacher and their classmates.	

Titulo Unidad de Aprendizaje				UNIT 2: The words				
Número de horas pedagógicas		Objetivos	Contenido	Actividades de aprendizaje	Recursos/ Materiales/ Bibliografía	Evaluación		
Fecha	Horas					Instrumento		Indicador
18-04-2017	*1 hr.*	- To identify the use of the regular and irregular verbs structure about past tense in affirmative sentences.	*-Regular and irregular verbs: Was/were, burned, cried, fell, died, forgot, discovered, got, gave, earned, kissed, went, listened, had, held, saved, knew, rule, touched and stood.*	**Inicio:** - The teacher greets students and explains them the objective of the class. It will be taken a pre – test about the past tense using regular and irregular verbs. In order to take out information of students, the test has two parts. Listening and writing..	- *Worksheet.*	- *Test with Listening and Writing.*		- *The student comprehends the use of Past Tense.* - *The student completes the test according to the given instructions.*

				Desarrollo: - The teacher gives the pre-test and reads the instructions for students to complete the first and the second part of the test. What do they have to do? First, to complete the first part of the test according to the sentences they listen to. - The students complete the gaps and then complete the second part of the test. They have to write the past form of the given verbs correctly.			
				Cierre: - The teacher checks the results of the pre-test through a general feedback with all the students together.			

PLANIFICACIÓN UNIDAD DE APRENDIZAJE

CLASE A CLASE

Subsector: Inglés	Profesor: Elizabeth Zapata H.	Curso: 4° E
Fecha inicio: April 25th, 2017	Fecha término: April 25th, 2017	Total horas pedagógicas: 1 hora
Objetivo Fundamental: To identify and demonstrate listening comprehension with verbs in simple past tense in listening activities.	Objetivo Fundamental Transversal: To listen respectfully and silently. To demonstrate a positive attitude to face the new challenges in class.	

Titulo Unidad de Aprendizaje		UNIT 2: " Technology"					
Número de horas pedagógicas		Objetivos	Contenido	Actividades de aprendizaje	Recursos/ Materiales/ Bibliografía	Evaluación	
Fecha	Horas					Instrumento	Indicador
25-04-2017	1 hour	- To identify and show listening comprehension with the verbs in simple past tense.	- Verbs such as: was, were, expected, flew, ran, dreamt, closed and reached.	**Inicio:** - The teacher greets students, presents the objective of the class and makes a review of the last class with a brainstorming of the verbs that students remember from the pre-test.	- Computer - Worksheet - Flashdrive - Speakers	- Worksheet with three listening activities.	- The student comprehends the use of simple past tense. - The student completes the activities without some help. - The student is able to recognize the past form of the verbs.
				Desarrollo: - The teacher gives students a worksheet with the song named "Paradise" and then, she explains what students have to do in			

				the first and in the second activity in the same one. - Students recognize and circle the correct verb according to what they listen to in the song. - Students complete the second activity which is related to fill in the gaps with the missing verbs in past tense. - The teacher gives feedback in these two activities.			
				Cierre: - Students develop the last activity where they have to organize the phrases according to the song they listen to. - The teacher gives feedback about this last activity and finally, she notices if students learn or not the verbs mentioned in the activities with the song. - Students finish singing the song all together.			

PLANIFICACIÓN UNIDAD DE APRENDIZAJE

CLASE A CLASE

Subsector: Inglés	Profesor: Elizabeth Zapata H.	Curso: 4° E
Fecha inicio: May 02nd, 2017	Fecha término: May 02nd, 2017	Total horas pedagógicas: 1 hora
Objetivo Fundamental: To identify and demonstrate listening comprehension with verbs in simple past tense in listening activities.	Objetivo Fundamental Transversal: To listen respectfully and silently. To demonstrate a positive attitude to face the new challenges in class.	

Titulo Unidad de Aprendizaje		UNIT 2: " Technology"					
Número de horas pedagógicas		Objetivos	Contenido	Actividades de aprendizaje	Recursos/ Materiales/ Bibliografía	Evaluación	
Fecha	Horas					Instrumento	Indicador
02-05-2017	1 hr.	- To identify and show listening comprehension with the verbs in simple past tense.	- *Verbs such as: was, gave, discovered, held, ruled, strung and knew.*	**Inicio:** - The teacher greets students, presents the objective of the class and makes a review of the last class with a brainstorming of the verbs that students remember.	- *Computer* - *Worksheet* - *Flashdrive* - *Speakers* - *Whiteboard*	*-Worksheet with two listening activities and one multiple choice.*	- *The student comprehends the use of simple past tense.* - *The student completes the activities without some help.* - *The student is able to recognize the past form of the verbs.*
				Desarrollo: - The teacher gives students a worksheet with the song named "Viva la vida" and then, she explains what			

				students have to do in the first, second and third activities in the same one. - Students recognize the verbs in bold which are in past tense and complete the gaps according to what they listen to in the song. - Students create sentences using verbs in past from the activity A. - The teacher corrects the sentences and gives feedback in these two activities. - Students choose the correct alternative in past for the base form of the verbs.			
				Cierre: - The teacher tells students they have to choose six verbs from the worksheet and they have to write one sentence on the whiteboard. - The teacher finishes giving feedback about the mistakes and singing the song all together.			

PLANIFICACIÓN UNIDAD DE APRENDIZAJE

CLASE A CLASE

Subsector: Inglés	Profesor: Elizabeth Zapata H.	Curso: 4° E
Fecha inicio: May 23rd, 2017	Fecha término: May 23rd, 2017	Total horas pedagógicas: 1 hora
Objetivo Fundamental: To identify and demonstrate listening comprehension with verbs in simple past tense in listening activities.	Objetivo Fundamental Transversal: To listen respectfully and silently. To demonstrate a positive attitude to face the new challenges in class.	

Titulo Unidad de Aprendizaje		UNIT 2: " Technology"					
Número de horas pedagógicas		Objetivos	Contenido	Actividades de aprendizaje	Recursos/ Materiales/ Bibliografía	Evaluación	
Fecha	Horas					Instrumento	Indicador
23-05-2017	1 hr.	- To identify and show listening comprehension with the verbs in simple past tense.	- *Verbs such as: was, threw, said, gave and knew.*	**Inicio:** - The teacher greets students, presents the objective of the class and makes a review of the last class with a brainstorming of the verbs that students remember.	- *Computer* - *Worksheet* - *Flashdrive* - *Speakers* - *Whiteboard*	*-Worksheet with three listening activities, two of general knowledge about verbs and one multiple choice.*	*- The student comprehends the use of simple past tense.* *- The student completes the activities without some help.* *- The student is able to recognize the past form of the verbs.*
				Desarrollo: - The teacher gives students a worksheet with the song named "Stay" and then, she explains what students have to do			

				in the first, second, third, fourth, fifth and sixth activities in the same one.			
				- Students recognize the verbs in bold which are in past tense and match the first columns with the second one according to what they listen to in the song.			
				- Students have to number from one to nine the phrases of the song they listen to.			
				- Students have to complete the gaps according to the verbs they listen to in the song.			
				- Students have to underline the verbs they read in the strophe.			
				- Students have to transform the base form of the verbs, in past tense.			
				Cierre: - The teacher tells students they have to create sentences with the verbs given and finally, the teacher gives feedback and sings the song with all the students together.			

PLANIFICACIÓN UNIDAD DE APRENDIZAJE

CLASE A CLASE

Subsector: Inglés	Profesor: Elizabeth Zapata H.	Curso: 4°E
Fecha inicio: June 06th, 2017	Fecha término June 06th, 2017	Total horas pedagógicas: 2 Horas
Objetivo Fundamental: Students recognize and demonstrate comprehension of different verbs in past tense in which the normal language is used.	Objetivo Fundamental Transversal: To demonstrate respect about the teacher and their classmates. Students listen in silent the sentences in order to identify the past tense that they are using in the daily life.	

Titulo Unidad de Aprendizaje		UNIT 2: The Technology					
Número de horas pedagógicas		Objetivos	Contenido	Actividades de aprendizaje	Recursos/ Materiales/ Bibliografía	Evaluación	
Fecha	Horas					Instrumento	Indicador
06-06-2017	2 hrs.	- To identify the use of the regular and irregular verbs structure about past tense in affirmative sentences.	-Regular and irregular verbs: Was/were, burned, cried, fell, died, forgot, discovered, got, gave, earned, kissed, went, listened, had, held, saved, knew, rule, touched and stood.	**Inicio:** - The teacher greets students and explains them the objective of the class. It will be taken a post – test about the past tense using regular and irregular verbs. In order to take out information of students, the test has two parts. Listening and writing.	- Worksheet.	- Test.	- The student comprehends the use of Past Tense. - The student completes the test according to the given instructions.

| | | | | **Desarrollo:**

- The teacher gives the post-test and reads the instructions for students to complete the first and the second part of the test. What do they have to do? First, to complete the first part of the test according to the sentences they listen to.
- The students complete the gaps and then complete the second part of the test. They have to write the past form of the given verbs correctly. | | | |
| | | | | **Cierre**:

- The teacher checks the results of the post-test through a general feedback with all the students together. | | | |

PLANIFICACIÓN UNIDAD DE APRENDIZAJE

CLASE A CLASE

Subsector: Inglés	Profesor: Elizabeth Zapata H.	Curso: 4° E
Fecha inicio: June 13th, 2017	Fecha término: June 13th, 2017	Total horas pedagógicas: 1 hora
Objetivo Fundamental: To collect data about personal opinion from the students related to the foreign language learning process.	Objetivo Fundamental Transversal: To work in silent and to demonstrate respect bout their classmates and teacher.	

Titulo Unidad de Aprendizaje		UNIT 2: " Technology"					
Número de horas pedagógicas		Objetivos	Contenido	Actividades de aprendizaje	Recursos/ Materiales/ Bibliografía	Evaluación	
Fecha	Horas					Instrumento	Indicador
13-06-2017	*1 hr.*	- To answer a survey according to appreciation and reflection survey on the learning process of regular and irregular verbs.	*- Some questions about the method of "Learning simple past tense through the use of popular songs" used in classes.*	**Inicio:** - The teacher greets students and explains them the objective of the class. Then gives the survey and the instructions of it. **Desarrollo** - Students answer the survey and after that they give it to the teacher. **Cierre** - After finishing the survey, the teacher gives students a regular and irregular verbs list.	- *Worksheet*	- *Survey*	- *The student answers the survey according to Yes or No questions.*

Concepción, 25 de Abril de 2017

Estimados:

La presente tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la institución CEAT, en el estudio denominado "Using popular songs as a resource to promote learning of 40 English verbs in Simple Past Tense in fourth year highschool at Mauricio Hochschild - CEAT".

Su valiosa ayuda consistirá en la autorización de la pertinencia de los instrumentos (pre test, post test y guías) con los objetivos y variables de nuestro estudio.

Agradeciendo de antemano su valiosa colaboración, se despiden de Ustedes, Atentamente,

Elizabeth Zapata Henríquez   Yessenia Ramírez Caballero

Alumnas tesistas UDLA

UDLA
UNIVERSIDAD DE LAS AMÉRICAS

Facultad De Educación
Pedagogía en Inglés

IDENTIFICACIÓN DEL TRABAJO

1. TÍTULO DEL TRABAJO:

USING POPULAR SONGS AS A RESOURCE TO PROMOTE LEARNING OF 40 ENGLISH VERBS IN SIMPLE PAST IN FOURTH YEAR HIGHSCHOOL AT MAURICIO HOCHSCHILD - CEAT

2. OBJETIVOS DEL TRABAJO

To implement three activities which involve popular songs as a tool to practice 40 verbs in English in the Past Simple Tense.

2.1. OBJETIVO GENERAL

To apply musical tasks for implementing the use of popular songs in English to help students practice 40 English regular and irregular verbs in simple past tense.

2.2. OBJETIVOS ESPECÍFICOS

- To examine the number of verbs that students recognize as linguistic signs.
- To assess students developing eight activities involving the use of pop songs to practice regular and irregular verbs.
- To measure the final number of verbs practiced by students (acoustic form and meaning).

3. VARIABLES

The independent variable attempts to the usage and identification of the past simple forms of English verbs in students from fourth grade of a secondary school.
The dependent variable consists of using popular songs for influencing students to acquire the new English verbs in past.

PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: __✓__   Medianamente Suficiente: _____   Insuficiente: _____

Observaciones:

- Los tasks están claramente definidos. Son breves y cumplen con los requerimientos de Aprendizaje de los alumnos de Cuarto Grado (en contexto).
. La elección de las canciones a usar, demuestran concordancia con el nivel y el trabajo de observación de los estudiantes.

2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: __✓__   Medianamente Suficiente: _____   Insuficiente: _____

Observaciones:

- La variedad de ejercicios, posibilita la oportunidad de Asociación y Asimilación, basado en las multiples oportunidades de realización de tareas.

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CONCEPCIÓN

13.984.546-6

Firma y Rut Docente

PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: _X_ Medianamente Suficiente: ____ Insuficiente: ____

Observaciones:

Las canciones seleccionadas se ajustaron al objetivo de practicar y aprender verbos en Simple Past.

2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: _X_ Medianamente Suficiente: ____ Insuficiente: ____

Observaciones:

Firma y Rut Docente
8.130.242-1

PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: _____ Medianamente Suficiente: _X_ Insuficiente: _____

Observaciones:

Debería haber más variedad de actividades las que debieran organizarse de menor a mayor grado de dificultad, ejemplo: completación - términos pareados, selección múltiple, descarte, etc. Utilización de distractores en los ítems que sea necesario.

2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: _X_ Medianamente Suficiente: _____ Insuficiente: _____

Observaciones:

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8.150.308-7