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Tesis de Graduación para Optar al Título de Licenciado en Ciencias de la
Educación con mención en Inglés.

Topic:

Innovative Strategies in English teaching and learning process

Sub-Topic:

The implementation of a workbook with songs to develop the listening skill in order to understand the main idea from a text, with students of 11th grade “A”, morning shift, at the National Institute Juan Jose Rodriguez in the second semester 2017.

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Jinotepe, December 2017

¡A la libertad por la Universidad!

Summary

To carry out the present research, a Workbook with Songs was implemented as a didactic resource with student from 11th grade “A” in the second semester 2017 at the National Institute Juan Jose Rodriguez with the main objective to develop the students’ listening skill in order to catch the main idea from a text. An observational, descriptive and transversal study was carried out by the research group. To prove the effectiveness of the didactic resource “a Workbook with Songs”, a survey, a focus group, an interview for students and for the English teacher was applied in which it was demonstrated that students improved considerably their listening skill and comprehended the main idea from a text. The program IBM SPSS STATISTIC was used to analyze and obtain the results of the surveys which concluded that: the 100% of students thought that the research group showed the competences for the implementation of the didactic resource “A Workbook with Songs”. According to the different activities implemented in the classroom, the 95% of students affirmed that the activities were dynamic and innovative. Only the 5% percent of the students expressed that the activities were not innovative for them. The 85% of students considered that they have improved their listening skill through the implementation of the didactic resource “A Workbook with Songs”, and the 30% of them affirmed that they needed to improve their listening skill.

Key words: workbook with songs, didactic resource, listening Skill, understand main idea.

Dedication

We dedicate our work to the Creator for giving us the opportunity to work with love and patience to accomplish our present research work successfully, for the wisdom that He gives us every day to face life's unexpected moments with courage and confidence. To our parents, for teaching us and giving us the opportunity to develop ourselves as professionals, even if they never had the same opportunity. To our excellent teachers, for transmitting their knowledge to improve our teaching-learning process and to prepare us for life. To all of these, we are grateful, and we bless them for their dedicated work towards our professional development.

Acknowledgement

We thank God for giving us the blessed opportunity of living, for allowing us to enjoy every moment of life and guide us along the path that has charted for us. Thank for the wisdom and all knowledge that He has provided us for the realization of this project of research that today have culminated with success.

The present research work was carried out under the supervision of the master Tania Campos, to whom we would like to express our deepest gratitude for her patience, time and dedication.

To our parents, for being the fundamental props in our life, who with love and confidence have guided us during our university education to achieve the dreams and goals that we have proposed to ourselves.

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1. Introduction

English is a language that has had a great impact in the world being the second most spoken language in the whole world, so much so, that in Nicaragua English is taught as a class within the educational program either in private or in public schools. That is the reason why year after year teachers seek to innovate and implement different strategies that facilitate the teaching-learning process.

Nowadays, education should be a matter of concern for the educational authorities of our country, since we live in the developing of a country; we depend on future generations to be part of the educational training process, forming efficient professionals that can contribute to a better development of the country.

With the implementation of a workbook with songs, teachers will improve the teaching-learning process in the development of the listening skill in the English class with the students of 11th grade “A” at the National Institute Juan Jose Rodriguez.

This research presents the characterization of the problem, the purpose and the justification that guide the investigative work. This is based on theoretical contents extracted from researches consulted by authors focused on the different techniques of Teaching-Learning process that help to develop the listening skill.

2. Background

Having knowledge about the English language has achieved a notable level of importance around the world; this is the reason why many investigations have been developed to contribute to English-language proficiency. Therefore, for the realization of this research, previous studies on the implementation of a workbook of songs in the development of listening skill have been taken into account.

Díaz (2010), Demonstrated that all teachers and educators are agents of change. Teacher should be creative, to improve the teaching and learning process. Therefore, the new education requires qualified and innovative teachers, who seek strategies that facilitate the teaching and learning process for students and not simply transfer knowledge. In this research the results showed that the implementation of music inside the educational work helps facilitating strategies for the teaching and learning process.

In a research carried out by Sundin et al. (2011) cited by Gustavsson (2015) concluded that the implementation of songs in the classroom helps students to be more confident in the same way, students improved their listening skill by listening to native speakers singing. Besides, this research has shown that a good teacher needs to learn different ways to teach to the students, for example, it can be through art, music, plays etc, a skilled teacher would have skilled students.

Mora (2012) developed a study with the objective to show the results of a sonorous program musical to put into practice in the education of English as a foreign language across tasks with Spanish students of sixth grade of primary. They noticed that the motivation of the students in the learning process improved notably. Furthermore, certain difficulties in the teaching and learning process like LE in a non-bilingual context have been reduced thanks to the use of music and songs. In addition, the inclusion of sound elements becomes a suitable and recommended teaching tool for foreign languages because it favors the improvement of pronunciation, grammatical structures and the four basic skills.

In a research carried out by Arevalo (2010) entitled: “The use of songs as a tool to work on listening and culture in EFL classes”, according to the results of the information gathered, it is possible to say that songs are the most suitable type of authentic material to develop listening comprehension. This is because students feel motivated when working with this kind of material; furthermore, learners’ ages and social contexts really fit with the kind of music which is selected to work in class. Besides, the research showed that the use of songs in the classroom motivates the students to attend lessons and pay attention in class. Songs are the product of a culture and shared values, commitment, responsibility, love, history, traditions, customs, and specific characteristics of spoken language.

Many researches related to how music can develop the students’ listening skill have been found, unfortunately, there are no researches where a workbook with songs is created to develop students’ listening skill.

3. Activity proposal

The implementation of a workbook in the classroom most of the time has as objectives to evaluate, grammar, reading comprehension, vocabulary; but there is not a specific workbook for listening. The idea of the use of a workbook with song arises from the necessity to implement a didactic resource in the classroom in order to develop the listening sub-skills such as hearing, attending, understanding the main idea, remembering, evaluating and responding.

This workbook with songs is going to contain different activities in which students are going to put into practice the listening with the purpose of making students practice and develop their skill more effectively, the more students practice in the classroom and at home, the more they will improve.

4. Phases for the activity proposal implementation

4.1 Phase I

This research was presented to the principal at the National Institute Juan José Rodríguez and to the teacher of 11th grade “A” in a brief presentation using slideshows, and at the end 10 minutes for questions were given to the principal and to the teacher.

4.2 Phase II

For the development of this research work, important issues were taken into account: The main objective of the innovation project was presented to the students from 11th grade "A" at the National Institute Juan José Rodríguez. This innovation consisted in a workbook with song which was applied in different sessions of classes according to the topic to facilitate the Teaching-Learning process of the students in the classes. At the end of this research work the students were evaluated. This evaluation consisted of completing different activities based on grammar and listening comprehension. An evaluation rubric was used to evaluate the students' progress to identify how much students understand the main idea from a text.

4.3 Phase III

In this phase, the lesson plans that were implemented for the development of the didactic resource “A Workbook with Songs”, were presented in a detailed way.

5. Justification

This research arises from the need of people to learn English because of its importance. The didactic strategies play an important role in teaching and learning process just as the use of didactic resources does, in order to fulfill the objectives from any English Program.

Teaching English as a foreign language represents many challenges. It is difficult to hand the different English skills, especially in listening because it does not allow the students and teachers reach the competences according to the MINED program.

This research is justified with the implementation of a workbook with songs to develop the listening skill in order to understand the main idea from a text.

With this research, students and teacher will have a didactic teaching resource that allows them to have a meaningful learning that could also facilitate the teaching - learning process to develop the listening skill.

6. Statement of the problem:

English listening skill has become an important skill that people are learning to develop in order to get an effective communication. It is important to mention that a good communication not only implies speaking with two or more people in a fluent way; people need to understand that listening is the key that will provide them with the message that another person is transmitting at the moment of speaking. When people develop the listening skill they will never misunderstand the main message from a conversation.

The National Institute Juan José Rodríguez has in its program of study a variety of subjects. One of them is English, which is taught as a foreign language. Most of the time, teachers are focused on grammar, leaving aside the other skills which are very important, too. Like is the case of listening, and the students may not know the difference between some words or they can't recognize words while the teacher is talking to them.

6.1 Problem Formulation:

How will the application of a workbook with songs contribute to the development of the listening to understand the main idea from a text with students of 11th grade “A”, at the National Institute Juan Jose Rodriguez, in Jinotepe, Carazo, in the second semester 2017?

6.2 Problem systematization:

1. How to develop the application of a workbook with songs to improve the listening skill in the students of 11th grade “A” at the National Institute Juan José Rodriguez, in Jinotepe-Carazo, in the second semester 2017?
2. How will the students’ progress be evaluated with the use of a workbook with songs to help students to develop their listening skill?
3. How will the implementation of a workbook with songs impact the development of the students’ listening skill?

7. Objectives

7.1 General Objective

To implement the use of a workbook with songs as a didactic resource, in order to develop the listening skill to understand the main from a text with students of 11th grade “A” at the National Institute Juan José Rodríguez.

7.2 Specific objectives

- To apply the use of a workbook with songs in order to improve the listening skill of students of 11th grade “A” at the National Institute Juan José Rodríguez.
- To evaluate the students’ progress with the implementation of a workbook with songs with students of 11th grade “A” at the National Institute Juan José Rodríguez.
- To evaluate the impact during the use of a workbook with songs as a teaching resource to develop the listening skill of the students from 11th grade “A” at the National Institute Juan José Rodríguez

8. Theoretical Framework

In this chapter, it is found the most relevant theoretical foundations that define the present research paper. It is divided in three parts, which are English as a foreign language, Listening skill, and the use of a workbook with songs.

8.1 Innovation in the teaching and learning process

According to (“STLHE SAPES”, 2016) “The practice of effective and meaningful teaching can benefit immensely when educators thoughtfully experiment and apply new or different pedagogical approaches, technologies, curricular enhancement, course design and organization, and assessments.”

A classroom is where students can develop their talents, and teachers need to recognize those talents and help the students to develop them. In order to do that, a teacher needs to be well trained with technology. The main goal of innovation is to find multiple opportunities in which students can participate to show up what they have learned from their teachers (Sadavel, 2017,P.33).

8.2 Listening skill

According to Nunan, (2001: 23), cited by Alonso (2015), Listening is a six-staged process, consisting of Hearing, Attending, Understanding the main idea, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.

“Listening is a psychological phenomenon, which takes place on a cognitive level inside people’s minds, and a social phenomenon, which develops interactively between people and the environment surrounding them” McLaren (2006) cited by (Alonso, 2015, P.11). It considers listening as a complex process, which needs to be understood in order to teach it; and subsequently evaluate it before integrating it with phonological aspects and with the skill of speaking.

Anglo (2012) “Listening skill is an initial step in communication and English learning. If students have a high ability to understand the language, their ability to communicate would be better and as a result, students can more easily develop other language skills”.

However, Morley (1972) cited by Alonso (2015) notes, “perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a nonnative language” (p.12).

8.3 The listening process: importance and difficulties of listening in language learning

8.3.1 Importance:

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession. Rivers (1966) cited by Alonso (2015) claimed, “Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached” (p.12).

According to Anglo (2012):

Listening is a very important skill because is the first action that people do when they learn a new language. In other words, listening is the ability to accurately receive and interpret messages in the communication process. Listening is a key to all effective communication, without the ability to listen effectively, messages are easily misunderstood and the communication breaks down and the sender of the message can easily become frustrated or irritated.

According to Alonso (2015) “Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension” (p.12).

8.3.2 Difficulties:

Fang (2008) cited by Darweesh (2014) believes that “students often complain that listening and speaking are their vulnerable spots, and speaking is even weaker.”(p.3)

According to Darweesh (2014) these are the most common problems that the students face in the classroom during the listening classes:

Problems caused by pronunciation, problems caused by the lack of control of a speaker’s speech speed, problems caused by the inability to get things repeated, problems caused by the listeners limited word stock, problems caused by the failure to concentrate, problems caused by the interpretation, problems caused by the inability to identify the signals, problems caused by the language, problems caused by the lack of visual support (p.3)

According to Widdowson (1978) cited by López (2014) “when people acquire a language, they do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; people also learn how to use sentences appropriately to achieve a communicative purpose”.

8.4 How to teach listening?

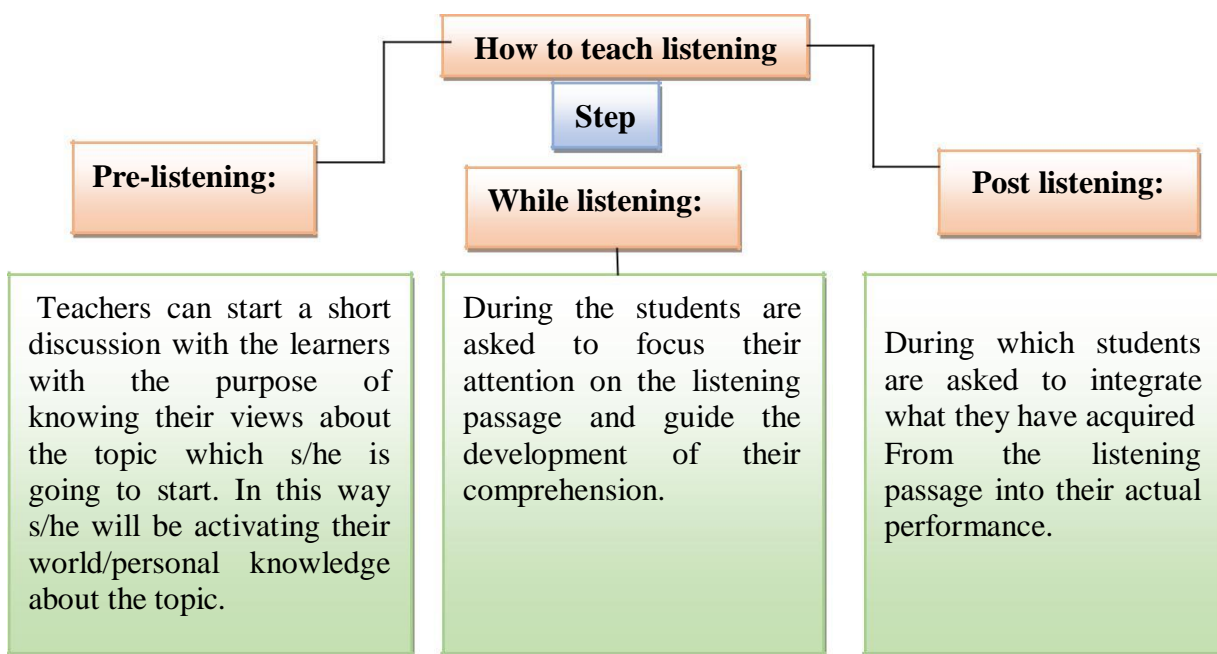
To understand the process of listening, Rost (1991) cited by Stevenson (2013) divides the process into two parts.

- Firstly, listeners integrate component skills such as discriminating between sounds; recognizing words; identifying grammatical group of words; connecting cues such as intonation and stress to gestures; using background knowledge; and recalling important words and ideas.
- Secondly, listeners must make decisions about what is being listened to such as determining the situation; making a plan for listening; determining the important words and units of meaning; and asking if the message makes sense.

In addition, Rost (1991) cited by Stevenson (2013) “states four principles for developing listening skill for English language learners (...) focusing on meaning and trying to learn new and

important content; working on comprehension activities; and acknowledging that listening is an internal process that cannot always be directly observed”

One of the major advancements to come out of research into listening strategies was the understanding that listening exercises could be divided into three main parts: pre-listening, while-listening and post listening activities. This division has proved very fruitful for the learners as well as teachers (Lindsay, Miller 2003), cited by (Ullah, 2014).



Source Lindsay Miller (2003), cited by (Ullah, 2014)

Miller cited by (Ullah, 2014), suggest:

How the divisions can be used with authentic materials delivered through technological media like radio, television, and internet/CD-ROM. About the use of radio, Miller contends that using real time radio is one of the most easily accessible forms of authentic listening practice in a classroom that a teacher can give to his/her learners; and at the same time, it helps to develop and improve the teaching learning process of the students (p. 38)

However, Houston (2016) also says that it is important to plan and organize a listening lesson in order to support students and help them succeed at listening in English. By assigning tasks and focusing attention on different aspects of a listening text, teachers can help students developing their listening skill and identify where they need to improve.

8.5 Advantages of using songs to develop the listening skill

“Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling.” (Millington, 2011, p. 135).

Music is also crucial for human beings out of school; it is always present in learners’ daily life. Music includes a wide scope of fields: “socio cultural, musical, psychological and spirituals dimensions” (McCarthy, 2009) cited by (Muñoz, 2013).

According to (Simpson, 2015).

One of the big problems we all face, whether teaching English to children or adults, is maintaining learners’ interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages

The use of songs in the classroom can help students to develop their listening comprehension.

(Lynch, 2017) Mentioned the factors that help to develop the listening comprehension of a song:

The use of new vocabulary, idioms and expressions, pronunciation and accent of the singer, and the use of new grammar and structure; for example, song writers and singers are notoriously “loose” when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

9. Hypothesis

The listening skill of the students from 11th grade, morning shift in the National Institute Juan Jose Rodriguez, Jinotepe-Carazo could be improved as long as “A Workbook with Songs” could be applied in order to improve the listening skills to evaluate the students’ progress as well to evaluate the impact of the workbook with songs.

10. Methodological design

10.1 Type of study

The proposed study takes a qualitative approach. The use of this method seeks to analyze the circumstances of the English students from 11th grade "A" and adapt a methodological proposal to improve their listening skill.

10.2 Area of Study

This research took place at the National Institute Juan José Rodríguez in the town of Jinotepe-Carazo, specifically with students of 11th grade "A".

10.3 Universe and Sample

All the students from 11th Grade "A" at the National Institute Juan José Rodríguez formed the universe and sample.

10.4 Matrix Descriptor

DESCRIPTORS MATRIX.

General Objective: To implement the use of a workbook with songs as an innovative didactic strategy in order to develop the listening skill with students of 11th grade “A” at the National Institute Juan José Rodriguez.

Specific Objectives	Sources	Data Collection and Information Gathering Techniques				
		Interview	Focus Group	Lesson plan	Survey	Rubric
<ul style="list-style-type: none"> To apply the use of a workbook with songs in order to improve the listening skill of students of 11th grade “A” at the National Institute Juan José Rodriguez. 	Bibliographical			*		
<ul style="list-style-type: none"> To evaluate the students’ progress with the implementation of a workbook with songs with students of 11th grade “A” at the National Institute Juan José Rodriguez. 	Teacher and Students			*		*
<ul style="list-style-type: none"> To evaluate the impact during the use of a workbook with songs as a teaching resource to develop the listening skill of the students from 11th grade “A” at the National Institute Juan José Rodriguez. 	Teacher Students	*	*		*	

10.5 Methods, techniques, and instruments

To carry out this study, five interviews were conducted with students of 11th grade “A” (annexe.1), a survey (annexe 2) was conducted among the students and an interview with the English teacher (annexe 3). An evaluation rubric was applied to students in order to determine their progress through the implementation of this activity. A Focus group (annexe) was carried out with students from 11 grade.

10.6 Tabulation plan and statistical analysis of data.

From the data collected, the corresponding database was designed, using the statistical software SPSS. Once the quality control of the registered data was carried out, the relevant statistical analyzes were realized.

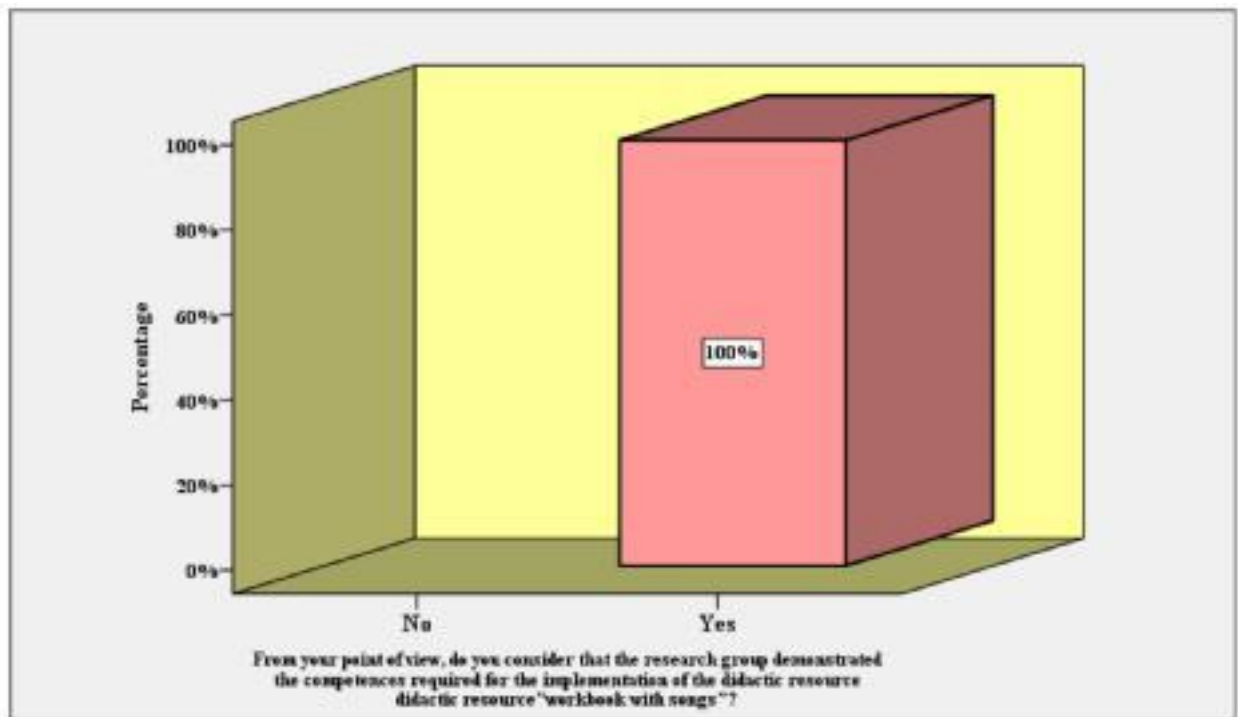
According to the nature of each of the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives, graphs of pastel or bars were realized.

Figure Index

11. Results

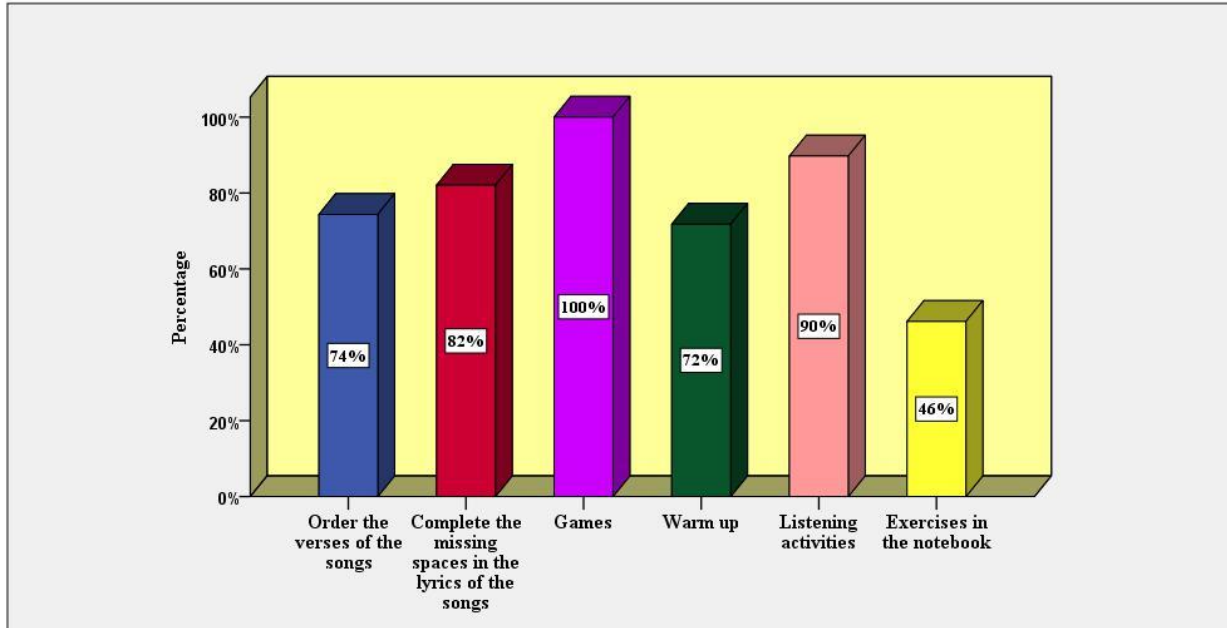
11.1 Results obtained through the survey applied to the students

Figure 1



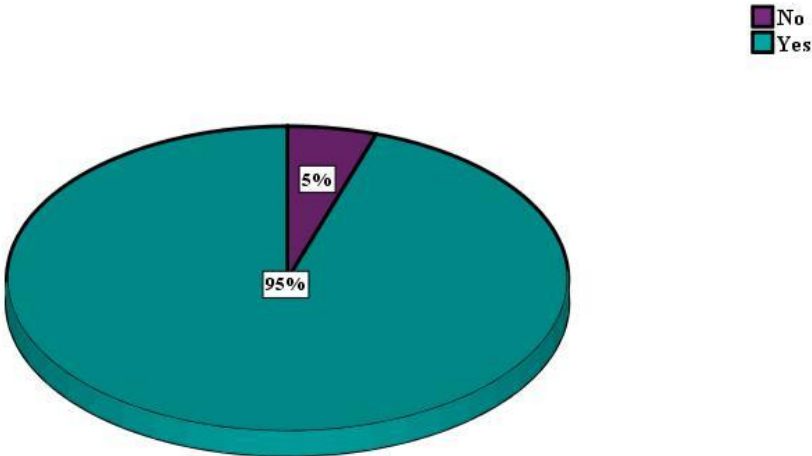
According to the implementation of the didactic resource “A Workbook with Songs,” 100% of students thought that the research group showed the competences for the implementation of the workbook itself.

Figure 2



During the implementation of the didactic resource “A Workbook with Songs”, the research group developed different activities to catch students’ attention. 74% of students liked to order the verse of the songs. 83% of students preferred to complete the missing words of the songs. 100% of students enjoyed the games. 72% expressed their interest and motivation through participating in warm ups. 90% of students liked the listening activities. Only 46% of students prefer to work on their notebooks.

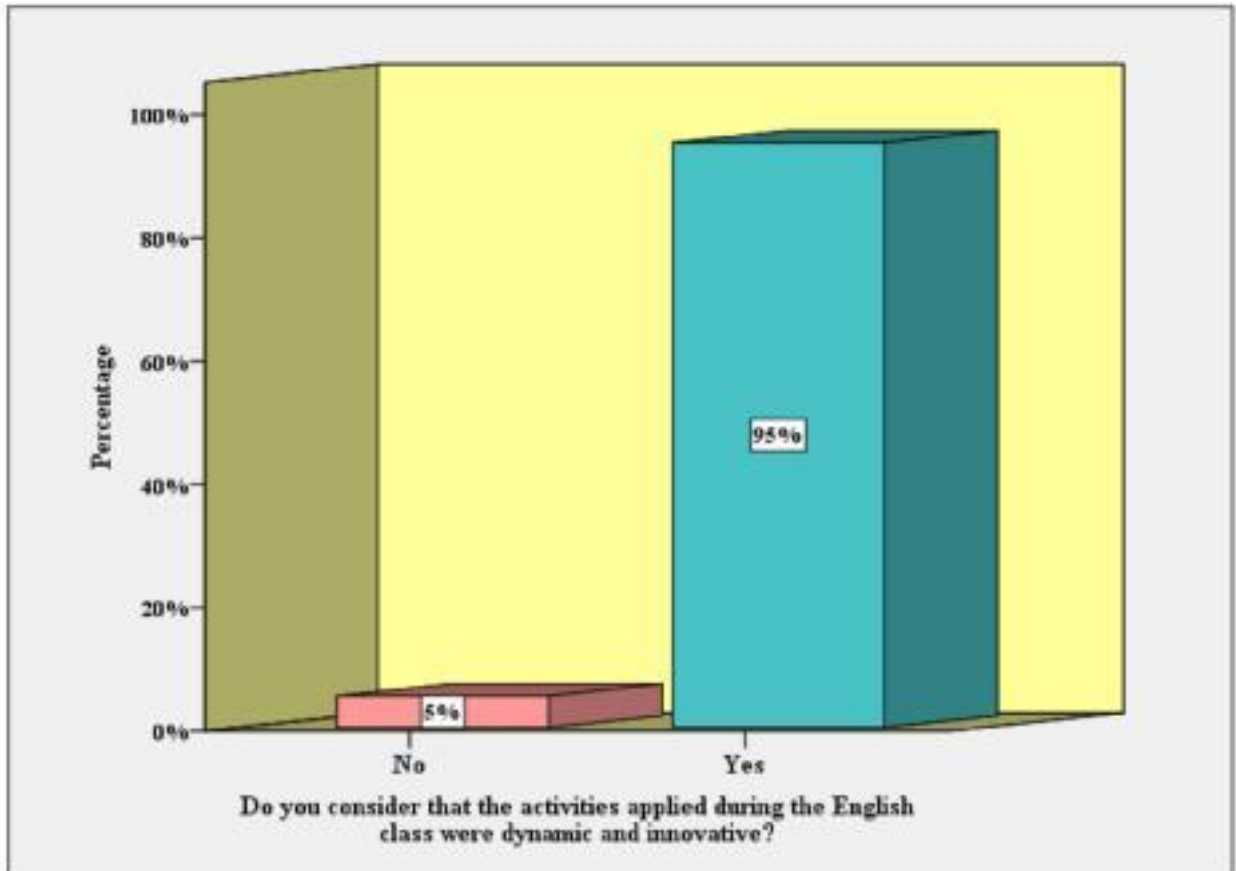
Figure 3



During the five weeks that the innovation "workbook with songs" was applied, did the reseach group motivate you to participate in a more active way in the classes?

95% of students affirmed that the research group motivated them to participate actively in the English class, and only 5% of students affirmed the opposite.

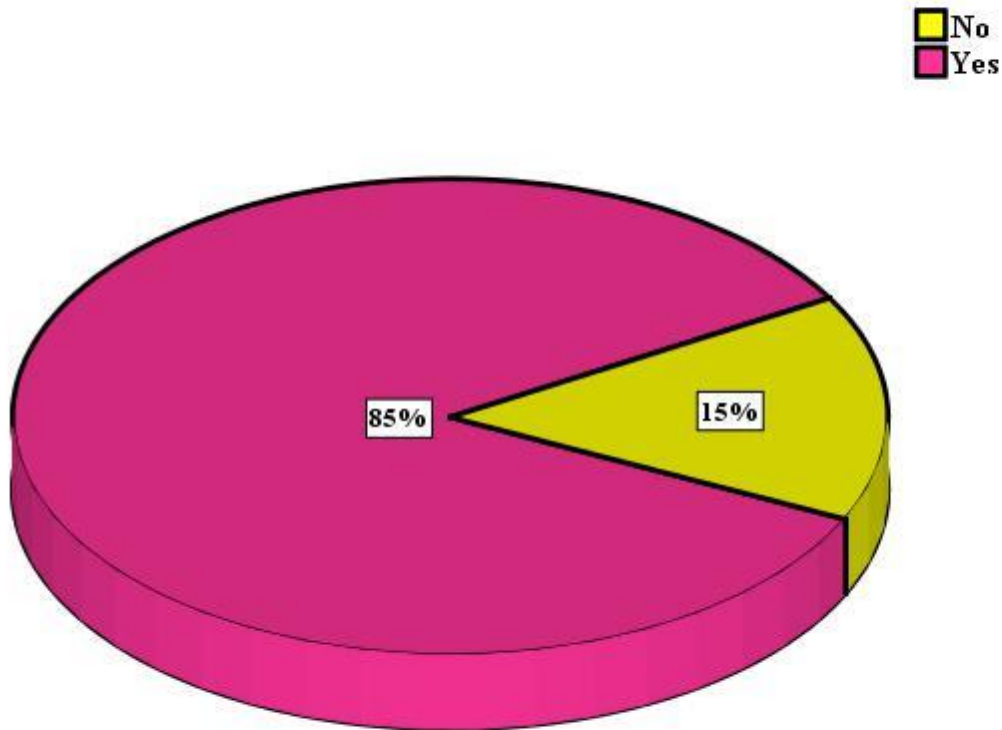
Figure 4



According to the different activities implemented in the classroom, 95% of students affirmed that the activities were dynamic and innovative. Only 5% of students expressed that the activities were not innovative for them.

Figure 5

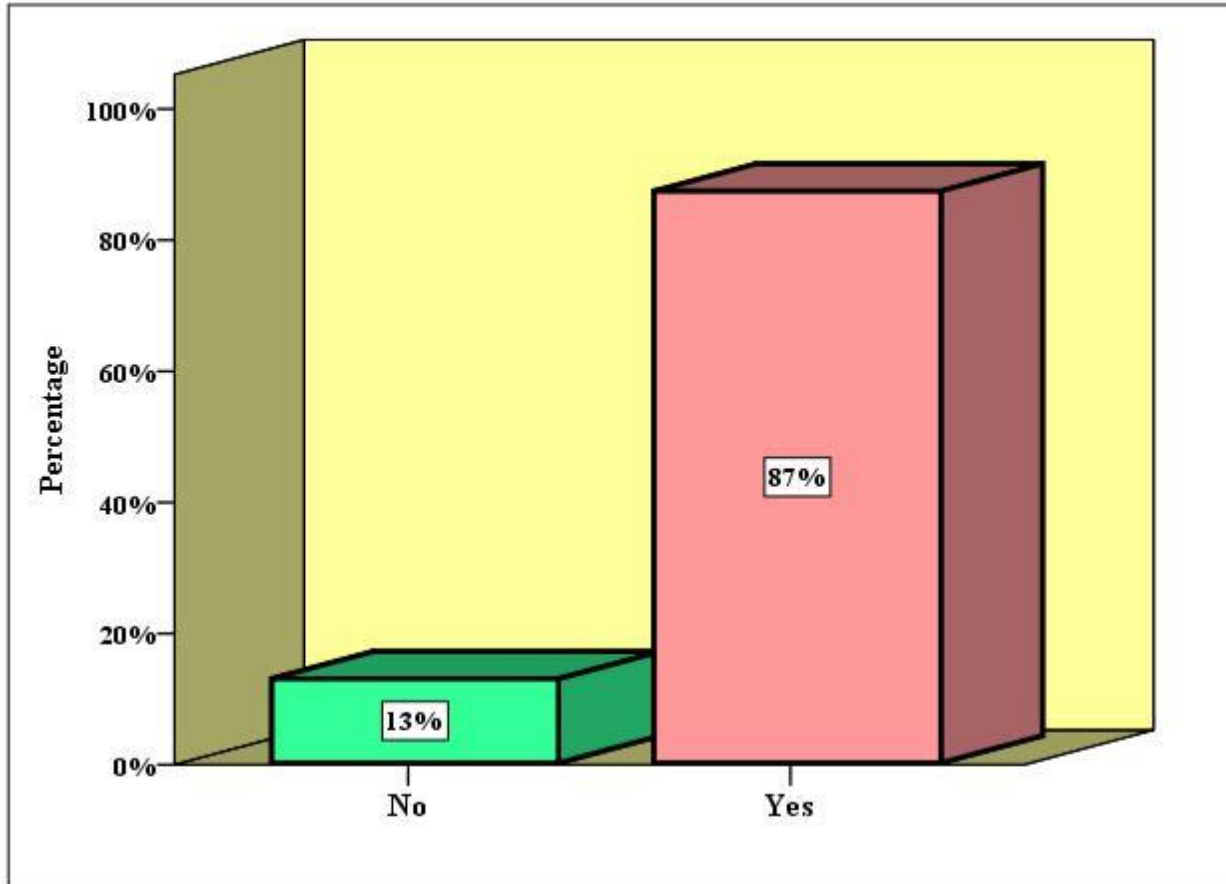
Do you consider that the time in which the didactic resource was implemented was appropriated?



Talking about the time of the implementation of the didactic resource in the classroom, 85% of students considered that the activities implemented were developed in an appropriated time, while just 15% of students did not value them in the same way.

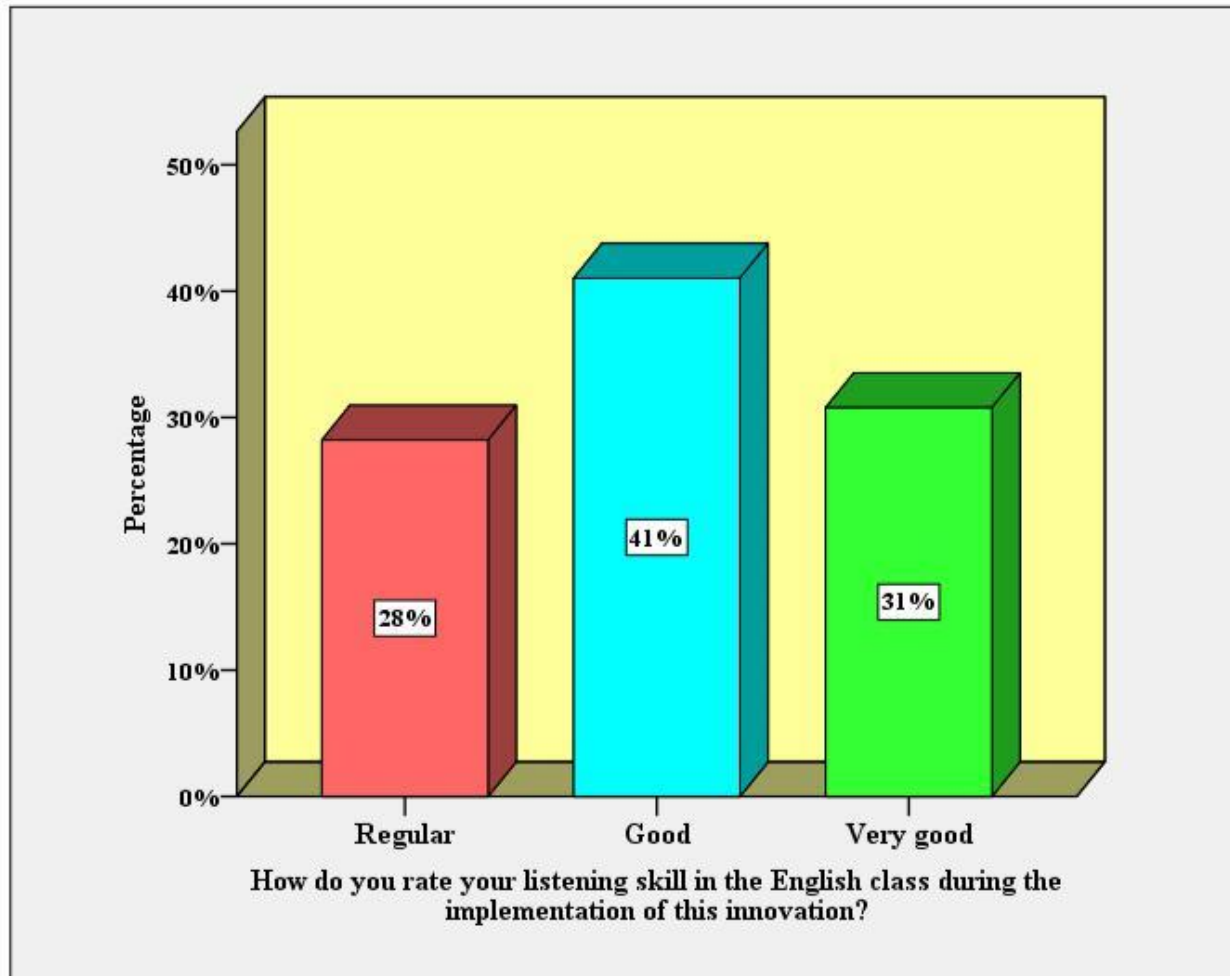
Figure 6

During the implementation of the didactic resource, do you consider having improved your listening skill?



87% of students considered that they have improved their listening skill through the implementation of the didactic resource “A Workbook with Songs”, and 13% of them confirmed that they needed to improve their listening skill.

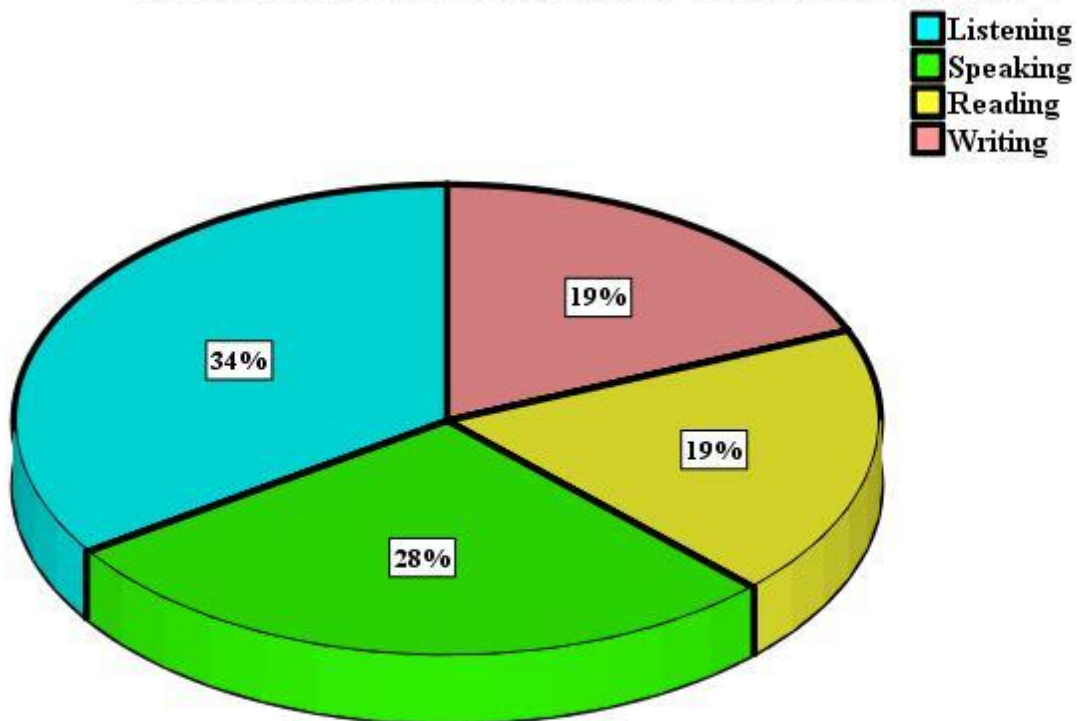
Figure 7



Through the implementation of the didactic resource, 28% of students valued their listening skill as regular, 41% of students considered they have good listening skill level, and 31% of them consider it very good.

Figure 8

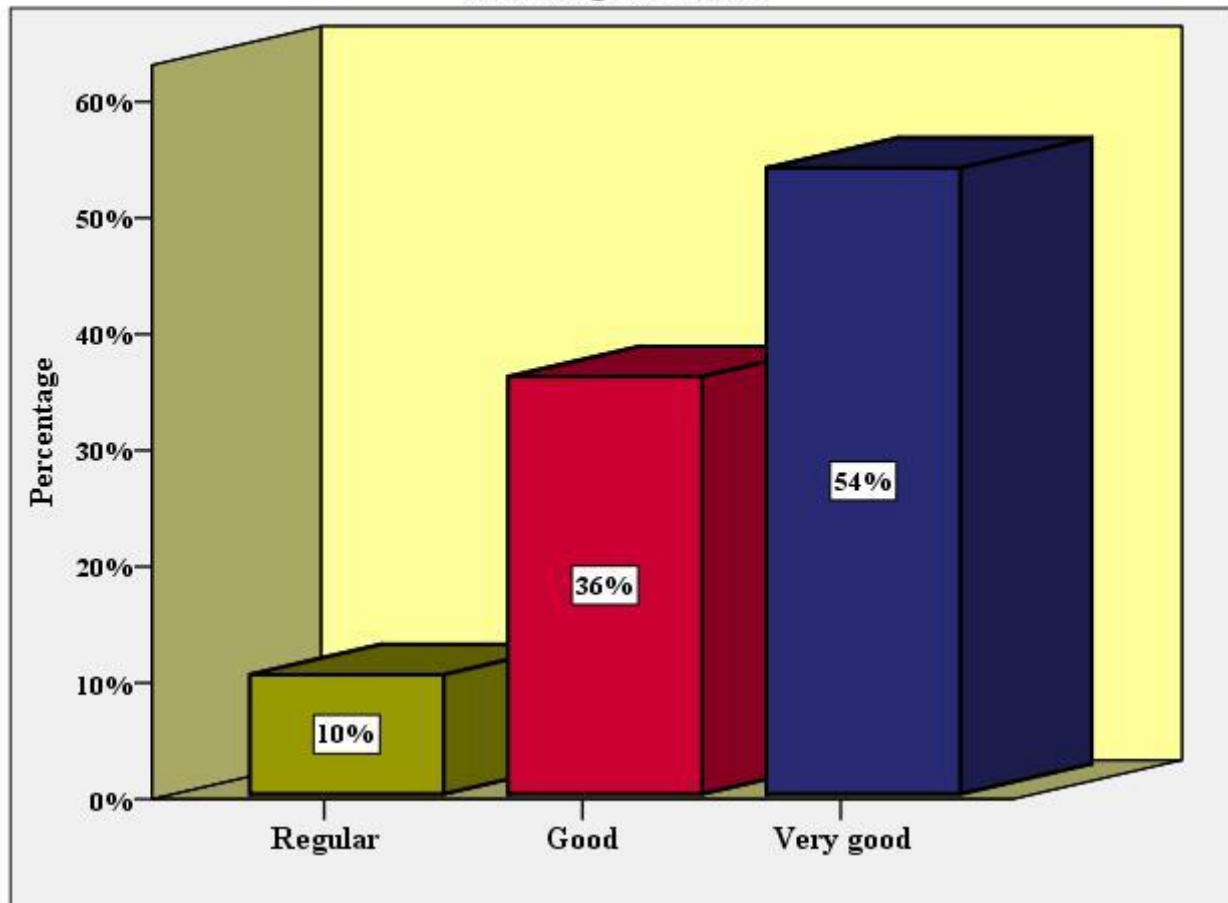
What other English language skills do you think you have improved during the implementation of the teaching resource "A Workbook with Songs"?



34% of students expressed that they improved in their listening skill, 19% improved in their speaking skill, 19% improved in their Reading skill and 28% of them in their writing skill.

Figure 9

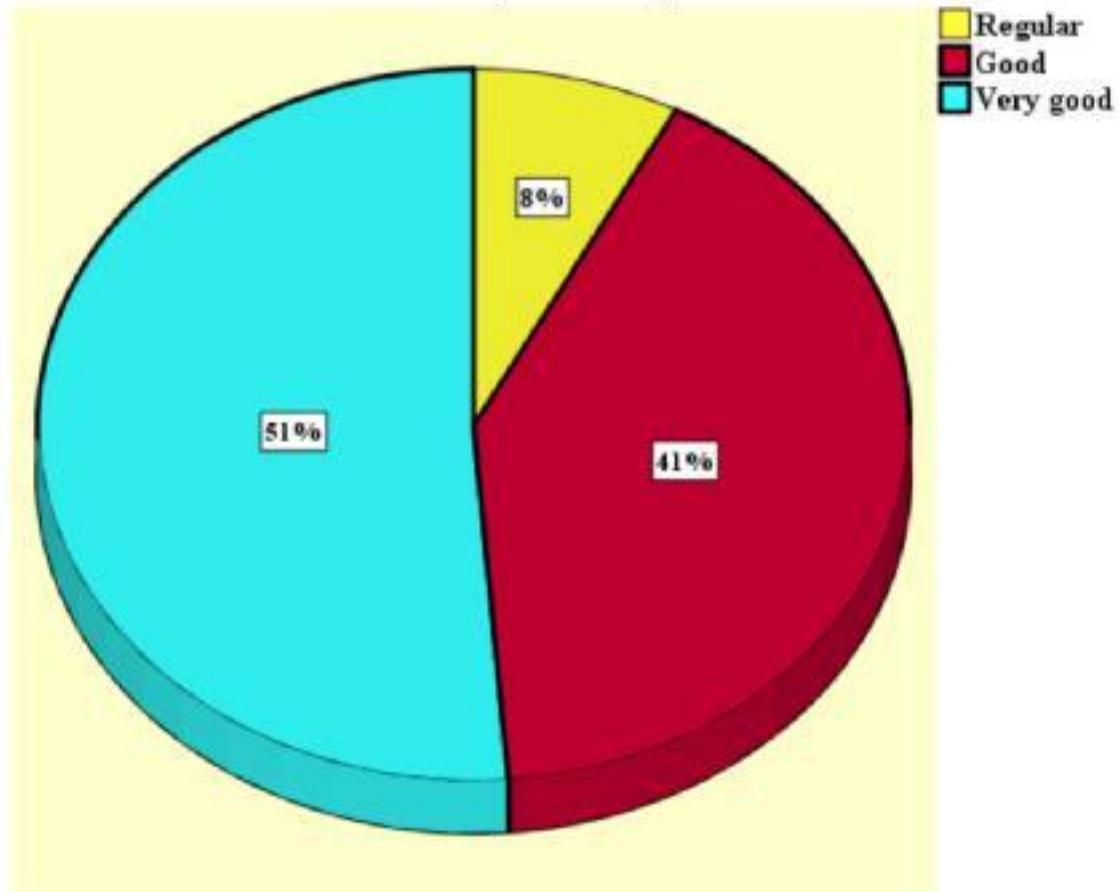
How do you rate the didactic resources that the research group implemented to motivate you in the English classes?



With the implementation of the didactic resource to motivate students' participation, 10% of students valued it as regular; 36% valued it as good and 54% as very good.

Figure 10

How do you value the activities implemented by the research group for the development of your listening skill?



For the development of students' listening skill, the research group implemented many activities. 8% of students valued those activities as regular; 41% valued them as good and 51% of them valued the activities as very good.

11.2 Results obtained through the students' interview

An interview to 5 students was carried out with the objectives of gathering the diversity of perspective, vision and opinions on the impact of “A Workbook with Songs”, and the importance of applying new strategies and didactic resources in high school to motivate the teaching – learning process on students.

The students' appreciation about the teachers' performance during the implementation of the didactic resource “A Workbook with Songs”, was valued as really good. Students stated that teachers demonstrated a good command on the English Language, and good explanations were provided to students. It was something innovative because it motivated students to get interest on the English Language.

According to students' point of view, the activities developed by the teachers were carried out on the appropriate time, for students to comprehend the classes. In addition, the activities were explained gradually. In other words, classes were explained from the easiest part to the difficult one; always taking enough time in order to help students comprehend the grammar and explanations, too. Also, students improved in understanding the main idea from a song. Although, at the end of the semester there were some difficulties with the time to implement the didactic resource since students had to move to another school.

Students said that because of the application of the didactic resource “A Workbook with Songs”, they improved their listening skill by the use of several songs played during the classes and the different exercises applied according to each song. Students improved on catching the main idea from a text thanks to the previous explanation of the grammar and vocabulary provided by the teachers.

Students expressed that the use of “A Workbook with Songs” helped them to catch the main idea from a text by analyzing, repeating, completing and reading the song and understanding its message.

According to students' experience they valued the use of "A Workbook with Songs" as pretty good. It made the class funny and motivated students to learn more in an easier and interesting way. Besides, it broke the monotony in the English class.

Students stated that the implementation of "A Workbook with Songs" was pretty good. Although, it could be improved by the use of karaoke. Students affirmed that Karaoke also helps students listening skill because while some students are singing the other ones are listening. Karaoke can not only improve students listening skill but also students pronunciation and speaking.

11.3 Results obtained through the focus group with the students

A focus group was carried out with the objective of getting the different perspectives, vision and opinions students might have about the final resource and the reached benefits gotten during the implementation of the didactic resource "A Workbook with Songs" with the students of eleventh grade "A" from the national institute Juan Jose Rodriguez.

Students' opinion about the implementation of the didactic resource "A Workbook with Songs" was good because this helped the development of the class and helped students to improve their listening skill. Besides, it was an innovative resource that helped to break the monotony of the English class. Also, students agreed that it made them feel motivated and interested in the language. The use of this didactic resource not only helped on the improvement of students' listening skill, but also their pronunciation.

Students concluded that the most significant dynamics implemented during the use of "A Workbook with Songs" were: completing the blanks with a verb according to the song. This helped students to be focused on trying to do not miss any word while the song was being played. Furthermore, the use of the hot cabbage with music made students enjoy the class because of the use of modern songs. Games like, guessing words or "battles" between teams encouraged students to participate more and work as teamwork.

Students stated that some of the benefits gotten during the implementation of "A Workbook with Songs" were: "if you listen you learn". The main benefit with this implementation was the

improvement of the listening skill. Students learn to listen. Also, understanding the songs and getting their main ideas. Songs helped to understand the grammar explained. Therefore, with the activities implemented and the classes taught, students improved their writing skill, and had better knowledge about grammar in the simple past tense.

From students' point of view, the didactic resource could be improved by the use of songs with their respective videos. Another option that could improve this didactic resource is the use of karaoke; it would engage students participate in the class. In addition, students could take their own song to the classroom and sing it.

Students confirmed that the use of the didactic resource "A Workbook with Songs" will benefit the English teacher during the development of the English classes. First, it is going to be easier to explain the grammar with the use of a song and students will understand it better. Second, English class will be more interactive. Finally, students will attend more to the English classes since the class will be more dynamic and funny by using songs students like.

11.4 Results obtained through the interview applied to the English teacher

According to the teacher's consideration, the didactic resource "a workbook with songs" was an innovative activity because is a good way to catch students' attention. The reason is that students like music and modern artists and that facilitate the application of the content that the teacher will develop during the class.

The teacher stated that the teachers showed great aptitudes during the development of the didactic resource. Since they presented different warm ups activities before the class presentation and they encouraged student to participate at the moment of applying the didactic resource.

The teacher specified that the group of classes presented the inconveniences. The research group had to push them a lot since they were somewhat lazy and did not want to participate in the different activities.

The teacher detailed that he would apply this didactic resource but first, he is going to ask students to bring to the classroom their favorite songs in order to apply the didactic resource "A

Workbook with Songs". In that way, he would have a variety of songs and each song with a different content and different grammar.

The teacher pointed out that the activities applied by the innovative group were very nice because teachers thought on students' different likes.

The teacher specified that we as teachers need to improve the rapport with students, so that they get involve more in the class in a way teachers have more resources to have more efficient classes.

12. Budget

The implementation of a workbook with songs related to simple past requires the use of some technological tools, like the use of data show, computer, speakers, CD, USB and internet connection, as well as a printed workbook. Nowadays, Thanks to the good government of our country, in most public high schools they were given computer labs, which are perfect for the application of this didactic resource.

The National Institute Juan José Rodríguez already has a computer lab, where this didactic resource can be developed. However, in case that a teacher wants to apply this didactic resource, and the institute does not have the conditions, the teacher can perfectly apply it in an ordinary classroom; here we have some of the instruments that the teacher should have to apply this didactic resource.

Tools	Price C\$
Computer speakers	C\$ 350.00
8gb USB	C\$ 150.00
Computer	C\$ 8,000.00
30 Printed workbook	C\$ 20.00 each one
Total:	C\$ 8,520.00

Budget for the realization of this research work

Activities	Price
Folder for documents	C\$ 25.00
Impression of student's interview	C\$ 15.00
Impression of student survey	C\$ 48.00
Impression for teacher interview	C\$ 5.00
Snack for the focus group	C\$ 100.00
Impressions of the final work	C\$ 200.00
CD with songs	C\$ 25.00
Transportation	C\$ 100.00
Total	C\$ 518.00

13. Conclusions

The results obtained from the objectives through the implementation of the didactic resource “A Workbook with Songs” applied to the students from 11th grade “A” at the National Institute Juan Jose Rodriguez in the second semester 2017 were the following:

1. A workbook with songs was elaborated and lesson plans were designed with the objective to improve students listening skill. The activity was presented to the school’s principal, and also to the English teacher from 11th grade. The research group was allowed to implement the activity in the period of the second semester 2017. Before starting the classes, the research group applied different activities. The songs from the workbook were applied after the teachers had finished the general explanation of the grammar. Students completed a series of exercises according to the song content.
2. Students’ progress was evaluated through the implementation of a workbook with songs with the purpose to improve gradually their listening skill. An evaluation rubric was created with the purpose to measure also the students’ progress. The evaluation rubric was presented to the students in order to make them know what aspects the teachers were going to evaluate. The teachers applied the rubric right after the students finished the exercises from the song. The rubric contained aspects that helped the teachers to evaluate the students in an individually way and how much the students had comprehended from the song. According to the results of the evaluation rubric in the improvement of their listening skill for catching the main idea from a text, students demonstrated improvements from regular to very good.

3. The impact of the application of the didactic resource “A Workbook with Songs” was evaluated through the implementation of the survey, interview to the students, a focus group and an interview to the teacher. As a result the research group concluded that the implementation of the didactic resource was useful for students to develop their listening skill, and for the teacher to be used during the English class. This didactic resource made students participated more actively in the English classes, it also created a different environment and finally affirmed that it was meaningful for them. The teacher expressed his approval for this didactic resource to be applied in the English classes.

14. Recommendations

The following recommendations are based on the results of the focus group where the students expressed their honest opinions according to the English class.

- ❖ One of the recommendations students stated is: that the use of karaoke will improve the didactic resource “A Workbook with Songs” in order to make it more interesting for future generations.
- ❖ The teacher needs to be more creative at the moment he develops his classes. The teacher should use meaningful material to catch the students’ interest during the development of the English class.
- ❖ The teacher has to motivate students with different dynamics before the class starts and during he teaches the class. Motivation keeps students willing to learn.
- ❖ If the teacher does not have the resources to develop listening exercises, he should look for alternatives so students are not always in the monotony of looking at the whiteboard and writing exercises on their notebooks. One of the alternatives can be a computer with the use of speakers, he can also take students to the computer laboratory, and even the teacher can prepare the audios by himself.
- ❖ The following recommendation is for the well-known and prestigious university UNAN – MANAGUA. It should continue promoting the good communication, organization and relations with the different institutions in order to help students have different options and opportunities to carry out their different research projects.

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ANNEXES

Lesson plan 1

Unit 5: Communication and Technology

Lesson: 14

Topic: Simple past with regular verbs.

Objective: At the end of this class, students will be able to comprehend the use of the simple past using regular verbs and the verb be in the affirmative form.

Time	Activities
9:30 – 9:40 am	Warm up: Ice cream game. Students are going to make a circle. They point with their left hand, and place their fingers in their classmates’ hand, with the right hand they are going to take their classmates’ finger, when the teacher says “ice cream” they are going to try taking their classmates’ finger and pull out their own finger at the same time.
9:40 – 9: 55 am	<p>Grammar: regular verbs Explain grammar simple past.</p> <ul style="list-style-type: none"> • Simple past of be: was / were (Affirmative) • Simple past: Regular verbs (affirmative) <p>List of verbs. Worked, walked, talked, shopped, watched, looked, played, listened, learned, needed, asked, wanted, stopped, lived, smoked, studied, visited, chopped, was, were.</p> <p>Once the teacher explained the grammar students are going to make two lines, they are going to have two options of simple past verbs in the board and choose the correct one.</p>
9:55 – 10:08am	Vocabulary: Yesterday, ago, last week,

	last month, last year, last Monday, this morning, this afternoon.
10:08 – 10: 10	Homework: Study the twenty verbs studied in classes for next class activities.

National Institute Juan Jose Rodriguez

Lesson plan 2

Instructors: Roger Calderon / Katherine Espinoza / Seydi Rosales 11th grade

Date: 09/10/17

Session: 2nd

Unit and lesson:

Unit 5 Communication and technology

SWBAT Identify regular and irregular verbs in a song.

Time	Activities
7:00 am – 7: 15 a.m.	<p>Warm up: with the verbs studied in the last class, students will guess what the regular verb is.</p> <p>The class will be divided into two teams and 12 students (6 each team) will make the mimes and the rest of their classmates guess the verb.</p> <p>(smoke, chop, stop, walk, talk, shop, watch, look, listen, study, play, copy)</p>
7:15 a.m – 7:45a.m	<p>Presentation: Grammar explanation</p> <p>Regular verbs pronunciation in the simple past.</p> <p>Voiceless = no vibration /t/ work – worked</p> <p>Voiced = vibration /d/ live – lived</p> <p>Ending in / t / - /d/ pronounce as /id/ need – needed</p> <p>Activity: Show a verb in the simple present to the students and students will pronounce the verb in the simple past with the correct pronunciation of the ed.</p>
7:45 a.m - 8: 10 a.m	<p>Introduce Irregular verbs.</p> <p>Write a list of irregular verbs (present and past) and practice the pronunciation with the students. Make the student guess the meaning of every verb by using mimes.</p> <p>Activity: The students will make to lines, and the teacher will scream a verb in the simple present. The students run to the board and touch the corresponding irregular verb in the simple past.</p> <p>Did, came, stood, sat, brought, thought, swam, were, went, cut, sang, drank, ate, catch, become, bought, built, taught, took.</p>
8:10a.m. - 8:20 a.m.	<p>Workbook of songs will be given to the students. Students are going</p>

	to listen to a song, and complete the page one of the workbook.
8:20 a.m – 8:30 a.m	Homework: Look for a song with verbs in the simple past (regular and irregular). Write the song on your notebooks. Circle the regular verbs and underline the irregular ones. Write the meaning of the verbs you do not know.

National Institute Juan Jose Rodriguez

Lesson plan 3

Instructors: Roger Calderon / Katherine Espinoza / Seydi Rosales 11th grade

Date: 11/10/17

Session: 3rd

Unit and lesson:

Unit 5 Communication and technology

ATEOTL, SWBAT: Understand the main idea of the song is going to be applied.

Time	Activities
9:30 am – 9: 40 am	Review homework. Play the hot cabbage. Questions: What is your song about? How many regular verbs did you find in your song? How many irregular verbs did you find in your song? Sing a little bit of the song. Why did you choose this song?
9:40 am – 9:50 am	Grammar bank: How to create sentences in the simple past. Affirmatives, negatives and questions. Examples: I worked in Managua Yesterday. Sub verb complement Complete. 1. Did you wake up at 5:30 am? 2. He didn't take a shower. 3. I went to the beach last month. 4. I drank coffee this morning. 5. Did she study math?
9:50 am – 10: 05 am	Apply the workbook with songs. Play the

	song three times, the first, students are going to listen, the second they are going to answer and finally they are going to correct the answers.
10: 05 am – 10: 10am	At the end of the class, Students are going to share the answers. Homework: At night, make a list of ten activities you did during the day.

National Institute Juan Jose Rodriguez

Lesson plan 4

Instructors: Roger Calderon / Katherine Espinoza / Seydi Rosales 11th grade

Date: 16/10/17

Session: 4th

Unit and lesson:

Unit 5 Communication and technology

ATEOTL, SWBAT: Create 5 affirmative, 5 negative sentences, and 5 questions in the simple past.

ATEOTL, SWBAT: Express sentences in the simple past in an orally way.

Time	Activities
7:00 am – 7:20a.m.	<p>Warm up: with the verbs studied in the last class, students will guess what the regular or irregular verb is.</p> <p>Divided in two groups.</p> <p>One member of every group will go to the front of the class (giving the back to the board).</p> <p>The teacher will paste or write a verb on the board.</p> <p>The team will act out the verb and the student in front of them try to guess what the verb is.</p> <p>(smoke, walk, call, talk, shop, watch, look, listen, play, copy, eat, stand, catch, drink, cut, sing)</p>
7:20 a.m. – 7:45a.m	<p>Presentation:</p> <p>The teacher is going to review the grammar from last class in order to students complete the activity below.</p> <p>Students are going to make groups of 5. Then they are going to create 5 affirmative sentences, 5 negative sentences and 5 questions in the simple past.</p> <p>Students are going to present their work in front of the class. (two groups)</p>

<p>7:45 a.m - 8: 10 a.m</p>	<p>Practice: The teacher will explain how to use the dice. The dice will have the signs for affirmative, negative and interrogative sentences. Play the hot ball in order to get students randomly. In a box, the teacher will have some regular and irregular verbs. The class will be divided in two groups. Play a song while students are passing the balls. When the music stops, the students will the balls will come to the front of the class, they both will take a verb from the box and will throw the dice in order to know if they will say a sentence in aff, neg, or int.</p> <p>Play it 4 times.</p>
<p>8:10a.m. - 8:30 a.m.</p>	<p>Applying the didactic resource. The workbook, The only exception. Make students work in pairs. Provide them the song and the work sheet. Play the song and apply the work sheet.</p>

National Institute Juan Jose Rodriguez

Lesson plan 5

Instructors: Roger Calderon / Katherine Espinoza / Seydi Rosales 11th grade

Date: 18/10/17

Session: 5^h

Unit and lesson:

Unit 5 Communication and technology

ATEOTL, SWBAT: Write 5 affirmative, 5 negative and 5 interrogative sentences using “used to”.

Time	Activities
9:30 am – 9: 40 am	<p>Warm up: Teacher draw a crossword in a wallpaper. Students come to the front and complete the crossword with the verb in the simple past.</p>
9:40 am – 9:50 am	<p>Grammar explanation:</p> <p>Subject + Used to + verb (s. present) + C I/ used to/play/ soccer</p> <p>Subject + Aux. verb (Did) + Use to + Verb (s. present) + C I/ did not/didn't + use to + play +soccer</p> <p>Aux. verb (Did) + Subject + Use to + Verb + C. Did you use to play soccer?</p>
9:50 am – 10: 05 am	<p>Write 5 affirmative, 5 negatives and 5 interrogative sentences about things you used to do when you were a child.</p>

10: 05 am – 10: 10am	Apply a song. Students are going to listen to the song
	3 times, the first one for listening, the second one for answer and the last one to check if the answers are correct.
10:10 am.	Homework: Write a short paragraph (5 lines) about what your mother or father used to do when he was your age. Use the verbs studied during the class.

ANNEX NO. 1
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO



Graduation Seminar Second Semester 2017

Student interview protocol

Institution: National Institute Juan Jose Rodriguez.

1. Person to Interview: The eleventh-grade teacher of the National Institute Juan Jose Rodriguez in the second semester 2017.

2. Objective of the Interview: This qualitative research technique has the objective of gathering the diversity of perspectives, visions and opinions on:

A) The impact of the application of a workbook with songs.

B) The importance of applying new strategies in high schools to motivate students in the teaching-learning process.

2. Topics to be addressed in this interview: The topics under which the interview will be conducted will focus on:

A) The search for motivational factors of the students regarding learning English

B) The implementation of a workbook with song as an innovative didactic resource in high schools.

4. Technical and Contextual Reference of the Methodological Instrument

- a. **Method:** Interview
- b. **Technique:** Semi-structured interview.
- c. **Date:** November 2017
- d. **Time:** 20 to 30 minutes
- e. **Place:** Computer laboratory in the National Institute Juan Jose Rodriguez
- f. **Context:** Environment conducive
- g. **Who is going to apply the interview?** The research group

5. Rapport.

a) Rapport:

- i. First Phase: The interviewers introduce themselves and let the students know the interview objective of their research work.
“Hello, our names are ... we appreciate your time and allow us to conduct this interview...”
- ii. Second Phase: The interviewers make initial questions to empathize, these are simple questions to establish comfortable and fluid communication between the interviewer and the interviewee.

How are you today?

7. About Content with open questions:

7. Evaluation questions:

- Anything else you want to share with us?

Entrevista al Estudiante

Las siguientes preguntas guías propuestas son para desarrollar cada uno de los temas:

- ¿Cómo evalúa nuestro desempeño durante la implementación del recurso didáctico “cuaderno de trabajo con canciones”?
- ¿Desde su punto de vista, considera usted que las actividades desarrolladas por el grupo innovador fueron realizadas en tiempo y forma? De qué manera.
- ¿Cómo evalúa usted su habilidad de escucha después de la implementación del recurso didáctico? ¿Por qué?
- ¿Cómo el uso de un cuaderno con canciones le favoreció para captar la idea principal de un texto?
- ¿De acuerdo a su experiencia como evalúa el uso del recurso didáctico “cuaderno de trabajo con canciones”?
- alguna recomendación que le gustaría aportar para la mejora del recurso didáctico “cuaderno de trabajo con canciones”?

ANNEXE NO. 2
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO



Graduation Seminar Second Semester 2017

Protocolo de Encuesta

Objective: How to develop the application of a workbook with songs to improve the listening skill in the students of 11th grade “A” at the National Institute Juan José Rodríguez, in Jinotepe-Carazo, in the second semester 2017?

No. de encuesta: _____ **Fecha:** ___/___/___ **Nombre de encuestador:** _____

Marque con una “X”, SOLO UNA DE LAS OPCIONES.

<i>Marque con una X su opción u opciones seleccionada (s)</i>	Si	No
Desde su punto de vista, considera usted que el grupo innovador demostró las competencias requeridas para la implementación del recurso didáctico “cuaderno de trabajo con canciones”?		
¿Durante las cinco semanas que se aplicó la innovación “cuaderno de trabajo con canciones” el grupo innovador te motivó a participar de una manera más activa en las clases?		
¿Considera que las actividades aplicadas durante la clase de Inglés fueron dinámicas e innovadoras?		
¿Consideras que el tiempo en el que se implementó el recurso didáctico fue apropiado?		
Durante la implementación del recurso didáctico consideras haber mejorada tu habilidad de escucha?		

Marca con una X las actividades que más te gustaron aplicadas por el grupo innovador

Ordenar los versos de las canciones	
Completar los espacios faltantes en las letras de las canciones	
Juegos	
Warm ups	
Actividades de escucha	
Ejercicios en el cuaderno	

1. ¿Cómo valora usted su habilidad de escucha en la clase de inglés, durante la implementación de esta innovación?
1) Muy malo ___; 2) Malo ___; 3) Regular ___; 4) Bueno ___; 5) Muy Bueno ___.
2. ¿Qué otras habilidades del idioma inglés considera usted que mejoró durante la implementación del recurso didáctico Cuaderno de trabajo con canciones?
1) Escucha_____ 2) Habla_____ 3) Lectura_____ 4) Escritura _____
3. ¿Cómo valora usted los recursos didácticos que implementó el grupo innovador para motivarlo en las clases de inglés?
1) Muy malo ___; 2) Malo ___; 3) Regular ___; 4) Bueno ___; 5) Muy Bueno ___.
4. ¿Cómo valora usted las actividades implementadas por el grupo innovador para el desarrollo de su habilidad de escucha?
Muy malo ___; 2) Malo ___; 3) Regular ___; 4) Bueno ___; 5) Muy Bueno ___.

¡¡¡ Muchas Gracias!!!

ANNEXE NO. 3
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO



Graduation Seminar Second Semester 2017

Teacher interview protocol

Institution: Juan Jose Rodriguez.

1. Person to Interview: The fifth-grade teacher at the National Institute Juan Jose Rodriguez in the second semester 2017.

2. Objective of the Interview: This qualitative research technique has the objective of gathering the diversity of perspectives, visions and opinions on:

A) The impact of the application of a workbook with songs

B) The importance of applying new strategies in high schools to motivate students in the teaching-learning process

2. Topics to be addressed in this interview: The topics under which the interview will be conducted will focus on:

A) The search for motivational factors of the students regarding learning English.

B) The implementation of a workbook with songs as an innovative didactic resource in high schools.

4. Technical and Contextual Reference of the Methodological Instrument

a. Method: Interview

b. Technique: Semi-structured interview.

c. Date: November 2017

- d. **Time:** 20 to 30 minutes
- e. **Place:** Computer laboratory in the National Institute Juan Jose Rodriguez
- f. **Context:** Environment conducive
- g. **Who is going to apply the interview?** The research group

5. Rapport.

a) Rapport:

- i. First Phase: The interviewers introduce themselves and let the person know the interview objective of their research work.

Hello, our names are ... we appreciate your time and allow us to conduct this interview...

- ii. Second Phase: The interviewers give rise to questions of initiation and empathy, are simple and aim to establish comfortable and fluid communication between the interviewer and the interviewee.

How are you today?

6. Interviewee Empowerment:

Do you know about the implementation of a workbook with songs in the English class?

7. About Content with open questions:

- Why do you consider it important the use of didactic resource to strengthen the listening skill?
- How do you rate the ability to "Listening" in fifth grade "A"? Why?
- Why do you think the didactic resource we implement in your class with fifth grade students are successful and sufficient?
- How do you think the use of a workbook with songs will benefit students?
- What are the benefits you think the students can reach by the implementation of a workbook with songs?

7. Evaluation questions:

- Do you have any issues remained?
- Anything else you want to share with us?

8. Development of the questions: They take into account that flexibility is essential to adapt to the person interviewed without losing sight of the topic and objectives of the interview.

Interview Questionnaire

To cover each of the topics, the following guiding questions are posed:

- 1 Do you consider that the didactic resource “workbook with songs” was an innovative activity in the English class with students from eleventh grade? Why?
- 2 According to your opinion, do you think that the innovative group showed great aptitudes in the development of the didactic resource?
- 3 What were the inconveniences presented by the innovative group during the implementation of the didactic resource?
- 4 What were the inconveniences presented by the students during the implementation of the didactic resource?
- 5 How would you apply the use of a workbook with songs in your classroom?
- 6 What do you think about the activities implemented by the research group?
- 7 What improvement can we implement as teachers to enhance the use of a workbook with songs as a didactic resource?

ii THANKS A LOT!!

ANNEXE NO. 4
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO



SEMINARIO DE GRADUACION
II SEMESTRE 2017

PROTOCOLO DE GRUPO FOCAL

Institución: Instituto Nacional Juan José Rodríguez, JINOTEPE-Carazo

1. Personas que Participan en el Grupo Focal:

Estudiantes de Inglés de undécimo grado “A”, del Instituto Nacional Juan José Rodríguez, JINOTEPE-Carazo 2013-2017.

Objetivo del Grupo Focal: Esta técnica de investigación cualitativa, se utilizará con el objetivo principal de recolectar la diversidad de perspectivas, visiones y opiniones sobre los resultados y beneficios alcanzados durante la implementación de la estrategia **Cuaderno de trabajo con canciones** en los estudiantes de inglés de undécimo grado “A”, del Instituto Nacional Juan José Rodríguez, JINOTEPE-Carazo 2017.

3. Temas a tratar en los Grupos Focales:

- a). El impacto de la implementación del recurso didáctico **Cuaderno de trabajo con canciones** en los estudiantes de undécimo grado A.

4. Referencia Técnica y Contextual del Instrumento Metodológico

- a) **Método:** Grupo Focal.
- b) **Técnica:** Técnica de discusión grupal.
- c) **Fecha:** Noviembre 2017
- d) **Duración:** 1 a 1 ½ horas.
- e) **Lugar:** Instituto Nacional Manuel Hernández Martínez

- f) **Contexto:** Ambiente propicio para esta actividad.
- g) **Personas que participan del Grupo Focal:** Estudiantes de inglés de undécimo grado “A”, del Instituto Nacional Juan José Rodríguez, JINOTEPE-Carazo 2017.
- h) **Moderador del Grupo Focal:** Grupo Innovador.
- i) **Investigador del Grupo Focal:** Grupo Innovador.

El contenido del Grupo Focal

Para cubrir cada uno de los tópicos, se plantean las siguientes preguntas guías:

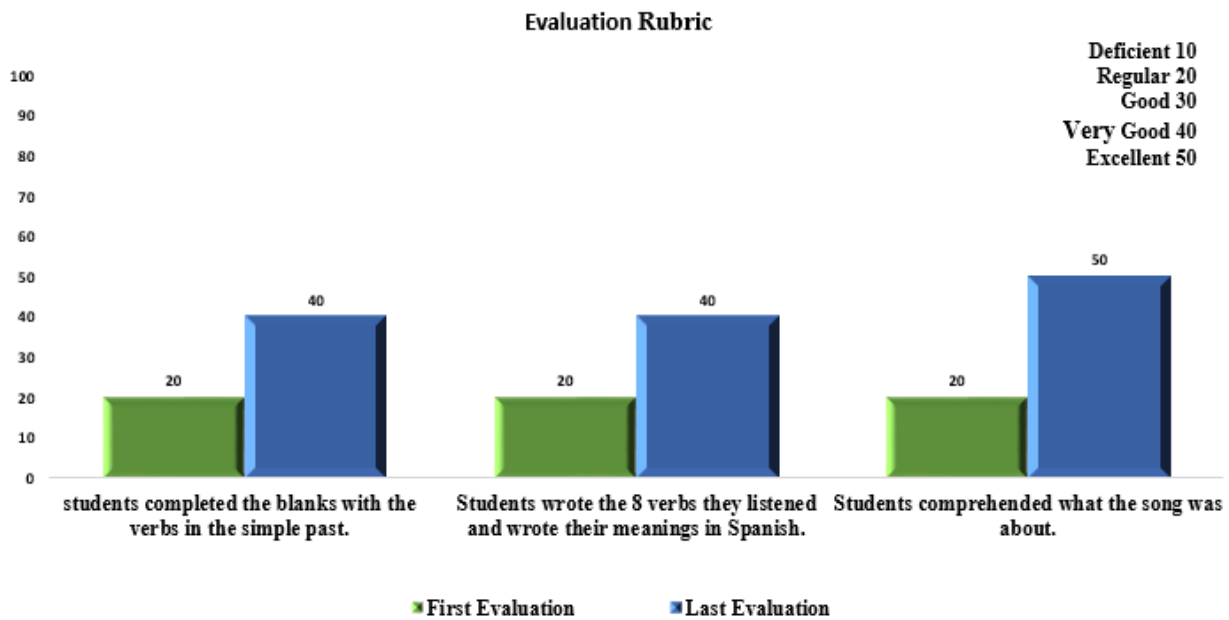
1. ¿Cuál es su opinión acerca de la aplicación del recurso didáctico de innovación “Cuaderno de Trabajo con canciones”?
2. ¿Cuáles de las actividades o dinámicas implementadas durante el uso del recurso didáctico de innovación “cuaderno de trabajo con canciones” fue más significativa para usted? ¿Por qué?
3. ¿Qué beneficios considera usted que se obtuvieron con la implementación de este recurso didáctico de innovación “cuaderno de trabajo con canciones”?
4. Desde su punto de vista, ¿Que recomendaciones le gustaría aportar para la mejora de esta estrategia innovadora?
5. ¿Como cree usted que este recurso didáctico “Cuaderno de trabajo con canciones” beneficiará al docente de Inglés durante el desarrollo de las clases?

;; Muchas Gracias!!

Schedule of activities.

Activity/Time	August	September				October				November		
	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week
Topic delimitation												
General and specific objectives												
Justification												
Problem delimitation												
Description of the institution												
background												
Framework												
Phase 1												
Phase 2 and 3												
Application of instruments												
Introduction												
Phase 4 and 5												
Budget/ hypothesis												
Annex/ acknowledgement												

Results Obtained Through the Evaluation Rubric



According to the results of the evaluation rubric in the improvement of their listening skill for catching the main idea from a text, students demonstrated improvements from regular to very good.

Rubric 1

Evaluation Rubric for Malibu,

	Deficient	Regular	Good	Very Good	Excellent
Complete the blanks with the missing simple past verbs	The student completes from 1-2 well written verbs.	The student completes from 3-4 well written verbs.	The student completes from 5 well written verbs.	The student completes from 6 -7well written verbs.	The student completes from 8 well written verbs.
Write the 8 verbs you listened and write their meanings in Spanish.	The student writes from 1-2 well written verbs.	The student writes from 3-4 well written verbs.	The student writes from 5 well written verbs.	The student writes from 6-7 well written verbs.	The student writes from 8 well written verbs.
	What do you think the song is about? Circle the letter which has the best answer for you. A. A girl who talks about her best friend. B. A girl talking about a place she knows. C. A girls talking about her boyfriend. D. A girl talking about a rock singer.			Has the student chosen the correct answer? Yes ___ No ___	

Rubric 2

Evaluation Rubric of The Only One Exception – Paramore

	Deficient	Regular	Good	Very Good	Excellent
I-Listen to the song and circle regular verbs and underline irregular verbs in the simple past.	The student circles and underlines from 1-2 verbs.	The student circles and underlines from 3-7 verbs.	The student circles and underlines from 8-12 verbs.	The student circles and underlines from 13-16 verbs.	The student circles and underlines all verbs.
Write the words, sentences or expressions you don't know.	The student writes more than ten words.	The student writes from 8-9 words.	The student writes from 5-7 words.	The student writes from 3-4 words.	The student writes from 1-2 words.
What does "I'd never sing of love If it does not exist, but darlin' You are, the only exception" mean?	The student need to improve on the grammar, coherence, mechanic ...	The student wrote more than one sentence to express his/her idea.	The student has written with coherence but has not made well use of grammar, but his/her mechanic is good.	The student has written with coherence and has made well use of mechanic, but needs to improve on grammar.	The student made well use of grammar, mechanic, has written with coherence and has said the correct meaning.
<p>What do you think the song is about? Circle the letter who has the best answer for you.</p> <p>A. A girl who does not believe in love, but he make an exception for one guy.</p> <p>B. A girl who wants to get marry with his boyfriend.</p> <p>C. A Girl who is forgiving his boyfriend and giving him a new opportunity.</p> <p>D. A bad relationship with a boy she had before.</p>				<p>Has the student chosen the correct?</p> <p>Yes ___</p> <p>No ___</p>	

Rubric 3
Evaluation Rubric of Celine Dion.

	Deficient	Good	Very Good	Excellent
Complete the blanks with the past form of the following regular and irregular verbs.	The student has completed from 1-6 missing verbs in the correct past form.	The student has completed from 7-10 missing verbs in the correct past form.	The student has completed from 11-14 missing verbs in the correct past form.	The student has completed from 15-19 missing verbs in the correct past form.
Write an antonym for the following words.	The student has completed from 1-2 antonyms correctly.	The student has completed from 2-3 antonyms correctly.	The student has written 4 antonyms correctly.	The student has written the 5 antonyms correctly.
Circle the best answer which says better what the song is about: a. A boy who is really in love of a woman. b. A girl who is really in love of a boy. c. A girl who is starting to feel in love.			Has the student chosen the correct answer? Yes__ No __	

Rubric 4

Evaluation Rubric of Viva la Vida – Coldplay

	Deficient	Good	Very Good	Excellent
Write the verbs in simple past you listened.	The student writes from 1-3 verbs.	The student writes from 4-6 verbs.	The student writes from 7-9 verbs.	The student writes more than ten verbs.
Students brainstorm all of the words that they have heard and then listen again and check to see how many are correct.	The student has written from 1-3 correct verbs.	The student has written from 4-6 correct verbs.	The student has written from 7-9 correct verbs.	The student has written more than 10 correct verbs.
What do you think it is the song about? Circle the letter which has the best answer for you. A. Living your life like it were the last day you will be alive B. Living a life without goals is it not worth it C. Live your life thinking in the future.				Has the student chosen the correct answer? Yes ___ No ___

Rubric 5**Evaluation rubric of who knew? Pink**

	Deficient	Good	Very Good	Excellent
Underline the irregular verbs and circle the regular verbs in the simple past.	The student circles and underlines from 2-4 verbs.	The student circles and underlines from 5-7 verbs.	The student circles and underlines from 8-10 verbs.	The student circles and underlines all verbs.
Write the phrases or words you do not know the meaning.	The student writes more than ten phrases.	The student writes from 7-9 phrases.	The student writes from 4-6 phrases.	The student writes from 1-3 phrases.
What is the song about? A. Two young lovers who separated because the man begins using drugs. B. Two people who are in love for ever. C. Two old people who have live in love. D. Two people who are starting to fall in love.			Has the student chosen the correct answer? Yes ___ No ___	





