UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ
EXTENSIÓN EN EL CARMEN
CAREER IN LANGUAGES-ENGLISH MAJOR

RESEARCH WORK

Prior to obtaining the Bachelor Degree in Languages – English Major

KARAOKE AS A DIDACTIC RESOURCE AND ITS INFLUENCE IN THE USE OF BASIC ENGLISH VOCABULARY, IN STUDENTS OF THE EIGHTH "A" YEAR AT "JOSÉ RAMÓN ZAMBRANO BRAVO" EDUCATIONAL UNIT, EL CARMEN – MANABÍ PROVINCE, 2016-2017 ACADEMIC PERIOD.

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2017

TUTOR'S CERTIFICATION

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CERTIFY:

The presented research has been monitored and reviewed with prolixity: **KARAOKE AS A DIDACTIC RESOURCE AND ITS INFLUENCE IN THE USE OF BASIC ENGLISH VOCABULARY, IN STUDENTS OF THE EIGHTH "A" YEAR AT "JOSÉ RAMÓN ZAMBRANO BRAVO" EDUCATIONAL UNIT, EL CARMEN – MANABÍ PROVINCE, 2016-2017 ACADEMIC PERIOD.** The same that is ready for presentation and siutable for defense. The opinions and concepts presented in this project, perseverance and originality of the autor: **Loor Paz Gina Viviana**, being her responsibility.

El Carmen, August 2017.

Lic. Lanche Óbaco Líder

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DECLARATION OF THE AUTHOR

I, PAZ LOOR GINA VIVIANA, as the resarch work owner declare that each of other ítems that are printed in this research, the same that is titled: "**KARAOKE AS A DIDACTIC RESOURCE AND ITS INFLUENCE IN THE USE OF BASIC ENGLISH VOCABULARY, IN STUDENTS OF THE EIGHTH "A" YEAR AT "JOSÉ RAMÓN ZAMBRANO BRAVO" EDUCATIONAL UNIT, EL CARMEN – MANABÍ PROVINCE, 2016-2017 ACADEMIC PERIOD,** it is my total responsability, which are reaffirmed and supported by several scientific and pedagogical enunciations from different authors presented in the literatura review of this work.

I confirm my total responsability in this investigation.

El Carmen, August 2017

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APPROVAL OF RESEARCH WORK

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The members of the board of examiners here by approve the report of research on the topic: KARAOKE AS A DIDACTIC RESOURCE AND ITS INFLUENCE IN THE USE OF BASIC ENGLISH VOCABULARY, IN STUDENTS OF THE EIGHTH "A" YEAR AT "JOSÉ RAMÓN ZAMBRANO BRAVO" EDUCATIONAL UNIT, EL CARMEN – MANABÍ PROVINCE, 2016-2017 ACADEMIC PERIOD, as authored by Loor Gina Viviana.

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ACKNOWLEDGMENT

In first place being thankful with our Lord Jesus Christ, for whom I am alive and being the good person who I am.

I dedicate this research work to my parents; they were there for me anytime to get my degree in English Language.

Also, to my husband and dear son, to be part of my life and my support everyday, my brother and friends.

Loor Paz Gina Viviana

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ABSTRACT

The present investigation has as theme, Karoke and its influence in english basic vocabulary on students in eight "A" year at "José Ramon Zambrano" high school, El Carmen - Manabi Province, 2016 2017 academic period; for the development is included the references in this work, wich are justifying the theoretical part, also, the analysis about karaoke (music/songs) conducting to english language subject. Proposing educational activities that are based on the development students' idea doing it with creativity the tasks for getting basic vocabulary in english language. Finally, the proposal is about songs sequence, linked to education in order to use didactic resource as Karaoke, with the explanation of conclusions and recommendations about its written.

INTRODUCTION

Karaoke as a didactic resource in English subject for the development of basic vocabulary in the eight year students, at "José Ramon Zambrano" educational unit in El Carmen, 2017 – 2018 acedemic period, being a pedagogical support for learning a second language, bringing benefits to the students.

In Ecuador, educational institutions have in their curriculum the subject of English language, it is one of the most relevant subject for students' learning, given in that way by the ecuadorian government as a proposal for learning a second language.

Therefore, teachers who continue deploying the learning with monotonous enlgish basic vocabulary leading them to limit the lexical developed by means of different English language skills, which must be removed so students can acquire more information by means of hearing words in an unknown language with the inclusion of songs or musical elements.

At "Jose Ramon Zambrano" educational unit, using the same didactic resource throughout the study in the academic period leads to the students getting them bored and disinterested in learning a new language, it must be carried out activities which are of their interest, in this case to propose using a resource such as karaoke is one of the teaching metodology that catch students' attention.

Developing karaoke resource in English subject will allow and help studetns to have a continuous communication learning a second language, studying basic words is for getting the ability to be creative, performing listening activities with the students, creating a good environment in class.

This research Project has two variables:

Independent variable: Karaoke.

Dependent variable: Basic Vocabulary.

General objective: It is about to investigate the incidence of english basic vocabulary with the use of didactic resources as karaoke for learning basic words in english language in eight "A" year at "José Ramón Zambrano" high school.

Additionally, the following scientific tasks were raised:

Determining the methodology will be applied in the process to develop the english basic vocabulary in the classroom.

To know and identify the communication strategies of lexical expression and understanding of the students in eighth "A" year.

To diagnose if the audiovisual media or materials used in the classroom are students' interest for their learning.

To determine the capacity of vocabulary and musicality within the use of karaoke.

Promoting the use of karaoke as a strategy for learning the english basic vocabulary.

The information in this work is divided into three chapters:

Chapter I is the justification and the entire contents of the Project, the theoretical framework informed, and researched with their respective citations, determining the independent and dependent variables.

Chapter II contains the results, analysis and interpretation of the data collected, through the survey applied to the principal, vice principal, and students at "Jose Ramon Zambrano" educational unit.

Chapter III contains the proposal, which refers the designing a guide with activities using karaoke to get english basic vocabulary in eight "A" year at "Jose Ramon Zambrano" educational unit.

Finally, to complete the research work are the conclusions and recommendations based on results of the field investigation presented in this work.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 KARAOKE

1.1.1 Definition

According the author Shuker (2009), mentions that karaoke "can be considered rather an interpretation/vocal style, and a social experience". (p. 191) In addition, it contributes to the mental well-being since it plays a positive role in language learning in education field, with students having an impact on the acquisition of basic vocabulary.

Karaoke is very useful in teaching of English language, students like to hear the songs and read the subtitles or the lyrics songs at the same time they will pronounce, since its implementation affects very much in learning English language. Also, learning many interesting words of the different songs exposed, even when the student does not understand the tone of pronunciation, however, the word on the screen helps to memorize them.

The development of karaoke is carried out by means of an electronic device designed especially for those people who prefer to maintain anonymity, being in this way a social phenomenon for several decades and at present. In the same way the author Shuker (2009), explains that "karaoke means to people like singers and listeners: combines musical technologies at the same time, personal experiences and memories". (p. 191)

Listen to the song allows the person or people can understand through the subtitles linked to the song to be guided by the sound and the voice of the singer or omitting the voice, this is developed in a harmonious environment.

1.1.2 Learning English language through karaoke

According to the author Oxford (1990), mentions that "the reasons for learning are responsible to establish what is needed to solve the task of study, determines the appropriate resources to use." (p. 8) which should relate to the acquisition of basic English vocabulary.

It is necessary to know the different reasons to use the songs as a didactic resource in the classroom with students, for their proper teaching of English language has the following:

Linguistic Reason: using songs as part of a learning tool for acquiring English vocabulary, which perhaps does not appear in the text book and enriching the language that is used in classes.

Affective reason: when teaching is with resources such as the songs or karaoke is being accessed immediately to the different expressions that are found in the content of its letters, in the same way can be reduced the affective to get motivation.

Cognitive reason: several years ago, it was believed that with repetition of words or a context marked was not communicative, since it is an automated learning, even so, authors such as Thomson, expressed that can develop such competition of best way by means of the songs.

The students are motivated when in the classroom, there is a different methodology to acquire the knowledge, this time by means of the songs in a system called karaoke, contributing to the improvement of the language with the repetition that is unconsciously.

1.1.3 Types of songs for teaching english language

When it selects a song, students need to know the contents of the letter, they do not have to be very difficult to pronounce or read, because students

will be frustrated and the main objective is using the karaoke resource properly.

There are different kinds of songs that are in the internet, media and therefore also in the culture of the society, what really needs to consider the selection needs to be done, since its use in education has a different meaning, because it must be according the needs of students.

Continuing with the classification of the author Brewster (1992), songs that will be part of karaoke are divided into the following:

- Pop songs
- Traditional songs
- Adapted songs

It should be a detail knowing the level students are, taking into mind the age, for that, using different kinds of songs that will be needed as an adaptation to the characteristics of the young people in the classroom.

Learning according the technique of karaoke, it is that it will allow the development of the ability to speak and listen, helping students to participate in the activity that is carried out, eliminating the shyness that often exist in the participation of students at the time of implementing a new way of teaching the English language.

1.1.4 Selecting songs for Karaoke

At the time of selecting a song to develop in the classroom in relation to the subject of the english language should be taken as a reference with certain criteria which will enable a choice, as they are:

- The song selected must contain in the letter a vocabulary according the level of the students, who do not have extensive stanzas because will get bored the technique to occupy most of the time on the subject.
- Must also contain a good rythm or tone, without the background noise or instruments that distort the musicality of the letter, to hear clearly, precise and concise the voices.
- The number of paragraphs should not be excessively long, short songs with lyrics are good for a learning that do not spend a lot of time.
- Avoid colloquial English in the content as it will require explanations that are not related to the activity.
- The pronunciation of the words need to beclear, not a fast ryth where students do not understand what is singers saying.

Those criteria or aspects to find songs practicing the pronunciation in the English subject, considering in the activity students as the receivers of the information, maybe students considered a boring and monotonous technique as it is not performed properly in class. (Lyles, 2016)

The use of karaoke should be fundamental in the educational process to obtain excellent results, and moreover to be implemented in the english teaching in class, the main goal is develop the basic english vocabulary corresponding to the level students are studying.

1.1.5 Aspects about karaoke used for learning

Positive aspects using karaoke

Based on the positive arguments of the author Ruiz (2008), and some of the advantages that are found at the time people use karaoke songs in the classroom are:

The teacher as a fundamental axis is reduced, for students to take the leading role in the implementation of the activity.

The participation of students is increased allowing the information between them as the foreground and background of the teacher-student.

With learning environment becomes warm, relaxing and entertaining for students with the course of English language.

With regard to the skills of listening to its understanding develops in a better way, since it is linked to the attention that student in the class and the concentration that maintain while developing the karaoke technique.

The culture of a foreign language as English, it is learned through the selected songs, as well as their relevant aspects.

Creativity is a very important way for students due to the fact that songs are able to transmit situations, places, characters, feelings, so on.

Negative aspects using karaoke

On the other hand, the author Lynch (2007), has shown that, there are limitations regarding the use of karaoke in the learning of a foreign language and these are:

Translation that is done into spanish language songs from English language may be a bit misleading due to the fact that English are sticky to the letter and emotions are losing through translating the words.

There is complexity when it knows the entire content of lyrics song, as several grammatical structures can be found in an abbreviated way, consequently it is unknown by the students.

The meaning of the technique can be lost when students think is a way to pass the time or the time in the subject, feeling uncomfortable giving another meaning to their realization.

1.1.6 Working on English language subject using karaoke

The situation of students whithin the karaoke frame previous to hear the song, so students need to know the song before to sing, considering the relation between karaoke and the activity in class. (Gonzalez García, 2001)

When teachers work with karaoke in the classroom during english subject, it means during the specific hour, teachers have to know how they need to apply because if they do not know how to do it correctly in class, teachers do not get the effect about the right technique as karaoke.

When teachers apply correctly karaoke technique, it is because they have a previous knowledge about students' situation, the same that feel shyness speaking in english, students feel no good singing without preparation making mistakes, so they prefer be quiet during the activity.

Teachers cannot force students to do the activity because the main objective is trying with this technique motivate students to learn a new language of course respecting their decision using motivation mechanics to improve the participation even more if there are incovenient.

With the methodology applying karaoke is more communicative than thinking, a dnamic model giving solution and development for singing in eight year students, all the process has direction to the common willness which one is english language, it really looks for is better the vocabulary part for youngers can extend their right knowledge increasing a strengthen study of the subject.

Since teaching and learning proposal is defined as the developmente of intercultural communicative competence, it is not only about learning a second language based on getting grammar, pronunciation and vocabulary, but involving all those aspects including didactic materials, techniques and strategies to know it. (Grunt, 2009)

1.1.7 Karaoke as a didactic resource

Karaoke should be a funny and relaxing resource, what it means is a funny resource?, it is about students in schools are not capable to listen to taken too long many words before to start the activity because it turns bored with the inactivity realizing it. (Collins & Wilkinson, 2006)

Karaoke as a didactic resource involves listening to music in classes and it is used to better other aspects in education related to english language, there is no reason to leave apart the music in classroom while students start a conversation using the activities being creative people.

Using karaoke resource will be esential if its realization is when students are ready to go to the break or the time to go home. Teachers can vary the type of music according their level, with classical to popular songs, encouraging the youngers to bring to class their favorite songs, could be CD player or pendrive.

Students need motivation for listening to music carefully, because it allows them to take advantage of the true effect that have the songs, to learn one hundred percent effective. Since you have tested the ability of the karaoke in the teaching and learning in the student concerning the english language.

The pedagogical and its connections that start with the epistemology or the meaning of didactic word, is given first in the content through which learning strategies used in class with the students, getting the interpersonal relations. The teacher must also know how to choose the material with which to work, returning to the first point is the content. (Zaragoza Muñoz, 2009)

1.2   BASIC VOCABULARY

1.2.1 Definition

It is necessary to establish what is the meaning of the term vocabulary, various proposals have been made, as well as involved in knowledge of a word, as well as the author explains Lang, (2009) this is "the descriptive framework produced to describe various features of vocabulary based on our knowledge oriented toward the teaching as a process of educational development". (p. 29)

All the words included in the vocabulary are grammatical units, that are part of units in the lexicon of a language community, it means, in English language as a subject, on students in a basic level.

Students starting to learn a foreign language will get different difficulties that must be overcome in each class, it is the case of english vocabulary because it is extensive in knowledge and that it should be gaining little by little.

According to Tejeda, (2014) the trick to learn english vocabulary is "taking the habit of reading because it has many benefits, for that reason, the recommendation is people need to read a lot, so they can acquire a basic "survival English". (p. 21)

To have knowledge of all the millions of words that exist one's own language, as well as a second language is very complex, so at the time of communicating it is essential to use basic words that people know and be understood by others.

In Ecuador, English language has had no importance for many decades, the government took a turn to announce since 2017, the subject of English language will be essential in educational process, that mean the majority of students will begin from a beginning level, starting from there that the

vocabulary will form a key part in students' learning from a basic level up to a higher level as is in the high school.

1.2.2 Vocabulary importance

One of the first obstacles for learning English language is the vocabulary, and it is an effective response, according to this author Yvonne Burns, (2007) refers to the importance, "because people need to have a previous knowledge of the language, because, if people do not know, they don't have vocabulary, they will not be able to form any phrase, and should focus on the pronunciation of the same". (p. 12)

Teachers must demonstrate how they are using the context of English language as one of the several strategies to determine the meaning of unfamiliar words. Talk through the educational process is to give students the opportunity to support the idea of the teacher as a mirror to the thoughts of the young people in the class.

Students consider the importance of vocabulary in the English language, as an essential and productive to develop the communication in a second language, acquiring the vocabulary leads to communicate properly with the rest of the people.

Another way to know the importance is when the teacher teaches students to communicate with a fluid and understandable vocabulary, in order to be understood by others. Tell the students the productivity that has the vocabulary as a value enriching to know how to choose the words.

Without a suitable knowledge for communication by means of the words in English, students may not speak or express themselves clearly with the ideas they have in mind, which serves as a method of learning and in turn serves as command of the language.

1.2.3 Adquiring english language vocabulary

Once known as the traditional method used to learn english vocabulary has been an ineffective strategy for long time, students were learning too many words from a considerable reading in the classroom.

There is not a clear idea to achieve the goals or help students increase their understanding and to become independent learners, teachers do not have guilty for the systematic education that governments of each country have been raised.

Students with a lack vocabulary, including diverse learning, need an instructional and systematic strong support to be able reaching the independent success, it means, each student will be able to improve the basic words understanding of english language, changing the systematization that previously did not work.

In this context the author Allen, (1999) says, "To help students develop the knowledge of english basic vocabulary words, there are several ways of doing for teaching to youngers". (p. 11)

The ways that the author above is mentioned, they are:

- Connecting the words toward the life of the students.
- Performing associations and give definitions.
- Describing the words.
- Repeating the words in various contexts.
- Supporting unknown words visually as well as in pronunciation.
- Providing examples.
- Analyzing the structure if it is the case.

1.2.4 Learning english basic vocabulary

Each day, in the class, students will find new phrases, new words, they can acquiring through time, and even better with the use of karaoke through songs in English language, thus increasing the knowledge of the different words by creating an environment of artistic learning.

Express vocabulary includes words that people use when they speak or write, specifically, students have a receptive vocabulary that expressive, they become familiar with many words, but that are not understood in its entirety due to its multiple definitions and the use they have in the oral and written language.

According to the autor Paris, (2011) for the proper learning is needed "the process by which students learn new words is complex, very difficult, and almost always occurs in a progressive direction". (p. 4)

It is a total challenge to acquire words because each time it appears new vocabulary, for that enough to mention that at present some more than others have broad knowledge of the English language, the same thing happens in the educational part, provide a new alternative of learning through the karaoke.

Karaoke is part in everyday life as a strategy of distraction, it is possible to bring it into the classroom to teach students the teachers of English, favoring the learning of correct way.

One aspect as an advantage is, that students consider the karaoke as a method of learning is relaxing and dynamic, getting motivation when they are in classes, because it creates a new routine, increasing the interest and attention with the development of the activity working the pronunciation, communication with the rest of the people.

1.2.5 Karaoke as a resource to learn vocabulary

eaching English through songs is without doubt one of the most brilliant and fun that exists, leaving students to get involved by themselves to the activity developed in classes, being a time enjoyable sharing between all the process of karaoke.

The songs that make up the karaoke have a sense social, cultural and educational, as the content, i.e., their letters or compositions are framed in expressing feelings, passion, love, sadness, protest, among others.

There is also the psychological development that is located in the functioning of the people brains, songs stimulates learning in pursuit of language that is studied, thanks to the repetition of unconscious way that students can go by acquiring or taking without realizing the same. (Martínez, 2009)

It should be noted because using the methodology of the karaoke through the songs as a strategy, knowing the rhythm, the letter, and the pronunciation doing those steps correctly, so you don't miss the thread of activity.

1.3   KARAOKE AND BASIC VOCABULARY

The english basic vocabulary and the use of karaoke are linked by means of the way in which the teacher develops in his/her teaching, as it must be something new where students never before have done, it means, that its development has to include an adequate planning for the classroom.

The incident that basic vocabulary in the English language has it, by the existence of the practice of speaking skill, as well as the exposure of the sounds in words containing the songs within the resource of karaoke, embodies the proper pronunciation, accent, encouraging the discussion of how it really says the word or if the dictionary is in a different way.

In addition, karaoke is one of the resources most didactic that can be used in the classroom as a learning technique to increase, correct, or simply acquire new vocabulary, pronunciation with several repetitions of the same.

In addition, students find easily learning an appropriate vocabluary to their level by means of the teaching resource as karaoke, it is reflected that the teacher does not use the same methodology to his teaching all the time, could renew the way in how to teach students, however, have to be careful not to fall into the monotony of before.

The use of resources influenced in the songs, as part of the karaoke resource, being a great interest in students by increasing the practice of the ability to listen and to pronounce words, phrases and sentences in the English language, forming the educational learning process in an easy-to-develop it.

CHAPTER II

2. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

2.1 RESULTS OF THE QUESTIONNARIES INTERVIEW CONDUCTED WITH THE PRINCIPAL AND VICE-PRINCIPAL AT "JOSÉ RAMON ZAMBRANO" EDUCATIONAL UNIT.

1. ARE ENGLISH LANGUAGE TEACHERS RELATING THE TOPICS BOOK ACCORDING TO STUDENTS' LEVEL?

TABLE Nª1

Principal	Teachers in the English area about our institution, they made their plannings according the Ministry of Education model had sent with annotations for the respective level of classes.
Vice-principal	Plannings are made of to the level of students learning, taking as a guide from the english book.

SOURCE: Principal and Vice-princilap at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

Teachers of the institution carry out their plannings related to the issues set forth in the text book of english, given for each level, student schedules have a structured guide given by the Ministry of Education.

In addition, teachers have to develop in an extensively way and detail the contents that are in the different units so that the students are the recipients of the adequate knowledge.

2. DO TEACHERS IN THE ENGLISH LANGUAGE AREA HAVE CONSTANT TRAINING ABOUT ENGLISH LANGUAGE KNOWLEDGE?

TABLE Nª2

Principal	Yes, it is not only in the English area but all teachers who works here have the opportunity to attend different processes of adaptation, acquisition of knowledge, and innovation.
Vice principal	Of course, teachers in English área can get trainings throughout the school year thanks to the ecaudorian government programs that are enabled for the teachers.

SOURCE: Principal and Vice-princilap at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

Teachers in English área and the rest of the teachers in the institution have the opportunity to go to the different upgrade, training and innovation programs of relevant knowledge to the area in which they find themselves, which allows them to acquire learning techniques, active methodologies and use of audiovisual media.

Having ways to be able to transmit a teaching with a lot of preparation is essential as part of a planning done properly linked to knowledge, provide training for students in the classes do not tend to get bored or lose interest to learn.

3. WHICH OF THE FOUR ENGLISH LANGUAGE SKILLS IS THE MOST APPLIED IN ENGLISH CLASSES BY TEACHERS?

TABLE Nª3

Principal	Teachers must be handled in English classes all four skills is speaking, writing, reading and listening to being those major in education, therefore, there is not an only one skill that is applied.
Vice principal	There is no implementation of a skill, since the four are important in the learning of any student, as well as determines the overall objective of the subject of foreign language English, as part of the educational curriculum in the institutions.

SOURCE: Principal and Vice-princilap at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

The four skills must be applied and managed in English classes adequately linked to the themes that are explained in the course, which are found in the text book, where there is the specifications on when to apply each skill.

Teachers cannot apply an only one skill in the subject throughout a school term, because the students will not develop properly the process of which the subject sets in the specific objectives.

4. DO ENGLISH TEACHERS USE AUDIOVISUAL RESOURCES FOR LEARNING ENGLISH LANGUAGE IN DAILY CLASSES?

TABLE Nª4

Principal	The use of audiovisual resources are connotes toward the baccalaureate level with teachers, how to know you public institutions are managed by the central government budget, audio materials, or specialized laboratory for this do not have.
Vice principal	The subject of a foreign languageas English has a textbook that is in the same language, which also comes with a CD to support or support classes, the teachers at the high school level are those who use the audio, the educational unit does not have many resources for its proper implementation, rather than the recorder.

SOURCE: Principal and Vice-princilap at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

The public institutions receive a budget which has predestined fixed values, and therefore cannot be used to support resources for the area of English.

Students level at high school are beneficiaries with the use of audiovisual resources as the recorder, it means, that students of high school are affected, as they do not have the material and the teacher has to find a way to continue with the learning of the subject.

5. DO YOU BELIEVE USING KARAOKE AS A TEACHING RESOURCE ALLOWS STUDENTS TO LEARN ENGLISH BASIC VOCABULARY?

TABLE Nª5

Principal	Of course, it would be of great help and distraction the use of karaoke in English classes to students of this age much like the field of music, by allowing them to help you to memorize a large part of the words of the language.
Vice principal	I agree with the proposal, use a resource such as the aforementioned would allow students to have a greater interest in the subject, and therefore to acquire more unknown words.

SOURCE: Principal and Vice-princilap at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

The use of karaoke to learn the basic vocabulary of English language is a proposal for the institution, and even more, so if it is for teachers include it in their learning activities, and acquire a fluid vocabulary in a group of songs.

To carry out an activity where students identify more even in a technological age, in which the music is present at all times and that better if it is used for teaching and learning a particular subjec.

2.2 RESULTS OF THE QUESTIONNARIES ADMINISTERED ON THE STUDENTS OF EIGHT "A" YEAR AT "JOSE RAMON ZAMBRANO" EDUCATIONAL UNIT.

1. Does the teacher perform practice exercises for memorizing english language?

TABLE N°6

	OPTIONS	F	%
a.-	Yes	22	71
b.-	No	6	19
c-	Never	3	10
	TOTAL	31	100

SOURCE: Students of 8th "A" year at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

ANALYSIS

The results reflected that 71% being the maximum score of students mentioned that if there is practice of exercises on the subject to promote the interest in learning the English language as a second language.

The acquisition of words in a vocabulary enriched by means of exercises that help the memory to retain information about a new language is essential when learning takes place in a dynamic environment.

The practice of a language is a superfluous to acquire knowledge, with interest in the people who study. (Welsch, 2012)

2. Which of the following methods is the most used in english language classes?

TABLE N°7

	OPTIONS	F	%
a.-	Dialogues	14	45
b.-	Conversations	5	16
c-	Classwork	12	39
	TOTAL	31	100

SOURCE: Students of 8th "A" year at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

ANALYSIS

From the results obtained, the option of dialogs made in class has a 45 per cent of the approval of the students surveyed, and a value almost similar in classroom assignments provided by the teacher of English with a 39 per cent, and a minimum of 16% responded the option of talks.

English classes should be carried out in a way in which students are participants in a learning varied given by the practice of dialogs that will be helpful for the development of the different skills of the language studied.

The use of methodologies for the study of a second language is varied, so that the vocabulary of the English language is extensive, which wants a lot of attention as to what is used in class for memory.. (Rojas, 2007)

3. Which of the following learning techniques, it is the most applied to acquire new vocabulary in english class?

TABLE N°8

	OPTIONS	F	%
a.-	Individual work	9	29
b.-	Working in couples	17	55
c-	Group work	5	16
	TOTAL	31	100

SOURCE: Students of 8th "A" year at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

ANALYSIS

The results of the alternative with the highest percentage was working in couples with 55% of respondents, the option of individual work with a value of 29% and with a youth of response with the 16% of the students.

The work in the English class are made by the teacher of the subject in question, are given mostly in partner which allow students to develop skills of memorization in regard to the subjects studied, becoming in this way continuous vocabulary in each activity. (Canter, 2014)

4. Which of the following audiovisual resources is the most used in class by the english language teacher?

TABLE N°9

	OPTIONS	F	%
a.-	Recorder	0	0
b.-	Speaker	0	0
c.-	Projector	0	0
d.-	No one	31	100
	TOTAL	31	100

SOURCE: Students of 8th "A" year at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

ANALYSIS

The results in table no.9 reflects the fact that the students responded that there is no audiovisual resource being the majority percentage of 100% of the students.

The audiovisual resources must be considered in a continuous learning as a second language, serving as support for English classes, so that at high school there is no recourse to the basic level, meaning that teachers carry out activities without any recourse in class. (Stallings & Foxley , 2016)

5. About the four english language skills, select which is the most used in class?

TABLE N°9

	OPTIONS	F	%
a.-	Speaking	10	32
b.-	Writing	3	10
c-	Reading	2	6
d.-	Listening	16	52
	TOTAL	31	100

SOURCE: Students of 8th "A" year at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

ANALYSIS

With the result of table no.9 in relation to the question, the following results were obtained, with the option of listening to being one with higher percentage 52% the ability to listen, with a 32% talk, with a 10% write and a minimum value the option of reading with a 6%.

From these results it can be determined that listening and speaking skills are the most commonly used in the English class, which are of great help for a effective vocabulary acquisition in students in learning the English language.

6. Do you believe using karaoke as a teaching resource allows students to learn basic vocabulary of english language?

TABLE N°10

	OPTIONS	F	%
a.-	Yes	25	81
b.-	No	6	19
	TOTAL	31	100

SOURCE: Students of 8th "A" year at "José Ramón Zambrano" high school
AUTHOR: Viviana Loor Paz

ANÁLISIS

About results in table no.10 the results are for the vast majority of students surveyed with a 81% of the answers the option if it is useful to the use of karaoke in learning English vocabulary, and a minority of 19% mentioned that No.

The use of karaoke as a teaching resource in the learning of basic vocabulary in English language would be of great help for students to have a dynamic class and meaningful participation in the acquisition of new knowledge, new phrases, new words of the language, to be applied later in the course. (Macglashon & Fulton , 2014)

CHAPTER III

3. PROPOSAL

Guide of activities using karaoke to develop the basic vocabulary in english language, in students of 8th "A" year at "José Ramón Zambrano" educational unit.

3.1   INFORMATIVE DATA

a) **Institution**: "José Ramón Zambrano" educational unit
b) **Located**: Chone av. km 32, El Carmen - Manabí
c) **Total teachers**: 3
d) **Section**: Morning
e) **Beneficary area**: English as a second language

3.2   DIAGNOSIS

Detecting the lack of karaoke as a teaching resource, which in turn is an instrument of deepening in the learning of English-speaking area that allows students to motivate themselves and to participate in the teaching-learning process in a way that is easy and fun.

For this reason, the use of new technologies in classroom including karaoke programs can be an interesting tool to help all those students who do not complete to find the learning of English as a fruitful instrument for personal and academic development.

It is important that teachers use innovative techniques and strategies to strengthen the English classes, thus allowing students to develop skills guided tours to the acquisition of basic vocabulary or of unknown words in the subject.

Getting the results by means of research techniques and methods is generated the need for activities related to the use of karaoke to develop the basic vocabulary of English language, this is the reason why to propose a method of teaching to address the problems in the educational unit in regard to the subject.

3.3   JUSTIFICATION

The development of this research project to propose a new idea about how to get the attention of students through the use of karaoke as a teaching resource and its impact on the acquisition of basic vocabulary words in English.

In the span of teaching and learning there are different types of methods and techniques used for calling the attention of the students studying many topics related to the subject, it is inappropriate for the public educational units maintain limited resources to be able to learn in class.

The use of karaoke as a teaching resource, is a little-used method being one of the most easy to carry in a classroom, for students to develop the basic vocabulary (unknown words in English language).

3.4   OBJECTIVES

3.4.1 General Objective

Design a guide of activities using karaoke to develop the basic vocabulary , in students of 8th "A" year "José Ramón Zambrano" educational unit, in El Carmen.

3.4.2 Specífic Objectives

- To increase the vocabulary of the english language in each one of the students who are part of the educational process.
- • Remove limitations in the development of students for carrying out the activities of the students.

- • Propose a solution to the problem which is the tool for teachers and students, acquiring new words of the english language.

3.5 DESCRIPTION OF THE PROPOSAL

The proposal is given by means of the realization of a guide of activities related to the use of karaoke to develop the basic vocabulary of English language, which will benefit teachers and students of 8th "A" year at "José Ramón Zambrano" educational unit.

Serving in the same way the rest of the educational community and who required for future applications in the teaching and learning of the subject.

The proposal has written reference of current songs as past giving the student an opportunity to your own creativity and feel an artist in English class.

3.6   DEVELOPMENT OF THE PROPOSAL
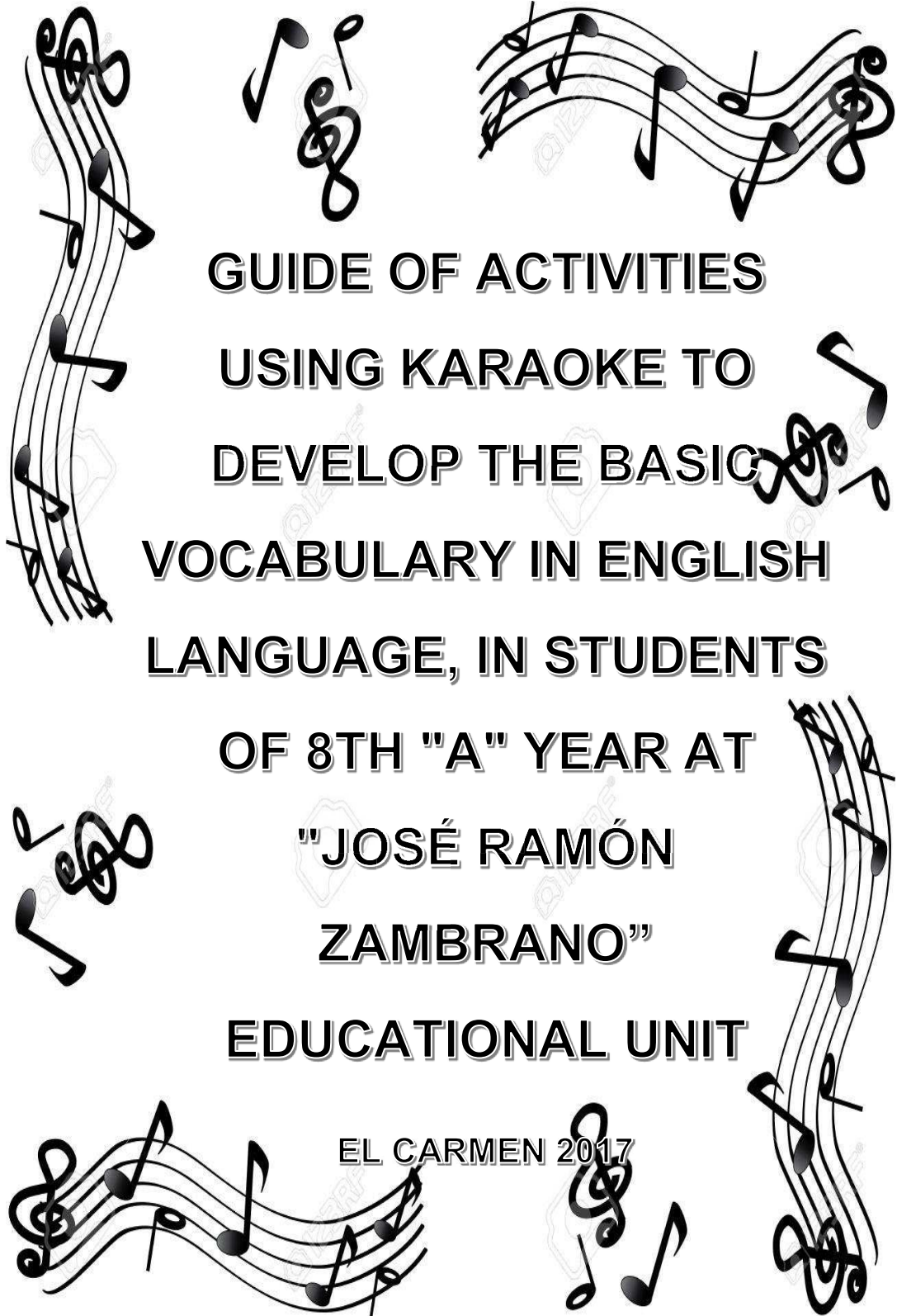
GUIDE OF ACTIVITIES USING KARAOKE TO DEVELOP THE BASIC VOCABULARY IN ENGLISH LANGUAGE, IN STUDENTS OF 8TH "A" YEAR AT "JOSÉ RAMÓN ZAMBRANO" EDUCATIONAL UNIT

EL CARMEN 2017

INTRODUCTION

The activities with the use of karaoke are designed specifically for students of the 8th "A" year at "José Ramón Zambrano" educational unit, and in the same way for teachers in English area who will be able to have a support for classes.

Teachers will be able to apply the use of karaoke in their daily activities or within the curriculum for the teaching of English langauge, as several authors that, learners need to activate the class through strategies that allow students to be better in a language unknown to them, which means that teachers do not need to use the same technique during the classes.

The importance of design activities with the use of karaoke is to maintain clear ideas and eliminate the shyness class participation, of course that such activities will be related to personal growth in terms of acquisition of basic vocabulary, with a teaching that is to integrate all the student group.

KARAOKE ACTIVITIES

<table>
<tr><td>INSTITUTION: José Ramón Zambrano</td><td></td></tr>
<tr><td colspan="2">LOCATION: Chone av. Km 32</td></tr>
<tr><td colspan="2">TEACHER'S NAME:</td></tr>
<tr><td>SUBJECT: English Language</td><td>LEVEL: 8th "A"</td></tr>
<tr><td>PURPOSE: Develop the basic vocabulary using karaoke exercises.</td><td>TIME: 40 – 45 minutes</td></tr>
<tr><td colspan="2">RESOURCES: Speakers, flash memory (CD player), lyrics paper, projector, board, markets, eraser, pencil.</td></tr>
<tr><td colspan="2">

Activity sequence:

- Select previously the songs to sing
- Prove the equipment
- Save the songs in karaoke formats
- Have the lyrics on paper
- Invite students to sing the song (choose students' favorites songs)
- Repeat the song twice
- Leave students sing the song
- Prepare the lyrics paper to deliver the students, identifying the activity to realize in that moment.
- Play the music song one more time
- Check the activity around them, verifying is right or wrong and correct mistakes.
- Finally, the students write the missing words on the lyrics paper with basic vocabulary.
</td></tr>
</table>

Don't you worry

By Swedish House Mafia

There was a time, I used to look into my father's eyes
In a happy home, I was a king I had a gold throne
Those days are gone, now the memories are on the wall
I hear the sounds from the places where I was born
Up on the hill across the blue lake,
thats where I had my first heart break
I still remember how it all changed
my father said

Don't you worry, don't you worry child
See heaven's got a plan for you
Don't you worry, don't you worry now,
Yeah!

Don't you worry, don't you worry now
See heaven's got a plan for you
Don't you worry, don't you worry now
Yeah!

There was a time, I met a girl of a different kind
We ruled the world,
Thought I'll never lose her out of sight
We were so young
I think of her now and then
Still hear the song reminding me of a friend
Up on the hill across the blue lake,
thats where I had my first heart break
I still remember how it all changed
my father said

Don't you worry, don't you worry child
See heaven's got a plan for you
Don't you worry, don't you worry now
Yeah!

See heaven's got a plan for you
Don't you worry, don't you worry child
See heaven's got a plan for you

Link: https://www.youtube.com/watch?v=1y6smkh6c-0

1. – Fill the blanks with the past tense of one of the following verbs, then listen to the song and check that you are right.

> be (4), change (2),
> have (3), meet, rule,
> say (2), think, use,

There _____ a time, I _____ to look into my father's eyes

In a happy home, I was a king I _____ a gold throne

Those days are gone, now the memories are on the wall

I hear the sounds from the places where I _____ born

Up on the hill across the blue lake,

thats where I _____ my first heart break

I still remember how it all _____

my father _____

Don't you worry, don't you worry child

Don't you worry, don't you worry child

See heaven's got a plan for you

Don't you worry, don't you worry now

There _____ a time, I _____ a girl of a different kind

We _____ the world,

(I) _____ I'll never lose her out of sight

We _____ so young

I think of her now and then

Still hear the song reminding me of a friend

Up on the hill across the blue lake,

thats where I _____ my first heart break

I still remember how it all _____

my father _____

Somebody That I Used To Know
by **Gotye**

Now and then I think of when we were together
Like when you said you felt so happy you could die
Told myself that you were right for me
But felt so lonely in your company
But that was love and it's an ache I still remember

You can get addicted to a certain kind of sadness
Like resignation to the end, always the end
So, when we found that we could not make sense
Well, you said that we would still be friends
But I'll admit that I was glad that it was over

But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need, that though
Now you're just somebody that I used to know
Now you're just somebody that I used to know
Now you're just somebody that I used to know

Now and then I think of all the times you screwed me over
But had me believing it was always something that I'd done
But I don't wanna live that way, reading into every word you say
You said that you could let it go
And I wouldn't catch you hung up on somebody that you used to know

But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need, that though
Now you're just somebody that I used to know

Link: https://www.youtube.com/watch?v=8UVNT4wvIGY

1. Match the halves; fill the gaps with one of the following prepositions, and then translate the meaning of this verse.

Prepositions: for, like, of, in, on, at, about.

1) Now and then I think _____	a) you felt so happy you could die
2) _____ when you said	b) _____ your company
3) Told myself that	c) it's an ache I still remember
4) But felt so lonely	d) when we were together
5) But that was love and	e) you were right _____ me

2. Fill the gaps with the right words from this box:

addicted, end, friends, glad, resignation, sense, sadness,

You can get _____to a certain kind of _____
Like _____to the end, always the _____
So, when we found that we could not make _____
Well, you said that we would still be _____
But I'll admit that I was _____that it was over

COUNTING STARS

By ONE REPUBLIC

Lately, I've been, I've been losing sleep
Dreaming about the things that we could be
But baby, I've been, I've been praying hard,
Said, no more counting dollars
We'll be counting stars, yeah we'll be counting stars

I see this life like a swinging vine
Swing my heart across the line
And my face is flashing signs
Seek it out and you shall find
Old, but I'm not that old
Young, but I'm not that bold
I don't think the world is sold
I'm just doing what we're told
I feel something so right
Doing the wrong thing
I feel something so wrong
Doing the right thing
I couldn't lie, coudn't lie, couldn't lie
Everything that kills me makes me feel alive

Lately, I've been, I've been losing sleep
Dreaming about the things that we could be
But baby, I've been, I've been praying hard,
Said, no more counting dollars
We'll be counting stars
(x2)

I feel the love and I feel it burn
Down this river, every turn
Hope is a four-letter word
Make that money, watch it burn
Old, but I'm not that old
Young, but I'm not that bold
I don't think the world is sold

Link: https://www.youtube.com/watch?v=hT_nvWreIhg

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

alive, dollars, face, feel, find, hard, kills, lately, life,line, make, right, river, signs, sleep**,** sold**,** stars, take, vine, word, wrong, young,

_____, I've been, I've been losing _____

Dreaming about the things that we could be

But baby, I've been, I've been praying _____,

Said, no more counting _____

We'll be counting _____, yeah we'll be counting _____

I see this _____ like a swinging _____

Swing my heart across the _____

And my _____ is flashing _____

Seek it out and you shall _____

Old, but I'm not that old

_____, but I'm not that bold

I don't think the world is _____

I'm just doing what we're told

I feel something so _____

Doing the _____ thing

I feel something so _____

Doing the _____ thing

I couldn't lie, coudn't lie, couldn't lie

Everything that _____ me makes me feel _____

I _____ the love and I feel it burn

Down this _____, every turn

Hope is a four-letter _____

_____ that money, watch it burn

I Gotta Feeling
by Black Eyed Peas

I gotta* feeling that tonight's gonna be a good night
That tonight's gonna* be a good night
That tonight's gonna be a good good night (x3)
Tonight's the night night
Let's live it up
I got my money
Let's spend it up
Go out and smash it
Like Oh My God
Jump off that sofa
Let's get get OFF
I know that we'll have a ball
If we get down
And go out
And just loose it all
I feel stressed out
I wanna let it go
Let's go way out spaced out
And loosing all control
Fill up my cup
Mozoltov
Look at her dancing
Just take it off
Let's paint the town
We'll shut it down
Let's burn the roof
And then we'll do it again

Let's Do it (x3)
And live it up
I gotta feeling that tonight's gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good good night (x2)
Tonight's the night
Let's live it up
p-p-p-party
Party everyday

I gotta feeling that tonight gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good good night(x2)

1. Translate the sentence:

I gotta feeling that tonight's gonna be a good night

2. Listen to this part of the song and fill in the spaces with the prepositions in the box

> **up, out, off, down**

I gotta* feeling that tonight's gonna be a good night
That tonight's gonna* be a good night
That tonight's gonna be a good good night (x3)
Tonight's the night night
Let's live it _____
I got my money
Let's spend it _____
Go _____and smash it
Like Oh My God
Jump _____that sofa
Let's get get _____
I know that we'll have a ball
If we get _____
And go _____
And just loose it all
I feel stressed _____
I wanna let it go
Let's go way _____spaced _____
And loosing all control
Fill _____ my cup
Mozoltov
Look at her dancing
Just take it _____
Let's paint the town
We'll shut it _____
Let's burn the roof
And then we'll do it again

RELAX, TAKE IT EASY
By Mika

Took a ride to the end of the line
Where no one ever goes.
Ended up on a broken train with nobody I know.
But the pain and the (longings) the same.
(Where the dying
Now I'm lost and I'm screaming for help.)

Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

It's as if I'm scared.
It's as if I'm terrified.
It's as if I scared.
It's as if I'm playing with fire.
Scared.
It's as if I'm terrified.
Are you scared?
Are we playing with fire?

Relax
There is an answer to the darkest times.
It's clear we don't understand but the last thing on my mind
Is to leave you.
I believe that we're in this together.
Don't scream - there are so many roads left.

Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

Link: https://www.youtube.com/watch?v=9Xvn_Ku55cl

1. Listen to the song and complete the gaps with the right words.

1st part: know, lost, help, line, took, ever, train, same, pain,

2nd part: relax (x2), scared (x4), terrified (x2), easy (x2), do, fire (x2), blame (x2), nothing

3rd part: answer, clear, times, roads, understand, mind, scream,

---

1st part
_____ a ride to the end of the _____
Where no one _____ goes.
Ended up on a broken _____ with nobody I _____.
But the _____ and the (longings) the _____.
(Where the dying
Now I'm _____ and I'm screaming for _____.)

2nd part

_____, take it _____
For there is _____ that we can _____.
_____, take it _____
_____ it on me or _____ it on you.

It's as if I'm _____.
It's as if I'm _____.
It's as if I _____.
It's as if I'm playing with _____.
_____.
It's as if I'm _____.
Are you _____?
Are we playing with _____?

3rd part

Relax
There is an _____ to the darkest _____.
It's _____ we don't _____ but the last thing on my _____
Is to leave you.
I believe that we're in this _____.
Don't _____ - there are so many _____ left.

2. Complete the table with the words in the box according to the vowel sound.

> blame, terrified, pain, time, know, play, train, take, goes, ride, line, don't

/aɪ/	/ei/	/əu/

Thankyou by Dido

My tea's gone cold, I'm wondering why I
Got out of bed at all
The morning rain clouds up my window
And I can't see at all
And even if I could it'd all be grey
But your picture on my wall
It reminds me that it's not so bad
It's not so bad

I drank too much last night, got bills to pay
My head just feels in pain
I missed the bus and there'll be hell today
I'm late for work again
And even if I'm there, they'll all imply
That I might not last the day
And then you call me and it's not so bad
It's not so bad

And I want to thank you
For giving me the best day of my life
And oh just to be with you
Is having the best day of my life

Push the door, I'm home at last
And I'm soaking through and through
Then you handed me a towel
And all I see is you
And even if my house falls down
I wouldn't have a clue
Because you're near me

And I want to thank you
For giving me the best day of my life
And oh just to be with you
Is having the best day of my life

Link:
https://www.youtube.com/watch?v=1TO48Cnl66w

1.- Listen to the second part of the song and complete the gaps with one of the following prepositions: *at, down, near, through*

Push the door, I'm home _____ last

And I'm soaking _____ and _____

Then you handed me a towel

And all I see is you

And even if my house falls _____

I wouldn't have a clue

Because you're me _____

2.- Match as many opposite as you can in the following table:

LATE	CALM	GREY	WORST	HELL	HOT
SUN	HEAVEN	BAD	EARLY	LIGHT	FAT
THIRSTY	COLD	OLD	RAIN	GOOD	BEST

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

You're Beautiful
by Black James Blunt

My life is brilliant.
My love is pure.
I saw an angel.
Of that I'm sure.
She smiled at me on the subway.
She was with another man.
But I won't lose no sleep on that,
'Cause I've got a plan.

You're beautiful. You're beautiful.
You're beautiful, it's true.
I saw your face in a crowded place,
And I don't know what to do,
'Cause I'll never be with you.

Yeah, she caught my eye,
As we walked on by.
She could see from my face that I was,
Fucking high,
And I don't think that I'll see her again,
But we shared a moment that will last till the end.

You're beautiful. You're beautiful.
You're beautiful, it's true.
I saw your face in a crowded place,
And I don't know what to do,
'Cause I'll never be with you.
You're beautiful. You're beautiful.
You're beautiful, it's true.
There must be an angel with a smile on her face,
When she thought up that I should be with you.
But it's time to face the truth,
I will never be with you.

Link: https://www.youtube.com/watch?v=oofSnsGkops

1. Listen to the song and fill the blanks with the past simple tense of the verbs in the box below.

can, smile, see, share, catch, be, walk, think,

My life is brilliant.
My love is pure.
I _____ an angel
Of that I'm sure.
She _____ at me on the subway
She _____ with another man.
But I won't lose no sleep on that,
'Cause I've got a plan.

You're beautiful. You're beautiful.
You're beautiful, it's true.
I _____ your face in a crowded place,
And I don't know what to do,
'Cause I'll never be with you.

Yeah, she _____ my eye
As we _____ on by.
She _____ see from my face that I _____,
F* high,
And I don't think that I'll see her again,
But we _____ a moment that will last till the end.

You're beautiful. You're beautiful.
You're beautiful, it's true.
I _____ your face in a crowded place,
And I don't know what to do,
'Cause I'll never be with you.
You're beautiful. You're beautiful.
You're beautiful, it's true.
There must be an angel with a smile on her face,
When she _____ up that I should be with you.
But it's time to face the truth,
I will never be with you.

CONCLUSIONS

- Through karaoke resource students may have a better approach to culture related to english language, since, in the majority of cases is in the content of the songs that are used in classes.

- Students do not have a schedule to support english language learning outside of classes for themselves, so that there is no cooperation to acquire self-knowledge or basic, that prevents them from continuing to learn more about the subject.

- The process in the teaching of English subject that teachers are using, is the inadequate for calling the attention of the students, in the study of a second language, since the results are reflected in the little knowledge.

RECOMMENDATIONS

- Teachers can make use of strategic or methodological tools, in this case the reference is the use of karaoke in class with the students, and which would assist in the subject.

- Students must relate English classes with daily life once they are out of the high school, which could include the karaoke in English language during thier free time, regardless of the resource that used to carry out the hearing songs.

- Teachers must implemented the use of karaoke, with the activities outlined as a complement to the classes, so students will be able to delete feel inhibited to interact among themselves, so that they are aware of a basic vocabulary in the subject.

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APPENDIXES

APPENDIX #1 **QUESTIONNAIRE ADMINISTERED TO PRINCIPAL AND VICE PRINICPAL AT "JOSÉ RAMON ZAMBRANO" HIGH SCHOOL**

	LAICA ELOY ALFARO DE MANABÍ UNIVERSITY **EL CARMEN EXTENSION** Creada Ley N° 10-Registro Oficial 313 de Noviembre 13 de 1985 El Carmen – Manabí – Ecuador	
Realized by: Viviana Loor Paz		
QUESTIONS		
1	ARE ENGLISH TEACHERS RELATING THE TOPICS BOOK ACCORDING TO STUDENTS' LEVEL?	
2	DO TEACHERS IN ENGLISH AREA HAVE CONSTANTLY TRAINING ABOUT ENGLISH LANGUAGE KNOWLEDGE?	
3	WHICH OF THE FOUR ENGLISH LANGUAGE SKILLS IS THE MOST APPLIED IN ENGLISH CLASSES BY TEACHERS?	
4	DO ENGLISH TEACHERS USE AUDIOVISUAL RESOURCES FOR LEARNING ENGLISH LANGUAGE IN DAILY CLASSES?	
5	DO YOU BELIEVE USING KARAOKE AS A TEACHING RESOURCE ALLOWS STUDENTS TO LEARN ENGLISH BASIC VOCABULARY?	
RESPONSIBLES		
_____ **AUTHOR**	_____ **TUTOR**	

APPENDIX # 2 **QUESTIONNAIRE ADMINISTERED TO STUDENTS IN 8TH YEAR AT "JOSE RAMON ZAMBRANO" HIGH SCHOOL**

<table>
<tr><td></td><td colspan="2">LAICA ELOY ALFARO DE MANABÍ UNIVERSITY
EL CARMEN EXTENSION
Creada Ley N° 10-Registro Oficial 313 de Noviembre 13 de 1985
El Carmen – Manabí – Ecuador</td></tr>
<tr><td colspan="3">Realized byr: Viviana Loor Paz</td></tr>
<tr><td colspan="3">Choose the correct answer, mark "x" in each item.</td></tr>
<tr><td colspan="3" align="center">PREGUNTAS</td></tr>
<tr><td>1</td><td colspan="2">Does teacher performs practicing exercises for memorizing english language?

       Yes   No   Never</td></tr>
<tr><td>2</td><td colspan="2">Of the following wording choose which is the most used in english class?

Dialogues   Conversations   Classwork</td></tr>
<tr><td>3</td><td colspan="2">Which of the following learning techniques, it is the most applied to acquire new vocabulary in english class?

    Individual   Pairs   Groups</td></tr>
<tr><td>4</td><td colspan="2">Of the following audiovisual resources, which is the most used in english class by english teacher?

  Recorder   Speaker   Projector   No one</td></tr>
<tr><td>5</td><td colspan="2">About the four english language skills, select which is the most used in class?

  Speaking   Writing   Reading   Listening</td></tr>
<tr><td>6</td><td colspan="2">Do you believe using karaoke as a teaching resource allows students to learn basic vocabulary of english language?

      Ye   No</td></tr>
<tr><td colspan="3" align="center">RESPONSIBLES</td></tr>
<tr><td colspan="2" align="center">_____
AUTHOR</td><td align="center">_____
TUTOR</td></tr>
</table>