DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

CARRERA DE LICENCIATURA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

TRABAJO DE TITULACIÓN, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

TEMA: "ENGLISH SONGS TO DEVELOP THE SPEAKING AND LISTENING SKILLS IN TEENAGERS WITH VISUAL IMPAIRMENTS AT "UNIDAD EDUCATIVA INTERNACIONAL PENSIONADO ATAHUALPA" DURING THE SCHOOL YEAR 2016-2017 "

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2017

DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

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I, Director Mag. Gonzalo Efrain Puma Chadán certify that the research work **"ENGLISH SONGS TO DEVELOP THE SPEAKING AND LISTENING SKILLS IN TEENAGERS WITH VISUAL IMPAIRMENTS AT "UNIDAD EDUCATIVA INTERNACIONAL PENSIONADO ATAHUALPA" DURING THE SCHOOL YEAR 2016-2017 ",** developed by Mrs. *ZAMORA VILLOTA ANDREA ESTEFANY,* has been revised thoroughly and analyzed by the antiplagiarism software, which comply with the theoretical requirements, scientific, technical, methodological and legal established by the Universidad de las Fuerzas Armadas ESPE, thus I let credit and authorize to Mrs. *ZAMORA VILLOTA ANDREA ESTEFANY* to sustain overtly.

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Quito, 14 de Septiembre del 2017

_____

Andrea Estefany Zamora Villota

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DEDICATORY

I dedicate this work mainly to God for giving me life and allowing me to have reached this important moment of my professional training, my parents, brothers and my aunt Janeth for always providing me with their unconditional support throughout my career, to my son Naún who is my fundamental pillar to continue with my dream.

Andrea

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Andrea

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ABSTRACT

The purpose of this study was to determine the incidence of the songs in English on the ability to hear and speak the English language in adolescents with visual disabilities at "Unidad Educativa Internacional Pensionado Atahualpa" during the school year 2016-2017, where different strategies and techniques were used for getting improvements in the listening and speaking skills of English language. I can emphasize that it was a benefit for the students, due to the songs, it gives an interactive environments for blind children, and that helps to solve the problem about listening and speaking skills. Language learning is even more important for visually impaired people, in order to reduce the gap caused by lack of sight or from severe visual impairment. I had considered to use didactic songs repetitively and I measured the students` English level, and the development of their skills. I can emphasize that this is the age of the technology and I could find practically many songs on this website and it was a great idea to teach in this way. The attitude took by the teachers face to this process was so important and interesting, in order to sensitize the importance to be given when include people with SEN (special educational needs) in regular classrooms, and thus it makes this task fulfilled as satisfactorily as possible. Learning a second language in students with visual impairments is possible when a teacher uses the appropriate techniques and when the suitable curricular adaptations are well applied.

KEY WORDS:

- **LISTENING AND SPEAKING SKILLS**
- **STUDENTS WITH VISUAL IMPAIRMENTS**
- **CURRICULAR ADAPTATIONS**

RESUMEN

La finalidad del estudio fue determinar la incidencia de las canciones en inglés en las habilidades de escuchar y hablar del idioma inglés en adolescentes con discapacidades visuales de la "Unidad Educativa Internacional Pensionado Atahualpa" durante el año escolar 2016-2017. Puedo enfatizar que fue un beneficio para los estudiantes, debido a que las canciones, ofrecen un ambiente interactivo para niños ciegos y que ayuda a resolver problemas de habilidades de escuchar y hablar. El aprendizaje de idiomas es aún más importante para las personas con discapacidad visual, para reducir la brecha causada por la falta de visión o por una discapacidad visual grave. Consideré utilizar canciones didácticas y repetitivas, medí el nivel de inglés de los estudiantes, y desarrollé sus habilidades. Puedo enfatizar que esta es la edad de YouTube y que podría encontrar prácticamente cualquier canción en este sitio web y fue una gran idea que me ayudo en mis actividades de enseñanza-aprendizaje. Se realizó un análisis de la actitud adoptada por los docentes ante este proceso para sensibilizar sobre la importancia que debe darse a la inclusión de las personas con necesidades educativas especiales en las aulas regulares y, por lo tanto, hacer que esta tarea se cumpla lo más satisfactoriamente posible. El aprendizaje de una segunda lengua en estudiantes con impedimentos visuales es posible cuando el profesor utiliza las técnicas apropiadas y cuando las adaptaciones curriculares adecuadas son bien aplicadas.

PALABRAS CLAVES:

- **HABILIDADES INGLES ESCUCHAR Y HABLAR**
- **ESTUDIANTES CON IMPEDIMENTOS VISUALES**
- **ADAPTACIONES CURRICULARES**

INTRODUCTION

The Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities (OAS, 1999) and the Convention on the Rights of Persons with Disabilities (2008), the National Plan for Good Living 2013-2017 UN, 2006, Guide the development of this document that integrates the common demands of this group and presents integral and holistic response strategies, both in the short and medium term. To contribute to building an inclusive society from the perspective of disability, ANID (National Association for Digital Inclusion) presents guidelines for the design of public policies that promote, protect and guarantee the full exercise of the rights of persons with disabilities, with equality early and non-discrimination.

For people with disabilities, it is necessary to seek specific strategies to develop skills and to work on curricular adaptations that are adjustments or modifications to the basic elements of the curriculum, and access elements. These modifications are specified at different levels as an institutional, group and individual project. Curricular adaptations are also educational strategies to facilitate students with disabilities in the learning process in this case blindness, based on more or less extensive modifications made to the regular curriculum. It is a response to individual diversity regardless of the origin of these differences: personal history, educational background, motivation and interests, rhythm and style of learning.

The didactic songs in English were a great step for teaching these two skills like listening and speaking. I applied this methodology because music is known to be an activity for all people, mainly because everyone enjoys music. All kind of music, such us traditional songs or pop tunes, the idea is the music motivate the students.

PART ONE

RESEARCH PROBLEM

"English songs to develop the speaking and listening skills in teenagers with visual impairments at "Unidad Educativa Internacional Pensionado Atahualpa" during the school year 2016-2017"

1.1 Problem identification

PROBLEM TREE

School desertion

Demotivation for learning English

Low grades

Discrimination

Student may have low self-esteem, shy.

Blind children have difficulties to learn English

No curricular adaptations for blind children

Use of inappropriate methodology for blind children

No easy acce or inclusion regular education blind childrer

Presence of blindness in some students

Problem identification of blind children and English

A blind person is someone who cannot see but can do other things. Generally this person develops other skills and is able to have a normal life. Everything depends on the attention and helps given by the people whom they depend on.

Visual impairment early in life has profound implications in terms of reduced education, outcomes and social experiences. Vision plays an important role in education and learning in children and young people. It is known that up to 80 percent of learning occurs through vision and it could be the reason why we do not see an important number of children with this visual disability in regular education. Teachers do not know how to manage the classes for these people. Generally, they use the same methodology and the same criteria for all students; obviously it leads to demotivation, low grades and school desertion.

It is necessary to use different techniques to develop listening and speaking skills by the use of songs in this ways these facilitate students with disabilities, work the teaching-learning process in this case blindness, based on more or less extensive modifications made to the regular curriculum. It is a response to individual diversity regardless the origin of these differences: personal story, educational background, motivation and interests, rhythm and learning style.

It is not common to find disable students learning a second language and when that happens, they face many difficulties related not just to the way others see them but the absence of individual adaptations to make them feel better and motivated to communicate in the other language. The problem detected is that students with visual impairment have serious difficulties to develop listening and speaking skills in English.

This problem was analyzed according to the following causes and effects:

- No curricular adaptations

  In the curriculum there is any specific information how to work with the people with this problem. For this reason, it is important to start with this project and of course to try to solve the effects as demotivation for learning English.

- Use of inappropriate methodology

  Without any doubt, teacher do not have any special strategy or methodology for trying the process of teaching English as foreign language with the blind children. If the teachers know the strategies, they can help to solve the low grades and desertion of the students from the normal education.

- No easy access or inclusion to regular education

  The no inclusion in the normal education to the blind students, really cause discrimination and nowadays it is not permitted, for instance all the authorities and teacher have to know the projects or any other strategies or methodologies for avoiding this problem.

- Absence or few presence of blind students in English classes

  Blind students really feel demotivated for getting a place in the normal education, and obviously it can create a problem in the society

1.2 Problem formulation

English songs to develop the speaking and listening skills in teenagers with visual impairments at "Unidad Educativa Internacional Pensionado Atahualpa" during school year 2016-2017

1.3 Variable matrix

VARIABLES	DIMENSIONS	SUBDIMENSIONS
INDEPENDENT VARIABLE **English Song** It is a short poem or other set of words set to music or meant to be sung. A song is a single work of music that is typically intended to be sung by the human voice using sound and silence and a variety of	1. Visual Impairments 2. Planning for the using of songs in Classes	1.1 Eye injury 1.2 Using media in the class 2.1 Examine the skill to develop

forms that often include the repetition of sections. Written words created specifically for music or for which music is specifically created, are called lyrics. (Schoepp, 2001)	3. Motivation to the students in the Class	2.2 Grade language level on the class 3.1 Listen to the song 3-2 Focus on the target grammar 3.3 Focus on the vocabulary 3.4 Cultural issues
DEPENDENT VARIABLE **Speaking** Speaking is to say something in order to convey information or to express a feeling. To utter words or articulate sounds with the ordinary voice. (Schoepp, 2001)	4. Speaking	4.1 Pronunciation 4.2 Vocabulary 4.3. Fluency 4.4. Intonation 4-5 Stress and accent
Listening Listening is a psychological phenomenon, which takes place	5. Listening	5.1 Pre Listening activities 5.2 During Listening activities

on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. 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. **Fuente especificada no válida.**	6. English Songs to develop Listening and Speaking skills.	5.3 After Listening activities 6.1 Song as a vehicle for motivating and training students when working in listening practices 6.2 Students attitudes and reflections towards the listening activities based on songs 6.3 the extent students had of understanding the songs 6.4 Practicing pronunciation and natural reductions that occur in spoken English 6.5 Cultural themes involved in songs 6.6 student's reflections on the social context around them

continue	➡

		6.7 Using songs to compare cultural differences.

1.4 Objectives

1.4.1 General Objective

To determine the incidence of English songs on listening and speaking skills of English language on teenagers with visual disabilities at "Unidad Educativa Internacional Pensionado Atahualpa" during the school year 2016-2017

1.4.2 Specific objectives

- To set up the scientific and theoretical bases as references in the use of the English Songs on listening and speaking skills on teenagers with visual disabilities through a documentary research.

- To identify the most common problems that students with visual disabilities have on the development of listening and speaking skills during a pre-test.

- To analyze the effectiveness of the English songs on the development of listening and speaking skills on teenagers with visual disabilities through pre and post –tests.

1.5 Justification

This research project is developed in order to determine the incidence of the English songs on the development of the listening and speaking skills on teenagers with visual impairments at Unidad Educativa Internacional Pensionado Atahualpa with different techniques to use of English songs in class.

I can emphasize that it is a benefit for society, due to the songs, gives an interactive environments for blind children and that helps to problem solving to listening and

speaking skills. Language learning is even more important for visually impaired people, in order to reduce the gap caused by lack of sight or from severe visual impairment.

Visual impairment affects every sphere of human life, both as an individual and as a member of a community. Visual impairment affects all domains of human activities, including communication, mobility, human relationships.. (Quatraro, 2010)

Mastering a foreign language, in particular English, thus becomes a sort of "bridge" through which the visually impaired person can have access to different cultures and to different opportunities in the domain of social contacts. (Quatraro, 2010)

The word, in the case of the visually impaired person, has a much greater importance than by sighted people, because speech is the only communication modality for human relationships. Body language, movie, image communication have to be translated into spoken or written words, in order to be grasped also by the visually impaired. (Quatraro, 2010)

One of the curricular adaptations consist in creating an environment to encourage learners to learn. Using songs is a good strategy and much more in visual impaired teenagers because their listening capability is more developed. The present project it is beneficial to the institution in order to give teachers the enough guidelines to face the teaching learning process focused to blind teenage students successfully. It will provide strategies to be used in classes to develop communicative skills especially speaking and listening for a group that commonly has been absent of the chance to learn a second language. For sure, this guide will provide the sources to make students with special needs learn naturally and effectively.

PART TWO

THEORETICAL FRAMEWORK

2.1. Theoretical and conceptual focus
BACKGROUND

Taking as a reference from the UNESCO definition about children with disabilities:

UNESCO defines Children with disabilities are still combating blatant educational exclusion, they account for one third of all out of school children. Working children, those belonging to indigenous groups, rural populations and linguistic minorities, nomadic children and those affected by HIV/AIDS are among other vulnerable groups. In all cases, the issue of gender plays a significant role. (UNESCO, 1994). Disabled in Ecuador diagnosis determines 12.8% of population with disabilities in Ecuador, developed and notes that 13.2% of the population represents some type of disability (Conadis, 2013), in the sixth census of population and housing 5.6% of the population claimed to have some kind of disability.

Another reference the National Plan for Good Living 2013-2017 Inter-American Convention on the Elimination of All Forms of Discrimination against People with Disabilities, and the Convention on the Rights of disabled people (Nacional, 2008), guide the development of this document that integrates the common demands of this group and presents strategies of comprehensive and holistic response, both for the short and medium term. In order to contribute to building an inclusive society from the perspective of disability, and presents guidelines for the design of the public policies that promote, protect and ensure the full exercise of rights of people with disabilities, with early equality and non-discrimination.

It is significant to note that, in the event of an instructive program, it is not necessary to have admission to education, the Ecuadorian State warranties about inclusion and integration in educational establishments removing the impediments to learning.

Art: 47 education for people with disabilities both formal education and non-formal considers the special educational needs of people in the affective cognitive and psychomotor, and the national education authority ensures that those special educational needs do not become an impediment for accessing to education, the Ecuadorian state guarantees inclusion and integration in educational establishments by eliminating barriers to learning.

Daily implication is to work towards improving the quality of life of children, adolescents and their families through the design and implementation of individualized action plans, coordinated with group activities and carried out throughout the working day in the Regular education by the various professional projects not only in the Mother Tongue also in English as their Second Language.

In this article, the results of an examination about addition in society, of students with disabilities from the Unidad Educativa Internacional Pensionado Atahualpa expressed. Inclusive education seeks affection and quality education for all, aspiring to everyone to exercise their rights and live a life with dignity and equal opportunity to apply the necessary and relevant property with the success of the inclusion of all children and / or adolescents with various disabilities. The implementation of educational inclusion processes as factors that arouse respect for diversity and recognize the constitutional rights must be fulfilled towards people with disabilities.

Curricular Adaptations are modified or modifications made to the basic elements of the curriculum, and the access elements. These modifications are specified at different levels as institutional, group and individual curriculum project. Curricular adaptations are also educational strategies to make possible the students with disabilities teaching-learning process in this case blindness, based on more or less wide modifications made to the regular curriculum. It is a response to individual diversity regardless the origin of these differences: personal history, educational background, motivation and interests, rhythm and learning style.

An analysis was adopted by teachers before this process of raising awareness about the importance of inclusion of people and, therefore, makes this task as satisfactory as possible. Etymologically, education has two meanings: to educate what it means to

"lead", to lead a man from one state to another; and educate what it means to "extract" something from within man.

Education is considered a universal right as all human beings have the same opportunities. Thus expands knowledge through teaching - learning. It is also a process of transfer in which values, customs, norms and rules are involved, since they are present in every action, feeling and attitude.

Over time, the Unidad Educativa Internacional Pensionado Atahualpa, which has been operating since 2004, has been working with social responsibility in education that has been transformed since the diverse needs of each individual force education to respond each Thus; the educational process is continuously improving its primary role in each and every actor involved in education.

The proposal for regular inclusion of children and adolescents with disabilities corresponds to the Report of the Institutional Self-Assessment and the needs that society requires. It is more important that the expectations of children and adolescents with physical, intellectual, visual, auditory or paraplegic disabilities, despite their difficulties, they can develop skills that allow them to understand and fit properly as fully as possible into the immediate context. For this, we are taking the first step as an inclusive educational unit to develop such a valuable learning to serve the same society that suits our reality with a simple and clear language resource.

Every day, it is proposed to work to improve the children's, adolescent's and their families quality of life of through the design and implementation of individualized action plans, coordinated with group activities and events throughout the day in the Regular Education for different professional projects not only in the mother tongue, but also in English as a second language.

Therefore, it is proposed to carry out a parallel and coordinated two-way action:

1. A teaching day in which the children attended from 7:00 a.m. to 1:00 p.m., carrying out relevant English learning activities in all areas of curriculum development and regular classes, to make an overall estimate. At this stage, it begins with the principles of compensation for difficulties and acceptance of

individual differences. After implementing the necessary adjustments for each child, to access and facilitate the learning experiences of all students. This function of the performance of the psychologist, specialized teachers and teaching assistants, always taking into account the indications and schedules of the educational proposal. All classroom activities are done in a group, creating opportunities for interaction in order to improve the relationship between peers.

2. Individual sessions are held with various professionals who make up the project, within the therapeutic area physiotherapy and language sessions are held. These sessions are held within the school day schedule. Children, in accordance with the level of English to the recommendations of management models of special education foundations, should receive a minimum of two weekly treatment sessions based on their needs. The sessions take place in the treatment rooms and are mostly individual, except in exceptional cases where the benefit is meeting children and / or adolescents in the same session. They last for half an hour and forty-five. These sessions establish an action plan, after assessing the needs of the child, the family and the environment in which it develops.

In addition to these therapeutic services we will have the area of social work, guidance, support for families, establishing links, links with institutions and organizations that provide benefits to all members of the inclusive education system.

2.1.1 Adaptation in the distribution of classrooms:

Level 1.-

Children from 3 to 5 years and children up to 6 years with multiple disabilities with mild and severe, respectively, affecting both mobility and communication.

Level 2.-

Children from 5 to 7 years and children up 8 years with multiple disabilities with mild and media involvement, respectively, both mobility and communication.

Level 3.-

Kids 7 to 9 years and children up to 10 years with multiple disabilities with mild and average, respectively, affected both mobility and communication.

Level 4.-

Children from 9 to 12 years old, we refer to some of the students with special educational needs whose developed capacities should be considered for the curriculum of regular education.

Children and adolescents with disabilities, physical disabilities with intelligence of mental disability can be able to adapt to it. Therefore, we have to offer opening, children to children's skills and strategies that allow us to overcome the barriers that are in the process of educational inclusion.

This is a proposal schedule for disable children:

SCHEDULE PROPOSAL

Schedule	Monday - Thursday	Friday
7:00 -7:30	Entrance and breakfast	Entrance and breakfast
7:30 – 8:30	Pedagogical Hour	Pedagogical Hour
8:30 - 9:15	Pedagogical Hour	Pedagogical Hour
9:15 - 9:45	1st Recess	1st Recess
9:45 - 10:30	Pedagogical Hour	Pedagogical Hour
10:30 - 11.00	2nd Recess	2nd Recess

continue

11:00 -12:45	Cleaning up and getting ready to go home	Coordinate, plan, and make specific curricular materials.
12:45- 13:00	Restroom and getting ready to go home	

2.2 English songs

2.2.1 Visual impairments in teenagers

Many people have some type of visual problem at some point in their lives. They can not see any object, others have trouble reading small print. These types of conditions are very common with glasses or contact lenses. But when one or more parts of the brain's eye are needed to process the images they become diseased from the damaged, loss of the whole vision can occur. In these cases, vision can not fully restore with medical treatment, surgery, or corrective lenses such as glasses or contacts.

2.2.1.1 Eye Injury causing a visual impairment in teenagers

Physical or chemical damage of the eye can be a grave threat to vision if not treated appropriately and in a timely fashion. The right form of appearance of ocular (eye) injuries is redness and pain of the affected eyes. The years in general are an emotional time for many young people as they move from adolescence to adulthood.

For many teenagers with visual impairments, the teenage years can affect it them as they effort with all the "normal" issues of adolescence as well as issues about being visually impaired is like when they hearing classmates talking about driving or other social activities they're not implicated in may cause many teens to be upset. The teenagers with visual impairment could they feel overwhelming and make a teen feel unsure of herself and her appeal to do the same things than others.

2.2.1.2 Alternatives for developing blind students' skills:
  Using media in the class

Many students who are blind or visually impaired learn to talk by echoing or copying phrases or sentences even if they do not comprehend it. They may echo what they just heard, or have delayed echolalia where they repeat language heard earlier in relationship with a particular subject or event. Speech and Language Pathologists can evaluate and determine if the student needs support and assistance in developing their language understanding.

Once more, using concrete experiences can help a student understand language and using a consistent schedule can help a student feels structure and association allowing them to anticipate the activities. Help expand on the student's language and model language. Vision is the primary sense upon which most conventional education strategies are based. These strategies must be modified to reflect the children's visual, auditory and tactile/vision capabilities. A child with a severe visual loss can directly experience only what is within arm's reach and can be safely touched, and in most cases, what can be heard. To ensure an appropriate education, families and staff with special guidance must work together to bring the world of experiences to the children in a meaningful manner.

Students with visual impairments have exclusive educational needs, which are most effectively met using a team move toward of professionals, parents and students. In order to meet their unique needs, students must have specialized services, books and materials in appropriate media (including braille), as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society. (McDonach, 2011)

2.2.1.3   Planning for the use of songs in class

The process of selecting a song is one of the most difficult features of using music in a lesson. Here are some things you almost certainly need to think about to ensure you get the right song. Before the teacher starts the class he/ she should her/himself if this is going to be a lesson focusing on vocabulary, grammar,

pronunciation, or a particular topic? I once used 'You are so vain' by Carly Simon to introduce a text that looked at vain people. In another lesson, I used 'In the air tonight' as it uses the present perfect continuous tense. Whatever your focus, remember that this does not necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson accordingly, but you might at the same time wish to take the chance to look at those interesting idioms in the lyrics. (Simpson, 2015)

2.2.1.4   Examine the skill to develop

Believe about the language level of your class, so the teacher can measure the students` English level and base on it, the teacher develop their skills. The teacher can use some activities. Let's face it, this is the age of YouTube and you can find practically any song on this website and it is a great idea to help us to teach these skills in class.

2.2.1.5   Grade Language level of their class

The language level of their class will decide not only which songs you can use, but also what other behavior such as games or written exercises you will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

- **Age**

If you are a teacher of young learners, you will probably want to use songs that are cyclical and very easy to understand. For teenagers, however, use current or fairly recent pop and rock songs. My advice: it's often best to ask them 'what's cool'. Alternatively, for adult learners, who will almost certainly have a more open approach to classes, use songs that are interesting to their age group?

- **Cultural issues**

What kinds of things are generally unbearable in the culture in which you teach? Whatever you do, do not use music solely based on your own cultural norms.

Think the audience and their sensibilities; even better, let them choose the songs that you use.

2.2.1.6   Steps to follow the use of a song to motivate them in their class

My intention here is to provide a basic outline you can use with any song.

- **Listen to the song**

That is it starts things off by just listening. It is important to keep in mind that this is supposed to be a fun activity; do not make it too grave or boring.

As an alternative, you can show a video clip if you have one, in fact I muscularly recommend it, as it will cater to more learners' needs in terms of learning styles (visual and audible). (Simpson, 2015)

Ask learners if they have heard it before, and do not overwork them with tasks at this point; simply let them enjoy the music.

- **Ask questions about the title**

Here are a couple of examples of the types of questions you can ask:

- 'What is an 'envious guy'?'
- 'What are three possessions an envious guy might do?'
- 'What kinds of jealousy are there?'
- For Queen's classic 'We are the champions':
- 'What is a champion?'
- 'What kinds of champions are there in the world?'
- 'What activities have champions?'

Such questions tend to work really well as talk starters, so group three or four learners together and then get advice from each group on their thoughts. If you think it would help, make this your first step, as for example, before the initial listening.

Alternatively, prior to having listened to the song you can teach a couple of words and give a simple task for the first listening. My favorite strategy is to give three or

four words from the song and ask to them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening. (Simpson, 2015)

- **Listen to the song**

This time, you should give learners the chance to read the lyrics to the song. At this point you might do one or more of the following activities:

Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion. You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.

You can make cut out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

- **Focus on the target grammar**

Virtually every song centers on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. My suggestion is to start with questions such as these:

How many examples can you find of the past simple in the lyrics?

Why did the writer of this song choose this verb tense?

This acts as a springboard for discussing the function of a specific tense, as well as examining its form. Furthermore, it often tends to raise wakefulness of grammatical flexibility and 'poetic license' in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them. In a surprisingly large number of cases, this can lead to the informative discovery that rules can be broken.

- **Focus on vocabulary, idioms and expressions**

We have noted that many songs bend the rules of grammar. It is also useful to focus on the creative and artistic use of vocabulary we meet in lyrics. Start with questions like these (again, for Queen's classic song 'we are the champions'):

- What does 'I have paid my dues' mean?
- What does 'my share of' mean?
- What does 'I have taken my bows' mean?

Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it is good to make sure that the meaning is clear. As with grammar, years of misunderstanding can come to light in this way.

- **Round things off with some creativity**

Creativity is an important part of maintaining motivation but it should not be limited to the teaching approach. Depending on the factors highlighted in the first part of this post (age, language level, cultural specifics, and so on.), you might want to try finishing things off with an activity that stimulates creative thought. Here are a few examples of things you can do to get the creative juices flowing:

- Write another verse of lyrics, maintaining the same mood and style as the original. This can be done individually or in groups. These new lyrics can be presented to the rest of the class. Perhaps several groups can work on this to come up with a completely new set of lyrics for the whole song.
- A song tends to give you the view of the singer. Write a response (this can be a paragraph, as for example, not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist.
- Have the learners plan a music video for the song. In groups they decide the location, the typescript, and what happens. The results can be surprising, as they frequently come up with an understanding that hadn't even occurred to you! Then each group explains their idea to the rest of the class and the learners vote on the best one.

- Write a diary entry for a character in the song. Get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics. (Simpson, 2015)

2.3   Speaking and listening skills

2.3.1 Speaking

2.3.1.1. Pronunciation

Correct pronunciation is important so that other people can understand you properly. This blindness does not allow them to develop the four skills. If teachers are not able to do so, there are still many ways to practice and improve the students' pronunciation. It is important to consider the following tips. The best way to improve your English pronunciation and to eventually adopt an English accent is to stay abroad in an English-speaking country for a longer period of time. On regular basics it could be the best to learn but with children with disabilities is difficult to adapt to it.

- Listening is essential. Listen to authentic language use to get an impression of the pronunciation: for example listen to English music, radio stations or audio books.
- Get the melody of the language by listening to songs you like and singing them. Teachers can reduce their accent and almost unconsciously memorize a lot of phrases in the foreign language.
- Watch English films and TV. They can also read subtitles and listen for their correct pronunciation.

2.3.1.2 Vocabulary

The investigate shows that it takes from 10 to 20 repetitions to really make a word part of our vocabulary. Review your index cards periodically to see if they have forgotten any of the new words. Also, do a search on a word using dejanews.com (for searching newsgroups) to get many examples of how the word is actually used. It helps to write the word both the definition and a sentence you make up using the word perhaps on an index card that can later be reviewed in Braille. As soon as they learn a new word, start using it.

2.3.1.3 Fluency

Developing spoken fluency with learners at low levels and physical disabilities can be very challenging, but here are some tips and activities, which may help them to improve their fluency skills:

- Provide careful preparation give lots of vocabulary practice and language practice beforehand
- Offer visual support a grid to follow, a table to complete, a series of picture cards to hold will help students focus and remember language
- Half an hour is too long. Short ten minute bursts are better.
- Plan class management everyone has to know what they are supposed to be doing or the class breaks down into anarchy. Demonstrate with students. Run through with a pair of students.
- Do not rely on verbal instructions. Show them what to do.

2.3.1.4 Intonation

The entire variation search pitches while speaking call intonation. A very obvious difference in intonation can be observed when looking at statements and questions.

Intonation is a feature of pronunciation and common to all languages. Other features of pronunciation include stress, rhythm, connected speech and accent. As with these other features, intonation is about how we say something rather than what we say.

At its simplest, intonation could be described as 'the music of speech'. A change or variation in this music (or pitch) can affect the meaning of what we say. We can therefore think of intonation as referring to the way we use the pitch of our voice to express particular meanings and attitudes. (Muniem, 2015)

2.3.1.5 Stress and accent

Stress is the relative emphasis that may give to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. English is a

stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

When the teachers work to improve student´s accent, they listen to podcasts, you practice speaking the language to yourself in front of the mirror. Everything is going fine; except for one small thing you still do not sound anything like the native speakers in those podcasts. We know this feeling well, and we are here to tell you not to despair: mastering pronunciation is one of the toughest aspects of learning a language, and you are certainly not alone in your struggle.

2.3.2   Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. (Strategies for developing listening skills, 2003-2007)

2.3.2.1 Pre- listening activities

The aim of pre-listening activities is to motivate students.

1) put the title of the song on the blackboard; students guess what the song is about. They can write down their ideas, and then discuss them in the class. After listening to the song we can point out whose idea was the closest to the song.

2) Tell your students that they are going to listen to a song but do not tell them the name of the singer. Let the pupils ask yes/no questions and make a guess.

3) Put a picture of the performers or pictures related to the subject matter of the song on the board and talk:

- Describe the people or pictures
- Let students to talk about the singers or musicians they know
- Write them a short letter

4) Prepare some multiple-choice questions based on the song. "Go through the questions with the class, checking comprehension: this lightens the reading load when they are answering the questions and gives some previous information, expectation

and purpose with which to approach the listening." You can "even ask a class to guess what the answers will be before listening: this activates their background knowledge, and adds extra challenge and motivation: was I right or was not I? (Straková, Learning English through Songs, 2006)

5) Put a several questions around the topic on the blackboard - for example when students are to listen to a song about love

- Hey can be asked about their first love
- Discuss how important love can be for people
- They can be divided into small groups and write a love story (there should be time or sentence limit).
- To write a definition about what love is.

6) Warm up - associations: choose one word from the title of the song or from the lyrics and ask students at random to say their associations (the last student's word can be very different from the starting word).

7) Cut the lyrics into five or six strips, each strip contains a short part of the lyrics. Divide students into several groups according to the number of the strips. Students are supposed to memorize their part of the text and a representative of each group tells it to other groups. The group of students that can write the names of the representatives of all groups in right order after listening to the song is a winner.

8) Write key words on the table:

- Students explain them
- Look them up in the dictionary
- In small groups write a short story (or as long sentence as possible) consisting of these words.

9) Prepare simple questions about pupils´ listening habits, uses of music, and preferences. Pupils work in pairs to fill out the questionnaires with information about each other. Then compare their answers. They may practice making questions with auxiliary do/does (for example: play / an instrument?). (Straková, Learning English through Songs, 2006)

10) Write your pupils´ names on the board in several columns. Ask each student to say the title of their favorite songs. Write them down. Each person should respond with a different song. Then call out students to write one title that they remember to the corresponding name on the board - except their names, of course. (Straková, Learning English through Songs, 2006)

Pre-listening tasks aim to deal with all of these issues: to generate interest, build confidence and to facilitate comprehension.

2.3.2.2 During listening activities:

It is the matter of great importance to tell pupils to what they are supposed to listen to and on what they should concentrate during listening to the song.

1) If the aim of listening to the song is to learn to sing the song, pupils listen carefully trying to remember as much as possible. Than you can give those sheets with the lyrics of the song and sing together with the recording or with a musical instrument. (It is reasonable not to force students to sing if they do not like singing, they will get at least some listening practice)

2) Cut up the lyrics into strips. Each student obtains one strip of a line of lyrics. When they are familiar with their text, play the song. When they hear their lines, they stand up and put their lines on the central table in the correct order (I prefer to do this activity during listening to the song for the second time).

3) Give students a piece of paper with phonetic transcription of several words or a line from the lyrics. When students hear their words in the song, they:

- Stand up
- Raise a hand
- Open their mouth
- Stand on one leg, Etc.

4) Ticking off items: A list, text or picture is provided; listeners mark or tick off words/components as they hear them" during listening to the song (Straková, Learning English through Songs, 2006).

5) Make a cassette tape with several (5 to 7) samples of music from one to two minutes long (if the samples are much longer, your students will probably get bored). Get the large map of the world and have your students to guess where the music they are hearing come from. They make a guess and write them down. After listening to the songs compare their answers and let the students know how far off they are. When the correct country has been found, get your students´ opinions of after listening activities the music, have them tell you what kind of music it is and how it makes them feel. (Straková, Learning English through Songs, 2006)

6) Give students a strip of paper with the word from the lyrics so that each student has a different word. Play the song. When students hear their word they stand up, when they hear it for the second time they sit down etc.

2.3.2.3 After listening activities

The following activities are suitable for learners at lower pre-intermediate and above levels. As regards pupils at elementary level, a lot of possibilities how to work with them can be found in my lesson plan:

1) Running dictation: put the students in pairs - one is a secretary and one is a runner. The copies of lyrics of the song are stuck on the table or on the wall (secretaries do not see them). The runners´ job is to race to the lyric sheet and memorize as much as they can, run back and dictate it to the secretary. The longer the distance from the text and the writer is the better. The competition finishes when the text is complete. It is good to swap roles several times. To encourage selective listening, set the distance limit for runners from which they are to dictate the text (Straková, Learning English through Songs, 2006)

2) Cut the lyrics of the song into strips. Students in pairs or groups try to order them correctly after listening to the song.

3) Rewrite the lyrics so that it would be possible to cut the text vertically in two parts; cut either the beginnings (the left part) or the endings (the right part) of the sentences into strips. Students in pairs are to put the text together.

4) Take the lyrics and rewrite them in the computer so they keep the same sense but with different words (e.g. the ends of the lines). Type in a really big font size and make copies of this. Tell your students that they are going to listen to the song and tell them to focus on what you have changed in the lyrics. Play the song, give the rewritten copies to your students and ask them to make as many corrections as they can hear during listening to the song for the second time. Compare answers. A variation: "Computer crash": replaced all vowels with only one vowel (e.g. the ends of the lines) Students are to set the words right. (Straková, Learning English through Songs, 2006)

5) Play a short part of several songs from a variety of genres - for example blues, folk, reggae, rock, rap and hip hop and discuss students´ knowledge about them and their favorite genres, groups, singers, radio and TV channels and so on (which can be very useful for teachers´ next lesson plans), it can be also a great resource for teaching cultural features in songs from different countries. Students can also surf the Internet and collect information about the group's ethnic background, religion or style of dress, fans´ attitude to the government, society or technology.

6) Discuss the topic of the song. For example Lennon´s "Imagine" can be used for a discussion about the meaning of this song, about our world and the possibility or impossibility for us to change it. Discuss what the writer of the song tries to say.

7) After listening of one of the songs from the 60´s students can discuss "the changing values about sexual behaviour in society". This activity is suitable for older pupils.

8) Students work with quizzes, crosswords, puzzles, word search and so on.

9) "Grammar check" underlining specific grammar features, looking for mistakes and so on.

10) Students discuss what they like or dislike about the song.

11) Make posters about your favorite group (the best can be put on the wall and improve the atmosphere in the classroom)

12) True/false: prepare "a number of statements, some of which are true and some false (possibly based on grammar or material the class has just learnt). Learners write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses (´True!´ or ´False!´ for example); or they may stay silent if the statements are right, say ´No!´ if they are wrong." (Straková, Learning English through Songs, 2006)

13) . The missing words might be written below the text, we might omit the rhyming endings of the lines, only the verbs, adjectives or nouns etc. but there should not be large pieces of the text missing. Fill in the gaps: a very common activity is when students fill in the gaps with the missing words in the copy of the text either while listening to the song for the second time or after the first listening

2.4 English songs to develop listening and speaking skills

2.4.1 Songs as a vehicle for motivating and training students when working in listening practices

The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many value of language. Or Ova (2003) states that it is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: Teaching vocabulary and grammar. Developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion. By practicing the rhythm, stress the intonation patterns of the English language.

According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

2.4.2 Students' attitudes and reflections towards the listening activities based on songs

Songs provide excellent opportunities for repetition and practice that might otherwise be tedious. Repetition of language is pleasurable—such as repeating choruses, or singing cumulative songs where each verse borrows words from a previous verse (for example: "The Twelve Days of Christmas"). This repetition, most often accompanied by physical actions, helps learning and in turn leads to familiarity so that children feel comfortable with the foreign language (Rumsey 1999). In addition, as argued by Sharpe (2001), by singing songs pupils gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn.

2.4.3 The extent students had of understanding the songs

According to Sharpe (2001), songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside the school, and incorporating the foreign language into this fundamental activity is another way of normalizing it. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age. Schoepp (2001) believes that the following three patterns emerge from the research on why songs are valuable in the classroom:

1. Affective reasons: A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contributes to a supportive, non-threatening setting with confident and active learners.
2. Cognitive reasons: Songs contribute to fluency and the automatic use of meaningful language structures.
3. Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in non-academic settings.

2.4.4 Practicing pronunciation and natural reductions that occur in spoken English

A word of caution is necessary. As language teachers, we should always bear in mind that our main responsibility is to teach the target language. Our main responsibility is not to teach singing skills, but to teach the target language No matter how fun and enjoyable song activities may be for YLs, we should not get carried away by the music and rhythm of songs..

There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective means of developing children's language skills only when they are well integrated into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils. Therefore, if songs are used ineffectively, they can easily become mere entertainment and pleasurable interruptions in the school day that, in the long term, result in boredom and a lack of interest.

Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils.

Eros (2007, 20) suggests that teachers should be careful to choose songs that:

- Contain simple and easily understood lyrics
- Link with a topic or vocabulary that learners are studying in class
- Contain repetitive lines
- Allow children to easily do actions (to help emphasize meaning).

2.4.5 Cultural themes involved in songs

In order to collect the information needed to answer my research question; I considered the pertinence of using a questionnaire, classroom observations, students' documents and a semi-structured interview. First, I applied a questionnaire to know listening students' background as well as their interests. Second, I collected students' documents and based on the six workshops and observed the performance of the

students during the lessons. Finally, I developed an interview in order to analyze students' final reflections about the whole achievement of the study.

2.4.6   Student's reflections on the social context around them

According to Cullen (1998, 1999), songs are significant teaching tools in teaching because, as most teachers find out, students love listening to music in the language classroom and they often hold strong views about music. (Djigunovich and Vile 2000).

This affinity with music makes songs vital tools to create a safe and natural classroom ethos and to overcome feelings of shyness and hesitation on the part of the learners.

The learning characteristics also make known a need to develop a strong emotional attachment to their teacher. Listen and do songs support this attachment since the students and the teacher are physically involved in doing the same actions; that is, they share a common experience. This type of learning environment is best achieved when the teacher creates a safe, non-threatening context within which learners can play with language. The students' education, including language education, is a process in which they should be confident to add physically, emotionally, and intellectually.

2.4.7 Using songs to compare cultural differences

I have perceived that songs make occasions for an even transition from singing and listening to reading and literacy exercises. To promote reading and literacy skills at the post-teaching stage, you may bring out the following activity. I will illustrate two examples, again using the "Head, Shoulders, Knees, and Toes" song.

• The teacher makes sets of cards with a key word from the song on each (for example: mouth, head) and then cuts each card in half, with a part of the word on each half. Next, the teacher asks the students to work in pairs and renovate the words by finding and putting together the two halves correctly. Once the students finish the activity, the teacher asks the pairs to show and read aloud the words that they have reconstructed.

• Alternatively, using the structure "I have _____," the teacher writes different sentences on cards (For example: "I have two eyes") and cuts each sentence into pieces with a word on each piece. Then, the teacher asks the students to form small groups and gives the pieces for a diverse sentence to each group. Next, the teacher asks the groups to construct a sentence by using the words they have. Finally, each group is asked to read its sentence out loud.

2.5 Structure

Theoretical and conceptual focus

Adaptation in the distribution of classrooms:

English songs

Visual impairments in teenagers

Eye Injury causing a visual impairment in teenagers

Alternatives for developing blind students' skills: Using media in the class

Planning for the use of songs in class

Examine the skill to develop

Grade Language level of their class

Steps to follow the use of a song

Speaking and listening skills

Speaking

Pronunciation

Vocabulary

Fluency

Intonation

Stress and accent

Listening

 Pre- listening activities

During listening activities

After listening activities

English songs to develop listening and speaking skills

Songs as a vehicle for motivating and training students when working in listening practices

Students' attitudes and reflections towards the listening activities based on songs

The extent students had of understanding the songs

Practicing pronunciation and natural reductions that occur in spoken English

Cultural themes involved in song

Student's reflections on the social context around them

Using songs to compare cultural differences

2.6 Hypothesis formulation

Working hypothesis

The adequate application of the English songs influences in the development of speaking and listening skills in teenagers with visual impairments at "Unidad Educativa Internacional Pensionado Atahualpa".

Null hypothesis

The application of the English Songs do not influence in the development of speaking and listening skills in teenagers with visual impairments at "Unidad Educativa Internacional Pensionado Atahualpa".

Alternative hypothesis

The presence of use of braille technique influences in the development of speaking and listening skills in teenagers with visual impairments at "Unidad Educativa Internacional Pensionado Atahualpa".

PART THREE

METHODOLOGICAL DESIGN

3.1 Research type and design

The type of research is experimental, because there are only one group, the pre-test and post-test designed was applied for all students. "In the experimental research, the investigator also manipulates deliberately at least one independent variable to observe its effect and relation with one or more dependent variables." (Albert, 2007, p. 83).

It aims students with special needs in the regular inclusion of children and adolescents with disabilities that corresponds to the Report of the Institutional Self-Assessment and needs required by society. It goes beyond our expectations with children and adolescents with either physical, intellectual, visual, auditory, or paraplegics, despite their difficulties, they may develop skills that enable them to understand and properly fit in as functional as possible to the immediate context. For that, we are taking the first step as inclusive educational unit to develop such a valuable learning to serve the same society that will be adapted to our reality with a simple and clear language resource.

3. 2 Population Size and Sample

In this study, the subject of research is the application of the Total Physical Response (TPR) method with students of Preparatory Level in the development of listening and speaking skill, this research will manipulate the independent variable to see its effect and relationship with the dependent variable. In this study was observed the effect of English Songs (independent variable) in an English class and the incidence on the speaking and listening skill (dependent variable) with the students of Level 4 at Unidad Educativa Internacional Pensionado Atahualpa.

This population is compound for 4 students with physical disabilities (blindness) in the middle school years from level 4 from Unidad Educativa Internacional Pensionado Atahualpa.

3.3 Field Work

The research work field took place at Unidad Educativa Internacional Pensionado Atahualpa located in Ibarra, Imbabura Province during the second term of 2016-2017 academic years.

3.4 Instruments for data collection

The research will be quantitative and transversal because the quantitative will determine the strength of correlation between the variables for the interpretation of the results and transversal design will be analyzed the relationship between variables in the given time.

A survey was applied to the authorities in order to know how much they know about any project applied in the Institution. A second survey was applied for the teachers in order to know if they have knowledge about the strategies applied with the students, and finally a survey was applied to parents to know if there are opportunities for the students with blindness in regular institutions.

3.5 Data processing and analysis

Apply the technique of direct observation in different places for the care of persons suffering from this disease this technique will be sustained through questionnaires dealing with the care of the patient with visual disabilities and how his

environment is affected. The results from the survey, observations and interviews will be tabulated, analyzed and interpreted by using Microsoft Excel software. The statistician for the analysis is the T-student; it permits to identify the reliability of the statistics information.

PART FOUR

TESTING THE HYPOTHESIS

4.1 Data matrix

Men	1	1
Women	3	3
Total sample:		4

Sample: Because the population includes an adequate number to investigate, it was established that:

$$N = n$$

$$4 = 4$$

4.2 Graphical presentation of results

RESULTS OF THE SURVEY OF THE AUTHORITIES

1. Nowadays, English Language is a useful connection tool that has been develop in the Educational field. Do you think that students with blindness should be part of this development?

Table 1

English Language is a useful connection tool

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
1	3	1	75%	25%
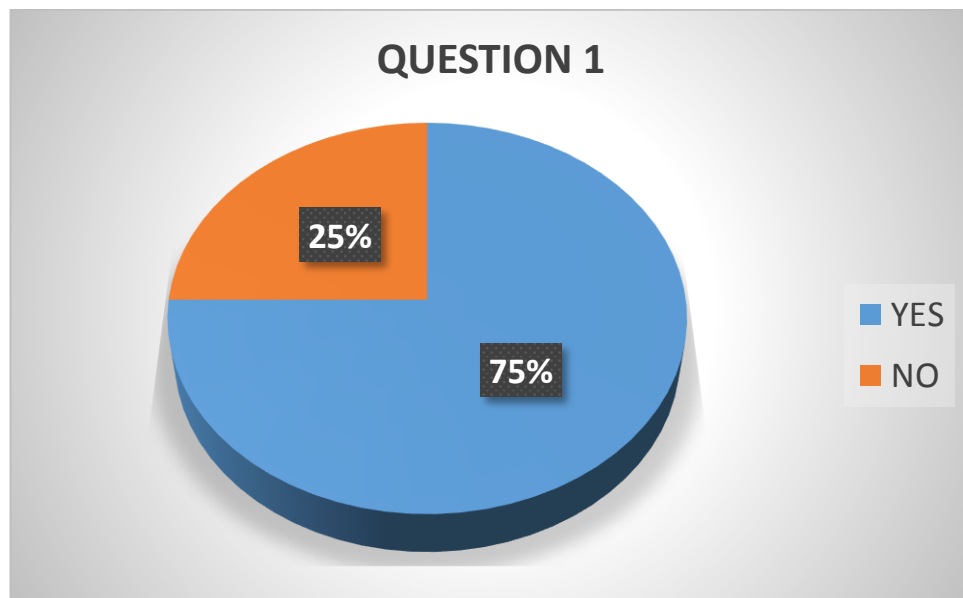
Figure 1: English Language is a useful connection tool

COMMENTARY:

Definitely, the 75% answer YES, who have a great deal of knowledge about the importance of English language in this process with this group of students and the students with visual impairments should be part of this develop, but just one authority answer NO and represent 25%, it means that he does not have knowledge about the topic.

2. You as an authority in this Educational Institution, do you devise any kind project that involves English Language development in the students with blindness?

Table 2

Educational Institution

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
2	0	4	0%	100%
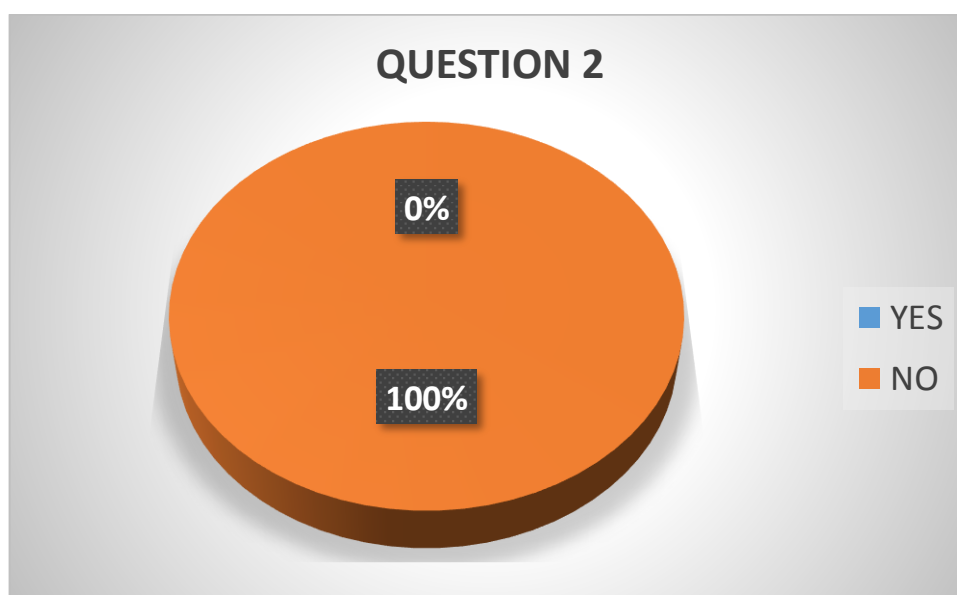
Figure 2: Educational Institution

COMMENTARY:

The 100% of authorities answer NO, they do not know any type of project that involves the development of the English language in students with blindness.

3. Do you think there would be more opportunities for students with blindness in regular institutions, if there were a well develop project?

Table 3

Opportunities for students with blindness

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
3	3	1	75%	25%
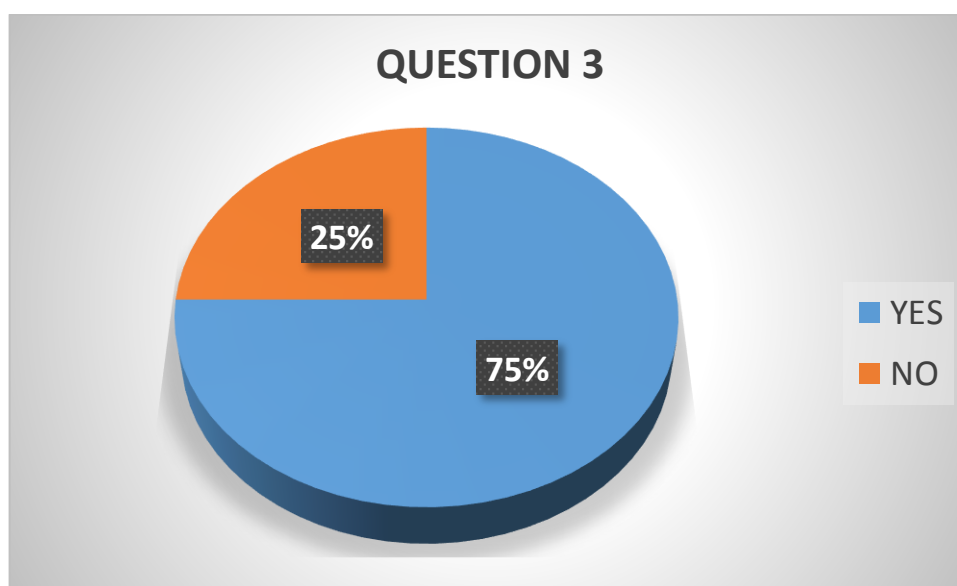
Figure 3: Opportunities for students with blindness

COMMENTARY:

3 authorities answer YES, they think that there would be more opportunities for students with blindness in regular institutions, if there were a well develop project, but just one authority answer NO and represent 25% and it means that he does not have opportunities for students.

4. Will you agree with the application of a project that expands the development of listening and speaking skills in students with blindness?

Table 4

Development of listening and speaking skills

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
4	4	0	100%	0%
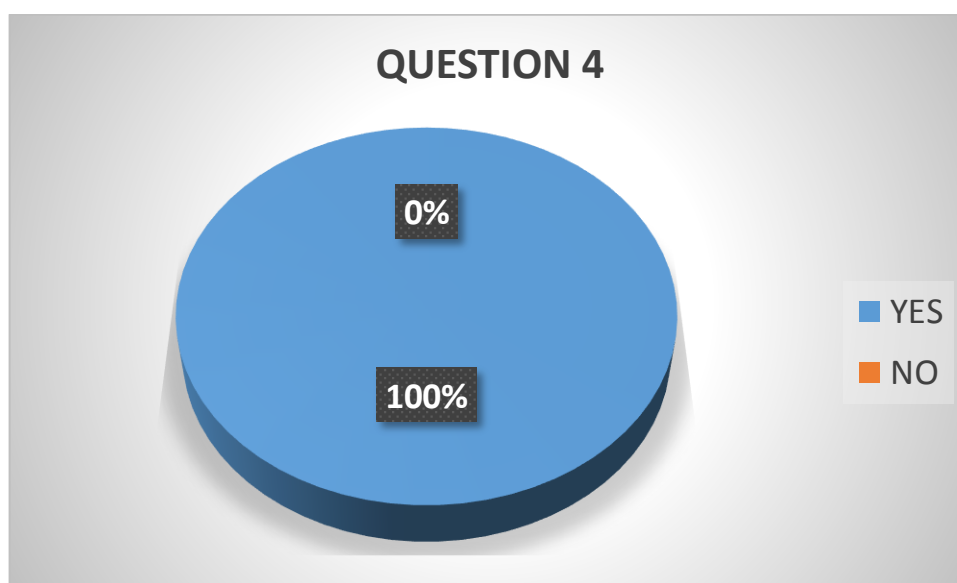
Figure 4: Development of listening and speaking skills

COMMENTARY:

All the authorities answer YES, They agree with the application of a project that expands the development of listening and speaking skills in students with blindness.

5. If so, would you look for a professional to support the application of it?

Table 5

Professional to support the application

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
5	3	1	75%	25%
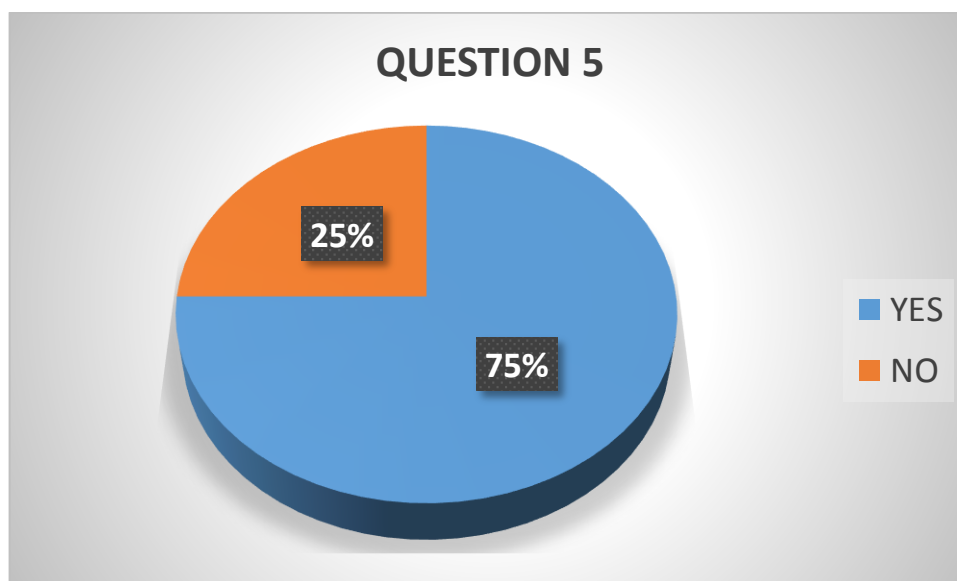
Figure 5: Professional to support the application

COMMENTARY:

3 authorities answer YES, they would look for a professional to support the application of the project, but just one authority answer NO and represent 25%, who does not look for a professional support for the project.

6. As an authority, would you support the listening and speaking development in your school in the teaching learning process of English language?

Table 6

Teaching learning process of English language

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
6	3	1	75%	25%
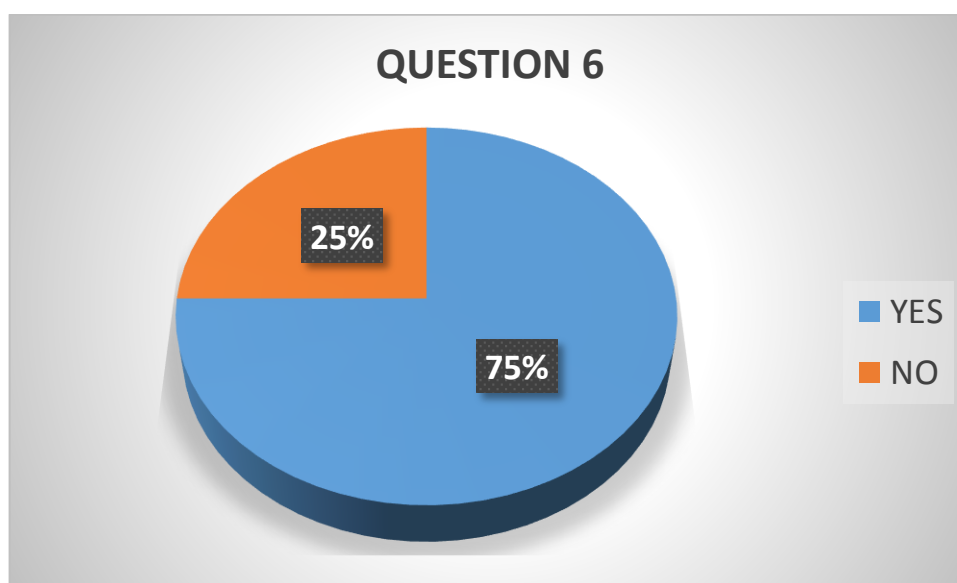
Figure 6: Teaching learning process of English language

COMMENTARY:

The 75% would support the listening and speaking development in the learning process of the English language, only the 25% answer NO.

RESULTS OF THE SURVEY OF THE TEACHERS

1. Nowadays, English Language is a useful connection tool that has been developed in the Educational field. Do you think that students with blindness should be part of this development?

Table 7

English Language is a useful connection tool

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
1	3	1	75%	25%
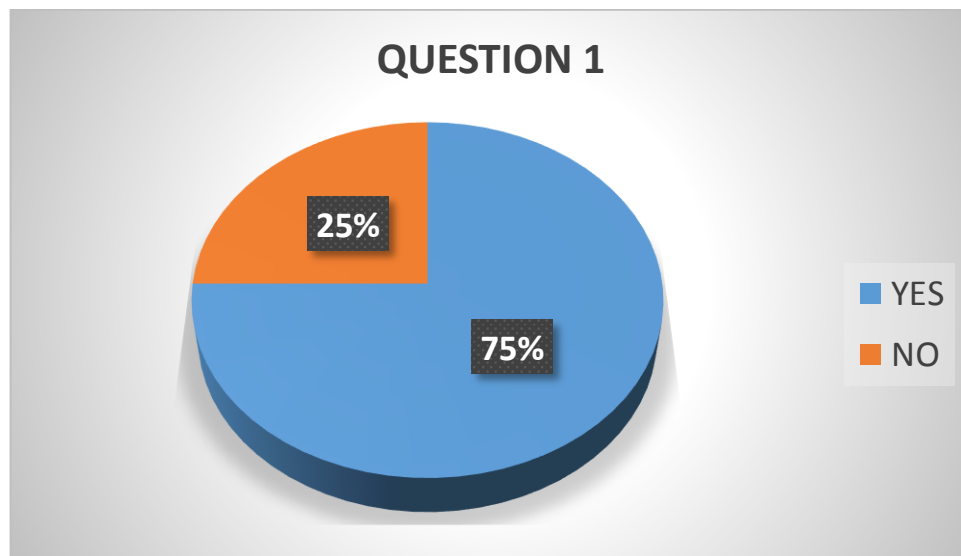
Figure 7: English Language is a useful connection tool

COMMENTARY:

The 75% have a great deal of knowledge that the English language is a useful connection tool that has been developed in the field of Education and the students with visual impairments should be part of this develop, only the 25% answer NO.

2. Do you know if the institution has any kind project that involves English Language development in students with blindness?

Table 8

Project that involves English Language

Answers	QUANTITY		PERCENTAGE	
Question	YES	NO	YES	NO
2	4	0	100%	0%
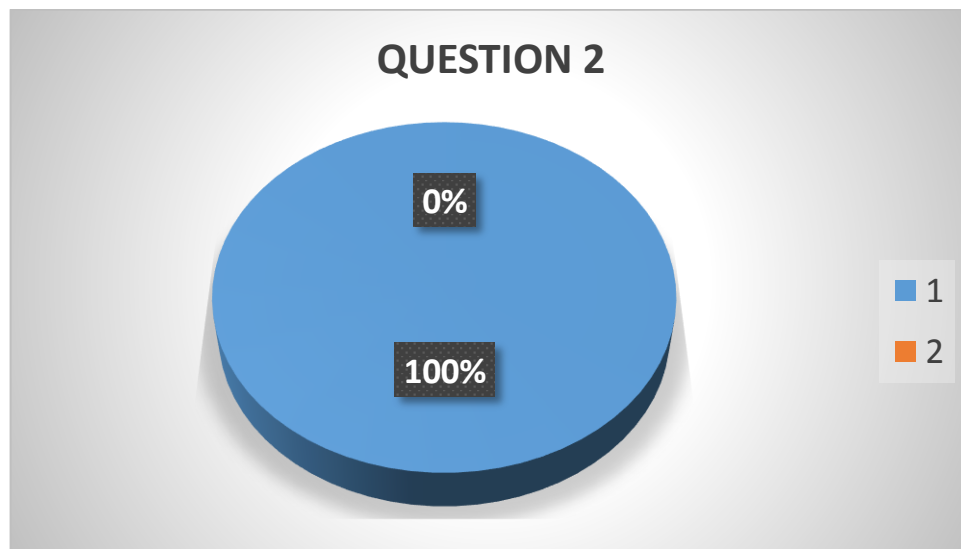
Figure 8: Project that involves English Language

COMMENTARY:

All the teachers answer YES, that the institution designs a kind of project that involves the development of the English language in students with blindness.

3. Do you think there would be more opportunities for students with blindness in regular institutions, if there were a well developed project?

Table 9

Opportunities for students with blindness

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
3	3	1	75%	25%

QUESTION 3
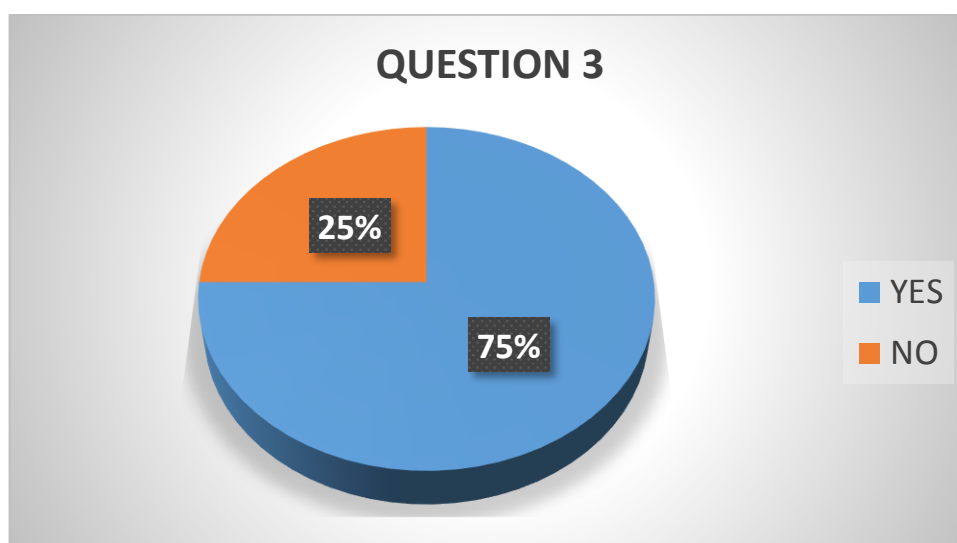
Figure 9: Opportunities for students with blindness

COMMENTARY:

3 teachers answer YES, they would be more opportunities for students with blindness in regular institutions, if there were a well develop project, but just one teacher answer NO and represent 25%.

4. Will you agree to be part in the application of a project that expands the development of listening and speaking skills in students with blindness?

Table 10

Development of listening and speaking skills

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
4	3	1	75%	25%
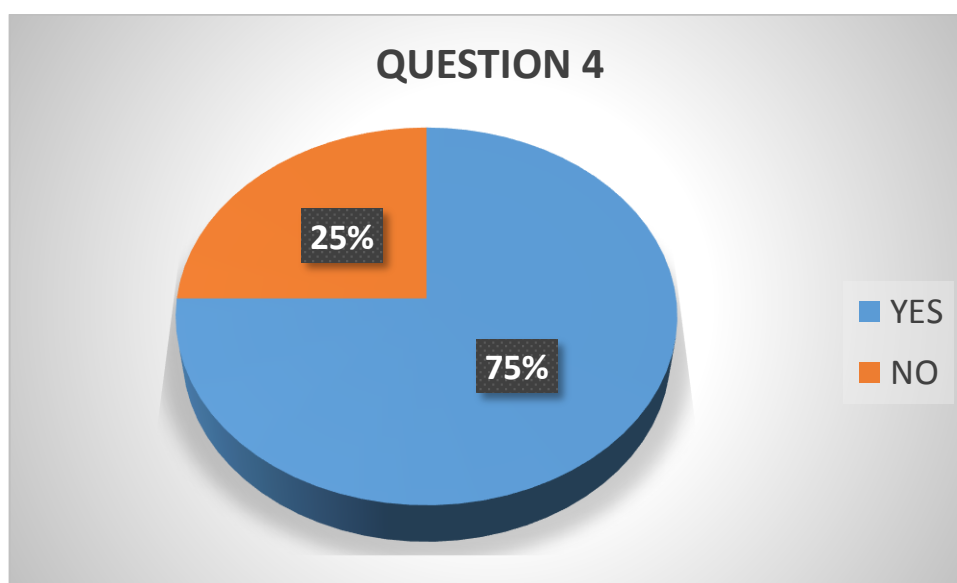
Figure 10: Development of listening and speaking skills

COMMENTARY:

The 75% of the teachers are agree with the application of a project that expands the development of listening and speaking skills in students with blindness,, only the 25% answer NO.

5. If so, would you look for a professional support in the application of it?

Table 11

Professional to support the application

Answers	QUANTITY		PERCENTAGE	
Question	**YES**	**NO**	**YES**	**NO**
5	3	1	75%	25%
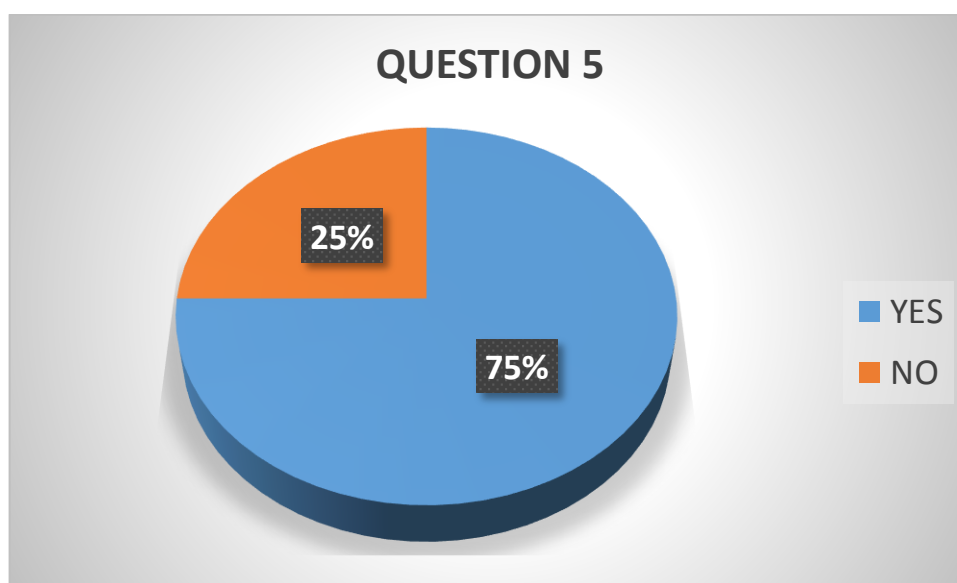
Figure 11: Professional to support the application

COMMENTARY:

3 teachers are equivalent to 75% who answer YES; They would look for a professional support in the application of the project, but just one teacher answer NO.

RESULTS OF THE SURVEY OF THE PARENTS

1. Students in the school treat one another with respect in English classes.

Table 12

School treat in English classes

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
1	1	2	3	2	13%	25%	38%	25%
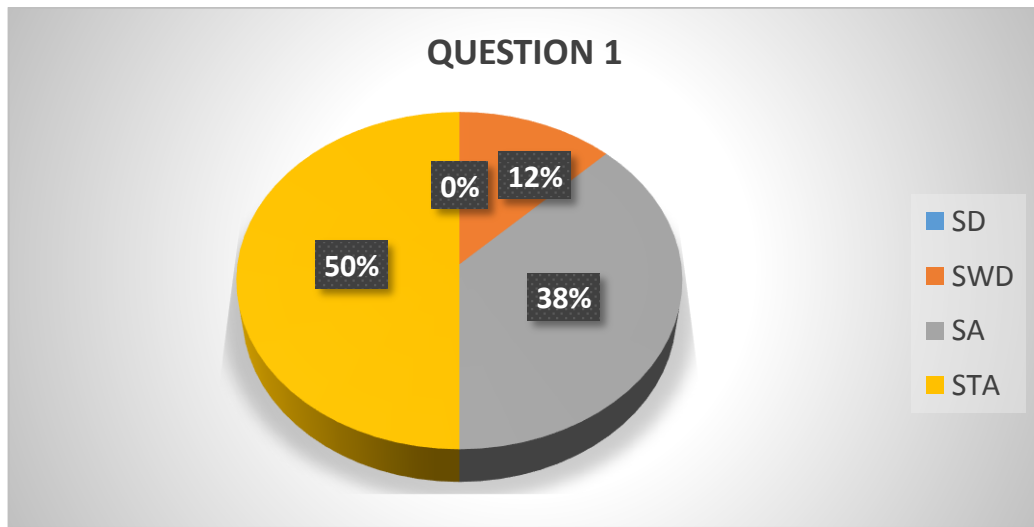
Figure 12: School treat in English classes

COMMENTARY:

3 parents are equivalent to 38% who answer Somewhat agree, 2 parents are equivalent to 25% who answer Strongly Agree, 2 parents are equivalent to 25% who answer Someone Disagree and just one parent answer Strongly Disagree that the students in the school treat one another with respect in English classes.

1. The school respects all disabilities, races and cultures.

Table 13

School respects

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
2	0	1	2	5	0%	13%	25%	63%
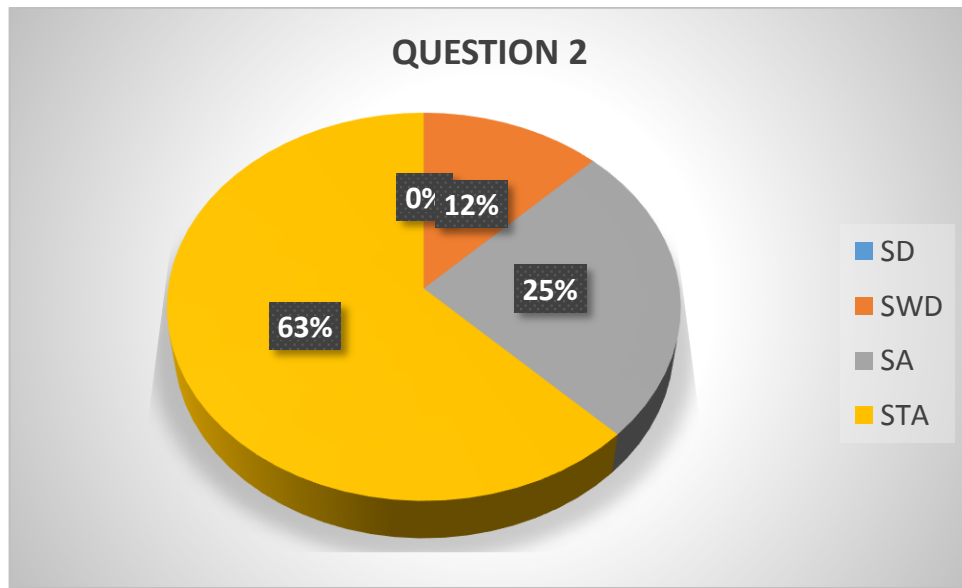
Figure 13: School respects

COMMENTARY:

The 63% are strongly agree, who said that the school respects all disabilities, races and cultures in all the students, while the rest of the parents are somewhat agree and somewhat disagree, who represents minimum percentages.

2. Most of the teachers understand what are the needs of your children during the classes?

Table 14

Needs of your children during the classes

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
3	0	5	3	0	0%	63%	38%	0%
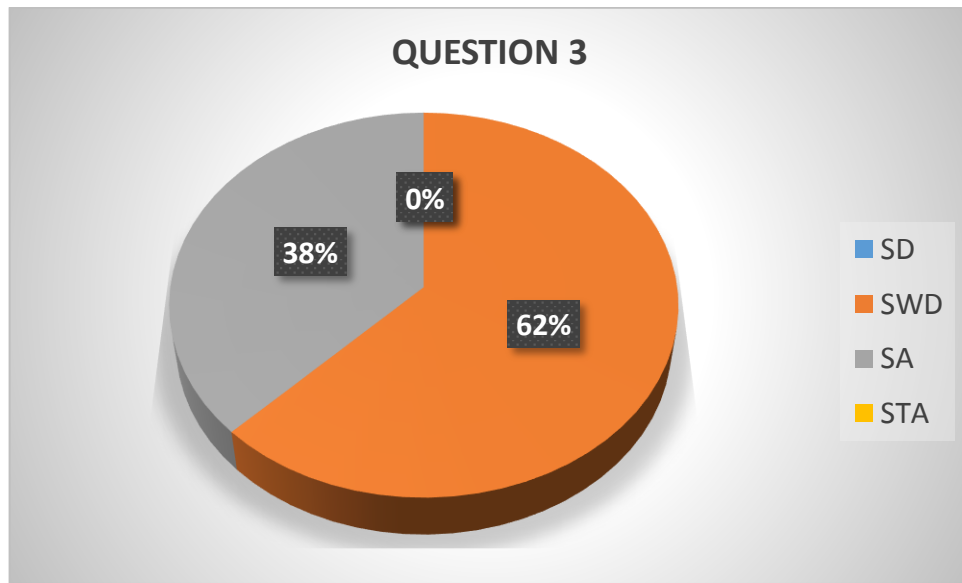
Figure 14: Needs of your children during the classes

COMMENTARY:

5 parents are equivalent to 63% who answer Somewhat Disagree, 3 parents are equivalent to 38% who answer Somewhat Agree, no body parents answer Strongly Disagree and Strongly Agree that most of the teachers understand what are the needs of your children during the classes.

3. Students in the school care about learning and getting a good education.

Table 15

Students in the school care

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
4	1	3	4	0	13%	38%	50%	0%
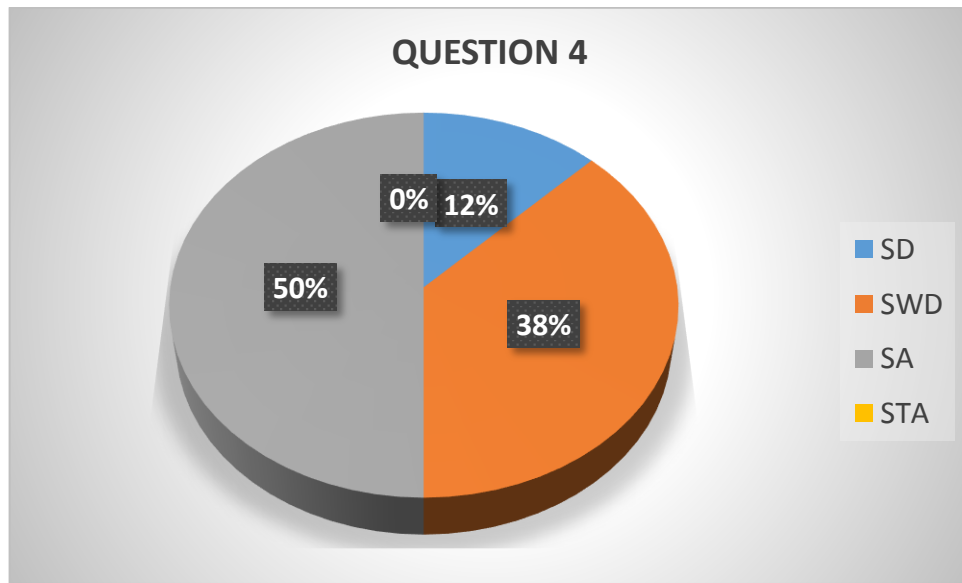
Figure 15: Students in the school care

COMMENTARY:

Around 8 parents representing 100%, 4 parents are equivalent to 50% who answer Somewhat Agree, 3 parents are equivalent to 38% who answer Somewhat Disagree, 1 parent are equivalent to 13% who answer Strongly Disagree and no body answer Strongly Agree that the students in the school care about learning and getting a good education.

4. Classes in the school are challenging related to the listening and speaking skills.

Table 16

Classes in the school

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
5	0	1	2	5	0%	13%	25%	63%

Figure 16: Classes in the school

COMMENTARY:

Around 8 parents representing 100%, 5 parents are equivalent to 63% who answer Strongly Agree, 2 parents are equivalent to 25% who answer Somewhat Agree, 1 parent are equivalent to 13% who answer Somewhat Disagree and no body parents answer Strongly Disagree that classes in the school are challenging related to the listening and speaking skills.

5. Most of the teachers are enthusiastic about teaching and communicate in English to students.

Table 17

Teachers are enthusiastic about teaching and communicate

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
6	0	0	5	3	0%	0%	63%	38%
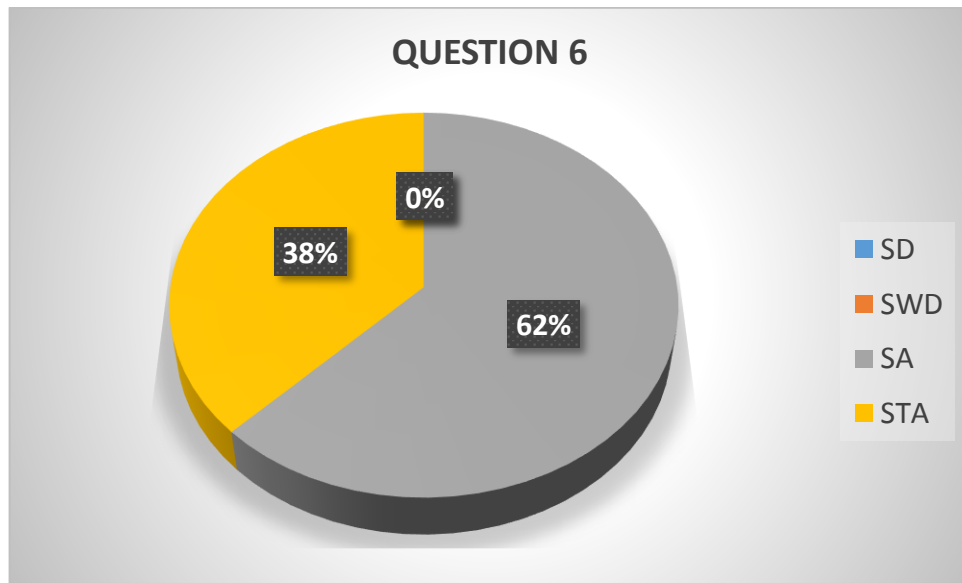
Figure 17: Teachers are enthusiastic about teaching and communicate

COMMENTARY:

Around 8 parents representing 100%, 5 parents are equivalent to 63% who answer Somewhat Agree, 3 parents are equivalent to 38% who answer Strongly Agree, and nobody parents answer Somewhat Disagree and Strongly Disagree that the most of the teachers are enthusiastic about teaching and communicate in English to students.

7. Students are encouraged to say what they think.

Table 18

Students are encouraged

ANSWERS	QUANTITY				PERCENTAGE			
QUESTION	SD	SWD	SA	STA	A	B	C	D
7	5	3	0	0	63%	38%	0%	0%
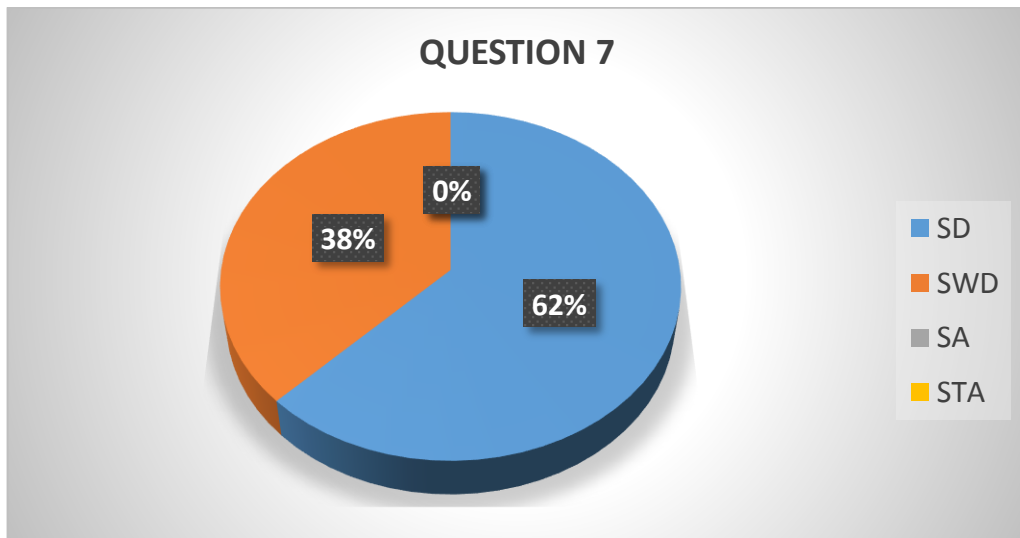
Figure 18: Students are encouraged
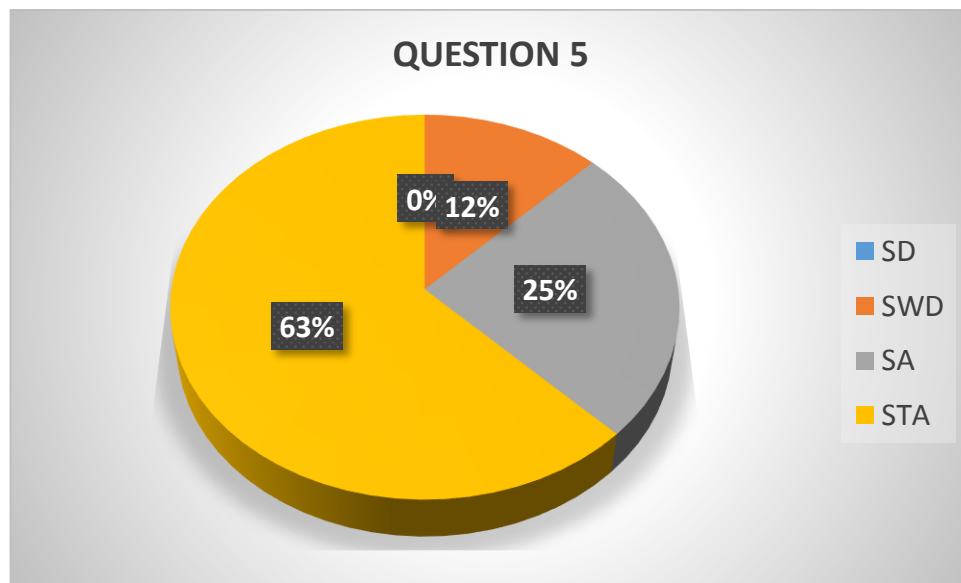
COMMENTARY:

Around 8 parents representing 100%, 5 parents are equivalent to 63% who answer Strongly Disagree, 3 parents are equivalent to 38% who answer Somewhat Disagree, and nobody parents answer Strongly Agree and Somewhat Agree that the students are encouraged to say what they think.

Table 19

Results of Pre-Test

UNIDAD EDUCATIVA INTERNACIONAL PENSIONADO ATAHUALPA

AÑO LECTIVO 2016 - 2017

8th EGB

PRE - TEST: To evaluate the productive listening skill in a presentation

No	LAST NAME AND NAMES		Rubric				TOTAL
			Ability to focus	General Understanding	Listening for details	Accuracy of answers	
			2.5	2,5	2,5	2,5	
1	AYALA HERNANDEZ	HUGO JAVIER	1,0	1,0	1,0	1,0	4
2	FARINANGO ANDRADE	VERÓNICA GABRIELA	1,5	1,0	1,0	1,5	5
3	GUAMÁN ARMENDARIZ	SANDRA PATRICIA	1,0	1,0	1,0	1,0	4
4	GUAMÁN QUINTEROS	MELANY DANIELA	1,5	1,0	1,0	1,0	5
			5,0	4,0	4,0	4,5	17,5

Figure 19 Pre-Test Listening

ANALYSIS: According to the results, the students demonstrate that they have a low level in the development of the Listening skill of the English Language.

In the first part, the percentage is 5.4%, which means that the students have not gotten the basic score, which is 4/10 in order to pass the test. Ability to focus are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student was not able to concentrate on the listening task and was easily distracted and inattentive.

The second part, the percentage is 4.3%, which means that the students have not gotten the basic score, which is 4/10. General Understanding, are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student did not understand enough vocabulary or information to answer the questions.

The third part, the percentage is 4.3%, which means that the students have not gotten the basic score, which is 4/10. Listening for details are considered in this evaluation because they are the essential part for developing a good level of English Language. The

rubric indicates that the student was unable to grasp specific details when listening, and did not include them in the answers.

The fourth part, the percentage is 4.9%, which means that the students have not gotten the basic score, which is 5/10. Accuracy of answers are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student's answers were mostly left out unrelated to the information given.

Table 20

Pre-Test

<p align="center">AÑO LECTIVO 2016 - 2017</p>

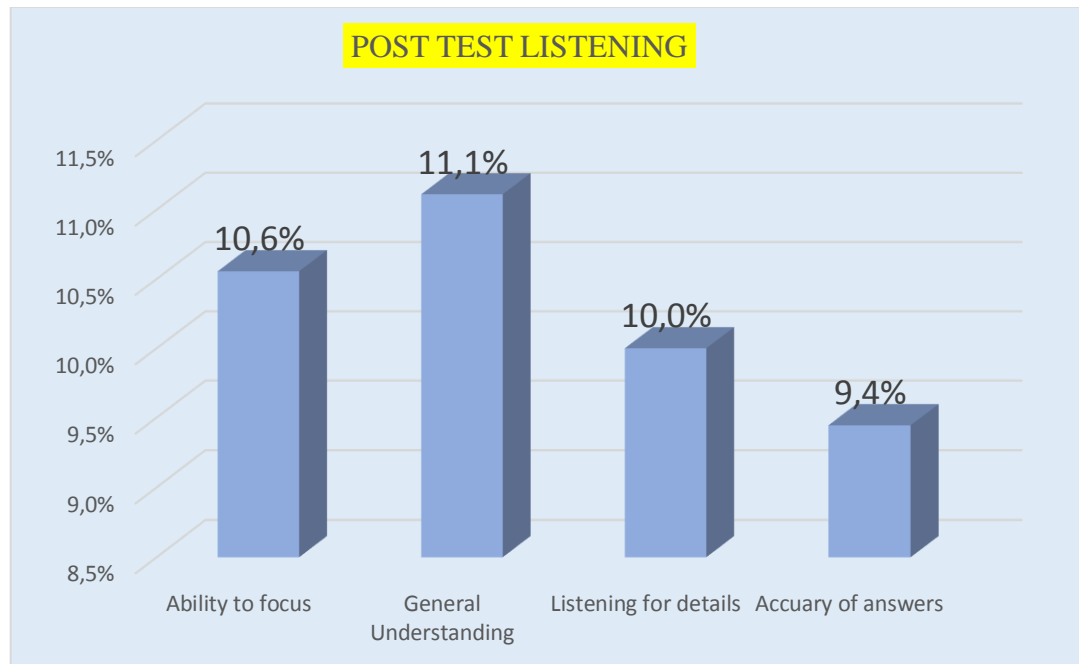|							
8th EGB							
PRE - TEST:		**To evaluate the productive speaking skill in a presentation**					
No	**LAST NAME AND NAMES**	**Rubric**					
		Grammar and Vocabulary	**Pronunciation**	**Comprehension**	**Background Knowledge**	**Fluency**	**TOTAL**
		2	**2**	**2**	**2**	**2**	
1	AYALA HERNANDEZ HUGO JAVIER	1,0	0.5	1,0	1	1	4,0
2	FARINANGO ANDRADE VERÓNICA GABRIELA	1,0	1,0	1,0	1	1	5,0
3	GUAMÁN ARMENDARIZ SANDRA PATRICIA	1,0	0,5	1,0	1	1	4,5
4	GUAMÁN QUINTEROS MELANY DANIELA	1,0	1,0	1,0	1	0.5	4,0
		4,0	2,5	4,0	4,0	3,0	

Figure 20 Post-Test Listening

ANALYSIS:

According to the results, the students demonstrate that they have a low level in the development of the Listening skill of the English Language.

In the first part, the percentage is 10.6%, which means that the students have not gotten the basic score, which is 9/10 in order to pass the test. Ability to focus are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student was able to concentrate fully and listen very attentively throughout the assessment.

The second part, the percentage is 11.1%, which means that the students have not gotten the basic score, which is 10/10. General Understanding, are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student showed a very good general understanding of all vocabulary and information, completing all the questions.

The third part, the percentage is 10,0%, which means that the students have not gotten the basic score, which is 9/10. Listening for details are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student was included all the specific information and details in her answers.

The fourth part, the percentage is 9.4%, which means that the students have not gotten the basic score, which is 10/10. Accuracy of answers are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student was always accurate and related to the information given.

Table 20

Post-Test Speaking

UNIDAD EDUCATIVA INTERNACIONAL PENSIONADO ATAHUALPA

AÑO LECTIVO 2016 - 2017

8th EGB

POST - TEST: To evaluate the productive speaking skill in a presentation

No	LAST NAME AND NAMES		Rubric					
			Grammar and Vocabulary	Pronunciation	Comprehension	Background Knowledge	Fluency	TOTAL
			2	2	2	2	2	
1	AYALAHERNANDEZ	HUGO JAVIER	2,0	2,0	2,0	2	2	10,0
2	FARINANGO ANDRADE	VERÓNICA GABRIELA	2,0	2,0	2,0	2	1	9,0
3	GUAMÁN ARMENDARIZ	SANDRA PATRICIA	2,0	2,0	2,0	2	2	9,5
4	GUAMÁN QUINTEROS	MELANY DANIELA	2,0	2,0	2,0	2	2	10,0

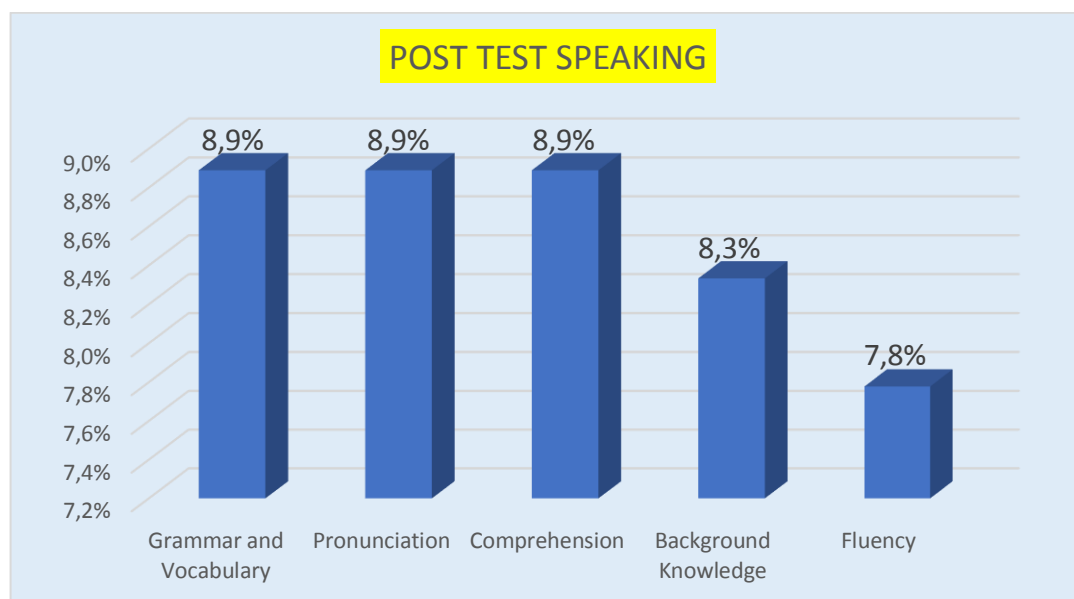8,0   8,0   8,0   7,5   7,0

Figure 21 Post-Test Speaking

ANALYSIS:

In the first part, the percentage is 8.9%, which means that the students have not gotten the basic score, which is 10/10 in order to pass the test. Grammar and Vocabulary are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student was able to express their ideas and responses with ease in proper sentence structure and tenses, and also rich, precise and impressive usage vocabulary words learned in and beyond of class.

The second part, the percentage is 8.9%, which means that the students have not gotten the basic score, which is 9/10. Pronunciation, are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student's pronunciation is clear and easy to understand.

The third part, the percentage is 8.9%, which means that the students have not gotten the basic score, which is 9.5/10. Comprehension are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.

The fourth part, the percentage is 8.3%, which means that the students have not gotten the basic score, which is 10/10. Background knowledge are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student presented excellent background knowledge from class topics and was able to add more information in their response.

The fifth part, the percentage is 7.8%, which means that the students have not gotten the basic score, which is 10/10. Fluency are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the student's speech is effortless and smooth with speed that comes close to that of a native speaker.

4.3 Analysis of result of survey to authorities, teacher and parents

Presentation of results of the interview applied to experts on the subject of knowledge to students with Visual Impairments

The interview applied to the experts in the subject, was carried out on Thursday, July 20, 2017, there was great openness and collaboration on the part of the authorities, teachers and parents to be able to carry out the interview.

Objective of the interview: To know the criterion of the authorities, teachers and parents on the English language learning in the school

Analysis:

The institution needs more projects that involve the development of the English language in students with blindness, the authorities should use activities in children, each of the children has different ways to learn and we as teachers must innovate and create new forms of learning.

Table 21

Results of the pre and post test tests with a reliability level of 95%

Test t shows that there is a significant difference in the results of the pre and post test tests with a reliability level of 95%

	VARIABLE 1	VARIABLE 2
Average	12,33	19
Variance	5,33	7
Observations	3	3
Hypothetical difference of means	0	
Degrees of freedom	4	
Statistic t	-3,29	
P (T <= t) a tail	0,02	
Critical value of t (a tail)	2,13	
P (T <= t) of the tails	0,03	
Critical value of t (two tails)	2,78	

Table 22

Results of the pre and post test tests with a reliability level of 95%

	Variable 1	Variable 2
Test t shows that there is a significant difference in the results of the pre and post test tests with a reliability level of 95%		
Average	8,5	13
Variance	6,33	4
Observations	4	4
Hypothetical difference of means	0	
Degrees of freedom	6	
Statistic t	-2,80	
P (T <= t) a tail	0,02	
Critical value of t (a tail)	1,94	
P (T <= t) of the tails	0,03	
Critical value of t (two tails)	2,45	

PART FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It is necessary to use different techniques to develop listening and speaking skills by the use of songs in this ways these facilitate students with disabilities, work the teaching-learning process in this case blindness, based on more or less extensive modifications made to the regular curriculum.

- Educational proposal is to work towards improving the quality of life of children, adolescents and their families through the design and implementation of individualized action plans, coordinated with group activities and carried out throughout the working day in the Regular education by the various professional projects not only in the Mother Tongue also in English as their Second Language.

- Curricular Adaptations are adjustments or modifications made to the basic elements of the curriculum, and the access elements. These modifications are made at different levels as institutional, group and individual curriculum project. Curricular adaptations are also educational strategies to facilitate the students with disabilities teaching-learning process in this case blindness, based on more or less extensive modifications made to the regular curriculum. It is a response to individual diversity regardless the origin of these differences: personal history, educational background, motivation and interests, rhythm and learning style.

- Many students who are blind or visually impaired learn to talk by echoing or copying phrases or sentences even if they do not understand it. They may echo what they just heard, or have delayed echolalia where they repeat language heard earlier in association with a particular subject or event.

- The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things you probably need to think about to ensure you get the right song. Before the teacher starts the class, he/ she should her/himself if this is going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic.

- Creativity is an important part of maintaining motivation but it should not be limited to the teaching approach. Depending on the factors highlighted in the first part of this post (age, language level, cultural specifics, and so on.), you might want to try finishing things off with an activity that stimulates creative thought.

5.2 Recommendations

- The teachers are considering the development of new teaching techniques for students with disabilities are based on the student´s improvement of listening and speaking skills on the regular curriculum, in this way the can adapt these techniques to the whole class.

- The main proposal is to find adequate techniques to improve the quality of the student´s life by the design and implementation of plants using the Mother Tongue as a reference for the Second Language learning in the regular education.

- All the adjustments made are based on the students: educational background, motivation and interests, rhythm and learning style; so teacher are able to formulate an adequate curriculum.

- Speech and Language Pathologists can evaluate and determine if the student needs support and assistance in developing their language comprehension. With the support of an elbow friend students visually impaired know how to progress their learning by echoing or copying phrases or sentences in the correct way, they can mirror and correct them.

- Correct pronunciation is important so that other people can understand you properly. The best way to improve your English pronunciation and eventually adopt an English accent is to stay abroad in an English-speaking country for a longer period.

- It´s recommendable to motivate students by the use of new teaching techniques through music, songs, lyrics and audios, to highlighted in the first age, language level, cultural specifics, and so on to try finishing things off with an activity that stimulates creative.

PART SIX

PROPOSAL

This proposal has been developed at Unidad Educativa Internacional Pensionado Atahualpa, with the students with visual impairment of level 4. It will be established during the year 2016-2017.

Proposal description

The proposal is based Study Guide of Didactic English Songs, it has been designed according to the instructional material and all the needs of the students of level 4 with visual impairments at Unidad Educativa Internacional Pensionado Atahualpa.

I decided to apply this strategy because music is known to be an activity for all people, mainly because everyone enjoys music. All kind of music, such us traditional songs or pop music, the idea is the music motivate the students. Some of the benefits of music include:

- The development of brain areas involving the language processing and reasoning.

- Respect for other cultures. Music teaches students to be empathetic towards others. It helps them to develop compassion and empathy, opposed to greed and a self-centered attitude.

- Teamwork skills and discipline. In order to do music, every member of the team must work together harmoniously, commit to the goal and practice a lot.

- The power of concentration

- Self-expression. Students know the basic rules of music and can express themselves through it, by saying which their type of music or song is.

This is a didactic unit in which you can interpret music in different forms. It includes the following aspects:

- Songs directly connected to the choose theme

    Original routine songs

How you would develop and extend them through related activities and games?

Based on popular children songs, this didactic unit incorporates musical activities described in detail how you could introduce them to the children.
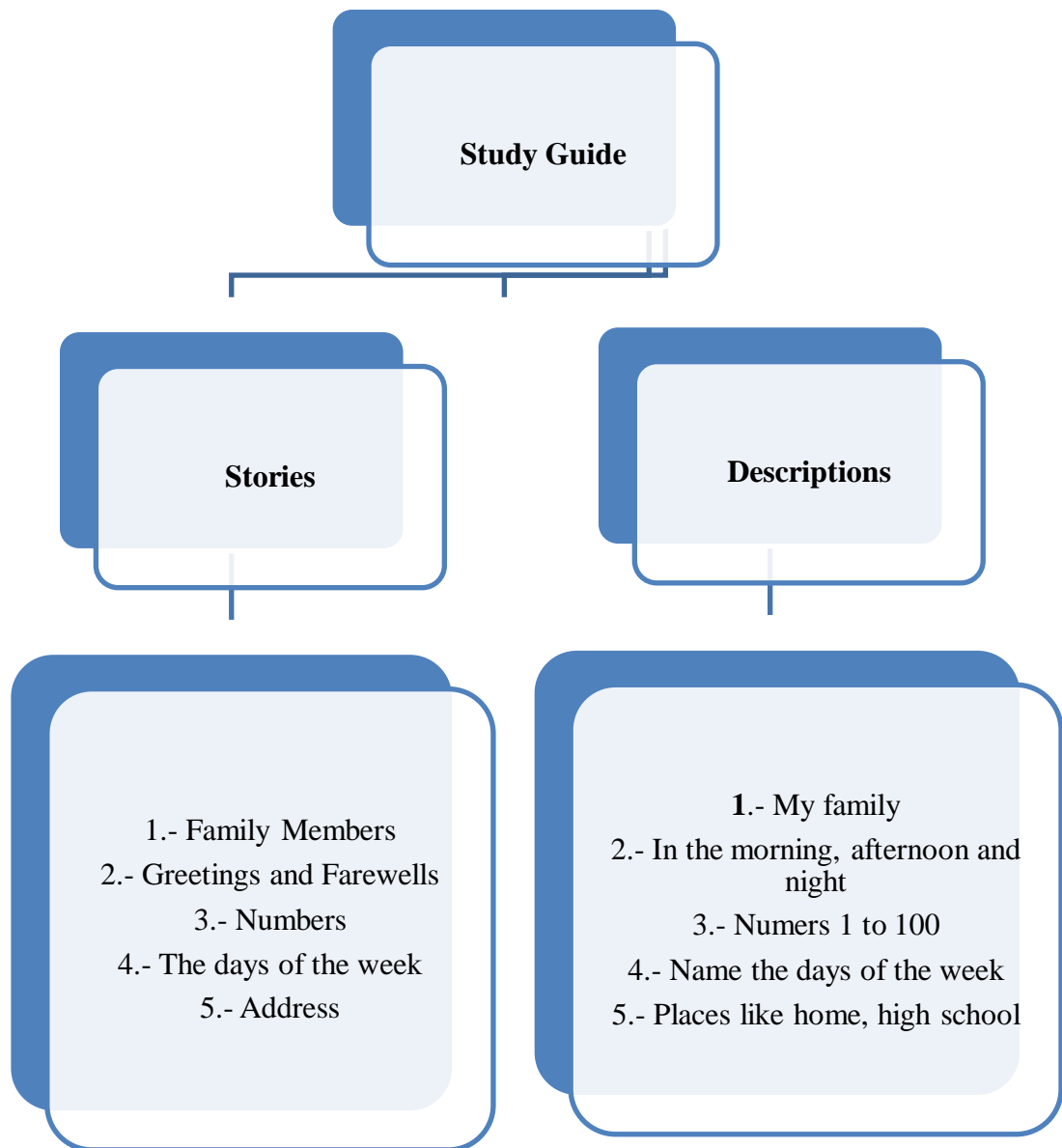
Songs could be repetitive and have a strong rhythm. They are easily learnt by children and quickly become favorites because of their familiarity. They are fun and motivating for children with visual impairment.

They allow language to be reinforced in a natural context, both with structures and vocabulary.

All songs build confidence in young learners and even shy children will enjoy singing or acting out a song as part of a group or whole class. This also develops a sense of class identity. Children are often proud of what they have learnt and will like having the opportunity to 'show off' what they have learnt to friends or family.

Many songs can help to develop memory and concentration, as well as physical co-ordination, for example when doing the actions for a song. For the teacher, songs can be a wonderful starting point and can fit in well with topics, skills, language and cross-curricular work.

This didactic unit is designed to students with visual impairments at Unidad Educativa Pensionado Atahualpa. The topic of this didactic unit are didactic Songs of family members, greetings, numbers which is a topic near to the student's interests, is motivating and gives us the opportunity to have the previous knowledge of the students and also can develop listening and speaking skills.

Study Guide

Stories

Descriptions

1.- Family Members
2.- Greetings and Farewells
3.- Numbers
4.- The days of the week
5.- Address

1.- My family
2.- In the morning, afternoon and night
3.- Numers 1 to 100
4.- Name the days of the week
5.- Places like home, high school

This is an example of one of the activities which will be developed in the proposal.

STUDY GUIDE	
Learning activity 1 **Topic: "Family Members"**	
Activities	1. Listen the following link of Family members' Song: https://www.youtube.com/watch?v=FHaObkHEkHQ 2. Use the Reproductor Windows Media or any other program you know to listen the song. 3. Teacher change some words in the song and students correct mistakes. 4. Students count how many times a given word or phrase is repeated. 5. Teacher writes in extra words in the song. Students listen and correct mistake. 6. Students are all given one or two words and stand up when they hear them. They can only seat down. 7. You need at least 20 questions. Students answer the question while or after they listen. 8. In pairs students listen for words ending in '-ing', rhyming words, adjectives, Play charades using song titles. 9. Students can act out the story of the song. You need a suitable song and give them time to prepare for this. 10. Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics.
Objective	To present a speech about the topic with the help of the Didactic Songs in order to improve the listening and speaking skill of the English language.
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.

Proposal Type

The proposal is based on the use of the strategy knows as Didactic Songs with the purpose of improving speaking and listening skills in the English Language.

Working time of the proposal

The proposal was developed during 30 days, 2 of 5 hours in each week, where the activities were combined with others skills activities. The present proposal is designed to be used during the year 2016-2017.

I. JUSTIFICATION

After doing the research about speaking and listening skills of the English Language with students with visual impairments at Unidad Educativa Internacional Pensionado Atahualpa, I could see that English teachers did not use activities for this kind of children at 100%. This Study Guide will help them to learn in a better way with Didactic songs, specially speaking and listening skills tasks. They felt motivated to do English activities like Didactic Songs, and the results of the post test in the children can support this justification.

Furthermore, teachers could see that the level of students in the subject and especially in speaking and listening skills improved in each activity proposed. In addition, these results motivated teachers for continuing working with the students in this process. Without doubts, this Study Guide will support the teachers' work in the academic process of teaching English as a foreign language in our country.

This proposal is appropriate, because students and teachers are pleased to work in this process and of course, it will benefit both at the same time, also it permits to improve and raise the level and knowledge of the English Language.

II. GENERAL OBJECTIVES OF THE INTERVENTION PROPOSAL

To create a Study Guide for using Didactic Songs in order to improve speaking and listening skills in the English Language in students at Unidad Educativa Internacional Pensionado Atahualpa

- **Cognitive Objective**

To raise the level of speaking and listening skills in the English Language, with the use of the Didactic Songs.

- **Procedural Objective**

To use the Didactic Songs in order to improve speaking and listening skills in the English Language through short videos about specific topics.

- **Attitudinal Objective**

To share knowledge and a process to create activities in the High School with Didactic Songs for improving speaking and listening skills in English Language.

III. DEVELOPMENT

The proposal is going to be developed according to a Study Guide, and this has five activities, which have to be done by students in a specific schedule.

It is relevant to point out that the guide has been elaborated with the purpose of helping students to improve listening and speaking skills. Remember that the purpose of assessment is to train students on the learning process not to only give them a score. They feel motivated to do English activities like Didactic Songs, and the results of the post test in the children can support this justification.

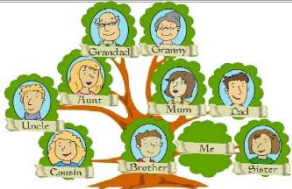**Study Guide 1**

STUDY GUIDE 1

Let's tell some stories (experiences)

Introduction

Let's tell some stories (experiences)

This Study Guide will promote an active participation among the students enrolled in this subject.

Experiences can be shared freely and of course they can give some new ideas to construct our life in a better way, it is very interesting to know about the experiences from other people and we can decide what the better is or worse.

	Learning activity 1 Topic: "Family Members"	
Activities	1. Listen the following link of Family members' Song: 2. https://www.youtube.com/watch?v=FHaObkHEkHQ 3. Use the Reproductor Windows Media or any other program you know to listen the song. 4. Teacher change some words in the song and students correct mistakes. 5. Students count how many times a given word or phrase is repeated. 6. Teacher writes in extra words in the song. Students listen and correct mistake. 7. Students are all given one or two words and stand up when they hear them. They can only seat down. 8. You need at least 20 questions. Students answer the question while or after they listen. 9. In pairs students listen for words ending in '-ing', rhyming words, adjectives, Play charades using song titles. 10. Students can act out the story of the song. You need a suitable song and give them time to prepare for this. 11. Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics.	
Objective	To present a speech about the topic with the help of the technology in order to improve the listening and speaking skill of the English language.	

Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.

Learning activity 2 **Topic: "Greetings and Farewells"**	
Activities	1. Listen the following link of Family members' Song: https://www.youtube.com/watch?v=gVIFEVLzP4o 2. Use the Reproductor Windows Media or any other program you know to listen the song. 3. Teacher change some words in the song and students correct mistakes. 4. Students count how many times a given word or phrase is repeated. 5. Teacher writes in extra words in the song. Students listen and correct mistake. 6. Students are all given one or two words and stand up when they hear them. They can only seat down. 7. You need at least 20 questions. Students answer the question while or after they listen. 8. In pairs students listen for words ending in '-ing', rhyming words, adjectives, Play charades using song titles. 9. Students can act out the story of the song. You need a suitable song and give them time to prepare for this. 10. Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics. 11. Blank out all the verbs, adjectives, rhyming words, etc. Give students a chance to predict the missing words before they actually listen. Students must choose from a multiple choice which could be used for synonyms or confusing words
Objective	To present a speech about the topic with the help of the technology in order to improve the listening and speaking skill of the English language.

Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.

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Learning activity 3

Topic: "Numbers"
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<td>**Activities**</td>
<td>

1. Listen the following link of Family members' Song:
   https://www.youtube.com/watch?v=e0dJWfQHF8Y

2. Use the Reproductor Windows Media or any other program you know to listen the song.

3. Teacher change some words in the song and students correct mistakes.
4. Students count how many times a given word or phrase is repeated.
5. Teacher writes in extra words in the song. Students listen and correct mistake.
6. Students are all given one or two words and stand up when they hear them. They can only seat down.
7. You need at least 20 questions. Students answer the question while or after they listen.
8. In pairs students listen for words ending in '-ing', rhyming words, adjectives, Play charades using song titles.
9. Students can act out the story of the song. You need a suitable song and give them time to prepare for this.
10. Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics.
</td>
</tr>
<tr>
<td>**Objective**</td>
<td>To present a speech about the topic with the help of the technology in order to improve the listening and speaking skill of the English language</td>
</tr>
</table>

Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.

Learning activity 4 **Topic: "The days of the week"**	
Activities	1. Listen the following link of Family members' Song: https://www.youtube.com/watch?v=spi77By9-iA 2. Use the Reproductor Windows Media or any other program you know to listen the song. 3. Teacher change some words in the song and students correct mistakes. 4. Students count how many times a given word or phrase is repeated. 5. Teacher writes in extra words in the song. Students listen and correct mistake. 6. Students are all given one or two words and stand up when they hear them. They can only seat down. 7. You need at least 20 questions. Students answer the question while or after they listen. 8. In pairs students listen for words ending in '-ing', rhyming words, adjectives, Play charades using song titles. 9. Students can act out the story of the song. You need a suitable song and give them time to prepare for this. 10. Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics.
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking and listening skill of the English language

Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.

Learning activity 5 **Topic: "Address"**	
Activities	1. Listen the following link of Family members' Song: https://www.youtube.com/watch?v=3EDzQeh7mWE 2. Use the Reproductor Windows Media or any other program you know to listen the song. 3. Teacher change some words in the song and students correct mistakes. 4. Students count how many times a given word or phrase is repeated. 5. Teacher writes in extra words in the song. Students listen and correct mistake. 6. Students are all given one or two words and stand up when they hear them. They can only seat down. 7. You need at least 20 questions. Students answer the question while or after they listen. 8. In pairs students listen for words ending in '-ing', rhyming words, adjectives, Play charades using song titles. 9. Students can act out the story of the song. You need a suitable song and give them time to prepare for this. 10. Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics. 11. Blank out all the verbs, adjectives, rhyming words, etc. Give students a chance to predict the missing words before they actually listen. Students must choose from a multiple choice which could be used for synonyms or confusing words.

Objective	To present a speech about the topic with the help of the technology in order to improve the speaking and listening skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.

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Glossary:

Assessment: Refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Blindness: Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision can lead to blindness. There are numerous (actually, innumerable) causes of blindness. The current politically correct terms for blindness include visually handicapped and visually challenged.

Enrollment system: A system designed to perform the process involved in registration, advising, assessments, and payments of students as well as scheduling of classes

Hindered: To limit the ability of someone to do something, or to limit the development of something.

Worksheets: Sheet of paper on which work schedules, working time, specialinstr uctions, etc., are recorded.

Visual impairment: It is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses.