



TRABAJO DE DIPLOMA

Lenguas Extranjeras

Título: “La motivación en la clase de inglés a través del uso de canciones en la escuela politécnica”.

“ Motivation in the English lesson through the use of songs in the Polytechnic school”.

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• **Introducción:** Desde finales del siglo 19 el idioma inglés se ha transformado progresivamente en la lengua más hablada mundialmente. La enseñanza de esta lengua en Cuba responde a una importancia económica, política, social y cultural. El estudio de este idioma contribuye a incrementar lazos de solidaridad con diferentes naciones. La necesidad de la enseñanza del inglés es vital para las escuelas politécnicas, ello requiere de métodos más modernos para incrementar la motivación hacia el aprendizaje de este idioma. El uso de las canciones ha favorecido el proceso de enseñanza-aprendizaje, contribuyendo así, a la formación de valores en los estudiantes.

➤ • **Métodos:** Para investigar sobre el problema, fue necesario realizar un diagnóstico a los estudiantes de primer año. Para hacer este ejercicio, la profesora aplicó una encuesta, donde los estudiantes debían expresar su interés sobre la asignatura de inglés. La encuesta fue aplicada en un total de 14 estudiantes, siendo la misma no probabilística e intencionalmente escogida.

• **Resultados:** El diagnóstico realizado permitió identificar las principales fortalezas y debilidades de los estudiantes, en base a este resultado se crearon 10 propuestas de actividades para corregir los problemas encontrados.

• **Conclusiones:** La propuesta de actividades que se plantea, se ajusta a las debilidades y requerimientos de los estudiantes. De esta forma, la realización de esta propuesta de ejercicios permitirá la mejora del proceso de aprendizaje a través del uso de las canciones fomentando la motivación de los estudiantes.

Quote:

The only person you are destined to become is the person you decide to be.

Ralph Waldo Emerson

Dedication:

For all the people who have contributed to my formation process, this is the best way to reward:

To my consanguineous and affinity family, they have helped and supported me all the time. I do not find the exactly words to thank them, but in essence they are part of my life.

To my parents, paradigms of my profession, who encouraged me to select my future profession.

To my husband for supporting me in the course of my carrier.

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- To my neighbors and all the people who said to me: "Tell me about the Thesis".

Abstract.

This major paper makes a bibliographical analysis of the theoretical and methodological bases about motivation in the English lesson through the use of songs in students from first year.

. This research takes into consideration different scientific theoretical positions from different authors about motivation. This paper is aimed at evaluating the effectiveness of the use of songs applied to achieve the development of motivation in the English lesson in students from Carlos de la Torre Polytechnic school

. During the research, scientific methods were used like: historical and logical analysis, inductive and deductive and the synthetical and analytical method, scientific observation, survey, interview and pedagogical test. This paper is structured in abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The importance of the topic and the theoretical and methodological design of the investigation are taken into account. Up-dated bases of the theme are stated. Didactic activities to develop motivation in students from first year are applied.

Résumé

Ce projet de recherche fait une analyse bibliographique des supports théoriques et méthodologiques à propos de la motivation dans les cours d'anglais à travers de l'utilisation de chansons en étudiants de la première année. La présente recherche propose de différentes positions théoriques des auteurs sur la motivation et elle a comme objectif d'évaluer l'effectivité de quelques activités didactiques appliqués pour améliorer le développement de la motivation en cours d'anglais comme langue étrangère en étudiants de la première année du polytechnique Carlos de la Torre. Pendant le processus de recherche, l'auteure a employé quelques méthodes scientifiques tels que l'analyse historique et logique, l'inductive et déductive, l'analytique et synthétique, l'observation scientifique, l'enquête, l'entrevue, et l'épreuve pédagogique. Ce projet est composé par un résumé, l'introduction, le développement, les conclusions, les recommandations, la bibliographie et les annexes. L'auteure prend conscience de l'importance du sujet et le dessin théorique et méthodologique de la recherche. En plus, elle déclare les théories les plus actuelles à propos du sujet pour employer quelques activités didactiques pour développer la motivation chez les étudiants de la première année.

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Introduction

In recent times, especially since the late nineteenth century and throughout the twentieth century, the English language has progressively transformed into the most widespread language worldwide, surpassing languages such as French, Italian, and even German, which were Traditional languages used in some scientific or artistic fields. It is estimated that currently more than 500 million people speak it as their first language. Together with the growing phenomenon of globalization, the study of the English language has contributed greatly to the development of nations and people of the world.

The learning of the English language in Cuba responds to a political, economic, social and cultural importance. The mastery of this language contributes to increase ties of solidarity with different nations of the world, the need to know and value the history and culture of English-speaking peoples and, above all, to the establishment of collaboration and exchange agreements for economic. and social development of Nations.

The study of the English language is also an important part of the multilateral and harmonic training of students in Cuba; It takes various forms according to the requirements and conditions of each education subsystem. The teaching of English in Cuba is characterized by the integral approach of the basic skills of the language, not in the application of a specific method, but of a system of methodological, theoretical and practical foundations that respond to the scientific conception consistent with the historical-cultural theory. Based on it, programs, texts, methodological orientations and means for each level and their corresponding application in the classrooms of each education subsystem are elaborated.

The need of English teaching as a foreign language is vital in the Polytechnic schools. English subject is taught as a compulsory subject in Polytechnic colleges

as the sound knowledge of English Language helps the students to find jobs. It has been observed that majority of students even after completing their studies at college; fail to develop required proficiency of written and spoken English. This study has made an attempt to find out the proficiency level of Polytechnic and students. In the history of these institutions the teaching of English as a second language has always been present in the curriculum, with the objective of developing a necessary communicative competence level to communicate and interchange information through and easy way in English language. It also contributes to the political-ideological, scientific-technical, intellectual and aesthetic training of students and stimulating their cognitive interests through the development of knowledges, skills and habits related to learning a foreign language that in turn will allow you to communicate orally and in written form.

This need requires that the teachers of these centers use more current methods and techniques to increase motivation towards learning the English language. There have been several alternatives applied in the process of teaching English language learning in the course of the years for students to learn and enjoy while practicing the language studied.

The use of songs in language classes has favored the process of learning the language under study from the treatment of not only lexical and prosodic aspects, but also to contribute to increase aesthetic taste and the formation of values in the students

There have been several researchers who have deepened the theme of the use of songs in the teaching – learning process of English subject, who have contributed to the field of didactics of alternative foreign languages aimed at perfecting the study and learning of the language being studied. Among those that stand out: Santos (1990); Robbins; 1999; Andreu; 2000; Bell Tower,2002; Grzib, 2002; Suárez and Fernández, 2004; Pintrich and Schunk, 2006; Salanova Sánchez, 2012; Iliana Aparicio Corrales,2016

The use of songs to increase motivation in English lesson is a challenge for teachers in the language teaching area . Getting the student motivated is a great responsibility for the teacher who must ensure a conscious and enjoyable learning, clearly to know the objectives of the subject program and the selection of materials that stimulate active participation and developer learning.

In the exploratory study about the educative reality at **Carlos de la Torre polytechnic School** from Sancti Spíritus municipality, after applying pedagogical scientific methods from the empirical level such as scientific observation, the survey and the interview to obtain information about the treatment and development of the speaking skills in the English language in students from first year, some potentialities and limitations related to this topic were detected:

Potentialities:

- Student´s motivation to listen to audio texts in the English language.
- Existence of technological devices (TV, Computers, Telephones) to work in the teaching learning process of the English subject.

Limitations:

- Teachers do not exploit the potentialities of the content to practice the English language through the use of songs.
- Students consider that songs included in the leading document of the English subject are not updated.
- The proposal of exercises which are in the syllabus are not actualized.

For these reasons, it is necessary to continue the search for alternatives aimed at improving the teaching-learning process in the English subject at Carlos de la Torre polytechnic School, after applying pedagogical methods in School for the development of the motivation in the English lesson in 7th grade students.

The following **scientific problem** is stated:

How to contribute to the development of the motivation in the English lesson in first year students from Carlos de la Torre polytechnic School from Sancti Spíritus municipality?

Aimed at solving the previous scientific problem the **objective** of the following research is presented:

Objective: To propose teaching activities to increase motivation towards the study of the English language in first year students from “Carlos de la Torre polytechnic School”

To fulfil the proposed objective, the following **scientific questions** were formulated:

1-Which are the theoretical and methodological groundworks that sustain motivation towards the study of the English language in first year students **Carlos de la Torre polytechnic School.**

2- What is the current state of motivation towards the study of the English language in first year students from **Carlos de la Torre polytechnic School?**

3-What proposal of teaching activities can contribute to increase motivation towards the study of the English language in first year students from **“Carlos de la Torre polytechnic School.?**

In correspondence with the scientific questions, the following **scientific tasks** were carried out:

1. Determination of the theoretical and methodological groundworks that sustain motivation towards the study of the English language in first year students from **“Carlos de la Torre polytechnic School.**
2. Diagnosis of the current state of motivation towards the English language learning in first year students from **“Carlos de la Torre polytechnic School.”**

3-Elaboration proposal of teaching activities to increase motivation towards the study of the English language in first year students from “**Carlos de la Torre polytechnic School**.”

In this research work, the following **scientific methods from the theoretical level** were considered:

- **Historic - Logic:** It is taken into account to state the history and evolution of the teaching-learning process of foreign languages, and the evolution of the applied methods for the development of the speaking skill in the English language.
- **Analytic - Synthetic:** It allows the analysis of different sources and theoretical positions departing from the current state of the development of motivation in the English lesson, and it also states the elaboration of the proposal of teaching activities to contribute to the development of motivation in the English lesson from first year students from **Carlos de la Torre polytechnic School**.
- **Inductive-deductive:** It allows drawing generalizations about the student’s peculiarities when making the integral diagnose of the development of motivation in the English language.

The following **methods from the empirical level** were considered:

- **Scientific Observation:** To verify how the teaching-learning process of the English language is developed, and the different strategies teachers use for the development of motivation in the English lesson in first year students from **Carlos de la Torre polytechnic School**.
- Junior High School.

- **Interview:** To determine the teachers' interests and knowledge to develop motivation in the English lesson in first year students from **Carlos de la Torre polytechnic School**.
- **Survey:** To diagnose the students' level of motivation towards the English Language and the abilities they have to speak in English.

The following **techniques** have been employed:

- **Pedagogical Tests:** To determine the development of motivation in the English lesson in first year students from **Carlos de la Torre polytechnic School**.
- **Documentary analysis:** To assess the main objectives of the syllabus and the methodological treatment of motivation in the English lesson in the leading documents of the English subject in first year.

With the aim of calculating and obtaining the percentage of the following **method from the mathematical level** was used:

- **Percentage analysis:** It allowed the quantitative and qualitative interpretation of the results obtained in the application of the different techniques and instruments, and showed the collected information.

For the development of this research, a **population** composed of the 136 students from first year from **Carlos de la Torre polytechnic School** municipality was selected.

The **sample:** is made up of 20 students from the first year, class 7th.2 from this school. it was intentionally selected. Taking into account that the characteristics from this group are similar from other groups.

The **scientific novelty:** lies on the proposal of teaching activities with an increasement of complexity in the diagnosis of an educative reality to increase motivation in the study of the English language in first year students from **Carlos de la Torre polytechnic School** from Sancti Spíritus municipality.

These teaching activities are characterized by being flexible, dynamic, and by promoting an unlearning by learning.

DEVELOPMENT

1-THEORETICAL AND METHODOLOGICAL GROUND WORKS FOR THE DEVELOPMENT OF MOTIVATION TOWARD THE ENGLISH LESSON IN POLYTECHNIC EDUCATION.

Taking into account that this research paper is directed to the development of the motivation in the English lesson in first year students an analysis of the teacher's role in the leading of the teaching learning process of the English subject in a polytechnic Education is made, making emphasis on the kind of didactic actions they should follow and apply, taking into account the didactic of Foreign Languages in the Cuban context to contribute to the expected learning goal in first year students

Santos (1990), defines motivation as "the degree to which students strive to achieve academic goals that they perceive as useful and meaningful." From the teacher's point of view, it means "motivating the student to do something, through promotion and awareness"

(Campanario, 2002) "Motivating means predisposing the student to actively participate in the work in the classroom. The purpose of motivation is to arouse interest and direct efforts to achieve defined goals."

According to González, 2009, from the different contributions to the scientific study of motivation, an integrative conception of this has been achieved, conceived as

the system of motives that works in the activity aimed at satisfying the needs of Man and consequently regulates the direction and intensity of the individual's behavior in certain situations. Motivation can be formed through an education modeled for this purpose to make it possible to take the student to a level of awareness that promotes the "will to know." The authors of this study defend the need to encourage and maintain motivation for English language learning, based on the idea that engaging and engaging teaching can be very effective for this purpose, so they assume the definition of Martinez as motivation. -Salanova

Sánchez, 2012:

"Motivation is the student's interest in their own learning or in the activities that lead to it" .6 Many authors place great value on the use of recreational activities in the language class as a way to encourage motivation for learning. According to Andreu, 2000, the relationship between play and learning is natural; the verbs "play" and "learn" come together. Both words consist of overcoming obstacles, finding the way, training, deducing, inventing, guessing and getting to win to have fun, to move forward and improve, it is a very interesting instrument that is lived with intensity in class.

After reading all these previous authoresses I think that motivation is the interest that students have in their own learning and the use of recreational activities in the language class is a way to encourage motivation for learning. The student will feel animated and example of this is the use of songs.

significance of motivation

According to Hall (2011), motivation is a key factor in the accomplishment of a particular activity. However, teachers usually describe that language learners' accomplishments mostly depend on the absence or presence of motivation. In addition to that Gardner (2010) also states that motivation as an abstract and complex concept is used to describe human behavior. The definition further leads to learners' motivation in second language which is affected by individual attitudes and willingness to engage in the learning process.

Types of motivation:

(1) Integrative & instrumental motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning. Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation; The former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who don't have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

(2) Intrinsic & extrinsic motivation

There is also another concept in the field of motivation introduced by Ryan & Deci (2000) as Self-Determination Theory; Ryan & Deci (2000) say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation.

Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006)

Types of motivation in teenagers

It is widely agreed that motivation has a great effect on a student's capacity to learn. Motivation can be broken down into extrinsic and intrinsic forms. Intrinsic motivation comes from within the learner, who wants to learn for the sake of learning. Although not impossible to find an intrinsically motivated teenage student, five years of experience working with Young Learners in Spain leads me to believe that they are few and far between! It is much more likely that our teenage students will be extrinsically motivated, meaning that their motivation comes from external sources such as wanting to pass an exam or please their parents. The good news for teachers of teenagers is that there are many things we can do in the classroom to increase the levels of extrinsic motivation.

Role of teachers through motivation process

Teachers' beliefs in their abilities to reach unmotivated students can increase students' motivation to learn. Teachers' beliefs in their abilities to use effective teaching strategies, classroom management, and engage students in participation can enable students' learning (Bain, 2004; Scheifele & Schaffner, 2015).

To support the previous idea, I would like to add that While students may have an innate desire to learn, the external support provided by the teacher has a significant impact on students' learning. The teacher's role in motivation includes, but is not limited to, creating an environment conducive to learning. The teacher's role in encouraging support of students' autonomy, relevance, and relatedness of the material increases motivation to learn. Additionally, the teacher's ability to develop students' competence, interest in subject taught, and perception of self-efficacy are all important factors that influence students' motivation to learn.

Ways to improve Motivation

- **Journals-Empathy**

Journal writing can create wonderful opportunities to find out more about your students' lives. When introducing the idea of writing journals, it is important to make the aims and general rules clear to students.

Students should each have their own notebook to use as their journal. These should be kept by the teacher and it should be made clear that the teacher will not read anyone's writing out in the class. It will be strictly a two-way 'conversation' between the individual student and the teacher. At the end of the course I always give the students their journals to keep.

It should be made clear that the idea is to communicate effectively in English and not to worry too much about mistakes. The teacher will not correct mistakes and will focus solely on the meaning. I always keep a list of common mistakes that are made in the journals and deal with them as and when it is appropriate as an integrative part of the course. I would never use a sentence lifted directly from a journal to focus on an error.

Class time should be set aside for journal writing. At the start of a course, I

ask students to begin their journals by telling me about themselves and their reasons for studying English. The teacher collects all the journals in and replies individually to each one and asks a question or two, which will be the prompts for the next class's journal writing.

Although replying to the writing in the journals can be time consuming it really does help the teacher to empathize with the students. Discovering, for example, that the reason one of my students didn't like to sing in class was because his voice was breaking, or that one of the students was having problems with a group of friends at school really helps to remind us of what it is like to be a teenager! I am sure these students would not have seen it as appropriate to come and talk to me about these issues but they did feel comfortable to write about them. Many students have really enjoyed the process of journal writing and have felt motivated to write in English on a regular basis.

- **Using-photos-Authenticity**

Teenage students can be very curious and inquisitive. Given half the chance they want to know more about you and your life outside the classroom. It is a personal decision how much of yourself you want to give away and share with your students. I have always found that personalizing really helps to increase students' interest levels. Carl Rogers claimed that learning would be much more effective when the facilitator does not hide behind a façade.

Using photos can really help to spark genuine interest and generate a lot of language. Topics that lend themselves to the use of photos are describing people, family, holidays or describing places. How much more interesting to describe a photo of the teacher's friend or sister than to describe a photo of a random unknown man in a book? How much more engaging to see holiday photos from the teacher's summer break rather than the typical desert island shots used in course books? Grammar lessons can also be supported with photos. To give a simple example, teaching 'used to'

becomes much more memorable when sentences with a visual image can be formed. E.g. "my teacher used to have long hair and a moustache"

Of course there can be drawbacks with letting the students into your personal life, and you should think carefully about who to 'introduce' your class to! Teenagers have excellent memories, so questions about the people in the photos will last for the whole course, sometimes the relationships may not last quite as long!

- **Music-Acceptance**

Teenagers love listening to music! A sweeping generalization, but on the whole, I have found it to be true. Due to the fact that so much popular music is in English it can be a source for highly motivating activities.

Although it can be tempting to only use music in the class that you enjoy listening to, teenagers really appreciate it if you make the effort to find out what they like listening to. To get this information students can write surveys to do with the class to find out the top five favorite bands. When you know what they like to listen to encourage students to lend you the CDs or tapes. I often record music videos from a local TV channel.

Most teachers have a variety of activities to use with songs. Lyrics can be easily found on the internet and there are many opportunities to exploit language in songs. Students themselves can be involved in creating activities to use with their favorite songs.

Having music on in the background can really change the atmosphere of a classroom. When students are working in groups, I sometimes like to have music playing softly in the class. Rather than always play my own tastes I allow students to bring in their own tapes. A class vote decides what we listen to when we work. By accepting their music tastes and 'tuning in' to them, the motivation levels of a class can be improved. Teenagers know a

lot about music and will be willing to tell you all about it. Rather than ignoring the differences in taste between them and you, exploit them and use them as a real information gap!

How to use songs in the English language classroom?

One of the big problems we all face, whether teaching English to children or adults, is maintaining learners' interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner. The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things we probably need to think about to ensure we get the right song.

Carefully examine what it is you want your class to learn in the lesson

Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? I once used 'You're 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 doesn't 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 opportunity to look at those interesting idioms in the lyrics!

Think about the language level of your class

The language level of your class will determine not only which songs you can use, but also what other activities – 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.

How old are your learners?

If you're a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary 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 probably have a more open approach to classes, use songs that are interesting to their age group.

Are there any specific cultural issues regarding the make-up of your class?

What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don't use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use.

What kind of access do you have to the song?

Let's face it, this is the age of YouTube and you can find practically any song on this website. Nevertheless, an mp3, which doesn't require a connection, or even a good old-fashioned CD, can often be a useful backup.

Results of the initial diagnosis to check the students' level of comprehension in first year at Carlos de la Torre polytechnic School in Sancti-Spiritus

Scientific observation (See annex 1)

- An observation guide was applied to 8 English lessons with the purpose of verifying the development of motivation of the students. Another objective was to check the use of technologies to motivate the students with the use of

songs. During the lessons could be appreciated that the lesson was not so motivated carry out the lack of attention of the students.

Survey (See annex 2)

- To investigate about the problem a diagnose was made for first year students. To make this exercise the teacher decided to apply a close survey where the students had to express their interest about the English subject. The Survey was applied for a total of 14 students, this is a non-probabilistic sampling, it was intentionally chosen.
- In the first question the 93% of the students said that they like the English subject and the 7% said they disliked it. In the second question the 29% of the students said that they sometimes felt motivated in their lessons, an 8% affirmed that they always felt encourage during their learning process and a 14% of them said that they never felt motivated in the English lesson. In the third question a 7% preferred to use a laboratory for learning, on the other hand a 79% liked to listen to songs in their lessons and 14% rather to make dialogues and games to be more motivated.

Question # 1	Yes	No	
%	93	7	
Question # 2	Always	sometimes	Never
%	8	29	14
Question # 3	The use of laboratory	The use of songs	To make dialogues and games
%	7	79	14

Proposal of Activities:

1- (See annex 3).

Unit .2

Title: ‘My heart will go on’

Objective. to listen to the song “My heart will go on” in order to practice word classes like: nouns, adjectives, synonyms and antonyms to increase the value of solidarity among people.

Teaching aids: the TV and the blackboard.

Procedure: 1-The teacher is going to make an activity in which students have to listen to the song “My heart will go on”, by the singer Celine Dion. After listening to the song three times, the teacher will assign some activities related to the song in order to evaluate their comprehension, students should be ready to express their answers.

Evaluation.: Orally

2- (See annex4)

Unit .3

Title.: “Imagine”

Objective. To listen to the song “Imagine” for practicing negative and interrogative statements, in order to foster the love and peace in the society.

Kind of lesson. Semi- controlled lesson

Teaching aids. The laptop, speakers and the blackboard.

Procedure. *First the teacher is going to play the song and after she will write on board the letter of it; then she will assign an exercise in which the students have to find from the song negative and affirmative statements.*

Evaluation. *Orally*

3- (See annex 5)

Unit. 1

Title.: “ Another day in Paradise”

Objective. to listen to the song “ Another day in Paradise” to work with prepositions and -ing endings in order to foster the humanism value.

Kind of lesson. semi-controlled lesson.

Teaching aids: the TV and the blackboard.

Procedure. the teacher will play the song “ Another day in Paradise” and the students should pay attention to it to be ready to answer the following questions related to the song.

Evaluation. Orally

4- See annex 6)

Unit .4

Title. “Sugar”

Objective. to listen to the song “Sugar” emphasizing on homophones so as to reinforce love among people.

Kind of lesson: semi- controlled lesson.

Teaching aids. the T.V set, some pictures and the blackboard.

Procedure. The teacher is going to introduce the song “Sugar” giving them some information about the group Marrom Five for them to be more prepared at the time to listen the song, then she will play the song and write it on board. The students should select the correct homophones and practice them with the help of the teacher.

Evaluation. Orally

5- (See annex7)

Unit . 1

Title. “Stand by me”

Objective: to listen to the song “Stand by me”. Focus on working with new vocabulary in order to support love and friendship.

Kind of lesson. semi-controlled lesson

Teaching aids: the TV set the blackboard

Procedure., the teacher will work with the song “Stand by me” by Ben E King .First the teacher will write the words of hard comprehension on board and will

explain their meaning, after the teacher will play the song and the students have to listen to it and select the given words in order to complete the blank spaces.

Evaluation.: Orally

6- (see annex 8)

Unit. 3

Title: “She loves you”.

Objective. to listen to the song “She loves you” working the rules of the third person singular, to reinforce on the importance of communication.

Kind of lesson: semi-controlled lesson

Teaching aids.: the blackboard and the tv set

Procedure: To introduce the song, the teacher is going to ask the students information about “The Beatles’ in order to work with the song “She loves you”. The teacher will assign an exercise in which they are going to practice the use of the 3rd person singular, by means of a written exercise.

Evaluation.: Orally

7-(See annex 9)

Unit .3

Title: “ Rolling in the deep”

Objective.: to listen to the song ‘Rolling in the deep’ focus on the structures of sentences to reinforce love in couples.

Kind of lesson: semi-controlled lesson

Teaching aids. The blackboard and the laptop

Procedure. the teacher will work with the song “ Rolling in the deep” by Adele. Through this exercise the students have to listen and put the verses into the correct order taking into account the information given in the song

Evaluation.: Orally

8- (see annex10)

Uni:

Title: “I don’t wanna miss a thing”

“

Objective: to listen to the song ‘ I don’t wanna miss a thing ‘ focus on the development of new vocabulary so as to increase the value of love.

Kind of lesson. semi-controlled lesson.

Teaching aids. the T.V set and the blackboard

Procedure. the teacher will assign an exercise with the song “ I don’t wanna miss a thing ‘by Aerosmith in which students have to complete verses of the song taking into account the information of the pictures.

Evaluation. Orally

9-(See annex 11)

Unit .4

Title: Look through my eyes

Objective. to listen to the song´ ´Look through my eyes´ ´in order to practice the use of there is /are so as to reinforce the importance of sacrifice in life.

Kind of lesson: Semi-controlled lesson

Teaching aids. The T.V set and the blackboard

Procedure. The teacher will propose a semi-controlled activity with the song ´´Look through my eyes´´ by Phil Colin, in which the students have to complete a crossword taking into account the information given by the teacher.

10- (See annex12)

Unit. 5

Title. ´´ Recycling Song ´´

Objective. To listen to the song´´ Recycling Song ´´focus on the correct use of the model verbs so as to stimulate actions to care the environment.

Kind of lesson. Semi-controlled lesson

Teaching aids. The T.V set and the blackboard

Procedure. The teacher will work with the song ´´ Recycling Song´´ by Sandra Newton in which students have to be able to comprehend and find the answers of the questions given by the teacher in a soup of letters to check their level of comprehension.

Evaluation. Orally

CONCLUSION

1. In the bibliographical revision has been stated different theoretical conceptions and definitions related to the topic. It has also permitted the up-datedness of the theoretical grounds of this major paper. Besides, it has allowed to deepen into the study of this matter where still there is not a finished conception.

2. This stage permitted to corroborate the existence of problems that hinder the improvement of motivation through the English lesson in first year students from the mentioned school. It also permitted to high light the possible causes that obstruct the solution to the problem stated.

4. The experts consulted stated that the work is well structured from the scientific stand point and that the indicators selected reflect the measurement of motivation in students through the English lesson. They also stated that bibliography consulted for the realization of the work is appropriate and the activities are designed according to the students` profiles.

3. The activity system related to motivation in students through the English lesson is characterized for its systematic, interdependable, dynamic, graded to the levels of assimilation of the students and demanding structure.

Recommendations:

It is recommended the socialization of the theoretical and practical elements which sustain this paper.

It is also recommended the socialization of the work in coming scientific events or forums.

It is recommended to teachers to develop actions based on the scientific and methodological standpoint to solve students' limitations.

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Annex 1:

Scientific Observation Guide.

Objective: to determine if the students from first year are motivated in the English lesson.

Observation guide

- Type of lesson.
- Correspondence between the lesson and the components of the lesson.
- Communicative functions used un the lesson.
- the use of technologies (ITC)
- Encouragement of the students.

Anexo 2

Survey

- 1- Do you like English subject?
- 2- Do you feel motivated in your English lessons?

3- What kind of activities do you like to do to feel motivated?

Annex 3

“My heart will go on”

Every night in my dreams

I see you; I feel you

That is how I know you go on

Far across the distance

And spaces between us

You have come to show you go on

Near, far, wherever you are

I believe that the heart does go on

Once more, you open the door

And you're here in my heart

And my heart will go on and on

Love can touch us one time

And last for a lifetime

And never let go 'til we're gone

Love was when I loved you

One true time I'd hold to

In my life, we'll always go on

Near, far, wherever you are

I believe that the heart does go on (why does the heart go on?)

Once more, you open the door

And you're here in my heart

And my heart will go on and on

You're here, there's nothing I fear

And I know that my heart will go on

We'll stay forever this way

You are safe in my heart and

My heart will go on and on.

Exercise:

Listen to the following song named "My heart will go on" and answer the following questions:

a) What is the name of the singer?

b) The song is about:

---- a romantic love

---- a beautiful friendship

---- The importance of the family

c) Try to find in the listening:

- The antonym of day
- The antonym of near
- Synonym of the verb: to look
- A noun
- An adjective

Annex 4:

“Imagine”

Imagine there's no heaven
It's easy if you try
No hell below us
Above us, only sky
Imagine all the people
Livin' for today
Ah
Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion, too
Imagine all the people
Livin' life in peace
You
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one
Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world
You
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

Exercise:

1) Find in the text:

- a) Three negative sentences
- b) Two affirmative sentences

Annex 5:

"Another day on paradise"

She calls out to the man on the street

"Sir, can you help me?"

It's cold and I've nowhere to sleep

Is there somewhere you can tell me?"

He walks on, doesn't look back

He pretends he can't hear her

Starts to whistle as he crosses the street

Seems embarrassed to be there

Oh, think twice, cause it's another day for you and me in paradise

Oh, think twice, cause it's another day for you

You and me in paradise

Think about it

She calls out to the man on the street

He can see she's been crying

She's got blisters on the soles of her feet

She can't walk but she's trying

Oh, think twice, cause it's another day for you and me in paradise

Oh, think twice, it's just another day for you

You and me in paradise

Just think about it

Oh Lord, is there nothing more anybody can do?

Oh Lord, there must be something you can say

You can tell from the lines on her face

You can see that she's been there

Probably been moved on from every place

Cause she didn't fit in there

Oh, think twice, cause it's another day for you and me in paradise

Oh, think twice, it's just another day for you

You and me in paradise

Just think about it

Mhm

Think about it

It's just another day for you and me in paradise

It's just another day for you and me in paradise (para-paradise)

Paradise

Ooh, just think about it

Paradise

Just think about it (para-paradise)

Paradise

Mhm, paradise

Paradise

Just another day

1) Exercise:

Find in the song words with ing endings and write a sentence with each of them.

1.1) Answer the following questions based on the song:

a-Who is asking for help?

b-what kind of help does she need?

c- Does she get that help?

d-what was the reaction of the man?

Annex 6:

"Sugar"

Nicki Minaj, Maroon 5, Let's go

Yoh, I got them Now & Later, and them Jolly Ranchers too

It ain't a question, but I got the answers too

These shoes are Cavalli, and the pants is too

When I see him I'mma strip like the dancers do?

Imma show them how to do it like the pamphlets do

Show these girls how to do it off campus too

Yoh, as long as you know he got the baddest, I'm flattered

I'm the only one that he answers to

And if you need it (need it) then I'mma put it on ya

Ain't nothing' sweeter, you want this sugar, don't ya?
Up, down, inside, water park it, slip slide
Would 'a, could 'a, should 'a got ya sugar, get ya sugar
You sugar, yes please
Would you come and put it down on me?
I'm right here, 'cause I need
Little love, a little sympathy
Yeah you show me good loving, make it alright
Need a little sweetness in my life
Sugar, yes please
Would you come and put it down on me?
Babe, my broken pieces, you pick them up
Don't leave me hanging
Hanging come give me some
When I'm without you, I'm so insecure
You are the one thing, one thing I'm living for
I don't wanna be needing your love
I just wanna be deep in your love
And it's killing me when you're away
Oh baby
'cause I really don't care where you are
I just wanna be there where you are
And I gotta get one little taste
Sugar, yes please
Would you come and put it down on me?
I'm right here, 'cause I need
Little love, a little sympathy
Yeah you show me good loving, make it alright

Need a little sweetness in my life
Your sugar (your sugar), yes please (yes please)
Would you come and put it down on me?
I want that red velvet
I want that sugar sweet
Don't let nobody touch it unless that somebody's me
I gotta be a man, there ain't no other way
'Cause girl you're hotter than the Southern California Bay
Never wanna play no games, you don't gotta be afraid
Don't give me all that shy shit
No make-up on, that's my...
Sugar, yes please
Would you come and put it down on me?
I'm right here (right here), cause I need ('casue I need)
Little love, a little sympathy
Yeah you show me good loving, make it alright
Need a little sweetness in my life
Your sugar (sugar), yes please (yes please)
Would you come and put it down on me?
Sugar, yes please
Would you come and put it down on me?
I'm right here (right here), 'cause I need ('cause I need)
Little love, a little sympathy
Yeah you show me good loving, make it alright
Need a little sweetness in my life
Your sugar (sugar), yes please (yes please)
Would you come and put it down on me?

Exercise:

1- Choose the right spelling of the words:

My broken peaces/ pieces / pisces.

You peek/ pik/ them up.

Don't live / leave / leeve / me hanging, hanging.

Come geeve / gave / give me some.

When I'm wittouth / without / without/ you.

I'm so insecure / unsicure / insecure

You are the one tigh / thingh / thing one tingh / thingh / thing

I'm leeving /leving / living for.

Annex 7:

" Stand by me"

When the night has come

And the land is dark

And the moon is the only light we'll see

No I won't be afraid, no I won't be afraid

Just as long as you stand, stand by me

And darlin', darlin', stand by me, oh now now stand by me

Stand by me, stand by me

If the sky that we look upon

Should tumble and fall
And the mountains should crumble to the sea
I won't cry, I won't cry, no I won't shed a tear
Just as long as you stand, stand by me

And darlin', darlin', stand by me, oh stand by me
Stand by me, stand by me, stand by me, yeah

Whenever you're in trouble won't you stand by me, oh now now stand by me
Oh, stand by me, stand by me, stand by me

Darlin', darlin', stand by me, stand by me
Oh, stand by me, stand by me, stand by me

Exercise:

- 1) Listen to the song and fill the blank spaces with the correct word:

Night, moon, trouble, sky, shed, mountains, light

When the ----- has come
And the land is dark
And the ----- is the only ----- we'll see
No I won't be afraid, no I won't be afraid
Just as long as you stand, stand by me.

Chorus

Oh darling, darling, stand by me, oh

Stand by me

Oh, stand by me, stand by me.

If the ----- the we look upon

Should tumble and fall

And they ----- should crumble to the sea

I won't cry, I won't cry, no I won't ----- a tear

Just as long as you stand, stand by me.

Oh darling, darling, stand by me, oh

Stand by me

Oh, stand by me, stand by me.

Oh darling, darling, stand by me, oh

Stand by me

Oh, stand by me, stand by me.

Whenever you're in -----won't you stand by me, oh

Now now stand by me

Oh, stand by me, stand by me

Oh, stand by me, stand by me

Annex 8:

She loves you

She loves you, yeah, yeah, yeah
She loves you, yeah, yeah, yeah
She loves you, yeah, yeah, yeah, yeah

You think you lost your love?
Well, I saw her yesterday.
It's you she's thinking of
and she told me what to say.
She says she loves you
and you know that can't be bad.
Yes, she loves you
and you know you should be glad. Ooh!

She said you hurt her so,
she almost lost her mind.
But now she says she knows
you're not the hurting kind.
She says she loves you
and you know that can't be bad.
Yes, she loves you
and you know you should be glad. Ooh!

She loves you, yeah, yeah, yeah.
She loves you, yeah, yeah, yeah,
and with a love like that
you know you should be glad.

You know it's up to you,
I think it's only fair.
Pride can hurt you too.
Apologize to her,
because she loves you
and you know that can't be bad.
Yes, she loves you
and you know you should be glad. Ooh!

She loves you, yeah, yeah, yeah.
She loves you, yeah, yeah, yeah,
and with a love like that

you know you should be glad.

With a love like that
you know you should be glad.
With a love like that
you know you should be glad.
Yeah, yeah, yeah,
yeah, yeah, yeah,
yeah, yeah, yeah, yeah.

Exercise

Complete with the correct verb taking into account the rules for the third person singular:

- a) Pride can ----- (hurts-hurt) you.
- b) You -----(knows-Know) you should be glad.
- c) I -----(thinks-think) it's only fair.
- d) She -----(says-say) she -----(loves-love) you, and you know it can't be bad.

Annex 9:

"Rolling in the deep"

There's a fire starting in my heart
Reaching a fever pitch and it's bringing me out the dark
Finally, I can see your crystal clear
Go ahead and sell me out and I'll lay your ship bare
See how I'll leave with every piece of you
Don't underestimate the things that I will do
There's a fire starting in my heart
Reaching a fever pitch and it's bring me out the dark
The scars of your love remind me of us

They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help feeling
We could have had it all
(You're gonna wish you never had met me)
Rolling in the deep
(Tears are gonna fall, rolling in the deep)
You had my heart inside of your hands
(You're gonna wish you never had met me)
And you played it to the beat
(Tears are gonna fall, rolling in the deep)
Baby, I have no story to be told
But I've heard one on you and I'm gonna make your head burn
Think of me in the depths of your despair
Make a home down there as mine sure won't be shared
The scars of your love remind me of us
(Tears are gonna fall, rolling in the deep)
They keep me thinking that we almost had it all
(You're gonna wish you never had met me)
The scars of your love, they leave me breathless
(Tears are gonna fall, rolling in the deep)
I can't help feeling
We could have had it all
(You're gonna wish you never had met me)
Rolling in the deep
(Tears are gonna fall, rolling in the deep)
You had my heart inside of your hands
(You're gonna wish you never had met me)

And you played it to the beat
(Tears are gonna fall, rolling in the deep)
Could have had it all
Rolling in the deep
You had my heart inside of your hands
But you played it with a beating
Throw your soul through every open door
Count your blessings to find what you look for
Turn my sorrow into treasured gold
You'll pay me back in kind and reap just what you've sown
We could have had it all
(Tears are gonna fall, rolling in the deep)
We could have had it all
(You're gonna wish you never had met me)
It all, it all, it all
(Tears are gonna fall, rolling in the deep)
We could have had it all
(You're gonna wish you never had met me)
Rolling in the deep
(Tears are gonna fall, rolling in the deep)
You had my heart inside of your hands
(You're gonna wish you never had met me)
And you played it to the beat
(Tears are gonna fall, rolling in the deep)
We could have had it all
(You're gonna wish you never had met me)
Rolling in the deep
(Tears are gonna fall, rolling in the deep)

You had my heart inside of your hands
(You're gonna wish you never had met me)
But you played it
You played it
You played it
You played it to the beat

Exercise:

Listen and put the verses into the correct order:

- a) ----- and I'll lay your shit bare.
- b) ----- reaching a fever pitch.
- c) ----- finally, I can see your crystal clear.
- d) ----- it's bringing me out the dark.
- e) ----- go head and sell me out.
- f) ----- there's a fire starting in my heart.

Annex10:

“I Don't Want to Miss a Thing”

I could stay awake just to hear you breathing
Watch you smile while you are sleeping
While you're far away and dreaming
I could spend my life in this sweet surrender
I could stay lost in this moment forever
Every moment spent with you is a moment I treasure
Don't want to close my eyes
I don't want to fall asleep
'Cause I'd miss you baby
And I don't want to miss a thing
'Cause even when I dream of you
The sweetest dream will never do
I'd still miss you baby
And I don't want to miss a thing

Lying close to you, feeling your heart beating
And I'm wondering what you're dreaming
Wondering if it's me you're seeing
Then I kiss your eyes
And thank God we're together
And I just want to stay with you in this moment forever
Forever and ever
I don't want to close my eyes
I don't want to fall asleep
'Cause I'd miss you baby
And I don't want to miss a thing
'Cause even when I dream of you
The sweetest dream will never do
I'd still miss you baby
And I don't want to miss a thing
I don't want to miss one smile
And I don't want to miss one kiss
And I just want to be with you
Right here with you, just like this
And I just want to hold you close
I feel your heart so close to mine
And just stay here in this moment
For all the rest of time
Yeah, yeah, yeah, yeah, yeah
Don't want to close my eyes
Don't want to fall asleep
'Cause I'd miss you baby
And I don't want to miss a thing
'Cause even when I dream of you (even when I dream)
The sweetest dream will never do
I'd still miss you baby
And I don't want to miss a thing
I don't want to close my eyes
I don't want to fall asleep
'cause I'd miss you baby
And I don't want to miss a thing
'cause even when I dream of you
The sweetest dream will never do
I'd still miss you baby
And I don't want to miss a thing
Don't want to close my eyes
I don't want to fall asleep, yeah
And I don't want to miss a thing
Take a look through my eyes

Exercise:

1-Complete the verse taking into account the information of the picture:

Lying close to you



Feeling your beating

And I wonder what you're



Wondering if it's me you're seeing



Then I your eyes and thank



we're

together

And I just wanna stay with you



In this forever, forever and ever

Annex 11:

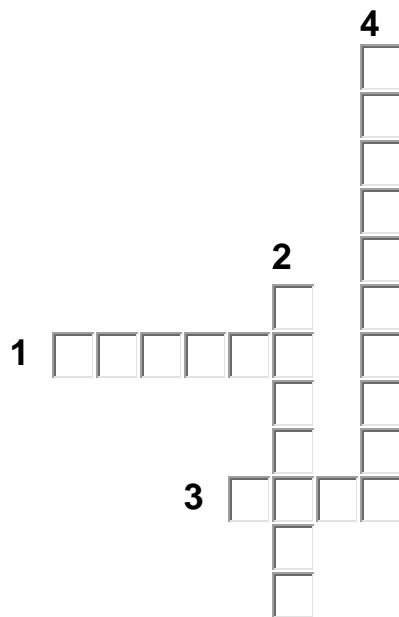
“Look Through My Eye”

There are things in
Life you'll learn and
Oh, in time you'll see
'Cause out there somewhere
It's all waiting
If you keep believing
So don't run, don't hide
It will be all right
You'll see, trust me,
I'll be there watching over you
Just take a look through my eyes (Look through my eyes)
There's a better place somewhere out there
Ooh, just take a look through my eyes (Look through my eyes)
Everything changes, you'll be amazed what you'll find
(There's a better place)
If you look through my eyes
There will be times
On this journey
All you see is darkness
But out there somewhere
Daylight finds you
If you keep believing
So, don't run, don't hide
It will be all right, you'll see
Trust me, I'll be there
Watching over you
Just take a look through my eyes (Look through my eyes)
There's a better place somewhere out there
Ooh, just take a look through my eyes (Look through my eyes)
Everything changes, you'll be amazed what you'll find
(There's a better place)
If you look through my eyes
All the things that you can change
There's a meaning in everything
And you will find all you need
There's so much to understand
Take a look through my eyes (Look through my eyes)
There's a better place somewhere out there
Ooh, just take a look through my eyes (Look through my eyes)
Everything changes, you'll be amazed what you'll find

Ooh, just take a look through my eyes (Look through my eyes)
 There's a better place somewhere out there
 Just take a look through my eyes (Look through my eyes)
 Everything changes, you'll be amazed what you'll find
 (You'll find a better place)
 If you look through my eyes
 (You know there's a better place)
 Just take a look through my eyes
 (You know there's a better place for you)
 If you look through my eyes

Exercise:

- ✓ Complete the crossword taking into account the information given in the exercise:



1. All the things that you can
2. There's a in everything
3. And you will all you need
4. There's so much to

Annex 12:

“Recycling Song”

Save, save, save your Papers

Throw them in the bin,

We can help to save the Earth,

If we all pitch in.

Save, save, save your Bottles,

Throw them in the bin,

We can help to save the Earth,

If we all pitch in.

Save, save, save your Plastics,

Throw them in the bin,

We can help to save the Earth,

If we all pitch in.

Save, save, save your Cans,

Throw them in the bin,

We can help to save the Earth,

If we all pitch in.

Exercise:

- Find the answers in the soup of letter:
 1. an action to recover useful garbage.
 2. Where do we have to throw the garbage?
 3. What do we save doing those actions?
 4. What kind of garbage are mentioned in the song?

A	C	V	N	F	E	B	T	H	K
R	E	C	Y	C	L	I	N	G	
H	F	J	M	A	O	N	L	I	P
S	A	P	E	N	T	Y	N	M	L
C	E	R	A	I	G	E	E	X	A
D	A	E	U	P	I	O	K	L	S
K	R	H	T	R	E	O	G	D	T
P	T	F	E	Y	P	R	H	A	I
Q	H	B	O	T	T	L	E	S	C
Z	E	N	D	B	O	L	L	F	G