THE USE OF SONGS TO DEVELOP SPEAKING SKILLS IN 8TH GRADERS AT 'LA PRESENTACIÓN HIGH SCHOOL' THROUGH PROJECT BASED LEARNING:

AN ACTION RESEARCH

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PRE-SERVICE TEACHING PROCESS
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Table of content

Table of figures

Table of appendixes

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative teacher signature

Presentation

The following proposal aimed at solving a problem detected in an educational institution and by the same token, contributing to the professional formation of a pre-service teacher. This proposal is organized into four chapters, pedagogical component, research component, outreach component and administrative component.

The pedagogical component, it is the detailed description of the problem to improve, and the strategy which was implemented; this one was based on theoretical framework and literature review which were linked to the problem and the strategy to be carried out. Besides, it is possible to find the research methodology and the methodology of the plan of intervention; both contain the schedule for the steps and the detailed description to carry them out.

Next, in the research component, there is the full description of a strategy implemented with the pre-service teacher as participant, this study is based on several theories and contains several instruments which were implemented by the pre-service teachers during their pre-service teaching process this implementation, mostly based on reflection, contributed to the development of this proposal.

Subsequently, the outreach component presents the population from a primary school which lacked English teachers who could not contribute to the educational students' formation. For this reason, this component aimed at implementing a strategy that could highly contribute and help this population.

Finally, the administrative component presents the importance of being part of all the extra activities of the high school which also contributes to the professional formation of the pre-

service teacher since we are teachers not only inside the classroom but also outside. This component highlighted the importance of being responsible with all the extra activities organized by the school.

Introduction

The implementation of this proposal was carried out at 'La Presentación High school' where after several observations came to light a problem in the students and some methods implemented by the teacher. This problem dealt with the lack of vocabulary, student could not express their ideas orally due to this problem and by the same token, students showed a lot of pronunciation mistakes. When talking about the methods implemented by the teacher it made reference to the lack of time and the amount of students which did not allow the appropriate development of all the competences, their English classes were basically based on writing, reading and listening activities not taking into account the speaking competence which is highly necessary when learning a foreign language.

Consequently, the most accurate strategy that emerged to improve this situation was the use of songs for improving the students' speaking competences. With this strategy, students put into practice their listening skill for trying to understand the main idea of the song, besides it provided them with new vocabulary which was implemented in their oral opinions, plus, the students worked on the pronunciation of the songs, by singing it, imitating the singer's sounds and accent. Finally, students learnt more about the Anglophone culture since they found some expressions and history implicit on the songs. However, this strategy did not only contribute to their speaking competence but also it helped them to learn the new topics included on the contents for 8th grade.

Justification

Regarding the importance of implementing this proposal, it was highly necessary due to the fact that it did not only benefit the pre-service teacher but also the population she was working with. On the one hand, the pre-service teacher received a lot of benefits from this experience given that it was her first time working with students as an English teacher; this aspect helped her in her professional formation, facing real situations, and real student with pedagogical and personal problems that needed to be enhanced. When talking about the implementation of the project, it also helped to her professional formation since it is necessary to know the problem and to study deeply the plan of action to carry out, based on theories and authors that contributed to the development of this project. Plus, this application showed the pre-service teacher which aspects to improve with her strategies because she noticed which activities worked successfully with students and which of them needed to be reshaped so that it could be beneficial for the students.

On the other hand, the beneficiary population was the students because with the proposal they improved some of their problems with pronunciation and lack of vocabulary, plus, they felt more motivated to learn English since they learnt through songs, which made the environment more enjoyable for them, this signifies that students did not only enhance their linguistic competences but also their reasoning as well. Moreover, the teacher probably took into account some of the strategies implemented by the pre-service teacher in their future classes, what improved her English classes rather more. However, the only beneficiaries were not the students from 8th grade at 'La Presentación High School' but also the students from 3rd grade at 'La Presentación primary school' (outreach component) given that they began learning the very

basic vocabulary in English, they had their first touch with this important language what contributed enormously in their learning language process.

As pre-service teacher, the personal motivation was to know that I benefited with the literacy of more than 150 students who wanted to be educated; I worked with young people full of energy, ready for working on any kind of strategy. I hugely expect to have contributed to their educational formation as English teacher.

Objectives

General objective

To improve the oral production competence of the students in 8th grade at 'La Presentación high school' through the implementation of songs as Project-Based-learning

Specific objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.
- Meeting needs of English formation of the child population in primary schools in Pamplona city.
- Integrating the formation of the foreign languages degree English and French students towards the educational reality of teaching English in primary schools in Pamplona city.
- To participate in all the extra-activities proposed by the High School incorporating the English language

Institutional observation

Before implementing any project, it is fairly important to know as much as possible the context , so that the project can be more appropriate to the population, for this reason, it was necessary to carry out the institutional observation for understanding more properly the context of this study from a general perspective, the aspects that were searched included: the topographical location of the institution, the school authorities, the most important aspects of the Institutional Educational Project (PEI), some relevant aspects of the school manual, the structure of the school, the organizational chart, the school calendar, the supervisor's schedule and finally some relevant aspects detected during the observation: planning, materials, methodologies, and so on. It is important to mention that this information was taken from the Institutional Educational Project (PEI)

History and topographical location of the Institutional Center. "La Presentación High School" is located in Pamplona, Norte de Santander, Colombia, in the eastern area of the urban perimeter of the city, more specifically in the street # 6 n° 2-99, El Carmen neighborhood. This institution counts on the resolution number 10312 of October 2nd, 1973. Nowadays, "La Presentación High School" follows the timetable A, full-time, this one is a public institution in technical nature, besides it offers kindergarten, primary and secondary.

This school was founded in 1883 by the Dominican Sisters who arrived to the city on January 27th for taking charge of the hospital; some weeks later they created a free high school for 160 girls. In 1951, two buildings were constructed with the Independent Sisters: La Presentación High school and La Normal for ladies. In 1970, the physical plant of the school is

rented out to the government allowing the possibility of the adjustment of several aspects of the secondary level.

Nowadays, "La Presentación High School" is oriented by the educational principles of the church, under the pedagogical philosophy of Marie Poussepin, founder of the Congregation, the Political Constitution of Colombia, especially the articles related to the educational service, the General Education Act (Act 115 of February, 1994) and its Statutory right.

School authorities. The group of authorities at La Presentación High School is composed of three people:

CHARGE	NAME
Principal	Mireya Acevedo Mejía
Discipline Coordinator	Martha Judit Rosas Contreras Roger Yesith Bautista Rico
Cooperative teacher	Liliana Parada

Figure 1 School authorities chart

Principal aspects of the Institutional Educational Project (PEI)

Institutional horizon. In this section, it is possible to know how the philosophical foundation and the projection of the institution are established; these two elements make sense and guide the plans and institutional projects.

Mission. The educational institute "Technical High School La Presentación of Pamplona" with official nature forms integrally girls and ladies in the kindergarten, primary, secondary and technical intermediate in "Administrative Assistance" levels, from a bio-phyco-social

conception, throughout the Humanistic-cognitive pedagogical model, the research and the technology incorporation. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promotors of a peaceful culture, respectful on human life and human and environment dignity.

Vission. By 2021 being an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promotor of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

This project is linked to the Mission and Vision of the educational institution in two main aspects, on the one hand, "promotors of a peaceful culture, respectful on human life and human and environment dignity." This project pretends promoting the teamwork during the English classes so that the ladies can learn from their classmates in a peaceful environment, and on the other hand, this study also pretends to educate the girls integrally, not only developing linguistic competences but also artistic and cultural competences by teaching more about other global cultures.

Principles of the educational institution

Singularity. It is the possibility of being unrepeatable, original and creative, making an own life project: to become, in accordance with their essence, from this moment the originality, which is peculiar, takes place, developing a creative-reflective thinking; the own creativity and with which she compromises her faculties of being rational, able to change and make change, showing her uniqueness of her individual. This task is irreplaceable.

Autonomy. It is the capacity of self-determination in a responsible way.

Opening. The person is a social being that can identify herself, self-discovery and be aware of the social and cultural sense.

This proposal will contribute to the 'Opening' principle because students are going to learn a different culture which will help in their integral formation; also, they will have to be responsible when working on the pronunciation of the song, so that by the end they can show their advances to the community.

Objectives of the educational institution

- To raise awareness in the system of quality management

- To form happy people with a Christian-human profile

- To increase the satisfaction of the parents and students with the quality of the educational system

- To enhance the application of the specific projects

- To guarantee the continuous improvement of the institution

- To begin a study and sensitization in order to give a response to the possibility of the full-time project, so that it can be possible to enhance the educational quality.

Main aspects of the coexistence handbook of the educational institution. Among all the elements which are included in the coexistence handbook, they can be summed up by saying that this important tool of the educational institution La Presentación looks for determining the prevention procedures and the monitoring and evaluation of the scholars, besides it pretends to promote, guarantee and defend the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

The coexistence handbook contains:

- **Chapter I.** Institutional identification, adoption, legal nature, generalities

- **Chapter II.** Educational population and their instances of participation

- **Chapter III.** School socialization

- **Chapter IV.** Rights, duties and responsibilities of the institutional classes.

- **Chapter V.** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.

- **Chapter VI.** From the pedagogical strategies to the solution of problems

- **Chapter VII.** Agreements and modifications to the coexistence handbook.

Physical description of the institution. The educational institution, primary section counts on two recreation areas open-air and the secondary and technical section has four recreation arear open-air. Besides, it is possible to find a theater.

The institution has common areas as in primary as in secondary and technical, they are:

- Classrooms for each level: 40 classrooms
- Corridors
- Recreational patios: two in secondary, two in primary
- Cafeteria: one in primary, one in secondary
- A radio station
- A toy library
- A map library
- A chapel
- Sciences laboratory
- Auditory
- Library

Organizational chart of the educational institution. In this organizational chart, it is possible to find the order of each one of the authorities of the educational institution
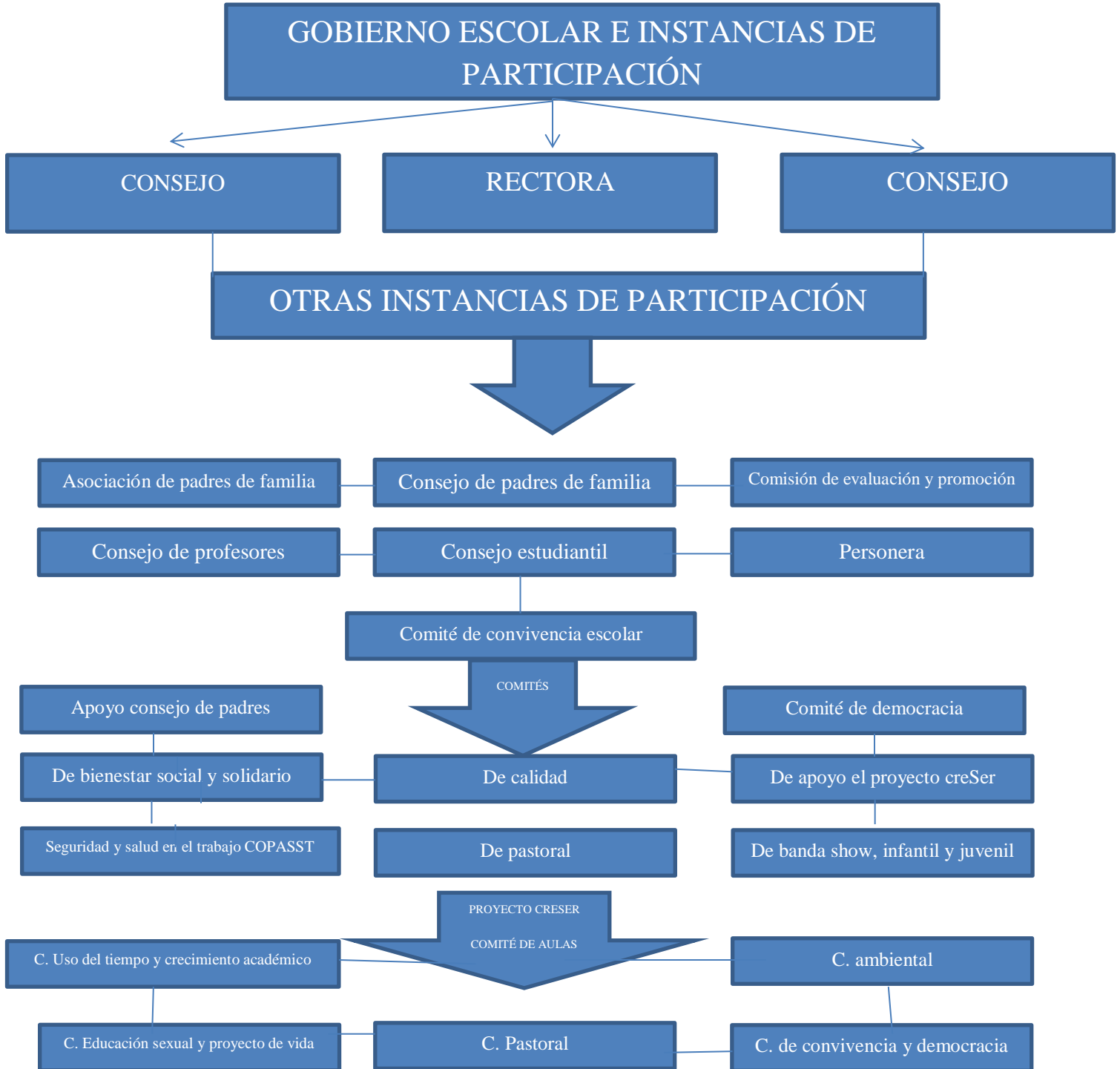
Figure 2 School organizational chart

Timetable of the educational institution. The academic calendar in the educational institution is based on what is proposed by the Education secretary of the department, that it generally covers 40 teaching weeks which are worked in 4 periods, 5 weeks of institutional development, 12 weeks of holidays for students and 7 weeks of holidays for teachers and directors.

TEACHING SEMESTERS	
First one	From January to June
Second one	From July to November

ACADEMIC PERIODS	
First one	From January to March (10 weeks)
Second one	From April to June (10 weeks)
Third one	From July to September (10 weeks)
Fourth one	From September to November (10 weeks)

Figure 3 school calendar

English timetable of the supervisor teacher

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	8th A	8th D	8th C		
7:55			8th D		
8:50	8th C	8th A			8th B
9:45-10:15	B	R	E	A	K
10:15	8th C	8th A			8th B
11:10					
12:05	8th B				

Figure 4 supervisor's teacher schedule

Pedagogical aspects detected during the observations. Regarding the material, in the 8th grades of "La Presentación High School", teachers do not use a specific book with the students, as professors, they usually implement for 8th grade called 'Navigator' with which they can take some copies and work in class with the students.

			I. E. COLEGIO TECNICO LA PRESENTACION PAMPLONA N de S. - 2016			Fecha de Aprobación Aprobado por Resolución No. 03119 del 7 de Septiembre de 2015 Carácter Oficial	
			PROCESO. Gestión de aula COMPONENTE. Planeación de clase 2016			DOCENTE:	

GRADO: _____ PERÍODO: _____ ÁREA: _____INGLES_____
ESTANDAR: _

FECHA			HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACION
A	B	C					
					WARM UP :) PRE-WRITING: WHILE WRITING: POST WRITING:		

Figure 5 school planning format

On the other hand, in the figure, it is possible to appreciate a format implemented for planning every English class with the students.

When talking about the students' problems and abilities, most of them demonstrated good level at listening some audios, given that they could get the main idea of it, the problem emerged when they had to express the idea in English, the girls did not find the appropriate words to express their opinions, but this did not only happen when giving opinions but also when reading, most of the students did not pronounce properly a lot of English words.

Chapter 1: Pedagogical Component: *The use of songs to develop speaking skills in 8th graders at 'La Presentación high school' through Project Based Learning*

Introduction

In today's world, the fact of speaking a foreign language has increased much more its importance due to the globalization process which involves the whole world, it is necessary to learn how to communicate with other people, in this case, speaking a different language. There are a huge number of languages around the world, and English, certainly is one of the most important. According to the article "The Importance of the English Language in Today's World" by the webpage "Owllocation": "English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries." Statistically speaking, the last years, English has been dominating the number of speakers around the world, according to the 'St George International The language specialist' there are above 1.5 billion speakers of English globally, which signifies that English concerns not only the American or European countries but also the rest of the world.

Regarding English importance, it not only pertains business or art, but also it concerns education, children and young people need to learn this language given that: "(…) Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in English as well. ("The Importance of the English Language in Today's World", 2015), as it is mentioned in this article, many of the scientific projects which concern us are written in English, reason why it is important to learn the language from the very beginning, aiming at facilitating communication and education.

Nonetheless, today's young people do not understand properly the importance of learning English since many of them do not think about their future, at this stage of life, they are just interested in fashion, music, video games, friends, true love, and so on, but this is the part where teachers take place: it is one of the teacher's functions to engage students in education, in this case, learning a foreign language, English. As professors, it is necessary to learn how to take advantage of students' likes in the learning process; as it was mentioned previously, one of the young people's interests is no doubt music: "Cantar canciones en clase es una práctica de valor didáctico incalculable. Son textos orales ideales para practicar aspectos como el ritmo, la velocidad y la pronunciación correcta, además, las canciones suponen una alternativa a otros ejercicios de repetición poco motivadores (...)". (Cassany, 1994, p. 409). Teaching English with music, in this case, songs, not only helps students in their language learning process but also gives them reasons for continuing learning it.

Songs may have a lot of advantages when teaching a foreign language if as teachers we are creative and know how to use them properly; music can help improving students' competences, including oral production. With songs, students can improve pronunciation, vocabulary, they can learn how to speak much more in a conversation, more about culture and so on. It depends on teacher that the function of this great tool can change drastically the way in which English is taught.

Problem

The first step before enouncing a problem, it is to conduct an observation in the chosen population to work with, in this case, this population is 8th grade students at 'La Presentación High School', after having observed during a week these students in English classes, it was

evidenced that they had many problems when expressing their ideas orally; even though the teacher speaks, asks them questions and opinions in English, for the students it is difficult to answer in this language, reason why, they just made their opinions in Spanish, or sometimes, they tried to speak in English but wrongly regarding the pronunciation and this may have happened because of the lack of practice and vocabulary.

Comparing the amount of oral and written activities during the class, it was possible to say that, 70% of the class concerned written and reading activities, 20 % oral and 10 % listening. It should be noted that, the teacher tried to get students' opinion in all the activities but they did not participate in English because most of them did not know how to do it. When talking about oral comprehension, students showed a good level, because in spite of their lack of vocabulary, they understood the audios by saying the main idea of it in Spanish.

One strategy implemented by the teacher to teach vocabulary was evaluating a list of verbs every two weeks so that the students could be more focused and study more frequently this vocabulary, however, in the activities, the students generally forgot those verbs, for them it is hard to remember the meaning of these terms what entailed that they were not learning properly this list of vocabulary. This situation could happen due to the traditional method for learning vocabulary, in this case, a list of irregular verbs; students needed to understand the importance of learning these terms by putting them into a more appropriate context.

In conclusion, the main problem of the students, it was the lack of vocabulary and practice which did not allow them to express their ideas properly in English, likewise, this lack of practice entailed pronunciation problems. For this reason, this proposal aimed at improving these factors by implementing songs as a Project-based-Learning where students could learn

more vocabulary, expressions and culture and in the same way they could participate in more conversations as Vaquero (2012) stated: "Clase de conversación. Las canciones puede utilizarse para discutir su forma, contenido y propiciar un debate al igual que se hace con la poesía u otros discursos escritos"

Aiming at improving these problems in the 8th grade students at 'La Presentación High School' four questions were posed:

- How can the Project-Based-Learning contribute to the speaking skill improvement of the 8th grade students?
- How does the use of songs enhance the linguistic competence specially vocabulary and pronunciation in the 8th grade students?
- How can the use of songs contribute when learning more about the Anglophone culture?
- How can the use of songs change students' opinions towards the English learning?

Justification

Being a teacher in Colombia is becoming an arduous task every day, mostly by cause of the government which demands a lot from the educational professional but does not provide enough means to improve the quality of students' learning and teachers' job. One of the problems in Colombian education it is certainly the amount of students in a classroom, several times, it is possible to find around 30-35 students in a class which entails to the incomplete development of activities during the classes due to the number of people, thus, teachers place priority to the fastest activities, in this case, written productions or workshops. A large number of English teachers do not make oral activities because the amount of students do not allow carrying them out completely, as it is the case of students at 'La Presentación High School', in

this school, teachers were mainly focused on written production due to the fact that oral activities require a lot of time and this might affect on the curriculum development.

The previous information revealed that students in 8th grade at 'La Presentación high school' had problems in their speaking competence, due to the lack of practice during the classes, for this reason, the pre-service teacher was challenged to improve this situation throughout the implementation of songs as Project-based-learning, where students put into practice their oral production by singing and knowing more about other cultures, improving their pronunciation and acquiring more expressions and vocabulary implicitly.

Objectives

General objective. To improve the students' speaking skills in 8th grade at 'La Presentación high school' through the implementation of songs as a Project-Based-learning

Specific objectives

- To increase students' interest in English in a different way, so that they can understand the importance of this language.
- To expand the amount of vocabulary in students so that they can express more easily their ideas in English
- To make that students can learn from other cultures through the messages and artists of some songs
- To make students participate in discussions by giving their point of view of any song.

Theoretical framework

Legal framework. Students from 'La presentación high school' are in the category called 'Educación media'. For this reason the Law 115 of 1994 stablished that:

Article 1.

Purpose of the Act. Education is a permanent, personal, cultural and social process which is based on an integral conception, dignity of the rights and duties of the human being. The current law points out that the general regulations to regulate the public service of the education which is based on people's needs and interest. It is founded on the principles of the political constitution under the right to the education that every person has, for this reason it presents the formal education in its levels: pre-scholar, primary, secondary and high school, no formal and informal, addressed to children and young people, adults, farmers, ethnical groups, handicaps and so on.

Secondary education.

Article 30. Specific objectives of the secondary education:

a) The intensification in a field of knowledge or in a specific activity depending on the interest and capacities of the learner.

b) The intensification in advanced knowledges of the natural science

c) The incorporation of research in the cognitive process, as in laboratories as in the national realities, in their natural, economical, politic and social aspects.

d) The development of the skill to deepen in a field of knowledge depending on potentialities and interests.

e) The association to development programs and social and community organization, addressed to the solutions of the nearest social problems.

f) The development of the responsible awareness and participation of the learners in civic actions and social service

g) The reflective and thinking capacity about the multiple aspects of the reality and the comprehension oh ethical, moral and religious values.

Bilingualism program in Colombia. Peace, equity and education are the three essential pillars that the current president of Colombia, Juan Manuel Santos, has defined as the pillars which will generate structural changes in the society, and education has a very important place in the national policy. For responding to the commitment, the National Ministry of Education has established five fundamental strategies, which will be essential to improve the educational system: full-day journey, teaching performance, Colombia free to illiteracy, quality in the higher education and bilingual Colombia. In this context, the purpose of the national government with the bilingualism program is very important and is directly lined up to the national policy 'to get that Colombia can be the most educated country of the region in the year 2025'

The program implements actions in the territorial entities and focus educational institutions. For this first phase of the four-year-period, the strategies are focused in 24 educational secretaries, 350 educational institutions and around 2.000 teachers and 176.000 students. The main objective is to get that students communicate increasingly well and they can have better professional and occupational opportunities

The Basic Learning Rights (BLRs). The Basic Learning Rights (BLRs) in the area of English language are an essential tool for ensuring quality and equity in education for all

children in Colombia. These rights describe the knowledge and skills that students must learn in English class in grades 6th to 11th in the Colombian educational system. The BLRs are structured coherently with the Curricular Guidelines and the Basic Standards of Competence (BSC), and they are tools that allow for the identification of key aspects necessary for the development of the communicative competence of students in a foreign language. In this way, the BLRs are expressed in terms of the language skills of listening and reading comprehension and those required for oral and written expression.

The BLRs are a selection of communicative skills that:

- Allow for the progressive development of language skills in English from 6th to 11th grade.

- Provide examples that illustrate and explain language skills in terms of communicative goals that may be reached by students in a given school grade making comprehension easier for the entire learning community.

- Can be used for lesson planning as the proposed activities should ideally involve several BLRs from the same grade.

- Are not a class activity or lesson in itself.

- Are not organized in a particular order even though the BLRs are numbered. BLR 3, for example, does not necessarily have to come after BLR 2.

BLRs complement the design and updating of curricular proposals as they encompass some fundamental elements for the development of the communicative competence in English. However, they do not intend to replace existing curricula since they are understood from a wider and more complex perspective as "the set of criteria, study plans, programs, methodologies and

processes that contribute to a holistic education as well as to the construction of national, regional and local identity, including human, academic, and physical resources necessary to put in place policies and carry out the Proyecto Educativo Institucional (PEI)" (Article 76, General Law of Education. Law 115 of 1994).

Basic learning rights English: 8th grade.

1. Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher.

2. Explains in written form different familiar situations and facts in a coherent and simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons.

3. Recognizes specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming).

4. Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. In these conversations, the student may express opinions in a simple manner using previously studied models.

5. Makes recommendations to people in his/her community about what to do, when and how, based on daily situations in his or her family life, school or local environment.

6. Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific

vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares
and receives advice from his/her classmates and/or teacher.

7. Expresses emotions and feelings about a situation or specific topic related to his/her
    family or school and presents supporting reasons in a clear and simple manner.

8. Briefly narrates current facts, daily situations or personal experiences orally and in
    written form. To do so, the student considers the sequence of actions and the clarity of
    ideas and receives advice from classmates and/ or the teacher.

(Taken from the Basic learning rights: English 6° to 11° grades, Colombia bilingüe)

Suggested curriculum structure. The Ministry of National Education is pleased to
present the document "Suggested English Curriculum Structure" proposed for grades 6th to 11th
of the Colombian education system. The curricular scheme is comprised by the following
elements:

• Scope and Sequence

• Syllabus

Likewise, recommendations on possible methodological and assessment paths are made
with examples of each one that can help schools and teachers implement this proposal in their
own study plans and Syllabus. Above all, the suggested structure is a proposal that each school,
considering its institutional autonomy, guaranteed by Law 115 must analyze carefully and make
appropriate decisions for its implementation.

The contents for 8th graders are structured in four modules, the first one deals with
sustainability: human actions, the second one is based on health, especially in eating disorders,

the third one about democracy and peace: language in the construction of peace and the fourth one in globalization: consumerism. (Detailed description in the appendices section=

Project Based Learning (PBL)

From the very beginning, famous authors have told us that the best option for learning is doing: "Confucius and Aristotle were early proponents of learning by doing. Socrates modeled how to learn through questioning, inquiry, and critical thinking -- all strategies that remain very relevant in today's PBL classrooms." (Project-Based Learning: A Short History, 2011) it is here where Project Based Learning or PBL comes from. "Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge." (What is Project Based Learning (PBL)?, 2010) the main purpose of this method is to ameliorate a deficiency among the students by carrying out micro-tasks which will entail to a macro task, in this way, they work on a plan of action and show this to the community.

For this reason, it emerged the idea of working with songs, carrying out small tasks related to the songs from which students can learn more vocabulary and improve their pronunciation and at the end showing these improvement to the community at larger in a CD recording which will include some of the songs that were worked in class. Through songs, students can develop all their skills, listening, speaking, reading and writing, but, this study will be focused especially in two of them: listening and speaking.

Listening as an integrated skill

As teachers, we are not exempted to make mistakes when teaching in the classroom, and one of these mistakes can be related to the way in which these two skills, listening and speaking

are taught, Müge (2010) express this factor by saying **"Although the students may know how to** listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration." (Müge, 2010) Mostly, teachers tend to work on audios without integrating the speaking part and vice-versa and this provokes lacks on the communication process. As members of a society, we need to listen first before making an opinion and this one is the missing part in most of English classes: the appropriate context.

Speaking skill

"(…) speaking skills are also affected by the context. Speaking is reciprocal, people can respond to each other immediately. He also indicated that people can participate in the same oral interaction except the varieties of equal speaking rights." (Bygate, 2001), this concept shows how speaking skill can be a synonym of communication, if somebody speaks this is because this person wants to be heard, she/he wants to communicate a message, and from this emerges the importance of well-develop this competence in students, because, as members of a society, we are sending oral messages all the moment, these messages have different functions, functions that may contribute to the improvement of the society.

However, as a skill, it is really relevant to develop the speaking competence; as many aspects at school, the speaking skill counts on some steps to form more properly the oral competences in a speaker, Levelt (1989) states that "speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring." When it comes to the conceptualization step, it makes reference to the topic, the discourse type and purpose of the communication, then, the formulation is related to syntax and vocabulary, to well organize the message with a beginning, middle and end; articulation indicates the sounds into meaningful

words and utterances and the self-monitoring invokes retaking the sounds and articulation process so that the message can be sent.

However, several times students are afraid of speaking in public because of their pronunciation mistakes and lack of vocabulary; it is the teacher's job to look for the appropriate activities which can motivate students to participate more actively in class, given that if they are demotivated the activities will not be so significant.

Affective filter hypothesis

One of the purposes of learning English is enjoying the process, so that students can feel comfortable in the classroom, also, to enjoy while learning a different language, therefore this is the part where the teacher takes place.

One of the problems in education is certainly the lack of motivation in students in the classrooms, for this reason, it is relevant to look for strategies that can increase students' motivation so that they can learn more properly into the classroom; talking about motivation is highly linked to the Affective filter hypothesis proposed by Krashen (1980) according to this author "This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain." If students do not feel comfortable in the classroom this is going to affect in their learning process. "the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress." (Krashen, 1980) teaching children or young people not only include knowledge but also includes to know how to motivate students in the learning process, so that they can get the appropriate input in an enjoyable environment.

Music in teaching and learning

Music has been part of human being lives from a lot of years ago, but the question is, what is exactly music? Music can be defined as "The most universal definition I have found is sounds and silence organized through time." (Elliott & Silverman, Music Matters: A Philosophy of Music Education (OUP, 2015), chapter 3).The previous definition shows how music has changed from its beginning according to human history, problems, likes, and so on, but, music has not only changed when talking about genres but also it has increased its functions; at the very beginning, the main function of music was amusement, people used to use it for celebrating victories or any occasion, nowadays music has multiple functions, this important tool can be implemented for narrative, structural, temporary, psychological, aesthetics and educational functions (Roman, 2008)

The last function, education, is the point of concern of this proposal

When talking about education, music plays a crucial role, given that according to Lewis Brown (2012), music benefits enormously students' learning because it helps to develop language more effectively, it also increases the IQ according to a study by E. Schellenberg at the University of Toronto, as published in a 2004, besides music makes the brain work harder, as Dr. Eric Rasmussen states in one of his study "There's some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you're a musician and you're playing an instrument, you have to be using more of your brain,", music also helps to well-develop spatial-temporary skills and test scores.

To sum up, music can be really beneficial when implementing it in the teaching labor, it is just necessary to learn how to use it depending on the element to improve in the class room with the students.

Songs

According to Cambridge dictionary a song is "a usually short piece of music with words that are sung" this useful tool can be implemented in many ways depending on the purpose, for this occasion, songs will be seen from the educational point, the first step before using this tool in the classroom is to define the linguistic objective: "whether it be vocabulary, a grammar topic, pronunciation, or simply integrating any of the four skills of the language: listening, speaking, reading or writing." ("TESOL, 2012) songs should not be used without linguistic purpose because that would not contribute in the students' learning process.

Songs, as many tools, can have many advantages and disadvantages in the students learning process, among these it is possible to find:

Advantages.
- Improve student motivation;
- Reinforce grammatical structures;
- Enhance pronunciation and vocabulary;
- Help memorize patterns making learning easier;
- Build fluency.

Disadvantages.
- Be very fast for ESL learners;
- Contain slang or ungrammatical sentences (he don´t…);

- Have difficult vocabulary that even upper intermediate students will not understand.

However, these problems can be solved by playing much more the song, by explaining the idioms and new expressions from the song and give a pre-teaching lesson of the new vocabulary on the song.

Ironically, these problems related to the vocabulary, are the ones which will contribute improving the students' speaking skill.

Vocabulary

Learning a foreign language throughout songs can have many advantages: "Songs and music almost always contain a lot of useful vocabulary, phrases and expressions. Songs and music include up-to-date language and colloquialisms. The language used in songs is casual and actually usable, if you pick the right music." (Alan, 2017) This is one of the biggest advantages of songs; with them it is possible to know the culture of a different country just reading the lyrics. Reading, singing and enjoying a song, students will acquire a lot of vocabulary which is going to help them when giving an opinion about a specific topic. As teachers, we need to help students when learning this new words, "(…) it's also important that you review the vocab on a regular basis. Break the song down, word by word, and try to master each word so that it's a part of your vocabulary. You can do this through a flashcard service" (Alan 2017) through the implementation of flashcards or any other strategy, it is possible to help students learning these new words.

Pronunciation

Another aspect for improving while using songs in the classroom is the pronunciation, "Songs provide examples of authentic, memorable and rhythmic language. They can be

motivating for students keen to repeatedly listen to and imitate their musical heroes" (Ebong & Sabbadin, 2011) When listening to songs, we are listening native English speaker, which means that to speak more naturally this language it is important to imitate their accents. The use of songs for improving pronunciation can be worked from different perspectives: sounds, words and connected speech. Regarding sounds, songs can help because "Songs are authentic and easily accessible examples of spoken English. The rhymes in songs provide listeners with repetition of similar sounds and because students often choose to listen to songs time and again, indirectly exposing them to these sounds." (Ebong & Sabbadin, 2011) With the sounds students can acquire the English accent; when it comes to words "Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms and by the same token songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced." (Ebong & Sabbadin, 2011) This shows how students learn how to talk English properly without noticing it.

And finally, connected speech: "it is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone. Contractions are an extreme example of the way we connect speech, to the extent that the written form too is affected." (Developing pronunciation through songs, 2011), with songs it is possible to improve this element as well, "Songs, and especially the chorus, provide real and 'catchy' examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasizes the 'flow' of the words." (Developing pronunciation through songs, 2011). From these three perspectives, songs can help improving students' pronunciation.

Litterature review

Improving the speaking skill on students, it has always been a challenge for most of the English teachers, due to the fact that it is a little bit difficult to express ideas in front of people by cause of the lack of interest, errors, mockery and so on. Thus, as English providers, it is necessary to implement different strategies with which students can be comfortable in the classroom; one of these strategies is the implementation of songs. Subsequently, some students which were implemented to improve the students' speaking skill, implementing songs in different ways.

Linguistic competence. The next two studies show how the implementation of songs and the method Project-Based –Learning can hugely improve speaking competences in students.

In this article Vaca and Gomez (2017) propose the implementation of the Project-Based-Learning method to enhance the speaking skills in L2 on students from 9th grade given that some surveys conducted previously showed that these students had pronunciation problems, and they did not how to answer teachers' questions in English, because of the oral activities on the class, teachers mainly focused their attention on written, reading, listening and grammar activities. Moreover, they were afraid that their classmates made fun of them when speaking in English what caused lack of interest in learning English language.

The previous situation is too related to the one at 'La Presentación High School', the English classes are a space mostly devoted to the activities related to grammar, reading, listening and writing but there is not a special moment develop the oral competence with the students.

The findings section in this study helped the pre-service teacher to understand the importance of working by groups: "They progressively learned the foreign language in their

urgent need for vocabulary and sentence formation due to the fact that there was a communicative purpose to be accomplished, an important aspect for building communicative competence" (Vaca & Gomez, 2017) When students have a task to accomplish, they have the necessity of looking for more vocabulary so that it can be accomplished successfully, as well, they learn from each other as much as they can, in terms of new vocabulary. Thus, this article helped the pre-service teacher by highlighting the importance of work by peers when accomplishing any task.

Likewise, this study showed the pre-service teacher that her role in the classroom implementing the PBL method is being a guide for the students, as teachers, it is crucial to make students understand that they are the ones who need to be autonomous and just look for the teacher only if necessary. From personal experience, autonomous work is more useful than the aspects studied with the teacher, reason why it is necessary to teach students to begin being autonomous during the assigned tasks in the English classes. The implementation of PBL also helped students overcoming fear and anxiety towards the oral activities due to the fact that they understood that their classmates can be also an aid for learning more vocabulary and improve their speaking competences.

This clearly shows how the appropriate use of PBL can improve not only the linguistic competences of the students, but also it can help overcoming negative stereotypes towards oral activities. It helped the pre-service teacher to organize more properly her ideas when implementing the micro tasks of the project.

Very similar to Vaca and Gomez's (2017) case, Duarte, Tinjacá and Carrero (2012) worked with a group of students in 6th grade had problems when talking in English due to the lack of interest and the insecurity for speaking in front of the rest of classmates, for this reason, a

group of teachers decided to implement songs as a strategy for improving the oral competences of these students. This article concerns the pre-service teacher given that the chosen strategy for developing students' speaking competences is the songs.

The findings section show how students changed their opinion towards English classes; interviews and informal talks revealed that most of the students liked the use of songs in the classroom because they felt in an enjoyable environment, plus, they understood that learning English is really important for their future, however, some students stated that they did not like working with songs since they were not accurate for their level. These results showed to the pre-service teacher that it is important to choose the appropriate songs, otherwise students will not understand and they probably will get frustrated.

Regarding linguistic improvements, for students it was easier to remember the pronunciation of the words due to the rhymes of the songs, this factor helped students to keep the vocabulary and the appropriate pronunciation of the songs. Before playing the songs, the teacher taught the vocabulary through the use of workshops so that students could understand more easily, when they heard these words on the songs, they began to remember them by heart. After listening to the songs, the teacher tried to study again the new vocabulary with some imitations games, flashcards and repeating the pronunciation, besides, he mostly asked for the meaning of the words to the students and made they used in different contexts. In such a way, students learnt by heart most of the words found in the lyrics. On the other hand, students' pronunciation hugely improved this aspect given that they enjoyed learning, doing workshops, related to the songs, also they were informed about a final presentation with the songs, for this reason they worked intensively for pronouncing as well as possible, however, some students established that they disliked the songs for belonging to the old times.

The previous results helped the pre-service teacher in the ways for teaching the vocabulary in a significant way and also, it showed that it is important to take into account the students' likes because their participation in class will depend on this.

Culture development through songs. The next two studies stress the importance of authentic material in the classroom, in this case the use of songs, so that students cannot improve linguistic competences but also to learn more about Anglophone culture.

On the one hand, the findings section of this project is very similar to the previous ones given that Bustos and Carrillo (2013) showed how the implementation of songs improved the students' motivation towards the English classes, even though this article is focused on writing skills it helped the pre-service teaching since the methodology for working with songs was organized into themes, the pre-service teacher needs to integrate this project with the future topics to work with, for this reason, this study revealed how it is possible to integrate both aspects beginning from particular to general.

On the other hand, this study highlighted the importance of authentic material in the classroom, even though some songs were difficult to understand for some students, the teacher looked for the way of improving these problems by making emphasis on their strengths, so that students could feel motivated.

In general, this study helped the pre-service teacher in two aspects: integration of the project and the topics to work in class and how to motivate students throughout the implementation of authentic material, in this case songs.

As the last mentioned studies, Perez (2014) established that the implementation of songs in English classes has not only linguistic benefits on students but also psychological, due to the

fact that students get more interested in learning English in this way. Plus, she emphasizes on the students' like when choosing a songs by citing Griffee (1992) "When we listen to a song we have to take into account the age, level, music interest of the students, besides to take into account the objectives and materials that the songs requires so that its implementation can be successful." Implementing songs can benefit students not only in the speaking competence but also in the reading, writing, and listening as integrated skills given that when working with music, students put into practice these competences unconsciously. Equally, as Bustos and Carrillo (2013), Perez (2014) emphasizes on the importance of the authentic material, songs are providers of history and several aspects of the Anglophone culture.

These elements reminded the pre-service teacher the importance of learning culture through songs and working the four competences integrally, these elements are important because in this way, students will improve not only their behaviors in English classes but also they will improve all their competences while they learn more about a different culture.

Motivation. This study highlights the importance of the students' motivation when learning a foreign language, in this case, the students behaviors towards English classes were changed due to the implementation of songs in many activities.

In this article, Vaquero (2012) presents the implementation of several songs by a teacher with her students in order to teach them how to work in groups peacefully, plus, the author wanted her students to improve their linguistic competences related to phonetics and grammar, to assess the students' levels through the development of the micro tasks and to promote the students' speaking skills.

The organization of the methodology implemented by this teacher hugely helped the pre-service teacher to better organize the micro tasks and the final project, beginning with an

Interests test where students could establish their likes regarding the songs, after this, this study showed how teamwork could obtain better results with students, given that they had to work hardly because at the end of the semester they had to chant a song as a group. Besides, each song was worked deeply in order to develop oral and listening skills in students. This project taught Vaquero (2012) the importance of the students' motivation when teaching English with songs; moreover, it showed her how to improve the students' difficulties with songs.

This study has always took into account students' like during the English activities given that if they do not feel comfortable it is difficult to develop their speaking or writing competences.

Methodology to accomplish the pedagogical component

This proposal is based on the project based learning method, which as Thomas Markham (2011) describes: "PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products." For this reasons there are three steps to follow in this methodology

Before

Interests test. The first step before implementing the tasks with the songs, it was to know the students' likes so that they could feel comfortable during the classes, taking their likes into account for the organization of the micro tasks during the classes.

This model was adapted from Vaquero (2012) and it includes questions related to the favorite artists, favorite type of music and favorite music band.

While

Once this information was collected, the process to accomplish the micro-tasks in the classroom was the following:

Pre-listening. According to the Vandergrift (1999) :"(…) it help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do." Before listening to a song as an activity it was necessary to put students into context by doing a pre-listening activity. It was worth highlighting that this activity changed depending on the song; according to Bilsborough (2002) on her article in the British Council web page, there are several pre-listening activities to implement with students such as:

- Give them the title of the song and ask them to predict some words or phrases they expect to hear

- Study the vocabulary via flashcards

- Dictate a list of words, with an extra word from the song, they will have to suppose which words belong to the song and verifying in the while listening.

- Predict the content of the song

These are some strategies to work on pre-listening activity with students.

While listening. During this moment the only active actor of this activity is the students, the teacher takes a back seat: "Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively." (Vandergrift, 1999) This was the moment when students had to put into practice their listening

skills and continue with the previous activities, in the while-listening, students verified if their predictions were reasonable regarding the content of the song, they needed to monitor their comprehension and be skillful to complete the activities of this part. (Vandergrift, 1999).

According to Bilsborough (2002) some of the recommendable strategies for this activity are:

- Make students listen and delete the extra words that they did not hear in the song
- Make students fill the gaps (open cloze or multiple choice)
- Get the message of the song through a drawing they drew and then they have to explain it into small groups including the new vocabulary

With these strategies, the students reinforced more the new vocabulary and work on their listening competences.

Post-listening-Speaking. **"**Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used.**"** (Vandergrift, 1999). This part is important in the students' process, because they can check where they were wrong or correct; they need to evaluate themselves about the decisions they made and the weaknesses they have to work on.

Some of the strategies recommended by Bilsborough (2002) in this part are:

- Brainstorm the words all the students heard and check how many of them are correct
- Write and read in front of the classmate the explanations about the drawing they drew.

- Explain the point of view towards the song in a very basic way implementing some of the new vocabulary

Vocabulary section. According to Long and Richards (2001), when learning a foreign language, it is essential the acquisition of new vocabulary given that this aspect is the backbone of a language. If the groups of words are unknown, the oral communication will not be successful. It is necessary to work constantly on vocabulary so that they can implement it in their oral interventions. After having collected new vocabulary from the songs, it was time to strengthen it. This strengthening could be carried out through several activities proposed by the British Council:

- Definitions get rid of it! With this activity students can guess the meaning of a word by asking some questions.
- Memory games
- The revision box

With these activities, it was possible to strengthen the new vocabulary, plus they could be implemented in any moment of the class so that the students could be more focused thinking about the meaning.

Pronunciation section. Once the main idea of the song and the new vocabulary was clear, it was time to focus on pronunciation. And for this part, Oxford (1990) developed "taxonomy for pronunciation learning strategies (PLS) aiming at helping learners develop proper pronunciation of L2." With this taxonomy is easier to understand how to teach pronunciation with the learners in this way:

- Practicing reading the lyrics of the song aloud
- Practicing new sounds

- Imitating and/or mimicry of native speakers

- Practicing 'mock talk' or imitating L2 prosody using L1 words

- Talking aloud/role-play

- Memorizing the pronunciation of words

- Helping facial muscles become accustomed to accommodating L2 pronunciation

- Practicing different sounds, first in isolation and then in the context of words[1]

After this, the process could be repeated by playing the songs so that the students could be comfortable and enjoy the rhyme.

Culture section. According to Ruiz García (2005) Songs are authentic material given that several times they talk about many aspects related to the daily life; therefore they include simple and informal language. As authentic material, songs provide us with many facts about the Anglophone culture, and this is a good opportunity to teach students about other countries; devoting 15 minutes of the class for brainstorming some expressions and idioms found in the songs, so that students could learn their meaning; an informal talk where learners could make their opinions towards these expressions by implementing some basic vocabulary.

Songs for the plan of action

Topic	Songs
Christmas song to introduce future simple and future with be going to	Santa Tell Me- Ariana Grande Mistletoe- Justin Bieber Shake up Christmas- Train Having a wonderful Christmas time- Paul McCartney
Future plans and future with going to including vocabulary for travel and destinations	Don't forget where you belong – One Direction
Adjectives to describe places Superlative and comparatives	I love you like a love song baby – Selena Gomez

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[1] Taken from taxonomy for pronunciation learning strategies, 1990

Order of the adjectives	
Contamination's effects with first conditional and some adjectives to describe the effects.	Wake up America – Miley Cyrus
Countable and uncountable and vocabulary with food	Sugar, sugar – The Archies

Figure 6 songs for the plan of action [2]

Schedule of the implementation of the proposal

Week	1	2	3	4	5	6	7	8	9	10
First song	X									
Second song		X	X							
Third song				X	X	X				
Fourth song							X	X	X	

Figure 7 schedule for the proposal implementation

Findings

As it is presented below, the main purpose of this proposal is to improve the 8th graders speaking skill through the use of songs which were previously chosen according to students

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[2] These songs are subjects to change depending on the results of the interests test about their taste in music

likes. The specific objectives proposed in this research were accomplished, but for better understanding this process, it is possible to see the lesson plan for four implementations (Appendix H-I-J-K)

The following chart shows that the implementation of the songs was carried out successfully, however it was necessary to remove the last song since there was not time to implement it with the graders.

• **Topic**	**Songs**
Christmas song to introduce future simple and future with be going to	Santa Tell Me- Ariana Grande Mistletoe- Justin Bieber Shake up Christmas- Train Having a wonderful Christmas time- Paul McCartney
Future plans and future with going to including vocabulary for travels and destinations	Don't forget where you belong – One Direction
Adjectives to describe places Superlative and comparatives Order of the adjectives	I love you like a love song baby – Selena Gomez
Contamination's effects with first conditional and some adjectives to describe the effects.	Wake up America – Miley Cyrus

Figure 8 Songs for the implementation

First implementation. The first topic asked by the supervisor to work on was future tense throughout the songs for the Christmas Carol contest event, in this way, students would understand completely the song and at the same time they could begin with the rehearsals for it. It should be clarified that every course has a different Christmas Carol but despite this, it was possible to work on simple future.

As it is evidenced in the lesson plan (appendix H), as pre-listening activity, students were asked to tell their Christmas wishes for this year, subsequently, they made some predictions according to the title of the song, so that, after completing the exercise they could check if they were right or not; as while- listening activity, students had to choose the correct option depending on what they had heard, this options dealt with simple future in order to introduce the grammar topic of this implementation, regarding this activity, 8th graders in all the courses demonstrated that they were good at listening and choosing the correct option, given that in the feedback most of them had written the correct answer. Finally, as post-listening activity the students checked if they were right or not regarding the content of the song. Once the students finished their worksheet, the pronunciation section took place, first of all, the song was read by the practitioner in order for the students to know how to pronounce it properly, subsequently, they repeated it and finally they chanted the whole song, this exercise was carried out three times. In this section, it was evidenced, that despite listening to the correct pronunciation, most of the students did not pronounce properly, what signified that it was necessary to focus more frequently on this aspect.

Next, the practitioner gave place to the explanation of the topic section which had to be extended given that students had problems understanding it; the functions of simple future were explained, they made some examples and then they accomplished some mechanization activities,

in this worksheet, several students showed that they had not understood the topic at all, meanwhile the rest of the students got it properly. Then, the practitioner returned to the lyrics of the song to focus especially on the vocabulary, in this case, she taught the new words in English and in Spanish, so that students could learn it more easily; once they wrote the words, the circle rotation game took place, in some courses it was made successfully, meanwhile in other courses the activity was canceled because of the indiscipline, this vocabulary section demonstrated that the mechanization activities regarding vocabulary several times cannot be the same for all the courses, on the other hand, students showed that they learnt most of the words given that when they were asked to tell them , they remembered most of them.

Afterward, the students put into practice their oral skill, they were asked to draw their Christmas wish and to tell it to the class, all the students showed their wishes through short sentences using simple future. In this section, it was demonstrated that most of them successfully understood the grammar topic, and also, that some students were shy when speaking in English, an aspect that need to be improved. Finally, the practitioner showed students some Christmas traditions in other countries, regarding: religion, food, parties, and so on, 8th graders demonstrated that they really liked to learn about culture, because at that moment, they could talk about their own traditions and compare them with the ones in other countries, besides, some contractions and idioms were taught trough the song.

Additionally, four weeks later, the first two songs were recorded on the radio station, even though there were some problems with the equipment, a solution emerged and it was possible to record the song from the first and second implementation, next, it is possible to appreciate the evidence of this:

Figure 9 Students after having recorded the song on the radio station

Second implementation. The song used for this second implementation was 'Don't

forget where you belong' by One Direction, this chanson permitted introducing the vocabulary

for travels and destinations, talking about plans, with the future tense 'to be + going to + verb'.

(Appendix I) The course chosen for recording this song on the radio station was 8ᵗʰ B, however it

was implemented in the rest of the courses as well. Beginning with the pre-listening activity,

students were asked to brainstorm the words travel and destinations on the board, most of them

participated writing one word related to the topic, what allowed later on to introduce the song; in

the while listening activity, students had to choose the correct option depending on what they

heard, as it is showed in the appendix 2, finally, the feedback evidenced that most of the students

are good at listening activities given that most of the activity was accomplished successfully,

besides they got the main idea of this chant and they compared it to the brainstorm activity made

previously.

Talking about travels and destinations allowed introducing the grammar topic, future tense with to be + going to+ verb, its functions were explained with some examples so that students could understand more easily. For the mechanization activity, students worked on a worksheet where they had to discriminate between the use of simple future and future with to be + going to + verb, this activity demonstrated that more than half of the students got the difference between these two grammar tenses quickly, meanwhile some students did not pay attention to the explanation what affected their homework. After understanding the whole message of the song and the grammar topic, the pronunciation section took place, first of all students read the lyrics aloud and then, they sang it, this process was carried out three times, except in 8th B, the song was practiced more frequently so that they could get ready for the recording, during the rehearsals, it was demonstrated that students had problems just with the second part of the song, but then, they could learn slowly how to sing it.

Once they learnt how to pronounce, the practitioner focused on the vocabulary from the song and words related to travel and destinations, in this case, it was taught as in Spanish as in English so that they understood more quickly, when they learnt it, they could be part of the speaking activity in which they had to write a dialogue using some words from the vocabulary and the future tenses , this dialogues were presented during several classes and it was evidenced that students learnt several words from the vocabulary meanwhile they had some problems with the grammar tense, this showed how it is easier for students to learn in context, words that will be useful for their future lives.

Finally, students knew some known places in the United States of America, England, Canada, Ireland, they already knew some of them, and meanwhile others were very interested for learning more about these places.

Regarding the recording time, as it was mentioned before, three weeks later the second implementation students recorded the song 'Don't forget where you belong' they confessed that they needed more practice but even though these comments students sang properly the chant.

Third implementation. It is well known that during the second semester of the year, school usually carry out a lot of extra activities and 'La Presentación' high school is not the exception, for this reason the third implementation took three weeks to carry out,(Appendix J) the course chosen for recording this song is 8th C, the first part of this implementation was the listening part, as pre-listening activity the pre-service teacher brought seven pictures of different places, students had to look at the pictures and tell adjectives to describe them, in this part, students showed that their likes were pretty different regarding the images, as well, that they already knew several adjectives for describing people, also, even though the term 'adjective' was explained before the activity, many students had problems differentiating between adjective, noun, adverb and verb; subsequently, as while-listening activity the practitioner told students that they would learn some adjectives to describe places, and for this they would listen to a song 'I love you like a love song' by Selena Gomez, they would complete the activity and would identify the adjectives on the song, in this part, students demonstrated being good not only at choosing options but also at writing the missing words, as it has been told before, students are really good at listening activities. Finally in the post listening section, the teacher carried out the feedback which showed that most of the students answered properly, furthermore, they had to identify the adjectives, most of them identified the adjectives properly, meanwhile other got confused between adjectives, adverbs, nouns and so on. Later on, the pronunciation section took place, most of the students loved the song because they already knew it, for this reason they

enjoyed singing it, however, they just chanted properly the chorus, not the rest of the song for this reason it was necessary to focus especially on the other verses.

Once the pronunciation section was carried out, the vocabulary section took place, in this part, the teacher brought a list of adjectives, synonyms, antonyms and definitions disorderly, the students' job was to organize them, by couples they worked on this, and after 25 minutes, the practitioner verified their answers, discovering that several students organized the adjectives properly, working in groups and with the aid of the dictionary. Then, the vocabulary led to the explanation section, the teacher explained the way for organizing adjectives, and classified the adjectives students already had, for students this part was a kind of difficult despite having the whole information, they still did not know what to do. Different from order of the adjectives topic, with superlatives and comparatives topic 8th graders demonstrated understanding the purpose of it in the worksheet established for this. The last part of this application was addressed to the speaking and culture section, students received the image of several important places of Anglophone cultures, by couples they had to compare those places by using the comparatives /superlatives and the adjectives already worked, students showed that they understood the topic, telling correct sentences in front of their classmates, at that moment, students communicated properly, since they talked about their places and the rest of the class was pay attention specially to the adjectives they used. A week before, the Christmas carol and the song 'I love you like a love song' was recorded with 8th C graders in the classroom since there were no time to go to the radio station, the next picture evidences this moment:

Figure 10 8th C graders singing the song 'I love you like a love song'

In conclusion, this implementation demonstrated that since most of the students loved the song, 'I love you like a love song' by Selena Gomez, they got better results, different from the second implementation, they understood properly how to order and make comparisons with adjectives taking this to a communication activity. This third implementation taught the practitioner the importance of the affective filter, bringing songs like the previously named, encourage students to participate in the class, besides, it unconsciously helped them understanding the grammatical topics easier.

Fourth implementation. Even thought they were proposed 5 songs, it was possible just to work on four of them; this last song was 'Wake up America' by Miley Cyrus, (Appendix K) the course chosen for recording it was 8ºA, however this was not possible because the song was too difficult for the students. This implementation began with the pre-listening activity, the practitioner decided to introduce this problem, global warming, with the previous tremor occurred in Pamplona, students commented on it and at the same they were asked to some make

predictions regarding this situation, in such a way they did not only practice the simple future tense but also they would learn the new topic, first conditional, several students wrote and said appropriate predictions with the correct use of simple future. Subsequently, the practitioner provided students the lyrics of the songs, they read it and then the exercises were explained, the song was just played once, since students completed the exercises quickly and properly, this shows how students always preserved their abilities for the listening comprehension activities. Finally, the practitioner corrected the activity and this allowed her to continue with the explanation of the topic, for this opportunity, the grammar topic, first conditional, was introduced from general to particular, given that she retook the students examples in the pre-listening activity, she focused on the correct structure for finally continuing with the grammatical rule, additionally, students were asked to complete the exercises related to the first conditional topic.

Unfortunately, this strategy did not work properly, since even tough students delivered the worksheet properly, most of them were confused when studying the first conditional once more time, what indicated that they probably did not do the exercise thoroughly, for this reason, it was necessary to reshape the vocabulary and the culture section. The vocabulary step consisted of matching the definition and the concept of several words related to global warming effects, and the culture part would a debate regarding the global situation towards this problem. As it was evidenced that students did not study properly at home the new topics, the supervisor recommended just to give the translation of each word and ask them to write sentences using this vocabulary, and at the end every students would be asked to read at least two of those sentences. As result, most of the students did this exercise properly using the correct structure of first conditional and the new vocabulary what evidences that they are used to work with the grammar-

translation method. On the other hand, since students did not know the song very well this provoked they were not as interested as usual for the new topic, this factor shows how the inappropriate song could interfere in the students' learning process.

Final product
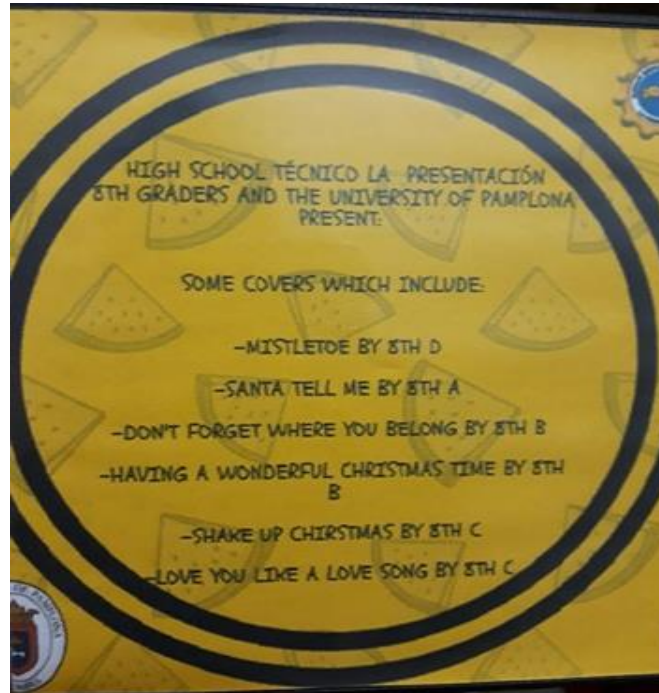
Figure 11 Final product

At the end, as result of several classes with the 8th graders, it was possible to record six songs from the first three implementations in which there are: Mistletoe by 8th D, Santa tell me by 8th A, Don't forget where you belong by 8th B, Having a wonderful Christmas time by 8th B, Shake up Christmas by 8th C and Love you like a love song by 8th C, most of the students took part of this recording which proved their progress in terms or pronunciation.

Methodology of the research

      Design. According to Mills (2011), cited by Creswell (2012), "action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning" at this moment, as pre-service teachers, we are in charge of specific groups, for this reason, an action research will be implemented, once a the problem is detected, it is necessary to implement a plan of action to change this situation and to check the process collecting and analyzing the information.

      Likewise, this is a qualitative research due to the fact that Creswell (2012) states "(…) To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes" as it was above-mentioned, the idea of this research it to collect information in order to make descriptions. The purpose of this inquiry is to know a phenomenon by describing it and at the same time, trying to ameliorate a situation.

      Population. The participants of this study were the students from 8th grade at 'La Presentación High School' whose ages range from 13 to 15 years old. However, there was a focus group of 4 students by using simple random sampling proposed by Creswell (2012): "The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population." The purpose of this process was to select students who had a lot of problems when speaking in English so that it could be possible to study their evolution.

Techniques and instruments to collect data. The first two instruments were taken from the research component under the Participatory Action Research (PAR) which allowed the pre-service teacher to notice her strengthens and weaknesses during the implementation of the proposal. These instruments had the same schedule than the research component.

Plus, interviews were implemented as instrument to know students and teacher's opinion towards this process, and an interest test was carried out in order to know students' preferences regarding music.

Interest test. The first instrument to implement was the interest test which allowed the pre-service teacher to know the students' preferences towards English music. This test was adapted from Vaquero (2012) who included questions regarding favorite kind of music, artist and music bands. Getting these answers, the pre-service teacher proceeded by looking for the songs to implement in the plan of action.

Narrative. According to Polkinghorne (1988) "its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a causally-linked set of events; account; tale,: the telling of a happening or connected series of happenings, whether true or fictitious." The pre-service teacher used this instrument in order to reflect on their decisions during the activities, and also to tell how the students work in classes with the implementation of songs.

Audiovisual materials

Class recording. According to Creswell (2002) "Audiovisual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study." In this study, the songs worked during the classes were recorded at the end of the

implementations, so that the practitioner could notice the students' progress towards the songs they recorded in terms of pronunciation.

Interviews. According to Creswell (2012) "A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers." One interview wasconducted with participants from the focus group, plus the teacher was interviewed in order to know their opinions towards the students' progress. On the one hand, teacher was asked to know if she noticed improvements in her students, and on the other hand, students were asked to say if they liked the plan of action with songs and what suggestions they have to do.

Data analysis method

According to Hatch (2002) the process of analyzing data consists of "Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories" the main idea in this case was to understand if the students' problems improved to the implemented strategy, by organizing and comprehending the information.

Interpretive method. "Making inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons" (Hatch, 2002) Once the whole information was collected the next step to follow is understanding it and to check if the problem improved a little. It is necessary to draw conclusions about the information collected from the strategy, to look for the advantages, the disadvantages, and the recommendations for further researches.

Schedule of data collection process

Week	1	2	3	4	5	6	7	8	9	10
Interest test	X									
Narrative	X	X	X	X	X	X	X	X	X	X
Song recording										
Interviews										X

Figure 12 Schedule of data collection process

Findings

Interest test. When it comes to the interest test, it was carried out before beginning with the pedagogical practicum, in all the courses, due to this test the practitioner could notice the students' preferences regarding music likes, as result, Justin Bieber was the most popular artist among the students, then, Ariana Grande, Selena Gomez, and so on. In the figure 9 it is possible to see one of the students' interest tests:

Figure 13 Interest test with a student's answers.

The application of this test highly helped the practitioner to reshape once more the chart with the songs for the implementation since the songs on it where quite different from students' preferences.

Interviews.

Piloting stage. A week before the interviews' application, the piloting stage took place, two 8th graders, different from the ones that would be interviewed, and two teachers were asked to read the questions in order to check if they were understandable or if they needed any change; as teachers and as students agreed on saying that the questions were comprehensible and did not need any modification.

Students' interview

One student from each course was selected for being interviewed; the criteria for choosing every student was to focus on those students with more difficulties when learning English; as it is evidenced in the appendix L, six questions were asked to the students, regarding the first question, all the students agreed on saying that songs were a good strategy when learning English since it allowed improving the pronunciation and learning more quickly the new vocabulary. On the other hand, when students were asked to say if songs had helped them improving their pronunciation in English, all of them established that they improved due to the fact that by listening to the song they learnt how to pronounce the words properly and thanks to the practitioner who corrected them when they did not pronounce accurately. In terms of new vocabulary, students agreed on saying that with the songs, several unknown words emerged, what allowed them to look for the translation in the dictionary, and in such a way they memorized the meaning of most of the words.

When it comes to the cultural aspects worked from the songs, two students considered that they learnt more about new culture since they studied the songs more deeply, (as in the first implementation song case), at the same time, they thought songs as a good tool for learning about other countries, on the other hand, two students established that songs did not contribute at all learning about new cultures, also, they considered that despite being an accurate strategy, there was no time to work as it was supposed to. This question evidences how the lack of time affected learning about new cultures, given that the practitioner was asked to give more importance to the vocabulary, speaking and explanation of the topic section.

In the fifth question, most of the students agreed on saying that the vocabulary provided by the songs allowed them to participate in the classes through dialogues related to the topic and in the pronunciation section as well, in these moments students were free to participate thanks to the information learnt through the songs. Finally, even though all the students agreed on saying that their interest for learning the English language highly increased, their reasons were different; on the one hand, two students established that learning a new language thorough songs is easier than learning from the theory as long as they like the music, on the other hand, the rest of the students considered that learning thorough songs is easier what allowed them to communicate with people from other countries.

In conclusion, students consider songs as an appropriate and easier tool to learn a new language, given that they could improve their pronunciation and learn more vocabulary; however, it is necessary to take more advantage of the intrinsic information in the songs which is related to the culture given that the lack of time prevents to do it properly.

Teacher's interview

Since the teacher supervisor mostly attended the proposal implementation, her opinion is as important as students' opinions, for this reason she was interviewed as well; with regards to the first question, her opinions towards the use of songs for teaching English for improving learners' oral skills, the supervisor established that music is an effective tool when learning a second language since it allows that students acquire this language naturally, in a real context and communicating among them, besides, it promotes the motivation towards the English language making classes differently, in a pleasant atmosphere in order to improve the pronunciation and acquisition of more vocabulary. Additionally, when the teacher was asked to say in which way students changed their oral skills, she said that students learnt more vocabulary, also, they improved the pronunciation of some words, and they understood some grammatical structured worked with the implementation of the songs. In terms of culture, the supervisor mentioned that the vocabulary which came from the songs, permitted students to get near to new cultures since it increased the need of well understanding the lyrics.

Finally, the teacher said that the use of the songs during the classes allowed the creation of a friendly environment for learning since the songs cheered up students to sing and know more about it. According to the teacher, the chansons worked during the classes were chosen properly given that they let students to learn new vocabulary, grammatical structures and develop the listening competences. Furthermore, these classes increased students' preferences towards English music.

Narratives

Narrative 1. The implementation of this proposal began since the first week, in this first narrative the practitioner expressed that the students demonstrated high interest on learning vocabulary and culture of other countries; regarding the oral activities, most of the students actively discussed about the main topic, Christmas. However, the practitioner wrote that it was necessary to implement more mechanization activities to check if students understood the topic, in this case, simple future.

Narrative 2. In this second narrative, the pre-service teacher was still focused on mechanization exercises since several students were not learning future simple properly, even though they showed understanding it, when accomplishing the activities related to it, they were not able to do so. When it comes to the pronunciation, according to the practitioner, the students chanted properly the Christmas carol, and they learnt the rhyme of this song properly what facilitated practicing during the classes. In terms of oral comprehension, the pre-service teacher established that most of the students could accomplish successfully these exercises, since their options were chosen correctly, besides, the implementation of innovative pre-listening activities, such as brainstorming, encouraged students to participate more actively in the speaking section. The practitioner concluded by saying that chants allow teachers to introduce grammatical topics more easily, to teach culture from other countries, to let students to practice their pronunciation and to teach lots of vocabulary.

Narrative 3. For this opportunity the practitioner wrote in terms of time, since the lack of classes was affecting the implementation of the songs, what made change some dates already established. Additionally, the pre-service teacher expressed that students kept motivated during

the classes since they like learning about other cultures, besides they remembered most of the vocabulary taught through the implementation of the songs. In terms of pronunciation, some words are said incorrectly but several times because most of these mistakes are already fossilized. During this week, it was practiced the song with the 8B graders which despite being an unknown song, ('Don't forget where you belong'), students learnt it very properly regarding pronunciation and rhyme. In addition, students did a dialogue including the vocabulary and grammatical topic in which demonstrated learning most of the words, the correct structure of the future tense. However, they mispronounced several words.

Narrative 4. This narrative began narrating that the second implementation allowed students to learn the future tenses and new vocabulary related to the travel topic. The practitioner established that learners began pronouncing accurately due to the song; 'I love you like a love song', most of the students loved it what facilitated a little the classes. In the oral comprehension section, in the pre-listening activity, students demonstrated their previous knowledge regarding adjectives to describe people or places; afterward, they accomplished successfully the while-listening activity, they enjoyed the song while doing so; finally, according to the pre-service teacher, this song allowed introducing the adjectives for describing places very successfully. When talking about the vocabulary section, the idea of giving them a list of synonyms, antonyms and adjectives worked properly since students could learn more this vocabulary with no translation method. However, when it comes to pronunciation and grammatical aspects, it was necessary to work more deeply on this because students were having trouble with it. The practitioner concluded that chants are an excellent tool to introduce the new topics to students.

Narrative 5. In this narrative, the practitioner mentioned, once more time, how the lack of classes made expand the time for the implementations. Furthermore, students cheered up to

participate more in classes due to the chanson, since they loved it, they accomplished most of the exercises quickly; besides, the pre-service teacher noticed that students began pronouncing properly the song because of their love for it. However, they had still problems with the grammatical topics because they were not able to put them into practice properly during the speaking activities.

Narrative 7. In this week, the next implementation took place; for this opportunity, the practitioner opted for using the shaking happened in Pamplona weeks ago, in order to introduce the new topic, as pre-listening activity the pre-service teacher asked students to make predictions by using the future simple tense so that they could reuse previous knowledge, this activity facilitated the while-listening part since students understood and accomplished the activity successfully; due to the previous activities, students could figure out the topic of the week.

Narrative 8. In this narrative, the practitioner related how the song of the fourth implementation provoked some negative reactions among the students since despite they got the idea, they did not like the song, for this reason it was not possible to record with 8A graders. On the other hand, the pre-service teacher explained the grammatical topic beginning from general to particular, she gave lots of example, and subsequently she explained the rule, this technique did not work properly at the beginning, for this reason she had to change some activities in order for the students could understand the topic, at the end, students could write and said sentences by using this structure without problem. During this week, it was carried out the eliminatory Christmas carols contest; the practitioner noticed that students chanted their Christmas carol very accurately with the appropriate vocalization and pronunciation.

Narrative 9. During this week, it was necessary to reshape some of the activities proposed in the implementation since some students were not mechanizing several structures worked during the classes. Despite the fact, most of the groups did not like the song for the last implementation 'Wake up America', a group, 8B graders, really enjoyed the song, they worked on all the listening activities successfully and fully understood the grammatical topic as well.

Analysis of the songs recorded. The practitioner decided to record some of the songs not only for the final product but also to check if they had changed and improved in terms of the pronunciation. Subsequently, an analysis of every implementation regarding the previous aspects.

First implementation. The songs for this implementation were different for every course, since these songs would be used for the Christmas carols contest, they were practiced all the classes two or three times, for this reason, the students' pronunciation when recording these songs was very accurate, they sang with the appropriate rhyme and vocalization.

Second implementation. This song was recorded with 8B graders, even though students did not practice too much this song, they learnt very quickly its rhyme and its pronunciation what facilitated a little recording it, having as a result the song 'Don't forget where you belong', with the appropriate pronunciation and rhyme.

Third implementation. Recording this song was difficult, because the only part students knew properly was the chorus, for them it was complicated to sing the rest of the songs, having as a result that the song 'I love you like a love song' was recorded with appropriate pronunciation but students had problems with the rhyme.

Classroom observations

First classroom observation. Regarding the aspects related to the implementation, the tutor highlighted how the pronunciation was worked on the classes properly since the practitioner corrected students when they mispronounced. On the other hand, the tutor also highlighted that the practitioner reviewed the grammar rules with students when necessary.

Second classroom observation. For this opportunity, the tutor highlighted the chanson of the third implementation; she established that the song was appropriated in terms of level to the students. On the other hand, the tutor also noticed the practitioner corrected students when necessary, so that they did not fossilize those mistakes.

Analysis

Project based learning. Through the application of the interest tests regarding music in English, students began being participants of this project based learning which aimed at improving their oral skills throughout the implementation of songs; it is well known that there are three moments when conducting a project based learning: pre-while-post, in this case the interest test was taken as the pre step before implementing songs in the practicum stage, the while part was carried out with the four implementations and the post is the final product in this case a CD with some of the songs worked during the classes.

Music in teaching and learning.

Songs. Once the interest test was carried out it was possible to select the most accurate songs in order to teach the topics given by the supervisor teacher and at the same time to take into account the students' interests. From the implementation of this strategy, several concepts emerged and they are related to the theoretical framework section, beginning with the oral comprehension.

Listening as an integrated skill. This competence was mentioned by the practitioner in the weekly narrative, she established that in general students are really good at listening activities, beginning with the pre-listening activities, most of them allowed students to use their previous knowledge as it is evidenced subsequently "comenzando por la actividad de pre-escucha en la cual las estudiantes debían describir cierto número de imágenes usando los adjetivos ya conocidos, para después identificar los adjetivos utilizados en la canción, se mostró en esta actividad que muchas ya conocen cierto número de adjetivos" (Narrative # 4). On the other hand, the students accomplished successfully most of the while listening activities "en el durante escucha las estudiantes también acertaron en todas las opciones, el mensaje de la canción no les quedo claro pero gracias a la actividad de pre- escucha se pudo deducir." (Narrative #7), they also understood the idea of the song what facilitated to introduce the gramatical topic. Furthermore, the supervisor teacher also mentioned that the use of songs made students to develop their listening competence: "(…) permitieron que las estudiantes adquirieran el vocabulario, las estructuras gramaticales y la habilidad de escucha, además genero el gusto por la música en inglés" (Teacher's interview)

In relation with previous research, authors such as Tincaja, Duarte and Carrero (2011) took advantage of songs for improving the students' listening skills: "(…) since they were not used to listening to spoken English in an academic context, so as the song went fast, they had to go according to its pace, following and repeating the lyrics. Furthermore they were asked to remember the vocabulary while listening. It was many things to do at the same time, but with time and practice they got used to it" this is related to this study, because even though students were good at listening activities they were always practicing this competence most of the classes. On the other hand, Bustos and Carillo (2013) especially implemented listening activities in order to get the messages of the song, in such a way, their students would continue with the production activities, this aspect is fairly related to this research since the practitioner always tried to make students get the message from the song, so that they could participate in the speaking activities. In Perez (2014) listening activities were implemented in order to work on pronunciation, aspect highly related to this research since through the songs, the practitioner worked on the students' pronunciation.

In conclusion, the three phases of the oral comprehension competence helped learners when improving their oral skills, in this case, students were really good at listening what helped them understanding the messages and grammatical topics taken from the songs.

Subsequently, continuing with the oral production from which two aspects appeared:

Pronunciation. When it comes to the students' interviews, all the students agreed on saying that they could correct their pronunciation since they learnt new sounds which they could repeat more properly, fact that helped them to improve when talking in English, it signifies that

throughout the process of listening and repeating they could learn the correct pronunciation of the song more easily.

Regarding the audio visual material, whose objective was to check the students' progress regarding pronunciation, the songs recorded by the students demonstrated that students pronounced accurately most of the words after having practiced for several times, when it comes to the rhyme, in the first and second implementations, students sang properly the songs, different from the third song since for students it was difficult to sing it fully.

Furthermore, the weekly narratives evidenced that most of the students learnt quickly the rhyme of the songs fact that facilitated singing it more properly, through the repetition of the songs, students improved gradually the appropriate pronunciation, however, several times students had problems pronouncing some words "algunos detalles de la pronunciación necesitan ser mejorados, esto debido a la fosilización de estos errores previamente." (narrative # 3), nonetheless despite this fact, over time, students improved these pronunciation mistakes. Finally, the classroom observations also evidenced that the pronunciation was worked on the classroom though the practitioner's interventions in order to correct these mistakes. Furthermore, the teacher mentioned that the pronunciation of some words was improved thanks to the implementation of songs during the English classes.

Comparing with other studies in terms of pronunciation, it is possible to see a similarity with this study because as Tinjaca, Duarte and Carrero (2011): "(…) talking about improving pronunciation, the songs were really helpful. The teacher modeled the pronunciation but with the songs it was very easy to practice anytime.". Hence, these results from this previous study, and

this study agreed on concluding that through the implementation and repetition the songs, teachers can help students to correct their pronunciation.

In conclusion, the students notably improved their pronunciation thanks to the use of songs during the classes, because every time they repeated the song, they learnt unwillingly how to pronounce accurately the sounds for instance the sounds –th /θ/ and they learnt to say the –t /t/ as it is pronounced in English language. Furthermore, the appropriate intervention of the practitioner when correcting helped them to correct those fossilized mistakes, and this was a factor that the supervisor teacher also noticed, the students' progress in terms of pronunciation.

Vocabulary. When working with songs for teaching English, it is a great opportunity to learn a lot of vocabulary, for this reason, students were asked for this factor, all of them agreed on saying that they learnt new vocabulary, when they looked for unknown words on the dictionary, this process facilitating them their process of learning new terms. This aspect was different from the information in the narrative since instead of using the translation method she implemented synonyms and antonyms, this contradiction demonstrates that even though teachers try to use different methods, learners are really used to the translation method. On the other hand, the weekly narrative evidenced that students began learning and implementing the new vocabulary on their oral productions "además retienen la mayoría del vocabulario que les enseño" (Narrative #3) . Additionally, the supervisor teacher also noticed that her students learnt more vocabulary thanks to the implementation of the songs during the classes: "La música es una herramienta efectiva en el aprendizaje de una segunda lengua,(…), facilita la comprensión y memorización del vocabulario." She realized that her students highly learnt some of the words learnt through the implementation of songs, for instance, in the firs implementation students learnt several expressions and words related to Christmas such as: mistletoe, fireplace,

happiness, wish, East/ West, winter, snow, miracle, holidays and so on; and some expressions such as: to lift a glass, and let it snow.

Taking into account previous studies findings Perez (2014) found that songs introduce new vocabulary which is related to the student's context that facilitates the appropriate use, this is similar to this study since the practitioner always tried to use familiar examples with students so that they could learn more meaningfully. Additionally, Bustos and Carrillo's (2013) method is related to the students' method since these authors provided their students with list of vocabulary in English and Spanish so that they could understand the meaning of the words. Additionally, Tinajaca, Duarte and Carrero (2011) established that "(…) Students were also asked to utilize the vocabulary in different contexts or in different activities; (…)" this is fairly similar to this study because most of the time the practitioner emphasized to students to use the new vocabulary in their oral productions such as in their dialogues about travel and destinations, their opinions towards their wishes for Christmas and the environmental problems as well and doing this as it was previously mentioned.

In conclusion, despite the fact of learning through their own translation method, students learnt new vocabulary which they implemented in their oral activities such as dialogues and discussions related to the topic, the implementation of songs introduced new words that may result really useful for students' learning, and this is a fact that was confirmed not only by the practitioner but by the supervisor teacher as previously mentioned.

Culture. Another aspect that can be worked through the songs is learning about other countries cultures. Regarding the interviews, students established that this element was not worked fully since the lack of time impeded learning about different cultures, however, a student

established that she learnt a lot from the first implementation, with the Christmas traditions in other countries.

When it comes to the weekly narratives, the practitioner rarely mentioned this aspect given that she was especially focused on pronunciation, vocabulary and grammatical topics, however, she mentioned that "les agrada mucho comentar aspectos relacionados con la cultura y mostraron mucho interés por aprender de la cultura de otros países" (Narrative #1), even though students liked, it was not time to work on it. On the contrary, according to the supervisor's teacher perspective, students learnt more about culture due to the lyrics of the songs , such as: Christmas traditions in other countries, some Anglophone places to visit, besides, they knew the airport structure of some countries, they saw some airline, trains and bus tickets and so on, they needed to understand it and in such a way they were learning about other cultures it signifies that for the supervisor the cultural part was taught inherently.

Regarding previous studies, the intrinsic topics on the songs related to culture were implemented by the teacher especially for introducing the production activities, as in Perez (2014) case, since they provided students with information related to the American culture and students had to work from it. On the other hand, Vaquero (2012) implemented culture in order to teach students moral aspects, she pretended making students to appreciate other peoples' culture through the implementation of songs. In this case the practitioner tried to work on this aspect implicitly, because, even though she did not devote a special moment for this section, she tried to integrate it with the production activities, so that students could express their ideas about an American place, for instance, when using adjectives.

In conclusion, it is important to take advantage of this tool because it is as relevant as pronunciation or grammatical aspects, however, as teachers it is possible to teach these information intrinsically as the supervisor teacher mentioned.

Affective filter hypothesis. To motivate students to learn English may be the most difficult part of being a teacher, because if they are not motivated, the task of teaching this language is going to become more difficult, for this reason the practitioner always took into account the students like since the interest test, and from this information she chose the songs from the implementation, the students preferences were since: Justin Bieber, Ariana Grande, Selena Gomez, until Miley Cyrus, One Direction and so on.

On the other hand, students established in the interviews that their like for the English language highly increased since they enjoyed learning with songs, for them, this is an excellent strategy as long as they like the song, some students also understood the importance of learning English, for instance, they established that they need English to communicate with foreign people, for this reason, they took advantage of English classes.

When it comes to the weekly narrative the practitioner established several times that students cheered up particularly in pre-listening activities, because most of the times they could talk about familiar aspects, hence, when the teacher used the students' context they got motivated; additionally, students showed especial interest for learning about other countries since they got surprised by the amount of differences amount the countries. Furthermore, they loved especially the song for the third implementation 'I love you like a love song' what made change students' mood for several classes, they enjoyed singing this song and unwillingly learnt the grammatical topics and vocabulary aspects more easily. However, the song for the fourth

implementation 'Wake up America' provoked on students distraction from the class since as they did not like it, they did want to participate during the discussions, reason why, they practitioner opted for changing the main topic and to use students' context so that they could learn and use the new structures.

Finally, the supervisor teacher mentioned that students' interest for the English language notably increased in terms of their preferences, since for her, as the songs were chosen properly, learners changed their mind towards English music and for the English language itself positively.

When comparing with other studies, findings were fairly similar since as Tinjaca, Duarte and Carrero (2011) established: "we found that 90 percent of the students stated that learning English through music should be interesting and enjoyable." Most of their students began loving the English language after their implementation, the same case that this study, most of the students at the end established having enjoyed the practitioner's classes. Additionally, Vaquero (2012) was similar to this study as well because this author took into account too, by carrying out an interest test related to music preferences, and she took in consideration when planning her implementations.

In conclusion, the use of the songs will highly increase the students' interests for learning English as long as the teacher takes into account their preferences and opinions, and as the supervisor established, the appropriate choice of songs made change students mind towards English music and language.

Conclusions

The main purpose of the implementation was to improve the 8th graders speaking skills at La Presentación high school' through the implementation of songs as a Project-Based-learning, and

to get this objective, there were established four specific objectives, when it comes to the first specific objective: "To increase students' interest in English in a different way, so that they can understand the importance of this language." it was carried out successfully as it was demonstrated in the teacher and students' interview, all of them agreed on saying that their preference for English language had notably increased, and it was evidenced during the classes.

Additionally, another objective was related to the expansion of new vocabulary in students, this aspect was accomplished successfully as it was evidenced on the students and teacher's interview, also the weekly narratives showed that the students implemented the new vocabulary in most of their oral productions.

In terms of the objective related to the learning of new cultures through the songs, it needed more intensification since the students agreed on saying that it was not worked properly due to the lack of time, besides; the practitioner also noticed that several times aspects such as pronunciation or vocabulary were worked more frequently than the culture section. Finally, the practitioner got that students talked about the topics of the song through the use of some simple sentences by using the new vocabulary and grammatical structures.

As recommendation for further research, it is fairly important to take advantage of all the aspects included on a song (vocabulary, grammar, pronunciation, culture and so on), because in such a way students are going to put into practice all their competences throughout a single song, and this advantage depends on the organization of the time.

Chapter II: Research component

Introduction

In the context of formation in the foreign language program, the pedagogical practices of pre-service teachers are seen as important aspects to study and research for the improvement of the learning-teaching processes for the education quality.

There is a well-known interest towards the clear need of comprehending and transforming the pedagogical practice; besides,

For the previous reasons, it emerged the formulation of a project that implements a reflective approach about the pre-service teaching process as a source of knowledge, behaviors and attitudes that guide the educational work; also, as an exercise of internalization, immersion and a conscious exploration of the own teacher's subjectivity through the implementation of questions and research for solving the problems and for the self-recognition as well.

Justification

The formulation of this project regarding the foreign language pre-service teacher, it is mainly focused on the professional conception of the practice as spearhead in order to improve the educational processes in the application center where the pre-service teaching process is held. It is considered that giving importance to the reflective role in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be more interested in learning about models and approaches in order to improve the situation from an analytical view.

From what was exposed by the educational philosopher John Dewey, precursor in the cognitive thinking field devoted to the learning process, it emerged the necessity of giving students some analytical tools and self-correction that allow them to distinguish between a daily action and a reflective action. It is considered that a reflective approach might shield the individuals of the traditional field and the authority that is in the school.

Statement of the problem

In the school, some essential aspects of the subject constitution and the institutional life are seen as stable and unchanging features that are part of the identity and scholar culture. When events are carried out properly, the teacher runs the risk of putting him/herself in a logical performance which does not allow the pedagogical evolution and the renovation of scholar culture. A pre-service teaching process lacking in reflection does not promote the emergency of problematic situations, the pedagogical practice is assumed from reproductive codes that put teachers in a traditional labor, of cultural reproduction becoming itself in a wall for the appearance of emerging practices which tend to transform thoughts and knowledge in order to meet social needs.

Therefore, this situation is affecting teachers to a greater or lesser extent, that it is required that the pre-service teacher's process fosters in the teacher training, in the future teacher, critical and reflective thinking which can contribute to the improvement of their pedagogical practices, and at the same time, these elements might change and impact their chore and their future professional work.

In the foreign languages degree of the University of Pamplona's case, reflection is seen as a fundamental method so that students, who make their pre-service teaching process, can make

self-assessments, learn how to be critical and constructive people about their teaching activities

To begin this study, the following questions are asked:

- How does the implementation of the reflection process contribute to the transformation of the pedagogical processes proper to the development of the pre-service teaching process?

- How does the reflective process influence in the development of the critical thinking of the teachers in training in the analysis of their pedagogical activity?

General objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process

- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

Specific objectives

- Consolidating a group of thinkers teachers-practitioners that reflects an presents proposals and possible solutions towards the real problems of their pre-service teaching process

- Socializing criteria, sharing ideas and directions to assume their pedagogical practice and to insert themselves effectively in the institution

- Identifying and analyzing the strategies implemented by the student in their pedagogical practice

- Implementing reflective workshops and development of lessons plans which guide the reflection of the students-practitioners.

- Analyzing the own beliefs that exist about teachers' job and about students.

Theoretical framework

Theories about teachers' labor, reflection, reflective practice and pedagogical practice constitute the theoretical framework of this study. To be clearer about these concepts, they are presented with a very close relation to this research project; subsequently, it is possible understand each of them.

Teacher profession. One of the most essential members of the whole institution is the teacher, who has the function of sharing knowledge related to a specific science or art, but also he is responsible for the integral formation of the students.

Teacher profession demands a number of competences now constitute, a conceptualization and a way of planning and management of human resources addressed to facilitate the articulation between gestion, work and education. In such a way, it is possible to find that all the teachers must get several competences in their area what allow them to manage properly a group of knowledges and abilities of the specific area, given that the first intellectual requirement of a professional is the level of their activity. In the same manner, every teacher must have competences in the organization of contents, in other words, the pedagogical practice does not only requires to order their components to be learnt by the students, but also to provide the learning conditions in the educational or out of it. The most immediate function that teacher must accomplish is creating or providing the learning practice.

Reflection. Talking about reflection involves dealing with several conceptions about this notion. For this reason, to get deeper in its definition, several aspects will be taken into account: reflection as a process and reflection as a theme. (Correa Molina et al 2010)

The reflection as a process. Reflection is made from a number of phases that cyclically give as result a process. According to Schön (1983), cited by Correa Molina et al (2010) to reflect about the experience involves "un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".

The stage of the reflective process as process is evidenced in the following schema:

Stage 1:
Action

Stage
2:Observatio
n

Reflect
ion

Stage 5:
Evaluation

Stage 4:
Reconceptual
ization

Stage 3:
Analysis
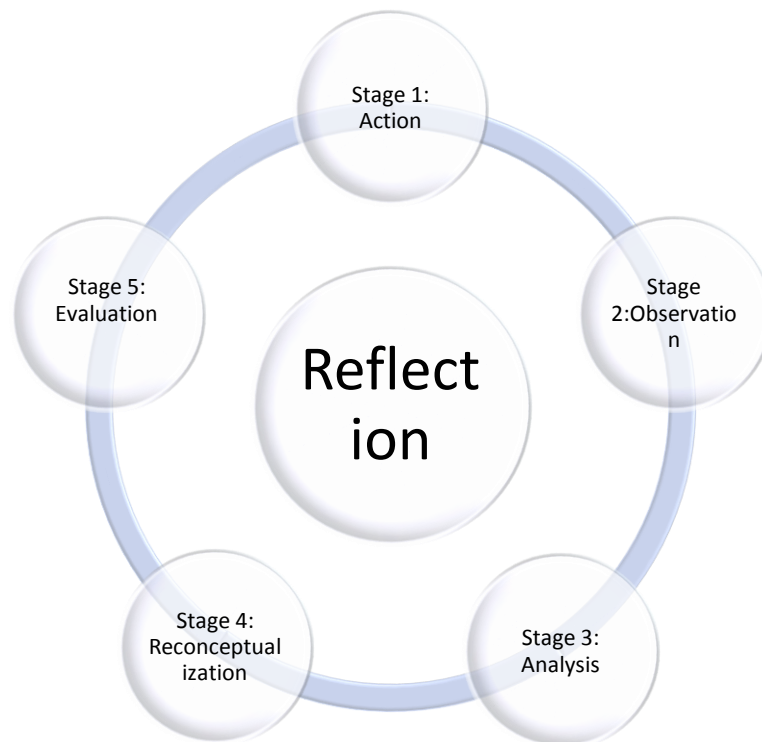
Reflection as a process.

Figure 14 Reflection as a process schema

85

Reflection as a theme. The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the extern aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the same time, these perspectives have intermediaries so that this process can be held; at first instance is action, context, mates and the reflective person.

Reflective practice. To refresh and to qualify the academic proposals in the University and to guide the learners towards new manners to keep in touch with the world, it is necessary that teacher reflects about their own practice and about the repercussion that this one has generated, she/he has to be able of objectifying their behaviors and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands: that they develop their professional knowledges in relation with the continuous changes. (Ebutt & EllioT:1986). In this context, the biggest difficulty when teaching is that the classroom demand a particular solution addressed to the comprehension and social interaction.

The necessity of articulating the changing social reality to our pedagogical chore, it is evidenced in the existence of several efforts for trying to explain the scholar phenomenons and the search of ways to meet those phenomenons, to do effective the scholar work.

This study will help the participants to reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention. (Sacristán 1999)

According to Van Manen (1997) there are different levels of re-flexibility, in a first level, the effective application of technical abilities and knowledges take place in the classroom; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen stablishes a critical reflective exercise; in this stage, he proposes that the most elaborate reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice. For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classsification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

Academic practical. It is guide to form teachers able to reflect about the groups they are working with, in such a way they can transform it into comprehensible structures for the students

Social efficiency practice. It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the

pedagogical investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

Development. Teaching is based on the interested and the development of the students, and at the same time, it is considered the teacher's development as teacher and as person.

Social reconstruction. The purpose of reflection is the social, economic and politic context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

Generic. Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Promotors of the reflection. According to Schulman (1987), these promotors are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledges that a good teacher take into account when making decisions in the classrooms

Critical element on reflective element. This element of the reflective thinking is related to the moral and ethical   aspects of the compassion and social justice according to Sparks-Langer and Colton 1991;39. The interest for all related to the social justice and ethics in education

These authors stablished several classificatory categories of the knowledges:

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students" knowledge and their characteristics

6. Knowledge of educational contexts

7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element, is one of the elements of the reflective thinking which is included in the current study as instrument. This is related to the narrations from the teacher, to incentive the narratives of their experiences in the classrooms that happen under several circumstances and that comply with the different functions in the subjectivity an in the constitution of subjectivity. In this component it is possible to find the teachers' diaries in which the writing allows the creation of the reflective thinking of a teacher, about their experiences, objective or subjective and intersubjective.

Methodology

The methodological strategy proposed, had a main focus the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning and self-observation.

To check the impact of the reflective proposal about this process of practice, a systematization and socialization process will be carried out

This study belongs to the qualitative research from the perspective of reflection as professional space that will highly contribute to the description, identification and analysis of the pedagogical practice.

For the data collection process of this project, it is proposed the application of the following instruments:

Self-observation sheet. The self-observation sheet had as main purpose to guide the student-practitioner towards an own view of their role as teacher and their role in the classroom, and in the context of the scholar community to which he/she belongs.

Narrative. The exercise of reflection allowed that the student express him/herself about her/his chose from the narrative of her/his experience as a way to provide of meaning the routine of the teachers' lives.

Class recordings. Having evidence of the students practitioners' performances in the classroom, it allowed to reflect on the different aspects related to the learning/teaching process of foreign languages, these aspects might have been important in their exercise as reflective teachers. These recordings allowed reviewing externally and constructively the pedagogical practices.

Context

It is possible to understand as school an educational and specific community that is in charge of the institutionalized education, it signifies, the school is the place where education is done. Nowadays, the school is considered as the life way of the community, it means, the school

share those important and necessary values and knowledges to the community, which take students to use and implement their abilities as a benefit for the society.

In the school, there will always be a numbers of fundamental elements that intervene, such as teachers and students whose actions and performances are in a social and cultural order specific of a school. The school is a place which depends on the society, an addressed social institution, in the specific area of education, to administrate the systematic education and condition the formation an d organization of the groups represented by teachers and learners. (Crespo, 2010).

The school as educational institution complies with specific functions among it is possible to find:

Socializating role. It is about young's' learning, aspects related to values, normative, behaviors, attitudes or aptitudes focused on social dominant culture, in the politic and economic context to which they belong. This function covers all the process, in which the members of the school participate

Instructive role. The instructive role implements two functions, the improvement of the spontaneous processes of socialization, to guarantee the human capital formation which requires the functioning of the labor market. The higher level of culture, knowledge, values, etc, there is a major possibility of adaptation.

Educational role. The educational role demands a life community, democratic participation, intellectual research of dialogue and learning. A educational community which break down barriers between school and society, a cultural space where several concepts are

learnt, technical tools and cultural codes of the humanity. As consequence of the active participation in the exchange of meanings, wishes, and behaviors with classmates and adults.

Population

The total population of the current study is composed of seventeen students of tenth semester, practitioners of the foreign languages program English and French of the University of Pamplona, in my case, I will be part of the pre-service teachers who will be working in an educational institution.

The direct beneficiary population

- Teachers in training
- Supervisor teacher
- Student community of the centers of implementation of the pre-service teaching process

Indirect beneficiary population. It is composed of the teaching community of the foreign languages program, the results will re-feed the program agents' vision of their practices and the collective of the pre-service teaching process

Institutional dependence linked to the project

- Foreign Language Program
- Department of Languages and Communication
- Education Faculty

External institutions linked to the project. La Presentación High School

Schedule

	STEPS AND ACTIVITIES	AUGUST MONTH 1 WEEK				SEPTEMBER MONTH 2 WEEK				OCTOBER MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation				�	▓							
2	Socialization						▓	▓	▓	▓	▓	▓	▓
3	Implementation						▓	▓	▓	▓	▓	▓	▓
	Instruments application						▓	▓	▓	▓	▓	▓	▓

	ACTIVITY	NOVEMBER MONTH 4 WEEK				DECEMBER MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation	▓	▓	▓	▓								
2	Instruments application	▓	▓	▓	▓								
3	Data Analysis					▓	▓						
4	Findings socialization						▓	▓					

Figure 15 Research component schedule

Expected results

The expected results arise from the objectives for this experience like this:

- The formation of the reflective spirit in the practitioners of the foreign language program, as tool of formation to qualify the pedagogical practice

- Analyzing the context, the realities and the social representations in teachers in training, notions and concepts in the scholar world.

Findings

Narratives. The weekly narrative helped the practitioner to get some of the objectives which were related to the strategies and the own beliefs towards teacher's job. Every week, these narratives allowed reflecting on the decisions made in the classroom, this tool enormously contributed to the practitioner to express the feelings during the practicum stage, feelings that could be summed up in: anger, frustration and happiness. Some of the implemented strategies have been reviewed thanks to this narrative, with this instrument it is easier to know which one of them have worked properly and which one require more attention, at the same time, this written production contributed to the organization as teacher, in other words, it permitted to better organize the time depending on the course.

In conclusion, writing a weekly narrative is a tool that highly helps the teacher's formation since it allows to reflect on the accurate decisions for continuing making them, on the inappropriate ones in order to improve or change them, on the strategies implemented depending on the topic for knowing which implementing, and on the most important, a weekly narrative guides teachers in their daily job, it teaches them how to love the profession and how to get over some of the difficulties.

Recordings. Three videos were recorded during the practicum stage, the first one allowed to notice that when teaching grammar the translation method was overly implemented, perhaps because of the supervisor's suggestions, this in order to make sure that students had understood the topic properly. In addition, several times, the practitioner did not take seriously some students' interventions when they gave some examples what might restrict their oral participation. Finally, statistically speaking English was spoken by the teacher-practitioner during the class approximately 40%.

Regarding positive aspects, during the video it is possible to appreciate the correct use of the board, this in terms of position and the moment to talk, also the practitioner's persistence when making students to pronounce properly.

With respect to the second video, due to the complexity of the topic, the teacher talk time in Spanish notably increased during this recording, this, in order to make sure students properly comprehended the rules. An aspect to pay attention to from this video is the way the practitioner resolve students' doubts, as teacher it is highly necessary to deeply study the grammar rules so that it can be possible to teach it as easy as possible. Furthermore, it is fairly important to improve the position in the classroom given that several times students from the right side are ignored.

When it comes to the third video, it was about homework's correction in which the practitioner allowed the students' participation by listening to them and correcting if they were right; this was a moment which permitted students to speak in English more frequently. In terms of teacher time talking in Spanish, it highly decreased given that the practitioner motivated students to speak in English throughout her own example. Regarding the strategy implemented

by the pre-service teacher to make students talk, it was a little intimidating because several times, students get nervous when they are called directly by the teacher what can interfere in their participation, as suggestion, for further homework's' corrections, it is better to ask for the participation in a general way so that the whole classroom can be alert to answer.

On the other hand, it is fairly important to look for a different way to make students understand the meaning of their homework, because in this case, the practitioner implemented the translation method to verify the understanding among the students, it is more recommendable to teach in context with the implementation of images, definitions, more examples in English so that students can understand what they are learning with no translation methods.

In conclusion, recording these videos helped getting the first specific objective which deals with the possible solutions towards the real problems in the pre-service teaching, once the problems were detected in the video, the practitioner reflected on, and looked for the most accurate solution, besides, recording these videos helped getting the fourth specific objective because it allowed the practitioner to identify and analyze her strategies during the classes, learning which one of them it is necessary to preserve or modify. By the same token, it contributed getting the last specific objective which permitted to reflect on the strategies and beliefs that are implemented in the classroom, what will be useful to improve the integral formation of the practitioner because she noticed which behaviors to improve and which of them to preserve.

Self-observation sheet. When it comes to the self-observation sheets, they have enormously contributed to the practicum stage, given that they have allowed bettering organizing the lessons and the strategies included in. Every fortnight these formats are completed and this allows

following the progress of the lessons plans, the practitioner has noticed that the organization of the lessons and the evaluation has positively changed, given that, she has learnt how much time to spend in every activity with each course, and how to evaluate the topics. This tool has contributed getting the objective related to the guidance when planning a lesson.

In conclusion, the self-observation sheets especially contributed to the practitioner when planning the lessons because the factors in every part of the class structure allowed reflecting on the strategies implemented in every class, in the manner how the pre-service teacher assessed students, corrected homework, got the objectives and so on.

Conclusions

The main purpose of this component was the implementation of reflection as a transformative tool of the pedagogical processes of the pre-service teaching process, additionally, to promote the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity, for carrying out these objectives there were proposed five specific objectives. When it comes to the firs specific objective: "Consolidating a group of thinkers teachers-practitioners that reflects an presents proposals and possible solutions towards the real problems of their pre-service teaching process" it was carried out successfully since due to the recordings of some parts of the class, practitioner could analyze and reflect on their decisions so that they could choose which strategies improve or change. Furthermore, thanks to the weekly narrative and the recordings it was carried out the objective related to the strategies implemented during the pedagogical practicum given that analyzing and writing these narratives, the practitioner could notice which strategies were appropriate for the classes.

On the other hand, due to the self-observation sheets, it was possible to get the objectives related to the organization of the lesson plan, and the beliefs about teachers' job because, this biweekly self-observation sheet made the practitioner to reflect on the way she was organizing her lessons, objectives, evaluations, activities and so on. Finally, an objective was not carried out because it was not possible to socialize with the classmates the experiences during the pedagogical practicum.

Even though it was not possible to carry out all the four instruments proposed in this component, the three instruments, recordings, narratives and self-observation sheets, were quite enough to highly change the vision towards the educational work. The reflection is an important part of the educational work since it is the only way to improve the classes and to make that students can understand more accurately; as teachers it is fairly important to reflect on own strategies, methods, techniques, and so on, in order to analyze if they are working adequately or they need to be improved, and these three instruments previously named are really appropriate for this task, writing narratives every week may become in a personal instrument which will allow teachers to express their feelings and opinions towards their jobs; the recordings are tools which allow teacher to appreciate their own mistakes during the classes so that they can be improved, by the same token, to check which strategies to keep during the lessons; the self-observation sheets may help as guides to better organize the lessons so that students can be educated holistically.

As suggestions, for future implementations it would be necessary to look for different strategies in order for the practitioners to carry out all the instruments, given that, all of them are necessary in their formation and for this reason they need to be used.

Chapter III: outreach component: "Awareness raising project to English language in primary schools in Pamplona, Colombia"

Presentation

When reading this proposal, readers will two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools students to the essential foundations of the English language. Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well.

Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget will be presented as well.

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: "Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness". This is how the National Ministry of Education

has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gab generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

Learning and acquisition of a foreign language allow facing the real needs that today's world demand. That is why the above mentioned process is necessary to implement it and work it from the first steps in the educational life of children so that, by the end of this cycle, they have the essential foundations which allow them to continue this process in the secondary, intermediate and higher education, and in this way, to get more trained people on this area.

The current project has as purpose to raise awareness towards teaching English in primary schools of Pamplona city, contributing to the essential formation in foreign language which is necessary and central in these levels. For this reason, this process is implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the teaching English in the primary school sector.

The implementation of this project helps highly and mutually, not only the institutions and the educational population in Pamplona city, but also the foreign language program and its students who develop their pre-service teaching process This is an opportunity for children in primary schools in which they can be in touch with a foreign language and in the same way, it will help tenth semester students to conclude their scholar process in the university by facing the

educational realities and needs around them, they will thereby contribute by being part of the process that impacts the improvement of these needs.

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- To teach English to the students in primary schools in Pamplona city.

- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

- Familiarizing children from primary schools in Pamplona with the essential foundations in English

- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.

- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French.

This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

- Contribution to the academicals formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

Theoretical framework

    Teaching languages

Languages international policies. The UNESTO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to make reference to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood though the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingual program. Colombia, as other countries in Latin-American and the world, has adopted academicals policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human-development, the ethno-education and flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

Bilingualism. Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends

mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary School. According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and affective factors from the learner, in the same manner there are some sociocultural and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. "la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua"

"Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)". Authors show their point of view regarding the topic and they differ in saying that the terms 'learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response

method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production, is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production, in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language.

To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language

Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology there are many differences among the cognitive skills of children and

adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

Why to learn a foreign language in primary School? Frandiño Y, Bermudez J and Vasquez V, (2012) cite Madrid and McLaren (1981) who state that there are different type of reasons that justify learning a foreign language in the school. Pointing that the real reasons are kind of pedagogical and formative. For example, based on various studies, it is possible to say that:

- Children who begin studying a foreign language in school tend to get a better and more positive performance than others.

- Children show not only a special capacity of imitating colloquial sounds and expressions but also a great flexibility, spontaneity and audacity what overcome young and adult people.

- Children not only tend to be scare of making mistakes but also acquire and transmit this meaning through gestures and pantomime.

- Children are in a stage of their life in which plasticity of their brains allow them to learn languages.

To conclude, the learning process of the human being is in function of experiences in the closer context, influenced by the predominant culture and identify their idiosyncrasy and autonomy; especially in the young population in the vital cycle of childhood, where from a great number of theories from the physiological and sociological area, it is stated that learning emerge through the observation and listening to some sounds that give primordial

attention to the senses of every individual. Emphasizing that the cognitive process from the mental process address and take a successful conclusion a significant learning in children that are beginning their learning processes especially of a foreign language.

School context. The scenario where this component was carried out is 'La Presentación primary School' located at the street # 6 nº 2-99, El Carmen neighborhood.

Schedule . The table below shows the schedule which was implemented to carry out this component. The outreach component, as the pedagogical one, lasts 10 weeks: from August 28th to November 3rd, working students from 3rd grade, three hours per week and one hour devoted weekly to the organization of the institutional event: Christmas Carol by the students.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	8th A	8th D	8th C	3rd A	
7:55			8th D	3rd B	
8:50	8th C	8th A		3rd C	8th B
9:45-10:15	B	R	E	A	K
10:15	8th C	8th A			8th B
11:10					
12:05	8th B				

Figure 16 Outreach component schedule

Beneficiary population. It was students from three groups in 3rd grade at 'La Presentación primary School' and at the same time their three teacher who learnt some ideas to teach English at those levels.

Indirected beneficiary population.

- Foreign languages program

- Academic community of Pamplona

Institutional dependencies articulated to the project. 'La Presentación High School'

Methodology

Given that students in 3rd grade at 'La Presentación primary school' had not taught English at all due to the fact that they did not have a teacher devoted just to this area, it was decided to begin from the very basic vocabulary in an easy and innovative way. The plan of action of this component was based on the lexical approach proposed by Michael Lewis in 1990, this method presented that an important part of learning language consists of being able to understand and produce lexical phrases as chunks. Given that teachers at the primary school asked to work especially on vocabulary for this reason this component is based on it.

Topic	Strategy
Greetings	The pre-service teacher taught the 'greetings' in English by implementing flashcards and songs to learn them by heart.
The alphabet	The pre-service teacher taught the alphabet through a song and then, she carried out a spelling be competition so that students can study it again
The animals	The pre-service teacher taught the animals with fables and then she played games so that students can remember the vocabulary
The colors	The pre-service teacher taught the colors with a songs and then she made a collage with the students so that they could learn them by heart
The fruits	The pre-service teacher used realia to teach the fruits and then she reminded students the vocabulary with flashcards
The vegetables	The pre-service teacher used realia to teach the vegetables and then she reminded students the vocabulary with flashcards
The parts of the house	The pre-service teacher used flashcards to teacher the parts of the house and then she made students play a memory game so that they could learn them by heart
The parts of the body	The pre-service teacher used a doll teach the parts of the body and then she brought a puzzle to remember all the parts
Clothes	The pre-service teacher used realia to teach some clothes and then she played 'Simon says' with students so that they can remember the vocabulary
The seasons of the year	The pre-service teacher played a video to teach the seasons of the year and then she made a collage with the students so that they could learn the vocabulary by heart.

Figure 17 Methodology of the outreach component

In the figure 12 there is the syllabus with the topics to work every week with the students at 'La Presentación primary school'

Findings

Strategies implemented. Due to the fact that in Colombian primary school, students usually cannot talk appropriately even their mother tongue, it was decided to base the methodology of the practitioner on the lexical approach which consisted of teaching vocabulary to children so that they could learn step by step the English language suitably, besides, some strategies were taken from the book 'how to teach vocabulary like a pro' to make classes more comfortable and interesting for students. Given that in the primary section, some graders did not have an English teacher, the need of teaching English was identified; in this way, to contribute to the education of three groups of students in 3th grade and at the same time, to complement the integral formation of the practitioner. The main objective of the outreach component was to teach English to those communities lacking an English teacher, at this objective was accomplished since students increased their vocabulary and even improved their pronunciation.

Realia. When it comes to the strategies songs and realia were implemented to teach vocabulary like fruits and greetings as it is evidenced in the next lesson:

	I. E. COLEGIO TÉCNICO LA PRESENTACIÓN PAMPLONA N de S. - 2016			Fecha de Aprobación Aprobado por Resolución No. 03119 del 7 de Septiembre de 2015 Carácter Oficial		
	PROCESO. Gestión de aula COMPONENTE. Planeación de clase 2017			DOCENTE: LUISA FERNANDA MORENO CÁRDENAS		

GRADO: ___ _____ PERÍODO: _____ ÁREA: _____INGLES_____

OBJETIVO: Teach fruits though the use of realia so that students can be more familiarized with the topic

FECHA			HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C					
07/09	07/09	07/09	One hour	Fruits Review of the colors	1. The teacher will ask students what they had for breakfast in such a way some of them mention a fruit 2. Then, the teacher will show some real fruits and will tell their meaning in English 3. The teacher will make students repeat the fruits 4. Then, the teacher will show more fruits through flashcards 5. Meanwhile the teacher teach the fruits, she will review the colors by asking the color of every fruit 6. Then, the students will write the new vocabulary on their notebooks. 7. The teacher will give a worksheet with the fruits 8. The teacher will teach the expression: My favorite fruit is_____ 9. The teacher will ask every student for their favorite fruit.	Fruits Flashcards	

Figure 18 Lesson plan for the fruits

This class consisted of teaching implicitly students the importance of learning some fruits, given that it this vocabulary could be implemented when talking about their eating habits, for this reason the class began asking students for their breakfast, so that, it was possible to tell them the importance of the fruits, besides some fruits were brought to the class, in order for students could remember them more easily.

Songs and sounds

GRADO: ___ _____ PERIODO: _____ AREA: _____INGLES_____

OBJETIVO: Learn the domestic animals

FECHA			HORAS	EJE TEMATICO	ACTIVIDADES METODOLOGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACION
A	B	C					
28/09	28/09	28/09	1 hour	Domestic animals	**Warm up:** To introduce the animals through a song called "Old MacDonald Had A Farm" To ask students for what they just listened To teach the animals through flashcards To make students write on their notebooks To organize 6 groups, to give every member of the group an animal, to make that the students draws and write the name of the animal so that at the end of the class she presents it with her group.	Speaker Flashcards	

Figure 19 Lesson plan for the animals

As it can be evidenced in the lesson plan, the song 'Old McDonald has a farm' was implemented for introducing the vocabulary of domestic animals, and throughout the animals'

sound, the topic was taught so that students could have fun and at the same time learn how to say every animal in English. The purpose of this topic was to identify every animal and this objective was obtained since at the end, students were given with an animal which they had to draw, they did so what evidences that students learnt every domestic animal. Next some evidences of the students drawing their animals for their farm:

Figure 20 Students drawing their animals

Songs and puzzles: For teaching the face parts, the practitioner decided to implement the song 'Pin Pon is a toy'; students already knew the song in Spanish, hence they chanted it and they learnt it in English as well, this song allowed the pre-service teacher to introduce the parts of the face, as it is evidenced in the figure 21 with the lesson plan:

LA PRESENTACIÓN
PAMPLONA N de S. - 2016

Aprobado por Resolución No. 03119 del 7 de
Septiembre de 2015
Carácter Oficial

PROCESO. Gestión de aula
COMPONENTE. Planeación de clase 2017

DOCENTE:

GRADO: ___ ____3_____ PERÍODO: _____3_____ ÁREA: _____INGLES_____

ESTÁNDAR: At the end of the class, students are able to say the parts of their body

FECHA			HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C					
19/10	19/10	19/10	1	Parts of the body	**WARM UP :)** To play the song 'pin pon' **DEVELOPMENT** Teacher will teach the parts of the face by showing her own face Teacher will make students write the parts of the house Teacher will give a puzzle in which students will have to make a face		

Figure 21 Parts of the face lesson

Once students learnt the name of every part, they could create their own face with a puzzle, they cheered up for this activity and they gave their best when doing the puzzle with the parts of a face. Subsequently, some evidences of this class:

Figure 22 Students with their puzzles

113

Conclusions

The main purpose of this outreach component was to teach English to the students in primary schools in Pamplona city and to integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city and for carrying out properly these general objectives, there were proposed three specific objectives. On the one and, the firs specific objective was successfully accomplished since they began learning the essential foundation in English towards the lexical approach; furthermore the practitioner was always responsible when teaching English to 3rd graders students.

Even though during several weeks it was difficult to work with the students due to the extra activities, the practitioner took advantage of time since students learnt how to greet in English by singing, they studied once more time the colors, they knew the domestic and wild animals, the fruits, vegetables and the parts of the face; additionally, they learnt a Christmas carol in English very accordingly.

The main objective of beginning teaching English to children is looking for different strategies so that they can understand the importance of every topic, in this case, every group of vocabulary. Furthermore, to teach with funny and innovative strategies which allow them to continue increasing their interest for learning a new language.

As suggestion, it is necessary to continue with this process, so that students can expand their amount of vocabulary, besides to begin talking in English in order for them to get used to this second language.

Chapter IV: Administrative Component

Introduction

As teachers in training, it is important to understand that at schools, universities or any kind of educational institutions there will always be extra activities out of the classrooms given that those ones help as well in the integral formation of the students. All these activities out of the classroom such as: flag-raising ceremonies, masses, high school anniversary, independence day, Columbus day, and so on, made students to know a little bit more not only about their Colombian culture, but also they educated them more integrally. Plus, the teacher's labor was more enjoyable given that, it was a good therapy to change of scenery and teach students new aspects though different strategies.

General objective

To participate in all the extra-activities proposed by the High School including the English language

Specific objectives

- To be punctual and responsible when organizing any performance with the students
- To encourage students to participate actively in the extra-activities
- To be creative when including the English language when it is required

Methodology

As mentioned above, a teacher has to be responsible not only inside the classroom but outside too, given that there are extra-activities with which it is possible to complete the

teachers' formation. At 'La Presentación High School' there was not an established calendar with activities, for this reason, the steps to follow in such a case were to look out for the future extra activities in the High School and ask for the protocol to follow in advance, so that it could be possible to organize any appropriate performances with the students taking into account the supervisor's ideas, having as a result a well-organized event.

Findings

Even though the educational institution did not have an established calendar for the extra activities, there were some of them that were carried out during the pedagogical practicum, with which the practitioner could organize the following calendar:

Date	Extra activity
Wednesday, 13th September	Pruebas saber
Friday, 15th September	Celebration of friendship and love day
Tuesday, 19th September	Sacred mass with 8th graders.
Thursday, 21st September	Friendship and love raising flag in primary
Friday, 29th September	Movie 'Armero'
Wednesday, 4th October	'Feria de universidades'
Wednesday, 11th October	Principal's birthday

Monday, 16th October	Marie Poussepin's celebration
Tuesday, 17th October	Practice of raising flag
Wednesday, 18th October	Raisin flag: Citizen competences
Wednesday, 18th October	Christmas Carols: Eliminatory stage: secondary students
Thursday, 26th October	Christmas Carols: Eliminatory stage: primary students
Friday, 27th October	Halloween jean day
Friday, 3rd November	Christmas Carol final contest

Figure 23 Extra activities time table

Beginning with the 'Pruebas saber' for 3rd, 5th and 9th grades from all the educational institutions of the country, including 'La Presentación' high school. This event was carried out on September 13th from 7:15 am to 12:10pm, and the practitioner joined the supervisor, Liliana Parada, on the group 3A, beginning with the language exam and continuing with mathematics. This extra activity helped the practitioner to know the protocol for carrying out these exams, how it is organized the time for every moment, how to distribute the students, how to organize the classroom and the practitioner's role was to keep discipline in the classroom.

The following picture evidences the extra activity:

Figure 24 Students from 3rd grade listening to the instructions for the 'Pruebas Saber'

The second extra activity that was carried out in the educational institution was the celebration of the love and friendship day. It is well known that this date is celebrated on September in Colombia, and for this reason on September 15th, the director allowed to commemorate this day during the last 2 hours of the day, this was a moment where students made some food and brought some presents, some special words were told to each student and teachers, then, students danced a lot. This kind of extra activity helps to know more accurately, the students, who is shy or outgoing, features that can be taken into account when preparing the English lessons. The role of the pre-service teacher in this case was to help decorating the classroom and be among the students.

The following picture shows details of this celebration:

Figure 25 Students telling some words for their classmates.

The third extra activity which was carried out was a sacred mass from 7:00 am to 8:00 am

with 8th graders, the practitioner cooperated with this ceremony singing the chants for every

moment of the Eucharistic. This extra activity taught the practitioner to know the protocol for

this kind of ceremonies in the institution. Next, it is possible to appreciate a picture of the

students during the celebration:

Figure 26 8th graders during the sacred mass

The fourth extra activity was carried out on 21st September in the primary section, this was the raising flag celebrating friendship and love month, it was organized by first graders, this activity began at 8:15 am, there were several oral presentations from the students, some words were told by the director, some parents and even teachers. The practitioner's role in this extra activity consisted of organizing the students so that they could be quiet during the raising flag. Subsequently, there are some pictures of the extra activity:

Figure 27 Students being commemorated

The fifth extra activity was carried out on September 30th, it was about going to the cinema for watching a movie, in this way, students would contribute collecting money for the marching band of the institution, the movie chosen for this activity was Armero, a movie which tells the story about what happened in this town 30 years ago, at the end of the film, a lot of students were crying what demonstrated how sensitive there were. The role of the practitioner was to help supervisor teacher with the course 6th A, maintaining discipline.

Next, a picture evidencing the extra activity:

Figure 28 Students waiting for the movie.

The sixth extra activity was carried out on October 4th, from 7:00 am to 1:00 pm, in this opportunity students were invited to be part of an activity in which they would know some of the universities they could study in, the main purpose of this activity was to help students at thinking of their future, it means their life plan, for this reason, they were part of conferences which pretended to guide students in their future. As the supervisor teacher was in charge of a workshop related to life plan, the practitioner's job was to help her organizing the auditorium, the equipment, and keeping discipline. Next, some an evidence of the activity:

Figure 29 Supervisor in the workshop

The extra activity number 7 was carried out on October 11th, the main purpose was to party the principal's birthday, reason why, a mass was celebrated thanking for her life, subsequently, teachers and students paid tribute to this important woman of the institution by giving her some presents and making some presentations for her, at the end, the principal was very pleased with all the member of the school for this cute celebration; the role of the practitioner for this activity was to keep discipline and organize the staff related to the Christmas Carols event with the supervisor teacher. Next, a picture which evidences this activity:

Figure 30 Principal's birthday

The eighth extra activity was carried out on October 16th (holyday), Marie Poussepin tribute, for this opportunity the activity began with a congregational moment in which it was showed the life and work of Marie Poussepin, students reflected on her lessons, and remembered who this great woman was, on the other hand, there were a competition related to her life in which a student from 7th grade won; this one was also an opportunity to pay tribute to 'La presentación' sisters who were during this activity being honored for their work in the institution years ago, after this, all the students went to the cathedral for being part of a mass honoring Marie Poussepin's life. The role of the practitioner on this extra activity was to keep discipline between the students, subsequently a photo which evidences the activity:

Figure 31 Marie Poussepin competition

On October 17th the ninth extra activity was carried out, during two hours students from 8th and teacher practiced and organize all the elements for the raising flag, this was an

opportunity to learn a little about the protocol regarding this activity. The role of the practitioner was to help teachers with students' discipline. Next, a photo of this activity:

Figure 32 8th graders getting ready for the raising flag

On October 18th, it was carried out the extra activity number 10, the raising flag: citizen competences. This raising flag demonstrated the students' talent when participating in these activities given that it was carried out successfully, teachers and students played their role properly what taught important lessons to the whole institution, regarding citizen competences. The role of the practitioner for this opportunity was to organize the theater and keep discipline. A photo evidencing the raising flag:

Figure 33 Raising flag: Citizen Competence.

On October 18th was also carried out the eleventh extra activity, the Christmas Carol contest: eliminatory stage, this activity was divided into three categories: first: 6th a-b-c 7th a-b, second, 7th c-d 8th a-b-c-d and third from 9th to 11th, there were three judges: two from the university and one from the school who chose the winners for every category, this event showed that some students prepared accurately their Christmas carol meanwhile other groups needed more time; 8th graders played their role very successfully even, one of them won the contest. The role of the practitioner in this activity was to organize the tracks in the computer, to look for the judges, train the songs with the students and keep discipline. Subsequently a photo which evidences this activity:

Figure 34 Students in the Christmas carols contest

The twelfth extra activity was carried out on October 26th in the school's theater, this was an invitation for the primary section for giving their best singing the Christmas carols, the objective of this activity was to choose one group for each course so that they could participate in the final contest which would be carried out the following week. Several groups did it really properly given that they sang very accurately, unfortunately many groups did not practice and for this reason the students did not what to do in the stage. This was an opportunity to demonstrate that children could sing in English as well, and most of them did it. The role of the practitioner

was to look out for the participants and the judges so that they knew what to do and when to sing, besides, to keep discipline in the classroom. Next, some pictures evidencing this activity:

Figure 35 3rd grade C singing their Christmas Carol

The thirteenth extra activity was carried out on Friday, 27 October for the purpose of collecting money for the final contest Christmas carol event, the idea was to ask students to wear their best customs and to give them some moments of free dancing and competitions; most of the students participated in all they activities, they laughed, ate candies, danced, sang, and especially they shared happy moments as with teachers as with classmates. The role of the practitioner was to collect the money from students and keep discipline during the activities. Subsequently, some images which evidence the activities:

Figure 36 Students dancing for the competition

Figure 37 Students participating in the aerobics

The fourteenth extra activity was carried out on November 3rd, the Christmas carol

contest, a moment which integrated most of the schools in Pamplona, singing English and make

students to understand that this is a different way to put into practice the English language, the

role of the practitioner was to help in the organization of the theater, and to make all what the

supervisor asked. The event was carried out successfully due to the organization of the

supervisor teacher. By the same token, this was an excellent manner to conclude the practitioner's integral practicum at La Presentación high school. Now, some evidences of this activity:

Figure 38 8D graders from la Presentación singing

Figure 39 Members of the jury

Conclusions

The main purpose of this component was to participate in all the extra-activities proposed by the High School including the English language and for getting this general objective, three specific objectives were proposed. When it comes to the responsibility during the extra activities, the practitioner always was on time for all the extra activities which emerged during her pedagogical practicum; besides, she always encouraged students to participate in these extra activities by being very responsible and respectful, finally when the pre-service teacher could use the English language during some extra activities she did it very responsibly and professionally.

It is fairly important to understand that as teachers, our role is not only inside the classroom but outside too, for this reason, the practitioner participated in all the extra activities organized by the educational institutions; in total 15 extra activities were carried out during the pre-service teacher' practicum stage, beginning with 'Pruebas saber' and ending with the Christmas carol final contest, including masses, raising flags, practices, celebrations, commemorations and so on.

The development of these extra activities contributed to the practitioner in terms of knowledge, it was possible to learn in which way to proceed when performing them since some activities are a bit different from other, for instance: masses and Halloween day celebration. On the other hand, the variety of activities taught the pre-service teacher how sensitive, extrovert, and serious students may become. These attitudes may help teachers to plan their lessons depending on students' behaviors towards some activities.

When it comes to the time, the development of these extra activities affected a little the implementation of the pedagogical component inasmuch as several times, it was not possible to

work with some courses during more than a week, fact that led to modify the timetable for these implementations and even to remove one of these implementations because of the lack of time.

As suggestions, it is necessary always to take into account these extra activities when planning the pedagogical component in order to avoid adjustments in the time table.

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APPENDIXES

Appendix A: School Shield

Appendix B: School flag

Appendix C: Institutional anthem

CORO:
En espíritu todas unidas
El abrazo fraterno de amor
Fresca sabia de tronco robusto
Sueño azul de la presentación

De ideales conquista gloriosa
Codiciándola está el corazón
Cual cosecha de estrellas fulgentes
y trigales en constelación

Nuestras alumnas cual linfas bullentes
Sean cáliz de todo sabor
Ritmo alegre y eterno que late
Al latir de la presentación...

Juventud animad nuestro brazo
Nuestro pecho se enciende en ardor
Y marchemos las manos unidas
Como hermana y hermano hasta dios…

CORO: En espíritu…
En panales de amor libar puedan
Corazones PIEDAD Y VIRTUD
Cuando posen su planta en el mundo
En sus huellas florezca la luz

Toda alumna entronice su vida
Esta sola palabra de VERDAD
SENCILLEZ el crisol de sus obras
Y el camino de su integridad

Del deber en el yunque sagrado
El trabajo también redentor
Puede hacer nuestra vida fecunda
Para darla y servir la hizo Dios

Tras las huellas que suben al templo
Coloquemos del alma una flor
Ella guía, modelo y ejemplo
Y tras ella la Presentación.

Letra: Hna. Camila de la Merced

Música: Hna. San Pedro

Appendix D: General observation

Classroom Observation Protocol

Date: August 7th

Hour: 8:50- 11:10
Course: 8th grade C
Professor: Liliana Parada
№ of Students: 26
Observer: Luisa Fernanda Moreno Cárdenas

Description	Reflective Notes
Teacher tries to talk most of the time in English Most of the students get the teacher's message Teacher gives instructions in English When playing videos, she first plays it sans subtitles then she adds it. The teacher uses workshops for the video The teacher makes the feedback of the workshops	Teacher teach topics from particular to general The teacher is focused on students' message not in pronunciation They have dictionaries They do not use an English book The teacher integrates old vocabulary with the new activities Some students relate the vocabulary with some songs Students do not speak in English

Classroom Observation Protocol

Date: August 7[8h]
Hour: 7:00 – 7:55
Course: 8th grade D
Professor: Liliana Parada
№ of Students: 24
Observer: Luisa Fernanda Moreno Cárdenas

Description	Reflective Notes
The class begins with a game to remind old vocabulary Student work on their dialogues from the previous tasks Students read aloud the dialogue in front of their classmates	Teacher uses games to enhance students' problems Teacher gives instructions in English Teacher makes students work on dialogues Some students are shy and have problems writing in English

| | Most of the students have pronunciation problems |
| | The teacher tries to promote participation by asking by the opinions about the dialogues |

Classroom Observation Protocol

Date: August 8[8h]
Hour: 8:50 – 11:10
Course: 8th grade A
Professor: Liliana Parada
N₀ of Students: 28
Observer: Luisa Fernanda Moreno Cárdenas

Description	Reflective Notes
The teacher evaluates a list of irregular verbs	No space for oral production
Explanation of the modal verb 'should'	Students have many problems when remembering the list of verbs
Students work on a workshop related to the modal verb	

Classroom Observation Protocol

Date: August 8[8h]
Hour: 7:55– 9:45
Course: 8th grade D
Professor: Liliana Parada
Observer: Luisa Fernanda Moreno Cárdenas

Description	Reflective Notes
Teacher evaluates some irregular verbs	Teacher plays the audio several times
The teacher reviews the vocabulary about accidents	The audio is accurate for the students
The teacher plays 'potato hot' to introduce the new vocabulary	Teacher makes students read the audio and asks them to be focused on pronunciation mistakes
The teacher plays an audio and gives them a workshop	Just 4 students are part of the activity

Students have to focus on blank spaces to fill	
Teacher gives instructions in English	
The teacher explains the modal verbs 'May and Have to'	

Classroom Observation Protocol

Date: August 11th
Hour: 8:50– 11:10
Course: 8th grade B
No of Students: 28
Professor: Liliana Parada
Observer: Luisa Fernanda Moreno Cárdenas

Description	Reflective Notes
The teacher begins the class playing an audio The teacher explains the modal verb MAY	Some students quickly understood the main idea of the dialogue For students, it is difficult to express their ideas in English Most of the students completed the workshop Students have pronunciation problems

Appendix E: 8th grade contents

3.9. SUGGESTED GRADE: 8TH[3]

MODULE 1

SUSTAINABILITY: HUMAN ACTIONS

SUGGESTED TIME: 24-27 HOURS FOR

TEACHING AND ASSESSMENT

CEFR LEVEL: A2.2

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[3] Taken from Colombia bilingüe program

GOAL:. Evaluate the impact of human actions on the environment in the country.

SUGGESTED LANGUAGE FUNCTIONS

Presents self to a group

• Describes human actions

• Requests information about human actions

• Gives suggestions to improve practices

• Expresses opinions about actions

 • Discusses good and bad practices

SUGGESTED OBJECTIVES

Describes situations related to daily topics of general interest orally and in writing.

• Prepares a simple narrative written text about daily topics of general interest.

• Exchanges information about daily topics of general interest through dialogue.

• Identifies information about daily topics of general interest in short narrative oral and written texts.

SUGGESTED CONTENT

Lexical

Human Actions

• Plant trees

• Throw garbage

• Mining

• Agriculture

Environmental practices

• Reducing carbon print

• Recycle

• Waste

Expressions to describe human actions in the environment

• Save the whales.

• Recycling paper saves the trees in forest.

• Using plastic bottles as planters is a good idea.

Expressions to give an opinion

• I (really) think that …

• I believe (that) …

• I'm sure that …

• In my opinion / My opinion is …

• I agree with …

• I guess/imagine …

• I have no doubt that /

I'm certain that …

• I strongly believe that …

Expressions to quote in a text:

• According to …

Grammar

• Adverbs of frequency and sequence

• Possessive adjectives: her, his, my, their, your

• Wh-questions

• Present tense

• Infinitive/gerund

Pronunciation

• Recognition of expressions such as

pronunciation

/d/ v /t/ v /Id/

Played walked wanted

Discourse

• Sequence connectors

Sociolinguistic/Intercultural

• Skills to analyze, interpret and relate information

• Cognitive flexibility

• Learning through interaction

SUGGESTED GRADE: 8TH

MODULE 2 HEALTH: EATING DISORDERS

SUGGESTED TIME: 20- 24 HOURS FOR TEACHING AND ASSESSMENT CEFR LEVEL: A2.2

GOAL Formulate initiative for the prevention of eating disorders.

SUGGESTED LANGUAGE FUNCTIONS

Gives suggestions, recommendations.

• Gives and requests information.

• Expresses conditions.

• Describes past experiences.

• Describes diseases, symptoms, parts of the body, treatments.

• Describes eating routines.

SUGGESTED OBJECTIVES

• Prepares oral and written texts on recommendations regarding topics of general interest.

• Exchanges information on topics of general interest through conversation.

• Identifies information on topics of general interest in short descriptive oral and written texts.

SUGGESTED CONTENT

Lexical

Parts of the body

• Head

• Stomach

• Arm

• Back

Symptoms and medication

• Flu

- Headache

- Stomachache

- Broken bone

Diseases/ eating disorders

- Bulimia

- Overweight

- Obese/ obesity

- Anorexia

Transitions

- Next

- In addition to

- Then

Expressions to describe symptoms

- My arm itches.

- I have a headache.

- I sometimes take pills.

- My doctor gave me a shot.

- I have a prescription for medicine

- My throat is sore.

- I've got a fever

Expressions to conclude and quoteorally:

- In sum

- In conclusion

- According to …(1994)

Expressions to introduce a subject:

- Today I will talk about.

- Good morning. My purpose today is…

Expressions to develop content:

• Moving on to my next point,

• Now, let me move to my second point.

Expressions to conclude:

• In sum

• I tried to

• To conclude…

• In conclusion

• Now, to sum up...

• I think this can be prevented by….

Grammar

• Adverbs of frequency and sequence.

• Possessive adjectives: her, his, my,

 heir, your

• Wh-questions

• Adverbs of frequency and sequence

• Imperatives--Take…, drink…; Don´t…..

• Present perfect tense

• Past tense

Pronunciation

• Recognition of expressions such as

Pronunciation and blendings

Is a -- iza

At the doctor -- Atthedoctor

Discourse

• Compare and contrast.

Sociolinguistic/Intercultural

• Valuation of cultural diversity.

• Learning through interaction.

SUGGESTED GRADE: 8TH

MODULE 3

DEMOCRACY AND PEACE: LANGUAGE IN THE

CONSTRUCTION OF PEACE

SUGGESTED TIME: 20- 24 HOURS FOR

TEACHING AND ASSESSMENT

CEFR LEVEL: A2.2

GOAL. Recognize the role of language (positive and negative) in the construction of peace in the community.

SUGGESTED LANGUAGE FUNCTIONS

• Justifies points of view.

• Expresses facts and opinions.

• Expresses conditions.

• Describes past experiences.

• Expresses dreams, future plans.

OBJECTIVES

• Describes orally and in writing situations related to topics of general interest.

• Identifies facts and opinions in medium length simple oral and written texts related to topics of general interest.

• Exchanges information on topics of general interest through role-playing.

SUGGESTED CONTENT

Lexical

Positive and negative vocabulary

• Like

• Dislike

• Bad taste

• Fat

• Ugly

• Super skinny

Expressions to narrate

• One day I went for a walk.

• Marcos has been sick for a while.

• My mother used to say mean things.

Expressions to argue and support points of view

• I agree, I disagree, I believe, I think, in my opinion, I'm sorry, I can't agree with …Jorge

• Exactly! I couldn't agree more.

• Perhaps, but …

• That's true.

• I'm sorry, but I disagree.

• I'm afraid that isn't right.

• You're absolutely correct!.

• That may be the case, however,

Grammar

• Present perfect/ past tense

• First conditional

• Modals: should, can, ought to, must

Pronunciation

• Recognition of expressions such as pronunciation and blendings

Be the case—bethecase

Have you ever—aveyouever

Discourse

• Contrast connectors: however, but, on the other hand.

Sociolinguistic/Intercultural

• Ability to listen and observe

• Valuation of cultural diversity

• Knowledge of the impact of culture and situational, social and historical contexts

• Learning through interaction

SUGGESTED GRADE: 8TH

MODULE 4

GLOBALIZATION: CONSUMERISM

SUGGESTED TIME: 20- 24 HOURS FOR

TEACHING AND ASSESSMENT

CEFR LEVEL: A2.2

GOAL. Determine the impact of consumerism in adolescents.

SUGGESTED LANGUAGE FUNCTIONS

• Expresses opinions.

• Justifies points of view.

• Formulates and answers questions on a subject.

• Expresses conditions.

• Describes past experiences.

• Expresses future plans.

OBJECTIVES

Identifies relevant information on academic subjects in medium length narrative oral and written texts.

• Prepares narrative oral and written texts on academic subjects.

• Exchanges information through questions and expressions

SUGGESTED CONTENT

Lexical

Consumerism

• Buy and sell

• Over packaging

- Disposable income

- Fashion

- Technology

Words in favor and against

- Like, similar as, same in the same way, the same as similarly

- As well as

- Although, yet, while, instead, unless, unlike, on the contrary, contrary to…

Expressions to propose/present a solution

- If …then

- Whether or not…..

- I have a proposal (to make)

- I would like to put forward a proposal (formal)

- You should …

- You must/ mustn´t

- This is the result

- I´d like to…

Grammar:

- Present perfect, present perfect continuous tense

- Modals of possibility

- Future perfect tense

- Adjectives

- Adverbs of manner, sequence, place

- Imperatives

- Third conditional

Pronunciation

- Recognition of expressions such as pronunciation and blendings

Whether or not—whetherornot

Put forward a—put forwarda

Discourse

• Connectors of addition, contrast, cause and effect.

Sociolinguistic/Intercultural

• Learning through interaction

• Valuation of cultural diversity

• Self-awareness

Appendix F: Interests test

Instrucciones:

El cuestionario es anónimo, no hace falta poner nombre y apellidos.

Las preguntas se refieren todas a música que está en inglés.

Por favor contestar a todas las preguntas, en algunas es posible poner varias opciones.

1. ¿Qué tipo de música prefieres escuchar: rock, pop, R&B, etc.? (Cualquier tipo de música que se le ocurra).

2. ¿Cuál es tu artista favorito que cante en inglés?

3. Si fueras un cantante, ¿quién te gustaría ser?

4. ¿Cuál es tu grupo de música favorito?

5. ¿Alguna vez has comprado un CD de música en inglés? ¿Cuál?

Thank you so much for your participation

The previous information will allow me to have an idea of the students' likes for taking them into account in the development of the tasks.

Appendix G: Model of one activity

I will always love you (Whitney Houston)

Objectives

- To put into practice the listening skill

- To learn the unknown vocabulary of the song

- To say the opinions about the song

- To practice the pronunciation of the Song

- To learn how to use future simple for predictions

- To learn about Whitney Houston's life

Pre listening. To tell the students the title of the song 'I will always love you' and ask them what they think about the content of the song. To hear some of their opinions and make them to write those predictions on their notebooks (5 minutes)

While listening. To give the students the lyrics of the songs and tell them that they will listen to the song and they will have to fill the gaps by choosing one option depending on what they hear. The song will be played three times (15 minutes)

Post listening-Speaking. After this, we will make the feedback of the activity so that they can correct their options. Later on, the teacher will give students a list of new vocabulary included on the song, they will have to underline those words in the lyrics, (this action for the vocabulary section) Then, students will be asked to say their opinions in English about what they understood of the song by answering some questions:

- Can you tell me the characters of the song? Whitney, for example.

- Can you tell me the feelings that you find in this songs? Hate, for example

- Can you tell me a sentence which includes simple future? I will always love you, for example.

With this question, I will explain the simple future with predictions and I will ask them:

- Can you tell me a prediction for the characters of the song? She will marry him, for example.

- Does this song deliver a message to you? Which one? Love, hate, friends?

- Can you imagine the scenario of this song? The sea, for example

With this type of questions, I pretend to make students speak and teach the future simple for predictions by implementing the song. (20 minutes)

Vocabulary section. We will return to the words they underlined, we will play the song again and they have to write how many times they heard those words on the song. Then, I will ask them for the translation, and together we will discover the meaning of the words. Afterword, for studying the words, students will play the memory game, in which, through a group of pieces of papers in which they will have the words in English and in Spanish, they will have to associate the pairs. Then, they will be asked to write the new vocabulary on their notebooks. (15 minutes)

Pronunciation section. We will return to the lyrics, they will be asked to read it aloud, and every time they find the new vocabulary they learnt, they will have to say its meaning in Spanish, to that they do not forget it. After reading, together, we will practice the unknown songs, and then we will play the songs for imitating the singer's pronunciation. Later on, we will sing the song two times. (15 minutes)

Culture section. To finish the class, we will start an informal talk about Whitney Houston's career and life, so that students can learn more about this artist. (10 minutes)

POST

The final product will be the CD recording by the students which will include some of the songs worked in class; with this CD it will be possible to check the students' improvement during the implementation of this proposal.

Appendix H: First implementation

GRADO: ___ __8th_____ PERÍODO: _____3rd_____ ÁREA: English

ESTÁNDAR:

When writing, students use the vocabulary and grammar they know the best, but when they face new topics or difficult expressions, they make mistakes

The students' pronunciation is clear but they still make mistakes and preserve their native accent

Students participate in conversations in which they express their opinions and they share information about personal topics or their daily life

FECHA				HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÒGICAS	RECURSOS	OBSERVACION ES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C	D					
28/08	28/98	28/08	29/08	First hour	Future tense Modal verbs review Present simple review	**WARM UP: (10 MINUTES)** What do you want for Christmas? This will be a space where students are going to tell their wishes for Christmas, the teacher will ask every student for some of their wishes **PRE-LISTENING: (10 MINUTES)** In this part, the teacher is going to tell students the name of the song: **Santa tell me by Ariana Grande (8A),/ Having a wonderful Christmas time by Paul McCartney (8B)/ Shake up Christmas by Train (8C) Mistletoe by Justin Bieber (8D)** she will ask for their	Speaker	

						opinions towards the song by asking: What do you think about the title of the song? Can you guess the message of the song? Is a sad or a happy song? In this way, students are going to make their own predictions towards it. **WHILE LISTENING: (15 MINUTES)** Then, the teacher is going to give the lyrics of the song, and she will ask every student to read and underline the unknown words for them. They will find some blank spaces, and a chart full of words, they will have to choose the correct word for every space according to what they listen to. (Appendix 1) The song will be played three times (more in case students ask it) **POST LISTENING (10 MINUTES)** Later on, the teacher will make the feedback of the activity by asking the whole groups the words they put in the spaces, she will tell if that is correct by playing again the song. **EXPLANATION: (10 MINUTES)** **Santa tell me:** The teacher will ask students for the words or expressions that they already know so that they can talk about WON'T and CAN'T, she will ask for their functions and will give some examples: *She can't swim for this reason she won't go to the event.* The teacher will ask students to write those examples and add two more on their notebooks. **Having a wonderful Christmas time:** The teacher will ask for the grammatical structures they already know so that they can talk about PRESENT SIMPLE to express fixed arrangements, presents or future. she will explain how to use it by giving some examples: On Christmas time, children sing their song		

						On Halloween, Marie wears that terrible dress. She will ask students for some examples and will make them to write on their notebooks. **Shake up Christmas:** The teacher will ask for the structures they already know, so that they can talk about WILL, she will ask for the function of it and also she will focus on the contraction 'I'm gonna show' she will teach students the structure 'I am going to' by giving some examples: *I am going to have lunch at 12 o'clock.* She will explain that this is other future form and ask them to write more examples. **Mistletoe:** The teacher will ask students for the words that they know, so that they can talk about SHOULD, she will ask for the function of it and also she will focus on the contraction 'I'mma' she will teach students the structure 'I am going to' by giving some examples: *I am going to have lunch at 12 o'clock.* She will tell them that this is other form for the future time and it is possible to integrate SHOULD and BE GOING TO I am going to buy this car. You should buy a cycle.		
				2nd hour	Future tense Modal verbs review	**SPEAKING: (20 MINUTES)** The teacher will ask students to draw a picture of their wishes for this Christmas time (10 minutes) by taking into account the future tense and these couple of questions: *What do you wish the most?* *Why do you want that?* Once they have finished the picture, they will tell to their classmates their wishes *In Christmas my dad will buy me a new tablet* And their classmates will give them some suggestions regarding their presents		

							You should study English with your new tablet		

						Vocabulary section (15 minutes) The teacher will give students a list of vocabulary (appendix 2) from the song, students will have to look for those words and underline them, after this, the teacher will play the song again two times so that students can write how many times the word was said. After this, the teacher will give the meaning of every word, and students will have to guess the translation in Spanish. Then, she will tell the words in Spanish so that students can tell it in English **CIRCLE ROTATION (20 MINUTES)** The teacher will divide class into two groups and have them form an inner and outer circle, with students facing each other. For the first 15 seconds, each student in the inner circle asks a prepared vocabulary question (about spelling, pronunciation, definition, example, etc.) to the student she is facing. If the outer-circle student answers correctly, the inner-circle student signs his word list. For the next 15 seconds, the outer-circle student asks the inner-circle student a question, and signs her sheet if she answers correctly. Then students rotate to the right and repeat the process with the new students they face. Whoever has the most signatures at the end of the game time wins.		
				3rd hour	Future tense Modal verbs review	**PRONUNCIATION SECTION: (25 MINUTES)** We will return to the lyrics, students will be asked to read it aloud, and every time they find the new vocabulary they learnt, they will have to say its meaning in Spanish, so that they do not forget it. The song will be read three times. After reading, together, we will practice the unknown songs, and then we will play the songs for imitating the singer's pronunciation. Later on, we will sing the song three times. After having listened the songs, the teacher is going to divide class into 5 groups, each group will have to prepare the song so that they can participate in the		

						final event of the Christmas song. **CULTURE SECTION: (15 MINUTES)** **Santa tell me:** The teacher will take some of the slang included on the song ya wanna have 'tryna 'cause 'cross Let it snow Mistletoe By saying its meaning, in the same way she will tell the traditions in other countries to celebrate Christmas time. **Shake up Christmas:** The teacher will show the contraction: 'tis, and grandma and the expression 'let's December it. Then, she is going to tell the traditions in other countries to celebrate Christmas time. **Having a wonderful Christmas time:** The teacher will explain some expressions included in the song, such as: The party's on The word is out To lift a glass And the contraction: feelin's Then, she is going to tell the traditions in other countries to celebrate Christmas time. Additionally, teacher will talk about the history of Paul McCartney in The Beatles. **Mistletoe:** The teacher is going to tell students the history of the mistletoe, its relation with Christmas time and also the traditions they have.		

153

					Then, she will ask to students to say some of the wishes they would ask under a mistletoe Besides, the teacher will give the meaning of Don't wanna miss out Aye 'cause Shawty Folks **WRITING: (15 MINUTES)** Students will write a letter by expressing their feelings and wishes for Christmas.		

1.   <u>Choose the correct option</u>

"Shake Up Christmas"

Ho, ho, ho...

Shake up the happiness
Wake up the happiness
Shake up the happiness
It's Christmas time

There was a story that I was told
And I want to tell the world before I get too old
And don't remember it, so let's December it
And reassemble it, oh yeah

Once upon a time in a town like this
A little girl made a great big wish
To fill the world full of happiness
And be on Santa's magic list

Shake it up, shake up the happiness
Wake it up, wake up the happiness
Come on all, it's Christmas time
Shake it up, shake up the happiness
Wake it up, wake up the happiness
Come on all, it's Christmas time
Ho, ho, ho,
Ho, ho, ho,
It's Christmas time

At the same time miles away

A little **boy/girl** made a wish that day
That the world would be okay
And Santa Clause would hear him say
I got dreams and I got love
I got my **feet/foot** on the ground and family above
Can you send some happiness with my best
To the rest of the **people/persons** of east and the west

And maybe every once in a while
You give my grandma a reason to smile
'Tis the season to smile
It's **cold/hot** but **we'll be/we won't be** freezing in style

And let me meet a girl one day
That wants to spread some love this way
We can let our souls run free
And she can open some happiness with me

Shake it up, shake up the happiness
Wake it up, wake up the happiness
Come on all, it's Christmas time
Shake it up, shake up the happiness
Wake it up, wake up the happiness
Come on all, it's Christmas time

I know you're out there
I hear your reindeer
I see the snow where
Your boots have been

I'm gonna show them
So they **will/ won't** know then
Then love **will/won't** grow and
They believe again

Shake it up (shake it up), shake up the happiness
Wake it up, wake up the happiness
Come on all, it's Christmas time
Shake it up, shake up the happiness
Wake it up, wake up the happiness
Come on all, it's Christmas time
Ho, ho, ho,
Ho, ho, ho,
It's Christmas time

Shake it up, shake up the happiness
Wake it up, wake up the happiness

Come on all, it's Christmas time

Shake it up, shake up the happiness

Wake it up, wake up the happiness

Come on all, it's Christmas time

Ho, ho, ho,

Ho, ho, ho,

Ho, ho, ho,

It's Christmas time

By Train

Appendix I: second implementation

GRADO: _____8th_____ PERÍODO: _____3º_____ ÁREA: ___INGLES___

ESTÁNDAR:

When writing, students use the vocabulary and grammar they know the best, but when they face new topics or difficult expressions, they make mistakes

The students' pronunciation is clear but they still make mistakes and preserve their native accent

Students participate in conversations in which they express their opinions and they share information about personal topics or their daily life

FECHA				HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C	D					
04/09	04/09	04/09	05/09	1 hour	Future plans, destinations and travel words	**WARM UP: (10 minutes)** The teacher will play with students a game in which she will tell them a plan (e.g I will take a shower tonight at midnight) and students will have to tell them why she cannot do that (No! You will get ill), five students more will tell their plans to hear other's opinions. **PRE-LISTENING: (10 minutes)** The teacher will write on the board the words TRAVEL AND DESTINATIONS, then, she will ask some students to write words in English related to this couple of words. Later on, the teacher will talk students about the song 'don't forget where you belong' by One direction. **WHILE-LISTENING: (15 minutes)**	Flaschcards Speakers Lyricss	

156

						Then, the teacher will give students the lyrics of the song, she will give 5 minutes to read the lyrics (Appendix 1), afterwards, she will explain students what they have to do, they will have to fill the gaps with the options they have. She will play the song three times (more in case students ask it) **POST-LISTENING: (3 minutes)** Later on, the teacher will make the feedback of the activity by asking the whole groups the words they put in the gaps, she will tell if that is correct by playing again the song. **EXPLANATION: (15 minutes)** **8D** The teacher will explain students the structure implemented for talking about future plans: WILL AND WON'T, by giving some examples and its functions and then she will review the topic of BE+GOING TO+ VERB INF implemented for future plans as well **8 A-B-C** The teacher will explain students the structure implemented for talking about future plans: BE+GOING TO+ VERB INF, by giving some examples and its functions and then she will review the topic of WILL AND WON'T implemented for future plans as well **HOMEWORK** To write a list of their future plans for implementing the structures learned in class.		
				1 hour	Future plans, destinations and travel words	**VOCABULARY SECTION: (15 minutes)** The teacher will give students a list of vocabulary (Appendix 2) from the song and from the topic of TRAVEL AND DESTINATIONS she will give the meaning of every word, and students will have to guess the translation in Spanish. Then, she will tell the words in Spanish so that students can tell it in English **HOT POTATO: (15 minutes)**		

						Subsequently, the teacher will play with the students 'hot potato' so that student who lose can tell at least 5 of the words worked in class. **SPEAKING: (20 minutes)** Students will be asked to work in groups of three, they will have to write a dialogue related to the topic worked on class TRAVEL AND DESTINATIONS, and then every group will represent the dialogue in front of their classmates, this dialogue will have to include some words of the new vocabulary and the structures learned will and going to.		
				One hour	Future plans, destinations and travel words	**PRONUNCIATION SECTION: (25 minutes)** We will return to the lyrics, students will be asked to read it aloud, and every time they find the new vocabulary they learnt, they will have to say its meaning in Spanish, so that they do not forget it. The song will be read three times. After reading, together, we will practice the unknown songs, and then we will play the songs for imitating the singer's pronunciation. Later on, we will sing the song three times. **CULTURE SECTION: (20 minutes)** Then, the teacher will ask students if they like One Direction and what they know about him, she will listen to some opinions and then she will give them some facts about him by using flashcards. Subsequently, she will tell students that the band is from United Kingdom and Ireland and that that would be a great destination for going, she will ask to every student their best option to travel and at the same time the teacher will show some options for traveling to North America and Europe **WRITING: (10 minutes)** After having known some destinations, students will be asked to write some sentences by using future simple and telling their future destinations.		

ACTIVITY

1. Listen to the song and choose the best option

Don't forget where you belong- One Direction

[Liam]

Been a lot of **1)**_____

a) **Places**

b) Countries

c) Cities

I've been all around the world

Seen a lot of faces

Never knowing where I was

On the **2)_____**

a) World

b) Horizon

c) Beyond

Hm but I know, I know, I know, I know

The sun will be rising back **3)_____**

a) Alone

b) Home

c) Road

[Niall]

Living out of cases

Packing up and taking off

Made a lot of **4)_____**

a) Things

b) Friends

c) Changes

But not forgetting who I was

On the horizon

Oh and I know, I know, I know, I know

The moon will be rising back home

[All]

Don't forget where you belong, home

Don't forget where you belong, home

If you ever feel alone, don't

You were never on your own

[Harry]

And the proof is in this song

[Harry]

I've been away for ages

But I got everything I need

I'm flicking through the pages

I've written in my memory

I feel like I'm 5)_____

    a) Singing

    b) Eating

    c) Dreaming

Oh, so I know, I know, I know, I know

That I'm never leaving

No, I won't go

[All]

Don't forget where you belong, home

Don't forget where you belong, home

If you ever feel alone, don't

You were never on your own

[Harry]

And the proof is in this song

[Louis]

Lights up

When they should be on

Even the stars in the sky they're wrong

[Zayn]

Short days where the nights are long

When I think of the days I've done

[Zayn and Louis]

Don't matter how far I've gone

I'm always feeling right at home

[All]

Don't forget where you belong, home

Don't forget where you belong, home

(Don't forget it)

If you ever feel alone, don't

You were never on your own

[Zayn]
Never, never, never

[All]
Don't forget where you belong, home
Don't forget where you belong, home
(Don't forget it)
If you ever feel alone, don't
You were never on your own
(You were never)
And the proof is in this song

Home, don't forget it
Home, If you ever feel alone, don't
You were never on your own
(You were never)
And the proof is in this song
Never forget it, this song
(Don't forget it)
No one never forget it, this song
(You were never)

List of vocabulary

Places
Live out of cases
Packing up
Taking off
Belong
Flicking through
Dreaming
Leaving
Arrival
Public transportation
Journeys
Passports

Flight

Check-in

Baggage

Customs

A round trip

The take off and the land

Ticket

Platform

Bus station

Stops

Parking lot

To park

One-way-ticket

Appendix J: third implementation

FECHA				HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C	D					
18/09	18/09	18/09	19/09	One hour	Adjectives to describe- describe places Order of the adjectives	**EVALUATION** Students will be asked to write: 5 affirmative sentences for spontaneous decisions 5 negative sentences for predictions By using will 5 affirmative sentences for predictions 5 negative sentences for arranged plans By using be+going to+ inf verb **WARM UP:** The teacher will bring a picture with a remarkable place, and she will ask students to write as many adjectives as they can imagine in 1 minute. Then, the teacher will listen to one adjective from every student. **PRE-LISTENING:** The teacher will carry out the activity 'slide show' which consists of showing several pictures containing places and will ask them several questions such as: Would you like to visit this garden? How do you feel looking at this		

161

							garden? What different colors do you see here? Would you like to have a garden like this? Do gardens look like this in your country? **WHILE LISTENING:** Later on, students will receive a worksheet with a song by Selena Gomez (Appendix 1), the teacher will ask them what they know about her and then she will give the instructions of the activity. The song will be played 3 times. **POST LISTENING:** Both, students and teacher will correct the activity. **PRONUNCIATION SECTION:** First, the student will read the lyrics aloud and then we will sing it together so that we can learn the rhyme of the song.		
				One hour		**VOCABULARY SECTION:** Next, the teacher will bring a list of adjectives for describing places, a list of antonyms, synonyms and definition; she will put the list on the board and will ask students to match them. Then, she will ask students to write those lists on their notebooks. (Appendix 2) **MECHANIZATION:** Then, the teacher will bring students an activity in which they will have to write: a synonym, antonym, definition and example of a random adjective		

						(Appendix 2) **MECHANIZATION:** Then, the teacher will bring students an activity in which they will have to write: a synonym, antonym, definition and example of a random adjective (Appendix 3)		
				One hour		**EXPLANATION OF THE TOPIC** Then, the teacher will ask students to circle the adjectives they find on the song, and meanwhile she will bring a list of adjectives used especially for describing places. The teacher will tell the translation in Spanish of every adjective so that students can write them down on their notebooks, and then she will explain how to organize the adjectives in English: • Quantity or number • Quality or opinion		

						• Size • Age • Shape • Color • Proper adjective (often nationality, other place of origin, or material) • Purpose or qualifier (Appendix 4) **MECHANIZATION:** Subsequently the students will develop a worksheet (appendix 5) in which they will have write and to order the adjectives they just learnt so that they can learn them more quickly by heart.		

Appendix 1

						EXPLANATION: Then, the teacher will tell students that with adjectives it is possible to talk about superlatives and comparatives in in order to compare places, animal, people, and so on. (Appendix 3) **APPLICATION ACTIVITY:** Students will be asked to develop a worksheet (appendix 4) in which they'll have to read and to choose the most accurate adjective for describing several places		
				One hour		**SPEAKING AND CULTURE SECTION** From a bag, and in couples, students are going to choose a picture from a very recognized place of the world, to describe it into three sentences and also they will compare it with the one from their classmates.		

				One hour		**PRONUNCIATION:** Students will practice again the lyrics of the song. **WRITING :** Next, students will be asked to think of their favorite place in the world, they will have to describe this place by using the adjectives they just learnt and the comparatives/superlatives and read them in front of their classmates. **EVALUATION:** The teacher will give 8 adjectives, students will have to write the antonym, then, she will write some adjectives and students will have to order them.		

163

Selena Gomez
Love You Like a Love Song

Ex. 1 *Put the lines in the correct order:*

___And I guess right now here's another one
___Every beautiful thought's been already sung
___So your melody will play on and on, with the best of 'em
___It's been said and done

Ex. 2 *Fill in the gaps with the words from the box:*

again	incredible	know	miracle

You are beautiful, like a dream come alive, _____
A sinful, _____, lyrical
You've saved my life _____
And I want you to _____ baby

[Chorus]
I, I love you like a love song, baby
I, I love you like a love song, baby
I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

I, I love you like a love song, baby
I, I love you like a love song, baby
I, I love you like a love song, baby

And I keep hitting re-peat-peat-peat-peat-peat-peat

Ex. 3 *Fill in the gaps with the words you hear:*

Constantly, boy you p_____ through my mind like a symphony
There's no way to d_____ what you do to me
You j_____ do to me, what you do
And it f_____ like I've been rescued
I've been set f_____
I am hypnotized by your d_____
You are m_____, lyrical, beautiful
You are... And I want you to know baby

[Chorus]

Ex. 4 *Put the lines in the correct order:*

___You stand alone, to every record I own
___No one compares
___ A song that goes on and on
___ Music to my heart that's what you are

Appendix K: fourth implementation

GRADO: ___ _____8th_____ **PERIODO:** _____3º_____ **AREA:** _____INGLES_____

ESTÁNDAR:

When writing, students use the vocabulary and grammar they know the best, but when they face new topics or difficult expressions, they make mistakes

The students' pronunciation is clear but they still make mistakes and preserve their native accent

Students participate in conversations in which they express their opinions and they share information about personal topics or their daily life

FECHA				HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACION
A	B	C	D					
23/10	23/10	23/10	24/10	One hour	Contamination's effects with first conditional	**8B-C-D** **WARM UP:** The teacher will review the adjectives throughout a brainstorming activity, students will be asked to say three kinds of adjectives: positive-neutral-negative. **PRE-LISTENING** Students will be asked to take a piece of paper in which they will write their predictions towards the environmental problems nowadays, (5 minutes) they		

						will have to write those predictions using simple future, then, the teacher ask some students to write their predictions. **WHILE-LISTENING** Teacher will give the lyrics of the song 'Wake up America' by Miley Cyrus; she will give the instructions so that they can accomplish the activity. (Appendix 1) **POST-LISTENING** Teacher will check the students' answers and then she will ask for the opinions towards the song **PRONUNCIATION:** The teacher will begin the class remembering the song, in order for them to learn how to sing it, this exercise will be carried out especially with 8a which is the grade chosen for recording this song. After this, the teacher will ask for the message of the song, and together they will brainstorm the words related to the topic.		

| | | | | One hour | Countable and uncountable and vocabulary with food | **EXPLANATION OF THE TOPIC**
As the main idea of this topic, it is about make students to talk and give opinions and predictions towards the environmental issue, the teacher will explain the first conditional (if+ present simple
+ Future simple) she will make some examples with students so that they can understand more properly how to do it. | | |

| | | | | | | **MECHANIZATION**
Afterward, students will accomplish a worksheet so that they can understand more properly the topic.
(Appendix 2) | | |
| | | | | One hour | Countable and uncountable and vocabulary with food | **VOCABULARY:**
Every student will receive a piece of paper, some of them will have a word and other a definition, the point is to ask for the couples word-definition, at the end of the activity the couples will be reviewed and written on the notebook.

(Appendix 3)
MECHANIZATION
After this, we will play a game which consists of making a circle, one student says one word, the next one repeats that word and says one new, and so on and so forth.

SPEAKING
As in the last week students were asked to make some predictions with the vocabulary they just learnt
(Appendix 4) | | |

"Wake Up America"
By Miley Cyrus

Oh, Can we take care of her?
Oh, Maybe you can spare her
Several moments of your consideration
Leading up to the final destination

Oh, The Earth is calling out
I wanna learn what it's all about but
Everything I read
Global warming, going green
I don't **1)know/now** what all this means
But it seems to be saying

Wake up America
We're all in this together
It's our home so let's take care of it
You know that you **2)want/went** to
You know that you got to
Wake up America
Tomorrow becomes a new day
And everything you do matters
Yea everything you do matters in some way

Stand up, I'll try if you **3)will/won't**
Wake up, it's not a fire drill
All she needs is a little attention
Can you give her just a little attention?

Oh, it's easy to look away
But it's getting harder day by day
Everything I read
Global warming, going green
I don't know what all this means
But it seems to be saying

C'mon!
Wake up America
We're all in this together
It's our home so let's take care of it
You know that you want to
You know that you got to
4)Wake/woke up America
Tomorrow becomes a new day
And everything you do matters
Yea everything you do matters in some way

I know that you don't want to hear it
Especially coming from someone so young
But in the backseat, yea, they want to hear it
(yeah you wanna hear it)

So come on, turn it up
Come on, turn it up
So come on (turn it up)

Wake up America (wake up)
We're all in this together
It's our **5)home/alone**
So let's take care of it
You know that you want to
You know that you got to
Wake up America
Tomorrow becomes a new day
And everything you do matters
Yea everything you do matters in some way

Appendix L: Students and teacher's interview

Universidad de Pamplona
Facultad de educación
Licenciatura en lenguas extranjeras inglés-francés
Practica integral

Objetivo: Conocer de qué manera la estrategia implementada cambió la producción y expresión oral de las estudiantes de 8vo grado del Colegio la Presentación

Preguntas

1. ¿Qué piensa usted del uso de las canciones durante las clases de inglés para mejorar las competencias orales de los estudiantes?

2. ¿Cómo contribuyeron las canciones al mejoramiento de su pronunciación en inglés?

3. ¿De qué manera la implementación de las canciones contribuyó a la adquisición de vocabulario en inglés?

4. ¿Cómo contribuyó el uso de las canciones a extender más su conocimiento sobre otras culturas?

5. ¿De qué manera el uso de las canciones le permitió participar en discusiones en ingles sobre las diferentes temáticas en cada clase?

6. ¿De qué manera las canciones incrementaron o disminuyeron su interés por aprender inglés?

Universidad de Pamplona
Facultad de educación
Licenciatura en lenguas extranjeras inglés-francés
Practica integral

Objetivo: Conocer la opinión de la docente supervisora en cuanto a la estrategia implementada con canciones para enseñar los temas en inglés

Preguntas

1. ¿Qué piensa usted del uso de las canciones durante las clases de inglés para mejorar las competencias orales de los estudiantes?

2. ¿De qué manera evolucionó la producción oral de las estudiantes (pronunciación, adquisición de vocabulario, participación en discusiones) debido al uso de las canciones durante las clases en inglés?

3. ¿Cómo el uso de las canciones pudo brindar a las estudiantes conocimientos acerca de otras culturas?

4. ¿De qué manera pudo el uso de las canciones incrementar o disminuir el interés de las estudiantes por aprender inglés según su perspectiva?