FOSTER CULTURAL KNOWLEDGE AND ORAL SKILLS THROUGH THE USE

OF ENGLISH SONGS IN 11th GRADE AT ÁGUEDA GALLARDO DE

VILLAMIZAR HIGH SCHOOL.

ANDRESAIN TELLEZ CORREA

MENTOR

CLAUDIA JUDITH MOSQUERA

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES PROGRAM

TEACHING PRACTICUM

PAMPLONA

2017-2

DEDICATION

This is dedicated to God, to my mother and my family who always were by my side when facing hard and happy moments and gave me the courage to carry on in achieving my goals.

ACKNOWLEDGEMENTS

Acceptance Note

_____

_____

_____

_____

_____

_____

Practicum Committee Signature

_____

M. Claudia Judith Mosquera

Mentor

CONTENIDO

List of appendices:

Appendix A: Observation format for the teacher

Appendix B: Letter of permission

Appendix C: Letter of permission ESCORIAL

Appendix D: Letter acceptance of the practicum Coordinator

Appendix E: letter of certification of the practicum

Appendix F: High school plant.

Appendix G: English Please Textbook 11th and 10th grades

Appendix H: Example of a planning 10th Grades

Appendix I: Sample of a survey

Appendix J: Self-Observation Sheet.

Appendix K: Narrative example

List of tables.

List of figures:

GENERAL PRESENTATION OF THE PROPOSAL

With the purpose of guiding the reading towards a deepest comprehension, this proposal is broken down into four main components: the pedagogical component (chapter I), the research component (chapter II), the outreach component (chapter III), and the administrative component (chapter IV); The pedagogical component shows the fundamental concepts of the project as well as the similar studies that contributed to the development of this study, also, this component presents the information related to the use of songs as a methodology to improve listening and pronunciation, moreover, in this component is presented the way how the pre-service teacher developed the didactic tools and strategies of teaching in the classrooms and the methodology phase concerning the stipulated chronogram.

Talking about the second chapter, the research component, it evidences the reflective process of the pedagogical practicum of EFL teaching and the reflective process using different instruments to collect useful data as possible to improve the pre-service teachers' teaching process. Then, you can apperceive the outreach component (chapter III) which emphasizes the importance of involving the community with the EFL teaching/learning process, also this component presents all the information about the work of the pre-service teacher in primary school helping the teachers in the teaching of English language.

Finally, you can find the administrative component that exposes the responsibilities of a pre-service teacher with the scholar community as well as the participation in the Águeda Gallardo de Villamizar high school, helping students and teachers to organize the institutional events.

Additionally, each one of the components presents   its introduction helping the readers in a better understanding of the general idea of this study, besides, it contains a justification that allows researchers to figure out commons social issues providing some likely solutions, furthermore, the objectives (general and specific ones) are necessary to be focused on the aim of the study, because based on them, researchers are allowed to gather the data required to answer the research questions and conduct the actual study. Furthermore, the components contains the explanation of the theories or the description of the studies carried out in the area of education, especially in the implementation of song as a didactic tool in order to improve oral skills and pronunciation, giving support and weight to the instruments that reveal the results according to pre-service teacher's expectations. At the end of this project, the pre-service teacher will attach all the evidences and appendices with the answers and results of this investigation.

INTRODUCTION

With regards the description of this proposal, these four components above mentioned might be strongly implicated in teaching process, given that, a teacher needs to have knowledge and experience in different aspects related to pedagogy, the investigative issues presented in the educational field, the responsibilities to be assumed and the importance of self-reflection during daily life and professional work.

Teaching a foreign language to new generations requires that teachers seek for new strategies of teaching and learning that motivates students to learn. Besides, during the teaching process, teachers do not only need to have wide knowledge about the subjects. It is necessary to involve others aspects such as: human, spiritual, the ethical and moral side that contribute to the development of teachers' professional and personal life.

It is strongly indispensable that a teacher keeps updated with new techniques and methods of teaching a foreign language given that, language and educational system is nowadays changing constantly, besides, learners' interest change easily every day and traditional way of teaching English may cause on learners great apathy for the English langue in Colombian public schools most of learners are lacking of motivation and interest for English classes due to traditional methods taught sometimes by teachers at schools. In addition to that, the greater part of Colombian public schools do not present professional teacher at English language.

Moreover, today's teenagers underestimate the importance of learning a global language like English, they do not perceive the huge opportunities that learning English offers to them, As Mahu (2012) says studying a foreign language will give you the unique opportunity of stepping outside the boundary of your everyday life. Experiences of other cultures and your personal development through the study of a foreign language will greatly shape your identity and heighten your self-awareness. Hence, speaking English might open new doors in the world. However, it depends pretty much on the individual's interest because sometimes it can be perceived as a waste of time or somehow useful.

Bearing that in mind, it is important that the study conducted by the pre-service teacher at Águeda Gallardo de Villamizar high school pursues the implementation of different strategies and methodologies that engage students in their learning English process.

JUSTIFICATION

One of the major problem in a foreign language communication is the difficulty of understanding the speech and the problem of speaking with fluency and accuracy, the learning process of a foreign language demands the performance of the four skills (reading, writing, listening and speaking), and in the teaching English process the teacher should develop on learners those skills, in contrast, Colombian public schools in terms of teaching English, present huge gaps given that, they are only limited in developing the reading skill and knowledge of grammar and vocabulary.

Those issues or difficulties emerging in the educational field deserve the elaboration or the application of pedagogical projects that seek on looking for possible solutions to those ones. Thus, the development of this project at Águeda Gallardo de Villamizar high school will widely contribute to reinforce learners' difficulties related to the learning of English, and helping teachers in the matters of teaching English, because this kind of projects offer different teaching strategies and other possibilities to confront those issues presented in the institutions. In that way, this project seeks to implement English songs as an authentic material in order to helps students needs and to show new way of teaching English as a second language.

OBJECTIVES

General objective:

- To foster cultural knowledge and oral skills in 11th graders using English songs.

Specific objectives:

- To implement journals as a tool to transform internal pedagogical processes of the practicum.
- To promote pre-service teachers' critic spirit development that allows them to analyze their pedagogical performance.
- To Foster English learning throughout the use of songs as an English teaching strategy to benefit primary learners' listening skills and oral production in the Escorial primary school.
- To join the academicals and cultural events performed inside the Águeda Gallardo de Villamizar High School.

INSTITUTIONAL OBSERVATION

Introduction

At Águeda Gallardo de Villamizar high school , after having been emerged in the process of integration of other belonging five schools, it has become in the best example of the "Salesian Family" which is focused on educating the citizens of XXI century, under the San Bosco spirituality and the methodology of humanism, and the creation of autonomous, critical and reflective learners, with the ability to be loved and love for humanity and God's creations. In contrast, this institution is opened to all singular projects and opportunities from the ministry of education to suit in a more globalized and technological culture.

Topographical Location of the school

The Águeda Gallardo de Villamizar High school is located at the ninth street in the "Feria" Neighborhood in Pamplona, Colombia. Bearing this in mind, the Decree No. 000 858 on September 30, 2002 and 00 129 of 28 January 2003, the Águeda Gallardo de Villamizar School was merged with the following schools: EL ESCORIAL BASIC SCHOOL, JARDÍN INFANTIL NACIONAL SCHOOL, SANTÍSIMA TRINIDAD SCHOOL, and ALFONSO LOPEZ SCHOOL

Identification of the authorities

Principal:	Sor Sol Cristina Redondo
Discipline coordinator:	Oscar Enrique Suarez Suarez

Table Nº 1: *Identification of the Education Authorities.*

Identification of the Key Aspects of P. E. I.

Mission

The educational institution technical school Águeda Gallardo de Villamizar gives children and teenagers an academic education from garden level to half-technical, as technical in the health area, with relevant theoretical-practical knowledge and with a high degree of responsibility and honesty placed at the service of the region and the country.

Vision

By 2020 the educational institution Águeda Gallardo de Villamizar will be consolidated as a certified institution to provide an educational service in the North of Santander department, in the training of active and autonomous young citizens, managers of healthy environments with academic and work competencies in the health area.

Learning and teaching objectives
 General objective

•   To educate in learners basic, citizen and professional competences from pre-school

to half-technical through significant procedures that allow them to be graduated in a high

school, and to be an auxiliary assistant in the area of health, and half-academic for adults and

teenagers over flexible learning models.

Common objectives for all levels

a)   To educate the personality and the capacity to assume with responsibility and

autonomy their rights and duties.

b)   To provide a solid academic formation in moral and ethics and promote respect for

human rights.

c)   To promote in the institution democratic practices for learning principles and values

of Participation and organization, and stimulate autonomy and responsibility.

d)   To develop an appropriate sexuality to kwon his/ her self, and self-confidence, and

the development of a sexual identity, under the respect for the equity of the sexes, the

affectivity, the mutual respect and prepare for a harmonious and responsible family life.

e)   To create and foster international solidarity.

g) To promote interest and respect for cultural identity to ethnical groups.

Summary of the rulebook

This is the ethical and moral code of the institution. The rulebook encourages students to participate in every exercise of pleasant spaces in order to shape their personality. All educational members must assume and practice the rules.

Some of the teachers' duties and rights

Duties	Rights
➢ To know the institutional philosophy and the educational model and act respectively with their principles. ➢ To create learning, creative, respectful and secure learning environments for students to develop their personal growth and values.	➢ To fulfill with their functions and an ethical, moral and academic model. . ➢ Participate in every decision taken from the rules. ➢ To be hear when they are facing a conflict with the students' community. . ➢ To be treated with respect.

➢ To assume with responsibility, the accomplishment of pedagogical duties, and pedagogical work assigned.	➢ To have access to physical and technological resources to develop their work at the school.
➢ To cooperate with the academic and disciplinary requirements with quality and competence.	➢ To have a qualified teacher committed with their training.
➢ To take care of furniture and fixtures commonly used and the materials available.	➢ To be assessed in oral and written comprehension, analysis, discussion and appropriation of concepts tests, based on interpretation, argumentation and proposition skills according to the parameters of the MEN.
➢ To follow exactly the schedule established for all classes and activities.	
➢ To give a respectful treatment of all people, practice civility, vocabulary worship, to be polite accepting corrections.	

Table Nº2: *Teacher's rights and Duties.*

Parents' rights and duties

Rights	Duties
• To know the philosophy, purpose and objectives of the educational institution. • To know the rule book and the educational institution project P.E.I. • To be informed about the academic achievements, behavior, and any other progress of their sons. . • To be informed about the attendances of their sons, and recognize any disagreement or students' misbehavior and to know the appropriate management of the school. • To participate in all educational learning for parents.	• To informed about any abnormalities that will affect the institutions. • To collaborate spontaneously in all campaign that will help the institution. • To include cleaning habits and personal care in the use of the elements they have and other than do not belong to them. • To hold an appropriate behavior and make complaints and express different point of view. • To assume all the disciplinary consequences described on the rule book when they break the rules inside and outside the institution. .

Table Nº3 : *Parents' rights and Duties.*

Physical plant distribution of the school

The Águeda Gallardo de Villamizar High school, it spread out as follows: 24 classrooms for classes, 22 sinks, 3 toilets, an audiovisual classroom, an art classroom, a pastoral education classroom, a computer room, a classroom of new technologies, a multi-room, a library, an infirmary with first aid-kit, a classroom in the area of health, a chapel, a school based restaurant, 3 offices for the administrative section and a sports center, It also has a cafeteria, a hall, and internet access. Generally, the state of the physical plant in satisfactory for the students.

Pedagogical aspects observed

During the observation week the researcher was focused on some fundamental aspects of the classroom such as: the classroom atmosphere and student's participation, lesson plans, resources and materials, students' use of language, students' concentration, students' motivation and interests, the role of the native speaker in the classroom.

The classroom atmosphere: In general, terms, they are well- behaved students; they do not need the teacher to use enough strategies to control discipline. They have a book where the students are committed to keep the order and an appropriate behavior towards their partners.

Student's participation: As they were working only on written and reading activities, the use of the L2 was totally reduced, they expressed that although they had the assistance of a native speaker they were not able to produce oral sentences and to pronounce correctly. As a result, they were very quiet when the teacher asked them to say something in English.

Lesson plans: The teacher planned all her classes in a note book, this is divided into two parts, the first one is for the worksheets the students are going to develop, and the second one is for the questions they are going to answer from their English course book. She always followed her plan, but the time is not enough to complete all the activities she proposed.

Resources and material: This room has a LCD TV, which teacher can use to presents videos, slides or important information, connecting the TV with the laptop. Besides, the teacher plays her audios from her computer with the help of speakers, but, some of them have problems to complete the listening activities. On the other hand, all learners form eleventh grade have access to an English course book, a book that was provided by the Ministry of Education in order to supply the learner's language necessities.

Students' use of L2 language: The researcher realized that the students' percentage English talk was about 15% in the classroom because the majority of students asked something in Spanish and they were not able to use the L2 to say whole sentences and also they didn't recognize most of the basic vocabulary presented in the workbook.

Students' concentration, motivation and interest: Given that the classroom are quite big, the students were organized in a lineal way, but most of them lost the attention to the teacher because they were interested in talking with the partner and they got distracted easily, by contrast, they motivated with dynamic activities such as: videos, songs or related to the use of the computer or technological devices. They were more interested in using their mobiles and listening to music. However they developed all the activities proposed by the teacher.

Organization chart

INSTITUCION EDUCATIVA
"COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR"
Resolución de aprobación de 03984 de nov 14 de 2012

Comunidad Hijas de María

RECTORA

CONSEJO DIRECTIVO

CONSEJO ACADEMCO

PARTICIPACION

SERVICIOS ACADEMICOS Y DE BIENESTAR ESTUDIANTIL

SERVICIOS ADMINISTRATIVOS

COORDINADOR

SERVICIO DE BIENESTAR

SECRETARIA

CONSEJO ESTUDIANTIL

ORIENTADORES GRUPO

APOYO PEDAG

PSICOLOGIA

ALMACEN

PERSONERO ESTUDIANTIL

DOCENTES DE AREA

CAPILLA

INTERNET INFOR

PAGADURIA

CONTRALOR ESTUDIANTIL

RADIO Y TV

ESPACIOS DEPORTIVOS.

RECEPCION

APOYO PEDAGOGICO

CAFETERIA

LAB.CIENCIAS NATURALES

CELADURIA

ASAMBLEA GENERAL DE PADRES DE FAMILIA

ASOCIACION DE PADRES DE FAMILIA

PSICOORIENTADOR

LAB FISICA

BIBLIOTECA

SERV GENERAL

GIMNASIO

BIBLIOTECA

CONSEJO PADRES DE FAMILIA

JUNTA DIRECTIVA ASOCIACION

CLUBES J.S.

RESTAURANTE

AULA MULT.

LONCHERA

TRANSPORTE

Estudiantes Salesianos

Figure Nº 1: *institutional organization.*
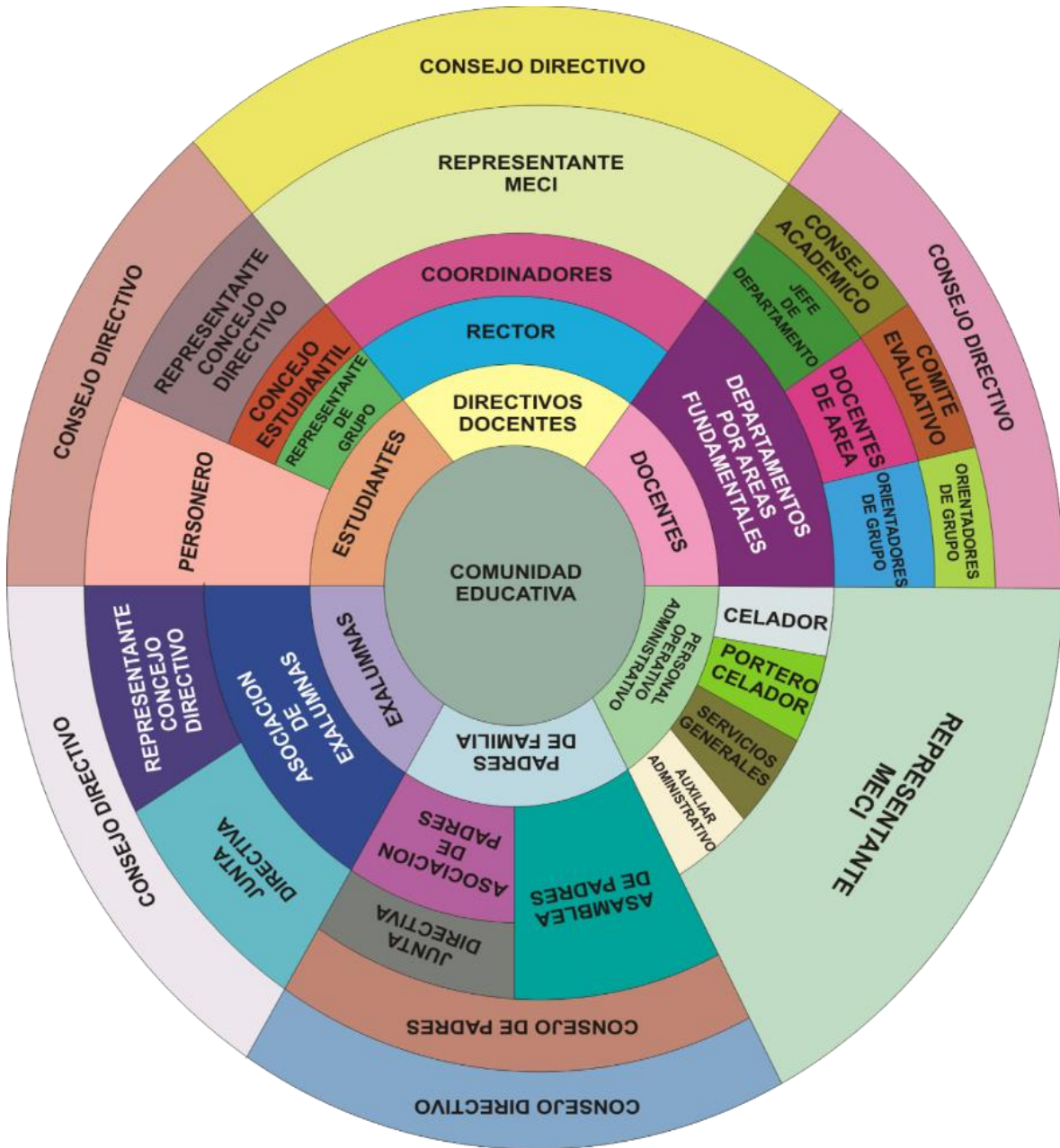
Figure Nº 2: *institutional organization.*

Schedule: High School Activities, second Semester 2017

Institución Educativa Colegio Técnico Águeda Gallardo de Villamizar

Weekly chronogram

The Águeda Gallardo de Villamizar School develops a weekly chronogram, it means the administrative of the institution creates each Saturday the chronogram corresponding to next week. Here we found the last chronogram designed until now.

Weekly timetable for the teacher

Schedule for the teacher: Marlén Yolima Parra Peñaloza

The teacher in charge of the English course had a schedule according to the high school main calendar. She worked with 8th, 10th, and 11th graders who have a length of three institutional hours (55 min) per week with each one of them.

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:55	11°A			10° B	11°A
7:55 – 8:50			8° A		
8:50 – 9:45		10°A	8°B		8° A
9:45 – 10:15	BREAK				
10:15 – 11:10	11° B	11 °B		11°B	10°A
11:10 - 12:05		11°A	10°A	11°A	11°B
12:05 – 1:00	10° B	10° B		8°B	8°A

Table Nº 4: *Schedule for the teacher: Marlén Yolima Parra Peñaloza*

Students' names

TEACHER: MARLEN YOLIMA PARRA PEÑALOZA	
GRADE: 8° A	
NAMES	
1	BAUTISTA HORMAZA NICOLLE FERNANDA
2	BOADA BARAJAS NYRJANN MAOLYD
3	CAPACHO PEREZ MICHELL ANDREA
4	CORTIÑAS OUTUMURO MARIA ALEJANDRA
5	CRUCES VILLAMIZAR RICARDO ANDRES
6	DELGADO CABALLERO HEIDY YASMIN
7	DUARTE ANDRADE ANDREY FELIPE
8	ESPINEL FIGUEROA JOHANN ALEXIS
9	FLOREZ GUERRERO FABIAN CAMILO
10	FLOREZ PACHECO KEVIN JAVIER
11	GARCIA CALDERON ANGIE MICHEL
12	GAUTA VILLAMIZAR YURBY SLENDY
13	GELVEZ DIAZ ANDREA MARCELA
14	JAIMES RODRIGUEZ GISELLY LOREINETH
15	LIZCANO ACEVEDO LAURA VALENTINA
16	MEDINA LEAL FABIAN MAURICIO
17	MENESES CONTRERAS FRANKLIN ALEXIS
18	OMAÑA MELO MARIANGELICA
19	PARADA JAIMES PAULA VALENTINA
20	PORTILLA GAUTA FABIAN LEONARDO
21	RAMON BAUTISTA JUAN SEBASTIAN
22	ROJAS CONTRERAS CRISTIAN FABIAN
23	RUA CASADIEGO JAIDER DINAEL
24	SANDOVAL RAMON MARIA ANDREA
25	SUAREZ ALBARRACIN MARIA DEL CARMEN
26	VERA PABON JAVIER LEONARDO
27	VERA FLOREZ MICHELLE TATIANA
28	VILLAMZIAR HOYA HEAN GELDER
29	VILLAMZIAR CAÑAS JULIAN EDUARDO
30	TARAZONA PARDO ANGIE ZULAY
31	MENESES CONTRERAS EDITH

Table Nº 5: *8"A" Grade Students' Names*

Students' names

GRADE: 8° B	
NAMES	
1	BAEZ FIGUEROA JAVIER SANTIAGO
2	BECERRA PARRA MARIA ALEXANDRA
3	BECERRA SANTAFE HUGO IVAN
4	CAPACHO JAIMES WILMER ALBERTO
5	CARDENAS FLOREZ JESICA XIOMARA
6	CARRILLO ZAMBRANO ANGEL SANTIAGO
7	CONTRERAS MIRANDA DANA YOLEIMA
8	CUESTA GALINDEZ SHELLSY STEPHANIE
9	DIAZ VILLAMIZAR GERSON ARLEY
10	ENRIQUEZ PEÑA KARLOS EDUARDO
11	FLOREZ BAUTISTA EDISON ORLANDO
12	GARCIA GARCÍA SERGIO ANDRES
13	GARCIA JAIMES ISAAC JOSUE
14	GELVIS JAIMES ISEL VIAGNEY
15	LEAL ARAUJO CARLOSS JAVIER
16	LOPEZ RAMON MARIA ALEJANDRA
17	MARTINEZ SUAREZ LUIS MANUEL
18	MENGUAL GARCIA EDWIN ANTONIO
19	MORA MENESES KAREN LORENA
20	PARADA VERA DAYANA SHIRLEY
21	PARRA PEÑA DANAIEL FELIPE
22	PARRA TORRES GENESIS DANIELA
23	PEÑALOZA MALDONADO WILLIAM EDUAR
24	QUINTANA RIOS LICETH PAOLA
25	QUINTERO GAFARO RAMIA NEYIRA
26	RIVERA PORTILLA PAOLA ANDREA
27	RODRIGUEZ VILLAMIZAR DANILO HERNA
28	SOLANO PORTILLA OSCAR ALEXANDER
29	SUAREZ OROZCO LEZLY YISSETH
30	VILLAMIZAR LEAL DULFAN SANID

Table Nº 6*: 8"B" Grade Students' Names*

Student's name

GRADE: 10° A	
NAMES	
1	BARRERA WILCHES DIANA ALEJANDRA
2	BAUTISTA FLOREZ BRHAYAN YESID
3	CAMACHO MENDOZA VALERIA
4	CAPACHO PEREZ JANCIN TERESA
5	CUELLAR LOZANO JUAN ANDRES
6	FLOREZ SANDOVAL HENRY DANIEL
7	GELVES LEAL JULIAN ENRIQUE
8	GELVIS JAIMES DARIANA LUCIA
9	HERNANDEZ FERNANDEZ YOVANY
10	ISIDRO LOPEZ SERGIO ANDRES
11	JAMIOY ZAMBRANO LAURA KATHERINE
12	MALDONADO PEÑA OSCAR FERLEY
13	MANTILLA MANTILLA YEFERSON FERNEY
14	MIRANDA PARADA GENNIFER DAYANA
15	MOLINA GUERRERO VALENTINA
16	MONCADA LIZCANO JULIETH NATALIA
17	MONTAÑEZ GARCIA YELITZA NACARY
18	MONTAÑEZ MONTAÑEZ JEFFERSON FABIA
19	MONTAÑEZ MORA JULIETH DANIELA
20	MONTAÑEZ VILLAMIZAR YULIANA
21	MONTAÑEZ MORA DAYANA LIZETH
22	ORTEGA LOPEZ FABIAN SANTIAGO
23	PARRA PABON MICHELLE TATIANA
24	PEÑA VILLAMIZAR ANGIE PAOLA
25	PEÑA RANGEL EDILSON FERNEY
26	RUIZ MENESES ANGIE DANIELA
27	SANCHEZ LOPEZ IRWIN JESSID
28	SANCHEZ CONTRERAS SANDRA CATHERINE
29	SUAREZ GODOY ANDREA JHOELY
30	TAPIAS PINEDA VALENTINA
31	TAPIAS PINEDA DAYANA ALEJANDRA
32	VALERO VERA DELIA JULIANA
33	VELOZA GAMEZ LAURA ALEJANDRA
34	VERA VILLAMIZAR YULY KATHERINE
35	VILLAMZIAR CAÑAS YESICA JULIANA
36	VILLAMIZAR CONTRERAS JULIAN ANDRES

Table Nº 8: *10"A" Grade Students' Names*

Student's name

GRADE: 10° B	
NAME	
1	ALBINO COTE YOVANY ALEXANDER
2	ALVAREZ ROMERO BRIGITH MICHELLE
3	ANTOLINEZ MALDONADO LUIS DUVAN
4	ARIZA CASTRO KAREN DAYANA
5	BASTOS SALAZAR IVAN ANDRES
6	BATECA SAPUY DARIANA ALEJANDRA
7	BATECA SAPAY ANGIE ANDREA
8	BOADA SANABRIA ANGELA ROSANA
9	CARDENAS VALENCIA LAURA JULIANA
10	CARDENAS VILLAMIZAR HOLMAN RODOLFO
11	CHAPETA CELIS LISETH KATHERINE
12	CONTRERAS PARRA YESSICA PAOLA
13	DELGADO VERA ANUELITH VANESSA
14	DIAZ VILLAMIZAR EIDER GONZALO
15	DIAZ PARRA JULIETH VALENTINA
16	FERNANDEZ DURAN CARLOS ALBERTO
17	FLOREZ RIVERA AMBAR NATALI
18	GALVIS JAIMES ANLLY PAOLA
19	GELVES RUIZ ANGIE GUADALUPE
20	GELVEZ LAMUS JUAN FERNANDO
21	JAIMES LIZCANO NICOLA GIOVANNI
22	JAUREGUI ALIURI CARLOS MARIO
23	LARGACHA CRUZ CAMILA YERALDIN
24	LOAIZA MONTAÑEZ JENIFFER
25	MENDOZA BLANCO JHON ALEXANDER
26	PACHECO PEREA BRIAN ESNEYDER
27	PEDRAZA QUIÑONES SARA JULIETH
28	RICO CRUZ CRISTIAN ARLEY
29	RINCON SANCHEZ CESAR ESTEBAN
30	RIOS GOMEZ CRISTIAN ALEJANDRO
31	RIVERA CRUZ MARLON JOSE
32	ROMERO MACHUCA SEBASTIAN DAVID
33	SANCHEZ DAZA YESICA ANDREA

Table Nº 9: *10"B" Grade Students' Names*

Student's name

GRADE: 11° A	
NAME	
1	ACUÑA VILLAMIZAR YENNI PAOLA
	ARIAS PEÑA MARIA FLORANGELA
3	BOHOQUEZ ROMERO ANGEL FARID
4	CAEZ SILVA JEISON OSWALDO
5	CARRILLO VERA YEIMI ALICIA
6	CONTRERAS CAMARGO WISLET DAYANY
7	DEL REAL VILLAMZIAR CRISTIAN YAIR
8	GARCIA CASTAÑEDA DEYLI YULIETH
9	HERNANDEZ CHACON GABRIEL FERNANDO
10	LIZARAZO MONTAÑEZ EMILY YULIANA
11	MENDOZA PARRA MONICA YASVEYLI
12	MERCHAN BLUN OSCAR FERNANDO
13	MONTAÑEZ BALAGUERA DAIRON NAYIB
14	MONTAÑEZ MORA EMERSON LEONARDO
15	MONTAÑEZ GELVEZ LENNIS SOLLANNYS
16	PEÑA SARMIENTO YOIRIS ZAMARA
17	QUIÑONEZ GONZALEZ YURLEY DANIELA
18	RODRIGUEZ PARADA JULIAN JAVIER
19	ROJAS DURAN ROSA ANGELIKA
20	SELPUDEVA CACERES YESMIND DANIELA
21	SUAREZ PARADA YENIFER ANDREA
22	VELANDIA GAFARO DANIELA VALENTINA
23	VERA FLOREZ DIEGO DAYAN
24	VILLAMIZAR FERNANDEZ THAIS FERNANDA VALENTINA
25	VILLAMIZAR VARGAS YENNIFER ANDREA

Table Nº 10: *11"A" Grade Students' Names*

Students' name

GRADE: 11° B	
NAMES	
1	ARAQUE FLOREZ GLADYS ADRIANA
2	BATECA SAPUY BRAYAN DAMIAN
3	CABALLERO BARROSO LEIDY MATILDE
4	CABALLERO PABON JIMMY ALEXANDER
5	CABALLERO VILLAMIZAR SILEIDY YOHANA
6	CALDERON DELGADO YANETH
7	CLAMERAN BAYONA JUAN JOSE
8	CONTRERAS CABALLERO ANDREY SEBASTIAN
9	CORREA GUTIERREZ JESSICA MARCELA
10	DELGADO CAÑAS MARLON ANDRES
11	DIAZ VERA MARCO YAIR
12	DUARTE GONZALEZ PAOLA ANDREA
13	GOMEZ SANCHEZ CRISTHIM WALESKA
14	GUERRERO GELVES LAURA JOHANNA
15	JAIMES GOMEZ JORGE EDUARDO
16	LOAIZA MONTAÑEZ ASTRID JULIANA
17	MARTINEZ BECERRA LICETH DANIELA
18	MOLINA GUERRERO KARLA ALEXANDRA
19	MONTAÑEZ PALACIOS ANDRES DAVID
20	NIÑO MARTINEZ RISTIAN LEONARDO
21	RICO MARTINEZ CRISTIAN LEONARDO
22	PARADA LATORRE NATASHA
23	PEÑA LIZCANO NAIYARITH DANIELA
24	PEREZ SIERRA ESTEFANIA
25	RICO LUNA KAREN YULIANA
26	SANABRIA PERILLA BRANDON JANER
27	VARGAS MORA VIANE ADRIANA

Table Nº 11: *11"B" Grade Students' Names*

CHAPTER I: PEDAGOGICAL COMPONENT

FOSTER CULTURAL KNOWLEDGE AND ORAL SKILLS THROUGH THE USE OF ENGLISH SONGS IN 11th GRADE AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL.

INTRODUCTION

Nowadays, English as a foreign language (EFL) may be consider as a challenge when teaching it, given that, learning a foreign language demands a great compromise from both parts (teachers/learners), form the very first side, teachers should be engaged with learners' education, therefore, this could commit the teachers at the moment of implementing new strategies, methods, technics and didactic tools for the English classes; on the other side, learners should be eager to learn the target language generating on them an deep interest in their learning process, taking this into account, the role assumed by the teacher during the teaching process it is to foster student's attention developing their interest for the target language (T.L) and brake the traditional paradigm of learning English; based on this, Snell (1999) states that the common problem for EFL teachers in traditional classroom is dealing with passive class where the students being unresponsive and avoid interaction with the teacher. Thus, it is strongly recommended for teachers to draw learners' focus by doing things students like, such as songs, games, videos, films, creative activities, theater, and sketches, among others.

That is why songs could be a useful didactic tool for English classes, Murphy (1990) suggests that many English teachers have long recognized that song and music work well in language classes. Bearing this in mind, teachers can use song as a media to overcome the students difficulties in listening and improve their listening ability. Creative teacher can also use songs to teach English through songs since they provide a break from the textbook and work book (Apin, 2013, p.22). The use of song in English class could be implemented as an innovative strategy allowing teachers to work on different activities and aspects for the class, and set the class active meaning reaching the communicative competence among teacher and learners engaging learners to participate in the class as it is proposed by the Board of Education, who has been carrying out a project since 2004 well-known as National Bilingual Program which aim at offering the opportunities to Colombian learners to achieve a foreign language leaning/acquisition enhancing communicative competences in a foreign language within a globalized world, given that the learning of foreign language or being bilingual trigger wide chances to be a competent and competitive person; Besides, The Colombian Board of Education focuses on promoting the engagement in national schools to successfully accomplish B1 level according to the CEFR, so the implementation of this program in each single school might help to increase the level of education in Colombia (MEN, 2006, P.3).

With regards the Colombian Board of Education, as it suggests at fostering bilingualism in Colombia, Songs could be used as a teaching technique in young learners' classrooms for many reasons. First, students love songs and enjoy learning and singing.

Second, songs help students to copy and remember words. It is said that every child has the ability to sing from the earliest cultures and probably before human learned to speak (Cifuentes, 2006). For this reason, for teens could be attractive to practice listening and speaking throughout songs, moreover, songs promote speaking skills and stimulate students' imagination. Orlova (2003) it indicates that using songs in the classrooms give to the teacher several pedagogical methodologies such as teaching listening, speaking, writing, vocabulary as well as pronunciation, stress and the intonation patterns of the English language.

Additionally, on account of the fact that in communication requires an interaction between a speaker and a listener it is important that learners develop oral skills (listening and speaking) if they want to communicate in English inside and outside the classroom, songs are the boost to accomplish this goal. According to Hornby (1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson.They can also form the basis for many lessons (Futonge, 2005)

PROBLEM

It is know that Colombian public schools are mostly focused on teaching grammar and follow the workbook proposed by the school, but, being a linguistically competitive person requires more than knowing about languages rules and working on a book, speaking a foreign language involves all language skills letting the communicative process flows ease; likewise it is indispensable that English teachers seek for new language teaching methods, considering that language is evolving day after day and the teaching/learning process should be adapted to those updating.

One of the first contact with the learners as an outsider was the non-participant observation that evidenced the issues presented inside the English classroom related to lack of vocabulary, pronunciation and oral comprehension. Regarding the observations conducted in 8th, 10th and 11th grades, it was evidenced that the majority of the learners presented difficulties when pronouncing, as well as lexicon acquisition, and oral comprehension. Furthermore the percentage of target language use in the classroom was approximately 30% and the mother langue use was 70%, the use of English language was mostly by the part of the teacher and in contrast, learners tended to speak in Spanish. Moreover, it was perceived that it exist a lack of learners' concentration and attention in the classroom, because most of them were interested in talking with their classmates or glancing at their smartphones.

Research question:

- How can English songs foster cultural knowledge and oral skills in 11th graders?

Sub-questions:

- What type of strategies can teachers implement to enhance learners' oral production and oral comprehension?
- What kind of English songs could be appropriated for learners' level?
- How can teachers encourage students to participate in class?
- Why songs help learners to acquire new vocabulary and to improve pronunciation?
- How English songs engage 11th graders in cultural knowledge?

JUSTIFICATION

The application of a project in the field of education has the objective of identifying some possible issues that influence and affects the teaching and learning process, consequently, this project is aimed to have a positive impact in learners' learning process given that implementing this sort of project could allow students to be more active, engaged and motivated according to the EFL learning process. Thus, songs may demonstrate students that learning English should not be perceived as a tedious responsibility but an opportunity to know other cultures and see the world differently.

Furthermore, Mcgroarty (2002) stresses the importance of teaching with variety since learners are different and do not find the same activities and tasks as motivational and good for their learning. Further on teaching English, teachers should give all of them to reach students' attention and interest for English that is why song may help students to be focused on the class generating a sort of auditory stimulation keeping them concentrated and interested in the activities proposed in the classroom. Moreover, teaching English in Colombia is conceived as a challenge nowadays given that new generations get tired and bored in a faster way than adults, youngers think that learning English should be a waste of time and they do not perceive English as an opportunity in their future and professional life, that is why this project is going to be carried out, in order to encompass all these educational needs implementing songs to foster 11th graders' oral skills and motivate them to be active and participative in the classroom breaking all those obstacles that block

students because they may feel insecure and embarrassed at the moment of speaking and pronouncing some words.

According to Hornby (1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. For this reason, songs are full of elements that helps students to improve their skills and also songs fill them with knowledge and cultural features strengthening the learners' learning English process. In addition, Songs can also provide a relaxed lesson. They can also form the basis for many lessons (Futonge, 2005). The adaptation of songs serve to comfort students avoiding learners' annoyance and let teacher the possibility to develop a more relaxing, pleasant and dynamic class.

Finally, this project is helpful for teachers and pre-service-teachers given that it creates and promotes other uses of the language they are teaching and learning, besides, it generates an educational surrounding strengthen their interest of learning English through different activities feeling comfortable, because their motivation depends on the teachers' attitude and resources used towards the language.

OBJECTIVES

General objective:

- To foster cultural knowledge and oral skills in 11th graders with English song.

Specific objectives:

- To implement strategies to enhance oral production and oral comprehension

- To select the songs that are appropriate to learners' level

- To create different activities that encourage students to participate in the class

- To promote the acquisition of new vocabulary and pronunciation with songs

- To involve 11th graders in cultural knowledge throughout English songs

THEORETICAL FRAMEWORK

The main aim of this project is to implement songs to teach English. In this theoretical framework you will find the definitions of the following concepts such as: songs, listening, songs as an authentic material, grammar, vocabulary and pronunciation and the link between songs and culture.

Song:

Most of people always hear about this concept, the world is practically related to this word but most of us are not familiar with a specific definition of this one. Based on Moore (1998)'s criteria, "song" takes on a much broader meaning: It becomes a general conceptual framework of musical ideas involving a singer and lyrics instead of merely a specific collection of notes and words in a particular context. This definition of "song" generalizes it by taking out considerations of performer, genre, and style. Taking into a count this, a song provides the listener a better opportunity to focus on the process of listening instead of only the eventual interpretive product.

Listening:

With regards listening word, it should be pointed out that it includes comprehension of words, phrases, clauses, sentences, and connected discourses, according to Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation; listening skill facilitates the interaction, the communication and the comprehension of the language

Moreover, Rivers (1978) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. He also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activities need to integrate skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Having this in mind, the concept of listening integrates all the four skills and it demands the existence of a coherent and cohesion in the speech.

Song as an authentic material:

It is important to know that a song is not only a boundless of rhythms, lyrics and verses, it encompasses cultural traits, idioms, languages, identities, it represents a direct

45

contact with the language of the song, for this reason, a song could be considered as an authentic material; furthermore, Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. Students need to be motivated and stay motivated. This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

Using song as authentic material provides a deeper understanding of culture, given that it immerse student into a new world where learners can figure out innovative features that could be unknown for them.

Grammar:

The English club define grammar as the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time

Vocabulary:

One of the essential parts of the learning process is vocabulary, Alfaki (2015) proposes that vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Vocabulary addresses single lexical items words with specific meaning(s) but it also includes lexical phrases or chunks.

Additionally, Nagy (1989) states that vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. The development of vocabulary is important for beginning reading if a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

Pronunciation:

Talking about pronunciation, Yates (2002) says that Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual

sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice 31 quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. It is important to know how to pronounce a word because if we misunderstand the meaning of the word we are pronouncing, the message could change in totally.

Link between songs and culture:

According to Spitzer and Walters (n.d), songs serve to unify groups of people and to move them to common action or help them express common emotions. Certain songs become "anthems" for particular generations, Also, Songs, singers, and genres also help people construct self-images and provide models for how to behave. Song lyrics also express judgments—and even conflicts—about lifestyles, values, and appearances. The implementation of song in a classroom foreign language provides great cultural features to learners and several aspects related to a culture.

Literature Review

In this section, there will be presented some previous studies conducted about using song to teach English and to develop oral skills.

The use of songs in teaching students' listening ability

This study was conducted with the aim to identify if the use of songs significantly enhanced learners' listening skills, equally, Apin (2013) investigated what were the difficulties faced by learners at the moment of working with listening comprehension, in the study, the author used a quasi-experimental research that involved two classes of students of a public junior high school in Sumedang. In order to gather the data or the required information, the author used pretest, posttest and questionnaires as instruments for data collection. Moreover, the author implemented quantitative research method to analyze data collection, additionally, in this study, the author investigated the data taken from questionnaires to find out the difficulties faced by the students listening comprehensions through songs.

The author states that the study found that the use of songs likely improves students' listening comprehension skills. To this statement or outcome, the authors presented that it was evidenced by tobt (6.542) that greater than tcrit. As a result of this study, the use of songs is likely to improve the students' listening comprehension skill.

Briefly, the use of song as a media of teaching and learning process, not only helps teachers to implement listening activities but allows students to achieve listening objectives improving students' listening ability, moreover, songs keep on consideration learners' needs helping them to overcome and achieve learning objectives.

The study carried out by Apin (2013) helps on the development of this proposal given that it demonstrates how song can helps students to reach listening objectives and how song can influence learners to overcome those difficulties presented at the moment of working with oral comprehension.

Developing young learners' listening skills through songs:

In this proposal, Mustafa (2012) conducted a study showing the importance of using song as a method to develop young learners' listening skill, considering songs as effective listening material to be designed or implemented into syllabus for teaching foreign languages; in this study, there is presented a theoretical study which aims to present the relevant literature related to the importance of listening skill for young foreign language learners, discussing the importance, advantages, and teaching procedures, of songs implemented for listening activities. The study presented that teaching oral comprehension in learners in Turkey showed that students are not able to reach the targets about listening comprehension mentioned in the curriculum.

As conclusion, there is emphasized the importance of working on oral comprehension as a priority in the Turkish context as in many European countries promoting the use of songs as listening material to enhance listening, helping young Turkish learners to reach listening objectives.

As mentioned before by Mustafa (2012) in his proposal, this study contribute in a significant way to the development of this study because it emphasizes the importance of using song as a listening material with the aim of achieving young learners' listening objectives.

The use of songs as a tool to work on listening and culture in EFL classes

This proposal developed by Arevalo (2010) in a second level EFL course at a university in Tunja (UPTC), shows the undergraduates' listening performance throughout the development of six workshops based on the songs: Englishman in New York, Imagine, Mercedes Benz, Cats in the cradle, Zombie, and where is the love?. This study conducted a classroom action research, using methods common to qualitative research such as observing and recording events and behaviors. This study worked with regular English II classes of the first academic semester of 2010.

As a conclusion, the use of English song as an authentic material can foster listening skills and engage students in discussion about cultural and social issues. Likewise,

practicing listening with songs can become a good way to train students in the development of higher levels of comprehension.

With regards Arevalo (2010)'s study, it will helps to support my proposal due that it demonstrates the great link could exist between English song and a foreign culture, letting learners to know and to be familiar not only with the listening traits that contains songs but the cultural features that English songs can contribute to learners' knowledge.

Methodology

Type of research:

This study adopted an action research as the methodological design. According to Kemmis and McTaggart, (1982) described action research as a process of inquiry that is conducted to improve conditions and practices by incorporating change and social action. Moreover Gibbs (1995) states that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development (p.18). Conducting an action research will led teachers to focuses on the issues presented in the classroom. Thus, in this pedagogical component an action research is developed because while doing our integral practicum as pre-service teachers we must seek for solutions to problems in order to overcome them for the common

success in the classroom management, use of materials, and students learning. At the same time, an action research will permit to study the classroom phenomena in detail, and understand the reasons behind the issues presented within the EFL classes.

Population:

This study was held at Águeda Gallardo de Villamizar high school (Pamplona, North of Santander, Colombia). The participants for this research were Spanish-speaking teenagers from fifteen to eighteen years old from 11th grades of this school, each group is composed of a number estimated around 28 learners. This investigation took a sample of 10 learners from 11th grade. They were taking English subject that involves 5 hours per week that means 1 hour per day (55 minutes approx.). With regards to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" (MEN, 2006) they are supposed to be situated in the B1. 2 level but all of them had weaknesses in grammar structures, vocabulary and pronunciation, additionally, some of them presented insecurity and timidity at the moment of talking in the L2.

Data collection instruments:

In order to gather useful information and the data required it is important to apply the necessary instruments to give response to the objectives proposed on this pedagogical component. The instruments used in this research were the following:

Observations:

Observing allows to identify issues that will be presented under research. In this study, the researcher will be a participant- observer, because he will be the one who interacts directly with the students. But for this, it is necessary to implement a checklist that will help to organize and select which aspects of the classroom will be observed. For this reason, Wajnryb (1992) advised the need to follow an observation checklist in qualitative research, because it facilitates and assists the observation. As qualitative researchers, we presume that there will be multiple perspectives within any given community. The purpose of observation in this study is to identify the main issues and difficulties that influence education field.

Journal

This instrument is significant given that we as researchers can express ourselves about what we felt during exploring the phenomenon. According to Harmer (2002),

journals are powerful reflective devices that allow us to use introspection to make sense of what is going on around us. All teacher's perceptions, thoughts and ideas consist of writing down in order to reflect about class management. Likewise, Ahein Russell & Kelly (2002) says that rather than attempting to control researcher values through method or by bracketing assumptions, the aim is to consciously acknowledge those values. Keeping self-reflective journals is a strategy that can facilitate reflexivity, whereby researchers use their journal to examine "personal assumptions and goals" and clarify "individual belief systems and subjectivities". In this way, reflection helps us to think about all the matters presented in several settings and from that 40 experience the researcher can infer and analyze for this proposal there were ten journals during the whole study all of them with the objective of reflecting on the work of games under the sub skills.

Focus group:

According to Freitas (1998) & All, the focus group (FG) permits a richness and a flexibility in the collection of data that are not usually achieved when applying an instrument individually; at the same time permitting spontaneity of interaction among the participants. On the other hand, FG demands a better preparation of the place itself (where it will happen), as well as more elaboration of the results, since we will probably collect less data than individual interview. Using FG as an instrument helps to gather information in group letting the researcher the opportunity of obtaining different data from one group.

Survey:

According to the dictionary, the word "survey" means: "(a) to examine as to condition, situation, or value-appraise; (b) to query (someone) in order to collect data for the analysis of some aspect of a group or area; (c) to determine and delineate the form, extent, and position of (as a tract of land) by taking linear and angular measurements and by applying the principles of geometry and trigonometry; (d) to view or consider comprehensively; and (e) to inspect, scrutinize". (T. Mathiyazhagan & Deoki Nandan, 2010. Page 1).

Moreover, Herbert Mc.Closky (1969) defined survey "as any procedure in which data are systematically collected from a population or a sample thereof through some form or direct solicitation, such as face to face interviews, telephone interviews or mail questionnaires". Implementing survey instrument will help in the collection of data from some selective population or participants, the survey give direct information from the individual essential for the study.

Data analysis:

In order to enhance listening skills in 11th graders from Águeda Gallardo de Villamizar high school, Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures "provide a way of

drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data".

Besides, taking into account data collection process, the researcher selected the type of data analysis process proposed by Powell and Renner (2003). It is important to know deeply the data collected, to focus the analysis depending on the purpose, to categorize information by identifying themes or patterns and organizing them into coherent categories, also, to identify patterns and connections within and between categories and finally, to interpret the data.

Inductive analysis method

According to Hatch (2002), an inductive data analysis "consist of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive to analytical frameworks and generalization which permits to give a meaning to those phenomena under study". In this terms, thanks to this data method, the researcher broadly gets relevant aspects to be analyzed from the particular till generalization within the instruments used.

Instruments schedule:

WEEKS	INSTRUMENTS				
	Observations	Journals	Focus Group	Survey	Data analysis
Week 0	X				
Week1	X				
Week 2	X		X		
Week 3		X			
Week 4	X				
Week 5			X		
Week 6		X			
Week 7					
Week 8	X		X		
Week 9		X			
Week 10					X
Week 11				X	X
Week 12					X

Table N° 12 *instruments schedule*

Songs activities schedule:

The following chart shows the different activities and the 3 workshops songs implemented during the practicum process, the 3 songs were *1) "Where is the love" by: black eyed peas*; *2) "Zombie" by The Cranberries*; *3) "Happy" by Pharrell Williams.*

WEEKS	WORKSHOP Implementation	Link with the textbook	Activities	Instruments implemented
Week 1 to Week 2	Workshop 1 **"Where is the love"** By: Blacks eyed peas	World problems vocabulary	-Brainstorming activity Filling the blanks by groups -Word search	-Non-Participant and participant observation -Focus group

			-Collective Mind map vocabulary -Performance activity vocabulary -pronunciation -Debate	-Journal
Week 3 to Week 6	Workshop 2 **"Zombie"** By: The Cranberries	Social issues Present simple vs present continuous Adverbs of manner	-Filling the blanks in pairs -Analyzing video song - Organizing about the images - Analyzing the images activity -Discussing about social issues - Vocabulary chart -pronunciation -vocabulary quiz - Adverbs of manner chart -**Board game** (simple present vs present continuous) -Worksheets (adverbs of manner, s.p/ p.c) -Miming activity -Writing activity (Simple present vs present continuous)	-Participant observation -Focus group -Journal

| Week 7 to week 10 | Workshop 3 **"Happy"** By Pharrell Williams | Nouns and adjectives Phrasal Verbs Phonetics | -Filling the blanks collectively - Reflexing activity -Phonetic chart activity -Pronunciation -Dancing activity - Interpretation activity -Role play -Phrasal verbs video -Worksheet (noun and adjectives/ phrasal verbs) - Crosswords -word search - Worksheet song. | -Participant observation

-Focus group

-Journal

-Data analysis

-Survey |
|---|---|---|---|---|

Table N° 13 *Song schedule activities*

Participant observation format:

Participant Observation

Researcher: Andresain Tellez Correa   Date: _____

Workshop N°_____

Song Title: _____   Grade: _____

Objectif :

DATE	TEACHER	HOUR	GRADE	Description of the class	Positive Aspects	Aspects to enhance

Figure N° 3 *Participant observation format*

Survey Format:

Figure N° 4 **Survey** *format*

Planning principles

The process of deciding what to do it how to do is called planning, the planning is a fundamental tool that permits the organization of all units stipulated in a school curriculum, According to Brown (2007), there are essential elements that should be achieved in a lesson plan; those elements are goal, objectives, materials and equipment, procedures, evaluation and extra- class homework.

The goal refers to purpose to be achieve during the development of the lesson, the objectives stands for the things the teacher expect to reach at the end of the classroom, The materials and equipment are the elements such as posters, videotapes, listening exercises,

worksheets, games, needed to successfully develop the lesson plan. With regards the procedures there exist different ways to develop a class these are the guidelines arranged to make sure the plan. The evaluation allows checking if the newly acquired knowledge and the objectives were accomplished. Finally, the extra-class work fosters the students' autonomy and the learning beyond the lesson.

Planning model:

The following planning is one of the Agueda Gallardo's planning model suggested by the school to develop this process. This is a planning proposed for 10th grade about "Quantifiers" it is important to say that the pre-service teacher developed a planning per week but then he decided to developed one per class taking into account the objectives for the class.

I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
ENGLISH LESSON PLAN – THIRD TERM
DOCENTE: ANDRESAIN TELLEZ CORREA

Grade: 10th	**Level :** A2
Date : 19th September	**Material:** markers, worksheets, slides. Videos, T.V. Laptop, board
Teacher: Andresain Tellez	**Topic: Quantifiers (a, an, some, any, a lot of, lots of, a few, few, much, many, a little, little, no, none….**

Linguistic Objective :
At the end of the class, students will be able to use correctly quantifiers by means of an evaluation.

Communicative Objective
Students will be able to explain the instructions to make the soup presented in the movie segment "ratatouille".

Warm up:	Time 10 min

Time to greet and pray! The teacher is going to ask students to repeat the catholic prayer (our father and Hail Mary. Immediately, the teacher is going to tell students the activities for the class. Then the teacher is going to play again the video movie segment and he is going to give students a worksheet, students have to watch the video and complete the worksheet writing the instructions to make the soup. **(Appendix 1)** The teacher is going to explain the vocabulary presented in the worksheet.	
Explanation of the topic: The teacher is going to ask them what they remember about the last topic, and he is going to explain again the topic in a general way using some peace of papers in order to refresh students' comprehension of the topic.	Time 5 min
Production activities: The teacher is going to give students some peace of papers with some exercises to practice the use of quantifiers. The foreign assistance is going to help the teacher during the activity.	Time 10 min
Homework: For this class the teacher is not going to give students any homework	
Evaluation	Time 30 minutes
The teacher is going to give students a worksheet to evaluate the topic of "Quantifiers" **(Appendix 2)**	

Pre-service teacher schedule:

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	4to	permanencia	10°A	10°B	11°A
2	2do	permanencia	permanencia	permanencia	teachers hour
3	5to	10°A	permanencia	permanencia	permanencia
4	3ro	11°B	permanencia	11°B	10°A
5	permanencia	11°A	permanencia	11°A	11°B
6	10°B	10°B	permanencia	permanencia	permanencia

Figure N° 5 *Pre-service teacher Schedule*

Pedagogical Methodology

This pedagogical component aims to foster 11th graders' oral skills engaging them in cultural knowledge throughout English song implementation, for this, it will be necessary to develop 4 workshop distributed in one workshop per week in general practicum, According to Arevalo (2010) There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. Hence, it is necessary that the pre-service teacher know how and what type of songs to use in the classroom. According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research.

The 4 workshop are applied based on Brown's procedure of any listening activity (pre-listening, while-listening, post-listening). Each lesson plan has a workshop based on a song. Every song has its corresponding video clip. Different types of musical genres will be chosen to make the activities more dynamic and provide students with different inputs. The speed of the songs is not going to be taken into account because the idea is to make students face authentic materials. For this process is important to find songs which grammar and language focus related to the topics suggested in the textbook; the workshop, are dived into four main section (warming-up, presentation, practice, and production) following the lesson planning model suggested by Brown (2001):

Opening: In this part the teacher is going to have the first contact with the learners greeting them and praying as the school demands.

- **Warm up**: this is a break ice activity that motivates students and review somehow the preceding topic already taught.

- **Introduction of a lesson:** It stands for linking the objectives of the lesson with the students' daily life.

- **Presentation:** The teacher explains grammar using different resources no matter what, this is an important part because the students' attention has to be on the teachers' explanation

- **Production activities**: In this section the students will put into practice the grammar and vocabulary taught in advance.

- **Evaluation:** this phase is really relevant given that the teacher assess learners' knowledge and afterwards, the practitioner gives individual feedback to the students in order to correct mistakes and explain errors.

LESSON PLAN WORKSHOPS
Report process

The following report shows the 3 workshops about the songs developed during the practicum process, 3 different songs were implemented *1) "Where is the love" by: black eyed peas*; *2) "Zombie" by The Cranberries*; *3) "Happy" by Pharrell Williams.* It is important to highlight that the workshops were linked with the student's textbook with the idea of working on the grammar objectives of the classes. The songs were selected based on the topics from the textbook and taking into account the level of the participants. The

following lesson plans explain the activities and the steps followed within the

implementation of the songs.

Workshop 1: "Where is the love" song by: black-eyed peas

I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
ENGLISH SONG WORKSHEET – THIRD TERM
DOCENTE: ANDRESAIN TELLEZ CORREA

Model of one activity

Where is the love? (Black Eyed Peas)

(IMPLEMENTATION OF THE PROPOSAL)

Date: Week 1 to Week 2   Grade: 11th

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 analyze and debate about the cultural issue presented in video song

•   To learn about Black Eyed Peas group's life

Pre listening:

The teacher is going to tell the students the title of the song 'Where is the love' and he is going to ask them what they think about the title and content of the song. Then, after hearing some of their opinions, the teacher is going to ask students to write those predictions on their notebooks (5 minutes)

The teacher is going to show a poster of the "Black Eyed Peas" group and he is going to ask students what they know about the group and the members. Then the teacher is going to show students some slides containing the group biography in order to let them know if they were right about what they knew. (10 minutes)

While listening:

The teacher is going to play the video but without the sound, he is going to ask students to watch carefully the video and to take notes about what they visualized. Then the teacher is going to ask students about the context of the video. (10 minutes)

After that, the teacher is going to play the video but with sound, and he is going to ask students to pay attention to the song. (6 minutes) later on, the teacher is going to give the students the lyrics of the songs and he is going to 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 listen to. The song will be played three times (15 minutes)

Post listening-Speaking.

After this, the teacher is going to 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. (10 minutes)

Vocabulary section.

We will play the song again and 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 song, 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 talking about Black Eyed Peas' song. Students will be asked to express their opinions in English about what they understood of the song and what they took notes about the video clip by answering some questions:

Debate about the song section:

•   Can you tell me the characters of the song? The members of the group, for example.

•   Can you tell me the feelings that you perceive in this songs? Hate, for example

•   Can you tell me your perceptions from the song?

• What can you see? What are the colors? What is he wearing?

• Where is this person? Can you guess? What is in the background?

• What expression is on the person's face? What is he doing?

•   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 them culture by implementing the song. (20 minutes)

Practice activities:

After completing filling the blanks activity, the teacher is going to give students a worksheet about a word search containing some vocabulary from "where is the love" song. The teacher is going to say students that they have to develop the word search and to look for the definition in Spanish. The 1st 5 students who finish the activity are going to get a 5.0 grade, the next 10 students are going to get a 4.0 grade, and the rest of the class are going to get a 3.0 grade. (15 minutes)

After that, the teacher is going to link the text book with the song by a mind map activity about world problems suggested in the book, the teacher is going to ask students to make the mind map in a collectively way. The teacher is going to bring posters containing the vocabulary related to the song and the book "world problems".

Each student is going to have a paper with a word, they have to organize the mind map in which there will be 7 main words and 23 sub words that belongs to the main words. They have to organize and ensemble the words. After that, the teacher is going to check the mind map and to explain the vocabulary, the students have to take notes because the vocabulary is going to be evaluated latter. (20 minutes)

Where Is The Love?- The Black Eyed Peas

gravitate	stop	world	love
drama	generates	irate	anger

What's wrong with the _____, mama

People livin' like they ain't got no *mamas/ papas/ llamas*

I think the whole world addicted to the _____

Only attracted to *kings/ thieves/ things* that'll bring you trauma

Overseas, yeah, we try to _____ terrorism

But we still *not/ got/ lot* terrorists here livin'

In the USA, the big *NBA/ CIA/ FDA*

The Bloods and The Crips and the KKK

But if you only have _____ for your own race

Then you only leave *space/ pace/ ace* to discriminate

And to discriminate only _____ hate

And when you hate then you're bound to get _____, yeah

Madness is what you *discriminate/ demonstrate/ illustrate*

And that's exactly how _____ works and operates

Man, you gotta have love just to set it *straight/ rate/ ape*

Take control of your *life/ line/ mind* and meditate

Let your soul _____ to the love, y'all, y'all

KKK=Ku Klux Klan (racist group against non-whites)

Bloods, Crips= two different Black street gangs with heavy crime that hate each other

NBA=National Basketball Association

CIA=Central Intelligence Agency

FDA= Food and Drug Administration

Where Is The Love?- The Black Eyed Peas

gravitate	stop	world	love
drama	generates	irate	anger

What's wrong with the __world__ mama

People livin' like they ain't got no mamas/ papas/ llamas
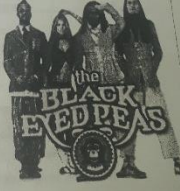
I think the whole world addicted to the __drama__

Only attracted to kings/ thieves/ things that'll bring you trauma

Overseas, yeah, we try to __stop__ terrorism

But we still not/ got/ lot terrorists here livin'

In the USA, the big NBA/ CIA/ FDA

The Bloods and The Crips and the KKK

But if you only have __love__ for your own race

Then you only leave (space/ pace/ ace) to discriminate

And to discriminate only __generates__ hate

And when you hate then you're bound to get __irate__, yeah

Madness is what you discriminate/ demonstrate/ illustrate

And that's exactly how __anger__ works and operates

Man, you gotta have love just to set it (straight/ rate/ ape)

Take control of your life/ line/ mind and meditate

Let your soul __gravitate__ to the love, y'all, y'all

KKK= Ku Klux Klan (racist group against non-whites)

Bloods, Crips= two different Black street gangs with heavy crime that hate each other

NBA= National Basketball Association

CIA= Central Intelligence Agency

FDA= Food and Drug Administration

CHORUS: Number in the correct order.

3 Father, Father, Father help us

1 Can you practice what you preach?

6 Where is the love (Love) Where is the love (The love)?

5 'Cause people got me, got me questionin'

9 Children hurt and you hear them cryin'

7 Where is the love, the love, the love?

4 Send some guidance from above

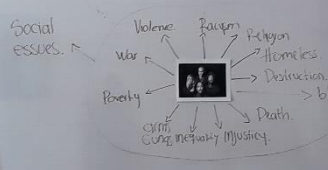2 Or would you turn the other cheek?

3 People killin', people dyin'

iSLCollective.com

the BLACK EYED PEAS

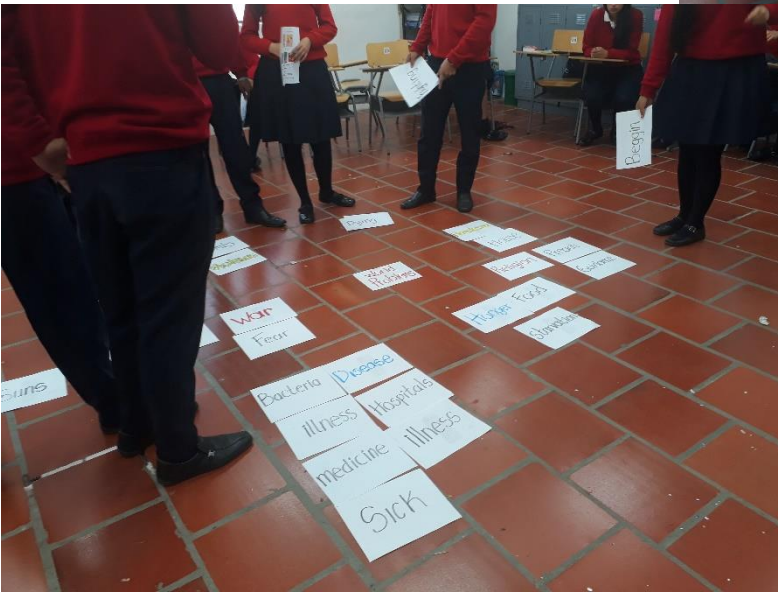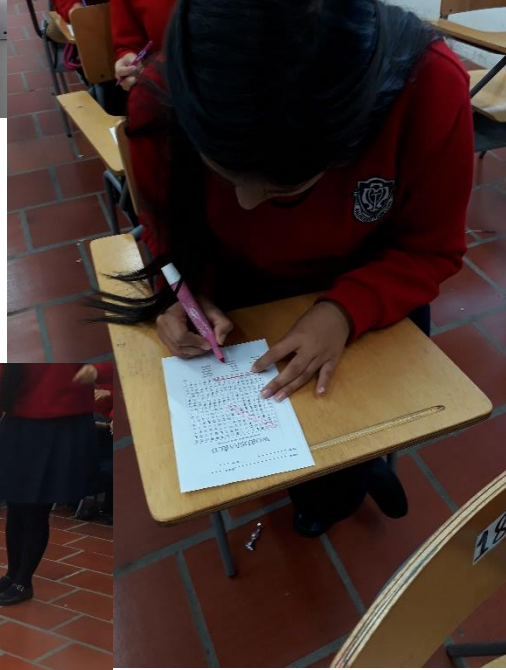## HAVING FUN WHILE LEARNING ENGLISH

Always
Usually
Often
Sometimes
Rarely
Never

Thank you

Social issues.

Violence — Racism — Religion
War — Homeless
Poverty — Destruction — blood
arm — Death
Cong. inequality Injustice

Conclusion of the 1ˢᵗ workshop "Where is the love"

The first workshop entitled "Where is the love" by black eyed peas was implemented

during the weeks 1 and 2, implementing the first workshop aimed at fostering cultural

knowledge and oral skills in 11ᵗʰ graders at Águeda Gallardo de Villamizar high school was

really significant for the study. It allowed the researcher to jump into the following

conclusion:

First of all, this type of activities for teaching English in those groups, was a fashionable didactic or methodology for them, the use of English songs is an useful way to practice listening, pronunciation, vocabulary, to focus on some grammatical objectives and to interpret different aspects provided by the video song.

It is strongly indispensable to state that all the workshops had grammatical objectives, which were linked with the **"English Please Text book"** for 11th grade; likewise, the workshops were focus on the objectives proposed on the study.

This first workshop was carried out with the purpose of familiarizing the participants with the use of songs as a strategy to teach English and to learn English in a different and enjoyable way. The first workshop was applied based on Brown's procedure of any listening activity (pre-listening, while-listening, post-listening).

In brief, in this first workshop the researcher implemented different didactic and dynamic activities based on the English song in which the participants started to evidence a remarkable interest and compromise in the participation of the workshops and the acquisition of new linguistic skills.

Workshop 2: "Zombie" song by The Cranberries

"Zombie"

The Cranberries

Workshop 2

(Implementation of the proposal)

Worksheet of activities

Date: Week 3 to Week 6   **Grade**: 11th

Objectives

> ➢ To put into practice the oral skills

> ➢ To learn the unknown vocabulary of the song

> ➢ To say the opinions about the song

> ➢ To practice the pronunciation of the Song and the vocabulary

> ➢ To analyze the images presented in the video

> ➢ To analyze and debate about the cultural issues presented in video song

> ➢ To answers the questions related to the video

> ➢ To teach present simple and present continuous

> ➢ To teach adverbs of modals

Activity types: discussion, vocabulary, listening for specific words, gap fill, pronunciation.

Grammar: Present Simple, Present Continuous, adverb of manner.

1)   PRE-LISTENING ACTIVITIES: (Discussion). (15 minutes)

(ACTIVITY 1)

The teacher is going to start the class asking students some questions about the rock band group "the Cranberries"

a) Do you know The Cranberries? Where do they come from? (Students may know something about it)

b) Do you know about "the Troubles" in Ireland? Do you know what happened in 1916?

After that, the teacher is going to ask students what comes to their minds when they listen or read the word *"zombie"* they have to elicit the different meanings of the word "zombie".

Then the teacher is going to write the following words on the board: ***bomb, child, to die, family, to fight, gun, head, heart, mother, tank, violence.*** Immediately, the teacher is going to make a chart on the board containing 3 columns (BODY – PEOPLE –WAR) so the teacher is going to ask students to categorize these words, into the 3 groups.

BODY	PEOPLE	WAR

After completing the chart, the teacher is going to check the vocabulary and to explain the meaning

2) LISTENING ACTIVITIES (30 minutes)

(ACTIVITY 2)

The teacher is going to ask students to listen to the song the first time and to pay attention to the words explain before. They have to identify how many times are those words repeated in the song and they have to number them in the order they hear them (if they appear more than once, refer to the first time). They may have to change the form (singular/plural, base Form/-ing form, etc.). Play the song.

The teacher is going to give students a copy of the worksheet and ask them to work in pairs and to try to fill in the gaps with the missing words. The teacher is going to play the song again. Students check their answers in pairs or in groups. The teacher correct in open class and play the song as many times as possible to let them to complete the whole song.

Vocabulary:

The teacher is going to check students' answers and while he check the song he is going to explain the vocabulary and to ask students for the unknown vocabulary. The teacher is

going to explain the meaning of the song in order to help students to understand in a deepest way the song.

After that the teacher is going to evaluate individually all the vocabulary learnt by means of a matching activity. He is going to review the entire vocabulary tough from the 2 last songs.

3)   POST LISTENING ACTIVITY (30 minutes)

(ACTIVITY 3)

Performance activity:

The teacher is going to organize the classroom in a round table, and he will spread the classroom up into 6 groups, the teacher is going to explain students that they are going to perform some scenes related to world problems and related to the vocabulary tough before. (Violence, Religion, War, Poverty, Disease, Homelessness). Students have represent the word by performing it in a static scene.

First, the teacher is going to form the groups and he is going to explain them what they have to do, immediately teacher is going to ask students to walk around the classroom in different directions for some seconds.

Second, the students are walking around and around and when the teacher says loudly the name of one word mentioned before, the students have to organize the group and to perform in a static scene the vocabulary or the word mentioned.

Third, the teacher checks all the groups and they have to be in a stop way, the group who best perform the word is going to win a point. Then, they continue the activity from first step to third one. The group who obtain the mayor points is going to win a present.

Analyzing the images activity:

The teacher is going to paste 6 images on the board and he is going to play the video again in order to make students to organize them in the order they appeared in the video. After that, and after having watched several times the video, a deepened work with the Music video is aimed at in order to work on the students' detailed comprehension. The teacher is going to work with the six images presented in the Music video.

The first image is about a ***blank-faced boy***, staring at the camera. Students are asked to describe their feelings on this picture and also how the depicted person might feel. Students have to say their opinions and perception about the image.

The second photo shows a ***patrolling soldier***, illustrating the mechanic movements, like a "zombie". The question again makes this connection to the title "Zombie". The teacher is going to ask student if we can compare the soldier with a zombie, they have to say why a soldier is consider like a zombie in the song.

The third image shows a wall painting saying **"IRA"**, and asks for a short definition of the word and the teacher is going to explain why the song mentioned this initial and how is it represented in the song. Students have to say their opinions about it.

The fourth picture shows a ***boy who is running away***. The question is: "What could be the reason why this boy is running away?" The students are asked to speculate and reflect about according to the video clip, the prevalent shot shows a soldier with a gun. This question is included to touch the students' emotions.

A fifth screenshot shows the ***singer in a golden dress***, leaning on a cross and surrounded by boys painted in silver. The students are asked to speculate about the make-up and scenery.

The last image shows ***children playing war in a street***. The question is, what are these kids doing? What are The Cranberries criticizing by this? Students have to say their opinions about this image and to say what sort of problems this kind of games bring in the future?

4) GRAMMAR FOCUS ACTIVITY. (30 minutes)

(Activity 4)

The teacher is going to explain the topic present simple and present continuous using slides. The teacher is going to write some examples on the board in order students understand in depth the topic.

Then the teacher is going to work with the adverbs of manner and the pronunciation of /t/ vs /θ/: tanks vs thanks (other examples: tree/three; tick/thick; tin/thin; true/through). Point out how family is pronounced with incorrect intonation, to suit the rhythm of the song.

Evidences Workshop 2

Zombie – The Cranberries

Complete the song using the following words (you may have to change the form).

bomb, child, to die, family, to fight, gun, head, heart, mother, tank, violence

Another _____ hangs lowly,
_____ is slowly taken.
And the _____ caused such silence
Who are we mistaken?

But you see it's not me,
It's not my _____
In your _____, in your _____
They are _____
With their _____ and their _____
And their _____ and their _____
In your _____, in your _____
They are crying

But you see it's not me,
It's not my _____
In your _____, in your _____
They are _____
With their _____ and their _____
And their _____ and their _____
In your _____, in your _____
They are crying

In your _____, in your _____
Zombie, Zombie, Zombie
What's in your _____, in your _____
Zombie, Zombie, Zombie

Another _____'s breaking _____ is taking over
When the _____ causes silence
We must be mistaken

It's the same old theme since 1916
In your _____, in your _____
They're still _____
With their _____ and their _____
And their _____ and their _____
In your _____, in your _____
They are _____

In your _____, in your _____
Zombie, Zombie, Zombie
What's in your _____, in your _____
Zombie, Zombie, Zombie
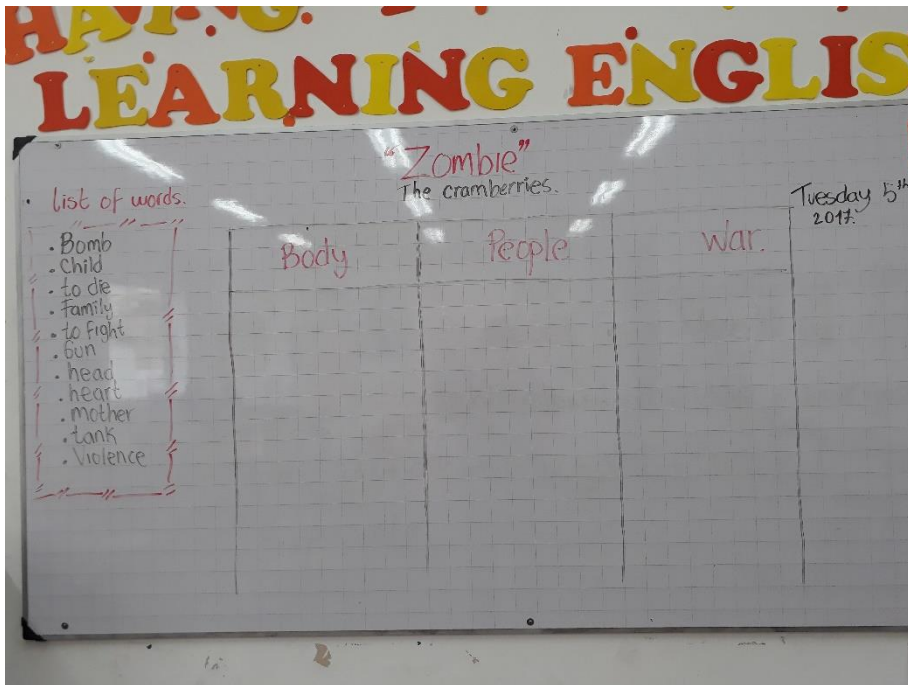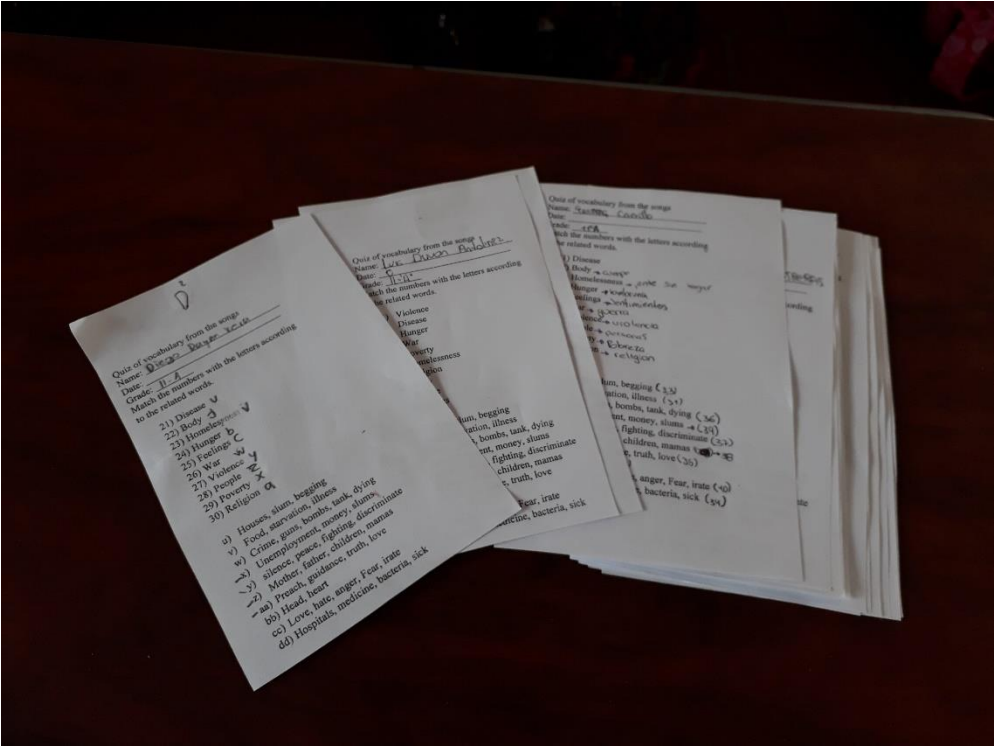
Quiz of vocabulary from the songs
Name: Diego Burger Xcale
Date: II A
Grade:
Match the numbers with the letters according
to the related words.

21) Disease
22) Body
23) Homelessness
24) Hunger
25) Feelings
26) War
27) Violence
28) People
29) Poverty
30) Religion

u) Houses, slum, begging
v) Food, starvation, illness
w) Crime, guns, bombs, tank, dying
x) Unemployment, money, slums
y) silence, peace, fighting, discriminate
z) Mother, father, children, mamas
aa) Preach, guidance, truth, love
bb) Head, heart
cc) Love, hate, anger, Fear, irate
dd) Hospitals, medicine, bacteria, sick

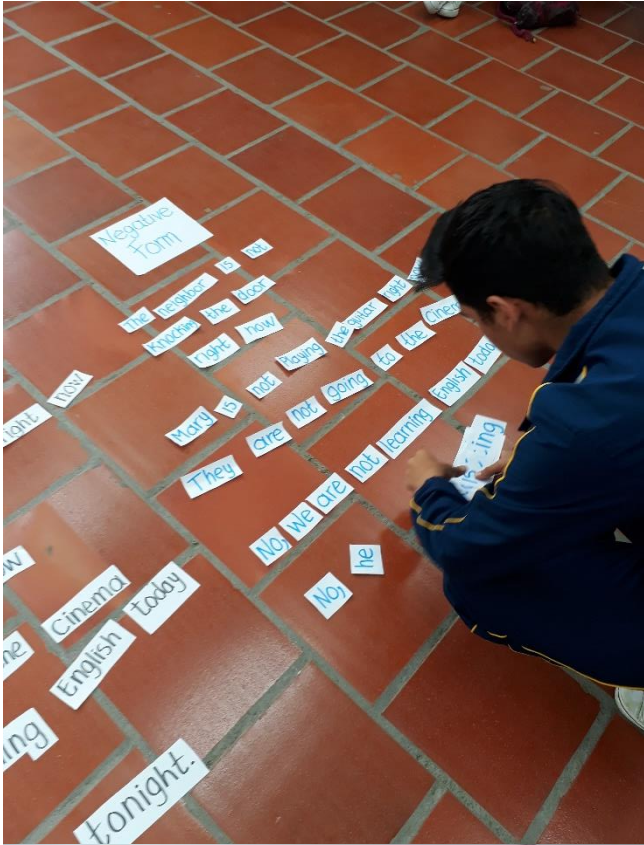Quiz of vocabulary from the songs
Name: Luis Diego Andolpes
Date:
Grade:
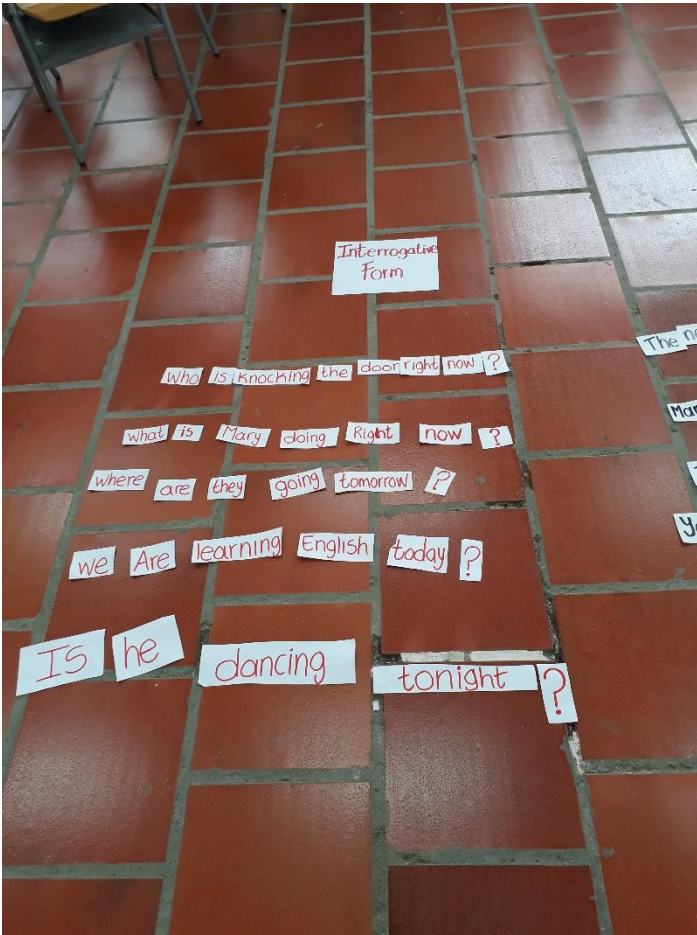Match the numbers with the letters according
to the related words.

Violence
Disease
Hunger
War
Poverty
Homelessness
Religion

Quiz of vocabulary from the songs
Name: Santiago Castillo
Date:
Grade: 11 A
Match the numbers with the letters according
to the related words.

Disease
Body → cuerpo
Homelessness → gente sin hogar
Hunger → hambre
Feelings → sentimientos
War → guerra
Violence → violencia
People → personas
Poverty → Pobreza
Religion → religion

slum, begging (33)
starvation, illness (31)
bombs, tank, dying (36)
money, slums → (34)
fighting, discriminate (32)
children, mamas
truth, love (35)

anger, Fear, irate (40)
bacteria, sick (34)

Conclusion of the 2nd workshop "Zombie"

The second workshop was entitled "Zombie" by the Cranberries, it was developed during the week 3 to week 6, in this second workshop the researcher stated to evidence the participants' appropriation of the new vocabulary presented in the last and the current songs, the participants' motivation and interest were getting higher towards the workshops and the English classes. It is seemed that the application of different strategies and activities with songs for teaching English has been catching the students' attention thanks to the strong rhythm of the song (rock music) and the impact of the images caused in the participants.

The activities proposed in this second workshop involved the participation in-group of 2, the concentration in listening activities and pronunciation, the development of activities such as analyzing images about social issues, performance of different words from the song related to world problems and the study of different grammar topics from the song related with the English textbook.

To sum up, the rock gender of the song generated a great impact in some of the participants given that some of them didn't use to be familiarize with that king of gender of music; besides, the variety of the dynamic activities remained the participants interested in the workshop and in the diverse subjects worked on it.

Workshop 3 "Happy" song by: Pharrell Williams

I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
ENGLISH SONG WORKSHEET – FOUR TERM
DOCENTE: ANDRESAIN TELLEZ CORREA

"Happy"

Pharrell Williams

Workshop 3

(Implementation of the proposal)

Worksheet of activities

Date: week 7 to week 10   **grade**: 11th

Objectives

- To put into practice the oral skills

- To learn the unknown vocabulary of the song

- To say the opinions about the song

- To practice the pronunciation of the Song and the vocabulary

- To analyze the images presented in the video

- To analyze and debate about the cultural ASPECTS presented in video song

- To answers the questions related to the video song

- To translate the song into Spanish

- To analyze the lyric of the song

- To teach nouns and adjectives

- To teach phrasal verbs

Activity types: discussion, vocabulary, listening for specific words, gap fill, pronunciation.

Grammar: Phrasal verbs, nouns vs adjectives.

1) PRE-LISTENING ACTIVITIES: (Discussion). (15 minutes)

(ACTIVITY 1)

The teacher is going to start the classes by asking students some questions about happiness; he is going to ask students some questions such: Are you happy at all? What makes you happy? What is happiness for you? Students have to answer them in an oral way.

Then, the teacher is going to ask students to write a brainstorming about happiness and he is going to pick up the papers.

After that, the teacher is going to write on the board the title of the song and the author, he is going to ask immediately what students know about the author if they have ever listened to the song.

Then the teacher is going to show student some slides about Pharrell's life to now a little bit about the author.

2) LISTENING ACTIVITIES (30 minutes)

(ACTIVITY 2)

The teacher is going to ask students to listen to the song the first time; he is going to ask students to watch the video carefully and to take notes about the people and the things they watch on the video. Then, in pairs, they are going to list all the things and the people they watched on the video.

Later on, the teacher is going to paste on the board a poster with the lyric of the song, there are going to be some blanks in the poster. The teacher is going to spread out some papers to students with the missing words. Each students has to listen to the song and to be attentive to his/ her word in order to write it in the correct order in the blanks.

The teacher is going to play the song as much time as possible to complete the lyric of the song, and then he is going to check the blank filling activity.

Finally, the teacher is going to provide students a worksheet with the lyric of the song. He is going to play again the song and they are going to follow the line while the singer is singing.

Vocabulary:

The teacher is going to check students' answers and while he check the song, the teacher is going to divide the board in 2 columns and he is going to paste in one column the unknown vocabulary bank from the song and in the other one he is going to paste the meaning of the words in Spanish. Students have to match them in order to learn the new vocabulary.

After that the teacher is going to ask students to identify the words on the song, they have

to highlight the vocabulary and to make some sentences using them. After that, the teacher

is going to work on the English definition of each word in order to let students now about

the words in English and not in Spanish. He is going to show students the definition and

they have to copy it on their notebooks.

PRONUNCIATION:

The teacher is going to practice phonetics; he is going to ask students to write down the

words on the chart according to their vowel sound pronunciation.

Answers to phonetics

1.   Put the following words in the four columns:

/u:/	/æ/	/eɪ/	/aɪ/
Roof	That	Say	Fine
Truth	Back	Break	time
You		Space	
do		way	

Grammar: Phrasal verbs

The teacher is going to teach some phrasal verbs, he is going to show 2 videos about the

explanation of phrasal verbs and the examples of phrasal verbs.
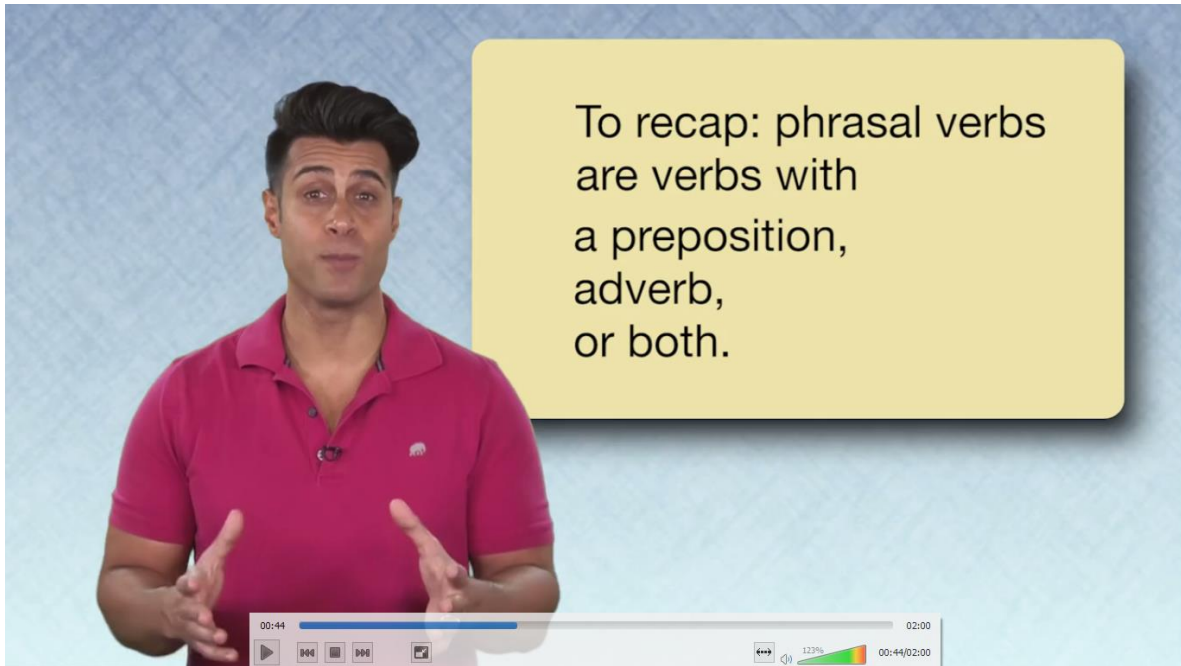
Then the teacher is going to explain some Phrasal Verbs from the textbook situated on page 103-point number 4. He is going to paste some posters on the board in order to explain each one in Spanish.

After that, the teacher is going to give students a piece of paper with the activity propped on the textbook. The students have to match the phrasal verb with the correct definition

Name: _____ Date: _____ Grade: _____

Match phrasal verbs a-g with definitions 1-7.

S.b = some body   s.o = someone

A. Get on with s.b*		**1.** Start to love s.o
B. Look forward to		**2.** Call someone
C. Phone s.o* up		**3.** Have sex with s.o
D. Fall for s.b		**4.** Be in a romantic relationship
E. Ask s.o up		**5.** Have a good relationship with s.o
F. Go out with s.b		**6.** wait happily for a future event
G. Sleep with s.o		**7.** invite on a date

Evidences Workshop 3 "Happy"

Friday 13th, Oct. 2017.

HAPPY
Pharrell Williams.

Crazy
Sunshine ... Seem .... what I'm about to say
...... he's here. You can take a break
I'm hot air balloon that could go to space
with the air. like I don't care baby. by the way

CHORUS
Because I'm happy
Clap along. If you feel like a room without a roof
Because I'm happy
Clap along. if you feel lik happiness is the truth.
Because I'm happy
Clap along. if you know what happiness is to you
Because I'm happy
Clap along. if you feel like that's what you wanna d

Here come bad news talking this and that
yeah. give me all you go don't hold me back
yeah, well Should Probably warn you I'll be just fine
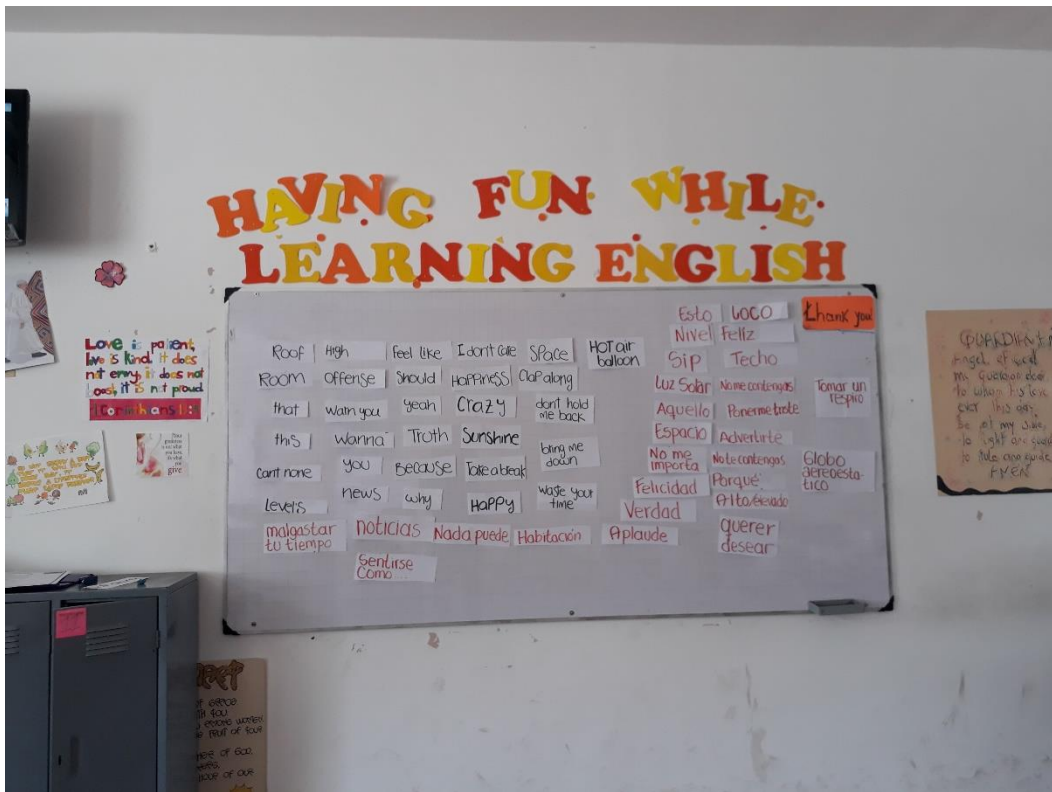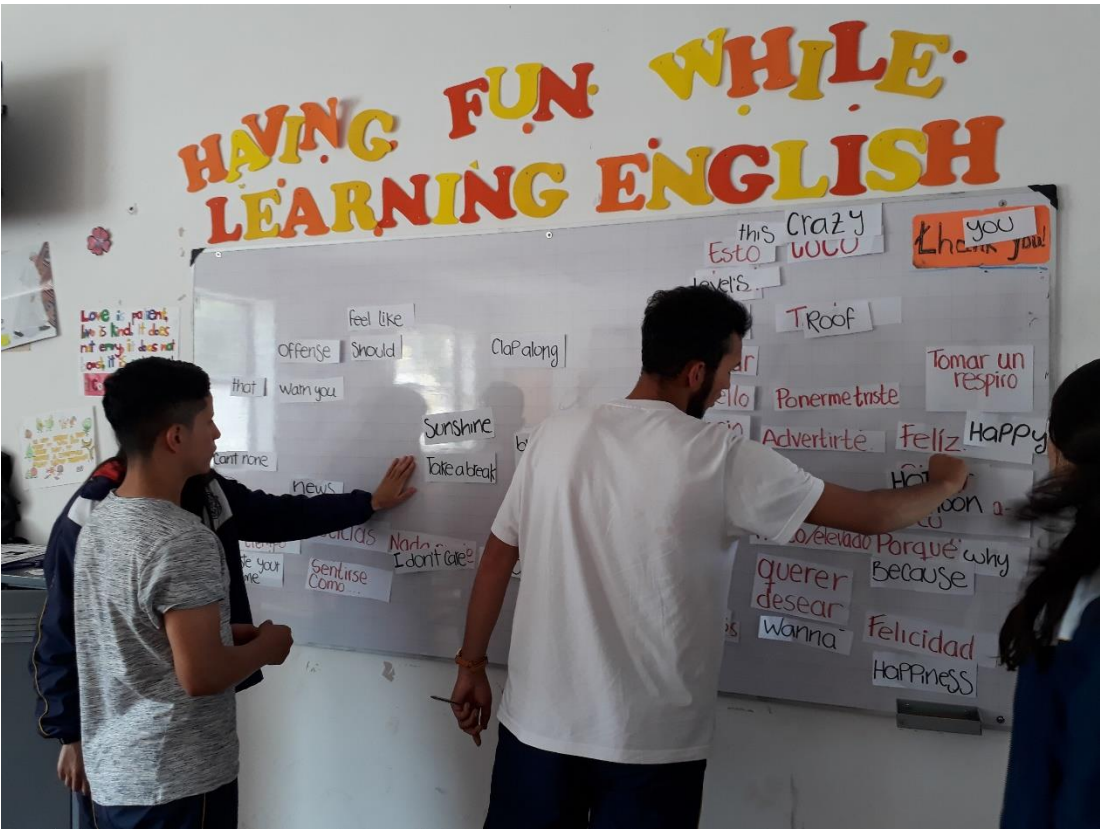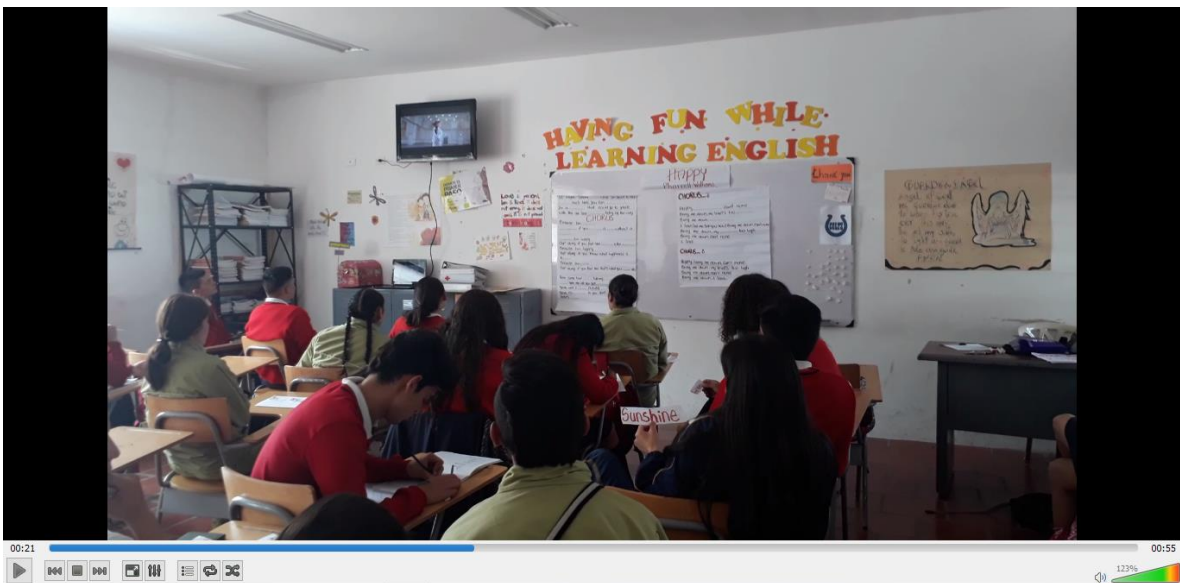yeah, no offense to you don't waste your time
Here's why

CHORUS... ☺
Happy, bring me down can't none
Bring me down, my level's too high
Bring me down. can't none
I Said (let me tell you now) Bring me down, can't none
Bring me down, my level's too high
Bring me down. can't none
I Said.

CHORUS... ☺
Happy, bring me down. can't none
Bring me down, my level's too high
Bring me down, can't none
Bring me down. I said.

Conclusion of the workshop 3 "Happy"

The third workshop "happy" was carried out between the weeks 7 and 10, in the last workshop the participation of the students was in a collective way, the rhythm of this song was more catching for the participants, and they felt keen on when listening the song.

It should be pointed out that the activities developed in this final workshop was exactly focused on the students' participation and pronunciation. The main purpose of the workshop was to have the students connected with the song lyrics and vocabulary.

As well as the two last workshop, it had a grammar objective that should be accomplished by the students in the English classes. Each workshop developed different activities depending on their objectives and the purpose of the classes.

To conclude, the third workshop showed that the participants are strongly influenced by the rhythm and the tone of the song, it allowed them to be more attentive and concentrated in the different activities that can be proposed with an English song for achieving listings and oral skills and grammar objective.
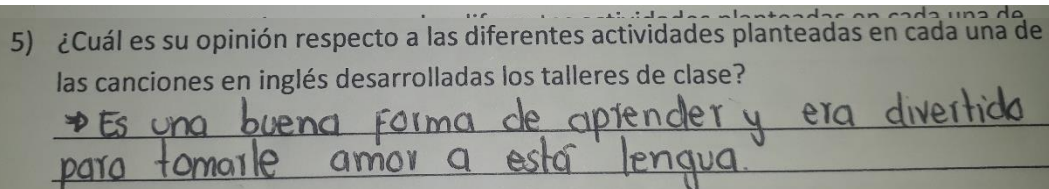
Results of the study:

During this whole process there were applied three different workshops in order to foster oral skills, grammar, vocabulary, pronunciation, and cultural knowledge; each workshop was supported by a song that verified whether the strategy worked. The data was collected from different instruments with the intention of validating the information from the participants. During the process of the practicum, the researcher implemented two non-participant observations to analyze the students' English learning process and weaknesses in their learning process and their interest related to the English language. The researcher applied three participant observations, each one for each of the three workshops, there were with the idea of analyzing the population's behaviors and learning process in real moments. Moreover, the researcher considered the importance of implementing one journals after finishing each workshop it means three journals in total with the idea of reflecting on the positive aspects and aspect to improve in the next workshop and the participants' learning progress within the workshops. Besides, for the data collection, the researcher implemented 3-focus group spread out in the three workshops, they were proposed with the aim of gathering information from the specific groups with the idea to interpret and analyze the different aspects and features presented in the video songs. And finally it was recommended to apply a survey at the end of the practicum in order to collect information about the participants' opinions, experiences and learning process throughout the three workshops implemented with 11th graders at Águeda Gallardo de Villamizar high school.

These instruments were applied taking into account the objectives proposed in the study. For the data analysis, the researcher had in mind the following aspects based on the objectives: *a) Participants' motivation and participation*; *b) Participants' acquisition of new vocabulary, c) the songs and activities implemented according to learners' level. D) Foster oral comprehension and cultural knowledge.* It was with the intention of giving answers to the research questions and the objectives.

a) Participants' motivation and participation

During the development of the three workshops, it was evidenced that the participants showed an increase in the motivation for learning English with the use of songs in each of the 3 workshops. The implementation of the songs generated a great interest in the students' learning process. The diversity of the activities conducted within the workshops, encouraged the motivation and the participation in each one of these, they felt motivated for the English classes and they enjoyed the different activities carried out during the whole process. These are some of the samples taken from the survey conducted at the end of the practicum.

Samples:

5) ¿Cuál es su opinión respecto a las diferentes actividades planteadas en cada una de las canciones en inglés desarrolladas los talleres de clase?
→ Es una buena forma de aprender y era divertido para tomarle amor a esta lengua.

5) ¿Cuál es su opinión respecto a las diferentes actividades planteadas en cada una de las canciones en inglés desarrolladas los talleres de clase?

fue una experiencia indvidable ooo Cada clase era cada vez más buena.

Taking into account these participants' answers samples, it is evidenced that the participant really enjoyed the classes and liked the different activities conducted in the workshops. Additionally the students 'participation was more and more constantly in each workshop.

b) Participants' acquisition of new vocabulary

Thanks to the implementation of the English songs, most of the participants expressed that they learned a great number of new words provided by the lyrics song helping them to enrich their lexicon and vocabulary acquisition. During the 3 workshops, the researcher evaluated the vocabulary presented in each song in order to check the lexicon learning process.

There are some sample to show the participants' answers about vocabulary acquisition.

Samples:

9) Las canciones desarrolladas en los talleres le aportó nuevo vocabulario para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?

Si, habían muchas palabras desconocidas y gracias a los conciones las aprendí.

9) Las canciones desarrolladas en los talleres le aportó nuevo vocabulario para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?

Si porque cuando no sabía alguna Palabra busaba que significa y cuando la escucho ya se de que hablan

For these reason, the samples show that the participants really learned new vocabulary from

9) Las canciones desarrolladas en los talleres le aportó nuevo vocabulario para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?

Si, Por que aprendimos nuevas palacras nuevas que nos llenan de nuevos Conocimientos

9) Las canciones desarrolladas en los talleres le aportó nuevo vocabulario para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?

Si, paque habían muchas palabias que desconocía.

the English songs.

c) The songs and activities implemented according to learners' level.

The selection of the songs was based on the different grammar topics suggested in the English textbook and according to the students' level, there were several activities that were focus on participants' learning process, motivation and participation, the song were according to students' interest and likes, there were presented 3 different songs genres, hip-hop, rock and soul genres. The implementation of the different genres allowed the researcher to keep the participants' interest in the workshops because the activities and the methodology were diverse from each one of them.

Sample:

7) ¿Considera usted que las canciones propuestas fueron apropiadas para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?
→ Sí, por que a parte de aprender inglés eran canciones educativas y de concentización.

7) ¿Considera usted que las canciones propuestas fueron apropiadas para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?
Si, porque tenían un mensaje que nos llega a los jóvenes

Even thought, some participants considered that it lacked more songs and more activities to be developed in the workshops in order to learn English.

Sample:

7) ¿Considera usted que las canciones propuestas fueron apropiadas para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?
Si, aunque faltaron más canciones y más temas por conocer.

D) Foster oral comprehension and cultural knowledge.

Throughout the development of three workshops, the participants evidenced that songs could help them to enhance their oral skills, given that they practiced listening comprehension in all the activities conducted during the practicum process. Moreover, some participants stated that song tough them about culture from others countries and about divers social issues and aspects around the world.

Samples:

8) ¿Las canciones en inglés desarrolladas en los talleres en clases le aportó algún conocimiento cultural? Si/No ¿Por qué?

Si porque nos ayuda a ver la realidad de las cosas

8) ¿Las canciones en inglés desarrolladas en los talleres en clases le aportó algún conocimiento cultural? Si/No ¿Por qué?

→ _Sí, bastante era problemas mundiales y culturas que se desarrolla en cada país_

8) ¿Las canciones en inglés desarrolladas en los talleres en clases le aportó algún conocimiento cultural? Si/No ¿Por qué?

Sí porque aprendemos a diferenciar las vidas de cada persona, cada, cultura etc.

These outcomes reveal that students really learned about culture and familiarized with different aspects that involve the world and the people around us.

In conclusion, the use of English song is a good strategy to teach English in a different way, songs allow students to enhance different linguistics skills such as grammar, pronunciation, vocabulary, and listening and knowledge acquisition. The implementation of songs awake a great interest in students to learn English thanks to the numerous variety of activities that a teacher can develop from an English song as a didactic material for the class.

CHAPTER II

RESEARCH COMPONENT

Introduction

In the setting of the PLEX background, raining teachers' pedagogical practices are one of the interest and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, the significant part of the local studies emphasized more on the learning issues than the teaching problems.

It is relevantly considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor. As well as an exteriorization exercise of the pre-service teacher own subjectivity, through the formulation of questions and the research of information, for solving problems to their own self-recognition.

Justification

This project design in the pre-service teacher's practicum context, it is focused on the professional practicum conceived as spearhead to improve institutions' educative processes where the students are going to develop their teaching work.

It has been importantly considered that the role of reflection in the teaching process is the first step to understand the professional difficulties, the appropriate proceedings and to be interested in the knowledge of the concepts, and approaches to attend a problematic situation and to establish an analytical perception of the practicum. In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the problem

In every educational institution, there are permanent and invariables features that make part of the scholar identity and culture. When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practicum without

reflection does not provide the emergency of problematic situations because the realities are ignored and non-perceived. Viewed this way, the pedagogical practicum is assumed from some reproductive codes furnished to the teachers in one traditional know-how, of one cultural replication obstructing the emergence of prone practices which generate those thinking and knowledge transformations that deal with social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourage a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role.

To start this study, the following guiding questions are formulated:

• HOW does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to development of integral practice?

• How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

OBJECTIVES

General objectives

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.
- To promote pre-service teachers' critic spirit development that allow them to analyze their pedagogical performance.

Specific objectives

• To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

• To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

• To identify and to analyze the strategies that the student uses in his / her pedagogical practice.

• To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.

• To analyze one's own beliefs about the work of teachers and students.

Theoretical framework

Among the points addressed, some concepts and theories are mentioned in this component, such as teaching profession, reflection, reflexive practice and pedagogical practicum. To provide a broader understanding of each one of them, they are going to be covered subsequently.

Teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function to share knowledge placed in a certain science or art, but who also is the responsible to provide a well-rounded education.

The teaching professions demand a series of competences, that currently comprise a conceptualization and a way to operate within the planning and management of human resources orientated to facilitate an articulation among management, work, and education. As such, we find each teacher must meet the discipline competences that allow himself or herself to master a collection of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level in which he/she develops the activity. Similarly, each teacher must have competences in the organization of the contents, it means that the pedagogical practicum does not only demand to organize its components to be

learned by students, but also provides the teaching conditions inside or outside the educational setting. The most immediate function that teachers must develop is to design or foresee the teaching practice.

Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process

Reflecting is carried out starting from a series of cyclic stages as the result of a process. According Schön (1983) cited by Correa et Molina (2010) reflecting on the experiences which imply "a sort of reflective dialogue with the situation, where the language would promote the access to the individual's experiences, which would permit to extract a new structuring of the situation" [1] Reflection as a process implies to

---

[1] Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)

follow a set of steps represented in the below figure:

Figure 5. Reflection as a process.

Reflection as a theme

Grimmet et al (1999) cited by Correa et al (2010) states that reflection may be focused on a specific theme or subject. This type of reflection is based on three perspectives: reflection as instrumental mediation of action, reflection as deliberating among competing for the view of teaching, and reflection as reconstructing experience. The first two perspectives take the external authority (aspects) as the source of knowledge, whereas the third one is focused on contextual aspects. Among the mediating elements, which contribute to the process execution, are found action, context, partners and the same reflective person.

Reflective practicum

The teaching profession demands that: "Teachers develop their professional knowledge in relation with the changeable circumstances " (Elliot, 1990). In this context, problems referred to the teaching role in a class, which demand a particular treatment orientated to the comprehension and the social interaction.

The need to articulate the changeable social reality to each pedagogic endeavor, it's demonstrated in the existence of numerous attempts for trying to explain the school phenomena and in the search of manners to attend to these phenomena, to make the school work effective.

According to Van Manen, cited by Correa et al, (2010)   there are different reflexivity levels: In the first one, it is given the effective application of skills and technical knowledge in the classroom. Here the teacher reflects to select and adapt the didactic strategies he is going to use.

In the second level, reflection carries on the implicit budgets in the specific practices of the classroom. There are analyzed then the consequences of the adopted strategies, of the curriculum and practices. After that, it is necessary the application of educational criteria to make pedagogic decisions adapted to the institutional reality and context. In the third level, Van Manen establishes an exercise of critical reflection. In this level, it is done the most elaborated reflection, including ethical and normative criteria, directly or indirectly related to the classroom.

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking

118

that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

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

The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the

teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective

Methodology

Among the methodological strategies proposed, it is developed an unceasing reflection process that contemplates meetings to improve the pre-service teachers' group as an initial space to cover the educational and professional teaching work. The organization principles are autonomy, planning, and self- observation.

This study undertakes a qualitative approach, from the perspective of reflection as the central approach that will contribute to the description, identification, and analysis of the pedagogic practice itself. The data collection instruments proposed are:

Instruments

Reflective workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

- To socialize criteria, share ideas and directives to assume their pedagogical practicum.

- To qualify, facilitate and be set in an effective way to the school.

Self-observation sheet

Its purpose is to guide the pre-service teacher towards an own view about his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment

ANDRESAIN TELLEZ CORREA
1070607997

SELF-OBSERVATION SHEET   N° 4
(16 al 20 de octubre)

Escoja de 1 a 4, según el criterio descrito. Siendo 1 el más bajo y 4 el más alto

1. PLANIFICACIÓN

		1	2	3	4	5
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área					X
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.					X
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.					X
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes					X
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes					X

AUTOEVALUACION DE LA PRACTICA PEDAGOGICA

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.					X
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s.					X

-Clima del aula:

16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.					X
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.					X
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.					X

-Seguimiento/ control del proceso de enseñanza-aprendizaje:

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.					X
20	Proporciono información a l@ estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.				X	
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				X	
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				X	

-Atención a la diversidad:

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza-aprendizaje					X

-Motivación a lo largo de todo el proceso:

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.					X
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.					X
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.					X

Presentación de los contenidos:

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.					X
7	Estructuro y organizo los contenidos dando una visión general de cada tema (indices, mapas conceptuales, esquemas, etc.)					X
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.					X

-Actividades de aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				X	
10						X

AUTOEVALUACION DE LA PRACTICA PEDAGOGICA

|						
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.					X
						X

3. EVALUACION

		1	2	3	4	5
25	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				X	
						X
26	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				X	
						X
27	Realizo una evaluación inicial a principio de curso.					X
28	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.					X
29	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.					X
30	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.					X
31	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...					X
32	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.				X	

121

Narrative

The exercise of reflection will allow pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life.
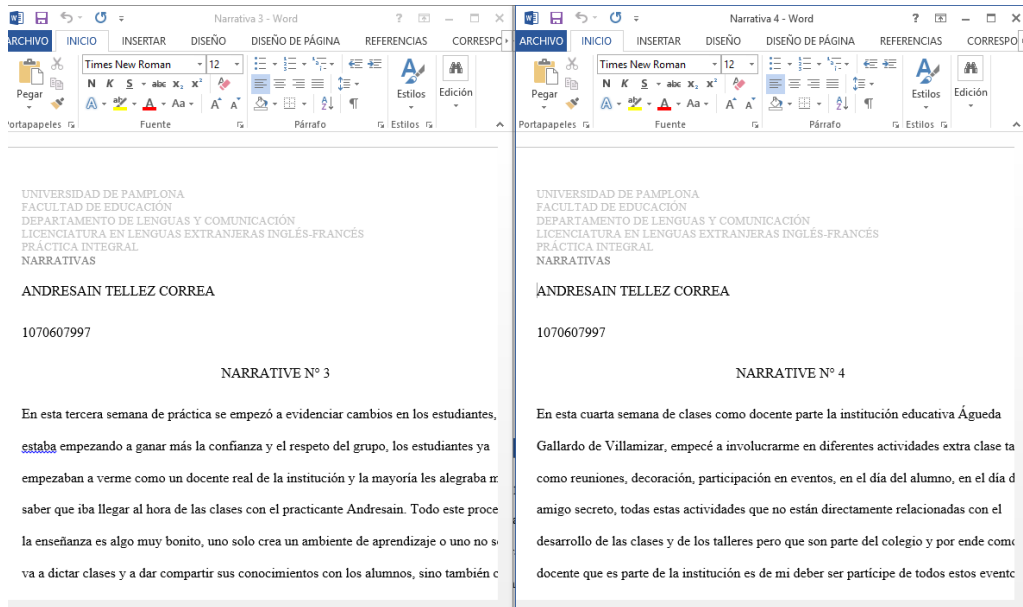
Classes' registers

To have evidence about pre-service teachers' actions in the classroom will contribute

to the analysis and reflection of a variety of aspects concerning teaching and learning

process. These registers will also provide an external and constructive view of their

pedagogic practices.

Research chronogram

	ETAPAS Y ACTIVIDADES	AGOSTO				SEPTIEMBRE				OCTUBRE			
		MES 1 SEMANA				MES 2 SEMANA				MES 3 SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Formulación Proyecto				■	■							
2	Socialización					■							
3	implementación						■	■	■	■	■	■	■
	Aplicación de instrumentos						■	■	■	■	■	■	■

	ACTIVIDAD	NOVIEMBRE				DICIEMBRE							
		MES 4 SEMANA				MES 5 SEMANA				MES 6 SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	implementación	■	■	■	■								
2	Aplicación de instrumentos	■	■	■									
3	Análisis de datos					■	■						
4	Socializacón de resultados						■	■					

Chronogram accomplished

WEEKS	INSTRUMENTS			
	Narratives	Self-observation sheet	Classes 'register	Reflective workshop
Week 0				
Week1	X			
Week 2	X	X	X	
Week 3	X		X	
Week 4	X	X		
Week 5	X		X	
Week 6	X	X	X	
Week 7	X			
Week 8	X	X	X	
Week 9	X		X	
Week 10	X	X	X	X

Results:

Reflecting on our experiences in the integral practicum helped to strengthen and transform our pedagogical process. it is notorious how reflection transformed the preservice teachers' pedagogical processes, especially after making some mistakes. Reflection plays an important role in practitioners teaching process given that thanks to that reflection next and current practitioners can improve their skills when teaching in different contexts as well as gaining some experience living the role of a teacher. During these ten weeks of the practicum the process has increased a lot and the experience obtained is significant for each trainee teacher. Through the instruments application, the pre-service teacher could think about every action and activity developed in class. The narrative for instance, helps the practitioner to think critically about the effectiveness or failure of her performance during every week and thus to project another one completely different. In addition, self-observation can assess my personal process during the whole practicum stage so in that order I can bear in mind what is positive or negative when teaching. Besides, the video recording is an important tool because with its analyses one again I can judge my teaching. Another aspect is to learn of your mistakes and avoid making the same ones twice. During the practicum, the pre-service teacher experienced some cases that made him to be prevented when evaluating the students, because the students tended to express disagreement with some grades, so the teacher had to keep everything as evidence to avoid having problems with them and their parents. This is only an example of many situations presented in the classroom. I feel comfortable with my work during these ten weeks and I am happy given that as a teacher

I have enhance all my skills in matters of knowledge, experience, didactic and so on all this in lights of this reflective process presented week by week.

Conclusion:

During the ten weeks I am certain that reflection has helped me to become a better teacher and evaluate myself to notice if I am doing things right or wrong. To reflect during the practicum process is meaningful because it allows the pre-service teachers to analyze and evaluate their actions, to identify problems not only in their roles as teachers but also in their students, in order to propose and execute solutions or plans of actions to improve each role performances, It is not an easy task to be a teacher at all so for this reason everyday there is a reflective process to see what is happening in the classroom and outside the classroom.

CHAPTER III

OUT-REACH COMPONENT
THE USE OF SONGS AS AN ENGLISH TEACHING STRATEGY IN PRIMARY

FOR BENEFITING ORAL COMPREHENSION AND ORAL PRODUCTION

SKILLS AT ESCORIAL PRIMARY SCHOOL

Justification

Based on our experience as trainee teachers, we are aware that teaching a foreign language is not an easy task, even though the Colombian Board of Education provides bunches of projects dealing with bilingualism for the country, the teaching process in public schools is worked superficially and remained in a traditional method which triggers empathy from learners and annoy in the classes.

This project will be carried out in the Escorial primary school in order to offer some help to the teachers giving them pieces of advice and imparting our knowledge and skills in matters of teaching English as a foreign language as well as inspiring students in every daily life to foster their love for the language and as might be expected that they learn.

This study is focused on the use of songs as an English teaching strategy with the aim of strengthen listening skills, pronunciation and the acquisition of new vocabulary, promoting learners' oral production, active and dynamic participation inside the classroom.

This is why using songs as an English teaching strategy are headed to create a dynamic and appealing atmosphere when learning this language but mainly to enhance pronunciation, listening and the use of vocabulary. It is essential to say that for this project to be successful it will be created each class planning for all the course in which it is explained the skills to work on, the activities development and its objectives.

General objective

➢ To Foster English learning throughout the use of songs as an English teaching strategy to benefit primary learners' listening learning skills and oral production in the Escorial primary school.

Specific objectives

➢ To use songs that motivate students to participate and enhance their pronunciation.

➢ To Foster English learning process throughout dynamic activities and the use of songs.

➢ To create classes' planning that are focused on the listening and production skills development

Methodology

During ten weeks of the development of this project, it was implemented activities that prepare learners to explore this skill, in this way, students can be promoted and helped in all their skills. The purpose of this study is to foster the learning language process of the L2 more precisely in speaking. It is considered to plan one lesson per week in order to achieve success, but exclusively in the English area. This proposal will be carried out with 2°, 3° and 4° graders. 6 hours per week that means 2 hours per group. This is a Project that aims at supplying a necessity of students from public primary schools, especially with children. The main aim of this outreach component is to improve communicative skills of these grades through songs implementation in order to enhance speaking at Escorial primary school.

Tutorials

It is important to highlight that students, as they were preparing a spelling bee- contest needed the help of the pre-service to practice difficult words. Two days before the event there was an internal election of the participants. Firstly, they had to write on their notebooks, the word spelled, and then the teacher was asking each student one word from the list they had.

CHRONOGRAM

Topics	August			September			October			November		
Commands			X									
School Supplies				X								
Animals					X							
Parts of My House						X						
Professions							X					
Seasons								X				
Daily routine									X			
Simple present structures. And regular verbs										X		

Table Nº 14: Schedule of Activities Out-reach Component

Schedule Scorial primary school

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	4to	permanencia	10°A	10°B	11°A
2	2do	permanencia	permanencia	permanencia	teachers hour
3	5to	10°A	permanencia	permanencia	permanencia
4	3ro	11°B	permanencia	11°B	10°A
5	permanencia	11°A	permanencia	11°A	11°B
6	10°B	10°B	permanencia	permanencia	permanencia

Evidences Scorial primary school:
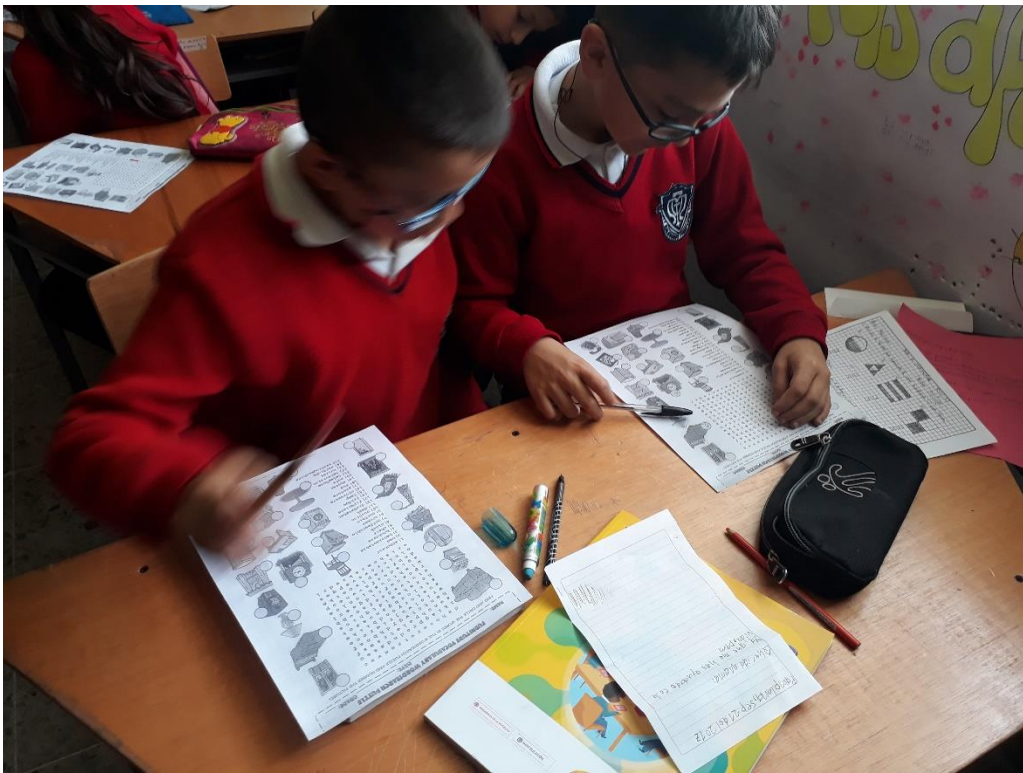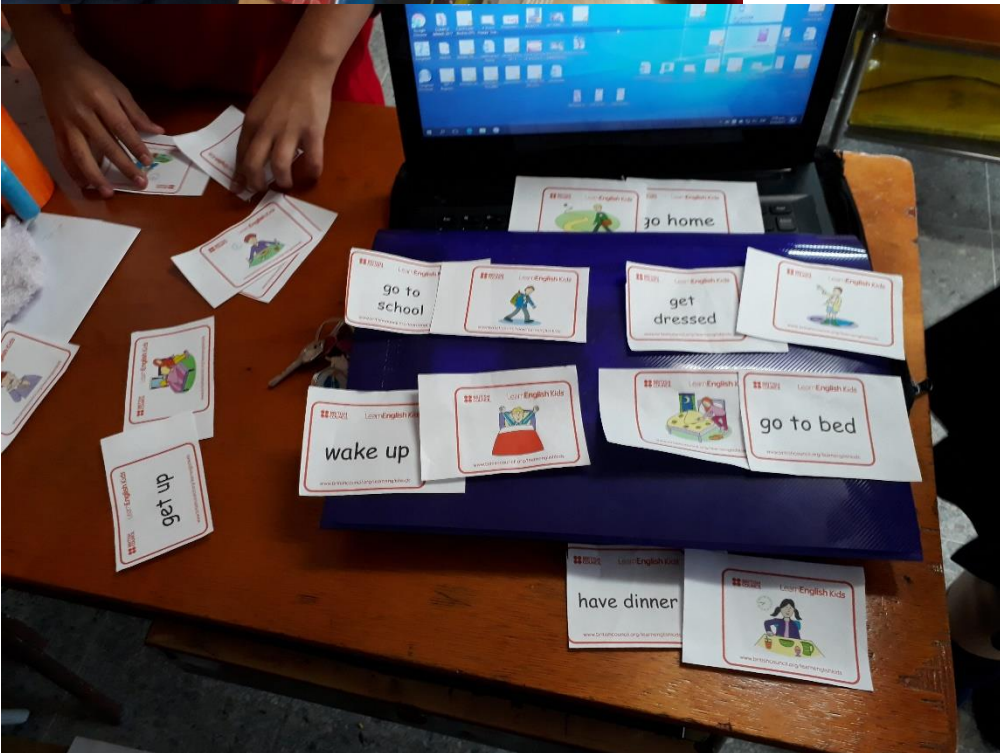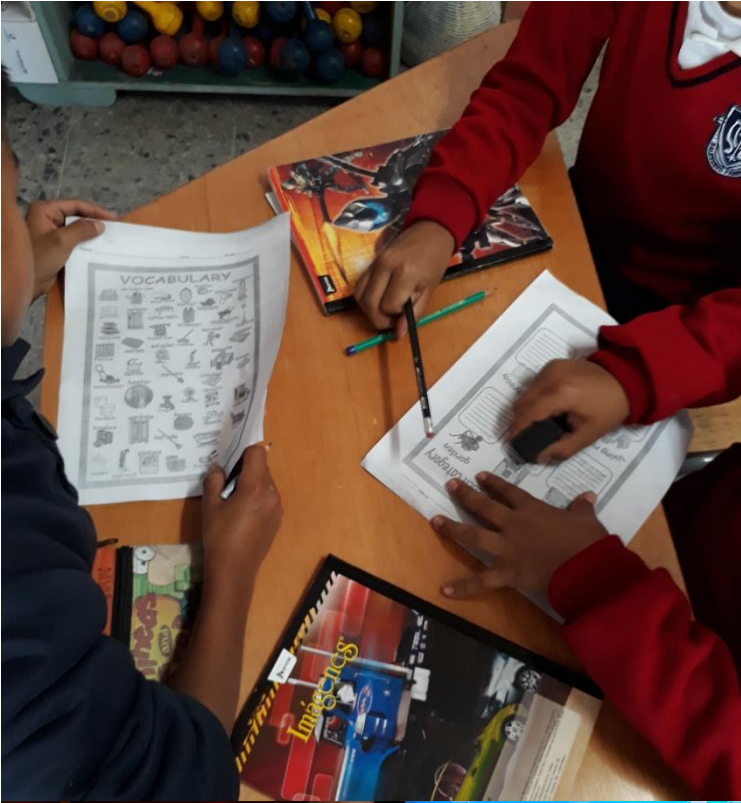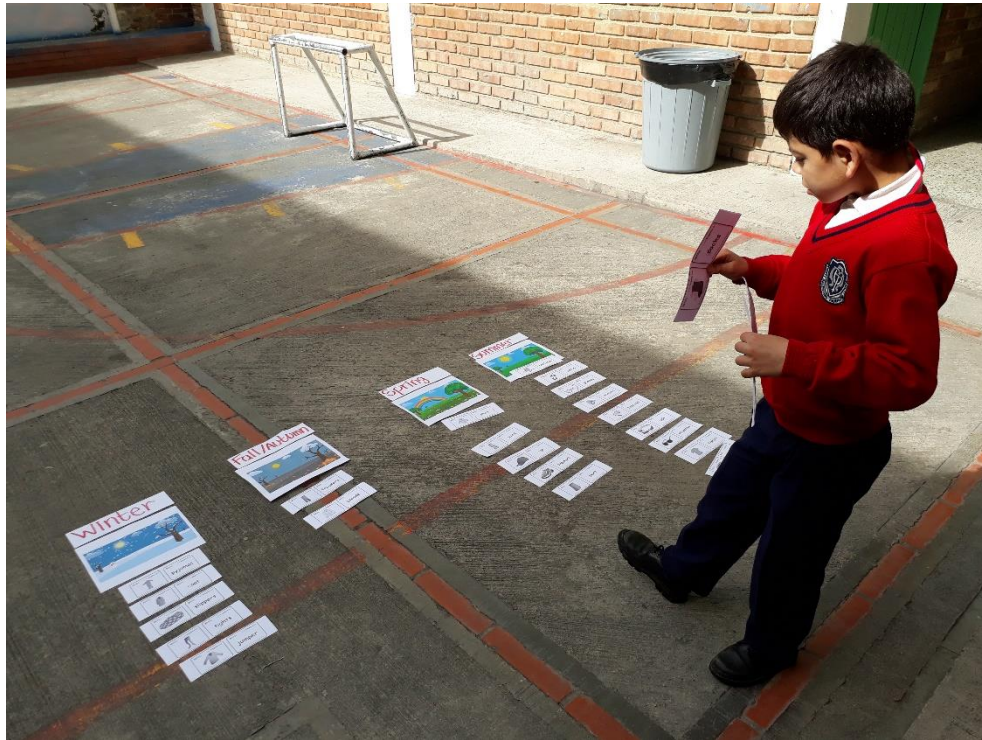
Results:

This third component was mainly focused on the development of the outreach work at the Escorial primary school, and how the pre-service teacher labor helped 2nd, 3rd, 4th, and 5th grades in their English learning process. As the main goal of this component was to foster students' English learning process using songs and different activities to enhance vocabulary and pronunciation, this project has been developed during 10 weeks of class; the project was conducted on Mondays with the grades before mentioned.

As results, it is important to highlight the great interest that the teacher caused in primary students using songs and diverse dynamic activities that caught the students' attention and motivation in the English classes.

Children learn English faster when they enjoy the classes, for that reason it is important that the teacher seeks for different strategies and activities that awake students' motivation and concentration in classes. Children learn easily when they play, enjoy and have fun.

The implementation of songs and divers methods of teaching helped students to enhance their English knowledge and to acquire new vocabulary and linguistic skills. Additionally the teacher has to look for activities that allowed the participation and integration of all the students in the classroom in order to keep them concentrated and active during the classes helping the teacher to control a little more discipline troubles because working with children it is not an easy work.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction:

The pedagogical practicum requires that pre-services get involve with all the academic and cultural activities of the institution because the idea of being teachers is to understand and being responsible for their role with the institutional community in order to continue with those scenarios that integrate the whole community. This chapter contains some of the administrative aspects about the school and the student-teacher's commitment with the institution during the second semester of the current year. This component specifies the different activities the institution holds according to its academic schedule. To be immersed in such Administrative procedures, it allows the pre-service teacher to be aware of the operation of the school he develops his teaching practicum, because pre-service teachers are sometimes interested only in the students' learning process, and not in their engagement with the institution.

The educational institution Águeda Gallardo de Villamizar is founded in a Christian philosophy from Saint Juan Bosco's methodology; "good Christians and honest citizens". That is why pre service teacher is supposed to participate in activities such as: Flag raising ceremonies, students' day, Holly masses, parents' and teachers' meeting and the academic activities where he has to attend.

The- pre-service teacher is also committed with one of the headquarters of the institution that is the ESCORIAL PRIMARY SCHOOL, in order to accomplish some hours of social community work in this institution.

Objectives

General objectives

- ✓ To join the academic and cultural events performed inside the Águeda Gallardo de Villamizar High School.

Specific objectives

- ✓ To participate actively in the events established by the school.
- ✓ To be useful as a pre-service teacher with the preparation of the different events.
- ✓ To attend meetings where my presence is required.
- ✓ To be a hand in the organizations of events.

Methodology

The pre-service teacher was available and prepared to follow the program stipulated by the institution during all practice period.

The main managerial duties are:

- Exams preparation.

- Meetings.

- Mentorships.

- Pedagogical events such as flags' raising, saint valentines' day, Halloween festivity, Merry Christmas festivity among others.

The idea is to work with the institution, so that the pre-service teacher can gain experiences and be prepared to face a set of situations developed in a real context.

Schedule of Activities Administrative component

TERM	MONTH	ACTIVITIES	DATE
SCHOLAR CALENDAR			
THIRD	**August**	➢ **Holly mass** ➢ **Teacher meetings (fusions)**	**Aug 30th**
	September	➢ **Human's rights Forum**	**Sept 1st**
		➢ **Math festival** ➢ **Teacher meeting**	**Sept 4th to 8th**
		➢ **Salesian's day decoration**	**Sept 14th**
		➢ **Salesian students' day** ➢ **Secret friend day**	**Sep 15th**
		➢ **Marching for the peace**	**Sept 20th**
		➢ **Earthquake simulacrum**	
FOURTH	**October**	➢ **Risk and accident prevention workshop** ➢ **Drugs awareness workshop**	**Oct 24th**
		➢ **Athletics festival**	**Oct 27th**
	November	➢ **Salesian's super bowl festival**	**Nov 2nd**
		➢ **Christmas carol contest**	**Nov 3rd**

THIRD AND FOUTH	Every Thursday	➢ Teachers' sharing break moment (Compartir)	From 10 am to 10: 30

Table 15: *Schedule of Activities Administrative component*

Evendences:

TEMA:PARTE JURIDICA Y LEGAL DE LOS DERECHOS HUMANOS

Results:

During the practicum process, as a pre-service teacher, I had the opportunity to join different extra activities in the institution Agueda Gallardo de Villamizar, the role of a teacher is not only about teaching process but also about being part of all the activities and responsibilities presented in the school.

Some of these activities in which I took part of Holly mess, flag raising, teachers 'meetings, workshops, festivals, ICFEST training, teachers 'sharing break time, among others. As a member of the institution, it was my responsibility and my duty of taking part and make appearance in all of these activities.

Some of the activities I had some responsibilities were in the **Salesian's super bowl festival** in which I had to present some super bowl commercial in English and developed and activity in this amazing event. In addition, I had to be in charge of some groups, it means in some activities or workshops I had to supervise the 10th and 11th grades. Besides, on September 20th I was responsible for joining a march peace in which I had to control the attendance of 11th grades and on November 3rd I had to be responsible for two 11th grade participants in the "Christmas carol contest at "la Presentacion" school.

In conclusion, taken the role of a teacher means having different responsibilities out of teaching English or planning classes, it is more than being only in a classroom, we have to bare in mind that we take of an institution and it implicate us on different extra activities presented during our teaching process or our practicum process. Thanks to the participation

and the involving activities, we as teacher trainees get different experiences and duties

when working in an institution.

REFERENCES

Alfaki. I. M. (2015). Vocabulary input in English language teaching: Assessing the vocabulary load in Spine Five. International Journal of English Language and Linguistics Research, (3)1, 1-14.

Apin, H. (2013). The Use of Songs in Teaching Students' Listening Ability: *Journal of English and Education 2013, 1(1), pages 21-29.*

Arevalo, E. (2010). The use of songs as a tool to work on listening and culture in EFL classes, *Cuadernos de Lingüística Hispánica N.° 15, ISSN 0121-053X* (Maestrien en docencia) UPTC Tunja. Enero-Junio 2010; p. 121-138

Brown, J. (2006). Rhymes, Stories and Songs in the ESL Classroom. The Internet TESL Journal. Available at: [http://iteslj.org/Articles/Brown-Rhymes.html]

Brown, S. (2006). Teaching Listening. Cambridge: Cambridge University Press.

Cifuentes, C. (2006). Songs in the English class: A strategy to encourage tenth graders' oral production. Profile Issues in Teachers Professional Development, (7), 47-58.

Freitas (h.), Olivierz (m.), Jenkins (m.), and pop joy (o.). The focus group, a qualitative research method. ISRC, Merrick School of Business, University of Baltimore (MD, EUA), WP ISRC No. 010298, February 1998. 22 p.

Futonge, Kisito. (2005). Using English Videos and Music in EFL, ESL Classrooms. ESL Magazine: Read & Publish ESL articles.

Gibbs, G. (1995). The society for research into higher education and Open University press. Celtic Court: Buckingham.

Harmer J. (2002). The Practice of English Language Teaching Pearson Education limited, Fourth Edition, (411, 414)

Hornby, A. S. (1990). Oxford Advanced Learner's Dictionary of Current English. Oxford: *Oxford University Press.*

Kemmis, S., & McTaggart, R. (1982). The action research planner. Victoria, au: Deakin University.

Lynda Yates (2002) Senior Researcher Adult Migrant English Program Research Centre La Trobe University

MAHU. (2012). Why is learning English so beneficial nowadays? Volume 2 • issue 4 October / December 2012 • pp. 374-376

Mathiyazhagan, T and Nandan, D. (2010). Survey Research Method, *Media Mimansa,* July-September 2010, pages 34-45. Retrieved from: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.5585&rep=rep1&type=pdf

Mc.Closky, H. (1969), Political Inquiry : The Native and Uses of Survey Research. Macmillan, New York.

McGroarty, M. (2002). Situating second-language motivation. In Z. Dörhyei and R. Schmidt (eds.), Motivation and second language acquisition (69-91). Honolulu, HI: University of Hawaii Press.

MEN. (2006). Estándares Básicos de Competencias en Lenguas Extranjeras Inglés: *Formar en lenguas extranjeras:¡el reto! Lo que necesitamossaber y saber hacer,* Revolución Educativa Colombia Aprende, serie guias N°22. Pag. 42.

Moore, Allan F. (1998). U2 and the Myth of Authenticity in Rock. *Popular Musicology 3: 5–33.*

Murphey, T. (1990). Song and Music in Language learning. New York: Bern, Frankfurt and Main.

Mustafa, S. (2012). Developing young learners' listening skills through songs, *Ocak 2012 Cilt:20 No:1 Kastamonu Eğitim Dergisi 327-340.* Retreated from: http://www.kefdergi.com/pdf/20_1/20_1_21.pdf

Nagy, W.E. (1989). Teaching vocabulary to improve reading comprehension. Newark: DE International Reading Association

Orlova, N. (2003). Helping prospective EFL teachers learn how to use songs in teaching conversation classes. The Internet TESL Journal, 9(3). Retrieved from http://iteslj.org/Techniques/Orlova-Songs.html

Rivers, W.M. (1978). A practical guide to the teaching of English as a second or foreign language. New York: Oxford University Press.

Ross, J. (2006). ESL Listening Comprehension: *Practical Guidelines for Teachers.The Internet TESL Journal.*

Russell, G. M., & Kelly, N. H. (2002, September). Research as interacting dialogic processes: Implications for reflectivity. Forum Qualitative Sozialforschung, 3(3).

Saricoban, A. (December 1999). The Teaching of Listening. The Internet TESL Journal.

   Available at: http://iteslj.org/Articles/Saricoban-Listening.htm

Snell, J. (1999). Improving Teacher-Student Interaction in the EFL Classroom: An

   Action Research Report. Retrieved on November 7 2011 from

   http://iteslj.org/Articles/Snell-Interaction.html

Spitzer, J and Walters, R. (n.d). Making Sense of American Popular Song, *History Matters:*

   The U.S. Survey on the Web. Retrieved from: http://historymatters.gmu.edu/ on

   August 16 in 2017.

Taken from the web page https://www.englishclub.com/grammar/what.htm on August 14

   2017.

Wajnryb, R. (1992). Classroom observation tasks: A resource book for language teachers

   and trainers. Cambridge, uk: Cambridge University Press.

Shamoo, A.E., Resnik, B.R. (2003). Responsible Conduct of Research. Oxford University

   Press.

APPENDICES

Appendix A: Observation format for the teacher

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
PRACTICA INTEGRAL-2017- 2

FICHA DE EVALUACIÓN DE EJECUCIÓN DE LA PRÁCTICA INTEGRAL

ESTUDIANTE PRÁCTICANTE: _____

SUPERVISOR (A): _____

CRITERIOS DE EVAUACIÓN	28 de agosto, 22 septiembre	25 septiembre, 20 octubre	23 octubre, 3 noviembre
ASPECTOS GENERALES (20p)			
⊡ Diseño del programa de área y/o asignatura del grado correspondiente a su práctica. ⊡ Planeación - desarrollo y evaluación del proyecto o propuesta correspondiente al período que dure su Práctica Integral Docente. ⊡ Planeación, desarrollo y evaluación, de actividades complementarias del área. ⊡ Planeación, desarrollo y evaluación de actividades de refuerzo y recuperación en las áreas de desempeño. ⊡ Planeación, desarrollo y evaluación de actividades institucionales relacionadas con su área de trabajo, consignadas en su propuesta, tendientes al campo de la investigación, a la promoción del área, a la integración con la comunidad y a la relación con los padres de familia. ⊡ Planear, desarrollar y/o participar en las actividades propias del área de Práctica Integral Docente de orden interinstitucional.			

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
PRACTICA INTEGRAL-2017- 2

⊡ Facilita la participación de los estudiantes. ⊡ Da instrucciones precisas a los estudiantes. ⊡ Propicia actividades que involucran el trabajo en grupo. ⊡ Orienta el trabajo de los estudiantes (individual y grupal). ⊡ Corrige los errores de los estudiantes. ⊡ Refuerza continuamente el aprendizaje de los estudiantes. ⊡ Circula por el aula atendiendo las necesidades de los estudiantes. ⊡ Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes. ⊡ Incorpora Tecnologias de Informacón y Comunicación en el desarrollo de sus clases.			
ASPECTOS LINGUISTICOS –COMUNICATIVOS (30p) ⊡ Conoce los diferentes componentes de la Lengua extranjera. ⊡ Domina los contenidos trabajados durante la clase. ⊡ Se expresa correctamente en forma oral en la lengua extranjera. ⊡ Se expresa correctamente en forma escrita en la lengua extranjera. ⊡ Se hace entender en la lengua extranjera. ⊡ Alterna el uso de la lengua materna y la extranjera en clase.			
ASPECTOS ACTITUDINALES (20p) ⊡ Desarrolla y mantiene una actitud de responsabilidad, interés y creatividad en la planeación y ejecución en las actividades propias de la docencia. ⊡ Es puntual en la iniciación de sus clases y las demás actividades registradas en el cumplimiento de sus deberes. ⊡ Aplica la ética profesional en todas sus actuaciones. ⊡ Observa una conducta decorosa, mantiene una presentación personal adecuada y utiliza un lenguaje respetuoso. ⊡ Cumple con lo dispuesto en el Manual de Convivencia de la institución. ⊡ Se presenta en estado de sobriedad y lucidez mental a todas y cada una de las actividades de Práctica Integral Docente.			
*NOTA FINAL			

Firma del(a) supervisor(a): _____

*Esta nota hace parte de ficha de evaluación final y corresponde a EJECUCIÓN Y EVALUACIÓN DE SECUENCIAS DE APRENDIZAJE Y EVALUACIÓN (que tiene un valor del 60%)

Appendix B: letter of permission

N° 88

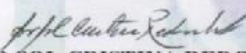Pamplona, 11 de agosto de 2017

Señora
CLAUDIA MOSQUERA
Coordinadora Practica Universidad de Pamplona.
Ciudad

Asunto: Autorización.

Cordial saludo

Me permito autorizar a los estudiantes ANDRESAIN TELLEZ CORREA **identificado** con C.C. No. 1070607997, estudiante del Programa Lenguas extranjeras para que realicen su practica en la sede Águeda Gallardo, orientados por la docente MARLEN YOLIMA PARRA PEÑALOZA.

Sin otro particular,

SOR SOL CRISTINA REDONDO AVILA

Rectora

Elaboro: Blanca Santos

Carrera 9° Calle 9° Barrio Salesiano Pamplona Norte de Santander
Telefax: (037) 568 94 00 Correo: salesianaspamplona@gmail.com
"54 AÑOS EDUCANDO CON ESTILO SALESIANO"

156

Pamplona, 3 de agosto de 2017

Sor
SOL CRISTINA ARREDONDO
Institución Educativa Águeda Gallardo de Villamizar
Rectora

Respetada Rectora,

En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa ha brindado a nuestros estudiantes para realizar la Práctica Docente durante varios periodos académicos.

Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que los estudiantes TÉLLEZ CORREA ANDRESAIN del programa de Licenciatura en Lenguas Extranjeras Inglés– Francés, realicen la Práctica Profesional durante el segundo semestre académico de 2017, quien estará bajo la supervisión de la Licenciada Marlén Yolima Parra Peñaloza respectivamente.

Quedamos a su disposición para cualquier información complementaria con respecto al proceso de Práctica Integral

Agradeciendo su amable atención, se despide de usted,

Atentamente,

Sonia Patricia Gómez Silva
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona

3 / 08 / 2017.
hora: 4.10 pm.

Appendix C: Letter of permission ESCORIAL

Pamplona, Agosto 28 de 2017
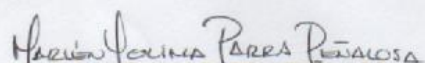
Profesora
LUZ MARINA VELAZCO
I.E Colegio Técnico Águeda Gallardo de Villamizar
Sede El Escorial

Reciba un atento saludo

Por medio de la presente me permito presentar al profesor-practicante del programa de lenguas extranjeras de la Universidad de Pamplona Andresain Tellez, quien estará acompañando y desarrollando su propuesta de práctica integral docente durante el II semestre del 2017 en nuestra institución. En su propuesta debe cumplir con un proyecto de extensión a la comunidad el cual está diseñado a dirigir 4 horas de inglés en escuela primaria de 2 a 5 grado (1 hora por grupo). Después de revisados los horarios, el docente puede prestar este servicio el día lunes de 7:00 am a 11:10 am. Todos los procesos pedagógicos a desarrollar serán previamente planeados y revisados por la docente supervisora de práctica y deben estar acompañados por los docentes del grado.

Agradeciendo su valiosa colaboración,

MARLEN YOLIMA PARRA PEÑALOSA
Docente I.E Águeda Gallardo de Villamizar
Supervisora

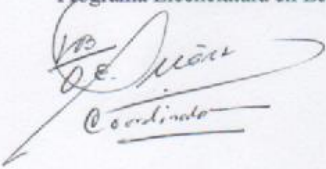Appendix D: Letter acceptance of the practicum Coordinator

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	4to	permanencia	10°A	10°B	11°A
2	2do	permanencia	permanencia	permanencia	teachers hour
3	5to	10°A	permanencia	permanencia	permanencia
4	3ro	11°B	permanencia	11°B	10°A
5	permanencia	11°A	permanencia	11°A	11°B
6	10°B	10°B	permanencia	permanencia	permanencia

Finalmente, reiteramos el agradecimiento por su colaboración brindada a nuestro programa este semestre y si tienen alguna pregunta o duda, les invitamos a que nos escriban al correo de práctica y con mucho gusto se les responderá practicaintegral.lenguas@gmail.com.

Las profesoras Mayeini Katherine García Parada y Clara Noelia Villamizar Cote, coordinadoras de práctica estarán atentas. No olviden que cualquier cosa que se presente con los estudiantes no duden en escribirnos o llamarnos estos son nuestros números de teléfono: Mayeini García: 3123394813   Noelia Villamizar: 3208765945

Muchas gracias por la atención prestada.
Cordialmente,
Clara Noelia Villamizar Cote
Mayeini Katherine García Parada
Docentes Coordinadoras de Práctica Integral
Programa Licenciatura en Lenguas Extranjeras Inglés-Francés

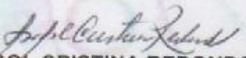Appendix E: letter of certification of the practicum

157

LA SUSCRITA RECTORA DE LA INSTITUCIÓN EDUCATIVA "AGUEDA GALLARDO DE VILLAMIZAR" AUTORIZADA SEGÚN RESOLUCIÓN No 04678 DEL 12 DE NOVIEMBRE DE 2015, QUE OFRECE EDUCACIÓN FORMAL EN LOS NIVELES DE PREESCOLAR, BÁSICA PRIMARIA DE 1° A 5°, BÁSICA SECUNDARIA 6° A 9° Y MEDIA TÉCNICA 10° Y 11° GRADO; PROGRAMAS ACRECER Y SER HUMANO SEGÚN RESOLUCIÓN N°02600 DE 22 SE JULIO DE 2013. DANE No154518000281. NIT 890.501-473-1 REGISTRO DE FIRMAS ANTE LA SECRETARIA DE EDUCACIÓN LIBRO 5, FOLIO 105

HACE CONSTAR:

Que: **ANDRESAIN TELLEZ CORREA**, identificado con C.C. No 1070607997 estudiante del último semestre de la Licenciatura en Lenguas Extranjeras Ingles-Francés de la Universidad de Pamplona, Realizó 120 horas de practica en la Institución Educativa Águeda Gallardo de Villamizar del municipio de Pamplona, en la sede principal del 28 de agosto al 03 de noviembre de 2017, bajo la supervisión de la Especialista Marlen Yolima Parra Peñaloza, desempeñándose con responsabilidad y sentido de pertenencia.

Se expide en Pamplona, a los 15 días del mes de noviembre de 2017.

SOR SOL CRISTINA REDONDO AVILA.
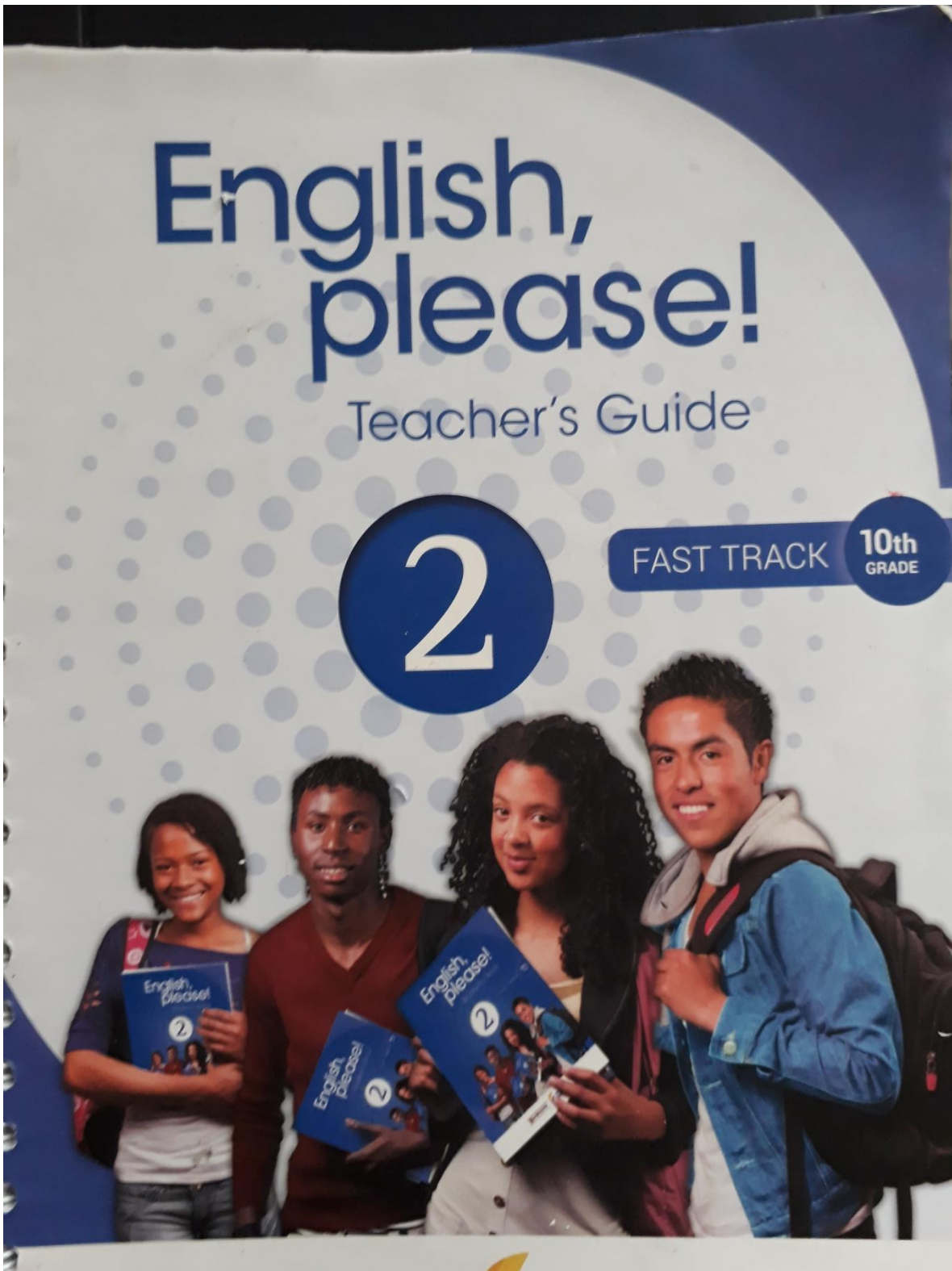C.C.57.430.303 de Santa Marta
Rectora

Elaboró: Blanca Santos

Appendix F: High school plant.

Appendix G: English Please Textbook 11th and 10th grades

English, please!
Teacher's Guide

3

FAST TRACK | 11th GRADE

MINEDUCACIÓN

TODOS POR UN NUEVO PAÍS

Appendix H: Example of a planning 10th Grades

I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
ENGLISH LESSON PLAN – THIRD TERM
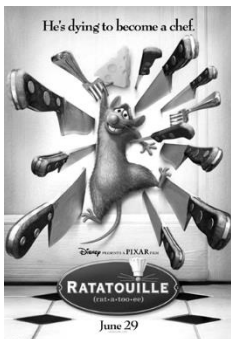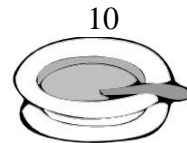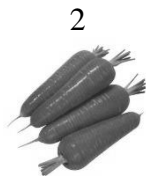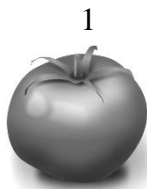**DOCENTE: ANDRESAIN TELLEZ CORREA**

Grade: 10th	Level : A2
Date : 19th September	Material: markers, worksheets, slides. Videos, T.V. Laptop, board
Teacher: Andresain Tellez	Topic: Quantifiers (a, an, some, any, a lot of, lots of, a few, few, much, many, a little, little, no, none….

Linguistic Objective :
At the end of the class, students will be able to use correctly quantifiers by means of an evaluation.

Communicative Objective
Students will be able to explain the instructions to make the soup presented in the movie segment "ratatouille".

Warm up:	Time 10 min
Time to greet and pray! The teacher is going to ask students to repeat the Catholic prayer (our father and Hail Mary. Immediately, the teacher is going to tell students the activities for the class. Then the teacher is going to play again the video movie segment and he is going to give students a worksheet, students have to watch the video and complete the worksheet writing the instructions to make the soup. **(Appendix 1)** The teacher is going to explain the vocabulary presented in the worksheet.	

Explanation of the topic: The teacher is going to ask them what they remember about the last topic, and he is going to explain again the topic in a general way using some peace of papers in order to refresh students' comprehension of the topic.	Time 5 min
Production activities: The teacher is going to give students some peace of papers with some exercises to practice the use of quantifiers. The foreign assistance is going to help the teacher during the activity.	Time 10 min

Homework: For this class the teacher is not going to give students any homework	
Evaluation	Time 30 minutes
The teacher is going to give students a worksheet to evaluate the topic of "Quantifiers" (Appendix 2)	

Appendixes:

Appendix 1: (MOVIE SEGMENT WORKSHEET)

A. YOU CAN SEE THESE ITEMS DURING THE MOVIE SEGMENT. MATCH THE VOCABULARY AND THE WORDS. ADD *A/ AN/ SOME* BEFORE THE NOUNS:

1	2	3	4	5

6	7	8	9	10

(7) ....onion   (   ) .... tomato

(   ) .... soup   (   ) .... omelet

(   ) .... carrots   (   ) ....egg

(   ) .... wine   (   ) ....eggs

(   ) .... spaghetti   (   ) ....cucumbers

B. NOW WATCH THE MOVIE SEGMENT AND WRITE THE INSTRUCTIONS TO MAKE THE SOUP, USING SOME OF THE WORDS FROM THE PREVIOUS EXERCISE.

First, pick up ....

Then, stir .... in a bowl.

Next, put .... into a pan.

After that, pour .... into a glass.

Next, slice ....

Then break ....

Don't forget to slice ....

Put everything in the pan to make ....

pick up   *stir*

slice   *pour*   *break*

Appendix 2: Quiz quantifiers

Quiz

(Quantifiers)

Name: _____ **Date:** _____

Grade: _____

FOCUS EXPLANATION SECTION.

1) Fill the blanks according to the explanation of the quantifiers (a, an, some, any, much, many, a lot of, few, little)

a) We use _____ with countable and uncountable in **POSITIVE** sentences
b) We use _____ with countable and uncountable in **NEGATIVE** sentences and **GENERAL QUSTIONS**.
c) We use _____ and _____ in **NEGATIVE** and **INTERROGATIVE** sentences.
d) These quantifiers mean "poco, pocos": _____ and _____
e) We use _____ with vowels (a,e,i,o,u) or "h" mute and we use _____ with consonants (p,k,l,s,t)

GRAMMAR SECTION

1) Complete the sentence with "a" / "an", "some" or "any".

A) Would you like _____ juice?
B) This is _____ Italian pizza.
C) Is there _____ milk in the fridge?
D) This is _____ hamburger.
E) I have _____ money.

VOCABULARY SECTION

1) **COUNTABLE or UNCOUNTABLE? Write the vocabulary in the chart.**

water – bread – sweets – chocolate – sugar – tea – milk – oranges- cookies – coffee – eggs –Banana –   a bar of chocolate - chicken – butter – a loaf of bread – apple – a cup of tea – honey.

COUNTABLE	UNCOUNTABLE

References:

Appendix 1: (Movie segment worksheet)

http://moviesegmentstoassessgrammargoals.blogspot.com.co/2010/05/ratatouille-determiners-an-some.html

Appendix I: Sample of a survey

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS EXTRANJERAS
PROPUESTA DE GRADO

Edad: 18   Grado: 11 "B"

ENCUESTA

1) ¿Con qué frecuencia usted escucha musca en inglés?
   a) Siempre (X)
   b) Regularmente
   c) A veces
   d) Nunca
   e) Otra: _____

2) ¿Considera usted que el uso de canciones en Inglés es una buena herramienta didáctica para la enseñanza de este idioma? Si/No ¿Por qué?
   Es un instrumento más que basico, sino elemental a la hora de aprender el idioma inglés, y es una manera didactica de aprenderlo.

3) ¿Qué conocimientos le aportó las canciones en Ingles desarrolladas en los talleres de clase?
   Demasiado, en estas hay un vocabulario que yo desconocia, y gracias a estas aprendí de estos vocablos.

4) ¿Evalúe su nivel de comprensión de escucha según el nivel de las canciones propuestas en los talleres de clase?
   a) Excelente
   b) Bueno
   c) Regular
   d) Malo

5) ¿Cuál es su opinión respecto a las diferentes actividades planteadas en cada una de las canciones en inglés desarrolladas los talleres de clase?
   Excelente, fue una buena forma del aprendizaje y nos hizo de mucha ayuda para la presentación de la prueba Saber.

170

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

¡Estoy comprometida!

6) ¿Cómo fue su experiencia participando en los talleres sobre el uso de las canciones en inglés dentro del aula de clase?
a) Satisfecho
b) Insatisfecho
c) Indiferente
d) Otra: _____

¿Por qué? :
Fueron canciones fáciles de entender y muy didácticas

7) ¿Considera usted que las canciones propuestas fueron apropiadas para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?
Si, estas nos ayudaron en las pruebas Saber en el manejo de vocablos desconocidos y demás.

8) ¿Las canciones en inglés desarrolladas en los talleres en clases le aportó algún conocimiento cultural? Si/No ¿Por qué?
Si, se maneja un lenguaje adecuado en estas canciones.

9) Las canciones desarrolladas en los talleres le aportó nuevo vocabulario para su proceso de aprendizaje del Inglés? Si/No, ¿por qué?
Si, fue algo nuevo para todas.

10) ¿Qué otro tipo de actividades didácticas considera usted que se pueden desarrollar en clase para la enseñanza del inglés?
Juegos, didácticos, festivales de Canfa, festivales de deletrea, entre más.

171

Appendix J: Self-Observation Sheet.

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL
AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

ANDRESAIN TELLEZ CORREA

1070607997

SELF-OBSERVATION SHEET   N° 1

(4 al 8 de septiembre)

Escoja de 1 a 4, según el criterio descrito. Siendo 1 el más bajo y 4 el más alto

1. PLANIFICACIÓN

		1	2	3	4	5
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área				X	
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.					X
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.					X
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes				X	
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.					X
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				X	
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				X	

2. REALIZACIÓN

Motivación inicial de l@s estudiantes:	1	2	3	4	5

1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				X	
2	Planteo situaciones introductorias previas al tema que se va a tratar.					X

-Motivación a lo largo de todo el proceso:

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.					X
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				X	
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.			X		

Presentación de los contenidos:

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.					X
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)					X
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.					X

-Actividades de aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.					X
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				X	

-Recursos y organización del aula:

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).			X		
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			X		
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.					X

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.					X
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s				X	

-Clima del aula:

16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.			X		
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.			X		
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.			X		

-Seguimiento/ control del proceso de enseñanza-aprendizaje:

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				X	
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.			X		
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				X	
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				X	

-Atención a la diversidad:

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza-aprendizaje				X	

| 24 | Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades. | | | X | | |

3. EVALUACIÓN

		1	2	3	4	5
25	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.			X		
26	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.			X		
27	Realizo una evaluación inicial a principio de curso.		X			
28	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.		X			
29	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.		X			
30	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				X	
31	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...				X	
32	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.			X		

Appendix k: Narrative example:

ANDRESAIN TELLEZ CORREA

1070607997

NARRATIVE N° 1

Siempre en mi vida toda nueva experiencia que he vivido me ha generado grandes miedos, dudas y emociones, no es lo mismo uno tener los conocimientos y aprendizajes sobre una segunda lengua que ponerlos en práctica. Esta semana empezó mi experiencia como docente practicante y futuro profesional en contexto real con la población o el estudiantado. Es muy importante que haya una semana previa de observación ya que eso nos permite contextualizar y analizar el público, los estudiantes y el ambiente al que uno se va a afrontar. Durante esa semana de observación pude analizar diferentes aspectos entorno al proceso de aprendizaje de los estudiantes y los métodos de enseñanza de mi supervisora.

Esta semana puedo decir que las expectativas estaban muy altas, mi motivación y mis ganas de demostrar lo que soy y lo que he aprendido estaban al cien por ciento tanto que considero que eso impacto en los estudiantes. Cabe resaltar que toda enseñanza no solo implica impartir los conocimientos y enseñar los temas sugeridos o planteados para el área de inglés.

Mi proceso de práctica lo realicé con los grados 10° y 11° los cuales los grados 11° fueron los elegidos para implementar la propuesta. Tengo que decir que esta semana pude notar muchos aspectos que involucran la motivación, el interés, el compromiso, la responsabilidad, la preparación, la disciplina, el control de grupo, el manejo de voz, de tiempo, de espacio, de recursos, de paciencia, la creatividad algo muy importante para la

enseñanza del inglés y sobre todo la didáctica que uno emplee ya que es de gran importancia captar la atención e interés de los estudiantes.

El inicio de mi práctica en esta semana fue al impactante tanto para mí como para mis estudiantes ya que yo desde un principio empecé con una muy buena actitud, una gran motivación y buenas estrategias de aprendizaje que involucraban gran creatividad y actividades que captaban la atención y motivación de los estudiantes.

Algo muy importante que debo tener en cuenta a partir de esta semana es la forma de trabajo con mis alumnos ya que la estrategia de trabajo en grupo o en grupos muy números me impidió muchas veces que pudiera desarrollar una clase más centrada y atenta lo cual me está empezando a causar ciertos problemas de salud como forzar mucho la voz, generar más estrés y descontrol del grupo. Todos estos aspectos y situaciones son experiencias que no va teniendo para ir mejorando y así buscar nuevas estrategias para la enseñanza y para crear nuevos ambientes y formas de aprendizaje.

Estoy muy motivado con esta nueva experiencia ya que sé que puedo adquirir muchas anécdotas y vivencias que servirán para mi futuro y vida personal y profesional.