

Implementing songs as a tool to enhance pronunciation in 9<sup>th</sup>-grade students at San Juan  
Bosco High School in Arboledas, Colombia: An action research

Emerson David García Díaz

1092646784

University of Pamplona

Faculty of Education

Foreign Languages English – French program

Teaching practicum

Pamplona

2020

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Emerson David García Díaz

1092646784

Mentor

Daniel Ricardo Pedraza Ramírez

Master of Multilingual Communication and Knowledge Manager

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**Acknowledgments**

I would like to make a dedication first to my mother who from heaven has guided me to be a human being with values and ethics. Second, to my father who gave me all his support to be a professional in life being an inspiration to me and finally to my teachers who educated me and prepared me to go out and face real life.

**APPROVAL NOTE**

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Practicum Committee Signature

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Mentor

Daniel Ricardo Pedraza Ramírez

Master of Multilingual Communication and Knowledge Manager

## Implementing songs as a tool to enhance pronunciation in 9<sup>th</sup>-grade students at San Juan

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### **General presentation**

This research article is split out into four components, firstly, the pedagogical component in which tenth-semester students belonging to the bachelor degree of Foreign Languages must serve as pre-service teachers in an institution to develop their teaching practicum. In this component it is found a description of the problem to be enhanced and the strategy to be carried out; this one is based on theoretical framework and literature review which are closely related to the problem and the strategy to be implemented. Besides, it is possible to find the research and implementation methodology as well as their respective schedules.

Secondly, the research component was created to improve the pre-service teacher practicum all along the teaching and learning process in the establishment employing reflection and critical thinking features. In this section, it is found some reflections related to the pre-service teacher experience in the academic field.

Thirdly, the outreach component which aims at supporting primary students with challenges in the English language through classes or tutoring spaces given by the pre-service teacher for 12 months (four hours per week). All along with this component, the pre-service teacher is involved in helping students with their shortcomings in English as well as being a guide in their learning process.

Lastly, the administrative component where the pre-service is dynamically involved in all the activities and events proposed by the institution during his teaching practicum taking an active role in extracurricular activities at San Juan Bosco High School.

## **Introduction**

Learning a foreign language has become an important need nowadays specially to communicate given that in this way individuals can establish interactions with others and exchange ideas. According to Uribe (2012), human beings develop their skills related to speaking, writing, listening and reading at school. It is there where individuals have first contact with a foreign language. Thus, the Colombian Ministry of National Education (2006) has decided to strengthen the English teaching process in public institutions as stated by Uribe (2012)

"During the last decade more attention has been given to the English language and that is why entities such as the Ministry of National Education of Colombia have been in the task of creating the Bilingualism program, as a strategy for competitiveness 2004-2019, through which it is hoped to achieve the goal that students of the institutions of basic, middle, higher education and non-formal education have acquired skills in this language. " (p. 87).

In other words, the Ministry of National Education hopes to improve the teaching processes focused on the English language in educational establishments so that students are well-prepared to face new challenges and experiences in their personal and professional lives. Likewise, *Estándares básicos de competencias en lenguas extranjeras: inglés* (MEN, 2006) noted that by 2019, both students and teachers should reach pre-determined levels of English, according to the Common European Framework of Reference [CEFR] (Council of Europe, 2001) teachers specialized in foreign languages should have a C1 level; B2 level for professionals in other areas; B2 for English teachers at the elementary level, B1 for students who finish the secondary level, and A2 for teachers of other areas at the elementary level. To achieve these results in the English

language, it is necessary to adopt effective and innovative teaching methodologies to meet students' needs. But it is a challenge when some teachers still use traditionally focused teaching methods such as the grammar-translation method (GTM) which makes the teaching-learning-process arduous (Chavez & Hernandez, 2013). This method is characterized by being a traditional one and by the abundant use of the native language; excessive reading and translation of texts; exercises and assessment of reading comprehension, writing essays, focusing very little on communication skills (Scrivener, 2011). However, concerning one technique used by this method, which is translation, Harmer (2008) considers that although translation indeed slows the student in learning the language, it cannot be denied that the teacher can make use of the mother tongue in cases where the use of it is warranted, but at the same time apply techniques which start from the native language aiming at enhancing the teaching-learning process. This is why new pedagogical models have emerged whose intention is to improve students' learning process by bringing a variety of benefits. Hence, this project has the purpose of implementing songs as a pedagogical tool to enhance students' pronunciation and reinforce vocabulary through Task-Based Learning methodology.

### **Justification**

The importance of implementing this proposal lies in the fact that it will not only benefit the pre-service teacher but also the population involved. On one hand, he will gain meaningful experience due to it is the first time working with students as an English teacher in a real setting, facing different challenges that arise daily and need to be enhanced. On the other hand, the beneficiary population involved in this research are the students of 9<sup>th</sup> grade at San Juan Bosco high school who will be part of the applications aiming at improving some of their shortcomings regarding pronunciation and lack of vocabulary. Moreover, learners will get more motivated to

learn English due to songs are very effective in teaching vocabulary and pronunciation, which makes the environment more pleasant for them as stated by Millington (2011) in his study “songs can help learners to improve their listening skills and pronunciation. They can be useful for teaching vocabulary and sentence structures. Probably the greatest benefit of using songs in the classroom is that they are enjoyable”. Finally, the students from 5th grade will also be part of this pedagogical proposal whose goal for them is to reinforce the vocabulary through the use of flashcards.

## **Objectives**

### **General objective**

- To enhance pronunciation and vocabulary through the use of songs in 9<sup>th</sup>-grade students of San Juan Bosco high school

### **Specific objectives**

- To implement reflection as a transformative tool of the pedagogical process all along with the teaching practicum.
- To develop critical thinking in preservice teachers to analyze their teaching practice.
- To reinforce secondary students' difficulties when learning English
- To guide High School students in their difficulties when learning a foreign language.
- To use flashcards as a tool to learn and reinforce vocabulary in students of secondary school.

## **Institutional observation**

During two weeks of observation, certain aspects such as the topographical school's location, the educative authorities, the fundamental Aspects of the Educational Institutional Project (PEI), the mission and vision, the school symbols, the rulebook, the scholar calendar, the supervisors and pre-service teacher schedule and finally the pedagogical aspects were analyzed.

**Topographical school's location**

The public institution “San Juan Bosco” is located in the urban area of Arboledas, North of Santander. This school was built in 1962 by the priest Francisco Landazábal Reyes. It comprises a large space that has contact with the nature stimulator of students learning process. This institution has two more headquarters, one for preschool, students from 1st grade to 2<sup>nd</sup> grade and another headquarter where they educated students from 4<sup>th</sup> grade. Finally, in the principal institution, we find grades organized from 5<sup>th</sup> to 11<sup>th</sup>. The school works from 6:30 to 12:50 in the morning, each class has a duration of 50 minutes.

**Educative authorities**

The institution comprises authorities that are the major members in the school, as follows; the principal Alvaro Suarez Capacho who is the head of the institution and the coordinator Fredy Leopoldo Ardila who is in charge of resolving disciplinary proceedings. Besides, there are different institutional committees composed by the academic coordinator, disciplinary coordinator, Psychologist, the academic and the financial secretary who ensure the good development, quality, and performance of the educational institution. On the other hand, other dependencies are part of the “San Juan Bosco High School “such as teachers, the teacher council, students, the student council members composed by the student’s representative, school coexistence committee and the parents’ association.

## Fundamental Aspects of the Educational Institutional Project (PEI)



*Figure 1. School*

The Educational Institutional Project (PEI) aims to guide the student to be a the subject of his development and able to be involved in social transformation through spiritual values that benefit his abilities and qualities. The pedagogical approach adopted by the institution is the Developmentalist-Constructivist model in which the teacher creates a stimulating environment, which facilitates the student's access to cognitive structures, the goal of this model is to make the student progressively and sequentially access the higher stage of intellectual development according to the needs of each one. He will build his learning content. The teacher will be a facilitator of experiences. The Educational Institutional Project of the school is based on different fundamentals such as the philosophy that seeks the formation of an autonomous person, who understands and develops the thought of freedom and responsibility. In that way, the sociological fundament aims at orienting formation towards a new style of society and a person, fraternal, participatory and pluralistic; that guarantees peace and security for all, able to value their culture and preserve it. Besides, the axiological fundament that aims at guiding the formation towards the integral development of the student so that he can be the



subject of his history and satisfy his existential as well as axiological needs, through values such as protection, sensitivity to the problems of others, affection, understanding, participation, identity, and freedom. Finally, the epistemological fundament whose purpose is to form a thoughtful individual in the field of knowledge and scientific research. Choosing a social active model, as a Pedagogical option, places the San Juan Bosco de Arboledas Educational Institution, within a critical, constructivist reflection, as a theory of knowledge and imposes ensuring a complex and dynamic cognition in the classroom that develops higher levels of understanding.

However, due to the COVID-19 health emergency, some changes were considered in this study. On one hand, the project methodology managed to be implemented for two weeks. The rest of the teaching practicum was carried out virtually. The pre-service teacher's role was to support the cooperative teacher in charge and at the same time make class sequences, worksheets, and workshops to send both secondary students and first grade students, grade workshops, and prepare first period evaluations. All these tasks were carried out weekly or according to what the cooperative teacher needed.

Similarly, the pre-service teacher had to continue the reflection process, since it is related to his role as a teacher. Every two weeks, reflections should be sent according to what had been worked on and the interaction that had been had with the students in a virtual work.

### **Mission**

Our Institution bases its educational work on the integral and inclusive development of girls and boys and young people of basic and middle preschool of the municipality of Arboledas, promoting research as a pedagogical strategy through new technologies, with work projection from their specialties under the guidelines of a constructivist approach seeking to improve the quality of life in the region.

**Vision**

In 2020, San Juan Bosco Educational Institution will be recognized at the regional and national level for the job and academic training it offers, with a Bosnian pedagogical style, which encourages the projection towards innovative work, influencing progress and personal development.

**Physical resources**

The institution San Juan Bosco counts with 15 headquarters classrooms enabled for grades 6<sup>th</sup> to 10<sup>th</sup>, 3 groups per grade; 2 courts for recreation; 1 Physics and Chemistry laboratory; 2 computer rooms, 1 audiovisual room, 1 small oratory, 1 kiosk, 1 maximum classroom, 1 teacher's room, and 3 workshop room one for each specialty AND 1 cafeteria. It also has the recreational headquarters, 4 classrooms built by law 21 and 1 health unit.

**Technological resources**

The technological infrastructure of the Institution comprises; Live Digital Point, a project proposed by the Government of the Ministry of Tic. Availability of portable equipment: 70 donated by the government, 40 donated per swarm project, 300 donated laptops in agreement with the Government of the North Department of Santander, Municipal Mayor's Office and Secretariat of the TICS Norte de Santander. Finally, the institution counts with 5 video beams and two tvs.

## School symbols



*Figure 2. Institutional shield*

“Hoy mejor que ayer,  
mañana mejor que hoy.”

*Figure 3. Moto*



*Figure 4. Institutional flag*

## Rulebook

Concerning the rulebook, this one was created to promote a harmonious environment in the educational institution. This rulebook has the purpose to integrate students' values, beliefs, and educational aspects that are conceived in the mission and vision of this school. This document is made up of 16 chapters. Chapter one is focused on institutional aspects such as shield, flag moto, and hymn. Chapter two is focused on the rights and duties of students such as to accomplish with

different tasks and activities proposed by the teacher; be punctual; respect teachers; classmates; administrative and personnel in and outside the educational institution. Besides, students have to wear a uniform every day.

Regarding to teachers, they have to accomplish a series of duties such as perform with suitability, responsibility, and professionalism in his position; support peers in case of absence, especially during free time; support and collaborate in all the activities programmed in the institutional schedule; be strictly punctual in attending classes, scheduled activities, meetings, courses, and training; present timely and correctly the periodic and final reports on the evaluation process; refrain from using the cell phone in the development of their activities. On the other hand, the rulebook also focuses on evaluable aspects of the institution which are based on cognitive foundations: it includes the theoretical knowledge that the student must know (standards) and its application in new situations (competences) and will be evaluated with activities such as oral or written exams, meaningful participation in class, supports that demonstrate the student's competence in a certain subject and others according to the subject. Procedural foundations: it includes the pedagogical activities carried out during the period to acquire the competences in each of the subjects, it will be evaluated with activities such as workshops, exhibitions, consultations, homework, preparation of teaching materials, socialization and sharing (forums, round table), laboratories, experiments, notebook presentation, etc. Attitudinal foundations: understand the student's experiences about the practice of institutional values (knowing how to live together) that demonstrate adequate behavior and a positive attitude in the classroom and facing the teaching-learning process. The institution also uses a quantitative assessment scale to measure the knowledge acquired of its students:

From 4.8 to 5.0: Superior Performance

From 4.0 to 4.7: High Performance

From 3.2 to 3.9: Basic Performance

From 1.0 to 3.1: Low Performance

### Institutional organization



Figure 5. Institutional organization chart

### School Calendar

All along the year, the institution carries out numerous activities ranging from internal ones to external ones, they are organized below:

Table 1

*scholar calendar from February to June*

FECHA		ACTIVIDAD	RESPONSABLES
<b>FEB RERO</b>	21 de enero al 4 de febrero	Adquisición de alcancías	Proyecto financiero
	3 al 28	Organización de clubes estudiantiles ambientales	PRAE
	03	Campeonato por rutas	Comité deportivo

	4	Elección de representantes a consejo estudiantil	Proyecto de democracia
	4 al 28	Aplicación del test de educación sexual y ciudadanía (estudiantes)	Proyecto educación sexual
	6	(1er viernes) exposición del santísimo	Comité litúrgico
	7	Reunión de padres de familia Elección de comité de convivencia Elección de representantes del sector productivo	Directivos Gestión directiva
	11	Inicio del programa lenguaje ecológico	PRAE
	11 al 14	Motivación para la elección del personero (a) y contralor	Proyecto democracia
	19	Izada de bandera Socialización del programa y elaboración del proyecto (PESSOES)	Grado 10 Gestión comunitaria
	20	Capacitación educación financiera (estudiantes)	Proyecto financiero
	21	Elaboración de cronograma y plan de acción comité de convivencia escolar	Gestión directiva
	26	Miércoles de ceniza (eucaristía)	Comité litúrgico
	27	Elección de personero y contralor estudiantil Entrega de carnet estudiantil	Proyecto democracia Gestión administrativa
	28	Verificación de matrícula	Gestión administrativa
<b>MARZO</b>	4	Izada de bandera y presentación de los representantes estudiantiles, personero y contralor	Grado 9
	5	Escuela de padres	Estilos de vida saludable Gestión comunitaria
	6	Día de la mujer y del hombre Exposición del santísimo	Comité ornamentación y comité cultural
	10	Socialización del proyecto movilidad segura	Movilidad segura
	11	Capacitación riesgos físicos para estudiantes representantes	Gestión comunitaria
	13	Jornada pedagógica (bloques temáticos a desarrollar en diferentes áreas que evalúa el ICFES) Sistematización de logros	Docentes Gestión administrativa

	16 al 27	Bimestrales primer periodo	
	17	Jornada deportiva (5, 6 y 7 grado)	Titulares
	19	Taller concientización democrática	Comité democracia
	22	Día del agua y siembra de arboles	PRAE
	24	Eucaristía María Auxiliadora	Comité litúrgico
	25	Señalización de sitios de riesgos físicos	Gestión comunitaria
	27	Celebración día del hombre y la mujer	Comité social
	30	Verificación de matricula Demarcación de sitios de riesgo	Gestión administrativa Gestión comunitaria
	17	Reunión de padres de familia	
<b>ABRIL</b>	3	Viacrucis bosquiano y exposición del santísimo	Litúrgico
	6	Capacitación dirigida a docentes para la articulación de recursos digitales con procesos académicos y de investigación	Docentes de informática
	7	Socialización de resultados del test de educación sexual y ciudadanía	proyecto de educación sexual
	15	Mañana deportiva sede Pedro José Ortiz	Titulares
	16	Revisión de documentación estudiantado	Gestión administrativa
	17	Charla sobre manejo de conflictos	Gestión administrativa
	23	Día del idioma Eucaristía a María auxiliadora Izada de bandera	Cultural y litúrgico Humanidades
	30	Juegos intramurales	Comité deportivo
<b>MAYO</b>	1 - 30	Santo rosario (elaboración de altares)	Comité litúrgico y titulares
	4	Exposición del santísimo	Comité cultural
	6	Simulacro evacuación	Gestión comunitaria
	12	Charla movilidad vial	Comité seguridad vial
	13	Izada de bandera	grado 8
	14	Día del maestro	Directivos

	24	Ofrenda mariana	Todos y comité litúrgico
	26	Mañana deportiva	8 y 9 grado
	29	Día de la madre	Todos
<b>JUNIO</b>	1 al 12	Bimestrales 2 periodo	
	4	Desfile ecológico	PRAE
	5	Exposición del santísimo Día del medio ambiente	Comité litúrgico PRAE
	5 junio a 4 noviembre	Simulacro, capacitación y pruebas de calidad	Directivos y docentes
	10	Onces saludable sede Espíritu Santo	Proyecto vida saludable
	12	Cumpleaños 2 trimestre	Comité social
	15	Sistematización de logros	Gestión administrativa
		Semana feria universitaria	Gestión comunitaria
	17	Reunión de padres de familia	

### Supervisor's schedule

Table 2

Supervisor's schedule

<b>Hora</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>	<b>Viernes</b>
<b>1</b>	11th grade	9th grade	10th grade	8th grade	8th grade
<b>2</b>	8th grade	9th grade	10th grade	8th grade	8th grade
<b>3</b>	9th grade	8th grade	10th grade	11th grade	10th grade
<b>4</b>	9th grade	10th grade	10th grade	11th grade	10th grade
	B	R	E	A	K
<b>5</b>	BREAK	11th grade		9th grade	9th grade
<b>6</b>	BREAK	11th grade	10th grade	BREAK	BREAK
<b>7</b>	BREAK	BREAK	BREAK	BREAK	11th grade



## Pre-service teacher schedule

*Table 3*  
Pre-service teacher schedule

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
1		9th grade	5th grade	8th grade	8th grade
2	8th grade	9th grade	5th grade	8th grade	8th grade
3	9th grade	8th grade	5th grade		
4	9th grade		5th grade		
	B	R	E	A	K
5				9th grade	9th grade
6					
7					

## Pedagogical aspect

Throughout the two observational weeks, pre-service teachers carried out a series of analysis taking into account several aspects such as the physical plant and teaching staff of the institution, and the recognition of the educational community. Additionally, the reading of different institutional documents, ruler book, the educational institutional project (PEI), schedules and institutional schedules. Furthermore, an inspection of the different resources used in the English classroom, programmatic contents of the area, teacher schedules, and planning, among other aspects allowed to pre-service teacher to have a starting point for performing the pedagogical proposal to deploy.

## **Planning**

Most of the classes prepared by the teacher are based on the area plan proposed by the Ministry of National Education (MEN) which proposes a series of topics organized by goals and skills that learners are supposed to have in their respective grades of level. However, during the institutional observation, it was evidenced that the plannings were not carried out due to the time of the classes. For example, the teacher prepared planning for one hour but the activities lasted much time because learners requested more time to complete them. Regarding the supporting material, the teacher carried out her classes taking into account an English book entitled “English Please” provided by the MEN. This book has three editions, the first one is for 9<sup>th</sup>-grade students, the second one for 10<sup>th</sup>-grade students and the last one for 11<sup>th</sup>-grade students. The purpose of English Please book is to achieve a B1.1 level. The book has a wide variety of activities using a combination of learning strategies (memory, cognitive, compensation, metacognitive, affective and social), which motivate the students to reach the proposed objectives and to become autonomous. It works all the skills (reading, writing, speaking and listening). However, the teacher limited herself just explaining the topics and giving to the student's copies to do the exercises proposed in the book and listening skills were not work. Pronunciation was worked when students had to read a text aloud, so the teacher corrected them immediately if necessary. But it was evidenced that the students had fossilizations with some words perhaps for previous experiences with English and the reasons are explained below.



*Figure 6. Secondary school books used for the teacher*

As to the basic school course assigned, it was evidenced that the students learned English through vocabulary. However, teachers in primary grade do not follow a school book, their principal source is internet information. Also, teachers in primary grade are no specialized in English as a foreign language. They are teachers from other areas which might hinder the teaching and learning process of the students.

## **CHAPTER I - PEDAGOGICAL COMPONENT**

Implementing songs as a tool to enhance pronunciation in 9<sup>th</sup>-grade students at San Juan Bosco High School in Arboledas, Colombia: An action research

### **Introduction**

Communication has been seen as one of the most important aspects in the social context allowing individuals to establish interactions with other members by using written or spoken language. At this point, the act of communication becomes an essential fact so that the individual can develop himself as a member of a community. The Council of Europe (2001) states that communication puts the whole human being at stake. As a social user, each individual establishes relationships with an ever-increasing number of overlapping social groups and which, all together, define an identity. In other words, communication, in this case, will allow learners to master their communicative skills (oral production, written production, oral comprehension, written comprehension) which will be useful when learning a language to transmit a message

correctly. However, when the learning process is being carried out, students feel often afraid of expressing their ideas and most notably to mispronounce certain words of the target language that are difficult for them. This is why pronunciation is one of the most essential components of the English Language to communicate with others. When transmitting a message to others, learners should not only have a wide range of vocabulary but also have good pronunciation and it is here when this aspect becomes a real challenge. According to Gilakjani (2011) "Pronunciation can be one of the most difficult skills for a language learner to master and one of the least favorite topics for teachers to tackle in the classroom." This is because teaching pronunciation in the classroom takes a long time. Hence, teachers decide to teach other topics that they consider more important. Similarly, Gilakjani (2011) argues that when teaching pronunciation students face certain influencing factors such as sounds, syllables, stress and intonation. This is why teacher should dedicate a small part of his class to teaching pronunciation in order to overcome little by little such factors and in this way the students would be more aware of their learning process. Nevertheless, it is a challenge for students to develop a good pronunciation when the teacher focuses a large part of the class to teach grammatical aspects that are vital but at the same time tend to be tedious, neglecting the importance of pronunciation as stated by Underhill (2010) "for most students and probably most teachers pronunciation remains a mysterious zone where the rules are not clear and it is difficult to make progress in class". The aforementioned demonstrates that pronunciation is one of the skills that is not frequently worked on in the classroom due to many teachers frequently tend to pay adequate attention to grammar and vocabulary which help learners to become competent when listening and reading but at time to produce, their proficiency level in terms of communicative skills could be affected. Consequently, teachers need to be more aware of their teaching methodology implemented in the

classroom and more importantly, the materials they use. Some learners get usually bored in English classes due to a lack of innovation in the classroom. It exists a great deal of sources that teachers might use in their classes to develop a good environment and catch student's attention. Some of them that are very helpful and useful when teaching English are songs: "Cantar canciones en clase es una práctica de valor didáctico incalculable. Son textos orales ideales para practicar aspectos como el ritmo, la velocidad y la pronunciación correcta, además, las canciones suponen una alternativa a otros ejercicios de repetición poco motivadores (...)". (Cassany, 1994, p. 409). In short, the inclusion of this resource becomes an appropriate and recommendable teaching tool because it promotes the improvement of pronunciation, grammatical structures as well as the four basic skills (Toscano-Fuentes & Fonseca,2012). Additionally, songs are considered as a helpful teaching and learning resource because they are fun and soothing, providing a break from the usual classroom procedures. Learning English by songs often provides a different atmosphere for students who typically fear English speaking (Palacios & Chapetón, 2014). Nonetheless, taking into account the situation generated by the health emergency COVID-19, it was necessary to make changes in this component in order to continue with the teaching-learning process, but in a virtual way.

## **Problem**

After having observed during two weeks the students in the English course, it was evidenced that they face many challenges regarding pronunciation due to the similarities between English and Spanish sounds as stated by Villalobos (2007) in his study "students learning English as a second or foreign language might have difficulties in pronunciation, depending on their native language and how similar its sounds are to those of the target language". In some classes, the

teacher asked students to read a line of a text in order to assess their pronunciation. It was evident that most of the students had difficulties in differentiating some vowel sounds since these are similar to Spanish in written form but not in spoken form. Learners sometimes faced issues when pronouncing vowel sounds such as /ə/ and establish the difference between /i:/ vs. /I/ and /u:/ vs. /o/. By the same token they find hard to make the distinction between /b/ vs. /v/ vs. /f/, /θ/ vs. /ð/ and /j/ vs. /tʃ/. Similarly, students pronounce /æ/ instead of /eɪ/. Through the use of songs, students can learn to differentiate these sounds thus helping to improve their pronunciation.

On the other hand, it was noticed that students feel nervous and shy when performing an oral activity or when the teacher asks them to pronounce a phrase, they start to behave differently and to speak in a low tone so as not to be heard. Regarding the vocabulary, it was noticed that when the teacher makes them a question or a request orally, they remain in silence due to the lack of comprehension of the words. This might be associated with the absence of vocabulary in previous experiences with the English language. Additionally, students are not aware of their mistakes, they mispronounce certain words and are immediately corrected but after some minutes, they mispronounce them again and keep doing it.

To overcome these difficulties, this project will be guided by three questions:

Grand tour question

- How does the use of songs enhance vocabulary and pronunciation in 9<sup>th</sup>-grade students?

Sub questions

- How can the use of songs influence on the learning process in 9<sup>th</sup>-grade students?
- How can the use of songs motivate students to participate in class?

## **Justification**

When learning English at school, both students and teachers have several expectations for the teaching and learning process. But it is tough when students in primary school do not receive a complete and a deep accompaniment in the teaching process of English. During two weeks of observation, it was evidenced that students in primary school did not have an English teacher who supports the learning process. Therefore, students reach secondary school without having a well-constructed base knowledge in English facing different difficulties regarding grammar structures, vocabulary, and pronunciation. On the other hand, teachers in secondary school focus the classes on teaching advanced grammar aspects leaving aside the importance of pronunciation due to they consider it is time-consuming. Another aspect that the observation revealed is that students do not practice pronunciation at home even when they have a systematic activity, they arrive to the classroom reading the role plays or the dialogues and facing several difficulties regarding this aspect.

The previous information revealed that students in 9<sup>th</sup> grade at San Juan Bosco high school had problems in their speaking competence most specifically in pronunciation, due to the lack of practice during the classes, for this reason, the pre-service teacher was challenged to improve this problem through songs' implementation where students have to practice the language by singing and improving their pronunciation and acquiring more expressions and vocabulary implicitly.

## **Objectives**

### **General Objective**

- To enhance pronunciation and vocabulary through the use of songs in 9<sup>th</sup>-grade students of San Juan Bosco high school



### **Specific objectives**

- To encourage students in learning the target language in a didactic way so that they can feel involved in the classroom
- To increase students' vocabulary so that they can have a wide range of ideas when communicating with others
- To foster students' language acquisition by using authentic material

### **Theoretical Framework**

To set out this project, the researcher will take as a starting point different definition that will support this research proposal taking into account concepts such as pronunciation, vocabulary, songs, and songs as a pedagogical tool.

### **Pronunciation**

In language learning, pronunciation plays a vital role due to it allows the speaker to be understood. According to Pourhosein Gilakjani (2016) pronunciation is defined as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. While Richard and Schmidt (2002) defined it as the method of producing certain sounds. Therefore, the use of songs might allow learners to practice new sounds without producing the same level of boredom due to they are motivating and a helpful resource to practice the English accent. Songs have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress as Ebong & Sabbadin (2011) stated "songs provide examples of authentic, memorable and rhythmic language. They can be motivating for students keen to repeatedly listen to and imitate their musical heroes". The previous authors explain how songs can be helpful when developing students' pronunciation bearing in mind these three characteristics; sounds,

words, and connected speech. Regarding sounds, songs are useful due to “they are authentic and easily accessible examples of spoken English. The rhymes in songs provide listeners with a repetition of similar sounds. Besides, students often choose to listen to songs time and again, indirectly exposing them to these sounds” (Ebong & Sabbadin, 2011). Paying attention to the sounds, students can explicitly learn different accents and dialects from the English language. Concerning to words “words in songs fit the music, helping learners associate the number of syllables/stress in these words, with memorable rhythms, and in the same way songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced” (Ebong & Sabbadin, 2011). This final statement puts into consideration how learners develop their pronunciation indirectly. Finally, as to connected speech, “it is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone. Contractions are an extreme example of the way we connect speech, to the extent that the written form too is affected” (Ebong & Sabbadin, 2011). Through the use of songs, pronunciation could be improved due to “songs, and especially the chorus, provide real and 'catchy' examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. Music further emphasizes the 'flow' of the words” (Ebong & Sabbadin, 2011). These three perspectives highlight the fact of how songs can enhance learner’s pronunciation. Similarly, pronunciation can be worked employing drilling exercises pointing out to different words and requesting learners to pronounce them. This leads to a better memorization of both; correct pronunciation of the word and acquisition of new vocabulary as Thornbury (2002) suggests “drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural”. Likewise, Senel (2006) stated that the drilling technique is very useful in

teaching pronunciation because it can create correct and accurate pronunciation. This information is approved by the study conducted by Haryanto (2012) who found that by applying the drilling technique when teaching English pronunciation, it can improve effectively students' pronunciation achievement. This technique is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory.

### **Vocabulary**

Vocabulary is highly important for second language learners. Having a wide range of vocabulary, learners can express their ideas efficiently both in oral and written forms. According to Neuman & Dwyer vocabulary can be defined as "words that we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (2009, p. 385). In other words, vocabulary refers to the set of words that a speaker has to communicate with others. Without an appropriate vocabulary adapted to the situation, the speaker could have problems being understood by the listener: "without accurate vocabulary, speakers cannot convey the meaning and communicate with each other in a particular language" (Laufer, 1977, p. 54). When talking about vocabulary, it can be linked to songs that contain plenty of words and expressions that learners might implement in their speeches: "songs and music almost always contain a lot of useful vocabulary, phrases, and expressions. Songs and music include up-to-date language and colloquialisms. The language used in songs is casual and usable if you pick the right music." (Alan, 2017, p. 67). In nutshell, songs offer a variety of vocabulary and expressions used by native speakers that learners can acquire by helping them when giving an opinion about a specific topic. Therefore, Suyanto (2007) proposes a four-step process to be followed to teach vocabulary. Firstly, introducing: the teacher should mention the pronunciation of new words clearly and correctly by using pictures or realia. Secondly,

modeling: the teacher gives an example as a model of new words. For instance, the teacher introduces the word “sad”, and then he shows a sad expression in front of the class. So, learners could imagine the word in real activity. Thirdly, practicing: the teacher must pronounce the words many times for students to repeat and remember them easily. This allows better memorization of the vocabulary that is being learned. Finally, applying: in this final stage, the teacher must create an interesting situation for the student to apply correctly the new words. He should make the students understand how to use and express the words according to the different situations. As mentioned before, vocabulary can be improved through the use of songs as they contain a variety of new words that students can learn and apply in everyday situations.

### **Songs**

According to Merriam Webster (2010), the term song is defined as “a melody for a lyric poem or ballad”. While Cambridge Dictionary notes that a song is a “short piece of music with words that is sung”. It can be used for different purposes but in this case, they will serve to work as a pedagogical instrument focused on improving pronunciation and vocabulary. For doing so, they will be implemented through the three stages proposed by Ur (1986) based on pre-listening, while-listening, and post-listening activities. The purpose of pre-listening activities is to prepare learners to activate their previous knowledge. The teacher’s role is vital since he must make a transition between what the students know about a certain subject and what they need to know according to the song that is going to be used. While-listening activities aim to interact immediately with the song. In this phase, activities range from gap-filling, listening and sequencing to illustrating, matching pictures with line, among others. Finally, post-listening activities aim to verify and expand the knowledge that has been acquired with previous activities.

### **Songs as a pedagogical tool**

When implementing songs in the classroom, the learning environment becomes a crucial aspect because it allows students to learn in a more enjoyable and motivating way as Beatriz and Rosa (2013) state “songs help to build a nice environment in the classroom, they improve relations between classmates and it is a relaxing activity in which learners feel they can enjoy the learning process without feeling any kind of pressure” (p. 72). When students feel comfortable and relaxed in the classroom, the learning process is much more meaningful removing barriers such as anxiety and raising self-confidence as well as motivation as it is illustrated in the theory of the affective filter hypothesis proposed by Krashen (1987) who states that “learners with high motivation, self-confidence, a good self-image, low level of anxiety and extroversion are better equipped for success in second language acquisition”. For this reason, songs may have a positive impact on student's learning process as well as on personal experience. Harmer (2000) confirms that “music is an important catalyst for the involvement of students primarily because it speaks directly to our feelings while encouraging us to use our minds to examine it and its consequences if we so choose” (p. 242). This shows that the use of songs triggers not only the learning process of the students but also the emotional one. On the other hand, music provides numerous benefits in the learning process, as evidenced by different authors. According to Toscano-Fuentes & Fonseca (2012), there is a great deal of advantages when using songs in the classroom such as:

- Songs create a pleasant atmosphere in the class, relax and motivate students.
- Learning a song in English provides a sense of achievement and helps build children's confidence. This also helps to develop positive attitudes towards the language.

- Songs are a great source of cultural information since they are authentic resources of the language worked and provide examples of how the language is used by its native speakers.
- Songs are a very useful tool to practice pronunciation.
- Songs stimulate memory, concentration, and coordination.

The previous information illustrates how songs would be a helpful resource in language teaching. It can be used with different goals to help students to become more active in their learning process.

### **Literature review**

In this section, the author shows the main studies that will contribute to and support the research proposal. They are divided into two categories. The use of songs to enhance pronunciation and the use of songs to enhance vocabulary.

#### **The use of songs to enhance pronunciation**

Pérez de Pablos (2014), in her thesis, proved that the use of songs as a didactic material helps to the improvement of the pronunciation since it helps to distinguish different phonemes and accent models. They also offer grammar structures that are repeated and introduce vocabulary in a context known or very close to the student, which facilitates its correct use. Besides, the four-basic listening, speaking, reading, and writing skills are worked unconsciously, facilitating learning. The author also found that songs have a highly motivating component and create a fun, relaxed and cooperative environment, which helps students leave their fears about possible mistakes in the background. Besides, they are encouraged to use English in class and even arouse interest in the most reluctant students. Finally, the researcher highlight that songs contain a wide

variety of vocabulary that can be easily adapted to different ages and learning styles, being a great help for students who have more difficulties.

On the other hand, Moreno (2017), in her research project found that the students notably improved their pronunciation thanks to the use of songs during the classes, because every time they repeated the song, they learned unwillingly how to pronounce accurately the sounds, for instance, the sounds –th /θ/ and they learned to say the –t /t/ as it is pronounced in English language. Besides students had important progress in terms of pronunciation. This last aspect was proved after having done audio recordings “the songs recorded by the students demonstrated that students pronounced accurately most of the words after having practiced for several times, when it comes to the rhyme, in the first and second implementations, students sang properly the songs, different from the third song since for students it was difficult to sing it fully”.

### **The use of songs to enhance vocabulary**

In the research project “songs as an Implementation Resource When Learning a Foreign Language” conducted by Pedraza (2012), it was found that the students and the teacher worked on the lyrics and songs through a myriad of activities in order to accomplish the goals of the communication skills, such as the translation of the entire song, filling some blanks in a photocopy or found on the internet, listening to and singing the song for the students to be aware of the pronunciation, working on the concerning vocabulary for the grammar part of the class, and to use the knowledge acquired in class for the students to create new structures while using the target language. Additionally, songs not only help students to improve their language skills but also creates a relaxing learning environment based on the rhythm and the harmony of the songs.

Finally, Tinajaca, Duarte, and Carrero (2011) carried out a research in which they found that songs turn out to be an important part of the daily teaching activities. The combining of curricular activities with music not only helped students to develop speaking, but grammar as well; students could also internalize new vocabulary, improve pronunciation, and improve modulation, among other oral communication skills. Besides, they could acquire new vocabulary and understand the usage of grammar items in a real context through exploring activities related to the songs. Also, learners enjoyed the classes while learning a foreign language. When using music, they were more motivated and talked in a nonthreatening environment. Learners practiced the vocabulary, laughed and developed the activities with confidence.

### **Implementation methodology**

During the two weeks of face-to-face teaching practicum carried out at San Juan Bosco High School, the pre-service teacher managed to have contact with both the secondary and elementary students where different activities were developed. On one hand, two-class sequences were implemented, one with eighth grade and another one with 9<sup>th</sup> grade whose topics were about “Present simple” and “professions vocabulary”. Likewise, a questionnaire was implemented to know students’ likes and preferences in terms of music (See [appendix 1](#)).

The answers obtained from this questionnaire allowed the pre-service teacher to know about the students’ preferences, to then design workshops whose purpose was to implement the use of songs to enhance the pronunciation and vocabulary of the ninth-grade students. It is important to highlight that four workshops designed, each one of them is based on the methodology of the task-based learning approach (pre-while and post-task). In the same way, each workshop has different activities to be developed at each step according to the methodology.



On the other hand, as mentioned before, this research project will be carried out by implementing the Task-Based Learning approach as mentioned before being a different way to teach languages. It may help the learners by placing them in a situation like in the real world. Willis (1998) stated that Task-Based Learning (TBL) is a design of communicative tasks to be developed in the target language. TBL aims to the use of authentic language and to ask students to carry out meaningful tasks by using the target language (p. 173). It is important to highlight that TBL is developed through three stages: Pre-task, Task-cycle, and Post-task. In the first one, the teacher remembers the previous knowledge of the students and offers them helpful words that might be required in the context of the assignment. The teacher aids them in recognizing the task directions. Students perform real-world activities with the teacher's guidance in the second stage, the Task-cycle. This stage is divided into three sub-stages: task, planning, and reporting, in which students develop the task, plan the presentation of the work outcome and present a report to their classmates. Finally, during the Post-task stage, language forms used during task development are the focus. In addition, the students and the teacher examine and work on specific linguistic features that occurred during the development of the task and in the report. Besides, Ellis (2003, p. 244) presents the sequence to be followed when implementing TBL to a lesson. It is centered on meaning and real-world activities that request learners to put in practice the language in a real situation. This sequence has three stages: Pre-task, during-task, and post-task. The pre-task stage refers to the activities that learners have to carry out before the development of the task, and the amount of time they will have to prepare it. The during-task stage focuses on the task itself, where communication activities are developed. Finally, the students report their tasks to their classmates in the post-task stage. Ellis (2003, p. 244) also takes into consideration the conditions to develop the task, such as time pressure and regulation.

Activities	February				Mars				April				May				June			
	weeks				weeks				weeks				weeks				weeks			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Conception of the project		■																		
Socialization of the project			■	■																
Implementation of the project						■				■				■				■		
Instruments application					■		■		■		■		■		■					
Data Analysis															■	■				

*Table 4*

*Implementation schedule*

As mentioned at the beginning, two weeks of face-to-face class were held where different activities were developed. Unfortunately, due to the health emergency, it was not possible to continue with the implementation of the workshops with songs for the 9th-grade students.

Thereby, it was decided to upload the class sequences along with their material to a virtual platform such as Google Drive where the cooperative teacher or any other teacher has access to these files to be implemented in future classes when everything returns to normal. (See [appendix 2](#)) All the information is organized according to each component. In the pedagogical component, the reader will find the class sequences, class material and workshops with their respective material to be implemented.

**Research methodology**

This project was to be developed in face-to-face with 9th-grade students belonging to San Juan Bosco educational institution. However, due to the current situation, it was decided to

develop the study virtually together with class development. But different limitations arose such as access to the internet by the participants to carry out the workshops, the lack of technological tools, among others. That is why it was decided to leave the study as a proposal with the aim that the cooperative teacher can implement it in the future with the students.

On the other hand, this proposal is guided by qualitative research understood as a holistic approach that comprises the discovery of a specific phenomenon as defined by Creswell (2014) “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Therefore, it can be emphasized that qualitative research facilitates the deepening of a subject or a social phenomenon. By the same token, this study follows the action research design which is perceived as “systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. The principal goal of action research is to identify problems you face and act in ways that can help “fix” those problems and observe whether your “fix” has worked (Johnson & Christensen, 2019)

### **Population**

The participants taken into account in this study are the students from 9<sup>th</sup> grade at San Juan Bosco high school whose ages range from 13 to 17 years old. Regarding their selection, it is suitable to adopt simple random sampling proposed by Creswell (2002): “Simple random sampling intends to choose individuals to be sampled who will be representative of the

population.” This procedure aims to choose students who have shortcomings in terms of pronunciation so that it can be possible to study their progress.

### **Data collection techniques and instruments**

To gather data, three instruments must be implemented:

#### **Observations**

Creswell defines observation as “the process of gathering open-ended, firsthand information by observing people and places at a research site” (2002, p. 413). During the two firsts weeks of this research, three non-participant observations were conducted to identify participant’s English level and their needs. Creswell states that “a non-participant observer is the one who visits a site and records notes without becoming involved in the activities of the participants. The nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study” (2002, p. 215).

#### **Questionnaires**

According to Creswell “A questionnaire is a form used in survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information” (2002, p. 382). In this case, the questionnaires will be applied in two phases. At the beginning in order to know participant’s preferences with regards to music and at the end of the project to know how the process influences their learning process. It is important to highlight that the second questionnaire will be applied taking into account the Linkert’s scale.

## **Audiovisual Materials**

### **Recording audio tapes**

According to Creswell” Audiovisual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study” (2002, p. 244). In this case, this instrument will allow the author to measure students' progress in terms of pronunciation throughout the workshops.

### **Songs workshops**

Songs workshops implementations along the process to enhance pronunciation and vocabulary. In these workshops, different activities will be carried out such as gap-filling with the correct word given, gap-filling with the word heard, matching activities, true or false, ordering the verses, among others whose purpose is to motivate students to learn the two above mentioned skills

## **Data Analysis**

According to Hatch (2002) “Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories”. The Analysis of the data gathered to allow the researcher to understand and interpreted the phenomenon being studied. Thereby, this research project adopted the inductive method proposed by Hatch (2002):

“Inductive data analysis is a search for patterns of meaning in data so that general statements about phenomena under investigation can be made. The inductive analysis begins with an examination of the particulars within data, moves to “looking for patterns across individual observations, then arguing for those patterns as having the status of general explanatory statements “(Potter, 1996, p. 151).

When the data has been collected, it is essential to analyze it from the particular to the generalizations to check and understand its meaning.

Activities	February				Mars				April				May				June			
	weeks				Weeks				weeks				weeks				weeks			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Questionnaire 1																				
Recording audio tape																				
Questionnaire 2																				

*Table 5*

*Data collection schedule*

### **Expected results**

Taking into account the research questions, unfortunately, it was not possible to give a specific answer to each of them. What was sought positively was that students learn to differentiate some phonetic sounds of the English language and improve their pronunciation with songs proposed in the workshops since they lend themselves to drilling and repetition exercises leading to a better pronunciation of words. Students are also expected to expand their vocabulary since songs have new words and expressions unknown to them and these can be used in their speeches. Likewise, it is expected that with the help of songs students will learn grammatical structures inductively since this is important to understand the language.

Besides, with the use of the songs, it was intended to promote an environment of participation in the classroom where the students felt motivated to cooperate spontaneously and autonomously in the proposed activities. The use of songs helps in a certain way to relax the atmosphere in the

classroom leading to a better understanding of the instructions and to better participation by the students since it reduces anxiety and stress.

### **Conclusions**

In conclusion, the objective proposed in this study was to know how the use of songs improves the pronunciation and vocabulary of ninth-grade students. However, the implementation of the workshops was not possible due to external causes and the proposed objectives were not fully achieved since the virtual methodology was not the most appropriate to carry out the workshops. What was intended was for students to improve their pronunciation through the use of songs, since according to various studies, they bring multiple benefits for students leading to an improvement in pronunciation given that these allow them to carry out different activities such as drilling or repetition exercises, making the student internalize the words and at the same time learn the correct pronunciation. On the other hand, traditionally learning English can be monotonous and tedious for students. The use of the songs could have influenced this learning process since when listening to the songs the students learn not only pronunciation and new words but also learn other topics such as grammatical tenses inductively, leaving aside the traditional routine. Likewise, the intention was to reinforce student's vocabulary through the lyrics of the songs, since this material contains words and expressions that the students do not know and can use or incorporate in their speeches to expand their vocabulary.

The use of songs in the English class is a tool that could have pleased students for certain reasons, such as the possibility of leaving the traditional routine, vocabulary (typical expressions), and pronunciation; as well as the increase in motivation when listening to the songs. In a nutshell, the inclusion of sound elements in the classroom becomes a suitable and

commendable didactic instrument for foreign languages because it favors the improvement of pronunciation, vocabulary and the four basic skills.

### **Recommendations**

When implementing the workshops, it is suggested that the teacher follows the three phases of the Task-Based Learning methodology, which are Pre, While, and Post. In this way, the proposed objective is met and better use is made of the material since it is designed taking into account this methodology. Also, the material is designed bearing in mind students' level, therefore it cannot be implemented with primary grades since they have activities with different degrees of difficulty.

## **TEACHING PRACTICUM DEVELOPMENT**

### **Face-to-face teaching practicum**

During the two weeks of face-to-face teaching practicum carried out at San Juan Bosco High School, the pre-service teacher managed to have contact with both the secondary and elementary students where different activities were developed. On the one hand, two-class sequences were implemented, one with eighth grade and another one with 9<sup>th</sup> grade whose topics were about "Present simple" and "professions vocabulary" (See [appendix 3](#)). Likewise, a questionnaire was implemented to know students' likes and preferences in terms of music.

The answers obtained from this questionnaire allowed the pre-service teacher to know about the students' preferences, to then design workshops whose purpose was to implement the use of songs to enhance the pronunciation and vocabulary of the ninth-grade students. It is important to highlight that four workshops were designed, each one of them is based on the methodology of the task-based learning approach (pre-while and post-task). In the same way, each workshop has different activities to be developed at each step according to the methodology.



## Virtual teaching practicum

In order to continue the teaching practicum, the coordination and the program committee arose for the pre-service teacher to carry out the following tasks:

- To design class sequences for future classes (second period).
- To design material for class (explanatory sheets and exercises).
- To design material for inclusion students
- To design workshops
- To make weekly explanatory videos

Hence, the pre-service teacher-developed class sequences, worksheets, and class material so that the students could work from home (See [appendix 4](#)). The material that was designed follows the structure:

- Conceptualization of the topic (definition of the topic, explanation of the topic, grammar, its uses, among others)
- Exemplification
- Review exercises
- Quiz

The material is sent firstly to the cooperative teacher in advance for review and, if necessary, make its appropriate corrections. Also, the teacher is attentive to any questions from the students. Then, it is sent to the students through Whatsapp application, they have 15 days to do it and send it to be revised. Also, the pre-service teacher-designed along with the cooperative teacher first-period exam (See [appendix 5](#)). This was sent to the students through WhatsApp and they have until May 4 to make the delivery. However, the pre-service teacher had already been grading some worksheets or evaluations.

Below a table is presented which contains all the material and the work done during the teaching practicum.

<b>Tipo de material</b>	<b>Breve descripción del material</b>	<b>Tema</b>	<b>Curso con quien se implementó o se va a implementar</b>	<b>¿Fue revisado por tutor o supervisor ?</b>	<b>¿Fue entregado y desarrollado o por los estudiantes?</b>
Planeación de clase + Material de clase	Secuencia de clase para una hora con actividades incluidas	El imperativo	Se va a implementar con 8vo grado después del 4 de mayo	Fue revisado por el supervisor	Los estudiantes tendrán 15 días para desarrollarlo
Planeación de clase + material de clase	Secuencia de clase para dos horas con actividades incluidas	El uso del should y el shouldn't + health problems vocabulary	Se va a implementar con 8vo grado después del 4 de mayo	Fue revisado por el supervisor	Los estudiantes tendrán 15 días para desarrollarlo
Material de clase + talleres de repaso	Material con explicación y ejercicios de repaso	El pasado simple	Se va a implementar con 8vo grado	Fue revisado por el supervisor	
Material de clase + talleres de repaso	Material con explicación y ejercicios de repaso	Adverbios de frecuencia	Se va a implementar con 8vo y 9no grado	Fue revisado por el supervisor	
Material de clase + talleres de repaso	Material con explicación y ejercicios de repaso	Cuantificadores	Se va a implementar con 9no grado	Fue revisado por el supervisor	
Material de clase + taller de repaso	Material con explicación	Wh-Questions	Se va a implementar con 9no grado	Fue revisado por el supervisor	

	y ejercicios de repaso				
Planeador de clase + material de clase	Secuencia de clase con actividades incluidas	Indefinite articles and demonstrative adjectives	Se va a implementar con 9no grado	Fue revisado por el supervisor	
Planeador de clase + material de clase + taller de repaso	Secuencia de clase con actividades incluidas	El presente simple + rutina diaria	Se va a implementar con 9no grado	Fue revisado por el supervisor	
Planeación de las secuencias de clase para la implementación del proyecto + materiales	Cuatro workshops que incluyen actividades a desarrollar	Canciones: All together now by the Beatles California dreaming by the mamas and the papas Lemon tree by foals garden Hey brother by Avicii	Se van a implementar con 9no grado	Fueron enviadas al tutor y revisadas por el supervisor	
Material de clase	Dos fichas pedagógicas con vocabulario y actividades a realizar	Fast food	Se va a implementar con 8vo grado	Fueron revisadas por el supervisor	
Material de clase	Dos fichas pedagógicas con vocabulario y actividades	Summer clothes vocabulary	Se va a implementar con 9no grado	Fue revisado por el supervisor	

Videos explicativos	Nueve videos explicativos	Los temas mencionados anteriormente	Videos para quinto grado, octavo grado y noveno grado	Fueron revisados por el supervisor	
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Table 6

*Activities prepared during health emergency*

### OTRAS ACTIVIDADES REALIZADAS A PARTE DEL MATERIAL

<b>Tipo actividad</b>	<b>Breve descripción de la actividad</b>	<b>Tema</b>	<b>Curso con quien se implementó o se va a implementar</b>	<b>¿Fue revisado por tutor o supervisor?</b>	<b>¿Fue entregado y desarrollado por los estudiantes?</b>
Cartilla en word	Cartilla de verbos regulares e irregulares con su respectiva conjugación en distintos tiempos	Presente simple – presente continuo, pasado simple, participo pasado.	Se va a implementar con 9no grado	Fue revisado por el supervisor	Será entregado a los estudiantes después del 4 de mayo
Diseño de la bimestral	Bimestral de los temas que se enseñaron durante el primer periodo	El presente simple, vocabulario sobre el medio ambiente, comparativo y superlativo	Se implementó con 8vo grado	Fue revisado por el supervisor	Si, las evaluaciones fueron entregadas por medio de WhatsApp y otras en físico.
Diseño de la bimestral	Bimestral de los temas que se enseñaron durante el	¡Temas de la unidad 1 hasta la unidad 6 del libro English Please!	Se implementó con 9no grado	Fue revisado por el supervisor	Si, las evaluaciones fueron entregadas por medio de WhatsApp y

	primer periodo				otras en físico.
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The information in the table allows verifying the work done by the pre-service teacher during the established time (See [appendix 6](#)).

## CHAPTER II – RESEARCH COMPONENT

The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum

### Introduction

When analyzing the context of foreign language programs in superior education, the pre-service teachers' pedagogical practicum is outlined as one of the focus of interest, as much as to be recorded, analyzed and updated, in order to enhance the teaching-learning procedures, towards the qualification of education. Although there is a stated interest facing the evident necessity of over standing and renovate the pedagogical practicum, most of the local studies are mainly focused on learning issues more than teaching problems. It has been considered relevant to conceive a project that sets up a reflexive approach about the practicum stage as a way of objectifying knowledge, behaviors, and attitudes, more than leading the teaching labor. As well as an exercise of internalization, immersion and self-conscious exploration of the teaching subjectivity, through the formulation of questions and the research of information aimed at solving problems and self-recognition.

### Problem

At school, some core aspects about the constitution of the subjects, about institutional life itself are assumed without questioning. These aspects are seen as stamps and steady traits that

play a part in the school identity and culture. When events go on without any alteration, the teacher runs the risk of becoming part of a model that does not allow a pedagogical evolution, as well as the renovation of the school culture.

Furthermore, a non-reflective practicum does not allow any upcoming problematic situation; Those kinds of issues are ignored and kept hidden. In this way, the pedagogical practicum is assumed from reproductive codes that place teachers in a traditional context of cultural reproduction, becoming an obstacle for the emergence of groundbreaking practicum spaces in terms of thinking and knowledge, something necessary to afford social necessities.

Given this situation, that differently affects almost teaching staff, it is necessary that the teaching training fosters their critical and reflective spirit contributing to the improvement of their pedagogical practicum. These considerations should be taken for the purpose of reaching an impact and the transformation of their personal endeavor and future professional performance.

In the case of the foreign language program at the University of Pamplona, the reflection is conceived as a basic exercise for the practicum students to achieve a high level of self-assessment and a constructive perspective about their teaching role.

This study proposes the following questions:

- How the implementation of reflection contributes to the transformation of the pedagogical processes inherent in the development of the integral practicum?
- How does it influence the exercise of reflection in the development of the practitioners' critical spirit in the analysis of their pedagogical endeavor?

## **Objectives**

### **General objectives**

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.
- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

### **Specific objectives**

- To strengthen a teaching practitioner's, staff with critical spirit that reflects and propose alternatives of solution facing emerging problematic situations in their pedagogical practicum experiences.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum and to effectively immerse themselves in the institution.
- To identify and analyze the strategies that the student use throughout the pedagogical practicum.
- To implement workshops of reflection and the development of didactic units that would guide the reflection of the practicum students.
- To analyze their own beliefs regarding teachers' work and students.

## **Theoretical Framework**

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice, and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them

## **Teaching Profession**

One of the most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work, and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competencies in the organization of the content*. In other words, besides arranging the components to be learned by the students, the pedagogical practicum demands to foresee the conditions for learning, both inside the educational context and outside of it

## **Reflection**

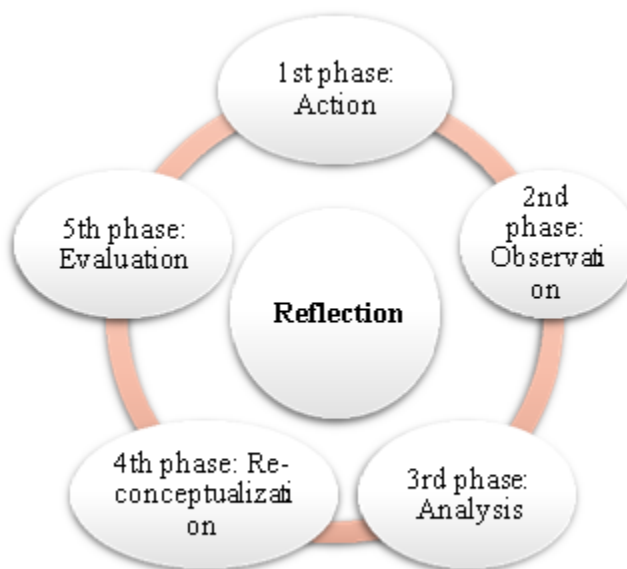
To talk about reflection implies as well to address the different conceptions on this notion. To go in-depth about its definition, two aspects will be taken into account: reflection as a process, and reflection as a subject.

### **Reflection as a process**

Reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010), the reflection based on experience implicates “*un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva*



*estructuración de la situación*”. The stages of reflection as a process are shown in the following schema.



*Figure 7. Reflection as a process*

### **Reflection as a subject**

Based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: reflection as a tool of meditation, reflection as deliberation and reflection as reconstruction of experience. For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual aspects are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to execution. Some of them are action, context, colleagues and even the person who reflects.

## **Reflective practice**

In order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledge in relation to the changing environment" (Ebutt y EllioT:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity of addressing the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as in the search of ways to respond to the already mentioned phenomena, to make schoolwork effective.

This study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997), there are several levels of flexibility in the classroom. The first one is about having effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum, and practices, aiming for the application of educational practice criteria towards teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

### **Pedagogical practicum**

For the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum methods such as:

#### **Academic practicum**

It is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in a way that they get transformed in understandable structures for students.

#### **Social work practicum**

Its main goal is to accomplish an effective way of teaching through the application of educational techniques, deducted from general principles that have been the product of pedagogical research. In this case, reflection is about taking a strategical decision: “to select the most effective one among a spectrum of available techniques”. This is the way how technical rationality works.

**Development practicum**

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

**Social reconstruction**

The object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

**Generic**

The different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

**Reflection triggers**

According to Schulman (1987), they are the cognitive foundations of the teacher about classroom dynamics; indispensable, since these triggers are the key element on how reflective thought contributes in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the "moral and ethical aspects of compassion and social justice", according to what was stated by Sparks-Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc)

4. Teacher's knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological.

According to Georgea Spark-Langer y Amy Colton, the narrative element is another element of reflective thought that is included as an instrument in the present study. This has a relation with the teachers' narrations, in order to inspire them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component since they unleash in them the development of reflective thought about their practicum experiences, either objective, subjective or intersubjective.

### **Methodology**

The proposed methodological strategy has as a central axis the continuous reflection that additionally implies the convening of meetings, in order to strengthen the practicum staff as an initial stage to address the occupational and educative problems. The organizational principles are autonomy, the planning, and the self-observation.

To check the impact of the proposal of reflection on this practicum process some stages of socialization and systematization will be carried out.

This study fits into the qualitative research approach, from the perspective of the reflection as a professional training space that will contribute, in a high way, to the description, identification, and analysis of the pedagogical practicum itself.

With regard to the data gathering process in this project, it is proposed the implementation of the following instruments:

## **Reflection workshops**

The main purpose of reflection workshops is to guide the reflection process of the practicum students, but at the same time, socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

It is important to highlight that a virtual reflection workshop was held to learn about the different opinions and perceptions of the pre-service teachers regarding the practice (See [appendix 7](#)). In this space, different ideas were shared on topics such as difficulties encountered, challenges encountered, strategies to implement in class, among others.

## **Sheets of self-observation**

The purpose of the self-observation sheet is to guide the practitioner towards a personal overview not only about the teaching practice itself but also about his role inside the classroom and the educative community setting to which he belongs. Thereby, the pre-service teacher carried out a self-evaluation of the process that has taken place in the establishment to evaluate the teaching practicum from his own perspective (See [appendix 8](#))

## **Narratives**

The exercise of reflection will allow the student to express himself about his labor, starting from the narrative of his experience like a way of giving sense to the teacher's everyday life. Thereby, the pre-service teacher has developed five narratives that aim to describe his experience and process in the educational establishment (See [appendix 9](#)). The first narrative is based on the first contact with the students taking into account aspects such as challenges arisen during the first week, how he solved those challenges, the discipline, what type of activities were carried out, what was the practitioner's first impression with his students, among others. As for the second narrative, this focuses on the strategies that the pre-service teacher used to maintain keep

discipline in the classroom and the different activities carried out during the week. It is important to highlight that each narrative had to be sent weekly taking into account the experience lived with the students in the classes. The third one, is related to the virtual work experience and the planning sequences. Finally, the last two narratives were about the role of the teacher, student and parent in times of health emergency.

### **Class records**

To have evidences of the practitioners' performances inside the classroom will allow them to reflect different aspects in terms of the teaching/learning process of foreign languages. These aspects could be taken into account or not by practitioners in their training during their reflection exercise. These records will allow an external and constructive insight into the pedagogical practicum.

It is important to stand out that given the current situation, class records were not carried out.

### **Objectives**

- To consolidate a practitioners' staff with critical spirit that reflects and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum.
- To qualify, facilitate, and to effectively immerse themselves into the assigned institution.

## Context

The city of Pamplona, founded in 1549, is the oldest city in the department of *Norte de Santander*. This city is located in the valley of the *Espiritu Santo* in the *Andes* of Colombia. Founder of cities in the time of the colonies, this city has been throughout history the center of confluence and religious influence. Furthermore, Pamplona sheltered a lot of religious communities among which are: *la Comunidad de Franciscans, las hermanas clarisas; los Hermanos de San Juan de Dios, la Compañía de Jesús, la Comunidad la sallista*. Likewise, female communities: *Hermanas de la presentación, Hermanas bethlemitas*, entre otras. The concurrence of these communities in the city brought in the foundation of educative institutions with projection of their values and beliefs. In this geographic context where the study is located, the school is the agency in which the scholar actors are involved: foreign language program practitioners.

The school is taken like a specific educative community that in this role is responsible for the institutional education, it means this is the place where education takes place, where it is finished and organized.

Nowadays, the school is considered as the form of life of the community, that is to say, the school shows up all the learning and values that are considered necessary in the community. These contents lead the students to use and improve their capacities for their benefit and society as well.

At the school, we always find several basic elements that intervene that are the case of teachers and students whose actions and behaviors belong to a socio-cultural order which serves as a basis for the school organization.



The school is a society dependent institution aimed at managing the systematic education that conditions the formation and organization of the groups represented by teachers and students (Crespo,2010). The school is seen as an educative institution comply with some specific functions, in which we can highlight:

### **Socializing function**

This is related to the teenagers' learning, the values, the codes, behaviors, attitudes or aptitudes, focused on the mainstream social culture in the politic and economic context that they belong to. This function covers all the processes of socialization in which all the members of the school participate.

### **Instructive function**

The instructive function uses two features, the improvement of the spontaneous processes of socialization to guarantee the training of the human capital that requires the operation of the labor market. The idea is that a higher level of culture, knowledge, values, etc, there is a higher possibility of adaptation.

### **Educative function**

The educative function requires a lively community of democratic participation, as well as an intellectual searching of dialogue and learning. An educative community that breaks the artificial barriers between the school and society, a space of culture where concepts, technical tools, and codes of a culture of mankind are learned as a consequence of the active participation in the exchange of meanings, wishes and behaviors with partners and adults (Vizcaino,2010).

### **Population**

The population of this study is composed of 38 students from the tenth semester, practitioners of the foreign languages English-French program of the University of Pamplona.

**Direct beneficiary population:**

Teachers in formation Supervisor teachers

Students community from the implementation center of the integral practicum

**Indirect beneficiary population:**

It is composed of the teaching staff of the foreign languages program and the feedback results of the agents' vision about the practicum program.

**Institutional agencies joint to the project**

- Foreign languages program
- Language and communication department
- Education faculty

**External institutions linked to the project**

- *Colegio José Antonio Galán*
- *Colegio Brighton*
- *Colegio La Presentación*
- *Normal Superior de Pamplona*
- *Colegio José Rafael Faría*
- *Institución Educativa Cristo Rey*

**Expected results**

The expected results are derived from the objectives proposed for this experience:

- Formation of the reflective spirit in the FLE practitioner, as a formation tool to qualify pedagogical practice.
- Analyze the background, the reality and the social representations of trainee teachers, the notions and concepts about the scholar world.

**Data collection schedule and activities done**

Date	Reflection workshop	Self-observation	Narratives
Week 1 (2-9) March			<b>X</b>
Week 2 (9–16) March		<b>X</b>	<b>X</b>
Week 3 (16–23) March			
Week 4 (23-30) April			
Week 5 (30-6) April	<b>X</b>		
Week 6 (6-13) April			
Week 7 (13-20) April			
Week 8 (20-27) April			
Week 9 (27-4) May			
Week 10 (4-11) May			<b>X</b>
Week 11 (11-18) May			<b>X</b>
Week 12 (18-29) May			<b>X</b>

*Table 7**Data collection schedule***Conclusions**

The methodology implemented by the pre-service teacher during classes has been Total Physical Response (TPR), a foreign language teaching approach that focuses on commands and responses by students. It is learned through movement. This approach allows students to be more active in the development of classes and feel motivated. The only drawback is adapting the

activities to the level of the students, but it almost always works very well with children and adolescents. Similarly, the class sequences are designed according to the needs and level of the students. Some steps are always followed such as opening, warm-up, explanation of the topic, and production activities. The pre-service teacher tries to include as many activities as possible to keep the students active in the classroom and attentive. Activities such as the broken phone, riddles, tongue twisters, readings, listening activities, matching activities with images, and word cards, among others. In this way, the pre-service teacher could gradually learn what type of activities the students like best and thus establish a better interaction. In most classes, all students participate and work in groups to promote collaborative work. Likewise, before starting the class, the pre-service teacher tells the students the topic that is going to be worked on.

In each class the classroom is organized in a round table or a semicircle if the students are to do an activity in groups if the activity is individual, they have to be organized in rows. Most of the time the teacher presents an activity, an explanation, or a homework assignment, he does it in Spanish so that the students have a better understanding. If the cooperative teacher feels that the students have not understood, he makes a san explanation of the information. As for the classroom climate, there is often a lack of discipline, but thanks to the cooperative teacher, the students avoid making a mess and try to participate in the activities. To stop indiscipline, different strategies are implemented such as rules of behavior in the classroom, a mini activity called hot potato, the last student to stand, has to answer a question, or give an example related to the subject of the class. As for the evaluation, this is done at the end of having taught each topic. It is a quantitative evaluation with different exercises to develop.

On the other hand, reflection is a very important tool in the teaching-learning process since with this, we can realize the different aspects to improve as future teachers. In the field of

education, reflection becomes an essential tool for the teacher's role because it allows him to know how he teaches, what he teaches, and in what way he teaches. As the teacher develops in the real context, numerous challenges arise that must be solved. Challenges such as lack of discipline on the part of the students, the management of time in the classes, the needs of the students, the learning rhythms, among others. It is here where reflection comes into play because based on those experiences, the teacher begins to look for solutions to all the challenges that arise. On the other hand, reflection helps the teacher to know his rhythm and style of work, allowing him to be an innovative teacher in the classroom and above all dynamic.

### **CHAPTER III – OUTREACH COMPONENT**

Awareness-raising project to the English language in primary schools in Arboledas, North of Santander

#### **Presentation**

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

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

#### **Introduction**

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

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

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

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

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

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

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

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

This project was carried out during two weeks normally, where different activities were developed with flashcards. However, due to the health emergency, the rest of the work was carried out virtually.

### **Justification**

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

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

The implementation of this project helps highly and mutually, not only the institutions and the educational population in Pamplona city but also the foreign language program and its students who develop their pre-service teaching process This is an opportunity for children in primary



schools in which they can be in touch with a foreign language and in the same way, it will help tenth-semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they will thereby contribute by being part of the process that impacts the improvement of these needs.

### **General objectives**

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

- To teach English to the students in primary schools in Arboledas – North of Santander.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Arboledas – North of Santander.

### **Specific objectives**

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

- Familiarizing children from primary schools in Arboledas with the essential foundations in English
- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Arboledas- North of Santander.
- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

### **Typology of the project**

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

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

### **Contribution lines**

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

### **Theoretical framework**

#### **Teaching languages**

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

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve

this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

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

### **National bilingual program**

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

### **Bilingualism**

Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

## Teaching English in primary School

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

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ in saying that the terms ‘learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

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

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

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

To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology there are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

### **Why to learn a foreign language in primary School?**

Frandiño Y, Bermudez J and Vasquez V, (2012) cite Madrid and McLaren (1981) who state that there is different type of reasons that justify learning a foreign language in the school.

Pointing that the real reasons are kind of pedagogical and formative. For example, based on various studies, it is possible to say that:

- Children who begin studying a foreign language in school tend to get a better and more positive performance than others.
- Children show not only a special capacity of imitating colloquial sounds and expressions but also a great flexibility, spontaneity and audacity what overcome young and adult people.
- Children not only tend to be scare of making mistakes but also acquire and transmit this meaning through gestures and pantomime.
- Children are in a stage of their life in which plasticity of their brains allow them to learn languages.

To conclude, the learning process of the human being is in function of experiences in the closer context, influenced by the predominant culture and identify their idiosyncrasy and autonomy; especially in the young population in the vital cycle of childhood, where from a great number of theories from the physiological and sociological area, it is stated that learning emerge through the observation and listening to some sounds that give primordial attention to the senses of every individual. Emphasizing that the cognitive process from the mental process address and take a successful conclusion a significant learning in children that are beginning their learning processes especially of a foreign language.

### School context

The scenario where this component will be implemented is San Juan Bosco High School from Arboledas North of Santander which is situated in the street 1<sup>st</sup> and 2<sup>nd</sup> neighborhood “The Hospital”

### Schedule

The table below shows the schedule of the pre-service teacher in the primary course. The outreach component, as the pedagogical one, lasts 12 weeks: from February 10<sup>th</sup> to June 4<sup>rd</sup>, working with students from 5th grade, four hours per week.

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
1			5th grade		
2			5th grade		
3			5th grade		
4			5th grade		
	B	R	E	A	K
5					
6					
7					

*Table 8*

*Pre-service teacher schedule in primary course – outreach component*

**Beneficiary population**

The population involved in this project is “primary course” of 5<sup>th</sup> grade from the San Juan Bosco high school.

**Indirected beneficiary population**

- Foreign languages program
- Academic community of Pamplona

**Institutional dependencies articulated to the project**

San Juan Bosco high school

**Methodology**

After two weeks of observation, the pre-service teacher could notice that students lacked vocabulary in English due to teacher limited himself to work just grammatical aspects and not vocabulary. In this way, the methodology to be implemented in this project is based on the use of flashcards to reinforce vocabulary on primary courses. According to Eslahcar:

Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Flashcards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard or flashcard is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format (2012, p. 137).

Thereby, flashcards will be used as a tool to reinforce student’s vocabulary in primary course 5<sup>th</sup> grade due to their shortcomings with the English language. Besides, the use of flashcards allows learning in a different way given that grammar aspects might be explained through the vocabulary.



Weeks	Topic	Material implemented
1 <sup>st</sup> week	Parts of the body vocabulary	Flashcards
2 <sup>nd</sup> week	Fruits vocabulary	Flashcards Realia
3 <sup>rd</sup> week	Means of transports	Flashcards
4 <sup>th</sup> week	Professions	Flashcards
5 <sup>th</sup> week	Farm animals	Flashcards
6 <sup>th</sup> week	School items	Flashcards Realia
7 <sup>th</sup> week	Sports	Flashcards
8 <sup>th</sup> week	Clothing	Flashcards Realia
9 <sup>th</sup> week	Actions verbs	Flashcards
10 <sup>th</sup> week	Emotions	Flashcards
11 <sup>th</sup> week	Colors vocabulary	Flashcards
12 <sup>th</sup> week	Family members	Flashcards

*Table 9*

*Schedule of activities*

During the two weeks of face-to-face work, the pre-service teacher carried out two class sequences with fifth-grade students. The executed sequences were based on the use of flashcards to reinforce students' vocabulary (See [appendix 10](#)). Firstly, students were shown a certain number of flashcards (from eight to ten) with their respective images and graphics. Then drilling exercises were done to reinforce pronunciation and thus internalize the word. Once this was done, the pre-service teacher proceeded to do matching and memorization exercises on the board among others to do a brief review of the vocabulary (See [appendix 11](#)). Finally, the students had to do individual activities such as word searches, crossword puzzles, among others. These activities were evaluated.

Due to the current situation, most of the class sequences were not carried out. However, the work was sent to students through WhatsApp or delivered in physical form so that they could

develop it and continue with their learning process (See [appendix 12](#)). Below a table is presented with the activities planned.

Weeks	Topic	Material implemented	Work completed
1 <sup>st</sup> week	Parts of the body vocabulary	Flashcards	Completed
2 <sup>nd</sup> week	Fruits vocabulary	Flashcards Realia	Completed
3 <sup>rd</sup> week	Means of transports	Flashcards	Already planned
4 <sup>th</sup> week	Professions	Flashcards	Already planned
5 <sup>th</sup> week	Farm animals	Flashcards	Already planned
6 <sup>th</sup> week	School items	Flashcards Realia	Already planned
7 <sup>th</sup> week	Sports	Flashcards	Already planned
8 <sup>th</sup> week	Clothing	Flashcards Realia	Already planned
9 <sup>th</sup> week	Actions verbs	Flashcards	
10 <sup>th</sup> week	Emotions	Flashcards	
11 <sup>th</sup> week	Colors vocabulary	Flashcards	
12 <sup>th</sup> week	Family members	Flashcards	

Table 10

Activities planned during health emergency

Tipo de material	Breve descripción del material	Tema	Curso con quien se implementó o se va a implementar	¿Fue revisado por tutor o supervisor?	¿Fue entregado y desarrollado por los estudiantes?
Material de clase + talleres de repaso	Lección de clase sobre vocabulario con tres actividades de refuerzo	Animal farm	Se va a implementar con 5to grado	Fue revisado por el supervisor	En Progreso
Material de clase + talleres de repaso	Lección de clase sobre vocabulario con tres	Means of transport	Se va a implementar con 5to grado	Fue revisado por el supervisor	En progreso

	actividades de refuerzo				
Material de clase + talleres de repaso	Lección de clase sobre vocabulario con tres actividades de refuerzo	Occupations	Se va a implementar con 5to grado	Fue revisado por el supervisor	En progreso
Material de clase + talleres de repaso	Lección de clase sobre vocabulario con tres actividades de refuerzo	School bag	Se va a implementar con 5to grado	Fue revisado por el supervisor	En progreso
Material de clase + talleres de repaso	Lección de clase sobre vocabulario con tres actividades de refuerzo	Sports	Se va a implementar con 5to grado	Fue revisado por el supervisor	En progreso
Material de clase + talleres de repaso	Lección de clase sobre vocabulario con tres actividades de refuerzo	Summer clothes	Se va a implementar con 5to grado	Fue revisado por el supervisor	En progreso
Material de clase	Dos videos explicativos de las guías y talleres	Sports and classroom objects vocabulary	Se va a implementar con 5to grado	Fue revisado por el supervisor	

## Conclusions

In conclusion, the implementation of this component could not be carried out in its entirety since the methodology changed to virtual form which made the work a little more difficult with the students since the use of flashcards and activities was proposed to be done in person. This led to the proposed objectives not being satisfactorily achieved. It was intended to implement the use of visual material in image format so that students could improve and learn new vocabulary. In this way, students would have a broad vocabulary of words and expressions to use in their

speeches throughout their learning process. Also, it was intended to integrate the participation of the pre-service teacher in a real context where the different needs of the English language could be solved in the San Juan Bosco educational institution. This last objective was achieved during the first two weeks where the pre-service teacher had direct contact with the students for three classes. It was satisfactory to work with elementary courses since this awakens the spirit of creativity that teachers carry inside and that they rarely make use of.

## **CHAPTER IV – ADMINISTRATIVE COMPONENT**

### **Introduction**

All along the year, San Juan Bosco high school carries out a set of activities that are organized by the different committees formed within the institution. In which, teachers together with students are the main authors and responsible for such extracurricular activities. This part of the project shows the importance of the role of the teacher outside the classroom. Most of these activities are aimed at celebrating some important events such as flag-raising, language day, teacher's day, student's day and so on.

### **General Objective**

To be involved in extracurricular activities carried out by the San Juan Bosco high school

### **Specific objectives**

- To help students with their performances or activities related to the English Language
- To encourage students to be part of the activities developed by the institution
- To maintain always a good attitude with students and establish relationships with them

## Methodology

As mentioned before, the pre-service teacher must be involved and play an active role during the development of the activities proposed by the institution such as eucharist, student's day celebration, interclasses, delivery of notes and so on. the participation of the pre-service teacher in the activities previously mentioned will offer him the opportunity to gain experience in his future role as a teacher.

*Table 11*

*Activities proposed by the institution*

<b>DATE</b>	<b>ACTIVITY</b>
FEBRERO - 26	<b>Miércoles de ceniza (eucaristía)</b>
MARZO - 4	<b>Izada de bandera</b>
MARZO - 17	<b>Jornada deportiva (5, 6 y 7 grado)</b>
MARZO - 22	<b>Día del agua y siembra de arboles</b>
MARZO - 24	<b>Eucaristía María Auxiliadora</b>
MARZO - 27	<b>Celebración día del hombre y la mujer</b>
ABRIL – 3	<b>Viacrucis Bosquiano</b>
ABRIL – 15	<b>Mañana deportiva sede pedro José Ortiz</b>
ABRIL – 23	<b>Día del idioma / Izada de bandera</b>
ABRIL – 30	<b>Juegos intramurales</b>
MAYO – 13	<b>Izada de bandera</b>

MAYO – 14	<b>Día del maestro</b>
MAYO – 29	<b>Día de la madre</b>
JUNIO – 4	<b>Desfile ecológico</b>

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On March 4th, the first flag hoist of the school was held with all the students. The purpose of this event was to present the students' representative who had been chosen days before. The pre-service teacher's role was to maintain order with ninth and eighth grade students since those had been the assigned grades (see [appendix 13](#))

### **Conclusions**

With the implementation of this component, it was intended to participate in all the extracurricular events and activities proposed by the institution and thus know the role of the teacher in its entirety. However, given the circumstances, it was not possible to achieve the proposed objectives since most of these events and meetings were postponed. Likewise, it would have been satisfactory to accompany the students in events related to the English area and give them constant advice on it. On the other hand, during the first two weeks, the pre-service teacher managed to establish contact with the entire teaching staff and with the assigned courses, which allowed him to learn about the functions of a teacher within the institution. Also, this was enriching for the pre-service teacher since he not only learned about the teacher's role but also established interpersonal relationships with other teachers and students which shows that the role of the teacher goes further.

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## Appendix

### [Appendix 1](#) – Questionnaire

#### Cuestionario |

Universidad de Pamplona  
 Facultad de educación  
 Programa de Lenguas Extranjeras Inglés - [Francés](#)

Este cuestionario será usado para una investigación sobre el uso de las canciones para mejorar la pronunciación y el vocabulario de los estudiantes de secundaria en inglés.  
 ¡Muchas gracias!

1. ¿Ha escuchado usted canciones en inglés?  
 Si  No, ¿Cuáles?
  
2. ¿Con que frecuencia escucha usted música en inglés?  
 Siempre  Con frecuencia  A veces  Rara vez  Nunca
  
3. ¿Cuál es su género de música preferida en inglés? A continuación, encontrará una lista:
  - Rock
  - Pop
  - [Electronica](#)
  - Baladas
  - Otro: \_\_\_\_\_
4. ¿Cuál es su cantante favorito de música en inglés?

### [Appendix 2](#) – Evidences on Google Drive

<https://drive.google.com/drive/folders/1XLeQoDFNXeHuv-cyxop3yAeYs8YtWh92?usp=sharing>

The screenshot shows the Google Drive interface. At the top, there is a search bar with the text 'Buscar en Drive'. Below it, the breadcrumb path is 'Mi unidad > ... > Secundaria > Noveno grado'. The main area displays a grid of folders under the heading 'Carpetas'. The folders are: 'Bimestrales primer peri...', 'Daily Routines Vocabula...', 'Explanatory Videos', 'Frequency adverbs', 'Indefinite articles and d...', 'Present simple and dail...', 'Summer Clothes Vocab...', and 'Wh - questions'. On the left sidebar, there are navigation options: 'Nuevo', 'Mi unidad', 'Compartido conmigo', 'Reciente', 'Destacados', 'Papelera', and 'Almacenamiento' (3,4 GB de 15 GB usado). At the bottom right, there is a watermark for 'Activar Windows'.

### Appendix 3: 8<sup>th</sup> grade class sequence executed

The screenshot shows a document from 'INSTITUCIÓN EDUCATIVA SAN JUAN BOSCO ARBOLEDAS 2020'. The document contains the following text:

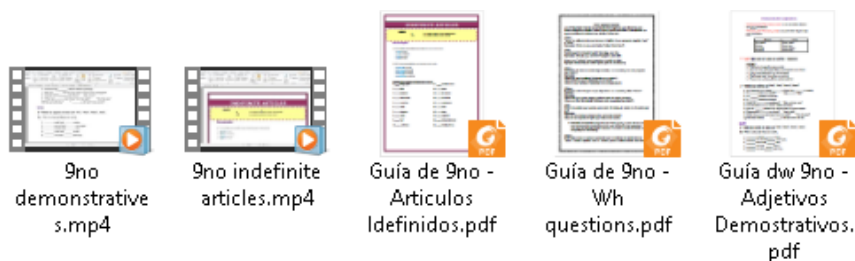
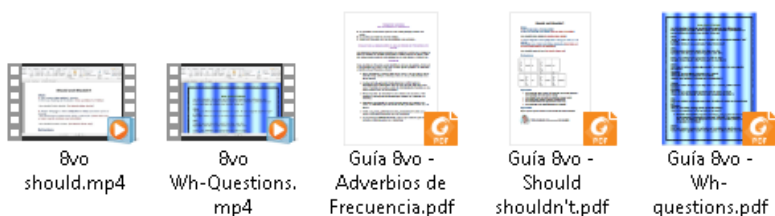
**Evaluación: Tiempo: \_\_\_\_\_**  
 Con el fin de evaluar el conocimiento de los estudiantes, se hará la siguiente dinámica: en dos cajitas pequeñas vamos a meter papelitos los cuales contienen verbos conjugados en presente simple y en pasado simple. Los estudiantes deberán sacar cinco papelitos cada uno y decir oralmente en que tiempo están conjugados los verbos.

**Tarea:**  
 Para reforzar lo aprendido en clase, los estudiantes deberán realizar en casa unos ejercicios de pasar frases el presente simple afirmativo a la forma negativa y a la forma interrogativa. Luego, ellos deberán conjugar una lista de verbos en pasado simple. (actividades tomadas del libro del docente)

**Anexos:**  
 WORD CARDS

Below the text, the words 'HE WORKS' are written in large, purple, outlined letters. At the bottom right, there is a watermark for 'Activar Windows'.

## Appendix 4 – 8<sup>th</sup> and 9<sup>th</sup> grade worksheets



## Appendix 5 – 8<sup>th</sup> and 9<sup>th</sup> First term exams

# SAN JUAN BOSCO SCHOOL

ENGLISH IS THE UNIVERSAL LANGUAGE

NAME: \_\_\_\_\_ DATE \_\_\_\_\_ GRADE \_\_\_\_\_

- I. DO PAIRS WITH THE ENGLISH WORD AND ITS CORRECT MEANING AND TRANSLATE THEM. ( Haga parejas con la palabra en Ingles y su significado correcto, traduzca)
- |                                    |   |
|------------------------------------|---|
| 1. <u>Drinking water</u>           | A. <u>Cortar o talar árboles</u>        |
| 2. <u>Pollute</u>                  | B. <u>Medio Ambiente</u>                |
| 3. <u>Deforestation</u>            | C. <u>Sembrar árboles</u>               |
| 4. <u>Recycling</u>                | D. <u>Rescatar animales abandonados</u> |
| 5. <u>Rubbish</u>                  | E. <u>Reciclar</u>                      |
| 6. <u>Kill animal</u>              | F. <u>Contaminacion</u>                 |
| 7. <u>Rescue abandoned animals</u> | G. <u>Basura</u>                        |
| 8. <u>Plant tres</u>               | H. <u>Deforestación</u>                 |
| 9. <u>Cut down trees</u>           | I. <u>Matar animales</u>                |

Acti  
Ve a (

## Appendix 6 – Work done during health emergency

[https://drive.google.com/drive/folders/1VHoaOkQiLDQTiS1\\_Ufn3ZK8mnPOLn0sK?usp=sharing](https://drive.google.com/drive/folders/1VHoaOkQiLDQTiS1_Ufn3ZK8mnPOLn0sK?usp=sharing)

## Appendix 7 – Reflective workshop

cubiertas para la recreación de los estudiantes. Durante la semana de observación pude notar que el parte de infraestructura está muy bien equipada.

### b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

La semana de observación es de vital importancia porque esta nos permite conocer de primera mano toda la información referente a la institución en la cual vamos a realizar nuestras prácticas. De la misma manera, esta nos permite identificar las necesidades, falencias o aspectos a mejorar que la institución presenta.

### c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

Es importante porque de esta manera los compañeros estarán informados de las distintas necesidades que tiene cada institución, lo cual es bueno ya que cada uno puede aportar sus ideas y opiniones acerca del tema generando un espacio de aprendizaje más amplio.

### d. ¿Qué se puede aprender mediante dicha socialización?

Se aprende a que siempre habrá aspectos a mejorar en el ámbito académico ya que este campo está en constante mejoramiento lo cual le permite al practicante ser consciente de lo que sucede en el contexto real.

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## Appendix 8 – Self-observation

SEMANA DE INDUCCIÓN													
-Asistió puntualmente a toda la semana de inducción de práctica Integral	0	0,5	1	1,5	2	2,5	3,0						
-Entregó trabajos asignados durante la semana de inducción	0	0,5	1	1,5	2	2,5	3,0						
-Participó activamente en las actividades propuestas en la semana de inducción	0	0,5	1	1,5	2	2,5	3,0						
OBSERVACIÓN INSTITUCIONAL													
-Realizó las observaciones propuestas en la institución donde le asignaron la práctica integral, con el objetivo de conocerla y también, plantear el proyecto a implementar	0	0,5	1	1,5	2	2,5	3,0						
-Leyó y analizó documentos reglamentarios de la institución (PEI, manual de convivencia etc.) así como otros documentos manejados por la institución	0	0,5	1	1,5	2	2,5	3,0						
-El planteamiento de la propuesta se hizo teniendo en cuenta las necesidades/problemas detectados en el diagnóstico (observación) hecho en la institución	0	0,5	1	1,5	2	2,5	3,0						
ELABORACIÓN Y DESARROLLO DE LA PROPUESTA													
-Entregó a tiempo el proyecto en cada una de sus etapas (la primera propuesta, informe de avance y proyecto final)	0	0,5	1	1,5	2	2,5	3,0						
-Los informes escritos enviados al tutor eran completos y seguían las normas APA (la primera propuesta, informe de avance y proyecto final)	0	0,5	1	1,5	2	2,5	3,0						
COMPONENTE PEDAGÓGICO													
-Cumplió con los objetivos propuestos para este componente	0	0,5	1	1,5	2	2,5	3,0	3,5	4,0	4,5	5,0	5,5	6,0
-Cumplió de manera satisfactoria con el cronograma tanto de la metodología del componente como el de la metodología investigativa.	0	0,5	1	1,5	2	2,5	3,0	3,5	4,0	4,5	5,0	5,5	6,0

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## Appendix 9 – Narratives

[https://drive.google.com/drive/folders/17\\_stOr8ApLovz1oBZ\\_2swS9JUfmy2gzv?usp=sharing](https://drive.google.com/drive/folders/17_stOr8ApLovz1oBZ_2swS9JUfmy2gzv?usp=sharing)

Narrativa #1

Estudiante: Emerson David García Díaz

Colegio: San Juan Bosco – Arboledas Norte de Santander

Fecha: 7 de marzo de 2010

### Narrativa

El día miércoles 4 de marzo llevé a cabo mi primera clase con los estudiantes de primaria. Debo aceptar que me sentía tranquilo, pero al mismo tiempo tenía nervios porque no sabía cómo iban a reaccionar los estudiantes ante mi presencia. Afortunadamente todo marchó muy bien, las actividades les gustó mucho y estuvieron muy motivados durante una actividad que involucraba estar fuera de sus escritorios. Sin embargo, en algunos momentos todos los estudiantes querían pasar al frente a participar, entonces con el fin de no fomentar desorden, iba pasando estudiante por

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de la Configuración

## Appendix 10 – Class sequence executed

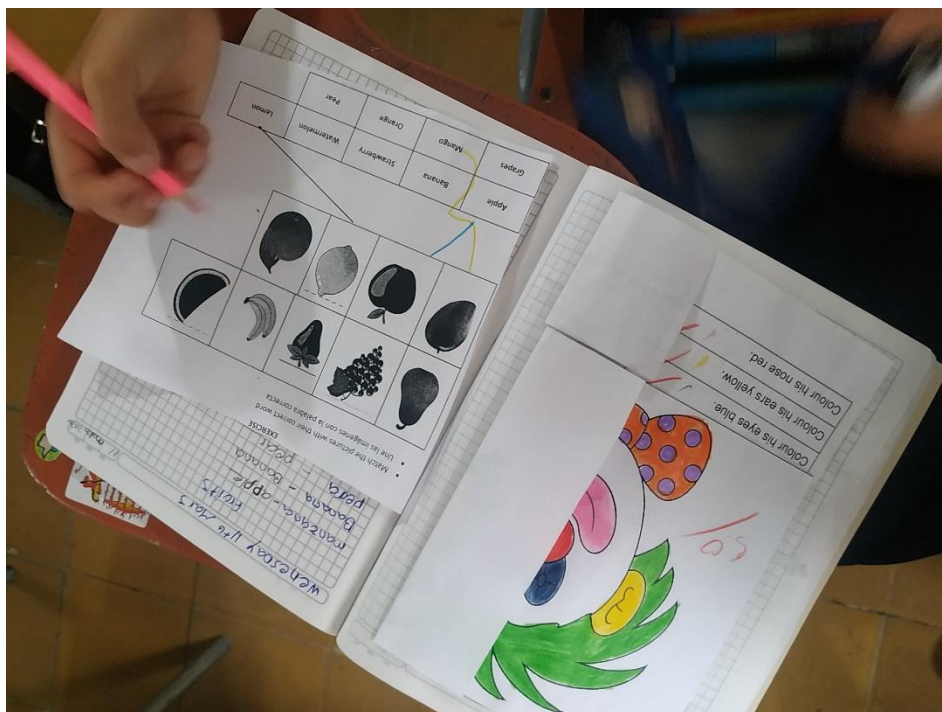
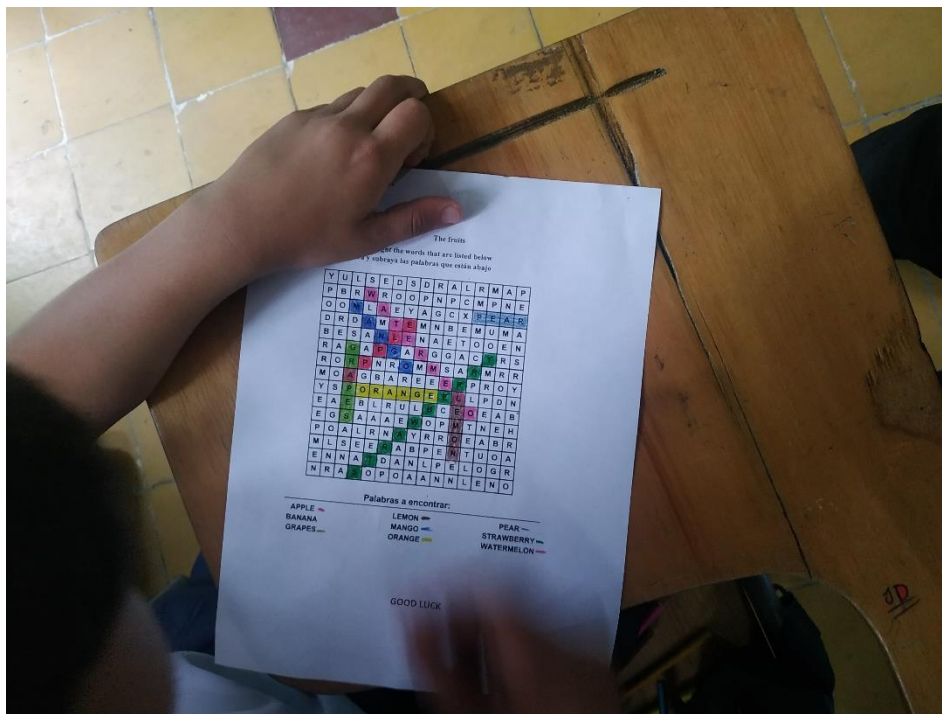
<https://drive.google.com/drive/folders/1NadjdIV9J-c-K4PDWmKi9gjbBFzdiWI6?usp=sharing>

### BODY PARTS

- Encuentra en la sopa de letras las palabras relacionadas a las partes del cuerpo

O	M	U	D	S	E	S	R	R
E	U	A	E	O	E	H	D	H
S	E	Y	T	E	N	O	S	E
H	E	U	N	A	N	D	O	E
Y	M	K	R	E	A	R	S	E
S	H	O	U	L	D	E	R	S
R	U	N	U	P	S	N	E	T
N	S	D	P	T	A	U	S	T
T	O	F	S	S	U	U	O	O





### Appendix 11 – Classroom evidences

<https://drive.google.com/drive/folders/1K3eVYrYVvecDzn2CD8Cr3SHb2IhgBqRSc?usp=sharing>

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### Appendix 12 – Work prepared

[https://drive.google.com/drive/folders/1FjHwqA3HoGBXAZKYxg3P3dS\\_b-](https://drive.google.com/drive/folders/1FjHwqA3HoGBXAZKYxg3P3dS_b-)

[IYy2Ob?usp=sharing](https://drive.google.com/drive/folders/1FjHwqA3HoGBXAZKYxg3P3dS_b-IYy2Ob?usp=sharing)

### Appendix 13 – Flag hoist

<https://drive.google.com/drive/folders/1EjP0PujQ9gW4WI-siTJaRhk-y29fk3x7?usp=sharing>

