

Cooperative Language Learning Approach and Oral Production through Songs activities:
an Action Research among Eighth one Grade Students at the Bicentenario High School

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Research Proposal

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General Introduction

English as a language has become important all over around the world. English is often being used in communication. It is used in issues such as economical treatments, international relationships, politics and educational field among others. Currently in Colombia the National Bilingualism program is being carried out. This program seeks to strengthen language proficiency especially in a communicative level.

The main objective of this program consists in having individuals who can communicate in English. In the article 21 of the General Education law (Law 115 of 1994) dispose that any educative establishment should offer to students the learning process of a foreign language since the basic level. In order to achieve all these goals some aspects are important to consider. So then becomes important to know the level of students, the context in which they learn, and possible resources to use for its acquisition.

This proposal is created with the aim of posing possible solutions that could help in the strengthening of the knowledge and the use of this language. The whole project is composed by four components. Those components are pedagogic, research, out-reach, and administrative.

The utility of this project is to favor the community in which the project is applied. And also its main objective is to affect directly the speaking skill through the use of songs in English by means of cooperative language learning.

Justification

This project is conducted in Bicentenario High School. The population selected in order to implement this project are 46 students from the first eight grade. There were two weeks of observation. In these weeks it was observe as external as internal factors in the institution. It was observe the classroom and students' behavior when learning in English class.

During the observations it was took into account the oral participation of students in English classes. This part becomes necessary due to that is one of the ability that this project seeks to work. It was noticed that students barely attend to explanations made by the teacher. This factor is produced due to the noise and the conditions of the structure of the classroom. Sometimes, it becomes impossible for the teacher carry out the entire activities proposed for the students in the English class.

During the weeks of observations three groups of eight grades were observed. It was necessary to select one group, eight one was selected. One of the considerations took in account to select it was its schedule. In its English schedule is flexible to work with them. They have four hours of English distributed in three days a week.

In the observations conducted the common problem in the majority of students was the lack of oral participation. It became the start point in the purpose for suggesting as a part of the title the combination of songs in English to foster speaking skill. One of the objectives is to implement activities of songs in English during the process of the application of the project. This objective searches for advance oral participation.

Objectives

General objective

To implement cooperative language approach through English songs to reinforce speaking skill among eighth-01 grade students at Bicentenario School

Specific objectives

- To estimate students' English level according to the Common European Framework.
- To diagnose students' listening and speaking level.
- To select the type of activities that combine listening and speaking skills.
- To plan specific activities according to the approach, the method and the skill to be improved.
- To employ English song activities according to the structuring plan for eighth grade.

1. CHAPTER I: PEDAGOGIC COMPONENT

1.1 General introduction

English as a language functions as a foreign language in Colombia. The government seeks to promote competitiveness in individuals in a foreign language through the plan of bilingualism. The first public to be integral part of this project is the educational Community. To them is extended this priority. This plan directly affects the educational establishments in Colombia.

The emphasis in English as a subject is made since primary. Different pedagogical models and strategies are being implemented to achieve these goals. The need to strengthen the knowledge of this language involves skills like reading, writing, listening and speaking. These four skills worked together generate the language development in its communicative competence.

What the government mainly seeks for is to enhance the communicative competence. This project highlights the need to generate participation in oral English in students of eighth one grade.

In order to achieve this goal, it requires a non-participant observation inside the classroom. It is necessary to observe the group in which will be implemented the proposal of this project. It becomes important to know the possible factors that involve students in the classroom in their language acquisition. Identify possible weaknesses found in common in students when speaking in English. Thereby is possible to relate authors that match the need to improve the ability of speaking in English. It also allows identifying which type of activities will be used to achieve the main objective which is to enhance the speaking skill.

1.2 General Justification

In order to achieve the objectives proposed in this project some instruments are necessary for collecting data. Non participant observations were conducted during three weeks of observation. The instrument applied was non- participant observation. With the implementation of this instrument it was examined which factors influence or affect the learning process of students of eighth one grade. Especially it was considered what type of factors affect the speaking skill.

During the observations it was found a lack of correct pronunciation. It was also found a lack of the use of everyday classroom expressions; such as commands among others. In terms of English lexical all students present the same characteristic. While responding to instruction there is an incorrect use of the verb to be.

Moreover the observations the first teacher of eighth grade gave short information about the conduct of students while speaking. She spoke about how students react at the moment to speak English. The level of students while producing orally in class. The activities they do in the classroom and in the library for practicing listening and speaking. The type of activities they like doing for speaking and listening.

The first teacher was during the first term. The researcher was with her during this period of time, just at the end of the term. She had been conducting their learning process. She also gave a background of the academic state of every student. The activities made in English class. The topics worked during the first term. All this information was considered to know which possible problems face and which possible strategies apply.

1.2.1 General objectives

To foster oral production through songs activities in eighth one grade students using cooperative language learning at Bicentenario High School

1.2.2 Specific objectives

- To examine the schedule of eighth one students grade
- Observe students oral production in English class
- Look for songs that involve the topic seen in class
- Design song activities to apply in the English class
- Program the activities in the indicated schedule of eighth one students grade

1.3 Theoretical Framework

In Colombia, a plan has been implemented for improving the English level. Currently, the Colombian Ministry of Education talks about the National Bilingual Program. The common European framework presents levels considered as basic, independent and proficient user. This program is based in the levels proposed by the Common European Framework.

These levels also present a detailed description about all the competences and the four language abilities. Through this description teachers and researcher can identify students' proficiency in the use of the language. It also allows to know which skills have students already developed and which ones may require reinforcement. These levels are important to evaluate and specify which characteristics compose students in the levels proposed by the CEFR.

1.3.1 Common European Framework



Figure

The Common European Framework (CEFR), is a base for foreign languages program. This is a framework in which there is a detailed and classified levels of learning for individuals. The main levels are classified into A, B, and C. These are known a beginner, intermediate and advanced or basic user, independent user, and proficient user. They are also divided in two subdivisions: A1, A2; B1, B2; C1, and C2.

Within each level there are skills that frame the characteristics that compose them. In this manner the individual is guided by the patterns that define their level and the reasons to prove it. This project is conformed to the specifications of the common European framework. Having this information in mind allows the researcher identify and classify students by their level. At the same time, it allows to work the skills required according to the level in which students are. This not only allows teachers know the linguistic level of students. Institutions, researchers and trainer teachers can have access to this information that is useful for syllabus.

According to this common framework it has specific purposes such as developing syllabuses, creating tests or exams, marking exams, evaluating language learning needs, designing courses, developing learning materials, describing languages polices, continuous self-assessment, and teacher training programs.

During the weeks of observation it was considered to know above all the level of students in two linguistic skills. Listening skill and speaking skill were observed primary in eighth one grade students. In general, a level A1 is confirmed by the next mentioned characteristics. According to the Common European Framework an individual can understand and use familiar everyday expressions and very basic phrases. Satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer simple questions about personal information. Can interact in a simple way.

Level	Listening	Reading	Speaking	Writing
C2	Has no difficulty in understanding any kind of spoken language, delivered at fast native speed	Can understand a wide range of long and complex texts	Has a good command of idiomatic expressions	Can write clear, smoothly flowing, complex texts in a logical structure
C1	Can understand enough to follow complex topics, though he/she may need to confirm details	Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections	Can express him/herself fluently and spontaneously	Can express him/herself with clarity and precision
B2	Idiomatic usage influences the ability to understand	Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms	Can interact with a degree of fluency and spontaneity that makes regular interaction	Can express news and views effectively in writing
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	Can read straightforward factual texts on subjects related to his/her field and interest	Can exploit a wide range of simple language to deal with most situations	Can write personal letters and notes asking for or conveying simple information of immediate relevance,
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech	Can ask for or pass on personal details in written form

1.4 Oral production theories

According to Douglas (1996), most of the classrooms have diverse types of learning needs. All of the students, in many cases, adapt to only one way of learning, so then it becomes difficult to them learn a foreign Language by only one way. One specific method of learning could be useful to some students but others might not feel interested on learning English due to their different way of learning. Then, it is really important not to engage with just one form of apply strategies.

Hymes (1972) defines oral skill as " the capacity to communicate effectively within to individual speech." According to Hymes, it is important that the individual learns to develop the skill being able to communicate in the environment in which it operates. For this reason it is vital to provide individuals with educational programs with tools or learning materials which enable them to exercise the communication with the increasingly improve of the oral production.

In short, O'Malley and Valdez (1996) both agree with the concept on the oral production. They affirm that the oral production tied to the negotiation of meanings among people in the same context and at the same moment.

Bygates (1991) affirms that oral production is the capacity in which an individual has to develop simple and compound sentences that fit to the circumstances of the context and of the moment. That is to say, individuals have the skill of producing from a simple sentence to an extensive conversation at the disposal of the topics that arise in an unexpected way.

Also Bygates (1987) alleges that it is important to bear in mind that the apprentices of a foreign language do not understand in a clear and precise way the information in what regarding to lexical and the different branches that compose the grammar. In other words, it is difficult for a learner to write semantically well a phrase in a foreign language or to pronounce phonetic words in comparison to the mother tongue, which leads them to act often in a wrong way.

1.5 Theories about songs exercises in English

It is necessary to solid this project sustaining it with theories that refers properly to the topic of this searcher. The next two theoretical references correspond to the song in the process of learning English.

As Orlova (2003) cited in Mónica D., Luz T., and Marilú C. (2009 – 2010) in their work “Using songs to encourage sixth graders to develop English speaking skill” talk about the importance of using songs while learning English. Orlova mentions some advantages of using songs in the classroom for improving English oral production. Some of the advantages are mentioned textually here:

- Practicing the rhythm, stress and intonation patterns of the English language.
- Teaching vocabulary, especially in the vocabulary reinforcement stage.
- Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.
- Teaching speaking. For this purpose and mainly their lyrics are employed as a stimulus for class discussion.

- Teaching listening. Music can be helpful for comprehension.
- Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

In order to take into account other considerations about how use songs in English class Lindstromberg (2004) and Molinsky (2000) is also cited in in Mónica D., Luz T., and Marilú C. (2009 – 2010). These authors mention some possible activities to keep in mind at the moment to use songs activities when learning English. Those activities are mentioned next:

- Song Illustrations: Draw simple pictures illustrating a story of the song; then cut them out and make a word sheet with the pictures placed on it properly. Ask students to listen to the song and put the pictures in order.
- Mixed-up lines: Mix up the order of the lines; then, ask learners to listen to the song and put the lines in the right order.
- Finding the word: This activity is based on asking students to listen for words and write them down with certain sounds in the songs. We considered other proposals that were interesting to apply during the lesson, for instance:
 - ✓ Act: Create a dramatization with the theme of the song.
 - ✓ Different rhythms: Have students sing the same song in different rhythms.
 - ✓ Graphic representation: After listening to the song make a drawing trying to represent the meaning of the song and then explain it.
 - ✓ Imitation: Have students pretend they are the singers of the song.

Zahra F. and Behzad P. (2013) in their work “The effect of English songs on English learner pronunciation” state that songs in English could be helpful for learners when learning a foreign language. They say that as English has become universal, music in this language too. Also songs could make the learning process fun and active, maintaining students open to learn. Zahra F. and Behzad P. (2013) also presents some benefits of using songs activities:

- Improves memory
- Improves concentration
- Causes learning English to be fun
- Removes stress
- Improves a sense of community to a group
- Improves motivation

For Zahra F. and Behzad P. (2013) using song could help in an important part of speech which is pronunciation. Some of those aspects are detailed below in the exactly way he mentioned in order to give clarity about the characteristics that compound a speech in complete:

- Intonation: it refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak
- Stress and rhythm: stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence.
- Vowels: A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the

glottis. Vowel sounds are produced by air from lungs which vibrate when the air in the mouth is not blocked

- Consonants: A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract
- Voiced and voiceless: all the sounds produced in the English language are either voiced or unvoiced. All vowels in English are voiced.

At the moment of using songs in this project the researcher also looks for improving aspects such as pronunciation that is vital when speaking. When students pronounce in a correct way they can be understood. As these authors refers songs could help students in memorizing words. This is useful in English classes when making students learn and retain the vocabulary seen in class. With the information provided by the authors of these papers the researcher can identify main problems found in students of eighth one grade, and work on them. And it also could help to focus on precise points to change in oral production.

1.6 Cooperative language learning

The approach selected for work in this project was Cooperative Language learning also known as collaborative language learning. This approach refers to the way a specific way of learning. It is made in groups. It refers to a group of activities that are focuses in groups; in which every member of the engaged to participate actively and help others. The process of learning in this approach is individually. Although, the learning process is individual the cooperation of the group makes increase the capacity of learning.

Cooperative Language Learning (CLL) is mainly used in a great quantity of students. It can foster cooperation in place of competition. The benefits of using CLL in groups is that

students can develop their abilities to help others. The need of one students is fulfilled by all the group. This approach presents three different types of learning and teaching activities. These are formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups. One of the type of the learning activities took into account to implement in this project is informal cooperative learning groups. It refers to the action of taking few minutes to work with students formed groups while teaching directly.

Cooperative Language Learning propose some keys elements that assure success in the groups. These are positive interdependence, group information, individual accountability, social skills, structuring and structures.

Positive interdependence refers to a positive reaction to all the group face to situations that can affect ne member of the group. Group information is another key activity and it depends on the amount of information and the complexity if the task. All the members of the group can decided how divide the task among the members of the group. The next is individual accountability; all the students might have knowledge and information about the task to be accomplished, one member of the group could be called to share with the rest of the class the information collected. Social skills refer to the way the members of the group interact themselves and on the other hand assure that they are able to interact. Structuring and structures refer to organize students in a strategic way in which they fee comfort to work.

Yan Zhang (2010) in his work called, “Cooperative language learning and foreign language learning and teaching” talks about the importance of implementing this approach instead of traditional language teaching. This author mentions that cooperative language learning provides some positives aspects such increasing independence while working in

groups. According to him the majority of interactions are done by the common combination of teacher-student or student-teacher and student-student.

Cooperative language learning may represent a good strategy for making students work together learning to achieve one goal. It also allows students grow with one objective by acquiring personal responsibilities. Some positive consequences are shown in Yan work; some of them are the acquisition of dependence although they work in groups, learners are engaged to participate actively, the teacher is a facilitator and a conductor of the process while students explore by themselves their learning process acquisition. The type of activities can vary such as work group, mainly used for communication between the participants of the group. The interaction among the students is intense. It is necessary also to verify if all the members of the group can interact themselves and assure that they can. The students' expectation in this approach is contribute to the success of the group. If one student wins all the students are winners, if one student falls all the students lift them. And the cooperation is not only among students but also favors the teacher.

Using this approach in this project allows the researcher know how profitable could be the fact of working in groups. At the same time experiment working in groups and allow students to communicate themselves. While working in groups students will need to communicate orally for accomplish a goal. Work group means having a common objective, and the same purpose. It could also make that all the members of the group identify their role and abilities that are used for getting the same point. It could be possible that students do not know how to share ideas for collaborating; that is why cooperative language learning seeks

for. This approach allows students interact and explore possible ways of as strategies to learn together.

Methodology

According to the objectives proposed in this project the main focus is to identify problems in oral production and use English songs activities to foster students' oral production. As it was mentioned the activities proposed will be applied in eighth one grade students at Bicentenario High School.

All the activities will be applied in the schedule of eighth one grade at Bicentenario High School. Some of the activities will have place in the library or inside the classroom of eighth one grade in the School. During the period of observations it was noticed that students usually work individually. They work in groups only for reading and working in a book they started to read at the beginning of the school age.

Students of eighth one grade have classes three days a week. They study four hours of English. In their schedule they study on Tuesday one hour, on Thursday two hours and on Friday one hour. The day Friday is selected for applying the oral activities. According to the teacher explanation about the schedule of eighth of grade it could be the day to close a topic with an oral activity.

Students will have an hour to develop the activity. The first step is to listen a song in English. It could be repeated in three or more opportunities. The teacher will give a worksheet to students in order to read before making the listening part. Students will have time to read and identify the vocabulary and the context of the song. This is the part called before the

song. During the song, students will listen the song to sing it in English and for reading in the rhythm. After a pause students will complete a worksheet according to the song and the topic of the class with the words or the information missed.

1.3.1 Activity one: Finding the word There is – there are song

According to the structuring plan in the second period, students may have learned topics related to present simple. In grammar the topics are present simple of the verb to be, yes no questions, demonstrative pronouns, there is – there are, and the simple present tense. All this topics combined with some specific vocabulary such as; professions, daily routine, adverbs of frequency, telling the time, action verbs, and prepositions of place. Within all this mentioned there is a part of reading which is a book that is about to be worked in class, it is the happy prince and the selfish giant.

All the activities posed to work with students are related only with the topics of the second term. The first activity implemented inside the classroom was finding the word with the topic there is and there are. Firstly, this topic was introduced in two classes. In order to give clarity to this topic it was taken two classes. In two classes students learned about rules and uses, they made some exercises and finally a little quiz.

The activity was about a song exercise; as it was mentioned before the activities proposed were applied in eighth one grade in the Bicentenario School. The researcher played the song and asked students to guess about the content of the song. Then the researcher gave to students a worksheet that contained the information related to the song. The song was there is there are nouns. The worksheet was read in order to give clarity to students about the thoughts they had about the song. Once students have the worksheet and the instructions were

read, given and explain, the researcher made a second listening. In the second listening students had the opportunity to fill the spaces in blank with the words they heard. All the words missing were written in the white board.

Before playing the second time the song, students looked at the words in the board. The words were pronounced and students guessed for their meaning, and the meaning of each word was clarified. Suddenly this step the song was played once again and students filled the spaces in blank with the information written in the board. The researcher asked to students if they heard the words well. Also, it was asked for the identification of each word. It was asked if students have doubts and if they had heard all complete all the spaces in blank; about four times the song was played to complete the exercise. In order to concrete this exercise the researcher asked students for the words missing with help of students and the song was corrected for those who did not made the exercise. The researcher read the song and asked students to read all together all the song.

1.3.2 Activity two: Verbs recognition – Present simple

This activity was conducted in eight one grade at Bicentenario High School. In order to perform this activity the researcher introduced students in the present simple tense. The present simple tense was taught with only affirmative sentences. It was given to students the rules, and uses of the present simple. The researcher asked to students about this topic, in order to know if they had any knowledge about it. They answered that they have seen the topic. The researcher asked them about what were the uses and the importance of using present simple. Some of them answered but some others said to have forgotten the topic.

The topic was explained once again and the uses and rules were explained step by step. The researcher was concentrated only in affirmative sentences. Some exercises were made in order to allow students participate and work on the topic individually.

1.3.3 Activity three: Verb to be song activity

In order to do this activity it was necessary to introduce the students in which the activity consist on. Some verbs were given to students. Those verbs were put on the board. It was asked to students to recognize the verbs and to identify the possible action followed by the verb. It was necessary to repeat the verb. In the first listening students only listen the song. After the first listening students repeat the verbs and say if they identified them. Then is the moment to give pass to a second listening. In this listening students write the verbs that they listened in the song. There are 20 verbs, as they are 20 students work in groups to facilitate the exercise. They match the verbs they hear. Finally all the students socialize the verbs and they sing the song pronouncing the verbs and the activities followed by each verb.

1.3.4 Activity four: Verb to be song: “Every day”

In order to complete this activity the first step is to listen the song without a preconception about the topic of the song, nor the title. Students made a pre-listening. It was done some instructions about the first listening. While they were listening they should write everything they listened. After finished the listening they had to socialize the answers. Once students said what they heard one questions arrived. The question was related about what possible titles they give to the song and what was it about. A second listening was made, this listening was made to introduce students in the real topic of the song. After this second listening some rule about present simple were done. Especially working with affirmative sentences. After clarify doubts the song is played again to complete the spaces in blank with

the correct form of the verb. Taking into account the explanation of the rules that apply for third singular persons. After finished the listening of the song students sang the song with the pronunciation they heard.

1.3.5 “Talking about me” – present simple exercise

This exercise correspond to the previous one. Before making this exercise students need to have participated in the number three. Exercises that involves twenty different action verbs with the form of the present simple using only affirmative sentences. In this exercise students have to write about their daily routine. This exercises was made individually. But shared in the groups formed by the teacher. After compare responses about the routine of them, they presented their daily routine to the rest of the class, speaking aloud face the students and the teacher.

CHAPTER II: RESEARCH COMPONENT

2.1 Introduction

This project is based on action research design. The approach is Cooperative language learning. The skill to be reinforced is oral production and the activities to use during this process are English song activities. In order to reach the objectives proposed in this project all these components are vital.

In this component some methods are proposed to achieve all the objectives. Gathering data is an important step to carry out this project. In this chapter are described the sample and the context. Three instruments were applied to gather useful information; an interview, a questionnaire, and a liker scale.

All the methods and the instruments mentioned were applied during the period of permanence at School. The information concerned to the context and the sample was taken during the weeks of observation; while the information of the instruments was gathered during the application of the project. This chapter gives an overall view of the processes conducted at Bicentenario High School.

2.2 Justification

Making research demands having a clear idea of what the researcher is going to do. For that reason becomes necessary direction all the ideas posed. One of the reasons for making research is that a researcher can prove a hypothesis supported in authors. It is not merely exposing an idea by suppositions but found concrete reasons in other authors' work.

Firstly, to mention this chapter was important to read about what type of methods use for making research. This chapter is supported in authors that mention the importance of making research in an educational field. All the process of research requires a careful literature review.

In this chapter is mentioned the type of research which is action research. Action research is especially used for context such educational context in which a researcher can go deeper and explore real contexts. In education action research works such a cycle, a researcher can start by observing and identifying a problem, the next step is to find a solution and look for implement a possible plan. This plan works with the participation of the researcher who is involved in the investigation too. Again the researcher observes

how worked the plan to go to the final step that is to reflect about. This process is made over and over again, that is why action research is also known as teacher research. Teachers, researchers and training teacher used to use this type of research for solving problems related to educational fields.

2.3 General question

How does the implement of English song activities can influence the oral production through cooperative language learning in students of eighth one grade at Bicentenario High School in Cúcuta, Norte de Santander?

2.3.1 Specific questions

- How do students react during and after the application of the audio – oral activities proposed by the researcher?
- Do students feel motivated to participate during the activities?
- Do students work comfortable and effective with the activities applied?
- Do English song activities promote oral production in eighth one grade students?
- What type of changes produce the implementation of English song activities in eighth one grade students? Are those changes positive or negative?
- Do students experiment individual changes while working in groups?

2.4 Type of research

Action research is a process conducted in natural setting and it is useful in education. This type of research is commonly used by teachers, training teachers and

researchers. Eileen Ferrance (2000) defines action research as: “a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

During the practice of teacher a teacher can be both, a teacher and a researcher. Action research is worked within the educational setting. Working in a natural setting allows researchers be closer to the issue in matter. A teacher who works in the School in which carry out the investigation has the opportunity to experience nearly the progress of his own work as expressed by Eileen the author mentioned before.

Besides, this process is not only useful for teacher but for students too. It helps to improve students' learning process. Teachers can assess and examine their own process of teaching while seeing the results in students learning process.

Some of the next characteristics of action research are mentioned in the article, Action research in education: Professional Learning and Leadership Development Directorate. According to this article, action research is integrated because it is an essential part of the everyday school environment. It is reflective because teachers or researchers can work their own project and assess their own process of research. It is flexible due to the instruments and methods applied are done during the own process of teaching. It is active because the steps proposed generate constantly changes.

It is relevant because it allows the teacher identify their own needs and at the same the needs of students. It is cyclical because the process in action research can be repeated over and over again in order to give clarity to the process of improvement. This

characteristic makes action research different to other types of research. In action research a teacher can assess their development of the investigation, reflect and start again with new changes or objectives; all this according to what the researcher found at first. All the quantity of cycles are possible in order to make meaningful the teacher and students' outcomes.

It is also focused, that is to say that action research is focused on main issue. It helps the investigation to be specific and do not lose its purpose. It is collaborative, all teachers from a School can be involved to work together in the same purpose. It is planned, there is an organized series of steps to work on. In action research to plan the steps to follow becomes important. All the development is made step by step. It is learning, it means that teachers are learning about their own process of teaching while investigating.

As action research is cyclical, it is formed commonly by four commonly steps. These steps are plan, act, reflect and observe. These steps are the principal and the commonly used but they can be changed according to the goals to achieve. They are totally cyclical, after planning, acting, observing and reflecting a researcher can start again by reviewing the plan and make changes to apply a different plan and to act and observe and reflect again. These steps are defined next.



Source: NSW Department of Education and Training 2010

Figure:

Plan, is the first step in which a researcher may start by identifying a main issue, that is to say a specific problem. It is done by observations that helps to the researcher look for a common problem within the classroom or at school. In this step is also useful support the information with others projects or works that treat similar problems. In this phase also is found the pat in which the researchers apply, methods, instruments and develop objectives proposed in the research question.

Acting, is the next step in which the researcher has to observe curiously the changes produced through the implementation of the methods. Following the order it is necessary to keep all the evidence obtained. Look carefully and make changes if necessary. At this point questions appear so as to perfection the plan proposed at the beginning. It could close students and teachers to the same goal.

Observing, this is the next step. Once the evidence is collected what follows is to share this information with colleagues or peers if possible. One of the characteristic of research is that it can be collaborative many different members are involved to help in the process of the development of the project. Findings are important here to start again, to inspect the plan and apply different strategies if required.

Reflecting, as this is the final step it does not mean that the process is finished. This step involves another one which is to start again to make a new cycle with new information and with objectives well defined. In this step the process is evaluated. All the process is looked at the light of the evidence to know if positive or negatives changes or not changes were found. Since the results are found in this step one cycle starts again. Every step in action research has a critical reflection that is what allows the researcher star again with a new cycle.

2.5 Action research in education

In the first place action does not have one mean, as it does not have one way of acting. Action research has also different types. In education, action research can be implemented according to the purpose or goals of one to many more participants. That is to say that the type of action research depends on the quantity of participants the project has says Eileen in her work "Themes in Education".

As well as she mention by Eileen there are four types of research in education. These are individual teacher research, collaborative action research, school wide research, and district wide research. All these types of research depend mainly on the

quantity of participants involved in the process of investigating at School. An action research can involve one teacher that works in their own setting or it can be used by a group of teachers and others to solve common problems of an institution.

Individual teacher research is one of the types of research common used. The teacher is focused on a main issue problem in his or her classroom. The teacher often works alone, the information found is assessed and the data gathered is not always shared. Collaborative action research may involve more than one teacher, and be shared with more than one classroom. The information and the data is shared with colleagues. In school wide action research all the school community is involved. There is also a school commitment. This type of action research seeks for impact all the structure of the school. The last type of research is district wide research which involves a complete organization of different organizational structures. There is a district commitment with external patterns. The issue to work here involves more than one school. It implies the collaboration of a professional team to share one vision.

2.6 Action research and benefits in education

One of the importance of doing research is that the teacher is mainly involved. If the teacher is the researcher students may feel comfortable during the process of research. The teacher who knows perfectly the process of their students can approach to the needs of students. According to Eileen Ferrance, parents who can be informed of this process may feel comfortable too of the process. They can be closer to the process of students. They can identify changes through the procedure of research applied by the teacher.

On the other hand teachers may be well informed and specialized in that issue. Conduct research within the classroom can increase the knowledge that teachers have on students. This can tune the knowledge about how students acquire knowledge. Also to know what type of strategies they use when they work individually and in groups. How they deal with new challenges. What activities increase their capacity of production and which stop their learning process. The teacher is also involved in a continuous improvement; the act of apply research observe, assess and ten reflect is a formal way of improving strategies and methodologies used inside the classroom.

As action research is used in a institutional way for solving common problem found in an institution; it can allow the frequent interaction between colleagues or teachers that participate in investigating an issue. District wide research allows institutions participate in common problems. It allows share common ideas, different strategies, asses the work done, and has an overall look form different perspectives.

Another of the benefits of using action research in education is the impact of a school changes. Eileen states that when teachers act with action research they are responding not only to individual needs but for the school needs. Teachers have the opportunity also of reflecting on own way of teaching. Teachers through research can assess their process of teaching and reflect to improve. They are not focused only in students but in themselves too. Finally Eileen presents another important aspect of doing research which is learning to communicate among peers or colleagues. Learn how to work in teams.

2.7 Context

This action research presents the context in which the data will be collected. The elements concern to be a place and people to be studied. Researchers need a context to study a phenomenon and implement the different types of instruments for the data collection. Instruments for the data collection provide quantitative and qualitative information.

One of those instruments is observation; it lets a researcher to generalize information about the context to describe in a narrative way. It also provides numerical or statistic information. Other instruments are available to obtain the data required such as non-participant observation, photos, recordings, interviews, liker-chart, and archival documents among others.

The instrument primary used for collecting data in all research projects is observation; this one is used in this project for the data collection process. The context in which students work is important in order to know if it affects the process of learning, in this case the learning of English. The School which this study is carried out is Bicentenario School located in Antonia Santos. The School functions as a primary and secondary institution since eight years ago.

Stake holders are important to carry out the observation of the context and the study of the sample. Stake holders are the reason why this project has the opportunity to study the phenomenon. The permission was made with one week in advance and the observation was effected on Monday, 22th February 2016 with the prior approval of the principal of the institution. A part of the school principal, the coordinators, English teachers and students are also part of skate holders.

The School has a second floor in which are the grades, sixths to elevenths and there are also the offices of teachers, coordinators, and the principal. In each floors there are bathrooms for students. All the academic activities are done in the mornings. In the afternoons some teachers have particular classes with some students. In the morning students from preschooler to the first grade leave at 11:30 am. There are three fields for playing football, and basketball. There is a main courtyard when students have to form for any information or academic presentation. There is also a dining room school for students of primary. There is a library that is open from 7:00 a.m. to 12:00 a.m. In the library students can go for reading any book, for looking information on internet, there are six computers. They can go to the library for playing games chess, dominoes and other types of games. The library is open to students in two different sections from 8:00 to 8:20 am to 10:10 to 10:30 am. This hour also depends on the type of schedule they have in the day or in the week, it can be A, B, or C.

There are two students and coffee shops, and a room for janitors. The coffee shops functions in the two spaces of the break and they are closer until the second break. So students cannot leave to buy anything. There is a nursing to attend students in case of emergency. In the School there is also a parking for teachers and students. Some students leave there their motorbikes and bicycles. There are four security guards; they work in the principal entrance and in the parking entrance. There are two computer rooms to work in technological classes. They have also a room for theatre and music. In the dining room the priest also celebrates meetings with students; there also students can have academic presentations.

The Eight one secondary course is the course chosen for this project; it has its own classroom. The classroom has a big white board; there are forty seven desks and no

ventilators. There are four walls without being painted; one of walls has different types of images related to students' schedule and birthdays. There are no images related to English. There is a big red door; there are also two great windows. Inside the classroom it can be seen that the classroom is high. There is a teacher desk, an altar for the virgin which is decorated, two small cans of trash and 12 lamps.

Within the institution is important to note that there are factors which can affect negatively many times as positive. One example of a negative factor is that bathrooms for both boys and girls are next to the classroom; it implies that when there is no service of water students are affected for bad odors. During the change of one hour to the other students go frequently and they get wet.

But not everything is negative; it can highlight the school that has a cafeteria which provides the necessary for children feeding and can add to this the excellent order that occurs in children in the row shows the disciplinary control of the teachers at school.

External factors are important in the recognitions of factors that may affect students' behaviors, attendance, attempting, and learning process. It can also affect both the learning and teaching process. As there are no closed walls noise is a principal factor for distraction. Students from one room can hear the noise of the room the next room. It is difficult for teachers and students. Teachers need to speak aloud all the time. It represents that teachers force their voice to talk to students. Students also lose concentration because windows are almost in the size of a wall so they can see anyone who walks nearby.

Generally after the two breaks students have they do not feel ready to start again their academic classes. The institution offers to some students snacks; especially for those students

that do not have their breakfast. In the sixth hour to start the seventh students feel hungry, so they get more inactive and passive to work in class. The classroom may be small for a quantity of 47 students and it surrounding is quite but students are noisy. Students tend to not stop talking especially after the second break. All students can leave after the seventh hour except primary students.

2.8 Sample

This project has also an important step which is the selection of a sample. This is one that demands carefully design. At the moment to get access to the setting a researcher needs to be always focused on the topic without losing the main objective. So then it becomes necessary how to select the sample. In Bernstein's study (as cited in Bobbie, 2007) a sample is described as a representative taste of a group. In other words is a sub group that represents the whole population to be studied.

The sample can be selected randomly, or taking into account other factor. One could be that a member of the group has relevant information probably necessary for the data collection. According to Bobbie (2007) "the method a researcher uses to select the sample is important but has more importance the information collected by the sample.

The sample needs to be truthful, sincerely as the information collected. The sample is the bright used to connect a hypothesis with proves that demonstrate the veracity of that initial hypothesis. The sample is a strategy for collecting data; it makes a project efficient and let a researcher obtain more detailed information than only by observation."

As this project presents objectives that need to be accomplished, the sample can be a part of that goal. The sample can provide useful information to develop this project. It

becomes important to know how to choose the appropriate units or small group well within the overall group with the aim to gather all information that may aid the development of the objectives that are presented in this project.

Accordingly the observations done in the week of observation the eight one grade is the grade considered for working suitable on the project and set variables. Then, to find reliably all about the characteristics of the object of study as the context of the work area, it is important to provide students with a friendly atmosphere where they are free to participate in the various activities proposed in this project.

The sample of this project is composed by 10 students in which 6 of them are young girls and the others four are boys, all of them from Colombia. All of them are from fourteen to seventeen years old. They all live in different part of Cúcuta, Norte de Santander. Inside the classroom they do not work in a separate way. As boys also girls work together, by the time it seems they have learned to work comfortable although belonging to small groups.

The selection of the sample is done by means of convenience sampling, in which after a due permission from the teacher, students were explained about what was the sample about; students had a knowledge about the importance to select a sample in order to work in the project. After explaining this importance students were invited to participate as sample.

Initially students felt timidity towards the researcher due to the proposal of participating in the project they felt confidence to participate. Once students are clear with this proposal the researchers start the election of the sample.

2.9 Methodology of Action research

In the methodology of this project it was considered to take into account the function of mixed methods design. Valerie (1989) says that through mixed methods researchers have the possibilities to apply different ways to study the phenomenon in depth with the purpose to have clear conclusions. Besides, she defines a mixed methods study as a way to collect and analyze data in different types qualitative and quantitative with the aim to have more confidence in the phenomenon to be studied.

The benefits of the mixed method research are many. Creswell (2009) states that the use of both quantitative and qualitative data provides a better understanding in the case studied, because the data can be analyzed profoundly, unlike a method alone. According to Leech and Onwuegbuzie (2006) say that both methods are logical and intuitive, there is a knowledge and reasoning about reality of the phenomenon seen from different perspectives which let to comprehend the research in distinct angles.

For this reason, this project is concentrated on both qualitative and quantitative methods so as to explain and understand how the active song activities can be useful to enhance English oral production and also all of the proposed objectives.

The usage of mixed methods in this case study is done by the collection of data in a quantitative and qualitative way. It is necessary to use both methods, one of them complement each other. Qualitative data provides an overall understanding of the phenomenon that is being studied. While quantitative data gives a summarize information about the problem.

Qualitative and quantitative research has its own limits it is not possible to use only one. The combination of these two methods gives a complete understanding of a problem. In this case the qualitative data is collected by means of non-participant observations and an interview while quantitative data is collected in numerical information as questioners and likers. Information is collected in order to know the oral production process of a second language through English song activities. Qualitative information can show an overall of the process of students while learning a foreign language but quantitative data specifies how it is acquired expressed numerically by means of percentage.

3.0 Data collection

The data collection is an important part in this chapter. In this step some instruments for gathering data are shown and were applied within the classroom. The qualitative and quantitative data was collected using some instruments such as observations, interviews, questionnaires, and a liker. All these instruments were applied during the second term and with the permission of stakeholders such as the coordinators and the teacher of eighth one grade. The information gathered by means of these instruments was also applied taking into account the schedule of the sample.

The data collection process is a part in which the researcher obtains reliable and useful information that guides the project to accomplish the objectives. The information collected provides two types of data; qualitative data, and quantitative data. Qualitative when it provides an overall view of the phenomenon that is being studied through instruments as observations, notes from interviews, surveys among others; and quantitative data when it provides numerical information.

Gathering information in research represents a significant step. In this step a researcher makes themselves a participant in the setting, and then applies an instrument to collect data, and finally analyze all the material collected. So as to collect data a researcher needs time. At first everything could seem important and need to feel familiar with the environment studied. The information collected depends on the methods used.

A researcher needs to plan what type of method would implement to obtain information. A researcher needs to be prepared having in mind the purpose of the observation, the possible questions to introduce a conversation, the persons to ask and the best moment to do it. Observation is the primary method of all researchers. It lets the researcher to have an impression of what find in the setting studied. With their eyes they can memorize places, behaviors, events, situations, persons, places and that can be helpful to get data. According to (Marshall 2006), "Observation is a fundamental and highly important method in all qualitative inquiry. It is used to discover complex interactions in natural social settings".

In education, as students are the center of a constant learning process, observation as a method for collecting data can construct and idea of the process of learning. Apply this method of observation in an ethnographic research conduct a researcher to describe every type of elements to analyze the behavior of students in their context. This project has also a plan for the data that needs to be collected. That data turns out to be significant to the analysis of the phenomenon that is being studied. The data required to accomplish the objectives mentioned before is related to song activities that teacher use to encourage students' oral production. Also it is observed the students' and the teacher attitude toward the song activities

while these are being applied. So as to have that information is necessary to consult existing information and to generate a new one programmed.

3.1 Observation

As mentioned before nonparticipant observations were applied before the beginning of the second term. These observations were all applied in eighth one grade at Bicentenario School. All was accompanied by steps, first of all a first meeting was conducted for permission and after obtained the permission the observations were applied within the classroom. In research observation is a part in which a researcher analyze the context observed in a general and to a specific way. General aspects of the educative environment were considered such as important in order to identify possible effects in students learning process, they sometimes are reflects of a particular characteristic. But specific characteristics that belong to what a researcher is looking for give sense and form to the project.

Observation as a method to collect data can be helpful to a researcher when they focus on what they want to find. It is necessary to observe everything in detail but at the moment to apply this instrument a researcher cannot deflect the main objective of the project. There is a point in which a researcher observes carefully only what they need. In order to find results that direct affect the project, the observation needs to be limited until to get the most suitable information. Information that develops the research question proposed. According to Fox (1998) “observation is more than just the recording of data from the environment. At the moment to observe researchers become active, not passive collectors of data like a tape recorder or video camera. It means to involve all senses not only vision, a researcher prepares with all to interpret what they catch from the environment.”

Once the researcher gained access to setting the next step was to observe. This is one of the methods to be introduced as a tool in order to collect data. The method to use to collect data is non participant observation. Non participant observation allows a researcher to get involved in the group without let them know what they are doing. Some specific points the researcher looked for such as identify the level of students, especially in oral production. The type of oral activities applied for the teacher to students, and how the teacher prepares students in listening exercises.

In order to achieve the objectives that conduct the research, this project applies the non-participant observations at Bicentenario School. The population to be observed is composed by 45 students in 8th one grade from which ten are the sample selected. (See appendices C,D,E,F, G, H,I)

3.2 Interview

In all research project is important to consider the implement of interviews. An interview can give another view of the process of the research project. At the beginning a researcher has his own perspective face to the research conducted. An interview can change that first perspective or can help him to continue. According to Fox (2009) “Using Interviews in a Research Project”, he states that an interview is a useful way a researcher use to collect data which in turn join the researcher and the individual in a conversation. The researcher can select the type of interview to apply. Unstructured questions where the participant involved can answer in a free way or structured in which they need to give determined information.

The type of interview applied in this research project was semi-structured interviews. The questions in this type of interview are open ended questions. This type of question allows the researcher make more questions from one question and those questions can be freely answered. So then an interview is the way a researcher use in order to collect information from a group or an individual in order to affirm what the researcher is looking for. Questions in the interview that is applied can give to the research useful information to make assumptions. Those assumptions come from the participants of the project, those who are in the process of learning.

The interview is applied Bicentenario School with the sample selected in eight one grade. Before to apply the questions becomes important to introduce an explanation about what it concerns to and the importance of the answers to the research. It was necessary to the researcher talked to students about the importance of giving truthful answers. The interview is composed by ten questions. The questions can be answered in a naturally way. Not all the questions are generally, some of them demanded more information about the students learning process in a second language as English. All the questions are about students learning process; they involved the purpose of asking about their oral production and the activities that the teacher applies to foster them. (See appendices V, W, X, X.1)

3.3 Questionnaire

A questionnaire is a tool that allows a researcher collects information through responses from closed ended or open ended questions. The information collected through questionnaire is merely quantitative. A questionnaire is considered to be an easy tool to conduct research because of the time it spends to response to every question. According to Maria T. Siniscalco and Nadia A. (2005) in their work “Quantitative research methods in

educational planning” explains that a questionnaire is a tool that allows a researcher collect or record quantitative data from a specific issue.

To make a questionnaire means to translate a research problem into a group of formed questions that are expected to concrete hypothesis. All questions from the questionnaire respond to the objectives coined in the variables of the research. This project uses a questionnaire as a quantitative tool to collect information on the educational field. The aim of using this type of standardized questionnaire is to interpret the data collected by the different type of resources produced of a same guide of questions.

A questionnaire allows a researcher plan a same list of questions to all respondents. It takes less time and costs are reduced. Although all questions are the same to everyone, responses are expected to be different one from the other.

This research project designs questionnaires to collect quantitative data. This data values the evolution of a foreign language throughout English son activities. The data expected to be collected refers to how students advance through the use of English song activities. With the use of this questionnaire the researcher looks for information that may prove the initials questions. (See appendices K,L,M,N,O,P,Q,R)

3.4 Liker Scale

According to Liker (1932), the Liker scale measures the attitudes and behaviors of people using response options ranging from one extreme to another as for example very unlikely to extremely likely. A liker scale allows the researcher discovers different levels of review, which may be particularly useful for delicate or challenging topics or issues.

A liker is a format with a range of responses will also allow the researcher easily identify areas for improvement. A liker enables to understand the levels of effectiveness in

educational issues or some others. This research project uses liker scale because the need to get an overall measurement of a particular topic, opinion, or experience and also collect specific data on contributing factors.

It principally allows to measure facts, level of knowledge, expectations, and opinions among others. There are some types of liker scale to use within the appropriate context such, the scales according determine to what extent the respondent agrees or not with a statement. A scale of five-point agreement may include responses such as "strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. What the researcher seeks through this instrument is to know frequency which English song activities applied enhance students to produce orally. The usage of liker scale aims to achieve a practical manner and as simple as possible for the respondent feel comfortable during activity. (See appendices S,T,U)

3.5 Data analysis based on mixed methods

The data presented in this chapter is based on mixed methods design, both quantitative and qualitative. Data analysis, it is important inasmuch it helps in structuring the findings from different sources of data collection like survey, questionnaires, liker scale in research. Also it acts like a filter when it comes to acquiring meaningful insights out of huge data-set which are very important to write the final conclusions. The process of analyzing data starts once there is sufficient data for the next step which is analysis.

The data collected can be both qualitative and quantitative. It is gathered from the different instruments used for collecting data. This project concerns to use some instruments such as non-participant observations, interviews, questionnaires and liker scale. The analysis of data can be made through three mains methods design. They are convergent, explanatory

and exploratory mixed methods design. In order to beware with the analysis of data this project uses explanatory sequential design. It enables researchers to take the qualitative part to explain and also interpret the quantitative results.

Le Compte and Schensul (1999) define the process of data analysis as “the step in which a researcher organizes all the information and reduces it by the process of summarization”. It allows the reader to have a general overview of the phenomenon described. According to Patton (1987) while the analysis of data is carried out three main events happen. Firstly, the data is organized, it is important to separate the qualitative from the quantitative information gathered; the data is reduced by summarizing and categorizing all the information collected, and finally the patterns and themes are identified in order to link them.

This project attempts to respond the objectives in order to obtain the correct results. Accordingly mixed methods are important in the collection of data and the analysis of it. It is also based on mixed methods because of the election of explanatory sequential design. This project collected qualitative and quantitative information so as to describe the phenomenon and make a throughout comparison of causes reasons, and effects. This project requires mixed methods design in order to triangulate the information gathered for analyzing results that answer the objectives of the project.

3.5.1 Qualitative Data analysis

In this subchapter is remained that the quantitative analysis is based on the quantitative instruments applied; these are interviews and non-participant observations. These

instruments were applied in eighth one grade students at Bicentenario during the second week of May. The qualitative data analysis of all the information collected is not manifested in a numerical format. For that reason, the information of these two instruments is presented in a detailed way in order to give clarity to the analysis. In other words, what qualitative data analysis intends to show is the information gathered by means of a complete description of what was observed and collected.

Therefore, Lacey and Luff (2001) argue that the process of collect data is just one of the basic research parts where a researcher has a set of words and plenty of information which should be organized and summarized to find relationships related to the variables by identifying specific ideas by means of different qualitative analysis techniques

In this project all of the observation were made taking into account the general and the specific objectives as well. Every observation allowed to describe the phenomenon in its entirety. For instance, it was precisely observed some active engagement strategies that teacher used to help the students' oral production, the attitudes by part of the teacher and students, the activities applied and internal and external factors to determine causes reason and effects by which students participate or on the contrary they do not feel motivated to take part of the English class. Every single observation describes in detail what was observed to provide a thorough comparison of outcomes a deep analysis to reply a part of the research question.

Morril et all (2000) state that another important technique, which is examining relationship allows researchers to analyze all the information and establish meaningful outcomes by summing up the data gathered in interviews or other instrument to collect data.

This information is taken from the general description so as to make a simple description and also explain of what happen in the context studied by means of a matrix or a frame. (See appendix X)

3.5.2 Quantitative Data analysis

For the quantitative analysis are necessary the results obtained from the quantitative part. These results belong to the questionnaires and the liker scale this project mentioned before to be applied in the School in which this project was carried out. These instruments cast specific numerical information needed for the process of analysis in the quantitative section. This numerical part of the data analysis yield this project represents a summarized comparison between causes, reasons, and effects of the phenomenon studied.

In order to interpret the results found in the quantitative section, this project needs to represent the data through two different instruments for measuring the central tendency of the data. The results can be illustrated through graphs, tables, charts and others. This type of instruments for representing the data analyzed allows the reader to have an overall understanding about the issue studied. The techniques presented here allow the research makes a comparison of the two variables and also show relationships between them. Graphs and charts are a useful way of presenting numerical information, as the trend of variables. The first instrument is mean and the other is a bar chart.

These types of techniques used represent better the data in a summarized way. The information presented is clear and concise in order to avoid everything in detail. Some part of the information is given in precise percentages. The graphs contain specific information.

This information was analyzed through three different techniques which are mean, pie chart and bar chart in order to represent the results. As this project used explanatory mixed methods design it is important consider that in the first phase all the quantitative data is collected, analyzed and interpreted to give quantitative results that the qualitative part explain.

Mean this is as a technique with an arithmetic average that allows illustrating variance in two variables. With this technique is shown the central tendency of the data results. The first technique that is mean so as to know the central tendency in the participants' ages. The next technique is Bar Chart; it is a technique easy to understand and to read. In this project a bar chart is used to show the results from the quantitative part.

The bar chart shows two axes, (y-axis) which is the vertical axis and (x-axis) as the horizontal axis. It also shows labels to identify the variables and the values. With bar charts is possible to illustrate information of the frequency as in the likert scale and also to represent some data from the questionnaires. This project also aimed to use pie chart to present information from close ended questions. The reason why this project used bar chart and pie chart as techniques for analyzing data is to know the distribution of each item in percentage. In which the percentage shows the frequency of an action made in "N" times. The percentage labels the values and indicates the tendency of the variables.

4. Results

This chapter puts forward the results to be analyzed from the instruments used during the process of gathering data. The results are introduced in four sections. The first is related to the observations; the second part belongs to the questionnaires and its interpretation with

graphics which illustrate and explain the results obtained, after that, the liker scale results and finally the interpretation of the interview by means of a matrix or frame.

4.1 Results of observations

All of the observations were conducted during the week of observations at Bicentenario School. The weeks of observation were conducted from February 23th to march 03th. At first all three grades of eighth were observed in order to know which of them were going to be selected. After being informed about the schedule of three grades the next step was to select on grade of eighth. Eighth one grade was selected to apply the project due to their schedule. The researcher determined that the schedule of eighth one grade may possible facilitate working during the week.

Added to this other elements were taken into account as for example the quantity of students, the genre of students, and the ages of them. All this information concerning to students. On the other hand it was important to consider information about the topics to be studied in the first term. It was considered the type of activities that went along with the topics, the strategies used for the teacher to engage students to participate in English class.

The type of observation conducted was non-participant observations. This project posed objectives in order to answer the research question. A general objective and specific objectives were presented. One general important objective proposed in this project was to know how English song activities advance students in their oral production while working with cooperative language learning. This objective was posed once the researcher observed

students, particularly eighth one grade students. While observing students it was found that students do not practice listening nor oral production as writing skill.

On the other hand some specific objectives were posed too. The first was to identify and to describe a specific phenomenon in eighth one grade students. It was also presented specific objectives in which the importance fall back in discovering relationships between causes, and effects. The reason why non-participants observations were apply was to identify a phenomenon in eighth one grade. After find a specific phenomenon then describe it in a detailed way.

During the first week of observation it was noticed that students do not participate orally in English class. The teacher explains the topic and gives orders in English but they do not use English in the classroom. Commands are known by students but they do not use them. They have written in their notebooks commands for respond to the teacher when the teacher ask in English but they do not use them. They work with worksheets. They make exercises on the board. The teacher do not evaluate the topic seen immediately, the teacher gives them time to evaluate.

The second one refers to identify students' English level according to the Common European framework. Students were observe while working in English within the classroom. Students of eighth one grade have A1 level. They can use commands, the recognize commands and can answer according to the commands. Students do exercises using the vocabulary and the topic seen in class. Students use basic vocabulary, students can give personal information, and can write a simple sentence using basic information.

Other objective proposed was to diagnose students' listening and speaking level according to the Common European Framework. It was observe that students do not work in exercises of listening. The school has a library in which the teacher can use it in the schedule provided by the institution. Eighth one grade do not work exercises of listening and do not use this library to work on it. The level of students in eighth one grade is A1 in listening and speaking, students can listen few words, repeat them, and memorize them easily especially if these are repeated within the classroom.

4.2 Results from questionnaires

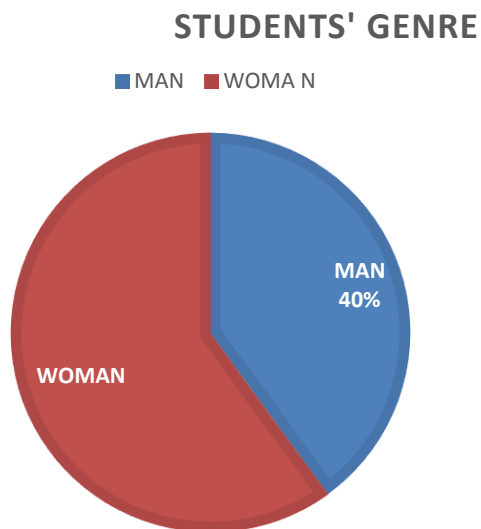
This project used questionnaire as one of the main instruments used for collecting data. In order to accomplish the first phase of mixed method design proposed for the analysis of data this instrument was applied after the observations. A questionnaire was proposed and applied to collect numerical data. In the questionnaires, closed and open ended questions were formulated. Also questions of frequency and questions of multiple choices with unique response.

DEMOGRAPHIC QUESTIONS

Table 1. Mean : Participants' Age

Ages	Frequency
13	9
14	1

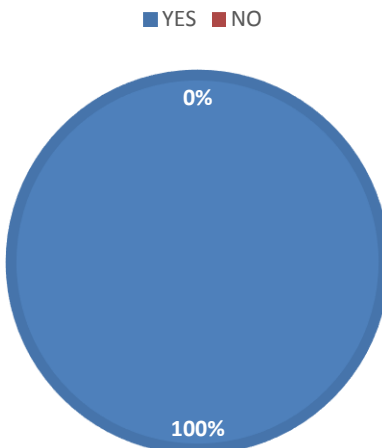
13, 13, 13, 13, 13, 13, 13, 13, 13, 14 = $131/10=13$

Graphic 1. Participants 'genre

As it can be seen in the table 1, the technique used for the measurement of the participants' ages was the mean in order to know the common age, which in this case was 13. Whereas in the second graph, it is shown the genre of the majority of respondents that indicates that the majority of respondents were female.

1. Do you like English?

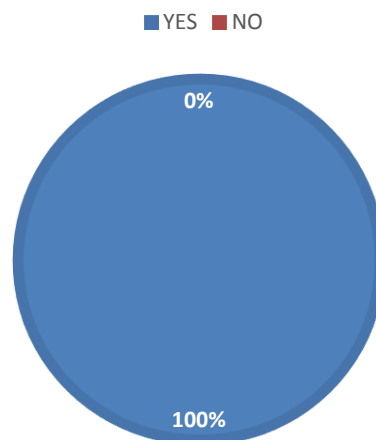
ENGLISH AS A FOREIGN LANGUAGE



Graphic 2 English as a foreign language

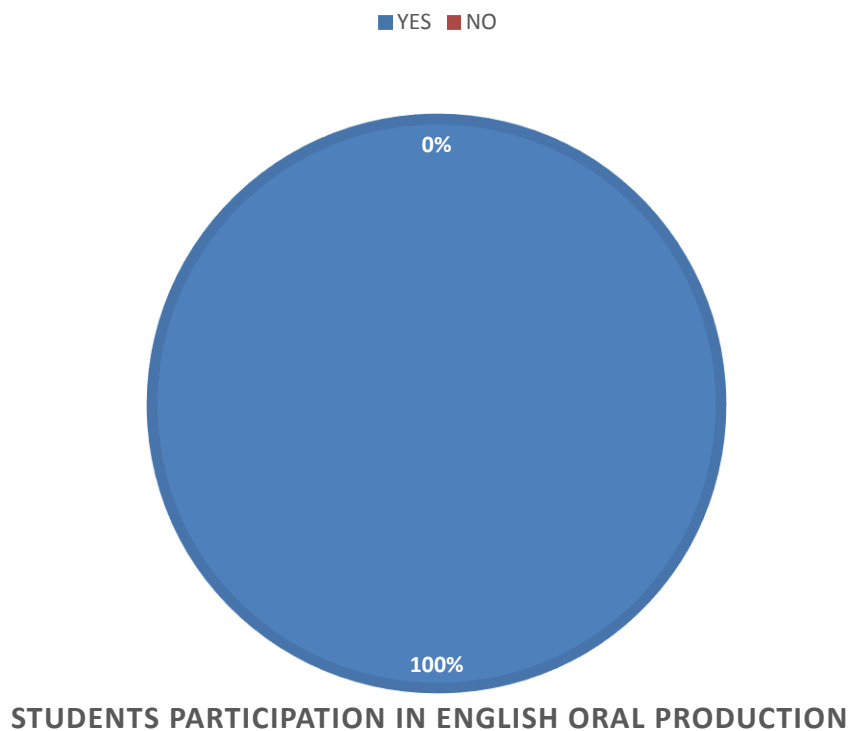
This graphic illustrates the quantity of students that answered that they like English not as a subject but in sense of a foreign language. This question was posed in order to know if students that like English as a language not as a subject; it could provide useful information about students' reaction and conception toward the foreign language studied.

2. Do you like English subject?

ENGLISH AS A SUBJECT*Graphic 2* English as an educational subject

This graphic display the quantity of students who like English as an educational subject, it also allows to see the same quantity as in the first question. All students answered affirmatively that they like English as a subject.

3. Do you like participate in English class?

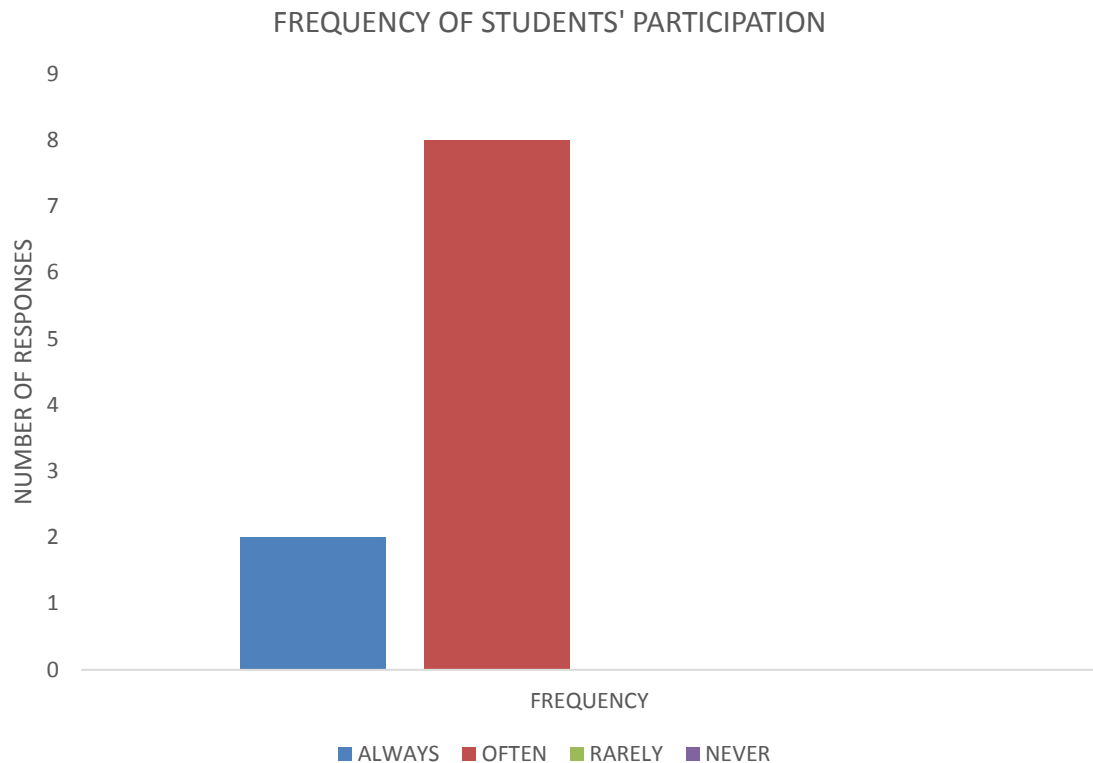


Graphic 3 Students' participation in oral production

This graphic shows the frequency in which students answered that they like participating in English classes. This graphic shows the interest of all the students interviewee in participate in class. This graphic may interpret that English classes encourage students to participate frequently.

SECTION TWO

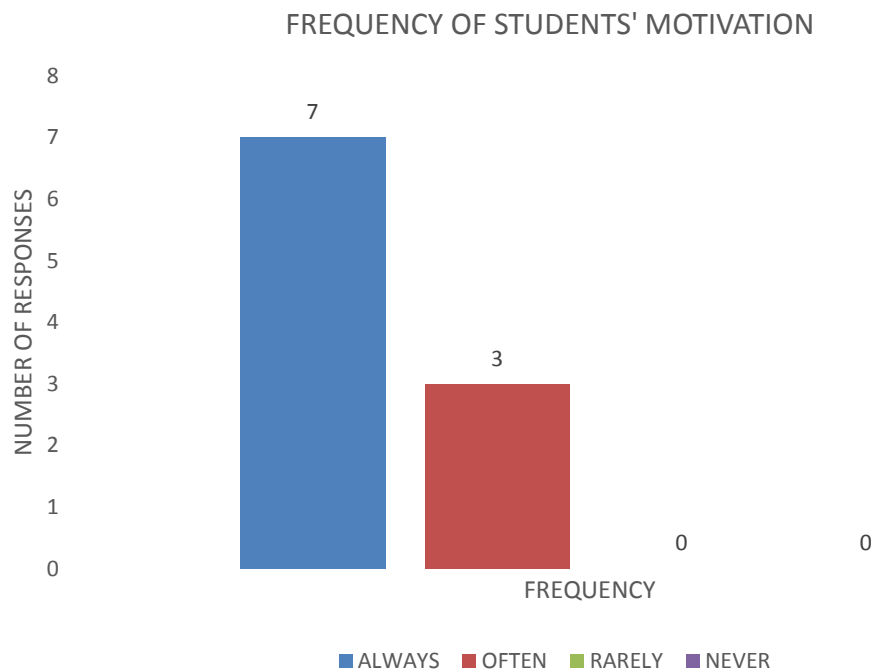
4. Select the frequency in which you participate in English classes?



Graphic 4 Frequency of students' participation

The chart represent the frequency in which students participate in English classes. The options most chosen by the respondents are always and often, showing that the majority of students have a general tendency to participate with a great percentage of frequency of participation. This could indicate that students show interest in English classes naturally to learn a new language.

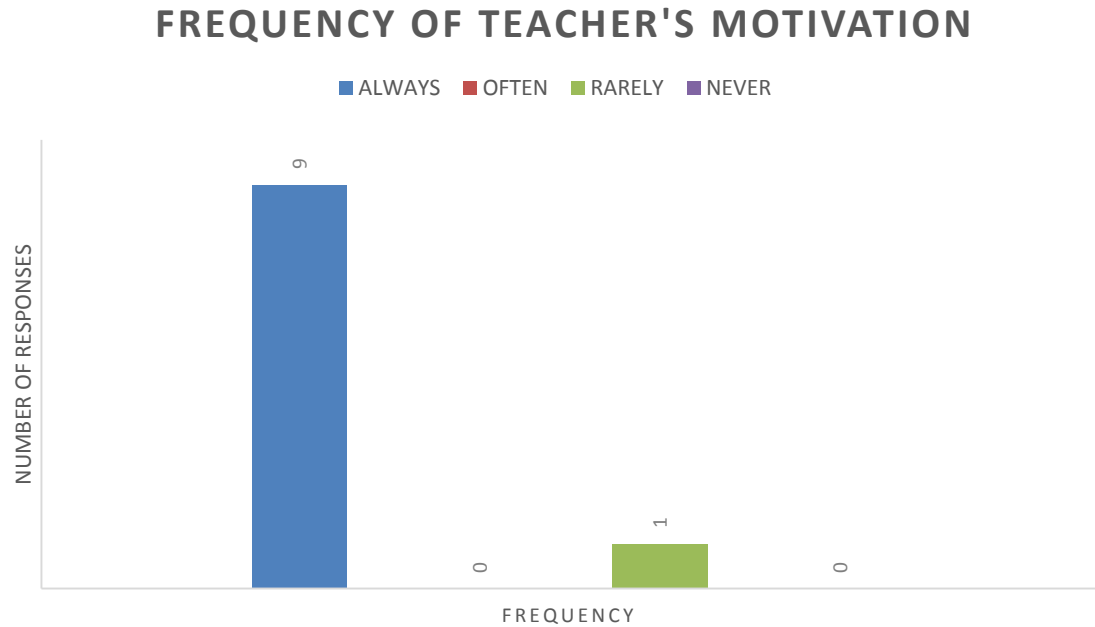
5. Select the frequency in which you feel motivated to participate in the English classes



Graphic 5 Frequency of students' motivation

This chart shows the frequency in which students feel motivated to participate in English classes. The high option selected by students is always followed by often. It can indicate a neutral tendency of motivations by the teacher. It can show that the teachers possess exercises and strategies that maintain a position of participation in students. The two other options are not selected by the participants so then students are being motivated for the teacher in order to measure the quality of her classes.

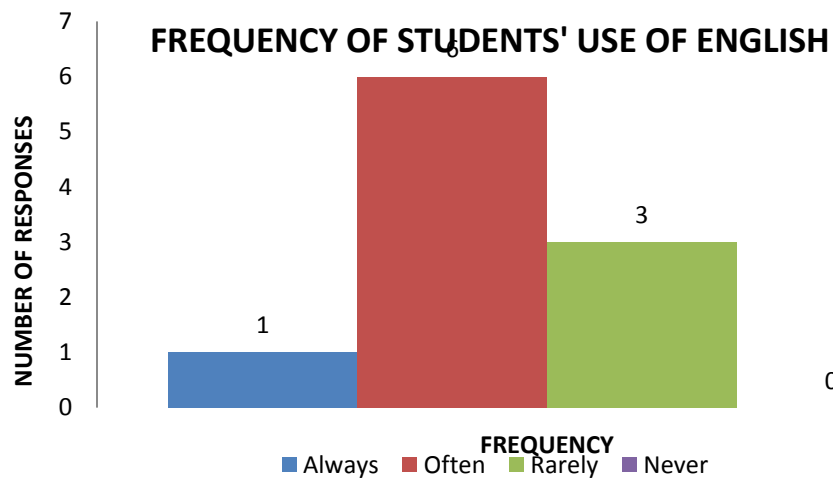
6. Select the frequency in which the teacher motivates students to speak in English?



Graphic 6 Frequency of teacher's motivation

This chart illustrates the frequency in which the teacher motivates students to speak in English. It can exhibit that students in all the majority consider that the teacher encourages them to participate in English. The frequency most selected was always, so then it is understood that students participate orally in English class. It can be demonstrated that students are being affected positively from the teacher to participate in exercises of speaking.

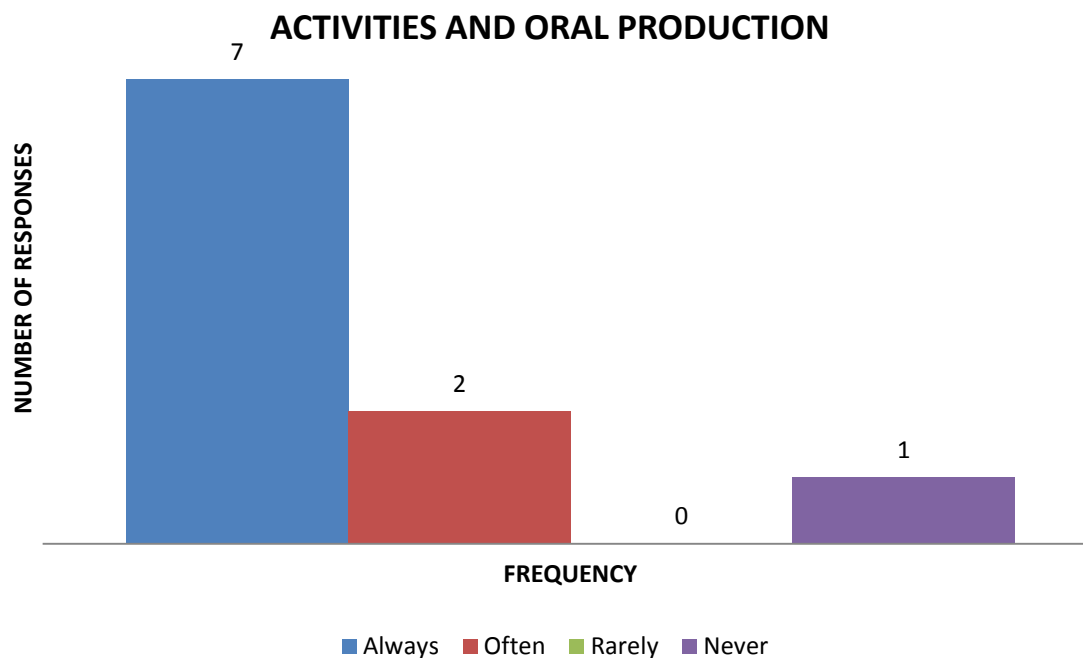
7. Do you speak in English in English classes?



Graphic 7 Frequency of students' use of English

This graphic shows that six of ten students interviewed consider the importance of using the language they are learning. It also indicates that students like using English in class to improve their oral production. The graphic shows two options that give a positive tendency to the question. Seven of ten students indicate that learning English also means speak it inside the classroom and use it for communication with peers and the teacher. Three students answer do not use English within the class. It may represent the level of importance given by them to use English orally.

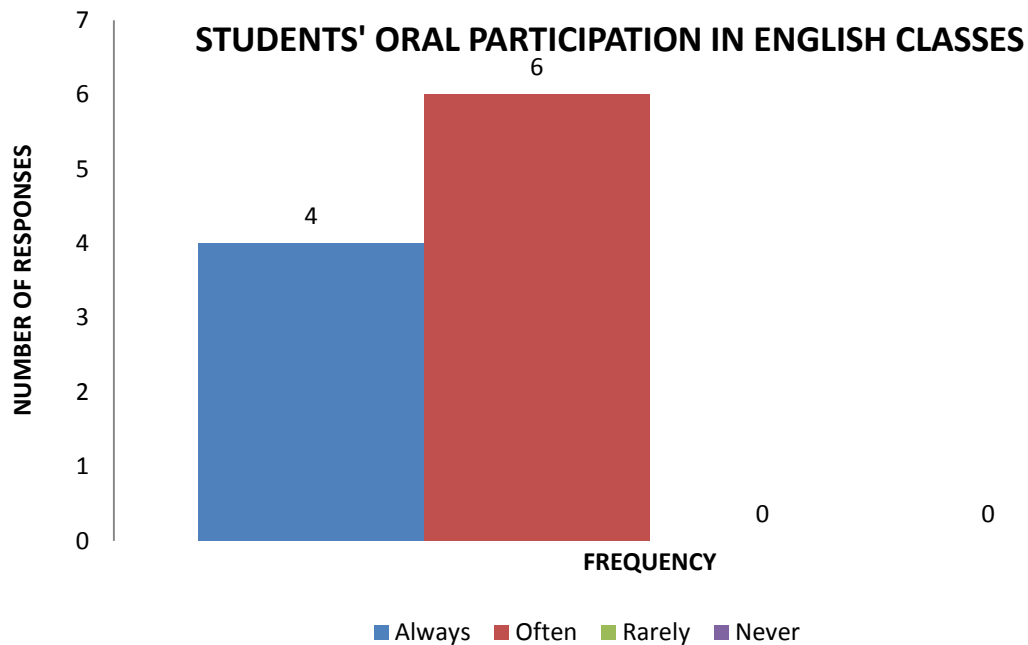
8. Do the activities demand oral participation of students in English classes?



Graphic 8 Activities and oral production

This chart shows the frequency in which oral production is required in English classes. The majority of them which were nine answered that the activities proposed by the teacher in English class demand for oral participation. All the students agree with the idea that the teacher uses this skill in class. It is important see the the graphic also shows that one students answers negatively but all the studens answered positivdely tto this question. The first frequency most selected which was always shows that the teacher is combining to all the classes activities to help students in their oral production. It can be seen that the activities proposed by the teacher includes one of the skills of a language, that is to say that activities developed may present neutral or propitious conditions for using the language in context.

9. Do you participate orally in English when you do not know the pronunciation of a word?



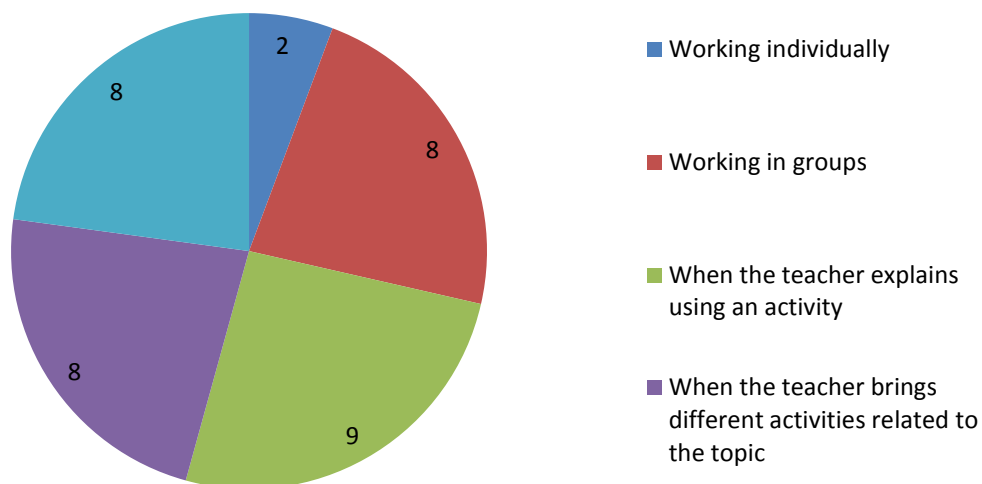
Graphic 9 Students' oral participation in English classes

The values of this graphic allows to know the tendency of students to participate although they are not sure about pronunciation. This graph allows to determine the self-motivation of students face orally part of English activities. The values in the graph show a positive tendency in students' self-motivation to participate orally. It can be interpreted that students fell afraid of participating orally when they do not know how to pronounce a word. Despite of the four answered do not speak when they do not know how to pronounce the majority of answers show a tendency of do it although with a low level of frequency.

THIRD SECTION

10. Question with multiple choices. More than one option is possible. In which of the next situations you participate more in English.

STUDENTS PREFERED SITUATIONS TO PARTICIPATE ORALLY



Graphic 10 Situations in which students prefer to participate orally

This graphic illustrates the tendency of the most optional situations in which students prefer participating. Three options were the most selected by the same quantity of students which were the options two, four and five. In this options students shown the same interest of preference. It can be interpret that students like those situations in which they can participate in groups and making different type of activities. The option one that is the contrary to the option two has two respondents. It is seen that the majority of students feel comfortable working in groups than individually. The three options more selected show that there is a common way of learning more preferable by students. These options mention activities, and activities that foster them to speak and pronounce in English. The option three which was the most selected by respondents show the necessity of students of participate specially in activities that involved dynamics or activities that engage students to participate actively. It is understood that student's attention can be caught when the teacher brings a

topic with an activity to do. The topics can be better developed if the teacher brings an activity that engage them and make them pass from a passive way to a positive one. It enables to know that the participation of students is conditioned to the fact that students may prefer activities and social participation while developing a class individually. It is seen that students work speech in English in groups and the learning is constructed by means of social participation.

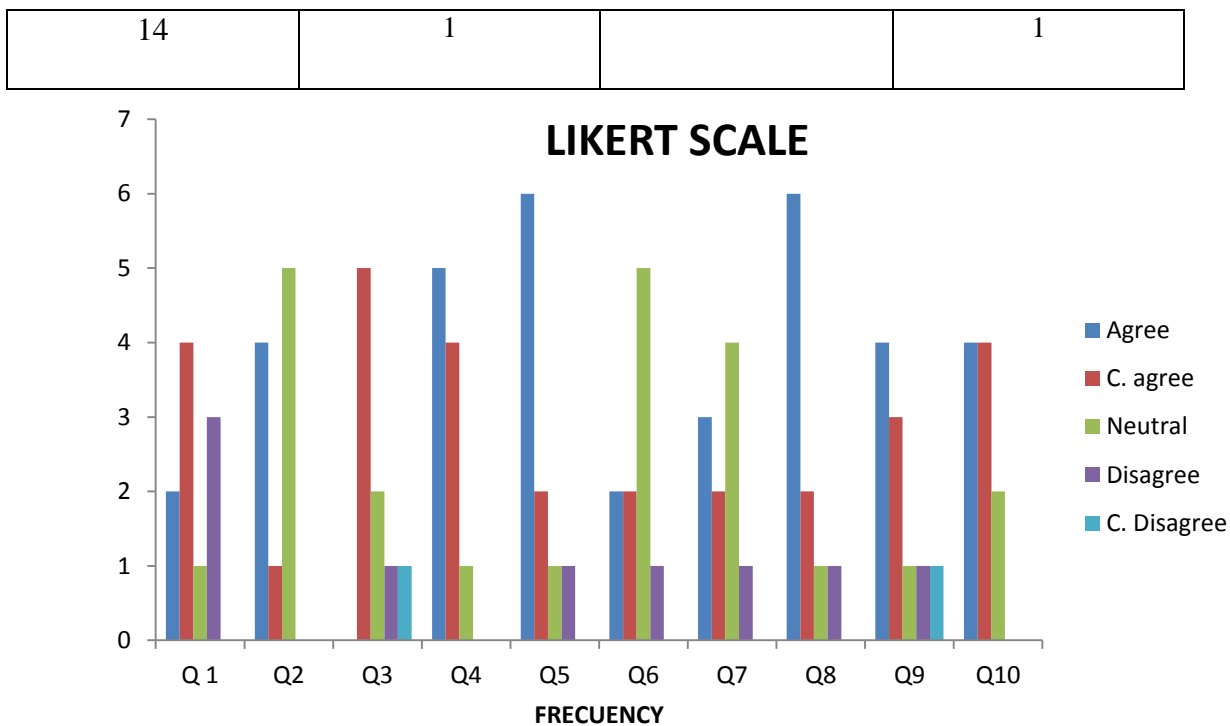
4.3 Results from Liker

This project implemented another instrument for collecting quantitative data. A liker Scale is applied to ten students. The liker is composed by 10 questions that relate the need of using the cooperative approach song activities in English so as to reinforce the students' oral production. Firstly are presented some demographic questions such as the genre and the age. Then 10 questions are proposed with five options of frequency which are agree, completely agree, neutral, disagree and completely disagree. This type of options allows the research know the range of frequency in which students coincide in the influence of one variable in the other. (see appendix J)

DEMOGRAPHIC QUESTIONS

In this first section ten students answered the likert scale.

Ages	Frequency	Male	Female
13	9	4	5



Graphic 1. Likert Scale

1. English is my favorite subject.

In the first question it can be seen that the answer has a positive tendency. Six of ten students affirm to like English subject. English subject is in the list of those subject that students prefer. Three students answered that they were in complete disagreement, English is not one of their preferable subjects. The majority of responses allow seen that English is an attractive subject for students at the same time it may represent a positive relation with the learning process of English.

2. I participate in all English classes.

In relation to the second question, it is interpreted through the responses from students that English is a matter of importance, demonstrating the interest towards the field of English for most of the students surveyed. The responses allow demonstrate that there is a continuous positive tendency

from students to be involved in English class. It is also be interpreted through the responses that there is a certain neutrality by the middle of students, ie they are not shown or against or in favor of English, however this does not imply in any downside in the results. in general, in this case the question has a positive frequency of participation in English classes.

3 I understand all the topics taught by the teacher in class.

According to the responses of students to the question posed, it can be seen by the values that students understand the topics taught by the teacher. The middle of students answered that they completely understand all the topics but a minority answered that they do not. Two students answered that they do not understand the topics. The trends show that there are some indexes of misunderstanding during the explanation of the topics and that is why the middle of students are not sure about understand completely the topics seen in class.

4. I ask when I do not understand something in English.

In this question is visible the strong tendency of students to consider the importance of asking when something is missed for them. Nine of ten respondents answered positively to the fact of clarify concepts in English. The responses allow show the importance for students to learn well the topics seen in English classes. It is possible to interpret that the teacher makes feel confident students at the moment to make questions and allow students ask when they do not understand.

5. I use English vocabulary in English classes for communicate.

In the fifth question, the results show that eight students use English vocabulary for communicate or express ideas. One student rarely uses the vocabulary but the rest of students

show an interest of using the language in English classes. This result allows know how important is the fact of advance in English not only as a subject but as a language too.

6. I always answer in English to questions and exercises that demand it.

It is understood with respect to question 6 that students are kept in the interest of answering to questions in English. Only four students responded to use English for answer to questions when developing activities that demand it. Five students kept neutral in this question, it may represent that students reserves the opportunity to speak if they do not know the answer or if they do not know how to pronounce. And it is also possible to see that the majority of respondents need more motivation to feel comfortable at the moment to speak in English when developing an activity.

7. I frequently make questions in English.

In this question the middle of students interviewee answered do not use the grammatical constructions seen in class for making a question in English. Four students answered neutrally and one students answered do not use English for making questions. It allows to see the lack of students in using grammar structures for producing orally. Making a questions is also a part of speaking in English is possible that students are afraid of speaking in English or they do not know how to do it.

8. I pay attention and follow the rules of pronunciation given in class for improving my pronunciation.

It is seen in the answers of question eight that the majority of students are giving importance to the fact of pronouncing correctly. Eight ten students answered to be interested in

using the language pronouncing it well. Only two students answered do not follow the rule for use the correct pronunciation of words while producing orally.

9. I understand listening exercises in English.

In the question nine, it was observed that students continue with the desire of working with motivation. Seven of ten students understand the listening exercises. It may show that students are interested in advance and develop all the skills in English. It also allows see that the exercises are not difficult for them. They exercises may have a level of complexity but are acquirable for them.

10. I like participating in listening exercises in English.

The question number ten shows the general trend is concentrated in the option of agreement. Eight of ten students answered to like participating when the teacher brings an exercise of listening. It is understood that the exercises provided by the teacher are of interest for students. It can be seen that students may feel comfortable at the moment to make an exercise of listening and it encourage them to participate. According to this last question using the skills in a language for improve the use of the same can be considered as a new and an interest way of learning English.

4.4 Results from Interview

The interview carried out in this project is just focus on qualitative data. Therefore, all the information collected was analyzed by means of the examining relationship technique

which divides each question in simple description for better understanding of each answer.
(See appendix J)

There are five questions in order to, for a total of five questions. The learners chosen were ten but only five agreed to participate. The interview was made on Tuesday, 10th of May 2016 with an average of three to four minutes per student.

The first question: Why do you like English?

According to the responses, it can be seen that each student interviewed show particular needs by which they like English and every one of them express their opinions in accordance with their interest. For example, the first and fourth student have similar ideas, they affirm that they like English because it is a way to communicate something by using other words. The second and fifth student say that English is funny to pronounce and easy to learn. Finally, the third student says that English is useful for future plans. So then, these answers show that participants consider English as an important fact in their learning process since is essential to communicate ideas and because it is funny and easy to learn as well. The last students answered that English is necessary for communicating in the future because English is being used everywhere.

The second question: When do you feel unmotivated to participate in English class?

From this question, it is found that there are many factors which motivate students inside the classroom. The reasons are because of verbal bullying sometime is made by some students to the others, due to difficult to pronounce new vocabulary, complicated topics, individual work and lack of materials such as books, colors ,marks and so forth. so then, there

a large variety of effects including verbal aggressions, lack of self-confidence and a loss of enthusiasm when a topics is complex of understanding.

The third question: Do you participate orally in English? yes, no why?

In question all the students answered that they participate in English classes especially when they feel comfortable to do it. They said to have a clear idea of the importance of English and learn it as a language. They expressed that in some situations they do not participate in English classes. Some of them are, when they are not comfortable with the class, when they are not engaged to do it, when they do not feel emotionally well, when they feel that their partners do not respect their opinions, when their partner make them feel nervous and sad. These answers can be seen that students want to follow practicing English orally but they need to be encourage to do it. In other words, according to their interest, they feel the necessity of participate orally in English.

The fourth question: Do you like participating in listening activities?

In this question the first and the second student talked about what they feel before starting an exercise and the importance of having exercises of listening. They expressed that before making an exercises of listening they do not feel comfortable especially if it is individually. They prefer working in groups. Working in groups mean for them having the opportunity of comparing ideas and checking responses to socialize answers. The rest of students answer that they are likely to work individually because the learning process is so. But in general all the students experiment some of nervous at the moment to face an exercise of listening.

The fifth question: What type of activities would you like that the teacher uses in English class so as to improve English oral production?

In these answers can be seen that students want to improve their oral production. All students in the interview agreed with the idea of give importance too different strategies to learn English. Students mentioned that would like to have interesting classes with videos, songs, role plays, short conversations, dynamics games and so on. For them is important develop different activities in which they feel in context with the language. Activities that could help them to talk in English and express simple ideas in English, but most to love English to use it.

4.5 Conclusions

Four components were discussed before; in chapter one was presented the pedagogic component followed by an introduction in which was mentioned the utility and the objectives for accomplished this study. It also alluded to the importance of the combination of the two variables in order to demonstrate a possible relation in an identified way, being positive or negative.

The chapter two refers to the research component touched the theoretical framework. This part allowed the study presents a literature review of some authors in accordance of each variable. It always focused on the phenomenon to be studied as it was the use of song activities in English in the students' oral production. It was considered the importance of the implementation of cooperative language learning through song activities in English to enhance students' participation while talking in English classes. Guthrie and

The Chapter three looked at the results of all the instruments applied for the collection of data in a two separated phases. The quantitative instruments were applied at first and then the qualitative interments. All the information gathered from the instruments applied were analyzed and also interpreted with the aid of some techniques to measure the tendency of the values obtained. Those techniques used were mean, pai charts, and bar charts.

The Chapter four looked at the part of out-reach and how it was introduce in the community. The outreach component is composed by some elements as they are the participation in some activities in the School and the service to students to eighth grade in reinforcing English topics.

Of this project was taken some results that prove the positive relationship between the two variables as the following:

- Some students answered that English is not a preferred subject but they consider it as an important one. Due to this they give importance to classes.
- Students considered that teachers may have and use appropriate strategies for enhance their learning process.
- Students showed like to participate in oral activities in groups.
- Students agreed with the fact that teachers must motivate them to participate orally in English classes.
- Students feel comfortable especially when working in groups.
- Different activities are preferred to learn English and speak it.

All these results were obtained from the quantitative section and were analyzed then joined to the qualitative results so as to make a general interpretation of the phenomenon studied and the relationship of the two variables proposed.

4.6 Suggestions for further research

In the process of developing a project many aspects were highlighted such important in order to make a future research. This study also presents suggestions for further research so as to concrete a complete investigation. At first is important to consider limit the study using specific variables. Its significance will be revealed in the investigation of the point at issue. As long as variables are specific, objectives may bring specific information.

This project presented some specific objectives in order to establish relationship in the variables. The general objective was to provide a thorough comparison of successes and failures of using song activities in order to help students in their English oral production. So as to prove the influence of one variable in the other is necessary to present some other objectives such as what other type of activities apart from the ones presented could be useful to enhance students to produce natural and spontaneous responses. Another could be that the activities necessarily involve the four linguistic skills to increase oral production. Another could be to know the fluency of students when speaking orally while working with these activities. And another one is determining the improvement of students' oral production when being taught with song activities in English.

In the process of data collection it is possible to take into account the process of triangulation data. Stakeholders such as parents and teachers are a considerable option to

obtain reliable information. Teachers who are near to the population studied may give useful information due to the time they share with them.

CHAPTER III: OUT REACH COMPONENT

3.1 Introduction to the out-reach component

The out-reach component is another important part of this project which was formed for activities a part from the educational. Those activities are related to celebrations made within the School were is carried out the project. This project was concentrated in the population that was part of this process. Eight grade students were invited to participate in activities such as reinforce the topics seen in class.

During the celebration of some activities it was necessary to participate such as in “Saint Patrick’s day”. The training teacher had the opportunity to contribute in some significant steps such as reminding students the reason why it is celebrated. Giving students information about the importance of that they and the central character of the celebration.

This project was focused especially in help students reinforcing the topics seen in class. It was considered important to assemble students of eighth grade. It was taken into account convoke those students that according to the teacher principally should participate. In the out-reach component the training teacher took into account the need of students in matter of English as a subject so as to help them to advance.

3.1 Justification of the out-reach component

As it is mentioned the out-reach correspond to activities that do not belong to the educational. That is to say extra activities made I the School, some of those activities can be celebrations in which the students and teachers are involved. One of the activities that are part of this component is the “Saint Patrick’s day”. The language departments are involved. Those activities look for enter students in knowledge about the importance of some special days that are celebrate din all the world. Teachers looked for join students in the celebration make them participate using something in color green.

Students were asked to look for information about “Saint Patrick”. Before asking students for looking information some ideas were given to them in order to awake interest for making a self-search about the topic. With this type of activities teachers brings to students the opportunity to be part of the event. This event do not interrupted the academic calendar. The activity was carried out within the classroom with the teacher.

The other part and to which was given major importance was to help students in homework and the reinforcement of the topics seen in class. This part of the out-reach is related to the population in which the project is being applied and also with all the groups the training teacher work with. As an extent to the community it was took into account the time of students and the schedule so as to invite them to be part of these types of activities. The importance of this part is to help students. The topics of the second term were considered to help students in their needs. In this part the training teacher has the opportunity to put into practice knowledge and experience in the champ to help students.

3.3 Objectives of the research component

3.3 General objective

To reinforce students topics seen in the second term in English through worksheets.

3.4 Specific objectives

- To identify eighth grades' schedule.
- To determine the spaces in eighth grades according their schedule to work.
- To select the students to work with according to the teacher conception.
- To divide students of eighth grade in groups of three and four to work.
- To examine with students which topics deserve priority to work in.
- To plan worksheets with the topics studied to make students participate individually.
- Make a list of the students involved according to the teacher of English in eighth grades.

3.5 Methodology

In order to carry out this component it was necessary to consult with the teacher the proposal of calling students of eighth grade to participate being part of this component. The administrator of the library was consulted too about the possibility of using the library in order to work with students. Once the permission was obtained the next step was to study and select with the teacher those students who needed to participate. The teacher took into account the list of students and their notes; she also studied their learning process so as to select carefully the students.

It was made a list of all the students, all the eighth grades were involved. With the teacher was considered the only two opportunities that students have within the School to

carry out this component. It was noticed that students have to breaks in their schedule. These two breaks are composed of twenty minutes. So then it was proposed to offer to students the opportunity to work in any of these two breaks. The students selected were classified in small groups of three and four students to work with.

Every day the training teacher received the students called to participate, in the spaces of 8:00 to 8:20am to 10:10 to 10:30 am. In order to have evidence a list was made to make students sign the attendance. Students bring their doubts but the topics were already studied for that reason worksheets were planned to make exercises. Short explanations were given and exercises were made according to the topic. As the School manage three different schedules depending on the activities to do during the week or the day the activities were posed in the breaks of any of these three schedules. The format of the attendance was signed with the name of student, the date of attendance and the hour. (See appendix K)

CHAPTER IV: ADMINISTRATIVE COMPONENT

4.1 Introduction of the Administrative Component

In order to carry out this project is necessary to bring information about the School in which the project is going to be implemented. All the process is supervised by relevant managers of the University of Pamplona and the School respectively. It is necessary to take into account administrative and academic information. All this information forms a central part of this process. This information also allows the researcher be a participant entity in all the academic process that is carried out in the institution.

This component is important not only for the researcher but for the institution too. The researcher could have an abroad vision what the institution seeks to achieve for succeed. Knowing the mission and vision can give a greater impact to both students and researchers. Students should know these principles that are driven by a defined approach. Objectives and principles make to internalize the identity offered by the institution. A researcher can also be part of this identity. During this research process these principles can wrap the prospect that the researcher has about the institution. The identity of the School can become the logo of the investigation. The horizons can unify the objective of the institution toward students and of the students to the institution.

4.2 Justification of the Administrative Component

The Bicentenario High School has clear goals. These are proposed within the educational policies of the institution. Within the academic training plan it seeks to promote positive changes within the student community. It seeks also that students project and impact their society. It is a part of its objective that the student community can generate changes as individuals in the society. From the smallest student organization the Bicentenario High School seeks to create an impression of superiority and leadership. The institution within their guidelines presents a unique profile of the student; a profile that can be recognized by the society in which they live.

4.3 Objectives of the Administrative Component

4.3.1 General objective

To detail all the administrative and academic field of the institution that rules the academic school year.

4.3.2 Specific objectives

- To identify the administrative organization of Bicentenario High School
- To show in detail the institutional school project
- To describe the organization of functions of the participating members of the institution

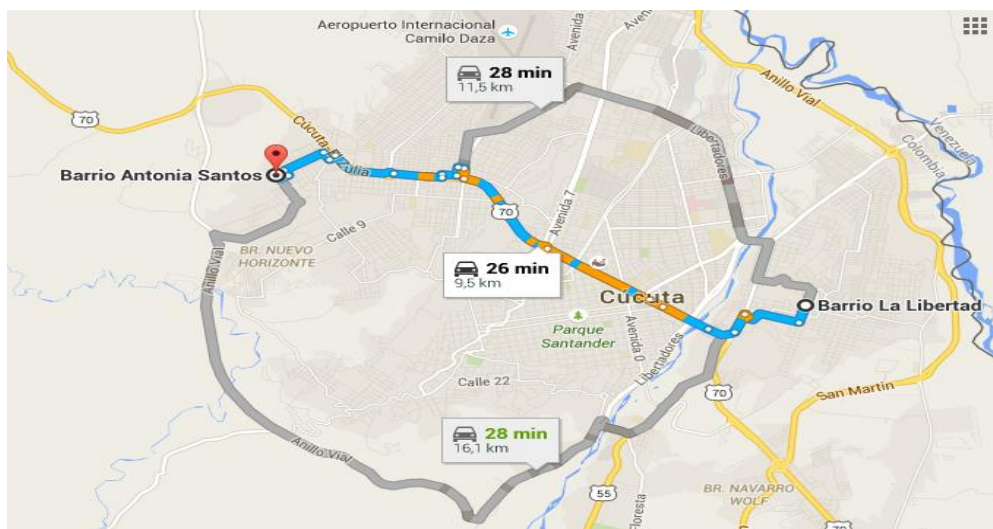
4.4 Institutional observation

The institutional observation was implemented from February 23rd to March 3rd. This part in the project allows the researcher know specifically the place where the project is going to be implemented. Bicentenario High School is the School selected by the faculty of foreign languages in order to propose there the cited project. The groups to be observed in order to implement the project were eight-01, eight-02, and eight-03. Each group is conformed by a quantity of 46 students respectively. In the majority of the groups the genre predominant is feminine. Most of the sixty percent of students are women. There is a classroom for each group. In each classroom there is one teacher's desk. There is also each student's desk. There are 12 lights, there are no ventilators, there are no windows and, there is a big white acrylic board. Students have seven hours of class. They have three different types of schedule. The schedules are A, B, and C. A, is the main schedule. It is commonly used during the academic periods of the year. The schedule B is used only some days, especially when they have to form in the first minutes of the day. It is used when students need to receive some words from the director or the academic coordinators. This information is merely academic. The schedule

C is used in a week in each academic period. It is used during the recovery week. During this week, students must bring the worksheets with all the exercises previously required. Students in primary only have until the sixth hour while the students of secondary have to stay for present the exams until one past a quarter.

4.5 School location

The Bicentenario School's educational facilities are located on 47th avenue with 13th street in Antonia Santos Neighborhood, close to Sector El Progreso, of Atalaya. It was founded in 1974 after an invasion of the field. The distance from the center to the school is around 25 minutes by car; additionally there are many routes of public transportation that they can take next to or in front of the school.



4.6 Relevant aspects of IEP

The IEP supports in the pedagogical approach Training for Productive Learning (TPL), for the reason that the educational work completed with children and young people who have

need of appropriate training for entrepreneurship and enablement of life project that facilitate them to move from their status as economic poverty towards better life circumstances.

The TPL focus allows the learner training located in its reality and at the same time to feel involved and recognized as characters of their own development. For this reason the IEP ensures that the learner learns productively in their condition of being knowledgeable, social, sensitive, and cultural, from their own reality.

In addition to this, another relevant aspect is the active presence of the University of Pamplona implementing this IEP, because the school is the product of a concession agreement between the MEN, the municipality of Cucuta and the University.

Mission

At Bicentenario school, the formation of boys, girls, and youngsters is delivered, from preschool to college degree, with critical, productive, sensitive and solidary spirit.

Vision

By 2025 the institution will be providing active actors for the consolidation of a country at peace, solidarity and well educated; from a highly qualified teaching and management structure that works as a learning community in warmth humanity scenarios, and in coordination with higher education, parents, productive actors and the community in general.

Similarly, the institution shall be filed with the academic and research community as an innovative experience of the University of Pamplona, which has been developing educational proposals projected from the university.

Educational proposal philosophy

The institution bases its action and its purpose in the arguments raised by the Critical Theory of Science and complex thought. The PEI is consistent with these theories and practice aims to contribute to the training of future generations to be able to see, think and act in everyday life proactively, entrepreneurial and aware.

In the educational order and within the framework of our mission, critical thinking allows us to make sense of our action in the framework of the development of the country and therefore we are committed to training people with a foundation for understanding, comprehension and argue the proceedings, dreams, ideals and knowledge needs of the human being, among other things.

Teaching approach

Currently the learning processes require that teachers are referenced in paradigms and educational systems that focus on learning processes in context and that children, young people and adults are formed as actors in their own development and of his locality. This implies a pedagogy that can articulate school knowledge (classroom and blended) with the demands of the world of life and therefore a greater chance of developing competencies and feelings that dignify human beings will be taken.

Institutional educative model

The particular school educational model is called "Learning Productively", consistent with the Pedagogical Approach Training for Productive Learning within the regulatory framework.

This model is characterized by the following:

- ✓ The training proposal is located in the XXI century with prospective vision

- ✓ The curriculum is flexible so that it flows in the training demands of learners, on its merits, needs, interests, desires and experiences.
- ✓ It gives preference to the pedagogical work cycles Logic Learning and Training - CLAF- and educational projects that seek to develop in students a critical, planner and productive mindset.

Distribution of the school

The Bicentenario (Before San Gabriel) School was created in 2008 as a result of a project developed by the University of Pamplona in 2007, to a prior announcement from the MEN to organize, as mega school, an institution that could provide quality from preschool to high school, one of the displaced population to the city of Cucuta, capital of Norte de Santander department.

While they were building the physical plant, school developed its activities at the headquarters of Our Lady of Monguí School. Since 2013 it is working in the physical plant itself, which has the right conditions to implement the educational model ensuring the full development of the educational proposal.

Academic schedule



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ACUERDO No. 004

EL CONSEJO DIRECTIVO DEL COLEGIO BICENTENARIO EN USO DE SUS ATRIBUCIONES Y,

CONSIDERANDO

Que es función del Consejo Directivo aprobar el calendario Académico del Colegio Bicentenario.

ACUERDA

ARTICULO UNICO: Aprobar el presente calendario académico para el año 2016 para el Colegio Bicentenario:

ACTIVIDADES	FECHA
PRIMER PERIODO ACADEMICO	
INICIO PRIMER PERIODO	18 DE ENERO 2016
JORNADA DE INDUCCION DOCENTES	14 AL 15 DE ENERO 2016
BIENVENIDA A LOS ESTUDIANTES E INICIO DE CALENDARIO ACADEMICO	18 DE ENERO 2016
REUNION CONSEJO ACADEMICO	22 DE ENERO DE 2016
REUNION CONEJO DIRECTIVO AÑO 2015	03 DE FEBRERO DE 2016
EUCARISTIA PRIMER VIERNES	5 FEBRERO DE 2016
REUNION COMITÉ DE CONVIVENCIA	16 DE FEBRERO DE 2016
ASAMBLEA GENERAL PADRES DE FAMILIA (ELECCION DE DELEGADOS)	29 DE ENERO DE 2016
REUNION DE DELEGADOS CONSEJO DE PADRES	25 DE FEBRERO DE 2016
CELEBRACION DIA DE LA DEMOCRACIA, ELECCION DEL PERSONERO REUNION CONSEJO ACADEMICO	26 DE FEBRERO DE 2016
IZADA DE BANDERA HOMENAJE A LA BATALLA DE CUCUTA Y POSESION DEL PERSOERO	29 DE FEBRERO DE 2016
REUNION CONSEJO DIRECTIVO (POSESION DEL CONSEJO DIRECTIVO)	01 DE MARZO DE 2016
EUCARISTIA PRIMER VIERNES	04 DE MARZO DE 2016
DIA INTERNACIONAL DE LA MUJER	08 DE MARZO DE 2016
EVALUACIONES BIMESTRALES FUNDAMENTALES PRIMER PERIODO	14 al 18 DE MARZO 2016
RECESO ESTUDIANTIL (SEMANA SANTA)	DESDE EL 21 DE MARZOL AL 25 DE MARZO DE 2016


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DIA DEL HOMBRE	19 DE MARZO
REUNION COMITÉ DE CONVIVENCIA	28 DE MARZO DE 2016
REUNION DE DELEGADOS CONSEJO DE PADRES	30 DE MARZO DE 2016
CIERRE PRIMER PERIODO ACADEMICO	31 DE MARZO DE 2016
COMISION DE EVALUACION Y PROMOCION DE CONVIVENCIA I PERIODO	30 DE MARZO 2016
SEGUNDO PERIODO ACADEMICO	
INICIO CALENDARIO ACADEMICO SEGUNDO PERIODO 2016	01 DE ABRIL DE 2016
EUCARISTIA PRIMER VIERNES REUNION CONSEJO ACADEMICO	01 DE ABRIL DE 2016
ENTREGA DE INFORMES DEL PRIMER PERIODO ACADEMICO - TRABAJOS DE RECUPERACION DEL PRIMERO PERIODO	12 DE ABRIL DE 2016
CELEBRACION DIA DE LA TIERRA	22 DE ABRIL DE 2016
ACTO CULTURAL DIA DEL IDIOMA (Día de la Tierra – Celebración día del niño)	22 DE ABRIL DE 2016
CELEBRACION DIA DE LOS NIÑOS Y NIÑAS	29 DE ABRIL DE 2016
DIA DE LA SECRETARIA	26 DE ABRIL DE 2016
SEMANA DE NIVELACION DEL I PERIODO	DESDE EL 25 DE ABRIL AL 29 DE ABRIL DE 2016
REUNION CONSEJO ACADEMICO	29 DE ABRIL DE 2016
DIA DEL TRABAJO	01 DE MAYO DE 2016
DIA DEL BUEN PASTOR	03 DE MAYO DE 2016
EUCARISTIA PRIMER VIERNES	06 DE MAO DE 2016
DIA DE LA ENFERMERA	12 DE MAYO DE 2016
DIA DEL MAESTRO	15 DE MAYO DE 2016
REUNION CONSEJO DIRECTIVO	18 DE MAYO DE 2016
REUNION CONSEJO ACADEMICO	27 DE MAYO DE 2016
EVALUACIONES BIMESTRALES FUNDAMNTALES SEGUNDO PERIODO	DESDE EL 31 DE MAYO AL 03 DE JUNIO DE 2016
REUNION DE DELEGADOS CONSEJO DE PADRES	01 DE JUNIO DE 2016
EUCARISTIA PRIMER VIERNES	03 DE JUNIO DE 2016
REUNION COMITÉ DE CONVIVENCIA	03 DE JUNIO DE 2016
INAUGURACION JUEGOS INTERCLASES	10 DE JUNIO DE 2016

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Código DANE N° 354001012025
A v. 47 Cl. 13 Barrio Antonia Santos –Sector el Progreso
Cúcuta - Norte de Santander - Colombia


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CIERRE SEGUNDO PERIODO ACADEMICO	10 DE JUNIO DE 2016
COMISION DE EVALUACION Y PROMOCION DE CONVIVENCIA	17 DE JUNIO DE 2016
RECESO ESTUDIANTL	DESDE EL 13 DE JUNIO AL 01 DE JULIO DE 2016

TEACHER: OLGA LUCÍA SANCHEZ - TERAINEE TEACHER: DENY RIVEROS

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		801			
6:10 a 7:05	803			802	
2					
7:05 a 8:00					
FIRST BREAK 8:00 a 8:20					
3					
8:20 a 9:15			803	801	
4					801
9:15 a 10:10					
SECOND BREAK 10:10 a 10:30					
5	802				
10:30 a 11:25					
6					
11:25 a 12:20					
7					

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