

Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural

Institution: An Action Research

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French) Practicum stage

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Chapter I - General Presentation of the Project

Presentation

This project immerses the English and French Languages student in the pre-service teacher practicum as a subject who puts into practice the formative process of learning and teaching the foreign language, in the same way directs the investigative spirit in the teaching of the English as a foreign language.

At this stage, this project is developed taking into account four essential components focused on teaching practice. The first refers to the institutional observation, which describes and allows to know the institutional context and its organization with regard to the administrative, pedagogical, technological and population level of EI Rural el Tigre from La Hormiga Putumayo.

The second consists of the pedagogical component, it is here where this project is applied in order to respond to the needs found and apply the dynamic playful strategy of the development of listening skills through songs and at the same time favor the acquisition of vocabulary.

The community outreach as a third component addresses reflection, where it is proposed to provide the primary student population, specifically the fourth grades of the EI Rural El Tigre, with support in the teaching of English according to their needs, such as the acquisition of vocabulary in a dynamic playful way with the use of flashcards.

Finally, in the component, the component of intra-institutional activities, there is within the institution a schedule of activities that allow the intern to know and experience the different roles and extracurricular activities at the institutional level.

Introduction

Nowadays, it is established that the English language is one of the most influential languages worldwide, in this sense, knowing an English language allows establishing a line of international communication, strengthening different contexts such as social, economic, educational and brings more globally competitive. In addition, knowing English gives access to a better education and therefore to greater possibilities of participating in different work fields and promotes easy access to information and education, Soto (2017).

From this global context, Colombia establishes in La Constitución Política de Colombia (1991), that it is a Multilingual and Multicultural State, which puts in construction the application of the teaching and learning of English with the purpose of obtaining solid bases to face the challenges of the globalization. According to this fact, Colombia has promoted the construction of a Bilingual State, taking an interest in the development of the communicative competences of Colombian students.

Considering this global component, in Law 115 (1994) the Colombian government demands the acquisition of elements of conversation, reading, comprehension and the ability to express oneself in at least one foreign language, these being objectives for Basic and Secondary education. Therefore, the Colombian Government, cooperating with the MEN (Ministry of National Education), provides a curricular technical standard called "DBA" which proposes, guidelines, pedagogical guidelines, decrees and resolutions, all of this aimed at answering what and how the English language should be learned in the official educational institutions of the country.

In relation to this situation, this project is aimed at promoting the teaching of English as a foreign language in an official educational institution, in which the development of listening skills

is proposed with dynamic ludic tools in collision with the use of flashcards for the Vocabulary acquisition with ninth grade students.

In relation to this situation, this project is aimed at promoting the teaching of English as a foreign language in an official educational institution, in which the development of listening skills is proposed with dynamic ludic tools in collision with the use of flashcards for the Vocabulary acquisition with ninth grade students. This is a need that has been detected institutionally due to the fact that the availability of audiovisual resources is limited, as well as the lack of access to the Internet limits the development of listening activities. In addition, by not having connectivity, students are limited to searching for vocabulary in online dictionaries, which is why the use of flashcards is proposed as a physical and didactic resource.

In this sense, working on listening with songs can cover a wide communicative competence, songs in English in a Spanish-speaking country such as Colombia, have very particular connotations, such as a literary genre in a foreign language that is accepted in our country, enjoying and appreciating the different musical genres worldwide, Londoño (2011). From this dynamic implementation, the importance of contextualizing the different everyday situations and making them experiential through songs, taking advantage of them as a motivating element to acquire not only listening skills, but also to work dynamically on reading comprehension and vocabulary acquisition. In accordance with the acquisition of vocabulary, the objective of listening to songs in English is to test the level of vocabulary handled by the students and to provide this technique based on their needs, Arízala (2018).

In this way, it is proposed to work on the communicative ability and respond to the needs of the students, with the same objective of strengthening the learning dynamics, promoting the physical didactic resources such as the use of flashcards and working together with the songs the

listening skill, that can be complemented with the understanding of the songs in the different scenarios and even encourage the reading and understanding of this content.

Finally, this need is reflected according to the analysis of the results of the national tests in 2020, given that in Putumayo 57% of the students who took the English test in Calendar A reached an A- performance level, this adds to the importance of working with new strategies and strengthening the learning of English from educational institutions with 9th grade students to obtain better long-term results.

Justification

The orientation to the strengthening of the teaching and learning of English in the country is a work that must be carried out in support of the official educational institutions, if the objective is to create a bilingual Colombia, it must be contributed so that the students of the educational system communicate better in English, command of this language will allow Colombian students and teachers to have access to scholarships in other countries, greater mobility and better job opportunities, even in Colombia, MEN (2016).

In general, from a departmental to a local municipal context, according to the analysis of the results of the national tests in 2020, in Putumayo, 57% of the students who took the English test in Calendar A reached a performance level of A. -, in view of this, it is proposed to start strengthening the learning of English from basic levels of English in primary school with extension projects with fourth grade and in secondary school it is proposed to apply the use of songs and flashcards for the acquisition of vocabulary with ninth grade . In addition, the El Tigre Rural Educational Institution is only made up of an English teacher who teaches exclusively to high

school students, this being one of the main needs, the requirement of English teaching staff is necessary to support this student population.

Additionally, due to the limitation of Internet access and multimedia resources to work on listening, it is proposed to implement flashcards as a physical resource and songs as a dynamic playful strategy, making use of the limited digital resource that the Institution currently has.

Taking into consideration this primary need carried out through observations in class, the proposed strategy could be applied to emphasize the development of listening skills and together with it collide the acquisition of vocabulary, to learn English the strategies are based on playful dynamics and songs as tools that not only teach vocabulary, but also fluency and motivation to learn English, Lagos (2021). In addition, according to the professor at Texas Tech University (United States) Dale T. Griffie states: "when songs are introduced in class, the first skill that children learn is listening". Activities that practice listening skills include detailed listening comprehension, listening in order to summarize, listening to isolated vocabulary and listening to word order.

Objetives

General objective

- To develop the teaching practicum according to the pedagogical and research component, community outreach, and intra-institutional activities.

Specific objectives

- To integrate listening skill and vocabulary acquisition through the applying of songs.

- To learn about the three components as a pre-service teacher.
- To provide additional support using flashcards in fourth grade students of I.E Rural

el Tigre

Chapter II - Institutional Observation

This chapter presents information obtained during the first week of observation of the practicum stage. In this way, the I.E Rural el Tigre is described at the administrative, pedagogical, technological and population level. Obtained this characteristic information of this educational center, it is achieved a general immersion of the area in which the integral practicum stage is carried out.

Documental analysis

Topographical location of the institution

The I.E Rural el Tigre is located in El Tigre, one of the six police inspections that the municipality of Valle del Guamuéz, Putumayo, has. It is a hamlet that stands on the edge of the Pasto-Mocoa-La Hormiga-San Miguel-Ecuador highway, projected as an international highway.

In 1999, after having faced and experienced the horrors of violence and conflict and refusing to disappear, the rural educational institution El Tigre was approved by the departmental education secretary through resolution 1029 of August 29, 2006.

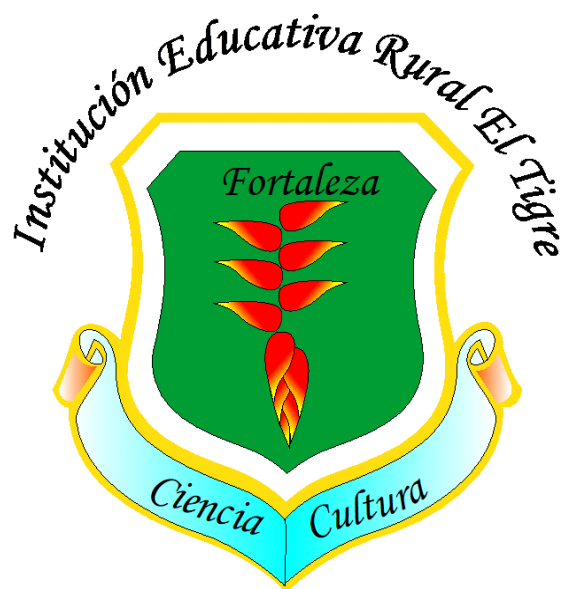
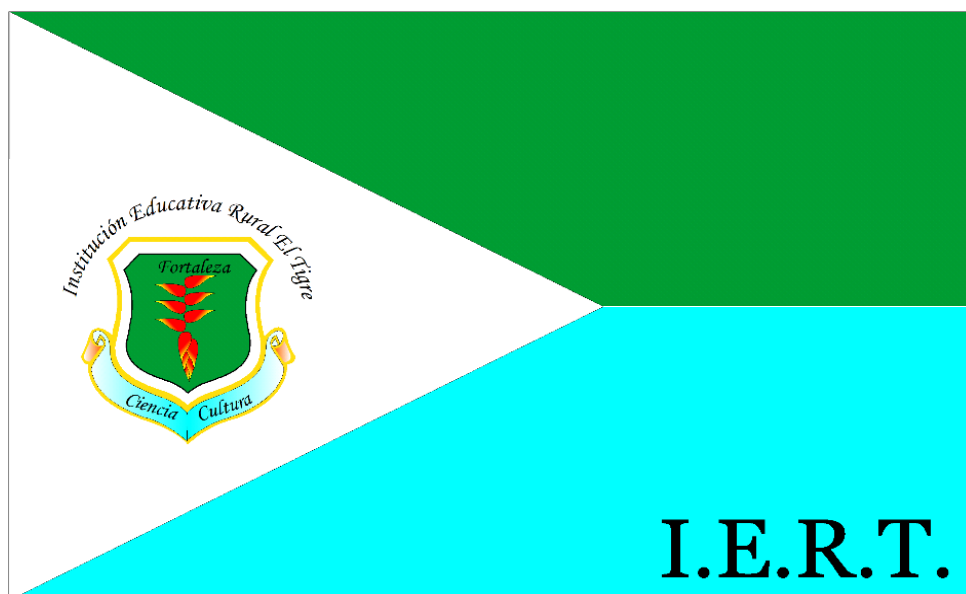
Currently, the I.E Rural El Tigre is made up of three blocks, CENTRAL SCHOOL HEADQUARTERS, EL PARAÍSO SCHOOL HEADQUARTERS, Located in the village of El Paraíso and the CENTRAL SCHOOL HEADQUARTERS.

Administrative level

PEI of the institution

The institutional educational project constitutes the fundamental basis of all educational institutions; as a permanent process of human and institutional development, which seeks to generate favorable environments to GROW AND BE, LEARN AND TRANSFORM, integrating purposes and actions within a living and dynamic organization with the perspective that primarily seeks to improve the quality of life of all members of the educational community.

Within this process of collective construction, school structures are transformed, fostering relationships that favor the practice of autonomy, the recovery and appreciation of one's own identity, communication, participation and research, learning and teaching with appropriate strategies, establishing links that build community. by projecting action towards its environment in this way, the institution truly becomes the axis of development; because it is through the P.E.I that it is possible to transform the relationships and activity between educational agents and assume real commitments for the collective structuring of school life and its projection.

*Institutional symbols***Figure No. 1***Institutional Shield***Figure No.2***Institutional Flag*

Mission and vision of the institution

Institutional Mission

The I.E Rural el Tigre, with an emphasis on Environmental Education that attends the levels of preschool, basic primary, secondary, Middle and adult education, guides the Educational Process through the continuous experience of transcendental values that give meaning to life. , practices of cultural integration, pedagogical processes and, above all, the example of life, by teachers, directors and parents, intends to contribute to the formation of both children, young people and the adult population as integrated, enterprising, competitive people committed to social change through a comprehensive and peaceful attitude reflected in the practice of moral and environmental ethical principles.

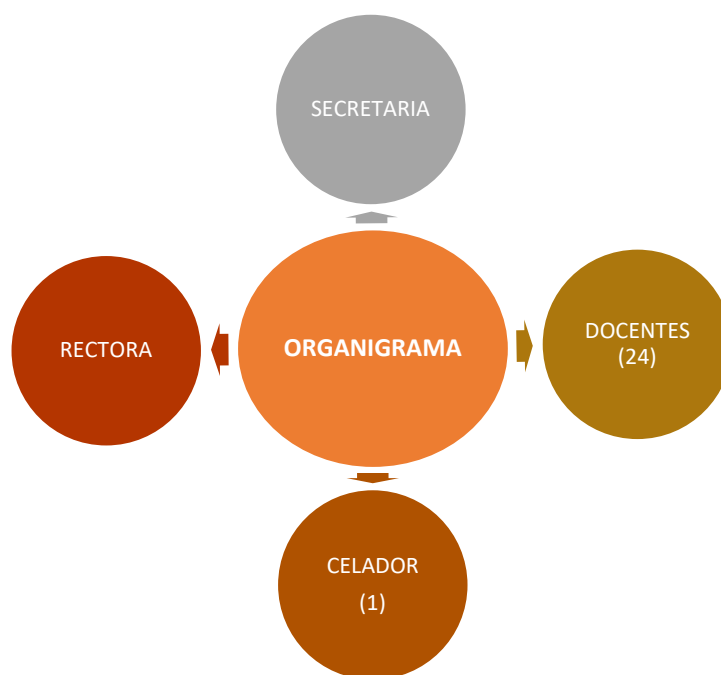
Institutional Vision

The I.E. Rural El Tigre , with an emphasis on Environmental Education, is projected as an Institution, committed to the education and training of the child, youth and adult population and to deliver to society, competent people, entrepreneurs with values and the ability to value and effectively defend natural resources, human and labor development, in accordance with current technological and scientific advance.

Organigram of the institution

Figure No. 3

Organigram Of The Institution



Rulebook of the institution

The regulation of the educational institution is structured from the functions, rights and duties of the entire educational community governed by human rights and the political constitution of Colombia of 1991, decree 1860 of 1994 and law 1620 of 2013 that regulate pedagogical principles of coexistence in the educational context.

In this sense, the El Tigre Rural Educational Community, governed by the values of respect, solidarity, humility, responsibility and honesty, establishes rules that allow the achievement of the training objectives of the students and ensure a healthy coexistence among its members made up of administrators, directors, teachers, students, parents, and general services.

The Rural Educational Institution El Tigre, being consistent with the Institutional Mission, Vision, Values, Principles and Beliefs, conceives discipline as a training process that allows regulating coexistence within the community.

MEN's lineament face to health emergency

The El Tigre Rural Educational Institution when it was declared the health emergency because of COVID- 19, it endorsed a biosafety protocol for alternation and also contemplated within the protocol the commitments to keep distance in the different scenarios of the institution, such as, the control of food and the washing of hands according to the World Health Organization. It also implemented mechanisms to periodically educate members of the educational community.

Currently, the rural educational institution El Tigre continues to apply some self-care such as the use of face masks, hand washing and the use of alcohol with the aim of avoiding contagion and caring for the health of the entire educational community.

School shift

The Educational Institution Rural el Tigre, is recognized under the mixed character, following up on the provisions of calendar A, with academic modality, in the morning, under the direction of the rector.

Additionally, for the year 2022 the institution resumes the face-to-face modality with the use of the biosafety protocol, in such a way that it is established as follows: the daily shift of the campus will be a minimum of 6 hours of 60 minutes in accordance with the provisions of Decree 1850 of 2002, in which the time dedicated to recreation and class periods may be of different duration according to article 3 of the same Decree.

Teachers in the official sector will dictate weekly 20 hours of 60-minute classes in preschool, basic primary teachers 25 hours weekly and secondary teachers 22 hours weekly of 60 minutes.

Schedule of the institutional program

CONVENCIONES CRONOGRAMA DE ACTIVIDADES 2022					
	Sabados, domingos y festivos		Días de Clase		DI Desarrollo institucional.
	Receso estudiantil		ICFES		CE consejo estudiantil
	Planeación Institucional		Reunión Consejo Académico		1SED Seguimiento evaluación de desempeño
	Bienvenida a Estudiantes		Día de la Mujer		EDF Evaluación de desempeño docente
	minga con padres de familia		Izada de Bandera,		
	elección del gobierno escolar		vacaciones		CIED Entrega contribuciones Evaluación D.D
			Pruebas saber 3°5°9°		ACED Acuerdo de entrega de contribuciones y evidencias E.D.D
	bienvenida a docentes		Día del idioma		SIED Socialización e inicio Evaluación de desempeño
	capacitación docentes ASEP				EES ENCUESTA ESTUDIANTES
	Día del Estudiante		Grados		EX Encuentro exalumnos
	Día del Profesor		Evaluación Institucional		RS11 resultados saber 11°
	atención a padres de familia		Reunión consejo directivo		
	elección del personero@		Escuela de padres		
	pactos de aula		Registro ICFES once		
	conformación consejo de padres		entrega de boletines y rendición de cuentas		

Pedagogical level

Planning of the English area

The National Ministry of Education has established the Basic Rights of Competencies for primary and secondary education, therefore the E.I Rural El Tigre is based on the criteria corresponding to the different communicative competencies of the English area.

However, there is no English teaching group to carry out the planning. Due to the reduced number of teaching staff, there is only one English teacher who carries out the entire planning process according to the guidelines of the Ministry of National Education.

Knowledge of the available pedagogical resources

Most of the pedagogical resources depend on the teacher and the students. Taking into account that the English classes are directed by a teacher, it is he who encourages the creation of didactic material with the students, such as cards, posters, murals in English. In addition, there is a classroom exclusively for secondary English classes, this classroom is equipped with a television

with internet access, which is used for projections of the class content: songs, videos, audio playback, pedagogical guides and educational games in English and a board is also used.

As for additional pedagogical resources, the teacher has board games, educational cards in English, dice, physical and offline dictionaries, alphabet for word construction games and other authentic resources according to the topics of the English area. Likewise, students who have cell phones have the authorization to use them in class as an offline dictionary, which means that the technology is used according to the possibilities of the students, taking into account that the educational institution is located in an area limited internet access.

Ministry of education's guidance text

Figure No. 5

MEN's Guidance Text

4.4. GRADO 9º

GRADO 9º: MÓDULO 1

META	
Valorar el impacto de las TIC en la vida diaria. Value the impact of ICT in daily life.	
TAREA	
1. Identificar actividades diarias relacionadas con el uso de TIC de los compañeros a través de una encuesta. 2. Investigar sobre los efectos de las TIC en la vida diaria a partir de textos expositivos escritos consultados.	3. Elaborar un cuadro de análisis sobre las semejanzas y diferencias sobre el impacto de las TIC en la vida diaria identificadas en la encuesta y en la investigación. 4. Realizar un debate sobre el impacto de las TIC en la vida diaria. 5. Escribir un texto expositivo sobre el impacto de las TIC en la vida diaria.
RUTAS DE EVALUACIÓN	
Para el aprendizaje	Del aprendizaje
<ul style="list-style-type: none"> • Evalúo la calidad de la información obtenida en la encuesta. • Analizo la información obtenida sobre el tema definidos. • Confirmo la pertinencia y validez de las fuentes bibliográficas usadas. • Realizo borradores de texto escrito como parte del proceso de escritura. 	<ul style="list-style-type: none"> • Rúbrica de participación en debate. • Rúbrica de texto expositivo. • Examen modular.

Syllabus

The English teacher takes as a reference the curricular scheme proposed by the Ministry of National Education but adjusts it according to the needs of the students in the English area. The English teacher takes as a reference the curricular scheme proposed by the Ministry of National Education but adjusts it according to the needs of the students in the English area.

Figure No. 6

Syllabus Ninth-Grade

3.4. NIVEL B1.1 – GRADO SUGERIDO: 9º			
DERECHOS BÁSICOS INGLÉS	<ul style="list-style-type: none"> Explica el por qué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. 	<ul style="list-style-type: none"> Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados. Realiza exposiciones cortas sobre un tema académico de su interés. Expresa su opinión sobre un tema discutido en clase y relacionado con su entorno académico. 	<ul style="list-style-type: none"> Intercambia información sobre temas del entorno escolar y de interés general en una conversación. Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros. Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.
	META	FUNCIONES	OBJETIVOS
MÓDULO 1 GLOBALIZACIÓN	<ul style="list-style-type: none"> Valorar el impacto de las TIC en la vida diaria. Value the impact of ICT in daily life. 	<ul style="list-style-type: none"> Dar opiniones sobre fenómenos sociales actuales. Justificar puntos de vista sobre fenómenos sociales actuales. Dar y solicitar información relacionada con fenómenos sociales actuales. Describir experiencias pasadas y planes futuros relacionados con fenómenos sociales actuales. Expresar condiciones relacionadas con fenómenos sociales actuales. 	<ul style="list-style-type: none"> Intercambiar información sobre temas académicos a través de juegos de roles. Producir textos expositivos orales y escritos de mediana extensión relacionados con temas académicos. Identificar relaciones de causa y efecto en textos expositivos orales y escritos de mediana extensión relacionados con temas académicos.
MÓDULO 3 SOSTENIBILIDAD	<ul style="list-style-type: none"> Proponer acciones de reducción de inequidades (género, acceso a educación) en la comunidad. Propose actions to reduce inequities (gender, access to education) in the community. 	<ul style="list-style-type: none"> Expresar acuerdos y desacuerdos sobre temas relacionados con el entorno social. Justificar puntos de vista sobre temas relacionados con el entorno social. Dar opiniones sobre temas relacionados con el entorno social. Expresar planes futuros y condiciones sobre temas relacionados con el entorno social. Describir experiencias pasadas. 	<ul style="list-style-type: none"> Producir textos expositivos orales y escritos de mediana extensión relacionados con temas del entorno social. Intercambiar información sobre temas relacionados con el entorno social a través de conversaciones. Identificar relaciones de contraste y adición en textos orales y escritos de mediana extensión sobre temas relacionados con el entorno social.
MÓDULO 2 SALUD	<ul style="list-style-type: none"> Establecer prácticas de prevención de enfermedades en la región. Establish prevention practices of illnesses in the region. 	<ul style="list-style-type: none"> Dar recomendaciones sobre temas de interés general. Expresar opiniones sobre temas de interés general. Expresar acuerdos y desacuerdos relacionados con temas de interés general. Describir experiencias pasadas y planes futuros. Expresar situaciones de interés general bajo condiciones dadas. Dar y solicitar información sobre temas de interés general. Reportar información presentada por sus pares. Expresar acciones siguiendo una secuencia lógica. 	<ul style="list-style-type: none"> Elaborar textos orales y escritos sobre recomendaciones relacionadas con temas académicos de interés. Intercambiar información sobre temas académicos de interés a través de foros. Identificar información sobre temas académicos de interés en textos descriptivos cortos orales y escritos.
MÓDULO 4 #OCRAZIA Y PAZ	<ul style="list-style-type: none"> Generar conciencia sobre los derechos de los ciudadanos. Generate awareness about citizens' rights. 	<ul style="list-style-type: none"> Expresar opiniones sobre temas de sociales. Expresar acuerdos y desacuerdos relacionados con temas sociales. Describir experiencias pasadas y planes futuros. Expresar situaciones de interés general bajo condiciones dadas. 	<ul style="list-style-type: none"> Identificar puntos a favor y en contra en textos orales y escritos relacionados con temas académicos. Producir un texto escrito de opinión sobre temas de interés académico. Intercambiar información sobre temas

Methodology

Currently the I.E Rural el Tigre resumes the academic face-to-face. For this reason, the methodology consists of directing a dynamic, innovative and creative class. The teacher applies gamification, according to Burke (2012), it is the use of designs and techniques typical of games in non-ludic contexts in order to develop development skills and behaviors, that is, the teacher implements gamification as a teaching strategy that provides an environment of continuous interaction with students through the use of technology.

In the first place, the teacher provides content to work on during two hours of class, manages times for each activity in this aspect, the teacher projects the themes, usually proposes to play an educational game that reinforces previous knowledge and gets students to focus on the proposed theme. On the other hand, the teacher designs worksheets that can be developed in class in a group or individually depending on the objective of each session and works on communication skills such as listening, oral production, text comprehension and written production.

Accompaniment methodologies of learning

For students with low levels of performance in the area of English, the teacher creates extracurricular spaces to advise them. In addition, the continuation of work not presented is proposed and is encouraged by means of extra points so that students develop their activities on time.

One of the accompaniment strategies is also generated among classmates, therefore, the teacher assigns monitors within the classroom for those students who require it, that is, the student monitors work the activities with another classmate who has difficulties with the English learning.

These accompaniment methodologies allow for a balance and continuous support inside and outside of class, with the aim of advancing learning collectively.

Design of workshops and material



Everything related to the design of workshops and materials is firstly adapted taking into account the study plan of the English area. The design can vary, sometimes the workshops or study guides are projected on TV and when the content is about reading or completing information, the printing of the workshops is used for each student or even for pairs of students.

The creation of workshops and material are also designed by the teacher according to the proposed themes, that is, the teacher creates his own guides because teacher prioritizes creativity according to the needs of the students, for this reason most of the material does not correspond material from the web, but rather modifies and adapts it to students in each grade.

MEN's guidelines –standards

The Standards of Competence in a Foreign Language: English establish the basic levels of quality to which children in all regions of Colombia are entitled. This English standard provided by the Ministry of National Education allows the educational community and parents to be informed of what children must learn at the end of each group of levels and what they must be able to do with what they have learned. In the same way, the standards provide guidance on the communicative skills that ninth grade boys and girls are expected to develop and reach an intermediate level of proficiency in English (Level B1.1, according to the Common European Framework of Reference for Languages: Learning, Teaching and Assessment), which allows them to communicate in the language, appropriate knowledge and use it effectively in real communication situations.

Figure 7*Basic Standards Eight And Ninth Grades (B1.1)*

GRADOS 8 a 9 Básica Secundaria Pre intermedio I (B 1.1)	Además de lo que logré en el nivel anterior, en este nivel		Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos.		Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.	Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria.
Escucha			Lectura			
<ul style="list-style-type: none"> Sigo las instrucciones dadas en clase para realizar actividades académicas. 2 Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. 2, 3 Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. 1, 2 Reconozco los elementos de enlace de un texto oral para identificar su secuencia. 2 Muestro una actitud respetuosa y tolerante al escuchar a otros. 3 Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. 2, 3 Utilizo mi conocimiento general del mundo para comprender lo que escucho. 			<ul style="list-style-type: none"> Identifico iniciación, nudo y desenlace en una narración. 2 Reconozco el propósito de una descripción en textos narrativos de mediana extensión. 2 Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. 1, 2 Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. 1, 2 Identifico la recurrencia de ideas en un mismo texto. 1, 2 Identifico relaciones de significado expresadas en textos sobre temas que me son familiares. 1, 2 Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. 1, 2 			

Courses

The courses are divided into a maximum of two groups from each grade. According to the class schedule, the class day is in the morning. The teacher is in charge of grades 8-1, 9-1, 9-2, 10-1-10-2, 11-1 and 11-2. Most of the courses are made up of an interval of 20 to 26 students and in the case of grade 8-1 it is made up of approximately 36 students. In accordance with the courses for the trainee teacher, in the school are assigned 4-1 and 4-2 grades and 8-1, 9-1 and 9-2 in high school to comply with the number of hours per week (16 hours).

Schedule**Table 1***Supervisor's Schedule*

	1	2	3	4	5	6
	07:00-	08:00-	09:20-	10:20-	11:20-	12:30-
	08:00	09:00	10:20	11:20	12:30	01:30

LUNES			ING	ING		
			9-2	9-2		
MARTES			ING	ING	ING	ING
			10-2	10-1	11-2	11-1
MIERCOLES			ING	ING	ING	ING
			8-1	8-1	9-1	9-1
JUEVES			ING	ING	ING	ING
			11-1	10-2	10-1	11-2
VIERNES			ING	ING	ING	ING
			9-2	9-2	9-1	8-1

Table 2

Trainee Teacher's Schedule

	1	2	3	4	5	6
	07:00-	08:00-	09:20-	10:20-	11:20-	12:30-
	08:00	09:00	10:20	11:20	12:30	01:30
LUNES	ING	ING	ING	ING		
	4-1	4-1	9-2	9-2		
MARTES						
MIERCOLES			ING	ING	ING	ING
			8-1	8-1	9-1	9-1
JUEVES	ING	ING				
	4-2	4-2				
VIERNES	ING	ING	ING	ING	ING	ING
	9-2	9-2	9-1	9-1	8-1	8-1

Technological level

Connectivity

Regarding the connection, the school has limited access to the internet, the place where the institution is located does not have a good signal and frequently there is no network availability.

That is why a single English classroom with internet access is adapted and offline dictionaries are used. There is also a computer room but it does not correspond to the English area.

Access and use of platforms

Taking into account that classes are now face-to-face, there is no use of institutional or digital platforms, since access is limited, the use of educational platforms is given according to the access possibilities that each student has at home.

Population level and target population information

Number of students

The number of students varies by the grades in which they are divided. It can be considered that there are approximately 130 high school students between ninth and eighth grades and elementary students in fourth grade.

Gender

The El Tigre Rural Educational Institution is made up of a mixed community of students.

Age

The age of the students in the fourth grades is between 7 and 8 years old. In secondary school, the eighth and ninth grades correspond to an age range between 13 and 15 years old.

Language level

According to the levels established in the basic competency standards of the MEN and in agreement with the Common European Framework of Reference for Languages (2001), in primary

school the fourth grade corresponds to the level A2.1 and in secondary school, the eighth and ninth grades correspond to the level B1.1. For which, the teacher prepares class plans with the support of the MEN guidelines and proceeds to adapt content with teaching and learning strategies according to the needs of the students. In addition, for each class objectives are established for students to apply to obtain their respective level of English language.

Figure No. 8

Language level according to the basic standards – fourth grade (A2.1), eighth and ninth grades (B1.1)

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo	B1		B 1.2 Pre intermedio 2
Octavo a Noveno			B 1.1 Pre intermedio 1
Sexto a Séptimo	A2	A 2.2	Básico 2
Cuarto a Quinto		A 2.1	Básico 1
Primero a Tercero	A1	A1	Principiante

English teacher staff

The I.E Rural El Tigre Rural only has one teacher with a degree in education with an emphasis in English, given the situation, the educational institution has assigned the teacher grades from eighth to eleventh grade to teach English.

Chapter III - Pedagogical and Research Component

Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural

Institution: An Action Research

Introduction

Colombia needs to develop the capacity of its citizens to handle at least one foreign language. From this challenge, there are educational initiatives for the teaching and learning of English, being bilingual is essential in a globalized world since the use of a second language means being able to communicate better, appropriate knowledge and make it circulate and play a decisive role in the development of the country.

Law 115 of 1994 in its objectives for Basic and Secondary education, demands "the acquisition of elements of conversation, reading, comprehension and the ability to express oneself in at least one foreign language". On the one hand, the main characteristic of this research frames the importance of the development of listening skills in ninth grade students, in the same way it covers the way in which it can collide with the use of songs for vocabulary acquisition.

On the other hand, this research is based on the application of songs as dynamic playful tool, which can be proposed taking as reference the guidelines of curricular processes in foreign languages. In addition, the Colombian Government provides pedagogical guidelines so that teachers in the English area appropriate basic conceptual elements and make autonomy effective to guide the processes, to meet the needs of curricular design within the Institutional Educational Project.

According to the requirements of this pedagogical and research component, it is intended that the ninth grade students of I.E Rural El Tigre, implement dynamic playful strategies, so that students work on communication skills, particularly with listening and vocabulary applying songs.

Finally, after the application of this strategy, it is estimated to achieve a significant result and with more challenges to contribute to the education of the English language aimed at globalization.

Problem

It is necessary to review the curricular paradigms in which the teaching of the English language is proposed, Colombia is a country that has the challenge of becoming a Bilingual Colombia, however the learning of a foreign language such as English, represents for many students, all educational levels, serious difficulties. Even the Ministry of National Education, upon obtaining low score results in the national exams in the area of English, reaching -A scores because a large percentage of the Colombian student population does not even reach A1 according to the Common European Framework for Languages (2001).

Consequently, one of the most frequent problems is the difficulty in the listening skill and that is why this research focuses on the application of songs for its development. Similarly, the acquisition of vocabulary and its use within a context. In this way, based on the results obtained from a listening pre-test, it was evidenced the need to work on listening skills and for this reason this project consists of the development of listening skills in a dynamic way through songs, with ninth grade students from I.E. Rural El Tigre.

Research Questions:

This pedagogical and investigative component seeks to respond to this problem based on the following questions:

- How can it be implemented the songs to work listening skill in English?
- How can learners develop their listening skill in conjunction with the vocabulary acquisition?
- How does the application of songs favor listening skill with class themes?

Justification

The interest in exploring proposals that alleviate the difficulties with learning English as a foreign language has also been shown from the Ministry of National Education (2004). In this sense, the development of communicative skills and the acquisition of a second language is demanded throughout the country, so its application is required in the Official State Institutions and from the teaching staff it becomes a challenge to access the information and educational content provided by the Ministry of Education for its implementation.

Consecutively, this work with a pedagogical and investigative component intends to apply pedagogical tools that make explicit the learning strategies that favor the learning of English, thus attending to the contextual needs that were identified regarding listening and vocabulary acquisition, in which it is intended to explain how dynamic playful strategies for teaching and learning English with songs as the central axis of their development helps students to improve their process of learning English as a foreign language.

Thus, dynamic playful strategies are forms of learning and it is through music that, in addition to reducing the affective filter, auditory, visual, attention, memory, association processes are activated, strategies that favor meaningful learning Fonseca and Gallego, (2015). Therefore, music can be approached with the use of songs for the development of listening, this being one of the needs found in the ninth grade of secondary school.

In addition, vocabulary is a fundamental component for the teaching-learning of a foreign language, in this case, vocabulary can be addressed by using a word bank as a complementary resource for listening to songs in English, this would guarantee the acquisition of vocabulary. Vocabulary is important because without it there would be no effective and fluid communication, moreover, it facilitates the understanding of oral and written discourse; thus, Oster (2009) defines vocabulary learning as a process through which “the brain analyzes information, how it stores and represents knowledge in memory or how it activates and retrieves it” (p.35).

Objetives

General objective

To apply the use of songs to develop the listening skill and the acquisition of vocabulary as dynamic tool.

Specific objectives

- To design activities in class with songs as a dynamic tool in English.
- To promote listening and vocabulary acquisition with songs in English.
- To identify how the use of the song works in the development of listening and with the English themes.

Theoretical framework

At this stage, it is provided the content of concepts: song, listening skill and vocabulary acquisition. Likewise, the literature review that allow approaching this research from its fundamental conceptualization and contextualization.

Song

The word “song” has been around for a long time and is related to the Old English and Old Norse languages. As such a story suggests, songs are used for many purposes: to tell stories, to express emotions, etc. Sometimes, songs give instructions or help make difficult, repetitive work a little less tedious. According to RAE (2014) “song is a composition in verse, which is sung, or made on purpose so that it can be set to music”.

Additionally, the song usually has a strophic structure, either with or without a turn, so that the same music is sung over a series of texts that maintain important similarities in terms of metrics and rhyme.

Listening skill

In 1996 the Inter- National Listening Association (ILA) approved the following definition: “Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages”.

According to Howatt and Dakin (1974), listening is the process of a person understanding the meaning of the spoken language. The aim of listening for comprehension is to get the meaning of what the listeners hear and then produce a response to show what they have understood. Thus,

listening is receiving a language through the ear. It involves identifying and processing the sounds that allow us to understand letters, accents, words and sentences that, according to their pronunciation and rhythm, have a certain meaning.

Vocabulary acquisition

Vocabulary is very important in teaching and learning English. Ghazal (2007), mentioned that words are perceived as the building blocks on which the knowledge of the second language can be built. Vocabulary teaching, in addition to being a fundamental part of grammar, is also a basic element for the interpretation of texts and production. The acquisition of a variety of words makes it possible to have a support to enable an explanation of something that is not known; but it does not consist only in knowing it but in using it to communicate with another person and also understand the message that is being transmitted. Similarly, Giovannini (1996) mentions it “vocabulary is a very important section in the teaching of a language. Language structures do not exist regardless of the meanings they convey: they always appear made in certain words” (pg. 28), that is to say that for the teaching of a foreign language English, the learning of the lexicon becomes very important.

Literature review

Songs as a strategy to improve communicative skills of English language

Lopez (2019) conducted a descriptive qualitative research called “Learn English through music; an experience pedagogical to improve communicative skills in English foreign language” which contemplated music as a tool at the service of English, taking into account its relevance as a

strategy for the appropriation of meaningful learning, the objective was to explain how a method makes learning strategies explicit helps the self-management and appropriation of their own process through the didactic use of music for learning and teaching English in the professionalization in which he obtained as a result that music is a creative tool and greatly favors the acquisition and expansion of meaningful learning, presenting itself as an appropriate and positive strategy that encourages the development of language skills.

Safa (2018) carried out a study titled “Effects of Using Songs on Adult EFL Learners’ Vocabulary Learning”. This study investigated the effect of music on English vocabulary acquisition in two groups of intermediate-level Persian male adult learners of English. One group was first exposed to the song for vocabulary learning and the other group was assigned the prose version of the song as they listened to it. As a result of carrying out the test, the affirmation that songs promote vocabulary learning in adult language learners is supported. However, the author commented that more research is needed to determine if there is any difference between men and women and between different levels of competence in this regard.

Finally, Listiyaningsih, T. (2017) developed a qualitative approach research on the influence of listening to songs in English to improve listening skills. As the objective of the research, the authors sought to know the influence of listening to songs in English to improve listening skills and how the song in English can be a means to improve listening skills. To obtain a complete result, the authors conducted interviews with five informants who were considered relevant to determine if the influence of listening to songs in English improves listening skills.

As a result, it was obtained that by listening to songs in English, students develop listening skills, acquire vocabulary, improve pronunciation and, particularly, students improve listening skills. Additionally, it was concluded that vocabularies can be obtained because people can use the song in English to improve communication skills.

Use of songs to acquire vocabulary

Isnaini (2021), carried out a qualitative descriptive study with the objective of knowing the students' thoughts about their mastery of vocabulary using songs in English because many EFL students had difficulties learning vocabulary.

Subsequently, the researcher used data collection instruments such as questionnaires and interviews and as a result found that songs in English have a strong influence on their ability in English. In addition, the students think that the songs in English help them learn new vocabulary, unknown vocabulary, how to pronounce the word correctly to improve their ability.

The use of songs positively influences the practice of the language and the acquisition and memorization of vocabulary, as mentioned by Kusnierk (2016), in his research, which aimed to investigate whether the teaching of vocabulary in English with the use of songs contributes to develop a better memorization of the vocabulary on the part of the students. In this study, it was obtained that the post-tests showed that the students who were stimulated by music obtained better results. In conclusion, the author showed that music and songs can promote the memorization of lexicon and vocabulary applying the songs.

Table 3

Pedagogical Planner

Listening Planner N.____
NAME OF THE PROJECT
EDUCATIONAL INSTITUTION:
GRADE:
LEVEL:
PRE-SERVICE TEACHER:
CLASS METHODOLOGY
SONG N°:
Communicative and linguistic objective:
Skills:

STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-listening				
Listening				
Post-listening				
EVIDENCE				
COMMENTS				

Implementation of Pedagogical Methodology

This part covers in a general way the dynamics of the activities with the application of songs in English carried out in the investigative pedagogical component.

Song No.1: I lava you

The first song approached was performed as a pre-test to introduce the topic of climate. The song was aimed to perform a training prior to the application of songs with its three stages (pre-listening, listening and post-listening).

This song was approached by identifying and giving the students the vocabulary related to the environment, then the students listened to the song and performed a short word order activity of the song. This first song was an assertive exercise for the students because they enjoyed the song and learned vocabulary related to the new theme.

Table 4

Listening planner N.1

Listening Planner N.1

Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural Institution: An Action Research

DATE: March 28th- April 1st

EDUCATIONAL INSTITUTION: Institución Educativa Rural El Tigre

GRADE: 9TH

LEVEL: A2

PRE-SERVICE TEACHER: Anyi Loreni Goyes Imbachi

CLASS METHODOLOGY

SONG N°: 1

Topic: The weather vocabulary

Communicative and Linguistic objective:

To talk about weather vocabulary

To identify the listening skill with the first preparatory activity

Skills: Listening, speaking, reading

SONG: I LAVA YOU

STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-listening	<p>1. At the beginning of the class, students are presented with the vocabulary of the song through images and the pronunciation of each one is studied.</p> <p>2. Then, the pre-service teacher presents the title of the song and the new class theme.</p> <p>3. Students write the vocabulary and prepare to listen to the song.</p>	<p>Powerpoint Video and link of the song</p>	<p>Vocabulary Reading</p>	20 min
Listening	<p>1. At this stage the students listen to the song three times. At the same time, the students carry out an exercise to identify the order of some words as they listen to the song.</p>	<p>Powerpoint Video and link of the song</p>	<p>Listening Writing</p>	25 min
Post-listening	<p>1. After listening, the students review the word order of the song,</p>	<p>Powerpoint</p>	<p>Speaking</p>	15 min

the context of the song is discussed and the students participate orally about the vocabulary found regarding the weather.

Video and link of the song

EVIDENCE



COMMENTS

Students are interested in listening to the song and learning vocabulary through it.

Song No.2: Everything I do, I do it for you

The second song was applied to work with the grammatical theme of the future simple, this song was the first song after the song as a function of diagnosis, however it turned out to be somewhat complex at its level. Considering that the activity was not completed (pre-listening, listening and post-listening), it was proposed to continue it in another session with post-listening stage, the last one. Below you can see the listening Planner N.2.

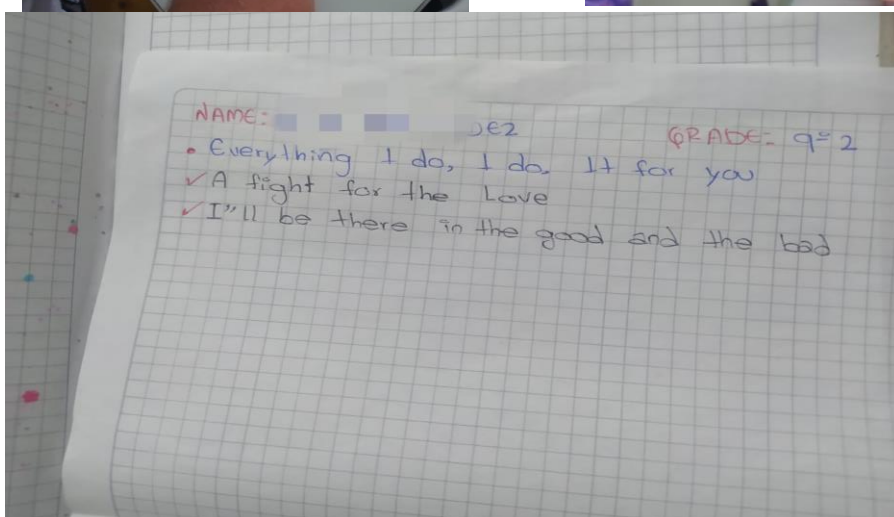
Table 5*Listening Planner N.2*

Listening Planner N.2				
Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural Institution: An Action Research				
Date: April 04 th - April 8 th				
Educational institution: institución educativa rural el tigre				
Grade: 9th				
Level: A2				
Pre-service teacher: anyi lorení goyes imbachí				
Tutor: Sayuri Andrea Castillo Ortega				
Supervisor: Juan Sebastian Jimenez Rojas				
CLASS METHODOLOGY				
SONG N°: 2				
Topic: Use of will and going to				
Communicative and Linguistic objective:				
To say the vocabulary found in the song				
To recognize the use of the will in the song				
Skills: Listening, grammar, speaking, reading				
SONG: Everything I do, I do it for you- Adams				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-listening	1. In this first stage, the vocabulary and some expressions of the song are presented before listening to the song.	Powerpoint Video and link of the song	Vocabulary Grammar	20 min
	2. The pre-service teacher explains the vocabulary and asks the students for their meaning and understanding in the context of the song.			

<p>3. The pre-service teacher give them a brief introduction to the singer and some examples using the topic vocabulary and grammar (will).</p>					
Listening	<p>1. Students listen to the song and follow along to fill in the blanks with the words from the vocabulary bank.</p> <p>2. The song is played in its original version and then its speed is slowed down to adjust it to the level of the students.</p> <p>3. The song is reproduced 4 times considering that it is the first long song.</p>	<p>Powerpoint Video and link of the song</p>	<p>Listening Reading</p>	<p>min</p>	<p>25</p>
Post-listening	<p>1. In the third stage, students write a title for the song and write a sentence that represents the central idea of the song, they must also use the grammatical theme (will).</p> <p>2. Finally, the ideas of this</p>	<p>Powerpoint Video and link of the song</p>	<p>Written Speaking</p>	<p>min</p>	<p>15</p>

last activity are shared with the class.

EVIDENCE



COMMENTS

The students comment that they do not understand and they cannot follow the lines of the song.

They mention that it is very long and they ask to repeat it because they could not fill in all the spaces.

Song No.3: Count on me

The third song was developed with the aim of applying it together to the theme of the use of will and going to. In the development of this song, the students performed better than in song number two. Below you can see the glider in detail.

Table 6

Listening planner N.3

Listening Planner N.3				
Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural Institution: An Action Research				
Date: April 25 th - April 29th				
Educational institution: institución educativa rural el tigre				
Grade: 9th				
Level: A2				
Pre-service teacher: anyi loreni goyes imbachi				
Tutor: Sayuri Andrea Castillo Ortega				
Supervisor: Juan Sebastian Jimenez Rojas				
CLASS METHODOLOGY				
SONG N°: 3				
Communicative and Linguistic objective:				
To listen to the song and identify new and learned vocabulary in previous classes				
To write sentences using the grammatical themes (will or conditional)				
Skills: Listening, grammar, speaking, reading				
SONG: Count on me- Bruno Mars				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-listening	1. The pre-service teacher introduces the author of the song and the students participate in the reading.	Powerpoint Video and link of the song	Vocabulary Grammar Reading	20 min
	2. Then the students must look up the unknown vocabulary and the pre-service teacher			

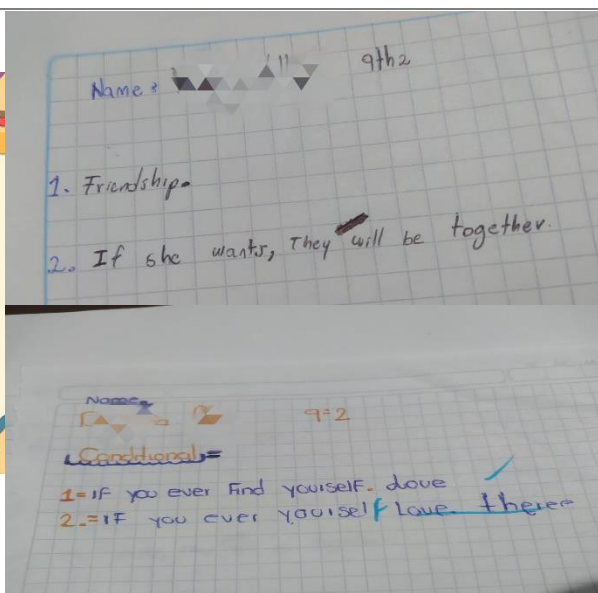
reminds them of the vocabulary from previous lessons and gives them an example of its use.

3. At this stage, the grammatical theme of the class is also remembered.

Listening	1. In the second stage of listening, students read the song and listen to it.	Powerpoint Video and link of the song	Listening Reading	min	25
	2. Then, the students listen to the song three times and at the same time they have to fill in the gaps of the song.				
	3. In addition, the song is also played at a speed adjusted to the level of the students.				
Post-listening	1. In the third stage the pre-service teacher talks about the interpretation of the song and randomly asks the students what the song is about.	Powerpoint Video and link of the song	Written Speaking	min	15
	2. Then, students must write two sentences using the vocabulary and the conditional 0 with which they can give a title to the				

song and a message
to someone.

EVIDENCE



COMMENTS

Song No.4: Heal

The fourth song was developed in an introductory way to the topic of mental health, the students carried out the activity in such a way that they applied the three stages of listening. For the application of this song the students developed the following plan.

Table 7

Listening Planner N.4

Listening Planner N.4 **Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural Institution: An Action Research**

Date: May 16th - May 20th

Educational institution: institución educativa rural el tigre

Grade: 9th

Level: A2

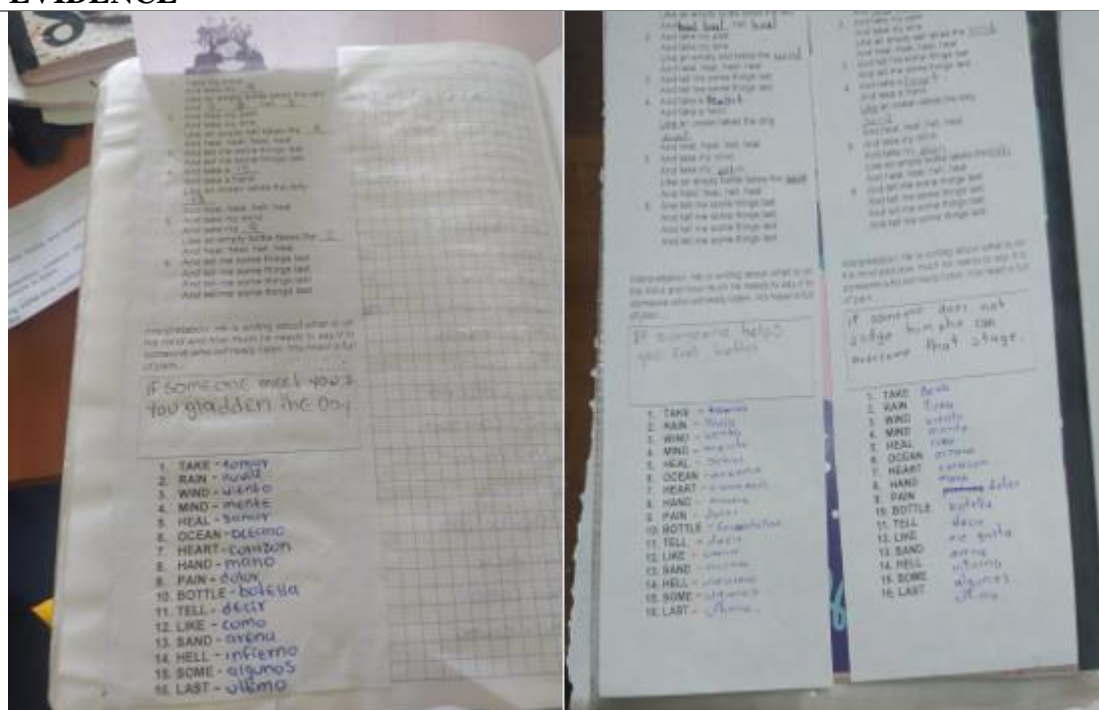
Pre-service teacher: anyi loreni goyes imbachi

Tutor: Sayuri Andrea Castillo Ortega					
Supervisor: Juan Sebastian Jimenez Rojas					
CLASS METHODOLOGY					
SONG N°: 4					
Topic: Mental health vocabulary and 0 conditional.					
Communicative and Linguistic objective:					
To introduce students to the subject of mental health					
To talk about mental health					
To practice how to use the 0 conditional					
Skills: Listening, grammar, speaking, reading					
SONG: Heal- Tom Odell					
STEP	DESCRIPTION	MATERIALS	SKILL	TIME	
Pre-listening	1. The pre-service teacher talks about health issues, specifically about mental health.	Powerpoint Video and link of the song	Vocabulary Reading	min	20
	2. Students participate by reading the author's short biography.				
	3. Finally, the students look up the vocabulary of the song.				
Listening	1. Students do the reading as a group.	Powerpoint Video and link of the song	Listening Reading Speaking	min	30
	2. Students proceed to listen to the song and fill in the blanks.				

3. To finish this activity, the students listen to the song and sing at the same time according to the corresponding verse.

Post-listening	<p>1. In this final stage the pre-service teacher talks about the interpretation of the song.</p> <p>2. After the students are already contextualized, they write a tip using the 0 conditional.</p>	Powerpoint Video and link of the song	Written	10 min
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EVIDENCE



COMMENTS

The students express a better understanding of the song, it is short and it is not so fast.

Song No.5:I lava you

The last song was applied on a post-test basis as a way to assess progress from the application of the same song before beginning the structured execution of the three stages of listening. This last song was satisfactorily completed and the students were more receptive to its development and completion of the same activity. Following is the developed plan.

Table 8

Listening planner N.5

Listening Planner N.5				
Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre Rural Institution: An Action Research				
Date: May 23th- May 27 th				
Educational institution: institución educativa rural el tigre				
Grade: 9th				
Level: A2				
Pre-service teacher: Anyi Loreni Goyes Imbachi				
Tutor: Sayuri Andrea Castillo Ortega				
Supervisor: Juan Sebastian Jimenez Rojas				
CLASS METHODOLOGY				
SONG N°: 5				
Topic: Review of vocabulary and listening skill (post-test).				
Communicative and Linguistic objective:				
To know the evolution of the student's listening ability.				
To learn new vocabulary.				
To identify the ability to listen throughout the previous activities.				
Skills: Listening, grammar, speaking, reading				
SONG: I LAVA YOU				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-listening	1. In this first stage, students remember the vocabulary	Powerpoint Video and link of the song	Vocabulary Reading	20 min

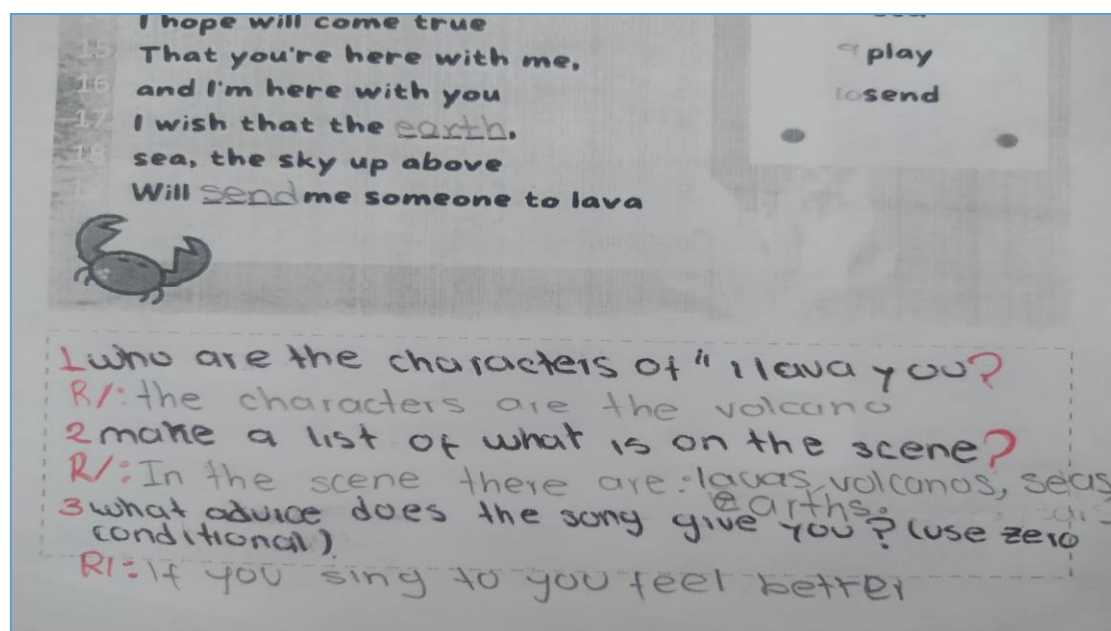
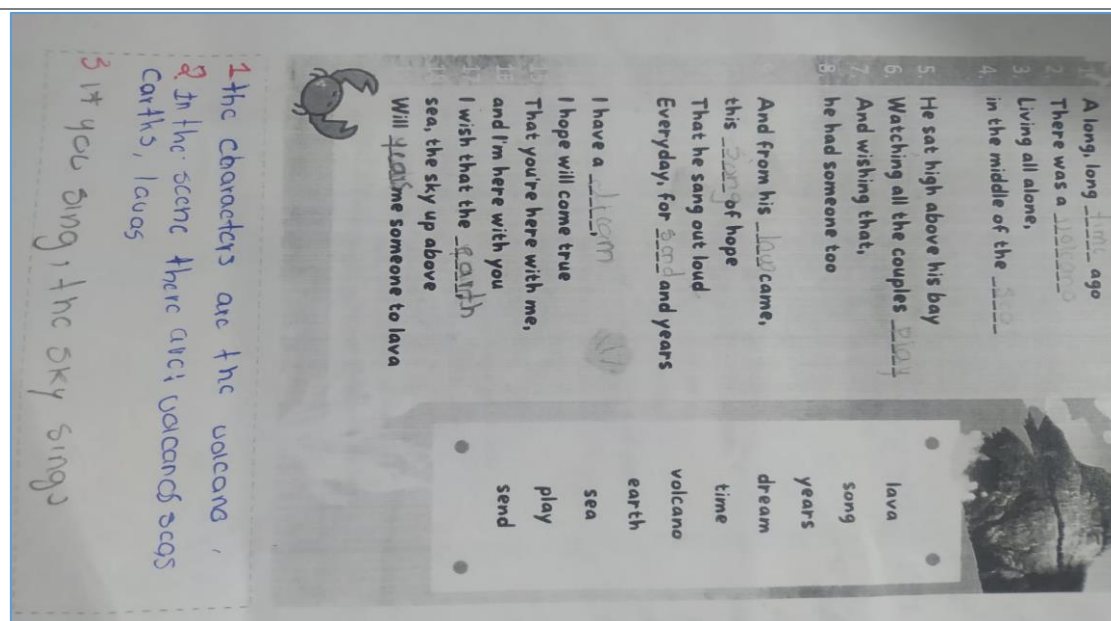
from the first
time they heard
the song.

2. Next
the students
look up the
additional
vocabulary.

3. In
addition,
students read
line by line
before listening
to the song and
are
contextualized
with additional
information
from the author.

Listening	1. In this listening part the students listen and complete the spaces with the correct words.	Powerpoint Video and link of the song	Listening min	25
Post-listening	In this last stage, the students carry out the post-listening activity that consists of: 1. Writing the characters of the song. 2. Make a list of what is in the scene. 3. What advice does the song give you? (use the 0 conditional)	Powerpoint Video and link of the song	Written Grammar Vocabulary min	15

EVIDENCE



COMMENTS

Most of the students filled in the blanks even in the first time of playback.

They liked the song and they expressed that it was easy to understand.

Pedagogical Methodology

This research is carried out with the students of the presential modality of the ninth grade of high school of the El Tigre Rural School. Given that the hourly intensity of English is 4 hours per

week, it is proposed to work on a song related to the lessons established in the class line with the weekly frequency to work on listening skills and enhance the acquisition of vocabulary.

It is proposed to organize each activity in three stages: pre-listening, listening and post-listening.

Through the first stage, students activate their knowledge about the topic of the activity and the vocabulary they will need. Therefore, before listening to the song, students are contextualized with the title of the song, the singer and his brief biography, words and sentences of the song until they get to the meaning, thus following a word bank dynamic, a way in which students usually do with the other English skills. This preparatory stage will help students make sense of what they will hear next.

In the second, during listening the student performs line reading of the song, in conjunction with listening, in this way the student recognizes the parts of the song and the pronunciation. Once the reading is finished, the student completes the activity of filling in the spaces with words. During the listening, the students listen to the song 3 to 4 times, even when the song is very fast, it is played at a speed adjusted to their level and the last listening is done in the original version. In this way the students perform an exercise in order to develop their listening skills in an assertive way.

In the third stage corresponding to post-listening, an activity is performed according to the theme of the English lesson plan, with the objective of familiarizing the song with the themes according to their level. Therefore, the activities in this stage vary, generally the students must write a title for the song, write sentences with the central idea of the song or use the grammatical

theme (going to, will, conditionals) or the vocabulary of the song that goes according to the themes of the English classes, taking into account that each song is adjusted to these same ones.

Research Methodology

Concerning the research methodology, this project is a qualitative approach, according to Creswell (2014), qualitative research is a means to explore and understand the meaning individuals or groups ascribe to a social or human problem. Likewise, the research process involves raising questions and procedures, data typically collected from the participant's environment, data analysis building inductively from details to broad themes, and the researcher making interpretations of the meaning of the data.

Design

This research applies a type of action study design, which was selected because it is one of those that are implemented in an educational context. According to Creswell (2014) this design is executed with the purpose of working with the population and improving the methods and its educational approach, both teaching and learning. Therefore, this research has selected 9th grade students to apply the use of songs in the development of listening skills in order to analyze the various factors involved.

Setting

This qualitative research is developed in I.E Rural El Tigre of la Hormiga Putumayo, this educational institution is located in one of the six Police inspections of the population of this municipality.

It is located in a place that has suffered violence due to influence of groups outside the law, common crime that generated permanent displacement and increased school dropouts. However, the Educational Institution has been preserved, it has strengthened its infrastructure and pedagogical and administrative components. Nowadays, education has become a main pillar for the development and peace of this locality.

Population

This research brings together the ninth grade student population of I.E Rural El Tigre. Specifically, with students from grade 9-1 made up of 25 students from a mixed population, their ages correspond to an interval of 13 to 15 years.

Sample

For the sample, it is established to work with 8 students of mixed population according to the voluntary participation and the availability of the participants.

Instruments

In order to collect the necessary information for data analysis, the following instruments were established: a pre-test and post-test of the song; a semi-structured interview composed of 15 questions. It is presented in detail below.

Pre –Test and post-test

Regarding the application of songs for the listening skill, it was proposed to carry out a listening activity as a high school student before applying the three stages of listening in a structured way. This is done in order to implement assertively from the preparation, Dimitrov and Rumrill (2013), in its function this instrument is designed to know the contrast and achieve the analysis of results before and after its implementation.

For the application of these instruments, two listening activities were carried out with a song, following in the last one all the stages of post-listening, listening and post-listening and with its application, analyzing the evolutionary actions.

Semi-structured interview

This research requires applying semi-structured interviews to the chosen population because it allows collecting direct and precise information and openly providing information about the object of study. In this case, due to face-to-face interviews, they are carried out face-to-face.

The semi-structured interview followed a model formulated with 15 open-ended questions as indicated below.

Semi-structured interview

Entrevista 1

ENTREVISTA SEMI ESTRUCTURADA

Applying songs to develop listening skill in

ninth grade English learners at Institución Educativa Rural el Tigre

Objetivo:

- Conocer las diferentes percepciones de los estudiantes durante la aplicación de las canciones en inglés para el desarrollo de la habilidad de escucha.

Esta entrevista se aplica en el marco de la práctica integral docente de la Licenciatura en lenguas extranjeras Inglés- Francés, dirigida por Anyi Goyes, estudiante de décimo semestre. La entrevista está conformada por 15 preguntas abiertas. Aproximadamente tomará entre 15 a 20 minutos.

La entrevista será grabada, recuerde que toda la información que se obtenga será llevada con la más estricta confidencialidad y anonimato, características del ejercicio investigativo.

1. ¿Cómo se trabaja la habilidad de escucha en la clase de inglés?

Por medio de audios, de videos, también en guías y pues... Nos pasa un video que tenemos que ir escuchando e ir poniendo la opción que va correcta en los espacios que nos dejen en una guía.

2. ¿Qué actividades de escucha diferentes a las canciones trabajó la docente en clase para el desarrollo de la habilidad de escucha? (Audios...) Describa.

Aparte de audios y de videos también usamos un pronóstico del clima y del tiempo.

Una de las actividades fue el pronóstico del clima y del tiempo... también audios, videos y actividades de dictar.

3. ¿Qué temas abordaban las canciones en inglés? Gramática, vocabulario...

Algunas canciones trataban de..... Sobre el clima going to, el will.

4. ¿En qué consistían las actividades propuestas a partir de la aplicación de las canciones en inglés? Describa los pasos.

Lo que hicimos fue llenar guías, nos pasaban una guía en las cuales faltaban ciertas palabras, nos ponían un video, el cual se reproducía e íbamos escuchando, según lo que nosotros escucháramos teníamos que ir poniendo y rellenando la guía.

5. ¿Cuál fue la canción que considera más compleja de entender y cuál fue la que mejor comprendió? Justifique.

La canción para mí más difícil era la de... todo lo hago por ti; Porque en el momento que hicimos la primera canción yo no estaba tan preparado, como que no tenía mucho vocabulario y.... no estaba acostumbrado a ese tipo de clases.

La más fácil fue I love you; Esta era fácil porque ya tenía más conocimiento, más vocabulario, entendía mejor la dinámica.

6. ¿Considera usted que la aplicación de canciones en inglés fue buena para desarrollar su habilidad de escucha en inglés? ¿Si? ¿No? ¿Por qué?

Si fue bueno, por que aprendimos a distinguir mejor cuando dices una palabra y está mejor pronunciada, a reconocer cuando una persona pronunciaba mal una palabra o decía mal una oración en inglés, también fue bueno porque según el tema que estuviéramos viendo nos traían una canción referente al tema.

**7. Mencione aspectos que aprendió durante la escucha de canciones en inglés:
(Vocabulario...)**

Pronunciación, vocabulario, expresiones

8. ¿Le gustó aprender inglés con canciones? ¿Sí? ¿No? ¿Por qué?

Sí, pues es más divertido, más sencillo y también porque si quieres repasar o algo así te puedes relajar escuchando las canciones.

9. ¿Se siente motivado a aprender con canciones en inglés? ¿Sí? ¿No? ¿Por qué?

Sí, porque desde que tenemos ese tipo de clases he mejorado un poco más, es mucho más entretenido, uno disfruta mucho escuchando las canciones. También porque en un momento todo lo que nos enseñaban en inglés eran solo palabras y verbos, en el cual no hacíamos oraciones, no escuchábamos videos, nada que fuera divertido aprender.

10. ¿De qué manera las canciones trabajadas en clase le permiten expresar sus opiniones o sentimientos? Describa

De forma más expresiva en inglés, lo que uno piensa, lo que uno siente, cantándola o haciendo cualquier tipo de cosas con ellas.

11. ¿Cómo le parece la metodología del docente cuando realiza actividades con canciones? (pre-listening- listening- post-listening? ¿qué sugerencias tiene para el docente?

Es mucho mejor porque antes de la escucha nos dan ciertos vocabularios, tenemos la actividad de escucha, nos ponen los videos, completar las guías y ver que va en cada una, esto es muy divertido y a la vez desafiante, porque tiene realmente que va ahí.

En las sugerencias me gustaría que no vayan tan rápido y que le den su tiempo a cada tema.

12. ¿Qué actividades de antes de la escucha, durante la escucha y después de la escucha de las canciones le gustó realizar más? ¿Por qué?

Durante la escucha gusto, porque tenemos que estar súper pendientes, pilas en lo que diga el video.

13. ¿Qué tipo de actividades propondría usted para trabajar con las canciones en clase de inglés? ¿Por qué?

Siento que podríamos hacer más ejercicios físicos, jugar actividades como lo son teléfono roto, pasar palabras, que nos sacaran a tener un poco más de movimientos y no estar solo sentados, estar en diferentes ambientes.

14. ¿Le gustaría continuar aprendiendo con canciones en inglés? ¿Sí? ¿No? ¿Por qué?

Sí, porque las canciones le dan un poco más de intriga y es mucho más divertido hacerlo con canciones, en vez de estar solo escribiendo.

15. ¿Considera usted que aprender inglés con canciones le ayudó a desarrollar más su habilidad de escucha? ¿Sí? ¿No? ¿Por qué?

Si me ayudó mucho, porque yo antes no tenía vocabulario y desde que comenzamos a practicar con videos también he mejorado mucho en comprensión hacia el inglés

Data analysis and interpretation

The present investigation carries out an analysis of the inductive method which facilitates the analysis of the experiences of the population, in this case the ninth grade students, for this it is

necessary to make an intense compilation of specific cases of the phenomenon studied for a subsequent induction, identifying the common characteristics or properties between them, according to Bacon (2002), this procedure should take the particularities to a generality.

Pedagogical - Research Chronogram

The following schedule presents the activities carried out throughout the 10 weeks for the execution and implementation of the pedagogical project.

Table 9

Pedagogical research chronogram

Pedagogical - Research Chronogram			
Week	Date	Description Of The Activity	Objective
1	March 23th- March 25th	In this first week, it begins the execution of the pedagogical project. The pre-service teacher is introduced to grades assigned by the supervisor. In addition, this week the project is presented to the students and the sample participants are chosen.	To present the project to the students. To choose the sample population.
2	March 28 th - April 1st	First listening activity Songn°1: I Lava You (Pre-test) <i>General description:</i> In this second week, the first listening activity is applied with a song as a pre-test function. With the application of this first listening activity, the theme of the weather and the introduction of the dynamics of listening skills with songs are introduced. Before applying this song, the dynamics of the activity are presented to the students and later the song is applied	To apply the first listening song based on pre-test. To introduce to the weather vocabulary topic

			through the three stages: Pre-listening, listening and post-listening. <i>In the annexes section you can find the planner for the first listening activity in detail. Planner N.1</i>	
3	April 04 th - 8th	April	Second listening activity SONGN°2: Everything I do, I Do It For You By Adams <i>General description:</i> In this third week, it is carried out the continuation of the application of the second song taking into account that it adjusts by stages in each class. <i>Pre-listening and listening.</i> First, the vocabulary of the song is reviewed, then the listening stage is continued. <i>In the annexes section you can find the planner for the first listening activity in detail. Planner N.2</i>	To work with the dynamics of the song focused only on the first two stages of listening. To acquire new vocabulary of the song.
4	week	Holy		
5	April 18 th - 22th	April	Third listening activity SONGN°2: Everything I do, I Do It For You By Adams <i>General description:</i> This fourth week, the pre-service teacher continues with the application of song number 2, specifically with stage number 3 (post-listening). Students achieve the first application of a complete song. <i>Post-listening.</i> <i>In the annexes section you can find the planner for the first listening activity in detail. Planner N.2</i>	To work with the dynamics of the song focused only on the last one stage of listening. To recognize the use of will in the song.
6	April 25 th - 29th	April	Third listening activity SONGN°3: Count On Me by Bruno Mars <i>General description:</i> In this fifth week, it is applied a song to explain the conditional 0 and the use of the will. Students follow the song application methodology according to the three stages.	To apply the introductory song to 0 conditional and use of the will. To learn new vocabulary.

<p><i>Pre-listening, listening and, post listening</i></p> <p><i>In the annexes section you can find the planner for the first listening activity in detail. Planner N.3</i></p>				
7	2 nd - 6 th	May May	<p><i>General description:</i></p> <p>In this sixth week the song was not applied in class because the pre-service teacher focused on activities that reinforce the learning of the theme (going to/will) and the camping vocabulary.</p> <p>In addition, this week works as preparation for the elaboration of the final project, according to the methodology of the English area.</p>	<p>To learn to use going to and will</p> <p>To develop preparatory activities for structuring the final project in class</p>
8	9 th -	May May 13 th	<p><i>General description:</i></p> <p>In this seventh week the song was not applied in classes due to the theme of the lesson plan. The students presented projects according to the climate theme (going to/will) and the use of camping vocabulary.</p> <p>Brochure Topic: Camping Brochure</p> <p>General skills to evaluate in the oral presentation: Grammar (going to and will) Speaking (pronunciation) Reading (document) Vocabulary (camping vocabulary)</p>	<p>To give the parameters for the elaboration of the final project.</p> <p>To present the final project applying the topics and vocabulary learned.</p>
9	16 th - 20 th	May May	<p>Fourth listening activity SONG N°4: Heal by Tom Odell</p> <p><i>General description:</i></p> <p>In this eight week, the listening activity focuses on the new theme of classes, symptoms and diseases.</p> <p>The song introduces mental health and the use of 0 conditional.</p> <p>In this activity, students work through the three stages: Pre-listening, listening and post-listening.</p> <p><i>In the annexes section you can find the planner for the first listening activity in detail. Planner N4</i></p>	<p>To practice listening skill with a new topic</p> <p>To learn the use of the 0 conditional.</p> <p>To get started on mental health.</p>

10	23 th - 27 th	May May	<p>Fifth listening activity SONGN°5: I lava you (post-test) <i>General description:</i> During the ninth week,-students work with the same introductory song from week 1. This activity works as a listening post-test. The activity has the complete dynamic of working the three stages of listening: <i>Pre-listening, listening and post-listening.</i> In addition, the song is worked with more reinforced activities different from the first one. <i>In the annexes section you can find the planner for the first listening activity in detail. Planner N.5</i></p>	<p>To analyse the development of listening skills with a song based on post-test. To develop listening skills in conjunction with the grammar and topics of the class.</p>
11	30 th - June 03 th	May	<p>Analysis and synthesis of the results In this last week, after having validated the semi-structured interview, the 15-question interview was conducted with each student. Due to the limited spaces within class hours, it was necessary to find other spaces to be able to apply it. <i>In the annexes section you can find the transcripts of semi-structured interviews of the participants.</i></p>	<p>To collect information through semi-structured interview. To analyse the results of the application of the songs for the listening skill.</p>

Note. Description of the investigative pedagogical schedule during ten weeks of teaching practice.

Ethical considerations

For the development of this project, it is established a prior authorized consent by the parents of the ninth grade students. This being an essential characteristic of an investigative nature,

so that anonymity and the use of the information collected for exclusively academic and investigative purposes are guaranteed.

In addition, this research is carried out within an institutional framework of secondary school education, so that the participants are guaranteed the application of songs for the development of listening skills and the acquisition of vocabulary without losing the educational focus. (See: [Annex 7](#))

Results

After the analysis of the tests in order to identify the listening skill of the ninth grade students together with the semi-structured interview, the following results are presented in response to identify: How can it be implemented the songs to work listening skill in English? how can learners develop their listening skill in conjunction with the vocabulary acquisition? and how does the application of songs favor listening skill with class themes?

Starting from the three categories, the first one responds to the methodology and the class activities implemented for the development of the listening skill, the second one corresponds to the linguistic or sub linguistic skills such as the vocabulary that works in conjunction with the first ones, and finally the third one responds to the analysis from the motivational part or how the application of songs favors the listening skill.

How can it be implemented the songs to work listening skill in English?

Generally, a song can be understood as a musical composition with rhythm and lyrics, starting from this brief concept, according to the pre-test (See: [Annex 1](#)) based on preparatory activity and the semi-structured interview, the results are provided below in the category of

Methodology and Types of activities:

Methodology

According to the listening activity pre-test, the methodology consisted of listening to a song ([Planner 1](#)) in which the students carried out an activity of ordering the sequence of words of the song, following a flexible dynamic in terms of the number of reproductions. and vocabulary identification. In this activity, it was identified that the activity was only completed by a few students, that is to say that within the pre-listening, listening and post-listening stage, the students presented confusion to follow the order of the words of the weather vocabulary that they were listening. However, this diagnosis allowed the students to enter into context with the new methodology and application of songs in English.

Types of activities

The methodology indicated above allows us to deduce that it is necessary to follow the listening stages (pre-listening, listening and post-listening) because it is a sequential way to develop listening skills.

Regarding the types of activities, these can be approached not only through songs but also through other activities with other resources, as participants 1,2, 4 and 7 mentioned in the semi-structured interview “*Listening skill is worked through videos, audios*” and participant 3 added that “*Listening skill in English is worked through songs, vocabulary...*”. This indicates that the methodology and activities related to listening can vary and can even be complemented as was done with the application of songs through videos in a visual way and with the support of a word bank or vocabulary used in the stage 1 (pre-listening). (See: [Annex 6](#))

In conclusion, the songs can be applied, even with content related to class themes. Participant 4, 6 and 8 commented that they remembered activities from the weather report, nature

videos and camping vocabulary, indicating at this point that the songs were applied taking into account the vocabulary worked in class.

How can learners develop their listening skill in conjunction with the vocabulary acquisition?

According to vocabulary acquisition, the objective of listening to songs in English is to test the level of vocabulary that students handle and provide this technique based on their needs (Arízala 2018). Starting from this point, the application of songs linked other linguistic skills which were developed during the three stages of listening (Pre-listening, listening and post-listening).

According to the results in the semi-structured interview, it was obtained that the students recognized that they developed skills such as reading because in the pre-listening stage the students looked for the vocabulary and identified the grammatical topics. In addition, learners read the lines of the songs and while they read, they practiced their pronunciation. In this order, participant 8 commented on the sequence that demonstrates the union of linguistic skills in the three stages of listening, *“We had to look up the vocabulary, then we had to fill in the blanks and then answer questions or write sentences”*. Afterward, in the listening stage they read and sang putting the speaking into practice and in the post-listening stage they wrote about the proposed activity ([Planner 2](#)).

On the other hand, all the participants except number 8 mentioned that through the song they learned vocabulary, the other participants stated that they learned vocabulary, pronunciation, reading and at the same time listening to the songs, as commented by participant number 5 *“ I learned vocabulary, pronunciation and I learned to read the songs and listen to them at the same time ”* (See: [Annex 6](#))

In conclusion, the results indicated that the songs did allow the listening skill to work together with other linguistic skills such as reading, writing, understanding, among others, in

addition, it is worth mentioning that although their main focus was on vocabulary, however in each session applied those skills that turned out to be essential and necessary to achieve each communicative and linguistic objective.

How does the application of songs favor listening skill with class themes?

According to the results obtained, it can be inferred that songs are a literary genre that can be enjoyed (Londoño, 2011). In this sense, the application of songs favors the development of linguistic skills from the congenital to the emotional. Therefore, it was possible to deduce that the songs favored the motivation of the students to learn English, in addition to the fact that each song had an objective focused on the subject of classes, either vocabulary or grammatical topics.

Having made the application of songs allowed the students to learn in a dynamic way, so this application was added to one of the activities in which they could even express themselves freely. On the one hand, participant 2 mentioned *“It helps me to express myself freely and learn the subject we are looking at”*, and at the same time link learning English in a pleasant and challenging way, additionally, participant 3 said *“I think it is very good since It allows us to express ourselves more and we are not lazy to look for those things. It makes us want to learn...”*

On the other hand, as a result it was obtained that with the intervention of the students in the semi-structured interview and in the listening activity of the post-test, for which it was concluded that with the application of post-test (See: [Annex 3](#)) improved their listening skills and commented that it is more fun to learn with songs, in addition that all the participants agreed that the song the last song, "I lava you" ([Planner 5](#)) was easy to understand and they commented that they would like to continue learning with songs, and the participant 1 commented, *“since we have these kinds of*

classes I have improved a little more, it is much more entertaining, you really enjoy listening to the songs”.

Conclusions

The results of this research allowed us to analyze that the listening skill requires the variation of activities in line with the listening stages corresponding to pre-listening, listening and post-listening; The first allowed students to prepare for listening through vocabulary search, the second stage was the most preferred for students because they focused on listening to the song, while listening to the pronunciation and vocabulary. The last one allowed the joint development with other linguistic skills such as writing, through which it was possible to evaluate the listening ability of each song to complete the three stages.

In this sense, it is not possible to work on the listening skill without taking into account all the linguistic skills such as, written, speaking, vocabulary, pronunciation, since they work together. Added to this, it is the fact that listening in class by applying songs is linked to the topics of the class, vocabulary or grammatical topics.

It should be noted that the three stages of listening can be varied through activities corresponding to each one, in order to make it dynamic and of interest to students. Finally, the song application methodology turned out to be attractive for the students, because they felt motivated and at the same time noticed their progress in listening skills throughout the activities with the songs.

Recommendations

Based on the research component, as a general recommendation is to balance the development of language skills in class. With the application of the songs, the unification of these

skills was evidenced and one of those that requires more focus on reading. However, the students are very competitive and it is also recommended as teachers to continue with the dynamics that allow ninth grade students to keep them active and participatory.

For future researchers with similar interests in the development of listening skills, it is recommended to create activities that have a sequence with communicative and linguistic objectives aligned to the needs of the students and adjusted to the real context, this in order to prevail a higher level of learning.

In conclusion, it is important to apply dynamic strategies taking into account that students are in a competitive context and one of the ninth grade English teaching methodologies is gamification.

Chapter IV - Community Outreach Component

Applying flashcards with fourth grade students for vocabulary acquisition

Introduction

In terms of globalization, Colombia needs to take on the challenge of emphasizing the importance of applying educational proposals concerning the area of English. For this, in this extension component it is established to assume the commitment with fourth grade primary school students of I.E Rural El Tigre.

At this stage, the objective is to promote English learning spaces in a dynamic playful way with the use of flashcards for vocabulary acquisition. This according to what is established in the Ministry of National Education that presents the Learning Grids primer for the Suggested English Curriculum, aimed at the Transition and Primary Basic levels of the Colombian educational system.

According to the learning grids, as well as the methodological and evaluative routes, the Ministry of National Education intends to provide the teaching staff with tools that allow them to consolidate English area plans that contribute to the achievement of the learning goals that the country has proposed. respecting, of course, institutional autonomy, guaranteed in Law 115.

In this way, the Educational Institution adapts the contents proposed for the English area, with the application of a dynamic playful tool, the flashcards, with which it is intended to create a dynamic and creative environment. Amoretti (2014) stated in his research on the use of flashcards that educational materials significantly improve the learning of students in the specialty of primary education.

Justification

Currently, Colombia is immersed in educational needs, in this case addressing the learning and teaching of the English language at different educational levels nationwide.

Starting from a national to regional context, this extension project is aimed at fourth grade students of the El Tigre Rural Educational Institution. In the first instance, one of the reasons why this population is taken, it is because national educational policies have given teachers the responsibility of teaching English to primary school children, without necessarily being certified as English teachers and this institution does not has a teacher specifically in the area of English in primary school.

Furthermore, according to the levels established by the Ministry of Education in consensus with the Common European Framework of Reference for Languages (2001), it establishes that fourth grade students are at the basic language level A2.1. If this level is not worked on and adapted to your study plan, it will be difficult to meet the learning objectives, which is why it is necessary to strengthen the basic levels of the language.

Given the need to cover the limitation of learning English, it is proposed to encourage the acquisition of vocabulary through flashcards in a dynamic playful way and provide support to grade teachers. Chilca M. (2019) specified, flashcards or lightning cards favor memorization, creativity and facilitate class work. In addition, the flashcards facilitate the execution of activities to learn vocabulary with different topics such as: colors, shapes, family, etc.; promote language learning: acquire and increase vocabulary, practice pronunciation, tell a tale, a story, etc. Thus,

one of the most interesting techniques for presenting new vocabulary is through flashcards. With the drawing of the object and the pronunciation, numerous activities can be carried out until the new word is already understood. That is when the learning is complete.

Finally, according to Peñafiel (2019), mentioned that the images or drawings reflected in the learning flashcards provide significant help in the process of learning English vocabulary, in a dynamic and above all interactive way, reinforcing the word or phrase expressed through two brain channels. In the same way, the learning flashcards provide a panorama or visual perception which is striking, thus maintaining the attention of the learner, this being a playful didactic instrument that promotes and stimulates the learning of English vocabulary.

Objectives

General objectives

The implementation of this community outreach component in the foreign language's degree is heading through the following objective:

- To support the learning of English in the fourth grade students of I.E. Rural El Tigre.

Specific objectives

- To design flashcards as a didactic material for the acquisition of vocabulary.
- To implement dynamic activities with the use of flashcards according to the English lessons.
- To encourage the learning of English in a dynamic way.

Methodology

The National Government and the National Education Ministry and the Basic Learning Rights have set objectives for each level of language in primary education, so in order to implement this component of the extension project, it is necessary to respond to the needs of students in relation to learning vocabulary in English.

Therefore, this project will be applied to fourth grade students, starting from the observations and later applying the use of flashcards in what the students require. In addition, this extension project is applied in relation to the contents established in the regulations of the Ministry of National Education and what is adjusted to each class plan in the English area according to level A2.1.

In synthesis, the methodology is based on the application of flashcards for the acquisition of vocabulary in relation to the English area plan of the institution.

Figure 9*Activities Using Flashcards***Outreach component chronogram****Table 10***Outreach Component Chronogram*

Week	Date	Grade	Activity Description	Objective
1	March 23th- March 25th	4A-4B	Class N1. Introducing ourselves with flashcards This first week the students carried out activities that introduced the	-To introduce English classes to the application of

			<p>use of flashcards related to emotion-feeling and games with the flashcards.</p> <p>“How do you feel today?”</p> <p>Students answer the questions through a game with flashcards that correspond to the various answers:</p> <p>Happy: I am happy.</p>	<p>the use of flashcards.</p> <p>-To present the dynamics of the classes according to the extension project.</p>
2	<p>March</p> <p>28th- April</p> <p>1st</p>	4A-4B	<p>Class N2. colors –flashcards</p> <p>In the second week the topic of colors is presented using flashcards.</p> <p>Students learn vocabulary and practice pronunciation.</p> <p>Students make a picture (rainbow) by painting and writing the colors.</p>	<p>- To identify colors in English.</p> <p>-To practice the pronunciation of colors.</p> <p>-To learn the vocabulary</p>

				through flashcards.
3	April 04 th - April 8th	4A-4B	Class N3. Numbers and colors – flashcards In the third week the students reinforce the theme of colors and numbers. Students do coloring activities. Number identification activities are carried out, students must rearrange words and say the age.	-To learn colors in English -To reinforce the learning of numbers. -To say the age in English.
4	Holy week	4A-4B	Holy week	
5	April 18 th - April 22th	4A-4B	Class N4. Fruits –flashcards In the fourth week, students learn fruit vocabulary through songs with simple questions and answers. Do you like orange? Yes, I do, no I don't	-To acquire fruit vocabulary using flashcards.

			<p>Students make word search puzzles to reinforce vocabulary learning, as well as using flashcards to remind them of vocabulary.</p>	<p>-To reinforce the learning of fruit vocabulary through songs and dynamic activities.</p>
6	<p>April 25th- April 29th</p>	4A-4B	<p>Class N.5 Verb to-be (colors and fruits)</p> <p>In the fifth week the pre-service teacher reviews the verb tobe again (are/is).</p> <p>This review is done incorporating the vocabulary of colors and fruits.</p> <p>The apple is red</p> <p>The apples are not red</p>	<p>-To explain the verb tobe with the use of fruits and colors vocabulary.</p>
7	<p>May 2nd- May 6th</p>	-4A-4B	<p>Class N.6 Verb to-be (colors and fruits)</p>	<p>-To create class spaces for individual and</p>

			<p>In the sixth week, feedback is given group on the verb to be and the vocabulary feedback of fruits and colors.</p> <p>Students are individually and group oriented in classes.</p>	
8	May 9 th - May 13 th	4A-4B	<p>Class N.7 Animals -flashcards</p> <p>In the seventh week, the pre-service teacher introduces the vocabulary of animals with audiovisual resources, songs, videos and flashcards.</p> <p>Students carry out activities to complete words according to the corresponding animal.</p>	<p>-To acquire animal vocabulary.</p> <p>-To reinforce the learning of animal vocabulary with activities and audiovisual resources.</p>
9	May 16 th - May 20 th	4A-4B	<p>Class N.8 There are-there is and animals</p> <p>In the eighth week, students carry out activities applying the vocabulary of animals.</p>	<p>-To acquire animal vocabulary.</p> <p>-To learn the use of there is/ there are.</p>

			<p>Students learn the use of There is/ There are.</p> <p>In this week the students continue to apply the previous themes (numbers, is/are, animals, fruits).</p>	
10	<p>May 23th- May 27th</p> <p>4A-4B</p>	<p>Class N.9 Vocabulary review (Fruits, colors and animals)</p> <p>Week of review of all the themes and dynamic activities with the use of flashcards.</p> <p>Reinforce the learning of the themes with the use of audiovisual material (videos, games, songs)</p>	<p>-To study all the topics with the use of flashcards and other audiovisual resources.</p> <p>-To carry out activities to learn vocabulary.</p>	
11	<p>May 30th- June 03th</p> <p>4A-4B</p>	<p>Class N.10 Practice topics with the use of flashcards</p>	<p>-To assess vocabulary acquisition</p>	

	Students carry out activities in class with classroom (writing, listening, relation of activities. vocabulary of the themes...)
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Note. Description of the schedule of activities with fourth grade students of the extension component

Conclusions

According to the objectives set in the community outreach component, it can be concluded that:

The application of flashcards is a striking material for students, this teaching resource allows them to generate interest in front of the class and a different way of learning.

Using the flashcards, students can match the image with the corresponding word in English (colors, fruits, animals). In this sense, on the one hand, the use of flashcards provides students with an outstanding visual perception, due to colors, creativity and the dynamics of acquiring vocabulary.

On the other hand, it was possible to identify that the flashcards are not limited to use only in one phase of the class, but also throughout the class, even when the students are carrying

out the activities corresponding to the topics, in such a way that they serve to remember vocabulary and to support their English learning during class activities.

Finally, it can be concluded that learners constantly ask the vocabulary, in accordance with this repetitive action of the students, the flashcards were a good didactic tool to answer their questions. In addition, the students when asking about the vocabulary not only visualized the image and the writing of the word, but also they developed their speaking and pronunciation skills, therefore the students wrote the word and pronounced it at the same time.

Chapter V - Intra-Institutional Activities Component

Introduction

The component of intra-institutional activities generates participatory spaces for the pre-service teacher of foreign languages. This stage is characterized by the link to I.E Rural El Tigre, since within its schedule of activities for the year 2022 it establishes a wide variety of events such as meetings, institutional events, national or institutional celebrations.

Thus, the pre-service teacher lives an experience in different areas outside the teaching of the English language, which contributes to professional and personal training. In addition, participation in extracurricular activities provides the opportunity to join other areas that are part of the entire educational community.

Justification

The intra-institutional activities in the face-to-face modality are an important factor because it promotes the integration of different areas and the acquisition of new knowledge, in addition, these types of activities give rise to comprehensive training.

It is for them that the pre-service teacher participates in this component as an active subject in each of the areas and is linked in a participatory manner to the activities of the institution.

One of the reasons why it is necessary to participate in this stage is because in Colombia, Law 2025 of 2020 aims to encourage the participation of parents and caregivers, of children and adolescents in their comprehensive training, academic, social, values and principles of preschool, elementary and middle school students in public and private educational institutions.

According to the above, participating in intra-institutional activities respond to comprehensive training from the role of each subject belonging to the Educational Institution.

Objetives

General objective

To participate in the intra-institutional activities of I.E Rural El Tigre.

Specific objectives

- To get involved in intra-institutional activities and responsibilities to enrich the teaching process outside the academic context.
- To acquire values in terms of educational responsibility.
- To develop a sense of belonging, seeking to give the best for the institution.

Methodology

This component involves the pre-service teacher in an academic environment that demands the participation of future teachers as well as in the different intra-institutional activities. In this sense, the pre-service teacher has a commitment with himself and with the educational institution as an active subject of learning and teaching in the different areas.

In this way, I.E Rural El Tigre links the pre-service teacher to activities that are probably not related to teaching, but rather to training and acquiring knowledge in other areas of life that are lived within the institution.

In this component, I.E Rural El Tigre carried out the following activities: celebration of the language day, celebration of the teacher's day and socialization of English grades before the funding of the academic period, specifically a previous grade report.

Description of events and activities

Celebration of the language day

The first intra-institutional activity was the celebration of the day of the language, this took place on Tuesday, April 26, this activity was conformed by the administrative staff, the teachers of the institution and the high school students.

This activity consisted of different activities that involved the Spanish language, therefore there were presentations of poems, biographies of authors such as Don Quixote and important

information about the reason for the celebration. In addition, after these presentations, students and teachers of each course performed activities such as word search puzzles and crossword puzzles, in this sense the celebration of the day of the language encouraged active participation focused on pedagogy.

Figure 10

Students Participating in the Celebration of the Language Day



Celebration of the teacher's day

The second intra-institutional activity was the celebration of the teacher's day held on Monday, May 16th, in this space the students of 11th grade led the activity with the support of the administrative staff of the institution. The student representative of the institution was one of those who led this activity and together with other 11th grade students created general questions

to know about the institution and the teaching staff, this as a way to highlight the work of teachers.

In addition, other students participated in this activity with plays and traditional dances; this activity fosters the sense of belonging, the values of the teaching work, promotes the creation of pedagogical, artistic and recreational participatory spaces. At the end of the activity the students presented all the teachers with a gift as a way of celebrating the day.

Figure 11

Teaching staff at Teacher's Day Celebration



Previous grade report

The third intra-institutional activity was the socialization of English grades with parents and students. This activity was carried out in conjunction with the head of the English area on Wednesday, May 18 after the academic day. This activity consisted of commenting on the progress of the students, giving them some suggestions and observations with the objective of creating interest in the learning process of the students as well as the recognition of good academic performance and the role of the student in class.

This activity allowed for the participation of the pre-service teacher in the teaching function, expanding the knowledge of some of the functions of the teaching role and the commitments rooted in the performance of the students in the area of English.

Figure 12

Previous Grade Report of English with Parents and Students



Conclusions

This intra-institutional component generated recognition of additional activities outside the English language area. On the one hand, it was rewarding to participate in spaces where the other areas of the lesson plan are integrated as well as the other teachers and staff of the institution.

On the other hand, for the pre-service teacher it was beneficial for the promotion of interdisciplinary work in an institutional context. Considering in this way that the teaching work

is not only related to the teaching of a language but also to the inclusion of other aspects that form a social human being, participative and in development of his integrity formation.

In addition, these spaces allowed us to observe different abilities of the students and their interests. It can be inferred that all these actions seen and carried out by all the participants of these activities allow the pre-service teacher to know more about the institution and all those who are part of it.

As a conclusion, the intra-institutional activities generated contributions to the teaching role, provided knowledge and engaged the pre-service teacher in a real context outside the classroom.

Chapter VI - Reflective Approach to Integral Practicum

Description of the reflection process

In this part of reflection, a whole feedback process is presented in a general way in conjunction with the supervisor. The purpose is to take all comments based on professional and personal growth. Next, a narrative is presented and in the annexes section the journal of the pre-service teacher can be observed in detail.

This description of reflection is elaborated taking into account the observations and the same weekly journal.

Table 11

Narration and Reflection of the First Week

Narration and Reflection of the Week

School:	Pre service teacher:	Date:
I.E Rural El Tigre	Anyi loreni goyes imbachi	
Tutor:	Supervisor:	March 23th – march
Sayuri Andrea Castillo	Juan Sebastian Jimenez	25th
Description		

In the first week of practice, the student teacher began with the extension project component with primary school students. With the accompaniment of the internship supervisor, the fourth grade students of the I.E Rural El Tigre participated in working in the English area with the application of vocabulary learning through flashcards. The student teacher began the class by commenting on some class rules as a suggestion from the supervisor for the order of classes. The students showed interest and curiosity in the class dynamics, given that the visual support of the flashcards involved them in a game to answer “how do you feel today?” For which they had to run towards the emotion-feelings tokens.

Within this component carried out the first week, it is possible to identify the importance of establishing class rules and attention grabbers for group management.

In secondary school, it began with the eighth grade on the theme of school objects and then with the ninth grade in relation to the weather. This information can be found in detail in the annexes section of the pre-service teacher journal.

Evidence



Table 12*Narration and Reflection of the Last Week*

Narration and Reflection of the Week		
School:	Pre Service teacher:	Date:
I.E Rural El Tigre	Anyi Loreni Goyes Imbachi	
Tutor:	Supervisor:	May 30th – June 3rd
Sayuri Andrea Castillo	Juan Sebastian Jimenez	
DESCRIPTION		
<p>In this last week of practice after finishing with the final presentation of final projects which are equivalent to 30% of the final grade of the eighth and ninth grade. The pre-service teacher obtained good observations from the supervisor with the ninth grade, taking into account that they met the objectives of the subject (going to/will, articles, camping vocabulary, pronunciation and other aspects as creativity). As for the eighth grade, they carried out a fashion show exercise, for which it was suggested to maintain the order of presentation of each group. In the eighth grade it was required to reinforce the use of articles, its theme was the application of clothing vocabulary, articles, adjectives, present simple and continuous. In general, the objective of both projects was met.</p> <p>Also during this last week the students thanked the pre-service teacher and said goodbye emotionally. In conclusion, the integral practice allowed a great personal growth and as a future teacher, the experience was very broad in relation to the strategies and dynamics that manage to capture the interest in learning another language. Additionally, the unconditional support of the internship supervisor and her constructive criticism allowed the pre-service teacher to close this stage with a lot of knowledge and contributions of professional and personal development.</p>		

EVIDENCE

9th grade



4th grade



Conclusions

Starting from an institutional context, the I.E Rural El Tigre provided a space for teaching practice with good support from the English supervisor. Likewise, the results obtained throughout the weeks of practice were beneficial for the practice teacher because the contributions and accompaniment of the head of the English area were able to support this training process with core recommendations, with support during the execution of classes and the project itself. investigative pedagogy. (See: [Annex 7](#))

During this practice period, the classes taught by the pre-service teacher were adjusted to the lesson plans and the observations were positive, taking into account that the classes covered the communicative skills: speaking, listening, reading, written and vocabulary. (See: Annex 9 Journal pre-service teacher)

On the one hand, both in the extension project and in the pedagogical research project, the schedule was met and the students were receptive to the methodology and the development of the classes.

On the other hand, the students expressed that they enjoyed the classes in addition to the fact that the explanations were also clear and this was evidenced in the good performance of the students.

In summary, the pre-service teacher had an experience of teaching practice, assuming that she met challenges in terms of group management, one of the aspects that required the most

effort and with great satisfaction that the didactics and methodology applied was recognized by the supervisor. as a very complete work aligned with the objectives of English classes.

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Annexes


Annex 1. Pre-test with “I lava you” song

I LAVA YOU

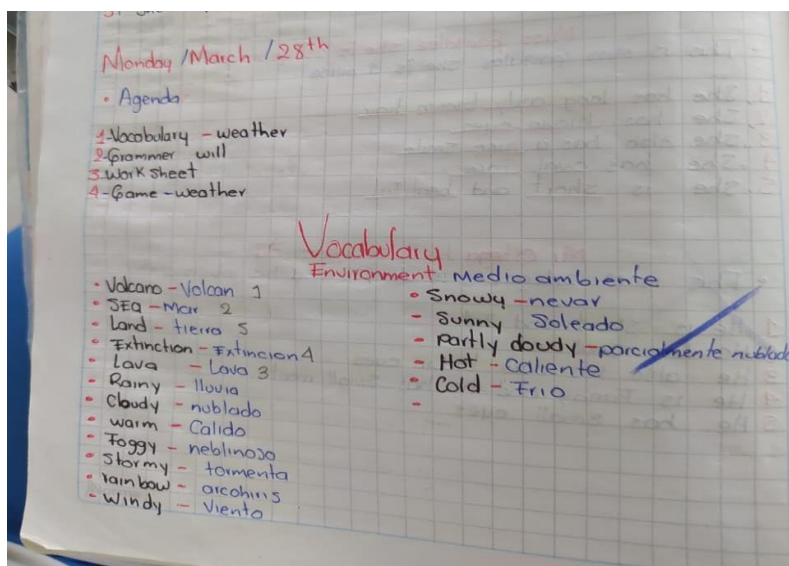
1. A long, long **time** ago
2. There was a **volcano**
3. Living all alone,
4. in the middle of the **sea**

5. He sat high above his bay
6. Watching all the couples **play**
7. And wishing that,
8. he had someone too

9. And from his **lava** came,
10. This song of hope
11. that he sang out loud
12. Every day, for years and years



Annex 2. Pre-test activity



Annex 3. Post- test with “I lava you” song

LOOK UP

A long, long _____ ago
There was a _____
Living all alone,
in the middle of the _____

He sat high above his bay
Watching all the couples _____
And wishing that,
he had someone too

And from his _____ came,
this _____ of hope
That he sang out loud
Everyday, for _____ and years

I have a _____
I hope will come true
That you're here with me,
and I'm here with you
I wish that the _____
sea, the sky up above
Will _____ me someone to lava

lava
song
years
dream
time
volcano
earth
sea
play
send

1. LAVA
2. SONG
3. YEARS
4. DREAM
5. TIME
6. VOLCANO
7. EARTH
8. SEA
9. PLAY
10. SEND

Annex 4. Pre-test activity

A long, long time ago
There was a volcano
Living all alone,
in the middle of the sea

He sat high above his bay
Watching all the couples play
And wishing that,
he had someone too


And from his lava came,
this dream of hope
That he sang out loud
Everyday, for years and years

I have a lava
I hope will come true
That you're here with me,
and I'm here with you
I wish that the earth
sea, the sky up above
Will send me someone to lava

lava
song
years
dream
time
volcano
earth
sea
play
send

1 the characters are the volcano,
2 in the scene there are volcanoes seas
carths, lavas
3 if you sing, the sky sings

Annex 5. Semi-structured interview



UNIVERSIDAD DE PAMPLONA
DEPARTAMENTO DE LENGUAS Y COMUNICACION
FACULTAD CIENCIAS DE LA EDUCACION
LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES
PRACTICA INTEGRAL EN LENGUAS EXTRANJERAS INGLES-FRANCES

ENTREVISTA SEMI ESTRUCTURADA

Applying Songs to Develop Listening Skill in Ninth Grade English Learners at El Tigre
Rural Institution: An Action Research

Objetivo:


- Conocer las diferentes percepciones de los estudiantes durante la aplicación de las canciones en inglés para el desarrollo de la habilidad de escucha.

Esta entrevista se aplica en el marco de la práctica integral docente de la Licenciatura en lenguas extranjeras Inglés-Francés, dirigida por Anyi Goyes, estudiante de décimo semestre. La entrevista está conformada por 15 preguntas abiertas. Aproximadamente tomará entre 15 a 20 minutos.

La entrevista será grabada, recuerde que toda la información que se obtenga será llevada con la más estricta confidencialidad y anonimato, características del ejercicio investigativo.

Preguntas:

- ¿Cómo se trabaja la habilidad de escucha en la clase de Inglés?
- ¿Qué actividades de escucha diferentes a las canciones trabajó la docente en clase para el desarrollo de la habilidad de escucha? (Audios, videos, cortometrajes...) Describa.
- De lo que recuerda, ¿Qué temas abordaban las canciones en inglés? Gramática, vocabulario.
- ¿En qué consistían las actividades propuestas a partir de la aplicación de las canciones en inglés? Describa los pasos.
- ¿Cuál fue la canción que considera más compleja de entender y cuál fue la que mejor comprendió? Justifique.



- ¿Considera usted que la aplicación de canciones en inglés fue buena para desarrollar su habilidad de escucha en inglés? ¿Sí? ¿No? ¿Por qué?
- Mencione aspectos que aprendió durante la escucha de canciones en inglés: (pronunciación, vocabulario, expresiones...)
- ¿Le gustó aprender inglés con canciones? ¿Sí? ¿No? ¿Por qué?
- ¿Se siente motivado a aprender con canciones en inglés? ¿Sí? ¿No? ¿Por qué?
- ¿De qué manera las canciones trabajadas en clase le permiten expresar sus opiniones o sentimientos? Describa.
- ¿Cómo le parece la metodología del docente cuando realiza actividades con canciones? (pre-listening- listening- post-listening)? ¿qué sugerencias tiene para el docente?
- ¿Qué actividades de antes de la escucha, durante la escucha y después de la escucha de las canciones le gustó realizar más? ¿Por qué?
- ¿Qué tipo de actividades propondría usted para trabajar con las canciones en clase de inglés? ¿Por qué?
- ¿Le gustaría continuar aprendiendo con canciones en inglés? ¿Sí? ¿No? ¿Por qué?
- ¿Considera usted que aprender inglés con canciones le ayudó a desarrollar más su habilidad de escucha? ¿Sí? ¿No? ¿Por qué?

Muchas gracias por su participación.

Annex 6. Color coding of interviews

Nº	Question	Categories	Sub-categories
1.	¿Cómo se trabaja la habilidad de escucha en la clase de inglés?	Methodology Type of listening activities	
2.	¿Qué actividades de escucha diferentes a las canciones trabajó la docente en clase para el desarrollo de la habilidad de escucha? (Audios) Describa.	Type of listening activities	Vocabulary Listening Skill Written
3.	¿Qué temas abordaban las canciones en inglés? Vocabulario...	Type of listening activities	Vocabulary Listening Skill Written
4.	¿En qué consistían las actividades propuestas a partir de la aplicación de las canciones en inglés? Describa los pasos.	Methodology Type of listening activities	Listening stages : pre-listening- listening- post- listening

5.	¿Cuál fue la canción que considera más compleja de entender y cuál fue la que mejor comprendió? Justifique.	Skill Listening	Vocabulary Pronunciation
6.	¿Considera usted que la aplicación de canciones en inglés fue buena para desarrollar su habilidad de escucha en inglés? ¿Si? ¿No? ¿Por qué?	Type of listening activities	Written Vocabulary Grammar Pronunciation Speaking
7.	Mencione aspectos que aprendió durante la escucha de canciones en inglés: (Vocabulario...)	Skills Linguistic	Written Vocabulary Grammar Pronunciation Speaking
8.	¿Le gustó aprender inglés con canciones? ¿Si? ¿No? ¿Por qué?	Skills Motivation Linguistic Methodology	Written Vocabulary Grammar Pronunciation Speaking
9.	¿Se siente motivado a aprender con canciones en inglés? ¿Sí? ¿No? ¿Por qué?	Motivation	
10.	¿De qué manera las canciones trabajadas en clase le permiten expresar sus opiniones o sentimientos? Describa	Motivation	skill Assertiveness
11.	¿Cómo le parece la metodología del docente cuando realiza actividades con canciones? (pre-listening- listening- post-listening? ¿qué sugerencias tiene para el docente?	Methodology	Listening stages : pre-listening- listening- post- listening

12.	¿Qué actividades de antes de la escucha, durante la escucha y después de la escucha de las canciones le gustó realizar más? ¿Por qué?	Methodology	Listening stages : pre-listening- listening- post-listening
13.	¿Qué tipo de actividades propondría usted para trabajar con las canciones en clase de inglés? ¿Por qué?	Methodology Type of listening activities	
14.	¿Le gustaría continuar aprendiendo con canciones en inglés? ¿Sí? ¿No? ¿Por qué?	Motivation	Assertiveness skill
15.	¿Considera usted que aprender inglés con canciones le ayudó a desarrollar más su habilidad de escucha? ¿Sí? ¿No? ¿Por qué?	Motivation	Assertiveness skill Written Vocabulary Grammar Pronunciation Speaking

Color Coding

1. ¿Cómo se trabaja la habilidad de escucha en la clase de inglés?

P1: Por medio de audios, de videos, también en guías y pues... Nos pasa un video que tenemos que ir escuchando e ir poniendo la opción que va correcta en los espacios que nos dejen en una guía.

P2: El reporte del tiempo, videos de vocabulario.

P3: La habilidad de escucha en inglés se trabaja por medio de canciones, vocabulario... el cual nos ayuda bastante a nosotros mejorar nuestro vocabulario y nuestra pronunciación.

P4: Se trabaja por medio de videos, audios...

P5: La habilidad de escucha, para mi regular porque siempre tengo dificultades.

P6: Por medio de actividades de escucha, de lectura y de vocabulario.

P7: Se trabaja por medio de audios.

P8: Por medio de videos y por quiz de escucha.

2. ¿Qué actividades de escucha diferentes a las canciones trabajó la docente en clase para el desarrollo de la habilidad de escucha? (Audios, videos, cortometrajes...) Describa.

P1: Aparte de audios y de videos también usamos un pronóstico del clima y del tiempo.

Una de las actividades fue el pronóstico del clima y del tiempo... también audios, videos y actividades de dictar.

P2: El reporte del tiempo, videos de vocabulario.

P3: Trabajamos audiolibros, canciones y caricaturas.

P4: Recuerdo el reporte sobre el clima...postcatds ...audios

P5: Audios, trabajamos videos de vocabulario, de camping y al mismo tiempo hicimos las actividades.

P6: Audios, videos, cortometrajes...eran sobre videos de la naturaleza, pronóstico del tiempo...

P7: Por medio de videos y un pronóstico del tiempo.

P8: Audios, videos y cortometrajes.

3. De lo que recuerdas, ¿Qué temas abordaban las canciones en inglés?

Gramática, vocabulario...

P1: Algunas canciones trataban de Sobre el clima going to, el will.

P2: El reporte del tiempo, videos de vocabulario.

P3: Las canciones en inglés abordaban temas como el condicional 0, going to y will. Y nos daban vocabulario acerca de la naturaleza y de camping y una canción de la amistad y de romance.

P4: Sobre el clima, uso del will, sobre el camping.

P5: Del sol, del océano, del mar, del volcán (vocabulario) En cuanto a temas gramaticales, will, going to y otros.

P6: Del clima, de los riesgos ambientales y de la naturaleza... el going to, will, verbos y tema del camping.

P7: Recuerdo las canciones de amor, de amistad y el uso del going to y will.

P8: De lo del volcán, del camping y de gramática de lo de going to y will.

4. ¿En qué consistían las actividades propuestas a partir de la aplicación de las canciones en inglés? Describa los pasos.

P1: Lo que hicimos fue llenar guías, nos pasaban una guía en las cuales faltaban ciertas palabras, nos ponían un video, el cual se reproducía e íbamos escuchando, según lo que nosotros escucháramos teníamos que ir poniendo y rellenando la guía.

P2: Primero sacábamos el vocabulario, lo traducíamos, luego nos pasaban una hojita para responder y seguir el paso de la canción.

P3: Abordaban las canciones...mirábamos los videos, buscamos vocabulario nuevo, palabras desconocidas, la pronunciación y también hacíamos proyectos acerca del tema.

P4: Primero teníamos que sacar el vocabulario, después teníamos que escuchar o ver el vídeo y después nos hacían hacer una breve actividad.

P5: Nos pasaba las hojas, teníamos que buscar las palabras en inglés, luego nos daba un tiempo, luego completábamos los espacios de la actividad y luego teníamos que responder a algunas preguntas usando el tema que estábamos viendo.

P6: Tocaba escuchar bien y responder exactamente como estaba en el lugar. También, participar y hacer oraciones sobre lo que estamos haciendo.

P7: Teníamos que buscar el vocabulario, después teníamos que completar los espacios y después responder preguntas o escribir oraciones.

P8: Buscar las palabras desconocidas, traducirlas y escuchar la canción.

5. ¿Cuál fue la canción que considera más compleja de entender y cuál fue la que mejor comprendió? Justifique.

P1: La canción para mí más difícil era la de... todo lo hago por ti; Porque en el momento que hicimos la primera canción yo no estaba tan preparado, como que no tenía mucho vocabulario y... no estaba acostumbrado a ese tipo de clases.

P2: La más fácil fue I love you; Esta era fácil porque ya tenía más conocimiento, más vocabulario, entendía mejor la dinámica.

P3: La canción más compleja, me pareció que fue la primera (everything I do, I do it for you-Adams) y la segunda que me pareció más fácil, que fue la que comprendí se llama I lava you.

La más difícil, sería entre las primeras ya que no se podía escuchar bien lo que decían (everything I do, I do it for you-Adams). La más fácil, la del volcano love you (I lava you) por el vocabulario.

P4: La del volcano love you (I lava you) por el vocabulario.

P5: Para mí fueron todas difíciles porque se me dificulta inglés, bueno aunque la última me pareció mejor porque la entendí mejor, fui entendiendo poco a poco.

P6: La canción del volcán, porque está más comprendida, y la primera iba más rápido

P7: Para mí la canción más difícil fue la primera, porque era larga y me perdía en las líneas. La más fácil fue la del volcán porque era corta y ya conocía algunas palabras.

P8: La más difícil fue la de Bruno Mars y la más fácil la del volcán (I lava you), porque la de Bruno Mars (Count on me) casi no se entendía lo que decía para buscar las palabras y la del volcán porque era más lenta.

6. ¿Considera usted que la aplicación de canciones en inglés fue buena para desarrollar su habilidad de escucha en inglés? ¿Si? ¿No? ¿Por qué?

P1: Sí fue bueno, por que aprendimos a distinguir mejor cuando dices una palabra y está mejor pronunciada, a reconocer cuando una persona pronunciaba mal una palabra o decía mal una oración en inglés, también fue bueno porque según el tema que estuviéramos viendo nos traían una canción referente al tema.

P2: Sí, porque aprendo cosas que no sabía, me sirve para comunicarme mejor con los profesores de inglés.

P3: Sí, me ayudó bastante a mejorar en el escucha y en el habla.

P4: Sí, porque a veces a uno le da pereza y ahí en el video uno va resolviendo.

P5: Bueno, sí porque pues no comprendía y poco a poco fui comprendiendo y entendiendo.

P6: Sí fue bueno porque uno aprendía más ahí, uno podía mejorar el vocabulario, aprender otras cosas más de lo que nos enseñó y vocalizar más las palabras.

P7: Sí porque aprendimos de una forma diferente aunque no esté acostumbrado a esas actividades.

P8: Sí fue buena escuchaba al mismo tiempo la pronunciación.

7. Mencione aspectos que aprendió durante la escucha de canciones en inglés:

(Vocabulario...)

P1: Pronunciación, vocabulario, expresiones

P2: Pronunciación, vocabulario y expresiones.

P3: Aprendí pronunciación, expresión, vocabulario...

P4: Eh...pronunciación, vocabulario...expresiones.

P5: Aprendí vocabulario, a pronunciar y aprendí a leer las canciones y al mismo tiempo escucharlas.

P6: Aprendí pronunciación, vocabulario y expresiones

P7: Aprendí sobre el vocabulario de los temas de clase, verbos y pronunciación.

P8: Aprendí nuevas frases y a escuchar y completar al mismo tiempo.

8. ¿Le gustó aprender inglés con canciones? ¿Si? ¿No? ¿Por qué?

P1: Sí, pues es más divertido, más sencillo y también porque si quieres repasar o algo así te puedes relajar escuchando las canciones.

P2: Sí, porque tenían una respuesta de nuestra vida (eran relacionadas con nuestras vidas).

P3: Sí porque pienso que es más fácil aprender vocabulario nuevo y expresiones que uno no conoce.

P4: Sí porque era más fácil de comprender.

P5: Sí porque pues fui entendiendo y aprendiendo en la escucha.

P6: Sí me pareció bonito porque uno con canciones aprende más, tiene un ritmo más bueno y el vocabulario es mejor.

P7: Sí me gustó porque uno puede escuchar, leer y cantar.

P8: Sí me gustó porque era más fácil de comprender.

9. ¿Se siente motivado a aprender con canciones en inglés? ¿Sí? ¿No? ¿Por qué?

P1: Sí, porque desde que tenemos ese tipo de clases he mejorado un poco más, es mucho más entretenido, uno disfruta mucho escuchando las canciones. También porque en un momento todo lo que nos enseñaban en inglés eran solo palabras y verbos, en el cual no hacíamos oraciones, no escuchábamos videos, nada que fuera divertido aprender.

P2: Si, por que cada día ponen canciones diferentes y aprendo más vocabulario, desarrollo la parte de escucha.

P3: Sí, me siento motivada porque no me da pereza aprender así, me da ansa de aprender así.

P4: Sí, me siento motivado ya que por medio de videos y audios podemos aprender más.

P5: Pues sí porque después me va a servir y ya poco a poco voy entendiendo y luego ya voy aprendiendo mejor.

P6: Sí me siente motivado porque uno mira ahí como ocurre eso, pronuncia las palabras, escucha bien y aprende un vocabulario más experto.

P7: Sí me siento motivado porque me rio y es divertido, aunque no sea tan fácil.

P8: Sí me siento motivado porque es más creativo y divertido.

10. ¿De qué manera las canciones trabajadas en clase le permiten expresar sus opiniones o sentimientos? Describa

P1: De forma más expresiva en inglés, lo que uno piensa, lo que uno siente, cantándola o haciendo cualquier tipo de cosas con ellas.

P2: Me ayuda a expresarme libremente y aprender al tema que estamos viendo.

P3: Son canciones muy bonitas porque no habla de la amistad, de amor, de cuidar la naturaleza y me ayudan han crearme como persona.

P4: Sí me permitió expresar mis opiniones ya que podía responder cualquier cosa libremente.

P5: Pues sí, porque pudimos aprender y expresar ideas.

P6: Mediante las preguntas que hacían.

P7: Cuando debo escribir un consejo y porque no debo responder de lo mismo que dice en la canción.

P8: Al final del video o de la canción yo puedo expresarme.

11. ¿Cómo le parece la metodología del docente cuando realiza actividades con canciones? (pre-listening- listening- post-listening? ¿qué sugerencias tiene para el docente?

P1: Es mucho mejor porque antes de la escucha nos dan ciertos vocabularios, tenemos la actividad de escucha, nos ponen los videos, completar las guías y ver que va en cada una, esto es muy divertido y a la vez desafiante, porque tiene realmente que va ahí.

En las sugerencias me gustaría que no vayan tan rápido y que le den su tiempo a cada tema.

P2: Me parece bien. Porque primero nos intenta explicar lo que vamos hacer, para que no se nos dificulte cuando vayamos a ver el video o la música que nos deje.

P2: No tengo sugerencias.

P3: Me parece muy buena ya que nos permite expresarnos más y no nos da pereza buscar esas cosas. No da ansas de aprender.

P4: No tengo sugerencias, que siga así, es chévere la manera de aprender. Las clases son dinámicas, me parece adecuado, porque el entendimiento se abre, se expande.

P5: Durante la escucha podemos ir escuchando y resolviendo la actividad.

P6: Pues para mí el orden sí estaba bien porque pues al mismo tiempo nos dio el tema.

P7: Es adecuado porque cada una tiene un motivo. Ninguna sugerencia.

P8: Sí me parece adecuado aprender con canciones y no tengo sugerencias.

12. ¿Qué actividades de antes de la escucha, durante la escucha y después de la escucha de las canciones le gustó realizar más? ¿Por qué?

P1: Durante la escucha gusto, porque tenemos que estar súper pendientes, pilas en lo que diga el video.

P2: Durante la escucha, mientras escuchamos para completar el vocabulario o el texto.

P3: Antes de la escucha que es buscar el vocabulario, ya que uno a través de eso se guiaba para comprender la canción.

P4: Durante la escucha porque podíamos ir escuchando la canción y resolviendo la actividad. No tengo sugerencias.

P5: Pues a mí me pareció la mejor parte de buscar palabras, porque pues uno se divertía buscando palabras en el tiempo que usted nos daba.

P6: Durante la escucha de la canción, porque uno podía mirar para responder.

P7: Cuando escuchamos la canción porque uno puede escuchar y seguir la letra.

P8: Durante la escucha porque escuchaba la canción y completaba la actividad.

13. ¿Qué tipo de actividades propondría usted para trabajar con las canciones en clase de inglés? ¿Por qué?

P1: Siento que podríamos hacer más ejercicios físicos, jugar actividades como lo son teléfono roto, pasar palabras, que nos sacaran a tener un poco más de movimientos y no estar solo sentados, estar en diferentes ambientes.

P2: Que las palabras mostraran como se pronuncia, para que no sea nos haga tan difícil y así aprendamos más rápido.

P3: Que cantemos la primera estrofa de la canción y que la profe nos corrija la pronunciación.

P4: No tengo sugerencias.

P5: Salir a cantar.

P6: Aprendiendo más vocabulario.

P7: Ninguna.

P8: No tengo propuestas.

14. ¿Le gustaría continuar aprendiendo con canciones en inglés? ¿Sí? ¿No? ¿Por qué?

P1: Sí, porque las canciones le dan un poco más de intriga y es mucho más divertido hacerlo con canciones, en vez de estar solo escribiendo.

P2: Sí, porque las canciones traen vocabulario que uno no sabe y también nos ayuda a relajarnos.

P3: Sí me gustaría seguir aprendiendo con canciones, ya como le comentaba uno no se aburre, las clases se vuelven dinámicas

P4: Sí ya que nos ayuda más a aprender vocabulario y a tener más capacidad en la escucha.

P5: Sí porque puedo ir aprendiendo poco a poco.

P6: Sí me gustaría porque uno puede aprender más, con la canción y el vocabulario.

P7: Sí me gustaría porque es algo diferente y puedo aprender inglés.

P8: Sí porque es mejor para el aprendizaje.

15. ¿Considera usted que aprender inglés con canciones le ayudó a desarrollar más su habilidad de escucha? ¿Sí? ¿No? ¿Por qué?

P1: Sí me ayudó mucho, porque yo antes no tenía vocabulario y desde que comenzamos a practicar con videos también he mejorado mucho en comprensión hacia el inglés.

P2: Sí, porque es más fácil desarrollar o buscar las palabras, también mientras está sonando la canción uno va aprendiendo como se pronuncia.

P3: Sí me ayudó a desarrollar la habilidad de escucha porque la practicábamos varias veces, después cantábamos y la profe nos corregía la pronunciación.

P4: Sí porque las canciones iban en un ...despacio, bien. (¿Entonces usted siente que logró desarrollar más esa habilidad de escucha?) Sí.

P5: Sí porque al fin yo aprendí y la última canción ya la entendía mejor.

P6: Sí me ayudó en la escucha porque podía comprender más y no estaba acostumbrado a este tipo de actividades.

P7: Sí me ayudó porque luego comprendía mejor con las canciones y el vocabulario.

P8: Sí porque pude comprender mejor a diferencia del inicio.

Annex 7 Teaching team

