The use of songs for enhancing listening comprehension and promote vocabulary

acquisition on seventh-grade English course: An action research study

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Chapter I - General Presentation of the Project

This project is carried out in the last stage of the bachelor's degree in foreign languages English-French, and puts into practice all the knowledge and skills acquired in the previous semesters with the aim of having greater experience as a future professional fully prepared to face the challenges facing education.

It is worth mentioning that this project comprises four components focused on teaching practice. The first refers to the institutional observation from the administrative, pedagogical, technological and population levels, which permits the pre-service teacher to know the field where he is going to be immersed. In the second place it is found the pedagogical and research component that seeks the implementation of an innovative project adapted to the needs of students. The third component refers to the community outreach, where an academic reinforcement project is proposed in the area of English, focused on meeting the needs of primary school students. It is no secret to anyone that the virtual modality left many gaps in the students since the institutions were not prepared to adapt to a new learning strategy, on the other hand, primary school students in most cases do not have an English teacher; therefore, this proposal searched for covering these needs through the implementation of songs for encouraging listening skills and vocabulary acquisition in a real context.

Finally, the intra-institutional activities are associated with the involvement of the pre-service teacher in educational and cultural activities implemented in the institution in order to facilitate the integration of the trainee teacher with the school's organization concerning the institution processes and dynamics regarding cultural and extracurricular activities.

Introduction

Nowadays, learning a second language has become a necessity for people to interact in different fields such as business, education, sports, and tourism. Therefore, learning a foreign language allows better opportunities in this globalized society where people must be competent and communicative. It is important to mention that English has been the key to maintain an approach to the science and technology field, hence this language is considered a universal language for people, since it permits developing communication skills and intercultural cooperation between people from all over the world (Bećirović, 2017).

When someone is learning a foreign language that means they are connected to a world different from their own in terms of culture (Sercu, 2005). It is worth mentioning how relevant English is in the teaching-learning field, since its acquisition is essential for students to participate in oral and written social language practices with native and non-native English speakers. Nevertheless, in terms of education, a huge responsibility is demanded to teachers, given that they are in charge of creating a learning environment in which students could feel encouraged and involved in the process of learning the language. (Becirovic, 2016). In order to do so, the songs are pedagogical tools that help improve students' skills such listening and lexicon, which are crucial elements for them to promote participation.

According to the National Education Ministry MEN (2016)" learning a foreign language is an invaluable opportunity for the social, cultural and cognitive development of students" (p.8). That is why, educational institutions in Colombia have taken into consideration a national interest where students can be linked to globalization processes, since education must participate unanimously with Colombian regulations and legislations.

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Taking into account the above, this project seeks, on the one hand, to work on English to improve students' listening comprehension and vocabulary acquisition. To illustrate this, it has been observed that in the primary and secondary cycles, the lack of authentic material for learning the English language, especially resources to work on listening, which means that the conditions in the classroom are not adequate for the development of this ability within an academic field. Therefore, it is requiered the implementation of a project that benefits the learning process. On the other hand, the acquisition of vocabulary in a language is important to be able to understand the fundamental structures.On the other side, a second project was developed at the headquarter Divino Niño belonging to the Jose Eustasio Rivera School, it seeks to teach English throught gamification activities. Finally, the intra-institutional activities where the pre-service teacher was immersed in the activities that a teacher does outside the classroom.

Justification

Education is the most important element among human beings to generate changes in a society and stay united, being part of each other in the structure of culture (Leon, 2007).

On the other side, teaching English as a foreign language according to the National Education Ministry (N.E.M) is viewed as the "most widespread international language and the instrument of communication in various developed areas ”(MEN, 2006, p. 9), it is essential to address transformation in pedagogical development imposed by schools concerning teaching-learning English since the results obtained in national show the low Colombian level of English.

On the other hand, it is worth mentioning that the main problem that has been evidenced during the observation is the low level of English that the students have because they are working under a flexible methodology; in addition to this, virtuality led students to lose their learning rhythm. That is why, as an English teacher, there must be found new strategies and techniques in order to change their attitude within their English learning process. In this sense, the implementation of songs can serve to accomplish this goal since they made students learn English in a more dynamic and meaningful way, allowing students to work on listening skill. Moreover, the songs allow the acquisition of vocabulary in an easier way.

This proposal was aimed at improving listening skill by arousing the interest of students, making them feel more motivated to learn English, removing the repeated activities done in their everyday classroom activities.

The current study projects the pre-service teacher through its integration to the pedagogical-research, community outreach, and intra-institutional activities components.In other words, the relevance of this proposal lies in implementing a new strategy to encourage listening in seventh grade students, having a deeper contact with the language and to impact the educational community.

Objectives

General Objective

- To conduct the teaching practicum taking into account the pedagogical and research , community outreach, and intra-institutional activities.

Specific Objectives

- To foster listening skill and vocabulary acquisition by implementing songs

- To develop English lessons for strengthening the fourth and fifth primary courses

- To participate of intra institucional activities activities of the Jose Eustasio Rivera School.

General conclusions

The practicum process highlights some fundamental conclusions for each of its implemented components: Pedagogical-research project, community extension project, intrainstitutional activities project and reflection component.

Regarding the pedagogical-research project, it is important to mention that the educational song methodology encouraged the listening skill and the acquisition of vocabulary. Moreover, it was observed that the students improved other skills such as pronunciation, writing and reading. Since the learners had to read the lyrics of the song and pronounce it, likewise, blank spaces were proposed where the students had to write the missing vocabulary.

Regarding the community outreach project, it was evidenced that the students felt motived for learning English. Furthemore, it was perceived that fifty percent of the learners did not like English as the teachers did not encourage them. Nevertheless, this aspect improved, so students became interested in English.They showed an active participation during the classes and the gamification activities. The result was very good, this support allowed the students to give their best and thus obtain better grades.

Concerning the intra-institutional component, it was valuable for the trainee teacher to know that, apart from their work in the classroom with the four groups, she had to be willing to attend to these important activities developed in the institution. The act of attending administrative acts, meetings, and cultural events implies a great responsibility with the school, beyond its common teaching.

CHAPTER II: Institutional observation

This chapter provides information of the Jose Eustasio Rivera Institution collected during the first week of the practicum process. Therefore, in order to have a deeper immersion in the context of the institution, an in-depth observation was made, taking into account an administrative, pedagogical, technological and population level, all this with the purpose of obtaining a better knowledge of the educational institution. In this space it can be found documents such as: the Institutional Educational Project, the syllabus, workbooks, chronograms, MEN guidelines, methodology, the guide book; among others were observed and registered into this piece of work.

Knowledge of the setting

The José Eustasio Rivera Commercial Technical Educational Institution is a public school that operates in the periphery of the urban area of the municipality of Saravena-Arauca.

Characterization of the setting

The Jose Eutasio Rivera educational institution is the main campus where secondary is offered in various shifts: the morning, that goes from 6:30 am to 12:30 pm, in the afternoon from 2 pm to 6 pm and at night from 6 pm to 9 pm. Likewise, this school has a program called "CRECER" which benefits older people, this is offered on Sundays.

Documental analysis

Topographical location of the institution

The Educational Institution José Eustasio Rivera began to function in 1974 with the academic modality and initially created for the night shift. It is a public school which is located in an urban area of the municipality of Saravena-Arauca, more specifically in the "Universitario" neighborhood at 17 14-109.

Figure N 1: School location.

It is worth mentioning that this school has 6 additional headquarters which are located in strategic areas of the urban sector and where primary basic is taught.

Figure N 2 School main entrance

Table N° 1 Headquarters

INSTITUCION EDUCATIVA TÉCNICO COMERCIAL JOSÉ EUSTASIO RIVERA	
HEADQUARTER 1	Alfonso Lopez
HEADQUARTER 2	Divino Niño
HEADQUARTER 3	Jorge Eliecer Gaitan
HEADQUARTER 4	Las Villas
HEADQUARTER 5	San Juan Bosco
HEADQUARTER 6	Seis De Octubre

Administrative level

PEI of the institution

The institutional educational project of the Jose Eustasio Rivera school is presented as the guide document which includes the legal framework of the school, functions of the coordinators, regulations of the institution, mission, vision, pedagogical model, values, philosophy, objectives and student profile.

It should be highlighted that this school follows a constructivist model which is based on the conceptual structure of each student: it takes into account the ideas and preconceptions that each student has about the topic of the class.

Institution's philosophy

The Jose Eustasio Rivera school is a public educational institution that seeks to provide students with solid training aimed at developing students' personality and faculties in order to prepare them for an active life focusing on respect for the rights of others, cultural, artistic, recreational values and the environmental care with a spirit of peace, tolerance, solidarity established in the political constitution. It is important to mention that the student of this school must be able to practice technical and commercial knowledge, engaged in the innovation and feedback, to contribute to their own well-being for promoting the financial and economic development of companies and their professional life.

Institutional symbols

Figure N 3: Institutional shield.

Figure N 4: Institutional flag.

Institutional Mission

The Jose Eustasio Rivera school is a public institution which has as purpose the integral formation of the human being through quality education that promotes a more equitable society. Moreover, this educational institution aims to provide its students with an excellent education, physical, intellectual, spiritual, recreational and sports coexistence.

It should be mentioned that at the level of technical, the institution applies a projection to the training of commercial technicians enaged with the innovation and their own well-being, thus strengthening of labor skills in technical high school graduates of the commercial specialty in agreement with the national learning service SENA .

Vision of the institution

By 2025, the Jose Eustasio Rivera school intends to become a high-quality institution with acceptance and recognition in society through the generation of a school climate that encourages the practice of values and attitudes, respecting the qualities and characteristics, that help to be active and transforming elements of a society, thus allowing the training of men and women in ethical and human principles and values in an environment of coexistence,

accompanied by an intense practice of sports and recreation, supported by scientific and technological knowledge to change the paradigms of the current life of the country mired in social injustice, unemployment, corruption, violence and the inappropriate use of free time, bringing justice, equal rights, honesty, peace and progress.

Model of the institution

This school follows a constructivist model which considers that human learning is always an internal construction, since it cannot be significant if its concepts do not fit into previous concepts.

The necessary conditions to promote constructivist teaching are:

1.   Generate dissatisfaction with prejudices and preconceptions, making it easier for students to realize their errors.

2.   That the new concept begins to be clear and different from the previous one.

3.   That the new concept shows its applicability to real situations.

4.   That the new concept generates new questions and expectations.

5.   That the student observes and understands the causes that originated his prejudices and erroneous notions.

6.   Create a climate for the free expression of the student, without making mistakes.

7.   Promote the conditions for the student to participate in the teaching-learning process.

Organigram of the institution

Figure N 5: Onigram of the Jose Eustasio Rivera School.
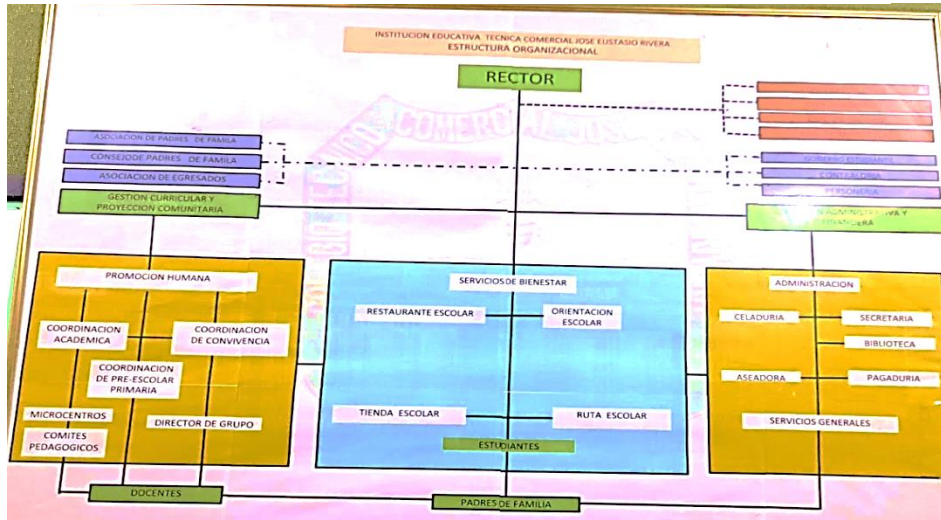
Rulebook of the institution

The rulebook of the Jose Eustasio Rivera institution is a document created based on the Universal Declaration of Human Rights and has as a normative reference the Political Constitution of Colombia, Law 115 of 1994.

Students' duties

1. Respect for the person

2. Equity and acceptance of difference.

3. Participation and training.

4. Community welfare and hygiene.

5. Care for the environment, use and conservation of assets.

6. Cognitive, scientific, social, cultural, spiritual and religious training

7.   Management of communication channels within the Educational Community.

8.   Maintain good communication, family treatment and respectful with all members of the Educational Community.

9.   Give a respectful treatment to all people, practice good manners, accepting corrections and avoiding anything that is a cause of division.

10.   Demonstrate an excellent academic performance and good social behavior that allows them to receive encouragement.

11.   Assume with commitment the Institutional Philosophy.

12.   Comply with all the aspects contemplated in the rulebook of the institution and with the guidelines of the directors, teachers and other people in charge of training.

13.   Participate with their attendance in all activities carried out in the Institution and out of school hours.

14.   Submit requests in a climate of good manners and with respect.

Students' rights

1.   To be listened and valued as a person according to their dignity and personal identity, guided in times of family or personal difficulties.

2.   Receive a respectful and tolerant treatment, as well as a good example inside and outside the Institution from Directives, Teachers, Parents, Colleagues, and Administrative Staff.

3.   To the free expression of their personality, gender identity, sexual orientation without requirements than those indicated by law.

4. To enjoy the different forms of recreation, in the times and places provided for it.

5. To receive first aid care when their health is impaired.

6. To receive a good quality and healthy lunch or snack at the time it is granted by the competent bodies.

7. Receive adequate sex education under scientific, moral and ethical parameters taught by qualified staff.

8. Enjoy the student welfare services that the Institution offers, psychological and spiritual orientation, school store and others.

3. To participate in the sacramental day of the Institution.

9. To participate in the organization and execution of the Institution's events

Procedures for the treatment of disciplinary situations

(Modified According to Agreement 001 Dated May 3, 2013 by the Board of Directors)or each of the processes, depending on the gravity of the fault, the following instances will be followed:

For type I and II situations

In the first place, the teacher in charge of the respective course is the person who will communicate the situation to the holder and will advance the process required by the rulebook of the institution as he is the competent authority for this type of faults. Disciplinary management is conducted by the teacher of the respective class who will register student's faults, in addition to this, dialogues, observations, reconciliations and permanent monitoring of classroom commitments and manual faults It will remain written in order to have evidence.

In the case of three minor faults

The Teacher and the head of the group will inform the Coordinator according to the procedure that follows the rulebook, he is the indicated person to initiate the disciplinary process.

For Type III situations

The Coexistence Coordinator must inform the counselor and the Rector, who will talk with the Coexistence Committee, who will make recommendations to the Directive Council, as it is in charge of continuing the established procedure.

MEN's lineament face to health emergency

Taking into consideration the health emergency, the Jose Eustasio Rivera Institution adopted several strategies since the pandemic arrived in Colombia in order to protect the student community. Therefore, at the beginning the classes were taught through guides designed by the teacher in charge of each grade. Afterwards, at the end of 2021, the alternation modality was implemented, which allowed all teaching staff and students to attend classes under a divided educational day, complying with biosafety protocols. Today, the face-to-face modality is being implemented, covering the full day established by the institution, which concerns 6 hours. It is worth mentioning that the use of face masks is mandatory.

School shift

With regard to the school shift , teachers belonging to the main campus (secondary) work the full educational day, which corresponds to an academic load of 6 hours. It is important to mention that in this way teachers have better control of their students and maintain their attention more easily. However, ICTs and security protocols continue to be implemented and in the case of intra-institutional activities, crowds of students are not allowed.

Institutional schedule

The 2022 institutional schedule of the Jose Eustasio Rivera school covers the events and activities that take place throughout the school year which enrich the educative process of students in different areas such as spiritual, linguistic, cultural, social, family, and sports. Likewise, it is important to clarify that the complete schedule of activities has not yet been

designed; therefore, below only the activities scheduled for the first months of the academic period are observed.

On the other side, it is worth mentioning that the activities established until now have been successfully developed and those that will be carried out along the school calendar will strictly follow the respective rules and biosafety protocols.

- Hoist the National Flag

- Presentation of the student government candidates

- Parents' meeting

- International Women's Day

- Pedagogical day (socialization of the transversal projects)

- Debate of the candidates for controllership and students' representative

- Closure of the electoral campaign

- Election of the students' representative and controllership

- Parents' Council Meeting

- Holiday

- Possession of the school government

- Pedagogical day (primary education)

Pedagogical level

Planning of the English area

The planning of the English area does not follow a format established by the institution; therefore, each English teacher is autonomous to plan his classes, for instance, some of them structure their lessons in a notebook, while others have all the resources that they will use in class on the computer. It is worth mentioning that for the English classes, the pre-service teacher will adapt his own format, which has been approved by the supervisor.

This planner is structured into four phases, the first is the warm up activity that includes a short motivational introduction of the topic to be studied. Afterwards, it can be perceived the explanation of the topic which is done deductively, so that students help build knowledge.

Then, it's time to practice the rule, in this part, students put what they have learned into practice. Finally, a review is made.

Figure N 6 planning format

PLANEACIÓN DE CLASE ACADÉMICA						
Nombre del colegio / School´s name						
Nombre del docente / Teacher's name(s)						
Grado		Área		Asignatura		Horas clase totales	
Estándar/ Standard	1 standard general / 1 standar específico (si quieren agregan otro)					
Objetivos/objectives	General / específicos					
Contenidos / contents (language knowledge and skills)	Topics/temas (simple)					
Tiempos / Timing		Fecha programada de clase				
Tema (por clase) Topic	Example: *A world of colors* (un nombre más creativo)					
Motivación / Warm up	Nursery rhymes – music Online games (wordwall, quizziz, kahoot, British council games, etc) Flashcard's activity Stretching exercises, actividad física Puzzles, wordsearch. Crosswords Roleplays Wordclouds, open-ended questions, surveys Reflective question Matching exercises, fill in the gaps, unscramble the sentences ... (DESCRIPCIÓN CON TIEMPOS) The teacher is going to greet the students, afterwards he is going to open kahoot, share the code... El profesor saludará a los estudiantes, luego de esto, abrirá la plataforma Kahoot para compartir el código de un juego a aplicar ... TENER EN CUENTA QUE EL WARM UP SIEMPRE DEBE SER CORTO (5-10 MINUTOS)					
Actividad principal (acciones) Main Activity (optional lin with)	Se comparten los objetivos de la clase. SE PARTE DE LO GENERAL A LO PARTICULAR. POR EJEMPLO, SE RECOMIENDA UTILIZAR UN TEXTO, AUDIO, VIDEO, GRAPHIC ORGANIZER... DE AHÍ SE EXTRAE EL TEMA DE LA CLASE. EXTRAER EJEMPLOS, REALIZAR EJERCICIOS PRÁCTICOS, PREGUNTAR A LOS ESTUDIANTES, LLEVARLOS HACIA LA PRODUCCIÓN Y LA CREACIÓN DE EJEMPLOS. VERIFICAR COMPRENSIÓN CON PREGUNTAS CLAVES PROFUNDIZAR EN EL TEMA (DESCRIPCIÓN CON TIEMPOS)					

Practica o aplicación Practice or Aplication	Ejemplo: ...LOS ESTUDIANTES VAN A DISEÑAR UN COLLAGE DONDE MUESTREN A LOS MIEMBROS DE SUS FAMILIAS. El niño realizará una presentación oral donde describa su trabajo. (DESCRIPCIÓN CON TIEMPOS)	
Repaso final / Review	Aplicar una actividad de assessment for learning. Verificar comprensión por medio de una de las estrategias. (DESCRIPCIÓN CON TIEMPOS)	
Fuentes de consulta y apoyo/ Materiales que se requieren / Sources and materials		Materials:
Observaciones		

Knowledge of the available pedagogical resources

With regard to the resources available that English teachers have for carrying out their classes, it is worth highlighting an audiovisual room with all the optimal technological conditions which allows creating a pleasant learning environment. Besides, there is a good sound euipment, a television, air conditioning and in the case of two rooms, there are several fans. In the same way, the institution has two well-equipped computer rooms which can be shared with English teachers. On the other hand, it is pertinent to point out the presence of the school library, which has a section of useful English books to reinforce learning, among them, it can be observed (interchange third edition, side by side third edition, happiness 5 the bilingual way to go). Other external resources that can be found are: a soccer field, a coliseum, and a multiple classroom where all the intra-institutional activities take place.

Methodology of work of the English staff

The English staff of the Jose Eustasio Rivera school meets annually during the institutional week established in the academic calendar, in order to set the activities to be carried out during the year, the purpose is to work as a team in the development of the different contents, based on the basic learning standards. Furthermore, in this space the English teachers talk about the strengths, weaknesses and threats presented, taking into account these challenges they establish the methodologies, strategies, resources, materials and evaluation criteria to provide adequate English teaching during the fixed period. This DOFA matrix summarizes the challenges that the English staff have for this year since the students come from a virtual modality and therefore they are in the process of adapting to face-to-face modality. It is worth mentioning that there are many gaps at the level of vocabulary, and students' responsibility in class. For that reason, there is a risk of lowering the level in the saber 11 tests.

Figure N 7 DOFA Matrix

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
"JOSÉ EUSTASIO RIVERA"
Aprobación de estudios: Resolución 3036 de 30 octubre de 2018
CÓDIGO DANE 081790003467. NIT 805.153.466-1

MATRIZ DOFA PRIMERAS SEMANAS DE TRABAJO 2022

ÁREA	ENFOQUE	DEBILIDADES	OPORTUNIDADES	FORTALEZAS	AMENAZAS
INGLÉS	ACADÉMICO	Se evidencia dificultad a la hora de reconocer la importancia y necesidad de aprender inglés para la vida Poca responsabilidad para tener en clase materiales de trabajo como cuaderno, diccionarios, lapiceros…	Aplicar estrategias de motivación y hacer equipo con los padres para evitar desinterés, mortalidad y deserción a causa del inglés. La existencia de material complementario y herramientas tecnológicas que brindan la oportunidad de afianzar los conocimientos trabajados durante las clases. Existen estudiantes con buen desempeño e interés sobresaliente. Se convierten en ejemplo a seguir y apoyo en las clases.	Se están adaptando nuevas metodologías de enseñanza-aprendizaje que demuestran lo alcanzable, práctico y útil de aprender inglés. Haber reconocido que el trabajo en el área para este año lectivo necesita enfocarse en la nivelación de conocimiento al grado en que se encuentran. La institución educativa ha permitido a los docentes del área de inglés llevar continuidad en los grados. Los estudiantes en su mayoría tienen acceso a internet y con orientaciones claras acceden a contenidos de aprendizaje. A pesar del poco tiempo que se tiene para aplicar y presentar las pruebas saber, algunos estudiantes presentan interés en repasar, practicar, estudiar, responder y manejar los tips necesarios para un mejor desempeño. El equipo de trabajo del microcentro de inglés se caracteriza por crear espacios de crecimiento grupal donde se comparten experiencias y se evalúan procesos buscando el mejoramiento continuo.	Después de dos años con poco acompañamiento en el área de inglés, faltan de vocabulario y conocimientos gramaticales básicos para el aprendizaje de una segunda lengua. No se conoce ni se aplican técnicas de estudio que faciliten la práctica y acceso a conocimientos del inglés En la red existen distractores que desvían la intención de aprendizaje. Se corre el riesgo de tener bajos puntajes en las pruebas saber. Las capacitaciones ofrecidas desde el MEN tienen restricciones que no permiten que los docentes accedamos a los beneficios que presentan.
	COMPORTA MENTAL	Después de dos años de pandemia los estudiantes están adaptándose nuevamente al proceso de clase presencial. Se evidencia focos de indisciplina, distracción y desinterés.	El regreso a clases presenciales lo que permite aprender con acompañamiento, retomando los comportamientos adecuados para crear ambientes de aprendizaje armónicos.	La gran mayoría viene con ganas de aprender y están en procesos de adaptación. La gran mayoría son riveristas con valores y principios éticos, interesados en mejorar.	Uso adictivo, inadecuado e irrespetuoso de las herramientas tecnológicas.

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Syllabus

Concerning the syllabus, it is important to clarify that the English supervisor implements the same one suggested by the MEN's.

Figure N 8: Syllabus seventh-grade

	INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL JOSÉ EUSTASIO RIVERA Aprobación de estudios: Resolución 3036 de 30 octubre de 2018 CÓDIGO DANE 181736001467. NIT 800. 153.666-3	INGLÉS
	MALLA CURRICULAR 2022	PAGINA3/12

SÉPTIMO

P	ESTANDAR	DBA	PREGUNTA PROBLEMATIZADORA	APRENDIZAJE	EVIDENCIAS	INDICADORES DE DESEMPEÑO			REFERENTE CONCEPTUALES
						SABER	HACER	SER	
1	Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. Valoro la lectura como un hábito importante de enriquecimiento personal y académico. Aplico estrategias de lectura relacionadas con la misma.	-Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares. -Describe oralmente personas, lugares, eventos y experiencias personales. -Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. -comprende y utiliza palabras familiares y frases sobre rutinas, actividades cotidianas y	¿Cuáles son las estrategias que debo poner en práctica para poder aprender aspectos del inglés como el presente simple del verbo to be, presente simple de otros verbos, el vocabulario sobre las rutinas, adverbios de frecuencia y plural y singular de sustantivos?	Identifica estructuras básicas del tiempo presente simple.	Reconoce información específica relacionada con objetos, personas y acciones por medio del presente simple. Reconoce el presente simple de los verbos en textos y oraciones en su forma afirmativa y negativa.	Conoce los elementos de la estructura del presente simple. Comprende el presente simple en su forma afirmativa y con los auxiliares.	Compone textos orales y escritos empleando el presente simple.	Reflexiona sobre su aprendizaje del contenido y del desarrollo de la lengua inglesa.	Review Present simple to Be (3 forms) Present simple (de otros verbos forma afirmativa) Routines (rutinas)
				Identifica estructuras relacionadas con los adverbios de frecuencia.	Reconoce las estructuras de los adverbios de frecuencia para hablar de las acciones que realiza y con qué frecuencia.	Comprende el uso de los adverbios de frecuencia.	Utiliza variedad de adverbios de frecuencia.	Descubre las posibilidades de expresión que se pueden desarrollar a partir del aprendizaje.	Frequency adverbs (adverbios de frecuencia)

This syllabus talks about performance indicators, it also covers some standards that must be achieved in this grade.

Methodology

The methodology that is being implemented by the Jose Eustasio Rivera school is based on the face-to-face modality; therefore, students must attend the full day in the morning, this permits them to have a better interaction in class with teachers and solve doubts regarding to the topic covered in class. At the end of each period the teacher proceeds with an evaluation which includes all the lessons studied in class and in this way the cycle is concluded. Regarding the teaching methodology adopted by the English teacher, it follows an inductive approach; therefore, she proposes to work with short guides where appear the exercises to develop in class. Concerning the evaluation system, the teacher carries out the evaluations in a personalized way, which allows her to see the individual progress of each student.

Accompaniment methodologies of learning

The strategies of accompanying of the English teacher with the face-to-face modality are based on personalized tutorials for students who request this assistance. For this, students must attend the institution at a certain time, during this space students' doubts are clarified and their learning process is reinforced. However, it must be mentioned that there is no set schedule for accompaniment, this occurs only if the student requests it.

Design of workshops and material

With regard to the design of materials and workshops, the English teacher follows the parameters established by the institution, that is why he designs a short guide where it can be perceived the conceptualization and the exercises that are going to be covered during the week. Afterwards, during the encounters the teacher explains everything related to the grammar rules, then proceeds to the systematization process where the students put their learning into practice.

MEN's guidelines (standards)

The José Eustasio Rivera school follows the criteria established in the basic standards of competence, which says what students must learn, as well as the capacity they have to know and *how to do in contexts with the English at different levels.*

Figure N 9: Basic standards seventh grade (A2.2).

Figure N 10 Basic standards seventh grade (A2.2).

Escritura	Monólogos	Conversación
• Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 1,2 • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1, 2 • Completo información personal básica en formatos y documentos sencillos. 1, 2 • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. 1, 2 • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. 1, 2 • Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1, 2	• Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. 1, 2 • Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. 2 • Establezco comparaciones entre personajes, lugares y objetos. 1, 2 • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. 1, 2 • Narro o describo de forma sencilla hechos y actividades que me son familiares. 1, 2 • Hago exposiciones muy breves, de contenido predecible y aprendido. 2 • Describo con oraciones simples mi rutina diaria y la de otras personas. 1, 2	• Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. 1, 2, 3 • Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. 1, 2, 3 • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. 2, 3 • Utilizo códigos no verbales como gestos y entonación, entre otros. 3 • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. 1, 3 • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 1, 2 • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. 1, 2, 3

Courses

The supervisor teacher is in charge of one grade: Seventh, this grade has 6 groups named by numbers, this means "701, 702, 703 704, 705, 706" located in the morning shift. Each group has an approximate of 31-34 students who attend face-to-face classes.

Schedule

Table N° 2 Supervisor's schedule.

Docente: EMILSEN DIAZ RUBIO						
H	1	2	3	4	5	6
LUNES	INGLÉS 703		ESPAÑOL 707	INGLÉS 702	INGLÉS 706	
MARTES			INGLÉS 703		ESPAÑOL 707	
MIÉRCOLES	INGLÉS 701			ESPAÑOL 707	INGLÉS 704	
JUEVES	INGLÉS 702			INGLÉS 705	INGLÉS 706	
VIERNES	INGLÉS 701	INGLÉS 705				INGLÉS 704

Table N° 3 Trainee teacher's schedule (secundary).

H	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	**703** 6:30-7:20		**701** 6:30-7:20	**702** 6:30-7:20	**701** 6:30- 7:20
2			**701** 7:20-8:10	**702** 7:20-8:10	
3		**703** 8:10-9:00			
4	**702** 9:50-10:40	**703** 9:50-10:40			
5			**704** 10:40-11:30		
6			**704** 11:30-12:20		**704** 11:30-12:20

Table N° 4 Trainee teacher's schedule (primary).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOURTH GRADE					8-10 am
FIFTH GRADE				9-11 am	

Technological level

Connectivity

With regards to the connection, the school has 2 well-equipped computer rooms, in addition to this, all the classrooms where the English area is taught have internet, air conditioning and a television, which allows English classes to be more dynamic, thus creating a favorable learning environment. Moreover, these resources help creating a favorable learning environment in the sense that all language skills can be worked.

Access and use of platforms

The access and use of educational platforms do not occur frequently in the case of institutional mail, it does not receive much use.

For this reason, accessible alternatives are taken into account, such as WhatsApp, where teachers have groups for communicating easier, and thus share material when necessary.

Development and interaction duration

As previously mentioned, the school is working under the face-to-face modality; that is why students must attend each class that lasts one hour or two hours depending on the course. It should be noted, that during this time, students work together with the teacher who acts as a guide in the learning process using the board to make the explanation of the topics easier.

Description of the used digital resources

The digital resources that the school has for the development of classes include televisions, computers, air conditioning and loudspeakers, which are essential for English teachers, given that they allow them to work on listening skill. It is worth noting the teacher's willingness to answering the questions of his students concernig a specific topic.

As a matter of conclusion, the face-to-face modality allows the English classes to be more significant in the sense that teachers use physical resources.

Population level and target population information

Gender

In the six groups of seventh grade of the Jose Eustasio Rivera School, there is a mixed student community.

Age

The age of seveth grade students ranges from 10 to 14 years.

Language level

Concerning the curriculum proposed by the Ministry of Education, for seventh grade the established language level is A2. Nevertheless, it can be observed that the language level of the students is very low, even lower than A1.

English teacher staff

The English teaching staff at Jose Eustasio Rivera School is made up of 5 English teachers for the main secondary campus. It should be mentioned that all of them have a B1 level in English according to the Common European Framework of Reference for Languages (CEFR).

This information was provided by the supervisor, who stated that all the English teachers belonging to the José Eustasio Rivera school were subjected to an international test.

Table N° 5: English staff.

Mayerly Ariza Beltran	
Nelly Moncada Carrero	
Emilsen Diaz Rubio	Main campus
Emma Rocio Valencia	Secondary
Ferney Botia	

Administrative staff

Table N° 6: Administrative staff.

Rector	Inocencio Ibargüen Murillo
Academic coordinator	Ciro Antenor Cogollo Lizarazo.
Coexistence coordinator	Manuel Villamizar
counselor	Uribe Angel Alvarez

Parent's community

The José Eustasio Rivera school has a community of parents who participate in the academic and administrative activities carried out in the institution; In addition, they are part of the community of parents with positions within the board of directors; all engaged to the education and well-being of their children.

Chapter III - Pedagogical and Research Component

The use of songs for enhancing listening comprehension and promote vocabulary adquisition on seventh-grade English course

Introduction

Education has been facing a series of transformations over time adjusted to internal and external politics in the classroom. Despite the changes presented in the educational field, the teaching-learning process is essential to create effective pedagogical practices. Therefore, when teaching a foreign language, it is necessary to administer new methods and helping students to find agreeable environments of learning with regard to educational areas related to competences in language. Climate essentially reflects a subjective view of the student learning environment (Cohen, 2006). Nevertheless, not only helping students to know the structure of such language is enough, but it is required to give them the means to the development of their communication regarding the essential vocabulary. Besides, it is important that learners recover the necessities they have about language learning and performances when showing the works they do in their everyday activities but this goal can be reached through different methods proposed by the teacher who creates opportunities to explore students' abilities; that is why this project focused on the implementation of songs to foster listening comprehension and the acquisition of vocabulary.

In recent years, the government, through the Ministry of National Education, has proposed initiatives through different laws, programs and strategies to promote the learning of foreign languages in educational contexts, as evidenced in the General Education Law 115 (1994) and the suggested curriculum of the (national bilingualism program: MEN, 2019). It is that through these strategies, it has been stipulated the formation of people at different school stages with linguistic competences in English as a foreign language, specifically people highly qualified and trained in language skills that allow integration into the current world context.

That is why the research component of this project is intented to address the problem of work attendance on listening skills and the monotonous methodologies for the acquisition of vocabulary. Therefore, it was expected that after applying a strategy based on songs, there will be a more meaningful learning in the students belonging to this educational institution.

Problem

One of the common difficulties encountered in foreign language learners is listening level accuracy. Therefore, it is not only necessary to include conscientious listening strategies in the class to improve students' listening comprehension, it is also important to provide students with an appropriate environment that helps them in the acquisition. (Krashen's, 1981).

During the institutional observation, a great deficiency in listening comprehension has been identified. This is because English teachers only focus on working on oral and written production, leaving aside listening comprehension. Therefore, from the beginning of secondary school, the main objective of teachers is to cover the grammar part.

Moreover, it was observed that students do not take advantage of the classroom resources and they have to stay during their whole classes seated on their chairs looking at the teacher writing on the board or doing practical exercises in a worksheet. Furthermore, the pre-service teacher realized that both the teacher and the students use the mother language when speaking, which could be an obstacle for advancing on the language learning. Another essential point it was noticed was the lack of authentic material to practice listening comprehension and good methods to teach vocabulary; therefore, the students are not provided with attractive material to learn vocabulary to use it when writing on their notebooks.

In order to work on these shortcomings, the implementation of songs in English was proposed in order to foster listening comprehension and reinforce the acquisition of vocabulary in a more dynamic, didactic and innovative way.

Research Questions

To address this issue, the following questions are asked:

1. How can songs enhance the acquisition of vocabulary in students of seventh grade?

2. How can implementation of songs increase listening comprenhension level ?

3. What is the students' perception about learning English through songs?

Justification

The implementation of songs in the classroom in order to enhance listening comprehension, as well as the acquisition of new vocabulary, are essential elements when it comes to learning a foreign language.

It should be noted that the use of songs in the classroom permits classes to be more dynamic and motivating, allowing a more significant learning in students. To illustrate this, it may be cited Morales (2008) who considers that when students sing they may improve English speaking and listening skills and practice pronunciation. In addition, students can discuss the different topics in the lyrics like love, hate, and in this manner they can practice speaking by expressing opinions about the contents of the songs. Thus, music becomes an effective and proven teaching tool that favors language retention and oral production in students.

On the other side, concerning the acquisition of vocabulary, it is pertinent to highlight the importance of learning lexicon from different contexts, beyond the traditional grammatical content. According to Schmitt (2008)," vocabulary acquisition is an essential part of the communication of meaning and mastering a language; therefore, communication can not take place without having enough vocabulary"(P. 4).This shows the great need that exists to expand the vocabulary for increasing the level of comprehension and acquisition of language in an educational context.

General objective

- To implement songs to foster listening skill and vocabulary acquisition on seventh-grade at José Eustasio Rivera school.

Specific objectives

- To design workshops based on songs for enhancing vocabulary acquisition.
- To improve students' level of listening comprehension through the implementations of songs.
- To know the students' perception of learning through songs.

Theoretical framework

This section describes conceptually and theoretically the elements considered for this study. The following essential concepts and theories are taken into account, which go from the concept of song, oral comprehension and the acquisition of vocabulary perceived from different authors.

Song

Based on Astari (2016) a song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and they are general performed with instrument accompaniment. Songs have a personal quality that makes the listener react as if the song was sung for him personality(p.12).

Likewise, Harmer (2000) says that songs are a good resource for English teaching because they promote mimics and gestures associated to the meaning. Moreover, they are good to introduce suprasegmental phonetics (stress, rhythm and intonation).

Music

Harmer (2000) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. As well as, Hernández (2013) defined music as a total of dispersed forces expressed in a sound process that includes: the instrument, the instrumentalist, the creator and his work, a propagating medium and a receiving system.

Listening comprehension

Hamouda (2013) defined listening comprehension "as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress andintonation, and the other linguistic or non-linguistic clues" (p. 124). On the other hand, Brown (2001) states that "listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. Listening is the ability to precisely receive and interpret messages in the communicative process in the learning of a second language" (p.22).

Vocabulary adquisition

Chapelle (2006) defines the vocabulary acquisition "as a far-reaching and educative element in the second language learning" (p.9). It means that the acquisition of vocabulary enables the learner to familiarize themselves with the language under study since they can create a connection between words and language meanings without any difficulty. On the other hand, Lehr (2004) states that vocabulary is an important aspect in a language. To master a language, a learner should master the vocabulary of the language. In other words, the learner cannot use a language without having knowledge about vocabulary of that language.

Literature review

During this space of the research, a variety of studies will be cited that have made important contributions to the topic of this study.

In the first place, it can be found García (2018) who carried out a qualitative research that had as purpose to promote the interest of English in ninth grade students through the use of songs as a playful-didactic strategy. The results of this research allowed to recognize that the use of songs fostered interest in learning English as a foreign language among ninth-grade students at the Nicolás Ramírez Educational Institution. Likewise, it was identified that the activities applied got students interested in learning vocabulary, so they could understand the message of the songs heard and correctly developing the proposed exercises. Moreover, it was determined that the activity in which they had better results in the comprehension of texts was to enumerate the verses of a stanza based on the song heard. As a summary it can be said that the students showed more significant progress in learning English.

On the other side, Zarkasih & Kristantri (2021) conducted a qualitative research entitled "Analysis of listening English songs on student's vocabulary learning". This study focused on the student's vocabulary learning and their perception of using English songs for learning vocabulary. The results of this study found that English songs have a role in the vocabulary learning of students. Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English.

Similarly, Maulida, & Anggraini (2019) conducted a qualitative research which aimed to know learners' perception of the usage of Joox music streaming application in enhancing vocabulary and listening skill. Concerning the results, students' responses toward the use of Joox in listening practice were positive. This was proved by the result which shows that 68% of the students agree that Joox can enhance their vocabulary. Besides, 60% of the students agree that they feel their listening skill improve by using Joox. Moreover, most of the learners get a motivation of using Joox in the learning process evidenced by the questionnaire.

Likewise, Lopera, (2018) carried out a qualitative case study about the use and effect of songs for improving listening skills to a group of people studying English as a foreign language. In this study, it was evidenced that the activities of pre-listening, listening and post-listening allowed to increase the vocabulary and motivation; however, students showed a degree of anxiety to understand all the words in the songs. For that reason, it is perceived 3 key findings. The first is progress at the level of listening comprehension. At the beginning of the research project, the teacher had to repeat a song many times for the activities while listening, but at the end the observation was observed that the repetition decreased. On the other hand, the students reported that their listening comprehension in the foreign language English had improved as they understand the songs easily. Finally, through the application of a questionnaire, students said that they had improved their listening comprehension, so at that moment they could understand songs more quickly.

Finally, Rubio & García (2016) carried out a qualitative research called "songs as pedagogical tools for teaching English in Primary Education" which focused on the importance of the use of songs in teaching English as a foreign language primary education. Regarding the results, it was found that the songs provide a good insight into English culture in the sense that using names in English exposes children to English and their environment. Moreover, introducing this cultural dimension allows to develop vocabulary providing a link to cross cutting activities in other areas of the official curriculum.

Pedagogical Methodology

This project was developed with students who attend the classes under a face-to-face modality. That is why four workshops were applied that seeked to improve listening skill and enhance the acquisition of vocabulary taking into account the grammatical subjetct established in the institution's syllabus.

In order to fulfill the objectives set out in this proposal, it was necessary to establish the key and specific guidelines that allowed the approach to the population under study and the development of each pedagogical actions in the process. It is Important to announce that the methodological design of the study was based on the contributions of Raza (2011) who proposes 3 stages (pre-listening, while- listening, post-listening) to work on oral comprehension plus other relevant aspects that go along in the process:

Pre-Listening

It is the phase that prepares students to listen.The idea is to sprout a desire in students to get updates on their previous knowledge. Following activities can be exploited as pre-listening activities:

1. Display some related pictures on the board. When students look at the pictures, they unconsciously start relating their schematic knowledge to the pictures. If they can not it fosters curiosity.

2. Asking some questions related to the topic to activate their schematic knowledge.

3. Pre-teach any new vocabulary that the teacher deems important for understanding.

4. Play a little bit (first 15-25 % of the transcript) of the recording and ask the students to predict about what is coming. This predicting activity coupled with active schemata will help them grasp the message of the recording.

While-Listening

It is the stage where the students listen and do a task. Therefore, the author suggests a variety of while-listening activities:

1. Play the recording and ask the students to tell the main idea, listening for the gist.

2. Replay the recording and ask some general questions about the recording. For example, asking about the relationship between speakers, mood of speakers, the place where the speakers are.

3. Now ask some direct and simple questions to answer. For example, listening for some number, time, date or some obvious piece/s of information. This activity helps motivate students by raising their confidence and self-esteem.

4. Checking for meaning and/or clarification – teacher can ask students to tell the meaning of some chosen sentences from the listening. For example, "He said he was feeling blue. Does that mean he was feeling sad?

Post-Listening

It is the stage where you take them beyond the listening text, and use it as a springboard for further language practice. This activity helps integrate the recently learnt ideas, concepts and knowledge into their existing schemata, hence enhancing their repertoire of knowledge and skills.

1. Prompt students to enumerate the vocabulary they are interested in and they think they might use at a later stage in their life.

2. Learners may be asked to write a short introduction to the topic in their native language.

3. Students may be assigned simple tasks, like discussion and opinion forming and expressions.

4. Assign students to do a related speaking activity. For example, if students heard a conversation between two people at a party, ask them to reproduce the conversation in a different setting.

5. Get students to discuss what problems came up during the listening. Which sections were the most difficult? What caused them confusion or misunderstanding?

On the other hand, it is worth mentioning that the acquisition of vocabulary was important in this research, therefore, it is proposed to follow the techniques for teaching vocabulary established by Harmer (2010).

Using Realia

It can be defined as the real object that can be seen by the students. To convey the meaning of a word, the teacher can directly show the real thing to the students so that the students can easily understand the meaning of the word.For example, if the teacher wants to convey the meaning of the word "pen", it can be easily conveyed by showing the pen to the students.

Showing Pictures

The teacher can use some media such as wall pictures, blackboard drawing, charts, flashcards, table or statistic, etc. Those medias can be used as visual representation of the real thing that can not be shown directly by the teacher. The using of this technique, for example can be seen when the teacher wants to teach about profession, the teacher can use flashcards which show the kinds of professions such as the picture of doctor, police etc.

Mime, Action and Gesture

Sometimes it is almost impossible to explain about the meaning of a word by using realia or showing pictures. In this case, the teacher can use mime, action and gesture to easily explain the meaning of a word to the students. Commonly, a teacher uses this technique when he needs to convey the meaning of verb, such as walk, run, jump, cry etc.

Contrast

In this technique, the teacher can explain the meaning of a word by contrasting that word with its opposite. For example the word "lazy" is contrasting with the word "diligent".

Enumeration

This technique can be used when the teacher finds difficulties in explaining a certain word. For example, when the teacher wants to explain the meaning of the word "transportation", the teacher can enumerate a number of transportation such as bus, motorcycle, car, etc.

Explanation

When the teacher wants to teach a new word to the students, he can use this technique by giving explanation about certain word. The teacher can use one or more sentences to explain a word. For instance, he wants to introduce the word "scissors", for doing this, he can explain by using sentence like a tool for cutting paper, hair, cloth, etc.

Translation

Sometimes, when a word is really difficult to be understood by the students, the teacher can translate that word into the students' language or students' mother tongue**.**

The following table corresponds to the pedagogical planner model used in the creation of the workshops according to the methodology proposed by the author mentioned above, who focuses on working oral.

Table N° 7 Pedagogical Planner based on Raza (2011).

LISTENING COMPREHENSION PLANNER				
Name of the project:			**Course:**	
Educational School:	**Trainee teacher's name:**		**Date:**	**Course:**
Supervisor:	**Tutor:**			
Time:	**Topic:**			
SONG N°:				
Communicative objective				
Linguistic objective:				
Socio-cultural objective:				
CLASS METHODOLOGY ACCORDING TO RAZA (2011).				
LISTENING STAGES	*STAGES DESCRIPTION*	*MATERIALS*	*SKILL*	*TIME*
Pre-listening				
While- Listening				
Post-listening				
EVIDENCES:				

Implementation of the pedagogical project

It is important to mention that this project was developed as established in the chronogram of activities, likewise, it was linked to the topics studied in the English classes, which means that the workshops based on the three songs reinforced this learning. Therefore, along this section, it was intended to give a general description of each of the workshops carried out.

Workshop Nº1: Presentation of the project in class.

During the first week of the practicum process, the pre-service teacher made the respective presentation of the pedagogical project to be implemented in the four courses. It must be said that for this presentation, the trainee teacher announced the title of the project, its objectives, the methodology to be adopted in the English class, which focused on the use of songs for enhancing listening comprehension and promote vocabulary acquisition. Furthermore, an informed consent letter was read in order to inform students of the existence of the research as well as the confidentiality and privacy that this type of exercise requires. On the other hand, it is important to mention that during this space several activities were developed in order to know the prior knowledge of the students and their perceptions about the use of songs to foster listening comprehension. Below, it can be observed some photos about the presentation of the project.

Figure N 11: presentation of the project.

Presentation of the project

Presentation of letter

Table N° 8: Planner of the presentation of the pedagogical project in class.

Course: Seventh		Level: A1	Classroom	
Date: Thursday, March 31, 2022		Pre service teacher: Doris Adriana Carrillo Gutiérrez		
Supervisor: Emilsen Díaz Rubio		Tutor: Mayeini Katherine García Parada		
Time: 40 minutes		Name of the project: The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study.		
Name of the song: Old Mac Donald Had a Farm.				
Linguistic objective: -To know the pedagogical project. -To learn vocabulary regarding animals.	Communicative objective: -To listen to the song Old Mac Donald Had a Farm.		Socio-cultural objective: -To know the different perspectives of students about Anglophone singers.	
Stages	Description of activity	Time	Skills	Materials
Presentation of the project	The trainee teacher will introduce the project to the students through a power point presentation. For this, it would be taken into account some aspects such as the title and the objectives of the project.	5 min	Speaking Reading	*Slides*

Letter of project presentation	The trainee teacher will read the students' informed consent for they to know the reason why they are going to participate in the project.	5 min	Reading	*Informed consent letter*
Introduction (students' perspectives)	First of all, the pre-service teacher will ask the students some questions to get a deeper idea of the students' likes. They are the following: What type of music do you like? Do you like listening to music in English? Do you know any American singer? On the other side, the pre-service teacher will be shown a picture of a farm, then students will be asked what they observe. Afterwards, the song will be played for the first time.Then, students will be asked if they liked the song, if they found the song difficult.	20 min	Speaking	*Images Song*
Exercises	In the last stage, the song will be played one more time. Afterwards, an activity will be proposed which will consist of writing the animals in order depending on the sequence of the song. Additionally, students must write the animal sounds in the correct place using the words in the box. Finally, an activity will be developed which consists of	15 min	Listening Writing Speaking	Online activity

	choosing 5 animals different from those observed in the video that make different sounds. Afterwards, students must sing the song imitating these new animals. These animals are the dog, the donkey, the lion, the elephant, and the chicken.			

Workshop Nº2: Implementation of the song Friday I'm in love.

It is important to mention that the first didactic sequence was implemented during the third week of the practicum process and whose topic was "*the days of the week*". The objective of this workshop was to encourage listening skill, and vocabulary acquisition, by making use of the song called "*Friday I'm in love*". Regarding this workshop, it must be said that it was successful, given that, it was a dynamic class where for the first-time learners had the opportunity to learn English through songs. That is why, students became interested in the class and they were very active and participative during the development of the activities. Below, it can be observed certains photos.

Figure N 12: implementation of the first workshop

Listening of the song "Friday I'm in love"

Reading the song lyricslove"

Table N° 9: Pedagogical - Research Planner N° 1- Implementation of the song N° 1

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT			
Name of the project: The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study.			
Educational School: Jose Eustasio Rivera	**Trainee teacher's name:** Doris Adriana Carrillo Gutiérrez	**Date:** Second week	**Course:** seventh
Supervisor: Emilsen Díaz Rubio		**Tutor:** Mayeini Katherine García Parada	
Time: 2 hours		**Topic:** Days of the week.	
Name of the Song Nº 1: Friday I'm love.			
Communicative objective:	-To talk about a daily routine carried out during the week		
Linguistic objectives:	-To become familiar with the vocabulary of the days of the week - To pronounce correctly the lexicon of the days of the week		
Socio-cultural objective:	-To know what kind of activities Americans, do during the week		
CLASS METHODOLOGY ACCORDING TO RAZA (2011).			

LISTENING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Pre- listening	-In this first phase, the song will be played for students to have an overall idea of the theme of the song and thus be able to understand some verbs observed in the lyrics. -Afterwards, the trainee teacher will give each student a piece of paper with the lyrics of the song called "*Friday I'm in love*". In this text, there are some blank spaces where students must complete the	-Computer -Television	Listening	30 min

	vocabulary related to the days of the week.			
While- listening	-In this phase, the students will listen to the song for the second time and they will underline the vocabulary that they do not know. Once the students underline the unknown vocabulary, the trainee teacher will teach the vocabulary related to the days of the week through flashcards. To do this, the flashcards will be pasted on the board and the students will help to discover the meaning of each word in Spanish. Afterwards, the students will write this vocabulary in the notebook. Then, students will read the lyrics of the song with the teacher for practicing the pronunciation and the intonation. Then, students will be asked to underline all the vocabulary associated with the days of the week in the text.	-Television -Computer	Vocabulary Writing	30 min
Post- listening	In this last phase, an activity will be proposed for students to practice the vocabulary of the days of the week in English. Furthermore, students will be asked what they do on a specific day. For instance: what do you do on Monday? Finally, a self-assessment will be applied.	-Worksheet	Writing	1 hour
EVIDENCES				

Workshop Nº3: Seasons Song.

The second educational song was applied during the sixth week of the integral practicum and whose topic was the "seasons of the year". The objective of this workshop was to encourage listening skill, and vocabulary, by implementing the song called "Seasons song". It should be noted that the song contained a video that illustrated very well what the song was about; therefore, when the students looked at the images related to the seasons of the year, they had a clear idea of the content of the song. Below, it can be observed some evidence of how this class was developed and the material used for students to memorize this vocabulary.

Figure N 13: Implementation of the second workshop.

Listening of the "season" song

Slides about the seasons of the year

Table N° 10: pedagogical - Research Planner Nº 2- Implementation of the song Nº 2.

<table>
<tr><td colspan="6">WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT</td></tr>
<tr><td colspan="6">Name of the project: The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study.</td></tr>
<tr><td>Educational School: José Eustasio Rivera</td><td colspan="3">Trainee teacher's name: Doris Adriana Carrillo Gutiérrez</td><td>Date: Fourth week</td><td>Course: Seventh</td></tr>
<tr><td colspan="3">Supervisor: Emilsen Díaz Rubio</td><td colspan="3">Tutor: Mayeini Katherine García Parada</td></tr>
<tr><td colspan="3">Time: 2 hours</td><td colspan="3">Topic: The seasons of the year.</td></tr>
<tr><td colspan="6">Name of the Song Nº 2: Seasons song</td></tr>
<tr><td>Communicative objective:</td><td colspan="5">-To describe the four seasons identifying different changes that happen in each.</td></tr>
<tr><td>Linguistic objectives:</td><td colspan="5">-To become familiar with the vocabulary related to the seasons of the year.

-To pronounce correctly the lexicon associated with the seasons of the year.</td></tr>
<tr><td>Socio-cultural objective:</td><td colspan="5">-To know how the seasons of the year occur in Anglophone countries.</td></tr>
<tr><td colspan="6">CLASS METHODOLOGY ACCORDING TO RAZA (2011).</td></tr>
<tr><td>LISTENING PROCESS</td><td colspan="2">STAGES DESCRIPTION</td><td>MATERIALS</td><td>SKILL</td><td>TIME</td></tr>
<tr><td><i>Pre- listening</i></td><td colspan="2">-In this first phase, the song will be played for students to have an overall idea of the song's topic. Once they listen to it, the teacher will ask the students to say what they understood.
 -Afterwards, the pre-service teacher will explain the vocabulary of the seasons of the year through flashcards, and the students will write this lexicon in the notebook.</td><td>-Computer

-Television</td><td>-Listening

-Speaking

-Writing</td><td>30 min</td></tr>
</table>

	-Then, the trainee teacher will give each student a piece of paper with the lyrics of the song called "*seasons song*". After that, students will read the lyrics of the song with the trainee teacher for practicing pronunciation and intonation.			
While- listening	-In this phase, the students will listen to the song for the second time and they will underline the vocabulary associated with the seasons of the year. Then, the pre-service teacher will ask the students to underline with different colors the vocabulary related to spring, winter, fall and summer. Afterwards, students will say the vocabulary they found for each season. After that, the pre-service teacher will explain the vocabulary related to each season through slides. (***See appendix 3***).	-Television -Computer	-Listening	30 min
Post- listening	In this last phase, an activity will be proposed for students to practice the vocabulary of the seasons of the year. Finally, a self-assessment will be applied in order for students to reflect on learning English through songs.	-Worksheet	Writing	1 h
EVIDENCES				

Workshop Nº4: Implementation of the song California King Bed.

The third educational song was applied during the ninth week of the integral practicum and whose topic was focused on the "*parts of the body*". It is worth mentioning that the implemented song had as title "*California King Bed* ". It must be said that the reaction of the students was positive, they were attentive to the activities. For instance, in the exercise of filling in the blanks it was observed a good attitude by the students. In summary, this implementation was very enjoyable for the students and significant learning was evidenced. Below, it can be observed some evidence of how this class was developed and the material used for students to study this vocabulary.

Figure N 14: Implementation of the third workshop

Listening of the song "California King Bed"

Slides "parts of the body"

Vocabulary activity

Figure N 15: pedagogical - Implementation of t

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT

Name of the project: The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study.

Educational School: José Eustasio Rivera	**Trainee teacher's name:** Doris Adriana Carrillo Gutiérrez	**Date:** Sixth week	**Course:** Seventh
Supervisor: Emilsen Díaz Rubio		**Tutor:** Mayeini Katherine García Parada	
Time: 2 hours		**Topic:** The parts of the body	
Name of the Song Nº 3: California King Bed			

Communicative objective:	-To describe the parts of the body through a picture.
Linguistic objectives:	-To become familiar with the vocabulary related to the parts of the body. -To recognize the actions that appear in the song. -To pronounce correctly the lexicon associated with the parts of the body.
Socio-cultural objective:	-To introduce the author of the song.

CLASS METHODOLOGY ACCORDING TO RAZA (2011).				
LISTENING PROCESS	**STAGES DESCRIPTION**	**MATERIALS**	**SKILL**	**TIME**
Pre- listening	-First of all, it will be called the roll, then the pre-service will introduce the song to the students (the title, the author). Then, learners will be asked to translate the title of the song so they get an idea of the lyrics. Next, they will be asked what the song is about. -After that, the pre-service teacher will teach the vocabulary related to the parts of the body through slides, and the students will write this lexicon in the	-Computer -Television	-Listening -Speaking	30 min

	notebook. Afterwards, an activity will be proposed for students to practice the vocabulary about the parts of the body.			
While- listening	-The pre-service teacher will give each student a piece of paper with the lyrics of the song called "*California King Bed*". After that, students will read the lyrics of the song with the trainee teacher for practicing pronunciation and intonation. Afterwards, the song will be played and students will underline the verbs and the prepositions of place they already know. -Then, the teacher will ask them to tell what verbs they found and in which tense they are conjugated. After that, the students will listen to the song for the second time and they will try to complete with the appropriate words the gaps in the lyrics of the song. Afterwards, the exercise will be reviewed among all students. Finally, a second activity will be proposed for students to practice the vocabulary about the parts of the body.	-Television -Computer	-Listening	30 min
Post- listening	In this last phase, the students will draw an alien and they will make the description of the parts of its body. (Finally, a self-assessment will be applied in order for students to reflect on learning English through songs.	-Worksheet	Writing	1 h
EVIDENCES:				

Research Methodology

Instruments

In this section, it can be observed the instruments that were used for data collection which, once applied, allowed a better understanding of the objectives set in this research and answered the questions, which gave a deeper understanding of the problem under study.

Participant observation

The participant observation was the first instrument which was applied since it allowed the researcher to be completely involved in the real context and phenomenon, besides, it permitted the researcher to understand the context. In the same line, observations are essential to identify the performance of students in terms of listening skill and vocabulary acquisition. Morevover, it helps to improve the credibility and validity of the study findings Yazan (2015). It is worth mentioning that the pre-service teacher has had the chance to successfully develop three participant observations, which aimed to analyze the disposition and interest of students when learning English through songs. To explore in depth the field notes made from the implementation of the two workshops *go to (appendices 1,2,3).*

Field notes

Allen (2017) defines field notes as written observations associated with notes, diaries, and journals. They are one way of collecting data that can be combined with interviews and

focus groups or stand on their own as a text for analysis. Likewise, they are a collection of documents from a researcher's observed experience in a specific setting or environment.

Figure N 16 Participant Observation N°1.

<table>
<tr>
<td colspan="3" align="center">PEDAGOGICAL-
RESEARCH PROJECT</td>
</tr>
<tr>
<td colspan="2">Project:
"The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study"</td>
<td align="center">Observation No.1</td>
</tr>
<tr>
<td align="center">Educacional Institution:

José Eustasio Rivera</td>
<td align="center">Trainee teacher:

Doris Adriana Carrillo Gutierrez</td>
<td>Date (week 2): Friday</td>
</tr>
<tr>
<td align="center">Students: 33</td>
<td align="center">Grade: 701</td>
<td>Time: 6:30-8:10</td>
</tr>
<tr>
<td align="center">Objective of the observation</td>
<td colspan="2">To observe the students' interest in learning English with the implementation of the first song.</td>
</tr>
<tr>
<td align="center">Objective of the class</td>
<td colspan="2">To teach the days of the week in English through the educational song "Friday I'm in love"</td>
</tr>
<tr>
<td align="center">Materials</td>
<td colspan="2">It takes place in the English room. Making use of the TV and sound equipment to listen to the song.</td>
</tr>
<tr>
<td colspan="3" align="center">CLASS OBSERVATION INSTRUMENT</td>
</tr>
<tr>
<td align="center">TIME</td>
<td align="center">CATEROGIES</td>
<td align="center">FIELD NOTES</td>
</tr>
<tr>
<td></td>
<td align="center">Pronunciation</td>
<td>It's important to mention that the students pronounce louder and emanate a very positive entertainment atmosphere. Likewise, learners listen carefully when the pre-service teacher pronounces, and then they repeat the words. Nevertheless, the students not only pronounce well but also try to sing the verses of the song.</td>
</tr>
</table>

	Vocabulary	In summary, the exercise was a success because when singing the song without looking at the lyrics, the students pronounced correctly, with great intonation. It is evident that the students had never worked with songs in English classes, for this reason this first exercise was quite difficult for them when it came to underlining in the text the vocabulary associated with the days of the week. However, it should be noted that at the moment of carrying out the last activity during the post-listening, students learn easily the vocabulary.
From 6:30 to 8:10	**Reaction**	The first reaction to the general listening of the song was very positive. The students made facial gestures of surprise. Moreover, they started to move their mouth in a low tone of voice in order to sing the song.
	Activities developed based on the song	The students really liked the activities developed in the 3 phases. It was quite easy for them to learn the lexicon of the days of the week since the explanation was made through images. In short, the goal was achieved in the execution of this workshop. The best satisfaction was hearing a few words of gratitude for the class and realizing that the students were really learning.
	Likes for the song	The students stated that this song has been the best and they expressed that they really liked learning English through songs. Also, when conducting the self-assessment, the students expressed that they felt that they were learning English in a fun and dynamic manner.

Self assessment

Brown and Harris (2013) define self-assessment as a "descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities" (p. 368).

It means that is an individual review performed to identify elements that can be improved or exploited to achieve certain predefined goals. In other words, the person analyses himself to improve his perspective about his capabilities and potential. It is important to mention that along this research 3 self-assessments were developed. It must be said that this instrument was chosen because it allows knowing what the students think regarding the implementation of songs. Moreover it permits to know students' perceptions individually, in addition to this, it is a tool that appeals to reflection and awareness of the learning obtained.

Figure N 17 Self assessment

PRIMERA AUTOEVALUACIÓN				
Apreciado (a) estudiante, la siguiente autoevaluación tiene como propósito conocer su experiencia y punto de vista respecto al trabajo realizado con la canción educativa *"Friday I'm love"*. A continuación, encontrará una serie de Ítems, marque con una equis (x) la casilla que mejor le parezca de acuerdo a cada enunciado.				
Participante N° __1__	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
1. Me gustó trabajar con canciones en la clase de inglés				X
2. Siento que el trabajo con canciones me ayuda a mejorar la escucha en inglés. Es decir, a comprender palabras y frases en inglés.			X	
3. Siento que aprendí nuevo vocabulario por medio de la canción.				X
4. Las actividades realizadas antes, durante y después de reproducir la canción estuvieron interesantes.				X
5. Siento que, gracias a las actividades realizadas con la canción, he mejorado mi pronunciación en inglés.				X
6. Siento que he mejorado el inglés a través de las actividades realizadas con canciones.				X

Semi-structured interview

The semi-structured interview was crucial in the development of this research because its

concept is based on the fact that it implies a meeting in which the interviewer does not strictly

follow a list of questions; therefore, you will ask more open-ended questions, allowing for a

discussion with the interviewee rather than a simple question-and-answer intervention. On the

other hand, it is important to mention that it is a data collection process in which the researcher

asks questions and records answers from only one participant in the study at a time. Creswell

(2014). The reason why it was chosen the semi-structured interview is because it mainly focuses

on a specific experience, as well as it allows the interviewee to respond freely and express a

specific point of view concerning a question. It is worth mentioning that a semi-structured

interview was conducted with 6 students belonging to the course 701, which had as its objective

to know the experiences, perceptions and preferences of the participants from the educational

songs worked throughout the English classes.

REJILLA DE VALIDACIÓN DE INSTRUMENTOS

Table N° 11semi-structured interview N°1

INFORMACIÓN GÉNERAL	
Nombre del estudiante:	Doris Adriana Carrillo Gutiérrez.

INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN	
Título del proyecto de investigación:	"El uso de canciones para mejorar la comprensión auditiva y promover la adquisición de vocabulario en un curso de inglés del grado séptimo: un estudio de investigación-acción".
Tipo de investigación:	Un estudio de investigación acción.
Objetivo general:	-Implementar canciones para fomentar la comprensión oral y la adquisición de vocabulario en los estudiantes de séptimo grado del colegio José Eustasio Rivera.
Objetivos específicos:	-Diseñar talleres basados en canciones para potenciar la adquisición de vocabulario. -Mejorar la comprensión oral de los estudiantes a través de la implementación de canciones. -Conocer la percepción de los estudiantes sobre el aprendizaje a través de canciones.

Para poder revisar y valorar cada una de las preguntas y opciones de respuestas (si es el caso) del instrumento. Por favor tenga en cuenta las siguientes siglas.

Clase de pregunta:	Tipo de pregunta:	Valoración	Objetivo del instrumento:
A: Abierta	**1:** Dicotómica	**E:** Excelente	-Conocer las percepciones y preferencias de los estudiantes a partir de las canciones trabajadas en las clases de inglés a lo largo del desarrollo del proyecto.
C: Cerrada	**2:** Selección Múltiple única Respuesta	**R:** Regular	
	3: Respuesta abierta	**M:** Malo	
	4:De escala	Otras valoraciones a proponer	
	4.1. Escalas de importancia		
	4.2. Escala de valores		
	4.3: Escala de Likert		
	4.4: Escala numérica y de intervalo		
	5: Otras, ¿Cuáles?		

UNIVERSIDAD DE PAMPLONA
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

Objetivo: Conocer las percepciones de los estudiantes de las canciones trabajadas en las clases de inglés a lo largo del desarrollo del proyecto.

Instrucciones:

Esta entrevista está dirigida a 6 estudiantes del curso de 701 del colegio José Eustasio Rivera. Esta consta de 14 preguntas y su realización tomará alrededor de 20 minutos. Responda las preguntas de la manera más sincera posible teniendo en cuenta la experiencia del proyecto trabajado en clase de inglés relacionado con las canciones.

Las respuestas serán utilizadas para la escritura de resultados del proyecto anteriormente mencionado. Dicha información será tratada con la más alta confidencialidad que requiere este tipo de ejercicio. De la misma esta entrevista será grabada con fines investigativos

CRITERIOS:

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REVISA.
1. ¿Qué cosas en particular recuerdas de cada una de las canciones?	**Canciones**	A	3	
2. De las canciones educativas trabajadas en clase, ¿Con cuál aprendió más vocabulario? Justifica su respuesta.	**Vocabulario**	A	3	
3. ¿Considera usted que mejoró la habilidad de escucha en inglés con las canciones trabajadas en clase?, ¿Sí?, ¿No?, ¿De qué manera?	**Comprensión oral**	A	3	
4. ¿Cree que aprendió nuevo vocabulario con las canciones? ¿Sí?, ¿No?, ¿Por qué?	**Vocabulario**	A	3	
5. ¿Le gustaría continuar el aprendizaje de inglés a través de las canciones educativas? ¿Sí?, ¿no?, ¿Por qué?	**Interés**	A	3	
6. Menciona algunos aspectos positivos de la experiencia de aprender inglés por medio de canciones educativas.	**Canciones**	A	3	
7. ¿Qué fue lo que más se le dificultó con el trabajo de las canciones en clase? ¿Por qué?	**Canciones**	A	3	
8. ¿Le gustó aprender inglés a través de canciones educativas? ¿Sí?, ¿no?, ¿por qué?	**Gustos**	A	3	
9. ¿Cuál es su punto de vista de la forma cómo se trabajaron las canciones en el aula de inglés? (metodología: pre-listening, while-listening, post-listening).	**Canciones**	A	3	
10. Considera que las actividades hechas antes y después de la canción le ayudaron a mejorar la escucha en inglés? ¿Sí? ¿No? ¿Por qué?				

11. Si tuvieras la oportunidad de seguir aprendiendo inglés a través de canciones educativas, ¿qué sugerencias darías?	**Canciones**	A	3	
12. ¿Se sintió motivado(a) al trabajar con canciones educativas? ¿Sí?, ¿no?, ¿por qué?	**Motivación**	A	3	
13. De los siguientes aspectos, ¿Cuáles consideras que más desarrollaste? Escoja una respuesta y justifique. Reglas gramaticales Vocabulario Escucha	**Comprensión oral** **Vocabulario**	A	2	
14. ¿Considera que mejoraste la pronunciación en inglés por medio de las canciones? ¿Sí?, ¿No?, ¿De qué manera?	**Pronunciación**	A	2	

Population

The target population of this research was 4 groups of seventh grade.

Sample

The sample of this research was composed of 6 students. It can be mention that the non-probabilistic sampling technique was adopted, since the researcher selected the individuals according to their disposition (Creswell, 2002).

Data analysis and interpretation

The analysis of the data collected throughout this research was analyzed taking into account the inductive analysis technique proposed by which starts from the particular to the

general. Therefore, the singular elements of the study were analyzed inductively, in particular all those factors taken into account during the workshops with the didactic songs.

Creswell (2002) proposes the analysis and interpretation of qualitative data considering six phases which are the following:

1). **Prepare and organize data for analysis**

In a qualitative study, the initial data management aims to organize the data, transcribe the interviews, type up the field notes, and make the decision on how the data will be analyzed (manually or by computer).

2). **Explore and code data**

Qualitative researchers do a preliminary analysis of the data by reading it to get a general idea of the information gathered. This coding process includes reducing a database of text or images to descriptions and themes of people, places or events. In other words, it involves examining the database of text line by line, and wondering what the participant is saying, then assigning a code label to the text segment.

3). **Coding to build description and themes**

Codes are used to develop descriptions of people and places. They are also used to deal with themes that present a broader abstraction than codes. These themes can therefore be layered or organized to tell a story, or they can also be interconnected to represent the complexity of the central phenomenon.

4). **Represent and report qualitative findings**

Researchers represent their findings in visual displays that can include numbers, charts, comparison charts, and demographic charts. They also report results in narrative discussions that include many forms, such as a timeline, questions, or comments about the changes participants are experiencing.

5). **Results interpretation**

From the report and representation of the results, qualitative researchers interpret the meaning of the research. This interpretation typically involves advancing personal opinions, making comparisons between results and the literature, and suggesting limitations and future research.

6). **Validate the accuracy of the results**

To verify the accuracy of their research, qualitative investigators often use validation procedures such as member verification, triangulation, and auditing. The external reviewers or the data sources themselves provide proof of the accuracy of the information contained in the qualitative report.

The following chronogram had two purposes: to establish the dates for the realization of the proposal and to establish the dates for the application of each instrument.

Chonogram

Table N° 12 Research Chronogram

Worshops	March		April				May				June		
	III	IV	I	II	III	IV	I	II	III	IV	I	II	III
Project presentation	X												
Song N°1: **Friday I'm In Love**		X		H									
Song N°2: **Season song**				O		X							
Song N°3: **California King Bed**				L						X			
Development of the observation		X		Y		X				X			
Development of the self-assessment		X		WEEK		X				X			
Application of the semi-structured interview											X		
Data analysis												X	
Writing process of the results												X	
Final presentation													X

Ethical considerations

It is important to mention that a prior consent authorized by the leraners and especially by their parents was established, given that, they were under-ages. Likewise, the protection of the privacy of the participants was guaranteed. Moreover, it was essential that the participants knew that there would be no financial compensation or academic support for their participation.

On the other side, all intellectual property was referenced. It means, that all bibliographic sources were cited and specified. Regarding the reservation of research information data, it is important to specify that these have the respective authorizations of the participants. It should be noted that for the presentation of the project a letter was read to the students (*go to the annexe 6).* On the other hand, it is important to mention that for answering the semi-structured interview, a letter was signed by the parents, (*go to the annexe 7).*

Saravena, 8 de abril de 2022

Estimados,
Estudiantes
Séptimo grado

Institución Educativa Técnico Comercial José Eustasio Rivera

Cordial saludo,

Yo, Doris Adriana Carrillo Gutiérrez, identificado con C.C 1094281331 de Pamplona N.S, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión de la docente Emilsen Díaz Rubio, me dirijo a ustedes con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado *"El uso de canciones para mejorar la comprensión oral y promover la adquisición de vocabulario en el grado séptimo"* que tiene como objetivo " *Implementar canciones para fomentar la comprensión auditiva y la adquisición de vocabulario en los estudiantes de séptimo grado del colegio José Eustasio Rivera*". Por tal razón, dentro de las clases se propondrán algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, actividades y documentos suministrados por ustedes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.

Agradeciendo su atención.

Cordialmente,

Doris Adriana Carrillo Gutierrez

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Saravena, 17 de Mayo del 2022

Estimados,

Padres de familia

Séptimo grado

Institución Educativa Técnico Comercial José Eustasio Rivera.

Cordial saludo,

Yo, DORIS ADRIANA CARRILLO GUTIÉRREZ, identificado con C.C 1094281331 de Pamplona Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 701,702,703,704 acompañada de la supervisión de la docente EMILSEN DÍAZ RUBIO, me dirijo a usted con el fin de solicitarle su autorización para que su hijo/a participe en el proyecto denominado *" THE USE OF SONGS FOR ENHANCING LISTENING COMPREHENSION AND PROMOTE VOCABULARY ACQUISITION ON SEVENTH-GRADE ENGLISH COURSE: AN ACTION RESEARCH STUDY"* el cual se desarrollará dentro de las clases de inglés. Él, ella participará de algunas actividades tales como:

1. Hacer producciones escritas
2. Responder a una entrevista de manera presencial

Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía; además. dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

Cordialmente,

Doris Adriana C.
_____
C.c. 1094281331
Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Nataly Obregón
_____
Firma del acudiente

Results

It is important to mention that the objectives of this research were accomplished, the students were encouraged to learn English through songs as a dynamic tool. In this research, 2 categories emerged which focus in the development and improvement of oral comprehension: a) songs, b) listening comprehension. It must be said that those categories present some subcategories (pronunciation, motivation, interets, vocabulary, and activities based on the song.) that are guided by the information gathered from field notes, and and self-assessments.

Listening comprehension

Hamouda (2013) defined listening comprehension "as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress andintonation, and the other linguistic or non-linguistic clues" (p. 124). It means that this category is one of the bases of this research given that it was intended to improve oral skills in learners, students had to have the ability to understand the context of the song with a general listening. For this reason, it was significant to determine the following subcategories: Vocabulary, pronunciation.

Regarding the oral comprehension, it is evident that the learners developed and mastered each of the educational songs proposed in the development of this project. The data analyzed showed that the sequence of stages of pre-listening, while-listening and post-listening were fundamental since an organization was followed. This can be evidenced in the application of the 3 self-assessments where the majority of participants stated that working with songs had helped them to improve their listening skill.

Figure N 20 self-assessments graph: Listening still enhancing

Listening skill enhancing

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
■ Friday I'm in love N°1	4	5	5	4	5	4	5	5	5	5
■ Seasons song N° 2	4	5	5	5	4	5	4	5	5	5
■ California King Bed N°3	4	5	5	5	5	5	5	5	5	5

■ Friday I'm in love N°1   ■ Seasons song N° 2   ■ California King Bed N°3
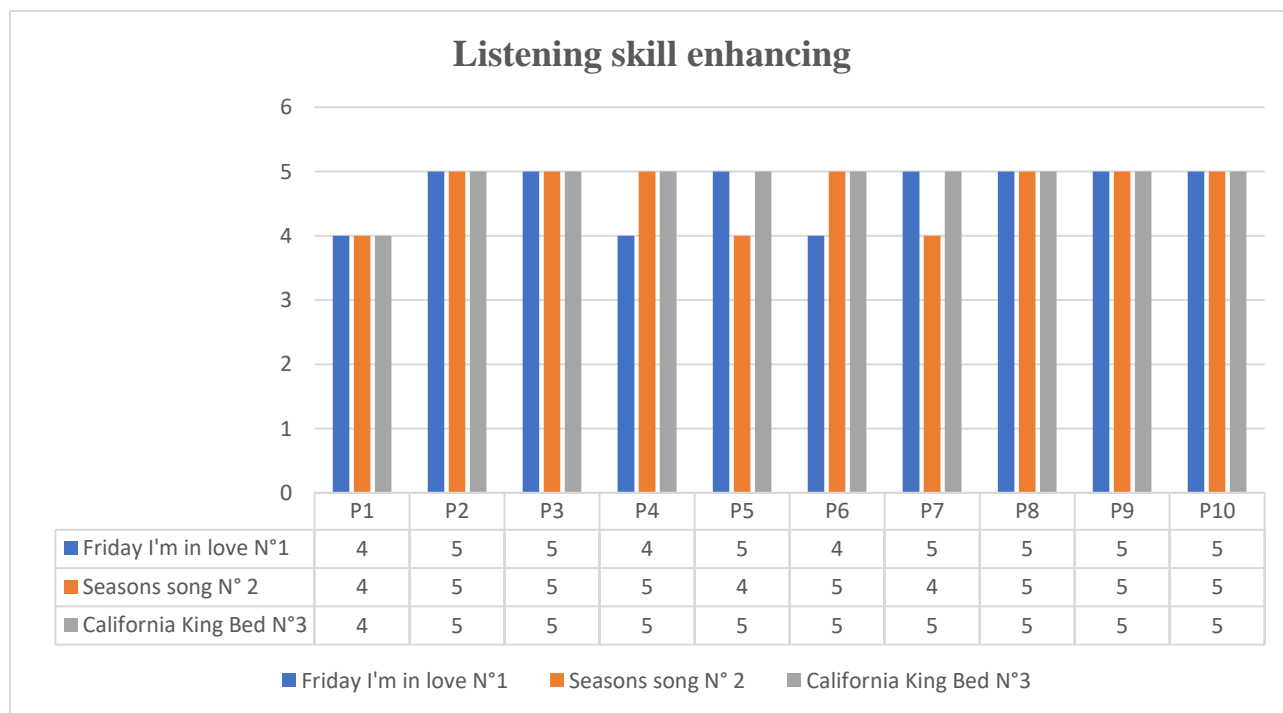
The graph above shows the positives results of the participants in terms of listening enhancing regarding educational songs. In the second item of the self-assessment, it was evidenced the ten participants showed a high percentage of improvement in their listening comprehension. However, it was observed that the song California King Bed was the one that helped them the most to develop the listening comprehension. On the other side, in the application of the semi-structured interview, the 6 participants stated that they had improved their oral comprehension. This can be illustrated by what the participant 3 stated in the interview "*I consider that I improved the listening comprehension since a well-structured training was done. Although the first time I Iistened to the song "Friday I'm in love" it was very difficult for me, but when I listened the second it was easier because of the images presented in the video and also I already knew the vocabulary*".

Likewise, the participants 5 and 6 in the semi-structured interview agreed that they had improved their oral comprehension since the teacher looked for strategies to facilitate the understanding of the song. On the other side, in the journal, it was evident that the students were very interested in understanding what the song was about. Sometimes they guessed the context of the song when they listened to it for the first time.

Vocabulary learning

According to the Common European Framework of Reference for Languages (2001). Students can understand phrases concerning vocabulary related to myself, the family and of most immediate personal regularly encountered in immediate concrete relevance (e.g. very basic work, school, leisure, etc. The data showed that the participants have learned a vast amount of vocabulary, so they can easily remember all these words because they think about the song and its lyrics. This implies that significant and permanent learning has been achieved, evidenced by the positive responses of all participants in the 3 self-assessments where all the participants totally agreed that the "*California King Bed*" was the song that encouraged them the most to expand their vocabulary with respect to the other two songs. On the other side, in the journal, it was perceived that learners studied the vocabulary of the songs during the pre-listening phase, which allowed them to master the vocabulary more easily. Furthemore, a high percentage of acquisition of the vocabulary was observed, so they reflected it in the development of the worksheet.

The graph shows the results of the self-evaluations regarding vocabulary learning where 5 is the highest score. In a general analysis, it is evident that all the students learned vocabulary in a high percentage. Nevertheless, it is observed that the songs that most motivated them to learn lexicon were "*California King Bed*" and "*Friday I'm in love*". On the other side, in the responses of the semi-structured interview, it was evidenced that the students acquired vocabulary through the songs, here is one of the responses of participant 2 " *I consider that I learned many words in English, and even remember words that I had forgotten, I feel that educational songs help me learn English through a dinamic way*". Moreover, the participnat 3 stated the following: "*Well, I consider that I improved the listening comprehension in terms of listening to the vocabulary in English and being able to recognize it, since thanks to the song I memorized the words more easily and when I heard them I already knew what they meant.*"

Figure N 21 self-assessments graph: Vocabulary learning
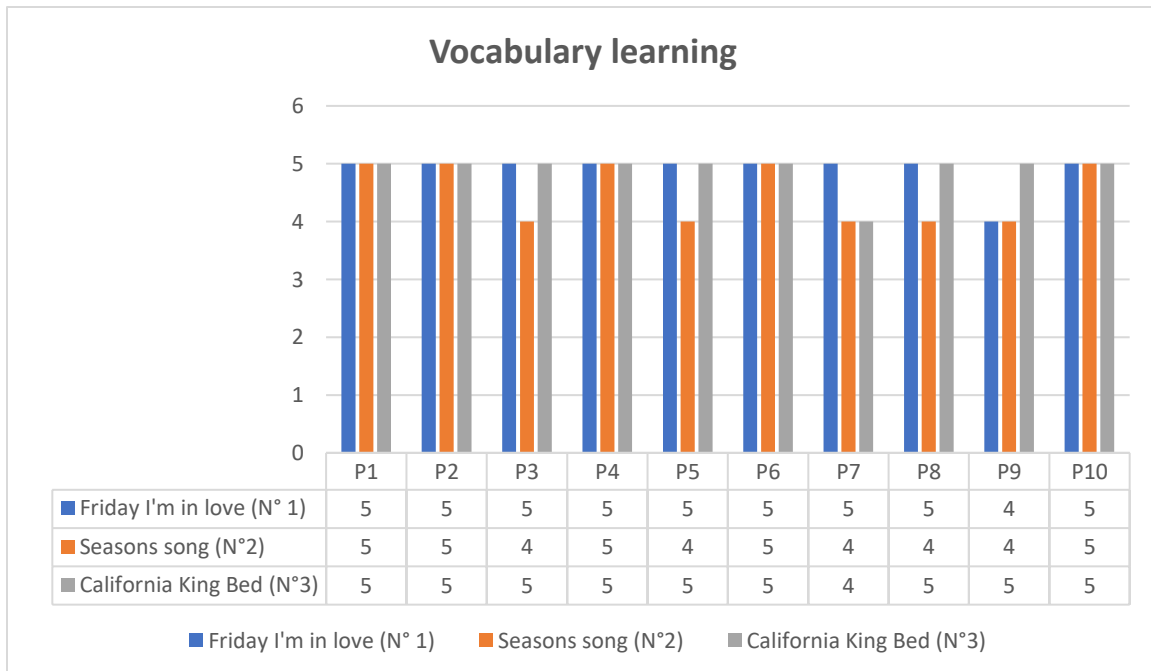
Vocabulary learning

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
■ Friday I'm in love (N° 1)	5	5	5	5	5	5	5	5	4	5
■ Seasons song (N°2)	5	5	4	5	4	5	4	4	4	5
■ California King Bed (N°3)	5	5	5	5	5	5	4	5	5	5

■ Friday I'm in love (N° 1)   ■ Seasons song (N°2)   ■ California King Bed (N°3)

On the other side, Zarkasih & Kristantri (2021) conducted a qualitative research entitled "Analysis of listening English songs on student's vocabulary learning". This study focused on the student's vocabulary learning and their perception of using English songs for learning vocabulary. The results showed that English songs have an important role in learning the vocabulary. Moreover, listening to English songs not only makes students relax but can enrich their vocabulary and tell how to pronounce a word in English. In the same way, it was evidenced in this study that the songs make us feel comfortable when learning English, likewise, they allow to enrich the vocabulary in a more practical and easy manner.

Pronunciation

According to the Common European Framework of Reference for Languages (2001). Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. The data obtained showed that pronunciation was an important aspect when working with songs since students had to read the lyrics of the song. This can be observed in the responses of the 3 self-assessments where it is perceived that the song that improved their pronunciation the most was "*Friday I'm in love*" with respect to the other two songs where some participants obtained scores of 4.

Figure N 22 self-assessments graph: Pronunciation improvement

Pronunciation improvement

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Friday I'm in love (N°1)	5	5	5	5	5	5	5	5	5	5
Seasons song (N°2)	5	5	4	5	4	5	4	4	4	5
California King Bed (N° 3)	4	5	5	5	4	5	5	5	5	5

■ Friday I'm in love (N°1)   ■ Seasons song (N°2)   ■ California King Bed (N° 3)
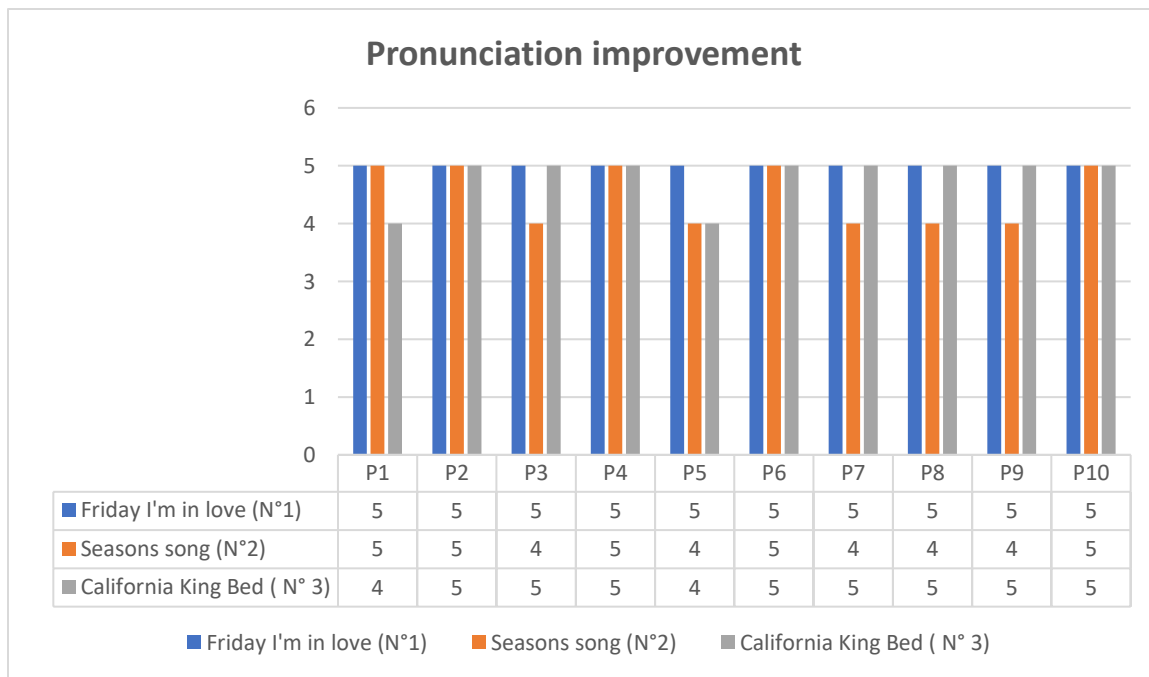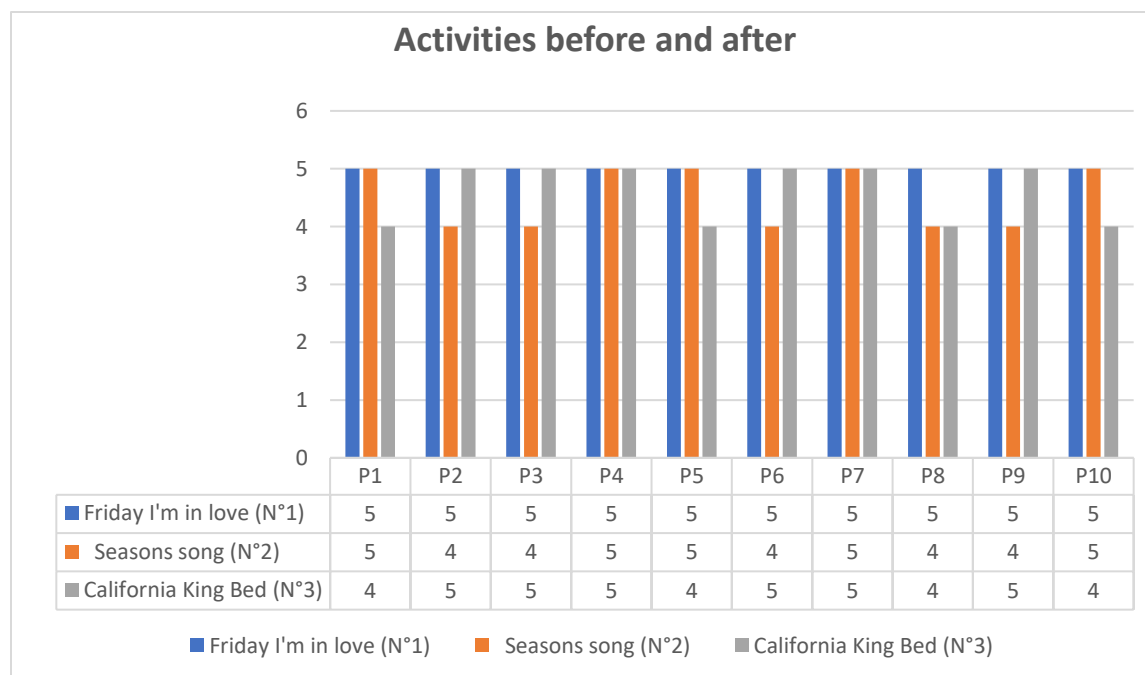
On the other hand, it was evidenced that all the participants expressed that they had improved their pronunciation, so now they are more careful when pronouncing a word. This is confirmed by what participant 1 in the semi-structured interview said. "*Yes, I improved in the way of the movement of the mouth when pronouncing some words, the songs helped me a lot with the pronunciation of the "th"*".

On the other side, the participant 5 in the semi-structured interview stated" *Yes, I consider that I improved the pronunciation at the moment of writing the words related to the song and we pronounced them and listened to them*". On the other side, in the journal, it was observed that the students pronounced louder and emanate a very positive entertainment atmosphere. Moreover, learners listened carefully when the pre-service teacher pronounced, and then, they repeated the words. Moreover, students associated what they pronounced with their respective gestures, which means that they internalized the meaning of word.

Activities before and after listening

The results showed that the activities proposed before and after listening to the song were successful since the first activity gave them a context of the song, especially it showed them the vocabulary, and then, students put into practice the lexicon acquired by doing some exercises. In the field notes, it was perceived that along the first general listening, the students concentrated a lot on the visual content of the song. Regarding the second listening, the students started to move their mouths in a low tone of voice in order to sing the song, they worked more relaxed and with a greater intention.

Figure N 23 self-assessments graph: activities before and after

Activities before and after

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Friday I'm in love (N°1)	5	5	5	5	5	5	5	5	5	5
Seasons song (N°2)	5	4	4	5	5	4	5	4	4	5
California King Bed (N°3)	4	5	5	5	4	5	5	4	5	4

On the other side, in the application of the 3 self-evaluations, it was evidenced that all the students totally agreed with the activities proposed in the development of the first workshop about the song " *Friday I'm in love*" with respect to the other two songs.

Songs

Based on Astari (2016) "a song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and they are general performed with instrument accompaniment. Songs have a personal quality that makes the listener react as if the song was sung for him personality"(p.12). Likewise, Harmer (2000) says that songs are a good resource for English teaching because they promote mimics and gestures associated to the meaning.

Taking into account the students' perceptions about learning English through songs, it was possible to notice that all the participants felt comfortable in learning English through songs, since it is a strategy that allows learning in a practical manner.
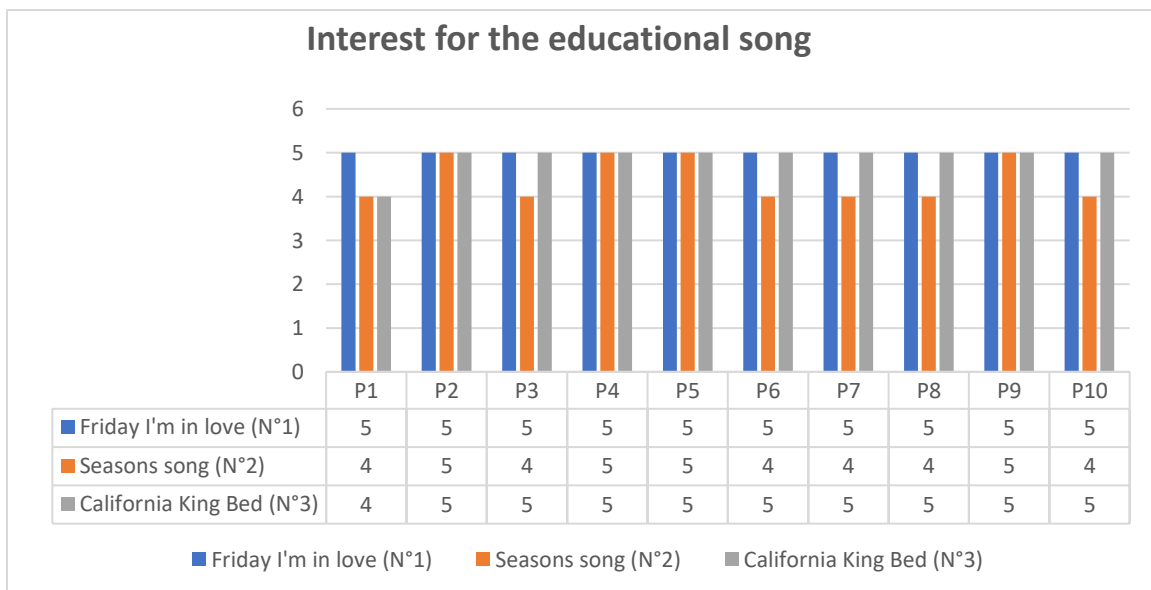
This is confirmed by what participant 2 in the semi-structured interview said   "*I really liked learning English through songs, since I had never experienced learning vocabulary with songs and it was something new, totally different from other ways of learning. I also found it much easier to learn some topics with the songs since the lyrics and the rhythm of the songs made the learning process easier*". Likewise, the participant 4 in the semi-structured interview stated that learning English through songs is a good strategy, given that they make us remain more attentive, in addition to this, the songs do not make us feel pressured since learning is perceived in a dynamic way. On the other hand, in the journal, it was evident that the songs provided a very entertaining video that helped students to understand the context of the songs easily, besides this, students were very focused. Particularly, the leaners were attracted to the chorus.For this reason, it was significant to determine 3 subcategories which are:Interest, motivation.

Taking this into account, Lopera, (2018) carried out a qualitative case study about the use and effect of songs for improving listening skills to a group of people studying English as a foreign language. In this study, it was evidenced that the activities of pre-listening, while-listening and post-listening are appropriate to improve the listening skill, since they follow well-structured stages. It can also be noted that in this study, it was found that the methodology of pre-listening, while listening and post-listening is effective, given that it allows to learn the vocabulary before listening to the song.

Interest

Lowman (2003) defined interests as follows: "Interests refer to individual difference characteristics of people that influence the types of occupations and leisure activities that they will find attractive, fulfilling, and enjoyable. Interests motivate people to pursue certain activities and not to pursue or persist with others"(p. 478). The data collected affirm that the educational songs were totally liked by all the participants. All the participants agreed that learning English through songs was more significant since they do not feel much pressure and the interaction is dynamic and they help memorize the words faster. To support this, the participant 2 stated in the semi-structured interview the following " *I really liked working with educational songs since they allow us to be interested in the class and in the activities that are proposed.".* Likewise, the following graph shows the quantitative results of the self-evaluations regarding the interest and entertainment that the educational songs produced in the participants where the answers showed that all the participants totally agreed to learn English with the song "*Friday I'm in love"* with respect to the songs "*Season song and Californi*a *King Bed*" where the participants 1,3,6, 7,8,10 only

Figure N 24 self-assessments graph: Interest for educational song

Interest for the educational song

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
■ Friday I'm in love (N°1)	5	5	5	5	5	5	5	5	5	5
■ Seasons song (N°2)	4	5	4	5	5	4	4	4	5	4
■ California King Bed (N°3)	4	5	5	5	5	5	5	5	5	5

■ Friday I'm in love (N°1)   ■ Seasons song (N°2)   ■ California King Bed (N°3)

agreed .

Moreover, the participants 1 and 3 in the semi-structured interview share the same idea by stating that they would like to continue learning with songs because they feel that the songs are very complete and will allow them to develop all the skills at the same time. On the other hand, in the journal, it was observed that the students remained very interested in the songs, so they made facial gestures of surprise and started to move their mouth in a low tone of voice in order to sing the song.

Motivation

According to Woodworth (2007), "Motivation is the state of the individual which disposes him to certain behavior for seeking goal." (p. 2). The songs allowed the learners to be highly motivated for learning English because they have images and videos that well illustrate the context of the song. Throughout the journals and the interview, it was found that all the participants felt encoraged when learning English through songs, since they allow to learn in a practical manner. This is confirmed by what participant 3 said in the interview. "*Yes, I feel very motivated learning English through music, since the songs give me encouragement to learn*". On the oher side, the participant 4 stated the following "*I felt very motivated because every time I heard a song I was going to learn new words in English.*"

On the other hand, in the journals were showed that the students felt very motivated since learning English through educational songs allows learning to be more meaningful.

Conclusions

Taking into account the results, it was established some fundamental statements along with the objectives set. Firstly, the idea of designing workshops based on educational songs to improve vocabulary acquisition showed that it is an effective method for learning English. Moreover, it was perceived that the pedagogical methodology used for the execution of the three workshops enhanced the participants' listening skill since the lessons accompanied by interactive activities, create a learning environment where students have the opportunity to expand vocabulary. On the other side, the methodology with educational songs achieved its objective of promoting listening skills thanks to these songs carefully selected based on the student's level, motivation and students' interest. In addition to this, it was observed that listening creates work disposition, motivation and learning intentions. On the other side, the students' perception of learning through educational songs is positive. Moreover, the influence of factors such as: the use of the English laboratory with various audiovisual elements allowed learning to be significant.

In summary, the educational song methodology managed not only to encourage the oral comprehension and the acquisition of vocabulary but also to improve other skills such as pronunciation, writing and reading, this because learners had to emerge in the lyrics of the song, the meaning, and the context. Also, they allowed students acquire knowledge while enjoying and feeling happy.

Recommendations

Based on what has been evidenced in this research, the following recommendations are made for the methodology and modality of work within the educational institution: it is requested that teachers work other skills such oral, comprehension, oral production, and written production, not just excessive reading and grammar that do not stimulate the acquisition of knowledge. Furthemore, it is essential that parents pay attention to the academic process of their children since academic performance is a matter that not only concerns the teachers but also everyone in general. Therefore, values such as responsibility, discipline and autonomy with school affairs should be encouraged. On the other hand, in the interviews, the participants suggested continuing to learn English through songs, since music makes the vocabulary memorization process easy. In the same way, it is motivated to continue working with authentic materials that allow students to learn English from another perspective. Moreover, it is requested that teachers make constant feedback on the activities carried out inside the class in order for learners to know their their strengths and weaknesses.

Chapter IV - Community Outreach Component Reinforcing English Learning in

Secondary School

Gamification as a strategy for teaching English in primary graders students at the

Jose Eustasio Rivera school.

Introduction

The Ministry of National Education has proposed to make Colombia a bilingual country, specifically through the teaching and learning of English as a foreign language. For that reason, pedagogical and curricular measures have been generated to fulfill the national goal in terms of language acquisition. Therefore, it is necessary to clarify that such actions should be implemented from the primary education stage, since these primary courses are favorable for the approach to the language, which encourages the interest of the students to learn it.

The National Education Ministry (1999) in the Teaching of English as a Foreign Language guidelines, states that the linguistic richness of a country means "integral development" and "it will be much more fruitful if it is promoted from the first years of schooling" (p.1). That is why, the promotion of teaching English as a foreign language is directed from the primary education levels, bearing in mind that most children in the primary school years are in the cognitive developmental stage, the most successful teaching approaches when teaching-learning English foreign language include real-life experiences (aural and audiovisual material).

Nevertheless, when analyzing the reality of what the national government projects together with the Ministry of Education compared to the primary and secondary education of the public schools of the country, a great gap is evident to accomplish these educational goals set in favor of learning of English, the reality of the country is different because it does not take into account important elements such as the low budget for education or the socioeconomic level of Colombian families. It is for these reasons already mentioned, that this projet seeked to offer reinforcement to English classes and more specifically in the fourth and fifth grades from the Divino Niño school, with the aim of improving the low erformance evidenced in the students for different reasons that include the lack of pedagogy of teachers, and the lack of knowledge about the language. On the other hand ,this project was intended to encourage students to learn English through gamification activities such as games that helped them review the topics in a more dynamic way.

Justification

This proposal for community outreach, attached to the Foreign Languages English French Program seeked to achieve the objectives of the macro project entitled: " Sensitization to the English language in primary schools in Colombia", which implemented a policy of equity and inclusion, focused on working with fourth and fifth graders at Jose Eustasio Rivera School in Saravena- Arauca. Likewise, it was intended to meet the needs of students through pedagogical meetings aimed at reviewing or explaining topics in which students possess difficulties when learning English as a foreign language.

On the other hand, this reinforcement was necessary because of the low intensity of hours stipulated for primary school students ; it can also be the consequences of the health emergency that led to students becoming disinterested in English.

Likewise, there is not an English teacher exclusively for this area; therefore, the implementation of this project benefited those students who needed to reinforce their learning of English through face-to face meetings of the weekly class schedule for improving their process learning during school classes. Another benefit to them was the security that they had the support of another teacher to guide them through the process.

General objectives

- To support the learning of English in fourth and fifth grades students of the Jose Eustasio Rivera School.
- To apply gamification activities for developing English classes in primary courses
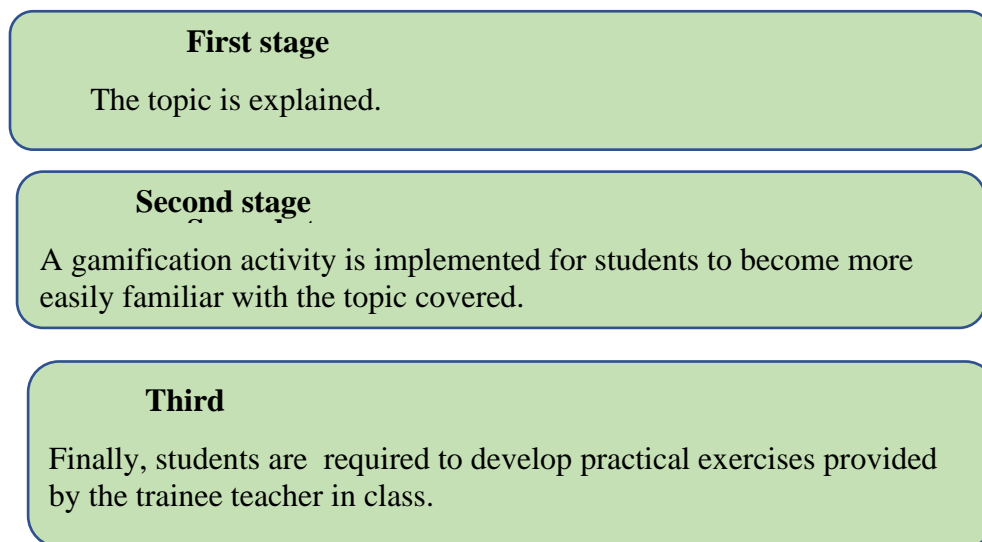
Specific objectives

- To teach English through gamification activities
- To implement gamification activities as a tool to increase linguistic skills proficiency
- To encourage the learning of English through games.

Methodology

The gamification activities proposed to develop in fourth and fifth grades at Divino Niño school aimed at working on different topics established in the syllabus for these grades. It is important to say that this outreach component was carried out from March 22 to June 3 and it took place every Tuesday from 8 am to 10 am with fifth primary school students ; besides, this projet benefited the fifth grade at the Divino Niño covering the following schedule on Tuesday from 10 pm to 12 am. In more detail, this project was guided by the use gamification activities defined by (Deterding et al., 2011) "as the use of game design elements in non-game contexts" (p.3).

The main objective of this reinforcement was not only to solve doubts and questions about the topics studied in English, but to explain the topics in a personalized manner seeking to achieve effective learning and avoiding indisposition. It is important to mention that the meetings will follow 3 phases.

Figure N 25 gamification methodology

First stage
The topic is explained.

Second stage
A gamification activity is implemented for students to become more easily familiar with the topic covered.

Third
Finally, students are required to develop practical exercises provided by the trainee teacher in class.

Description of the activities implemented

First week-activities

It's important to highlight that during this first week, the pre-service teacher covered a very important topic which is the personal presentation. It is important to mention that this topic was taught in fourth grade.Therefore, the class dynamic consisted of carrying out two exercises, a written and a gamification activity in order that students practice the subject by doing exercises. In summary, all the activities that were proposed were successfully carried out, besides this, the students were very attentive to the explanation given by the pre-service teacher.

Figure N 26: Activity N° 1

Writing activity developed in class.

Second week-activities

     During this space, the topic abouth the colors was applied in fourth and fifth grade. For starting the class, the pre-service proposed a warm up activity that consisted of playing a song and when the song stopped, the teacher showed an object and the students had to guess what color it was, this in order for the students to become familiar with the vocabulary. On the other hand, the learners were asked to develop an activity abouth the topic.In conclusion, it was a very interesting activity since the students acquired a deeper knowledge about the topic.

Figure N 27: Activity N° 1

Third week-activities

During this week, the topics associated with the members of the family and the verb "TO BE" were covered. Concerning the dynamic work that was implemented in these two primary courses, it is possible to state that an oral production activity was proposed where students had to introduce their family using a family tree as a guide to achieve a good speech. Moreover, learners did several practical exercises to understand the topic class in a better and easy manner.

Figure N 28: Implementation of the third session- Community Outreach Component.

Learning evidence

Fourth and Fifth week-activities

It should be highlighted that these interventions had as a main objective to teach the parts of the body and the prepositions of place. Learners practiced these topics by developing different exercises inside the class. Likewise, an evaluation was made about the lexicon of the parts of the body. As a summary, it should be said that the learners were attentive to the teacher's explanation and carried out all the activities proposed in class. It is worth mentioning that the dynamic "Tingo Tango" was implemented in order for the students to review the vocabulary studied.

Figure N 29: Implementation of the fourth and fifth sessions- Community Outreach Component

Activities made during the session

Sixth week activities

The intervention developed during this week aimed at teaching the seasons of the year and the days of the week. The class dynamic consisted of carrying out two exercises, first the students had to write the vocabulary in the notebook and make a landscape that represented the season, then a written production was proposed in order to practice the lexicon. It is worth mentioning that the students were very active.

Figure N 30: Implementation of the sixth sessions- Community Outreach Component

Writing activity developed in class.
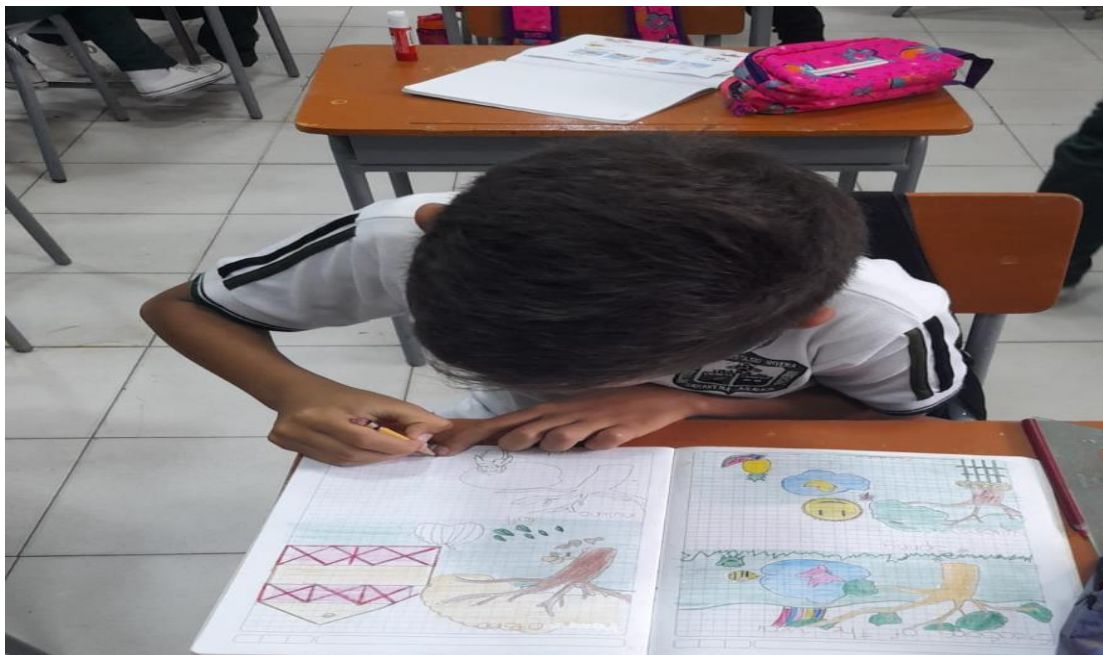
Seventh and Eighth weeks activities

Along this session, the pre-service teacher focused on teaching the vocabulary related to the professions and fruits. The classes were divided into sections, during the first meeting the students became familiar with the vocabulary, therefore they wrote it in the notebook and during the second encounter learners developed an activity in class that allowed them to put the lexicon into practice.

Figure N 31: Implementation of the Seventh and Eighth weeks

Learning evidence

Ninth and tenth weeks activities

It's important to mention hat during the last encounter, the pre-service teacher focused on teaching the vocabulary regarding the parts of the house and feelings and emotions. The activities took place in two moments, during the first meeting the students wrote the vocabulary and the other session they presented an evaluation that covered the two topics. It should be noted that during these weeks an activity was implemented through a song called "*If you are happy clap your hands*" for students to become familiar with the vocabulary.

Figure N 32:Implementation of the ninth and tenth weeks

Community Outreach chronogram

Table N° 13: Chronogram 4th grade.

CHRONOGRAM 4th GRADE										
REINFORCEMENT ACTIVITIES	**TEACHING PRACTICUM WEEKS**									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Personal presentation	X	X								
Colors			X							
Members of the family				X						
Parts of the body					X					
Seasons of the year						X				
Professions							X			
Professions								X		
Parts of the house									X	X

Table N° 14: Chronogram 5th grade.

CHRONOGRAM 5th GRADE										
	TEACHING PRACTICUM WEEKS									
REINFORCEMENT ACTIVITIES	1	2	3	4	5	6	7	8	9	10
Greetings and farewells	x									
Personal presentation		x								
Verb "TO BE"			X	X						
Prepositions of place/ verbs					x					
Parts of the body						x				
Days of the week							x			
Fruits								x		
Members of the family									x	
Feelings and emotions										x

Table N° 15: Below , it can be observed an example of a class planner for primary students.

PLANNING- FOURTH WEEK				
School´s name	JOSE EUSTASIO RIVERA SCHOOL			
Teacher's name	Doris Adriana Carrillo Gutiérrez			
Grade	Seventh	**Course**	English	**Time**	2 hours
Standard	To learn the prepositions of place.			
Objectives	-To become familiar with the prepositions of place. -To learn how to use prepositions of place.			
Topic	Prepositions of place.			
Warm up	To start the class, the teacher will warmly greet the learners, afterwards, the pre-service teacher is going to call the roll. Then, the educator will implement a warm up activity in order to get students interested in the class			
Main Activity	The teacher will explain the use of prepositions of place through slides. (***See appendix 1***)**.** Afterwards, some exercises will be provided so that students begin to master the use of these prepositions in English. Then, the trainee teacher will show a list of 10 verbs conjugated in the present continuous and in the infinitive form. Then, two activities will be proposed for the students to study the verbs, these exercises consist of an anagram where the students must organize the words and another activity where students should match the image with the appropriate verb. (***See appendix 2***)**.** Afterwards, a verb competition was held, which cconsisted of a dictation about verbs. The teacher dictated the verbs in Spanish and the students had to write them in English**.**			
Practice or Application	With the purpose of verifying if the students learned the prepositions of place, the teacher will propose some activities on platforms such as: Educaplay and liveworksheet. (***See appendix 3***)**.**			
Materials	Computer, television, slides, Wordwall platform.			

Conclusions

In accordance with the established objectives of this component, it can be highlighted that the design of educational material provided a better understanding of English topics, it was evidenced that a good material accompanied by a gamification activity contributes enormously to the understanding of topics, and permits students learn through a different perspective and become more interested in the language. When it comes implement activities that increase the mastery of language kills, it is concluded that proposing exercises that go beyond the grammatical, accelerates the students' learning because it motivates them to carry out activities.

It was an enriching experience since the students felt the support of another teacher in the classroom, who helped them to solve the doubts and explained them in a personalized manner. It is important to note that the students belonging to this school need someone to inspire them, to encourage them about the importance of English. In conclusion, the result was very positive, this accompaniment allowed the students to improve their english level.

Chapter V - Intra-Institutional Activities Component

Introduction

The intra-institutional activities component gives an opportunity for pre-service teachers to get involved in intra-institutional activities and responsibilities to immerse in-depth into the role of a teacher out of the academic field. It is important to mention that this component is really important in the training process since the extra-curricular activities permit the trainee teachers know the institutional organization, methodologies, and guidelines. It means that through the formation imparted to pre-service teachers of the Foreign Languages English-French Program, the link to the educational reality of the institutions is promoted. Therefore, when engaging in the development of a pedagogical practice, a curricular work is designed not only from the dynamics of a classroom, but also from the operation of the educational establishment.

Justification

The participation in this project was a significant value in terms of teachers' professional development and, on the other hand, methodology process and integral institutional activities (teachers' integration to curricular and extracurricular activities). Therefore, it is a direct and balanced pedagogical-curricular contribution since pre-service teachers acquire knowledge and experience during their teaching performance. In other words, this proposal is essential because it had an impact on each of the actors of the institution. Moreover, the intra-institutional activities become a propitious component for the acquisition of values in terms of responsibility and commitment that these activities require. In the same way, this space permits to know the disciplinary processes that are carried out inside the institution since the institutions not only includes academic processes but also administrative that train students and teachers with integral formation.Therefore, pre-service teachers need to enter into these context and this project allows them to immerse themselves.

General objective

- To participate in extracurricular activities fixed by the José Eustasio Rivera School.

Specific objectives

- To attend the intra-institutional activities and responsibilities to enrich the teaching process out of an academic context.

- To support different institutional activities that go along with cultural and pedagogic purposes.

- To develop a sense of belonging in favor of the institution.

Methodology

This component refers to the intra-academic involvement of the pre-service teachers in activities that get involved them in the role of a teacher out of an academic field. It should be mention that the Jose Eustasio Rivera school addresses a series of intra-institutional activities along the academic year, these activities or events respond to different areas such as cultural, religious, spiritual, and important days of celebration at the national level, among them (man's day, The Women's Day and Mother's Day).

In order to execute this proposal, the researcher/pre-service teacher must adjusted to the planning prepared by the administrative staff who organize the activities proposed in the institutional chronogram; therefore, the guidelines were established by the educators who accompany the integral pedagogical practice.

Description of events and activities

It is worth mentioning that as pre-service teacher, it was necessary to have an active participation in all the activities developped at the José Eustasio Rivera school . Below, it can be perceived the events.

Table N° 16: Intra-institutional activity.

HOISTED FLAG	
Objective	To reward the students who best wear the uniform in the Institution.
Teacher's role	The role that the pre-service teacher assumed in this event was as a teacher, since she was in charge of monitoring the behavior of a course.
Acquired learning	In this event it was perceived that wearing the uniform correctly is a very important aspect, since it shows the image of the institution.
Evidence	

Table N° 17: Intra-institutional activity.

DAY OF DEMOCRACY	
Objective	To present the candidates to the school government.
Teacher's role	On this occasion, the pre-service teacher participated as a guest but at the same time she was in charge of a course in order to observe the student's behavior.
Acquired learning	In this activity, it was observed the importance of a representative in a school, since he looks after the integrity and well-being of the educational community.
Evidence	

Table N° 18: Intra-institutional activity.

WOMEN'S DAY	
Objective	To celebrate women's day.
Teacher's role	In this opportunity men celebrated women's day to all the women teachers belonging to the José Eustasio Rivera school. It should be noted that during this celebration the trainee teacher participated as a guest.
Acquired learning	From this event, it was concluded that spending time with other people is pleasant since it helps to change the attitude.
Evidence	

Table N° 19: Intra-institutional activity.

PARENTS' MEETING	
Objective	To show the results obtained by the students during the first trimester.
Teacher's role	Along this activity, the trainee teacher participated as a guest.
Acquired learning	These events are important because they let parents know how the students are behaving in the classroom.
Evidence	

Table N° 20: Intra-institutional activity.

RECREATIONAL ACTIVITY	
Objective	To show the students the place they should adopt during the opening of the interclasses.
Teacher's role	Throughout this event, the trainee's teacher role was to accompany the students during the activities proposed by the physical education teachers.
Acquired learning	It is important to say that these types of activities are fundamental since they allow students to get out of their comfort zone. Therefore, it was perceived that students should have a space to play and share with their peers.
Evidence	

Table N° 21: Intra-institutional activity

INTERCLASSES	
Objective	-To start sports activities so that all students participate.
Teacher's role	It is worth mentioning that the pre-service teacher participated at this in this event as a guest, she did not take any other role.
Acquired learning	From this event, it was possible to perceive that this celebration has a very great value within the educational community, since all players meet to celebrate the start of a competition.
Evidence	

Schedule of activities   **March**

Table N° 22: Intra-institutional activities.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
		1	**2** Hoist the National Flag	**3**	**4** Presentation of the student government candidates	**5**
6	**7** Parents' meeting	**8** International Women's Day	**9**	**10** Pedagogical day (socialization of the transversal projects) 2:15-4:30 pm	**11** Debate of the candidates for controllership and students' representative	**12**
13	**14**	**15** Closure of the electoral campaign	**16**	**17** Election of the students' representative and controllership	**18** Parents' Council Meeting 4:00 pm	**19**
20	**21**	**22** Holiday	**23** Possession of the school government	**24** Pedagogical day (primary education)	**25**	**26**

Table N° 23 Intra-institutional activities.   **April**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4	**5**	**6**	**7** Limit to enroll students in the advance program	**8** End of academic term	**9**
11 Delivery of academic work for holy week	**12**	**13**	**14** Holiday	**15** Holiday	**16**
18 Closure of the siscomint platform	**19**	**20**	**21**	**22**	**23**
25	**26** Delivery of academic report to parents	**27**	**28**	**29** Limit for teachers to finish their registration in evaluate platform	**30**

Conclusions

In this component it was possible to perceive very positive aspects in terms of teaching work. In the first instance, it has been valuable for the pre-service teacher to know that, in addition to the work in the classroom with the students, she had to be willing to attend to these important intra-institutional activities for the proper functioning of the educational institution.

On the other hand, it can be noted that some activities have focused on student's recreation which was a positive aspect, given that, these events allowed students to spend time with the other students, because thanks to sports, cultural, musical and artistic activities, an interdisciplinary learning can be obtained. Besides this, it is pertinent to recognize the importance of all these activities in the way that they contribute to the students' well-being.

Finally, it is important to mention that these activities have generated a positive impact on the pre-service's teacher methodology since they have allowed the trainee teacher to expand the knowledge not only in the educational field, but also in the social and administrative affairs because these spaces create a better interaction with the other teachers and the administrative staff.

Chapter VI - Reflective Approach to Integral Practicum

Description of the reflection process

It is important to mention that the pre-service teacher wrote ten weekly narrative reflections that allowed her to analyze every aspect about the teaching process including the classroom activities, (*see table 22*). Moreover, this space permitted the trainee teacher to reflect about her teaching labor including (material use, teaching methods, techniques used in order so address a specific issue, discipline management)

The integral practicum process has been the most important stage to put into practice all the knowledge acquired throughout the degree. Therefore, it has been shown that teaching not only requires a lot of work, dedication and discipline, but also a great vocation for teaching. The aspect that was the most difficult was the group management, because sometimes the students get distracted and do not pay attention to the explanation. However, the didactic sequence has been fully developed. On the other hand, it could be said that it has been a very enriching space both for the students and for the pre-service teacher, since all the resources were available to make the classes interesting and enriching. Regarding the students reaction, it was , this can be evidenced in the self-assessments that were applied where the majority of students stated that they had liked working with songs. The most important elements found in these narratives are: Class time, Topic management, Teaching methodology, Use of English in class.

Class time

The established time for the development of the English classes is not enough to carry out the planned activities. Although, the pre-service teacher looked for strategies such as focusing on the most important activities in class.

Topic management

In some of the first classes the trainee teacher experienced some insecurity in the explanation of the topics since she was not used to manage the space and the board, moreover, she wondered if the students would understand her.

Teaching methodology

It is important to mention that the pre-service teacher adopted several methodological tools which allowed her to obtain positive results, so the students felt very motivated by learning English, and they liked the activities proposed on platforms such as Wordwall, and Kahoot.

Use of English in class

The use of English was an aspect that worried the pre-service teacher since the use of English during the English classes is very limited, so there is no efforts evidenced on the part of students to use the language in class. It was observed that they are not familiar with the language, therefore they do not like that the teacher speaks in English

Conclusions

As a conclusion, the practicum process has been an enriching experience where I have been able to improve my teaching methodology, the group management, and the use of resources. Nevertheless, it is evident the lack of practice of the foreign language in class. On the other hand, there was not enough time to carry out all the activities proposed in the plan. Although, the classes have been very dynamics, besides this, the learners have been interested in the project to the point that they sang the songs and try to imitate the singer. This proved that the students have been attentive to the explanations and have valued the pre-service's teacher effort in each of the classes.Finally, I have to admit that the practicum process was very exhausting due to the amount of material that must be planned, but in general, a significant experience.

Table N° 24: Reflection Component

REFLECTION COMPONENT - WEEKLY NARRATIVE	
Institution: José Eustasio Rivera School	**Week:** 4

A lo largo de esta semana las actividades propuestas en el plan de clase se llevaron a cabo de manera satisfactoria; por lo tanto, se podría decir que fue un espacio muy enriquecedor tanto para los estudiantes como para mí como practicante ya que conté con todos los recursos para que las clases fuesen interesantes, enriquecedoras y divertidas. En cuanto a la reacción de los estudiantes fue positiva esto se puede evidenciar en la autoevaluación que se aplicó donde la mayoría manifestaron que les había gustado trabajar con canciones.Sin embargo, en las clases donde se aplicó la temática del proyecto, se presentaron dificultades ya que tuve que presionar un poco a los estudiantes para que escribieran rápido en los cuadernos el vocabulario de las estaciones del año debido al poco tiempo que se dispone para las clases de inglés, lo cual me hace pensar que es un aspecto negativo para los estudiantes pues ellos no deben sentirse incómodos al momento de tomar apuntes.

Por otra parte, otro aspecto negativo que se evidencia constantemente en las clases de inglés es el poco uso de la lengua extranjera. Con respecto a esto, es importante mencionar que hay un curso donde la gran parte de los estudiantes son muy indisciplinados y no les gusta ni que los salude en inglés, siempre lo perciben como una recocha. Es por ello que con ese grupo la interacción se da sobre todo en español y es algo muy preocupante porque no se les nota el interés por la materia ni por aprender algo en inglés. Por otro lado, cabe destacar que a lo largo de esta semana sentí mucho cansancio pues el hecho de estar de pie por varias horas hace que la fatiga sea notable y como no estoy acostumbrada a este ritmo se me dificulta más el proceso de adaptación. Asimismo, el uso de tapabocas a toda hora es frustrante pues mi voz no es muy fuerte y debo hacer un mayor esfuerzo para que mis estudiantes escuchen perfectamente las instrucciones. Pero, en resumen, fue una semana muy fructífera ya que se ejecutaron todas las actividades diseñadas en el plan.

Appendices

Appendix N° 1Journal

<table>
<tr><td colspan="3" align="center">PEDAGOGICAL-RESEARCH
PROJECT</td></tr>
<tr><td colspan="2">Project:

"The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study"</td><td align="center">Observation No.2</td></tr>
<tr><td align="center">Educational Institution:

José Eustasio Rivera</td><td align="center">Trainee teacher:

Doris Adriana Carrillo Gutierrez</td><td align="center">Date (week 4):</td></tr>
<tr><td align="center">Students: 33</td><td align="center">Grade: 701</td><td>Time: 6:30-8:10</td></tr>
<tr><td align="center">Objective of the observation</td><td colspan="2">To observe the students' interest in learning English with the implementation of the second song.</td></tr>
<tr><td align="center">Objective of the class</td><td colspan="2">To teach the seasons of the year in English through the educational song "season song".</td></tr>
<tr><td align="center">Materials</td><td colspan="2">It takes place in the English room. Making use of the TV and sound equipment to listen to the song.</td></tr>
<tr><td colspan="3" align="center">CLASS OBSERVATION INSTRUMENT</td></tr>
<tr><td align="center">TIME</td><td align="center">CATEROGIES</td><td align="center">FIELD NOTES</td></tr>
<tr><td></td><td align="center">Pronunciation</td><td>The students showed a lot of enthusiasm in the pronunciation of the vocabulary related to the seasons of the year in addition to this, it was observed that they have a great capacity for memorization, this must be due to the drawings because the video has a lot of visual support, also it has an accurate pronunciation which helps to better practice the pronunciation of the words.</td></tr>
</table>

From 6:30 to 8:10	**Vocabulary**	Moreover, it is important to point out that students associate what they pronounce with their respective gestures, which means that they have already internalized the meaning of each season of the year. The acquisition of the vocabulary about the seasons of the year was evidenced, students reflected it as if it were the same mother tongue. On the other side, it should be noted that learners studied the vocabulary of the seasons of the year during the pre-listening phase, which allowed them to master the vocabulary more easily.
	Reaction	When they are given the piece of paper with the lyrics of the song, they begin to sing the song without knowing anything about it; therefore, it must be said that students are interested in knowing the name of the song. On the other hand, another observable fact is the intention to know the meaning of the unknown words present in the song in order to fully understand the translation of the song.
	Likes for the song	The students liked the song about the seasons of the year since it had images that well illustrated the seasons with the respective changes that occur. It should be noted that some students felt quite attracted by the lyrics of the song that they even sang it. In summary, this second approach with this song of the seasons was a success.

	Activities developed based on the song	-Along the first general listening, the students concentrated a lot on the visual content of the song, because compared to the song from the previous workshop, in this one there were more animations, colors and drawings. - Regarding the second listening, the students started to move their mouths in a low tone of voice in order to sing the song, it is clear that all nerves had left behind, because it was the second song; therefore, there was already a custom. For that reason, they worked more relaxed and with a greater intention. -During the activity proposed in the post-listening phase, it was noticed that most of the students were anxious because there was an exercise that they did not understand how to do it. However, when they managed to do it, they were very happy. - Concerning the questions, they answered them in a very positive way, with a strong tone of voice, showing excitement.

PEDAGOGICAL-RESEARCH PROJECT		
Project: "The use of songs for enhancing listening comprehension and promote vocabulary acquisition on seventh-grade English course: An action research study"		**Observation No.3**
Educational Institution: José Eustasio Rivera	**Trainee teacher:** Doris Adriana Carrillo Gutierrez	**Date** (week 8):
Students: 33	**Grade**: 701	**Time**: 6:30-8:10
Objective of the observation	To observe the students' interest in learning English with the implementation of the third song.	
Objective of the class	To teach the parts of the body in English through the educational song "*California King Bed*".	
Materials	It takes place in the English room. Making use of the TV and sound equipment to listen to the song.	
CLASS OBSERVATION INSTRUMENT		

TIME	CATEROGIES	FIELD NOTES
	Pronunciation	It was observed that students had more confidence in this opportunity because there was already a better relationship between them and the teacher, therefore they pronounced more freely and made gestures without fear or pain.

	Vocabulary	A high percentage of acquisition of the vocabulary about the parts of the body can be observed because they reflected it in the development of the guide. Moreover, it was recognized that the students practiced the parts of the body in more detail using slides with great visual content.
From 6:30 to 8:10	**Reaction**	The students' reaction was very positive. They made facial gestures of happiness because this didactic song. It is important to mention that the song provides a very entertaining video that helped them to study the parts of the body in an easy way, so students were very focused on recognizing the vocabulary mentioned in the lyrics. Particularly in this song, the students are attracted to the chorus.
	Likes for the song	The song's theme has been to their liking and they even wrote down the name of the song. Additionally, students asked for the name of the song worked, in order to continue listening it beyond the educational field. On the other side, it must be said that in the self-assessment, the learners felt that they were learning English in a fun way. In summary, the students stated that this song was the best and they assured that it is their favorite, given that the song is very complete in all areas.

Activities developed based on the song	-During the first general listening, the students concentrated a lot on the visual content (slides) of the song. - Regarding the second listening, the students started to move their mouths in a low tone of voice. It is clear that all nerves had left behind, because it was the third song; therefore, there was already a custom. For that reason, they worked more relaxed and with a greater intention. -During the activity proposed in the post-listening phase, it was noticed that most of the students were anxious because there was an exercise that they did not understand how to do it. However, when they managed to do it, they were very happy. - Concerning the questions, they answered them in a very positive way, with a strong tone of voice, showing excitement.

Appendix N° 3 Presentation project

1. Write the names of the animals. Number them according to the order they are mentioned in the song. (Escribe los nombres de los animales. Enuméralos de acuerdo al orden en que son mencionados en la canción.)
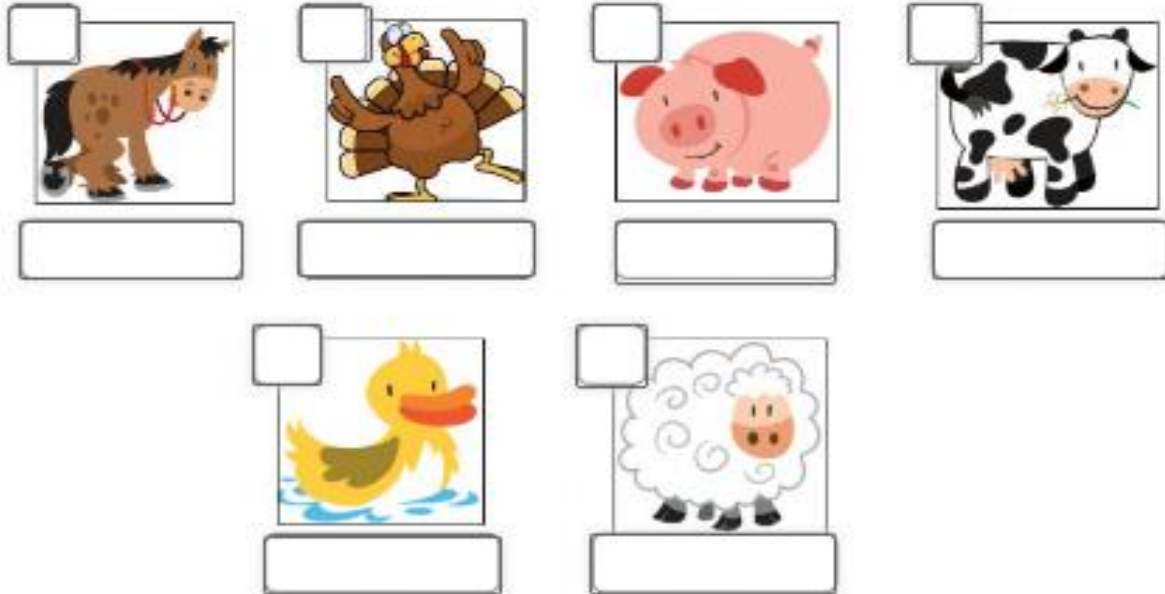
2. What do these animals say? Write the sounds in the correct places using the words in the box. Follow the example. (¿Cómo dicen estos animales? Escribe los sonidos en los lugares correctos usando las palabras de la caja. Sigue el ejemplo.)

oink! – baa! – ~~neigh!~~ – quack! – gobble gobble! – moo!

a) The horse says *neigh!* .

b) The turkey says _____ ✓

c) The pig says _____ ✓

Friday I'm In Love

I don't care if Monday's blue
Tuesday's grey and _____ too
_____, I don't care about you
It's _____, I'm in love
_____ you can fall apart
Tuesday, _____break my heart
Oh, _____ doesn't even start
It's _____, I'm in love
_____, wait
And Sunday always comes too late
But Friday, never hesitate
I don't care if Monday's black
Tuesday, _____, heart attack
Thursday, never looking back
It's Friday, I'm in love
Monday you can hold your head
Tuesday, Wednesday, stay in bed
Or _____ watch the walls instead
It's Friday, I'm in love
_____, wait
And Sunday always comes too late
But _____, never hesitate
Dressed up to the eyes
It's a wonderful surprise
To see your shoes and your spirits rise
Throw out your frown
And just smile at the sound
Sleek as a shriek, spinning 'round and 'round
Always take a big bite
It's such a gorgeous sight
To see you eat in the middle of the night
You can never get enough
Enough of this stuff
It's _____, I'm in love
I don't care if Monday's blue
Tuesday's grey and _____ too
_____, I don't care about you
It's Friday, I'm in love
_____ you can fall apart
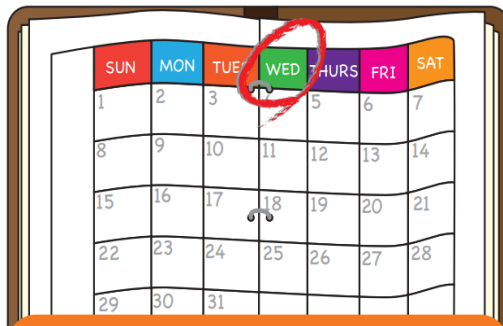_____, _____, break my heart
Thursday doesn't even start
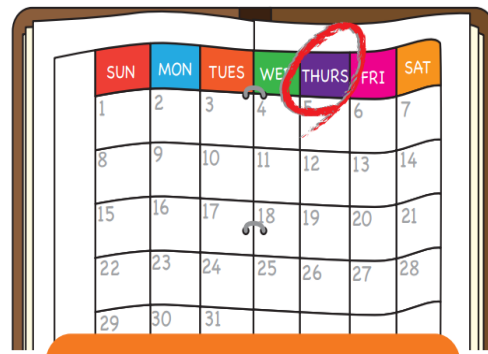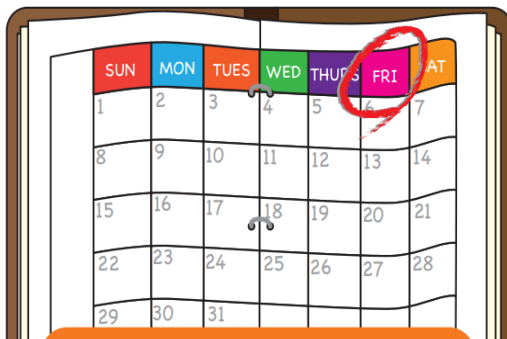
Appendix N° 6 Days of the week flashcards
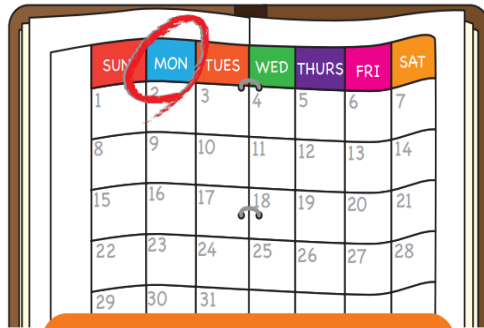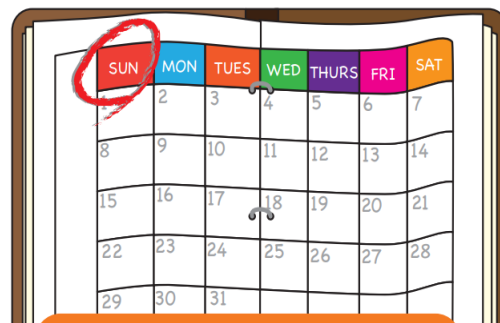

Monday
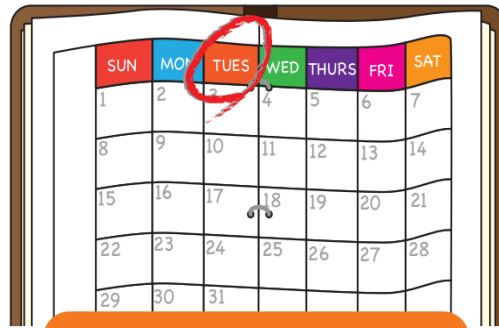
Tuesday

Wednesday

Thursday

Friday

Sunday

DAYS OF THE WEEK

WATCH THE VIDEO, SING AND DANCE!

https://www.youtube.com/watch?v=LIQsyHoLudQ

1. Put the days of the week in order.

1	2	3	4

5	6	7

WEDNESDAY	MONDAY	THURSDAY	SUNDAY

FRIDAY	SATURDAY	TUESDAY

2. Complete the days of the week.

a. MO ____ DAY

b. TU____SDA____

c. WE____NE____DAY

d. T____U____SDAY

e. FR____DAY

f. SA____URD____Y

g. S____N____AY

3. Listen, find the days and write.

N	G	W	S	U	N	D	A	Y	S	G	W
H	F	N	B	Y	O	S	T	L	A	S	E
T	H	U	R	S	D	A	Y	G	Y	A	D
U	I	N	D	P	S	Y	P	R	L	T	N
N	D	U	N	D	A	Y	C	S	T	U	E
D	A	W	E	E	K	E	N	D	W	R	S
M	O	N	D	A	Y	D	W	U	A	D	D
Y	A	I	F	I	R	A	C	T	O	A	A
P	I	S	T	T	U	E	S	D	A	Y	Y
F	R	I	D	A	Y	F	I	R	V	A	C

🔊 _____

🔊 _____

🔊 _____

🔊 _____

🔊 _____

🔊 _____

🔊 _____

143

Here comes the spring with the rain pouring down
Here comes the spring with the flowers in the ground
Here comes the spring with the rainbow in the sky
Here comes the spring to bring new life

Here comes the spring with the rain pouring down
Here comes the spring with the flowers in the ground
Here comes the spring with the rainbow in the sky
Here comes the spring to bring new life
Here we go, oh, oh
Here we go, oh, oh
Seasons of the year

Here comes the summer with the heat from the sun
Here comes the summer with the kids having fun
Here comes the summer with the warm breeze
Here comes the summer with the trees so green

Here comes the summer with the heat from the sun
Here comes the summer with the kids having fun
Here comes the summer with the warm breeze
Here comes the summer with the trees so green
Seasons of the year
Here we go, oh, oh
Seasons of the year
Here we go, oh, oh

Here comes the fall with the leaves changing color
Here comes the fall with the climate getting cooler
Here comes the fall with the leaves falling down
Here comes the fall with the wind blowing loud

Here comes the fall with the leaves changing color
Here comes the fall with the climate getting cooler
Here comes the fall with the leaves falling down
Here comes the fall with the wind blowing loud

○ **Classify the vocabulary according to the season.**

Rain pouring down   The trees so green   Rainbow in the sky

The warm breeze   Flowers in the ground   The leaves changing color

The wind blowing loud   The leaves falling down   The climate getting cooler

The ice and the snow   The days getting shorter   The freezing cold

The nights getting longer   The heat from the sun

SPRING	SUMMER	FALL/AUTUMN	WINTER

o **Drag and drop.**

SPRING   WINTER
SUMMER   AUTMN

o **Find the four seasons and write.**

```
W  I  N  T  E  R  M
O  S  U  M  M  E  R
Q  C  T  N  X  N  Y
F  P  H  I  L  O  X
P  A  U  T  U  M  N
A  S  P  R  I  N  G
D  M  Z  Z  R  X  X
```
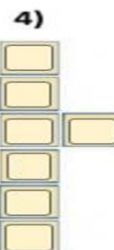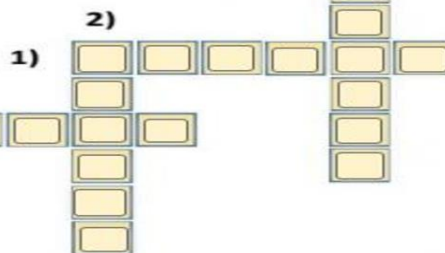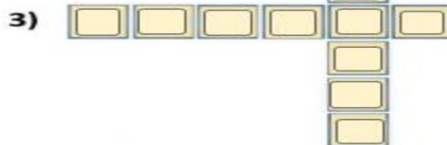
1)
2)
3)
4)

o **Complete the crossword.**

o **Unscramble words.**
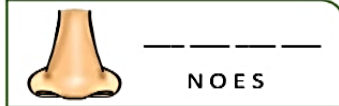
grispn   rumsme   lafl   nitewr

_____   _____   _____   _____

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JOSÉ EUSTASIO RIVERA SCHOOL
Topic: PARTS OF THE BODY   Name_____   Date_____

o   **Put the words in order.**

| — — — — | — — — | — — — — | — — — |
| NOES | EEY | NHAD | ARE |

o   **Find the words hidden in the puzzle and write them.**   ENGLISH   SPANISH

E	Y	E	A	F	G	A	A
I	P	C	O	E	A	R	B
R	B	E	H	I	C	M	I
C	A	F	A	R	D	I	M
A	L	O	N	B	E	D	O
H	E	A	D	I	G	C	U
O	G	C	E	F	O	O	T
P	S	I	D	O	B	F	H
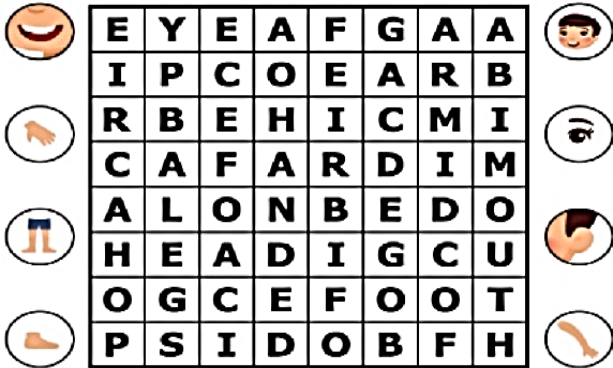
1._____   _____

2._____   _____

3._____   _____

4._____   _____

5._____   _____

6._____   _____

7._____   _____

Mouth   Ear   Hand   Legs   Eye   Arm   Head

o   **Join the words and the pictures.**

legs

eye

arm

nose

ear

head

hand

mouth

foot

o   **Read and write numbers.**

It is my head. ☐
It is my nose. ☐
It is my eye. ☐
It's my mouth. ☐
It's my arm. ☐
It's my ear. ☐

o   **Complete the parts of the body.**

1. a__ __
2. __h__s__
3. n__s__
4. p__ __m
5. __ __ i__ t

6. t__ e
7. f__ n __ e__
8. __ __ a r__
9. e__ e
10. c__ e e __
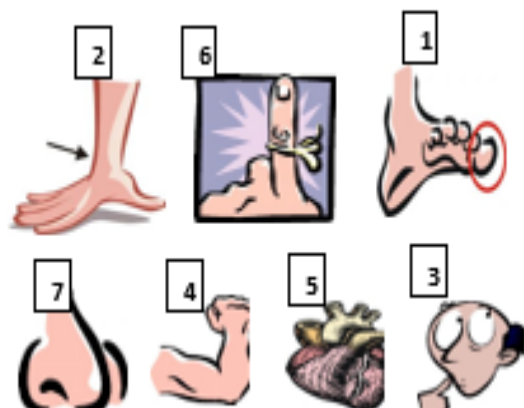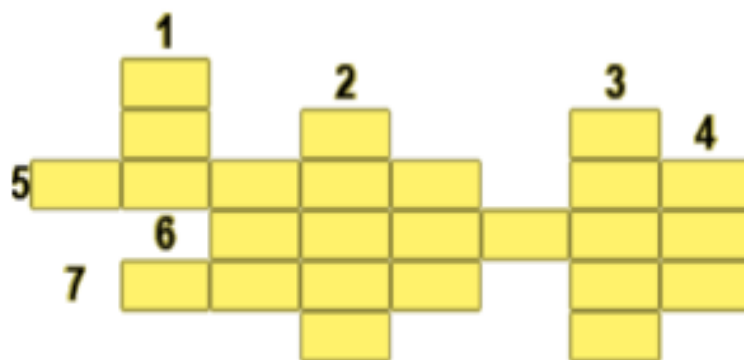
o   **Translate the following words into Spanish.**

a. Wrist_____   f. Nose_____
b. Leg _____   g. Eye_____
c. Mouth _____   h. Chest_____
d. Eyebrow _____   i. Cheek_____
e. Tongue_____   j. Palm_____

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_____ to _____
_____ to _____
_____ to _____
We were always just that close
_____ to _____
_____ to _____
_____ that felt just like the inside of a rose
So, how come when I reach out my _____
It feels like more than distance between us
In this California king bed
We're ten thousand miles apart
I've been California wishing on these stars
For your _____ for me
My California king
_____ to _____
_____ to _____
Side by side
You were sleeping next to me
_____ in _____
Dusk to dawn
With the curtains drawn
And a little last night on these sheets
So, how come when I reach out my _____
It seems like more than distance between us
In this California king bed
We're ten thousand miles apart
I've been California wishing on these stars
For your _____ for me
My California king
Just when I felt like giving up on us
You turned around and gave me one last touch
That made everything feel better
And even then my _____ got wetter
So confused wanna ask you if you love me
But I don't wanna seem so weak
Maybe I've been California dreaming

In this California king bed
We're ten thousand miles apart
I've been California wishing on these stars
For your heart for me
My California king

○ **Complete the crossword below.**

|

○ **Translate the following words into English.**

a. Pecho _____   o. Ceja _____

b. Mano _____   p. Dientes _____

c. Nariz _____   q. Lengua _____

d. Palma _____   r. Oreja _____

e. Muñeca _____   s. Brazo _____

f. Dedo del pie _____ t. Pierna _____

g. Dedo de la mano _____ u. Pie _____

h. Corazón _____   v. Hombros _____

i. Ojo _____   w. Rodilla _____

j. Mejilla _____   x. Labios _____

k. Cuello _____

l. Boca _____

m. Cabeza _____

n. Cabello _____

Sleep	Write	Drink	Feel	see

Talk	Clean	Have	Paint	Work

e i t r W

BLAKE EDWARDS' PINK PANTHER

Appendix N° 17 Prepositions of place

Prepositions of Place

100
PUNTOS

05:08
TIEMPO

Prepositions of Place

The spider is under/on the table

○ on

○ under

Choose the right preposition

under
behind
next to

in front of
in
on

on
behind
next to

in front of
in
under

in front of
in
next to

on
in front of
next to

on
behind
next to

behind
in
under

under
behind
next to

in front of
in
on

on
behind
next to

in front of
in
under

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