



The Use of Educational English Songs as a Strategy to Enhance Sixth graders' Listening skill and to Increase Vocabulary at Santos Apostoles School: Action Research.

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Teaching Practicum

Pamplona, Norte de Santander

2022



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1. Chapter I: General Presentation

Presentation

This research project encompasses four fundamental components for the execution, documentation and analysis of the pedagogical practice carried out by the trainee-teacher of the foreign language degree. The first component corresponds to an approach from the institutional, administrative, pedagogical, technological and population levels, which are essential to recognize the reality and get involved within the institution and identify how it works. The second component corresponds to the pedagogical component, which is crucial for the development of this project because it is intended to approach pedagogy from a different perspective, allowing the trainee-teacher to innovate and implement new methodologies that favour the learning-teaching process of the sixth-grade students of the Santos Apostoles School.

The third component is aimed at implementing resources and methods to the student community of the elementary school in order to offset the gaps left by the strict virtuality caused by the COVID-19. The last component corresponds to the intra-institutional which provides deep insights on intra-institutional activities such as: cultural, sporting, pedagogical events, etc. in which brings together the administrative population, student and parent community to foster integrity and a sense of belonging to the institution.



1.1 Introduction

The learning of English as a foreign language is framed within a sequential process in which students from an early age begin this journey of dreams rooted in the acquisition and mastery of the foreign language, at present it is essential to form suitable subjects and generators of change by making appropriate use of the bilingualism plan called "*Colombia Very Well*" adopted and directed by the Ministry of Education in order to consolidate the theoretical-practical bases of students setting English as an empowering tool that deploys opportunities in academic and labour fields abroad. Law 1951 (2013) formulates a structure and/or a central axis based on criteria with the purpose of achieving a solid articulation between the educational, social, labour and business sectors, promoting spaces for teaching and learning English for the generations of the future. Jaime Chango (2009) ratifies that the possession of English as a foreign language is no longer treated as a luxury, but rather as a clear necessity (cited in Chávez, 2017).

It is acknowledged that communication plays a pivotal role when speakers are able to cover a wide range of topics on their daily basis, allowing them to achieve a superbness standard in academic and labour fields in nowadays globalized society (Rao, 2019). As English is conceived to be the International Language that breaks down communication barriers, it permits people to convey a message and exchange their ideas. In consonance with Bueno & McLaren (2006) stated that Speaking is discerned as one of the trickiest EFL learners have to cope owing to the fact that non-native speakers are forced to speak on the spur of the moment (as cited in Al-Hasa, 2019).



This practical action research aims at implementing English educational songs as a mean to engage learners to be involved in the verbal development of English. According to Morales (2008) English songs not only encourages learners' self-confidence in the classroom but also it is esteemed that songs are viewed as powerful tools to reach remarkable English-speaking improvements since learners are overexposed to stir up discussions with regards to the core theme of the song. On the basis of above, it was required to institutionally observe the students' needs, especially the sixth-graders', who were identified certain weaknesses with regards to the vocabulary deficit and the listening skill. These weaknesses occur due to the deficiency and lack of strategies that encompass and promote the improvement of Listening, which is essential for communication. The methodologies used in the English class are not the most optimal and delay this process by not including sound documents, the main factor that stir it up is owing to: lack of technological equipment that allows the teacher to link listening activities within the curriculum.

There are many key studies that have proved that including songs in learning English processes is a very useful tool. Morales (2008) considers that when students sing, they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner, they can practice speaking by expressing opinions and reflections about the contents of the songs.

1.2 Justification

Access to higher education in Colombia is determined on the basis of a standardized test that measures the competencies articulated during the students' academic training. Hence, Santos



Apostoles School constitutes ICFES as a primary mechanism of prominence at the local and national levels when achieving conspicuous outcomes. This public institution has positioned itself among the top 5 of the best results at the local level, however, owing to the educational system's shortcomings with the evident prevalence of a support deficit, the institution struggles to continue positioning itself among one of the best schools at the local and national level by offering high-quality academic services in a low-economic background setting.

Along with these lines, listening comprehension has been disregarded and no-taken into account due to several factors: (1) Large numbers of students and (2) absence of sound equipment in the classroom. It is known that students struggle to understand audios in which they are required to recognize the words meaning. Therefore, vocabulary displays a pillar role within the foreign languages learning process to master not only listening skill but also other competences in which learners have to use the structural part of the language inside a real or artificial context. In such a manner, Wilkins (1972) stated that: “without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (as cited in Rahmawati & Utami, 2019, p.1). That is why, vocabulary knowledge is a fundamental aspect in regards to the foreign language learning process since a short amount of words can thwart the target language communication. This idea has been also supported by Viera (2017) who affirms that non-native English speakers are demanded to have a solid foundation of vocabulary knowledge to be proficient users of L2 English language in any academic environment.

This research project is framed in the discrepancy and the inescapable value of a teacher in training to carry and apply innovative strategies in order to promote the skills described above from attractive activities that strengthen the bond and collaborative participation among students.

According to Buckby (2006) stated that: “using games is an effective way to enhance learners’



social skills along with language skills (as cited in Saha & Singh, 2016). Hence, dynamic activities encourage learners' intrinsic motivation to actively participate and get involved in a joyful atmosphere.

To comply with above, the four core components that are covered in this practical action research are framed and broached from different approaches. Institutional observation entails a more in-depth approach to better understand how the educative system works and the way in which it is regulated. Moreover, the pedagogical component involves to be attuned and rooted to the most up-to-date methodologies with the purpose of reaching learners' meaningful results. Besides, it is essential to recognize the weaknesses of those students who do not have the support of a professional in the area of English, therefore, the component of outreach to the community provides broaden-insights to act. Likewise, intra-institutional activities are conceived as emergent situations in which teachers must be involved and be able to coordinate and participate in events with vigorous.

1.3 Objectives

1.3.1 General objective

- To promote the enhancement of listening skill and to increase vocabulary through English educational songs

1.3.2 Specific objectives

- To provide students with accurate English educational songs to strengthen the English learning.
- To encourage listening skill and vocabulary mastery through educational songs.

- To understand the importance of implementing educational songs to encourage learners to mastering the listening skill and acquiring vocabulary.



2. Chapter II Institutional Observation

This second chapter encompasses the main components related to the explore the instar-institutional, pedagogical, technological and student's diagnosis, the trainee teacher got involved into the teaching scenario with the aim of carrying out an in-depth observation to achieve a better understanding of the educational institution.

2.1 Knowledge of the setting

In order to have an approach to the setting where the pedagogical practices of the Pre-Service teacher will be carried out, it was necessary to initially enter the main headquarters located in the Chapinero neighbourhood.

2.2 Characterization of the setting

Santos Apostoles School is comprised of five campuses located in strategic areas in order to cover the entire population demand. The principal headquarters where is administratively regulated and Secondary School is offered owns a double-shift system from 6:00 to 12:10 and from 13:00 to 18:10. However, due to overcrowding of students enrolled in the institution, sixth grade is taught in a different and exclusive location to cover four different courses.



2.3 Design of the community immersion strategies

In order to carry out the immersion process in the school context, the teacher in charge of the courses presented the in-service teacher to the sixth-grade students with the objective of strengthening the teacher-student-student-teacher bond. In the same way, it was identified that the educational campus is governed with the highest administrative standards with the objective of offering qualifiable and optimal services to the surrounding population, this in terms of: Internet access, infrastructure, extracurricular activities, tutorials, ICFES exam preparation, programmatic content, competent teaching staff, recreational areas for students, certain classrooms with televisions and air conditioning (*Only for tenth-graders and eleventh-graders*).

2.4 Development of interviews to supervisor and students

As an integral and crucial part of this internship process, an interview was conducted with the supervisor in order to know the programmatic contents assigned for the sixth grade, the technological tools that the institution has for the use of ICTs, the weaknesses, strengths of the students and possible remedies to generate a positive impact on the community, mitigating certain hindrances that influence the learning process of English, such as: the lack of preparation of students in the language due to the health emergency caused by the COVID-19 outbreak that compelled face-to-face classes to switch to the online delivery classes, the sixth-grade who were in fourth-grade when that emergency took place, they stopped receiving English classes during Two years, that is to say, when government and state agencies gave the green light to return to the classroom, students showed low-performances with regards to the English language.



Therefore, the teacher in charge has the responsibility to act from strategic plans to mitigate the impact caused by virtuality and to offset the left-gaps.

2.5 Documental analysis

2.5.1 Topographical location of the institution

The educational establishment "Santos Apóstoles" was founded by the *Pbro.* Jaime Montagut Vega with legislative act N° 0229 of March 10, 1994. It is located at Avenida 6N° 6-54 in the Chapinero neighborhood. It is a public institution issued by the Ministry of National Education (MEN) in order to regulate the operation and actions of the school. It is currently under the mandate of the ESP. OTARDO RINCÓN CONTRERAS. The school serves the following levels: preschool, elementary school (1st, 2nd, 3rd, 4th, 5th), high school (6th, 7th, 8th, 9th) and middle school (10th and 11th grade).

2.5.2 PEI of the institution

The Institutional Educational Project of the Santos Apóstoles School is conceived as a set of criteria, guidelines and orientations that give viability to the institutional functions based on the fulfilment of the mission. It frames the philosophical aspects in relation with the required pedagogical commitments and responds to the conception of seeing the institution as the axis of educational development.

In congruence to the organizational and pedagogical structure of the institution, it is aimed at a democratic coexistence, starting from social values, cultural values that promote the integral and permanent development of the educational actors, exalting the dignity of the human being, the strengthening of the school coexistence in order to trace academic excellence. The general framework addresses different units at the administrative and management levels, pedagogical

component, and the community interaction component, which seeks to generate a positive impact and respond to the needs of the and respond to the needs of the sector's population.



2.5.3 Institutional Symbols

Figure 1. Institutional Shield.



The school's institutional shield is centered on the 12 Apostles to whom our Institution has entrusted our Institution, so that through their intercession before the Lord Jesus Christ; orient and guide our guide our steps towards success. Around it are the flags of Norte de Santander and the municipality of Cúcuta, because this is the territory where the Institutional is located. At the top is a ribbon with the words; Wisdom, Science and loyalty; because we want our school to form wise children and young people, with a strong spirit of spirit of research, who love it and are proud of it. It is also surrounded by five stars that symbolize the five sites that make up the institution.

Figure 2. Institutional flag.



Blue: Symbolizes immensity, greatness, which means that the institution is expected to form constant students; tending to research, and to achieve success.

White: It means purity, to educate in ethical, moral and religious values. The The virgin clay that the teacher will mold, according to the society of which he is a part. part of.

Red: It is love that is professed in the pedagogical task, day by day, in order to achieve the peace and harmony that we dream of. peace and harmony that we Colombians dream of. The five stars symbolize the five centers that make up the Santos Apostoles Educational Institutions.

2.5.4 Mission of the institution

The “Santos Apóstoles” Educational Institution offers its community an inclusive education of quality, in the academic, human and spiritual aspects, in a harmonious work environment that guarantees the development of harmonious work environment that guarantees the development of competencies, forming excellent citizens who contribute to the construction of a more just and tolerant society. The institution strives, based on the concept of education as integral human development, to offer an education that prepares human development, offering an

education that prepares for the world, life and in the development of the knowledge of beauty and knowledge.



2.5.5 Vision of the institution

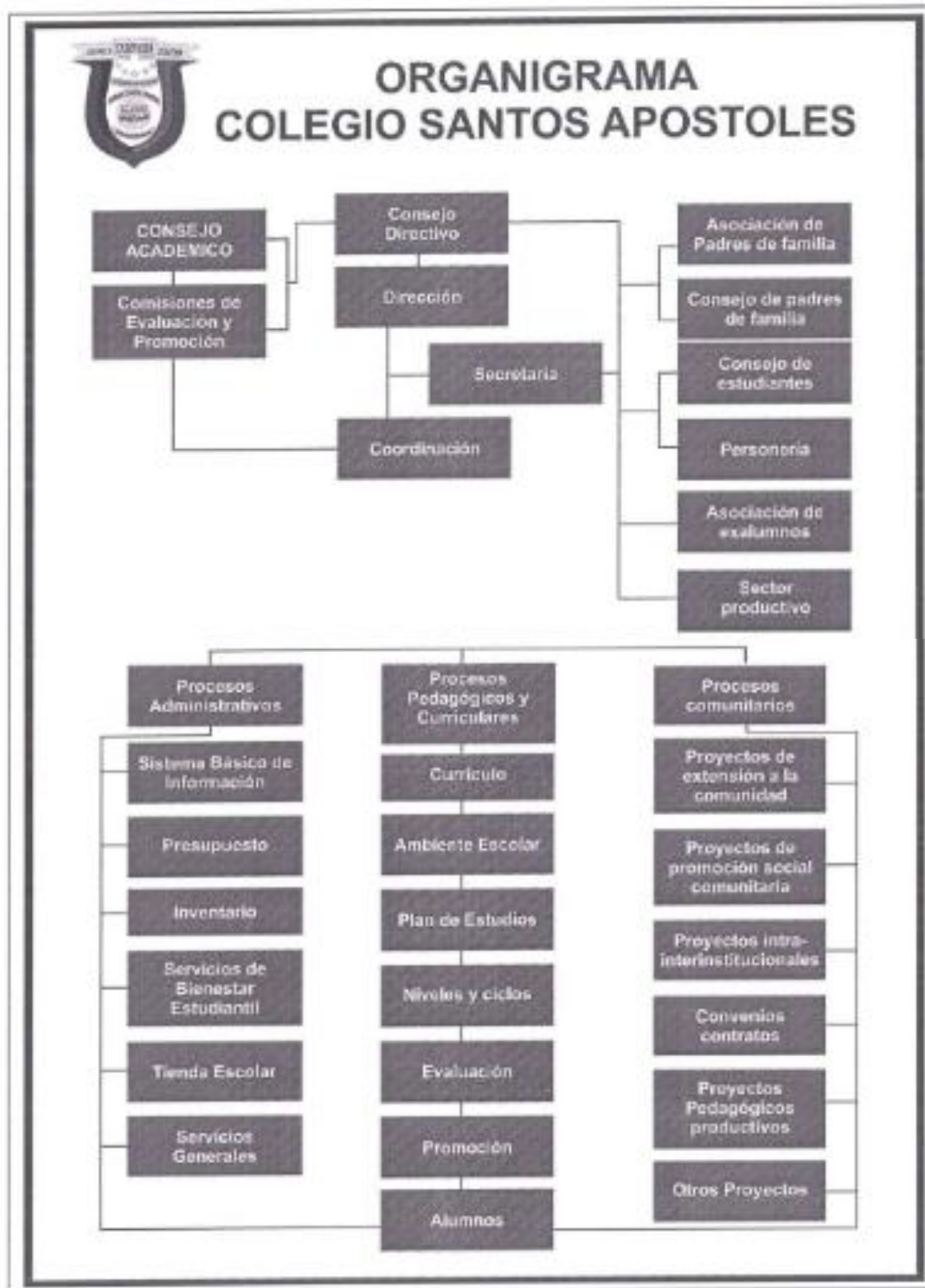
Santos Apóstoles Educational Institution will be recognized for its quality in the formation of critical, autonomous, analytical and competent students, with formation of critical, autonomous, analytical, and competent students, with social social sensitivity; through the application of continuous improvement.

To initiate the process of reconstruction of the integral development project of our educational community that will lead us to consolidate an institutional educational project P.E.I. project that allows us to offer an integral quality education; that has as its real and effective center of the student and the integral human development of his or her educable potentiality based on processes potential based on processes, knowledge, skills, capacities, values and competencies. competencies. The aim is to provide an environment conducive to coexistence and learning that facilitates access to knowledge and the assumption of values and commitments necessary to improve the quality of life, both personal and social, transforming and enriching context.

2.5.6 Organigram



Figure 3 Institutional Organigram





2.5.7 Rulebook of the institution

The manual of coexistence is framed under the standards and guidelines assumed by the political constitution of Colombia in order to guarantee and ensure harmonious coexistence in a democratic and participatory manner, starting from the recognition of the differences of each entity. Santos Apóstoles school is characterized and possess an integral, autonomous profile that articulates in accordance with freedom and justice. Intrinsically carry respect for their homeland, department and city.

Among the duties of the students are highlighted: Respect as a central axis of peacebuilding, no right should be deprived. It emphasizes the promotion of tolerance, acceptance of differences rooted in ideologies.

The Steering Committee adopted the coexistence manual based on what is founded and structured in the Colombian political constitution; Law 1098, November 8, 2006. and structured in the Political Constitution of Colombia; Law 1098 of November 8, 2006, Law for Children and Adolescents, the General Law of Education No. 115 of 1994 and the regulatory decrees, specifically the regulatory decrees, specifically the 1860 of 1994, Law 1620 of March 15, 2013, also by the part of the decree 1965 of September 11, 2013. of decree 1965 of September 11, 2013 and the guidelines set by the Colombian institutional court that regulates the duties and rights of citizens.

Type I situations: This category corresponds to sporadic conflicts that negatively affect the school environment related to: Verbal aggression that degrades the person, threats, disqualify



human virtues, and situations in which it is excluded for reasons of gender or sexual orientation. Within protocols or route of action are linked to signing the observer, bringing together the parties involved and achieving mediation.

Type II situations: Corresponding to aggressions, bullying (bullying). These incidents are sustained in accordance with Article 2 of Law 1620 of 2013. These eventualities involving psychological and moral damage may be penalized by the management of the institution. Within the protocols, immediate attention is highlighted to the entities competent to strengthen the physical and mental health of those involved.

Type III situations: They correspond to situations that encompass school aggression linked to: Homicide, rape, sexual harassment, pornography, extortion and kidnapping. These activities will be penalized and treated with the corresponding entities to follow the facts and arrive at a solution/ mediation.

2.5.8 MEN's Health emergency guidelines.

The safe return to school due to the health emergency decreed by the Ministry of Health in the wake of the pandemic caused by COVID-19, allowed managers to adopt preventive and safe measures for the total presence of academic activities. Therefore, the institution has a staff for the cleaning and disinfection of the classrooms, stipulating and mandatorily decrees the use of caps, safe distancing, and guidelines associated with possible symptoms that must be notified to prevent a spread of the virus within the educational institution.

2.5.9 Scholar Shift



With respect to the academic day is subject to the continuous day (morning and afternoon) for the development of activities. Attendance was no longer an option for a need that involves both parties: students and teachers. Therefore, complying with the described biosecurity protocols proposed by the Ministry of Health, the Santos Apóstoles School adopted them in order to return to the classrooms and thus advance and achieve the progress of the students. The double day allows the surrounding population to attend and train fully being regulated by the Ministry of Education.

2.5.10 Institutional Chronogram

The academic calendar is composed of extracurricular activities that promote the participation and integration of the teaching, administrative and academic staff. The institution has adopted a mechanism on the school calendar, which is not developed by bimonthly but by trimesters, therefore, the school has only I, II, III terms, fulfilling the annual hourly intensity defined by the MEN according to Resolution 1730 of 2004.

Table 1. Institutional schedule



Septiembre 2022

Septiembre 2022						
◀ Agosto						Octubre ▶
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
4 SEMANA 3	5 RECUPERACIÓN DEL II TRIMESTRE	6 RECUPERACIÓN DEL II TRIMESTRE IZADA BANDERA	7 RECUPERACIÓN DEL II TRIMESTRE	8 RECUPERACIÓN DEL II TRIMESTRE	9 RECUPERACIÓN DEL II TRIMESTRE	17
11 SEMANA 4	12	13	14 SPELLING BEE CONTEST	15	16	17
18 SEMANA 5	19	20	21	22	23	24
25 SEMANA 6	26	27	28	29	30	1

Octubre 2022

Octubre 2022						
◀ Septiembre						Noviembre ▶
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
2 SEMANA 7	3	4	5	6	7	8
9 SEMANA DESARROLLO INSTITUCIONAL	10	11	12	13	14	15
16 SEMANA 8	17 FESTIVO. DIA DE LA RAZA.	18	19	20	21	22
23 SEMANA 9	24 TRIMESTRALES III PERIODO	25 TRIMESTRALES III PERIODO	26 TRIMESTRALES III PERIODO	27 TRIMESTRALES III PERIODO	28 TRIMESTRALES III PERIODO	29



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Noviembre 2022

◀ Octubre

Diciembre ▶

Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
30 SEMANA 10	31 REFUERZO DEL III TRIMESTRE	1 REFUERZO DEL III TRIMESTRE	2 REFUERZO DEL III TRIMESTRE	3 REFUERZO DEL III TRIMESTRE	4 REFUERZO DEL III TRIMESTRE	5
6 SEMANA 11	7 FESTIVO. DÍA DE LOS DIFUNTOS.	8 RECUPERACIÓN DEL III TRIMESTRE	9 RECUPERACIÓN DEL III TRIMESTRE	10 RECUPERACIÓN DEL III TRIMESTRE	11 RECUPERACIÓN DEL III TRIMESTRE	12
13 SEMANA 12	14 FESTIVO. INDEPENDENCIA DE CARTAGENA.	15	16 CIERRE DE PLATAFORMA	17	18 COMISIÓN DE EVALUACIÓN Y PROMOCIÓN DEL III TRIMESTRE	19
20 SEMANA 13	21 CLAUSURAS TRANSICIÓN Y QUINTO	22 CLAUSURAS TRANSICIÓN Y QUINTO	23	24	25 GRADOS PROMOCIÓN 2022	26
27 SEMANA DESARROLLO INSTITUCIONAL	28 MATRICULAS	29 MATRICULAS	30 MATRICULAS	1	2	3

2.6 Pedagogical level

2.6.1 Planning of the English area

The English lesson plan is framed under the guidelines suggested by the Ministry of Education with the objective of guaranteeing learning, therefore the plans are regulated by the DBA (Basic Learning Rights).

2.6.2 Methodology of the English staff

The teacher staff designs the content annually in order to meet the students' goals and thus comply with the proposed-learning standards suggested by the Ministry of Education (MEN). Likewise, they design the most accurate strategies, methodologies that will lead to significant learning and reach the competencies proposed in the curriculum (*Know, Do and Be*). The worksheets are developed weekly and are aligned with the subject matter, a brief



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conceptualization, examples and an activity to be developed. Afterwards, teachers assess the topic in order to determine if the set- objectives were achieved.

Planning is a primary and key component for the development of a class, setting goals which arrive at the end of each content by means of qualitative or quantitative evaluations, determining the domain agenda. Therefore, the national plan of bilingualism and adopting the contents suggested in the DBA, the institution the Ministry of Education to achieve the goal is governed and implemented. Within the DBA proposed by the MEN, it is established that students:

- Understand basic information on topics related to daily activities.
- Includes short messages and related information about your personal and academic interests.
- It includes literary, academic texts. It is also able to extract general and specific information.
- Produces short texts, describing people, places, objects or facts related to topics of interest.
- As for oral production, the student asks for detailed explanations, is able to make proposals on what to do, where and how.

Figure 4. Basic standards sixth and seventh grades.

Figure 4. Basic standards sixth and seventh grades.

Escucha	Lectura	Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. 2,3 Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. 1,2,3 Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. 1,2,3 Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. 1,2,3 Comprendo una descripción oral sobre una situación, persona, lugar u objeto. 1,2 Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. 1,2,3 Comprendo la idea general en una descripción y en una narración. 2 	<ul style="list-style-type: none"> Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1,2 Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. 1,2,3 Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. 1,2 Comprendo relaciones establecidas por palabras como <i>and</i> (adición), <i>but</i> (contraste), <i>first, second...</i> (orden temporal), en enunciados sencillos. 1,2 Valoro la lectura como un hábito importante de enriquecimiento personal y académico. 1,2 Identifico el significado adecuado de las palabras en el diccionario según el contexto. 2 Aplico estrategias de lectura relacionadas con el propósito de la misma. 2,3 Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. 2 Identifico la acción, los personajes y el entorno en textos narrativos. 2 	<ul style="list-style-type: none"> 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, acción, causa y efecto entre ideas. 1,2 Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1,2 	<ul style="list-style-type: none"> 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 Day 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 aprendizaje. 2 Describo con oraciones simples mi rutina diaria y la de otras personas. 1,2 	<ul style="list-style-type: none"> 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

2.6.3 Modalities of Learning Support

The school offers tutorials and reinforcement spaces with the aim of strengthening students' performances in order to achieve meaningful institutional and academic outcomes. Along with these lines, this accompaniment is held through WhatsApp or face-to-face tutoring.

2.6.4 Courses

The English teacher is in charge of three grades: sixth (6-1, 6-2, 6-3, 6-4), seventh (7-01, 7-02) and eleventh (11-01, 11-02). Each one of them with an hourly intensity of 3 hours per week.

2.6.5 Schedule



Table 2. Teacher Schedule

DOCENTE AURIS BARBOSA BLANCO							
	1 6:00-6:55	2 6:55-7:50	3 7:50-8:45	4 8:45-9:40	PAUSA ACTIVA 9:40-10:10	5 10:10-11:05	6 11:05-12:00
Lu	604		602		PAUSA ACTIVA	1102	
Ma	601	603	604			701	
Mi	602		601			603	
Ju			702			1101	
Vi			1102	1101		702	701

Table 3. Pre-Service Teacher Schedule

Days	1 6:00-6:55	2 6:55-7:50	3 7:50-8:45	4 8:45-9:40	Break 9:40-10:10	5 10:10-11:05	6 11:05-12:00
Monday	English 6-04	English 6-04	English 6-02				
Tuesday	English 6-01	English 6-03	English 6-04				
Wednesday	English 6-02	English 6-02	English 6-01	English 6-01		English 6-03	English 6-03
Thursday							
Friday							

2.7 Technological level



2.7.1 School Connectedness

Connectivity is an indispensable factor in academic training in order to strengthen the system. The educational institution (Headquarters) has a solid Internet coverage that allows the development of classes when incorporating the Tics using the Video-Beams. The school has a laboratory with multiple computers where computer classes are developed and English classes periodically, however, there is a difficulty in terms of transfer, although the sixth grade is located in a block outside the main headquarters area which prevents students from easily moving to the laboratory, students when carrying out these activities in the computer room must move and expose themselves to the insecurity of the street, therefore, English teachers in the spirit of avoiding difficulties or any altercation choose not to use this laboratory and develop classes in the classroom.

2.7.2 Target population

For secondary courses, specifically sixth grade which are comprised of four courses, there is a total of 177 with a total number of students ranging from 44-46 students per classroom. Students range from ages 11-13 years old. The population is mixed: Boys and girls are part of the educational staff and have a lower level of English than A1 due to the implications caused by the Covid-19 pandemic.



3. Chapter III Pedagogical and Research Component

The Use of Educational English Songs as a Strategy to Enhance Sixth graders Listening skill and to increase vocabulary on Sixth-Graders at Santos Apostoles School: Action Research.

3.1 Introduction

In Colombia education, students enrolled in a specific educational institution must achieve at least the B1 level after fulfilling their studies in concordance with the Common European Framework of Reference (CEFR). Nevertheless, the only way to assess and determine learners' proficiency English level is through the well-known "ICFES" National exam. Therefore, the Ministry of National Education (MEN) has striven to foster the English learning process by designing propitious strategies to achieve the set-goals. However, multiple challenges have emerged in which the MEN has had to tackle in order to meet these goals. It is essential to have an optimal interdisciplinary team for teaching English as a foreign language, that is, that they have a minimum B2 level exigency by an international exam, have an academic background in English, as well as to be at the forefront of updated methodologies to disseminate this widely known language. The Ministry of Education (MEN) outlined certain goals within the bilingualism plan stipulated in law 1951 (2013) which establishes the need to acquire a second language as they are conceived as vehicles of communication and interaction. Likewise, the bilingualism program not only promotes a *bilingual Colombia*, but also recognizes that Colombia is multilingual country that takes care of the native languages and also facilitates the possibility of building a full citizenship based on a foreign language (Institución Educativa Pio XII, 2020).



According to Gonzalez (2009) The latest bilingualism government plan *Very Well* 2015-2025 entrusts private languages centres such as the British Council to implement innovative strategies and encourage students to master English, however, the current government is not yet betting on public institutions in order to strengthen the English language (As cited in Le Gal, 2019).

3.2 Problem Statement

English language entails the mastery of four abilities to show a high proficiency performance, these skills are structured as follows: Speaking, Writing (Considered as Active skills) Listening and Reading (Viewed as Receptive skills), hence, the listening hindrances are intrinsically interwoven to the lack of students' exposure to the language in a real or artificial context. Nevertheless, it is acknowledged that students firstly need to comprehend the main point of what native-speakers are saying to achieve communication aims (Ahmadi, S. M, 2016). On the other hand, it is said that Listening comprehension might be addressed in the foreign language classroom to successfully communicate. According to Rost (2011) "Its successful acquisition entails the processing of the aural information at neurological, linguistic, semantic and pragmatic levels, which integrate and complement each other" (As cited in López et.al., 2020).

Moreover, Colombian Secondary School focuses on covering the linguistic competence that are assessed in the National Exam (ICFES), therefore, learners still struggle to communicate because they cannot understand what others are saying, as well as the deficit of technological equipment such as the sound to practice this crucial ability in a Foreign Language classroom.

To address the aforementioned problems, this research raises the following questions:

3.3 Grand-tour question:



- ✓ How do Sixth-Graders enhance their listening skill and increase their vocabulary mastery through English educational songs?

3.4 Specific questions:

- ✓ What influence does lack of vocabulary knowledge have on sixth-grade students?
- ✓ How do authentic materials improve students' listening skill and vocabulary mastery?
- ✓ How do English educational songs encourage learners' intrinsic motivation?
- ✓ What are students' attitudes towards the use of educational songs to increase their listening skill in the English classroom?

3.5 Justification

Listening is regarded as a receptive skill which entails to retain, systematize, and decode the received-information to orally produce a prompt answer. Mailawati & Anita (2022) stated that [...] listening skill involves humans in capturing and understanding English input. According to Shen (2009) songs possess inherent characteristics related to expressiveness, reliability, and therapeutic functions that render it an important source of linguistic training (As cited in Mailawati & Anita, 2022). This idea was also supported by Orlova (2003) who stated that songs are used for different methodological purposes such as: Speaking, listening, writing, and practicing the rhythm, stress and intonation patterns of the English language (As cited in Almutairi & Shukri, 2016). Educational songs in an EFL classroom are intrinsically interwoven to the mastery of vocabulary and mechanization of the language that permits students not only to store new words in their long-term memory, but also promotes active learning and reach the

language proficiency through engaging and novel activities. Schoepp (2001) established three



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patterns that find songs valuable in a language classroom: (1) *Affective* due to teachers provide a positive working-atmosphere that will be rubbed off in students. (2) *Cognitive* displays opportunities for developing automaticity. (3) *Linguistic* since songs offer a variety of language samples that learners will face on their daily basis in a real context where the language is required (As cited in Mustafa, 2011).

3.6 Objectives

3.6.1 General objective:

- ✓ To enhance sixth-graders' listening skill and to increase vocabulary mastery through English educational songs.

3.6.2 Specific objectives:

- To identify the influence of lack of vocabulary knowledge on sixth-grade students.
- To apply authentic-materials to improve sixth-grade students' listening skill and vocabulary mastery.
- To encourage sixth-grade students' intrinsic motivation through English educational songs.
- To analyse sixth-grade students' attitudes towards the use of educational songs to increase their listening skill and vocabulary mastery in the English classroom.

3.7 Theoretical Framework

Considering this chapter covers the theoretical framework which is defined by Abend (2008), it introduces, describes, and validates the key elements on what the research problem under study exists. Therefore, each factor that contributes to this research will be addressed, due



to the contributions those concepts and theories provide to support the purpose of this project. On the basis of above, the theoretical framework broken down in four categories: (1) Authentic Material, (2) Educational Songs as Pedagogical Tool, (3) Listening, and (4) Vocabulary.

3.7.1 Authentic-Material

Based on Al-Azri & Al-Rashdi (2014) as cited in Febrina (2017) underpinned that “real-life materials are significantly lessen the gap between the language taught in the classroom and the language used in real life”. Besides, the authors stated that authentic-material “offers students a valuable source of language input, so that they are not just being exposed only to the language presented by the text and the teacher. It exemplifies the use of authentic material in assisting students ‘learning processes (As cited in Jaelani, 2020). This idea was also supported by Richards (2001) who described the advantages of implementing authentic-material inside the classroom since “[...] they prepare learners for real life, they meet learners' needs, they affect learners’ motivation positively, they encourage teachers to adopt effective teaching methods and they present authentic information about culture [...]” (As cited in Jaelani, 2020).

3.7.2 Educational Songs as a Pedagogical Tool

According to Bach (2013) songs and human language are intrinsically intertwined and share certain characteristics in common, such as: rhythm, intonation, pitch, volume and stress. That is why that Educational Songs are valuable pedagogical resources that easily stick learners’ mind, promote meaningful learning, and it is certainly likely students will not consign to oblivion the learning-matter. Medina (2002) stated that songs bring remarkable advantages in the foreign language learning process since enjoyable experiences will arise, considering that the more relaxed students, the more receptive to learning they are owing to the fact that songs stimulate



positive responses in students (As cited in Bach, 2013). This idea was also supported by Millington (2011) who remarked that Songs “encourages interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement”.

Furthermore, Ilinawati & Dharma (2018) stated that vocabulary is an essential element to build up sentences and thereby convey a message orally or in written register. Hence, Dale (1992) mentioned that songs are perceived as substantial and optimal elements to introduce new vocabulary because songs are endowed with grammatical aspects using vocabulary in a meaningful context (As cited in Ilinawati & Dharma, 2018). In addition, the songs despite generating a conducive and enjoyable environment to work, also allows the student to recognize language structures. Likewise, the authors remarked that songs are seen as a facilitator in learning vocabulary, sentence structure, and sentence patterns.

3.7.3 Listening

Listiyaningsih (2017) stated that “Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge”. Likewise, Vandergrift (2011) argued that that listening is a particularly complex cognitive skill because listeners have to process discourse while attending to new input, which is produced at a rate controlled by the speaker, and characterized by phonological variations including enunciation, pronunciation and accent. (As cited in López et.al., 2020).

3.7.4 Vocabulary



According to Wu (2012) “Vocabulary learning in a second language (L2) is the process by which people learn vocabularies in another language after the acquisition of the first language.”

It is worth noting that Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context, according to what Viera (2016) has exposed.

In addition to the above, according to Fries (1975;38) (as cited in Rahmawati, 2019), “vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun, adjective, verb, and adverb which will make language meaningful.” Vocabulary learning can be applied in the activities as reinforcement, considering the level of the students in order for vocabulary learning to be successful and effective.

3.8 Literature Review

As stated by the University of Wolverhampton (2018), the literature review is an extremely important element within a research project since it allows researchers to summarize, analyse and provides a critical assessment of previous studies related to the inquiry that is being developed.

Additionally, Creswell (2002), argues that researchers conduct a literature review with the aim of documenting how the study contributes and adds to the existence literature.



To comply with the above, this section will be structured by considering the study-by-study review of the literature method suggested by Creswell (2002) since it provides a detailed summary of each previous study which is grouped into major categories. Furthermore, author states that researchers may organize the summaries by creating subheadings that reflect each theme and divisions. Hence, this literature review will be divided in two major categories: (1) Using Authentic-Material to Learn English, and (2) The Effect of Educational Songs to Increase Listening skill and vocabulary.

3.8.1 Using Authentic-Material to learn English.

Listening skill is one the most crucial components in the foreign language learning process that any non-native speaker should master to understand the message and reply, Putri et.al., (2018) conducted action research to improve and mitigate the hindrances encountered in the listening development in 21-Eleventh-Grade of Multimedia students at *SMK Mandiri Pontianak*. Within the methodology the researchers employed two data gathering techniques: (1) Observation which in order to know how the activities are developed, (2) Test which was applied to students with the purpose of measuring learners' listening advancements by using songs.

The research development was carried out in a sequential manner allowing students to advance and improve their listening comprehension through songs. Two cycles were proposed in order to play songs of students' interest and linked with the topics that are stipulated within the syllabus: Adjectives, nouns, adverbs. Despite the difficulties encountered in the first cycle, where students were overwhelmed, stressed by not understanding and the lack of class mastery of the researcher, the class became gradually participatory and disturbances. Results depicted that the use of English songs has improved students' listening. In the same way, songs are a source of motivation and relaxation so learning becomes active and participatory."



Likewise, Masnijar (2015) carried out a study that attempted to identify the English songs' effectiveness in order to enhance 40 female Iranian students' listening ability at Kish Institute of Science and Technology in Rasht-Iran, the participants were randomly chosen and based on the OPT results (Oxford Placement Test). Within the methodology the participants were split out into to: (1) Experimental Group (Listening improvement through English songs) and (2) Control Group (Learning traditional method). The participants undertook a pre-test to determine learners' initial knowledge and the researchers handed out the worksheets in which learners were required to fill in the gaps of the missing words and played the song twice. In the first time, students had to fill in the blanks and in the second time they had to check their answers. After that, the researcher provided them the respective answers and granted them the permission to sing along the song was being played. After two-months of the inquiry development, the students undertook a post-test to compare both results and identify the scope and effectiveness of using English songs in the classroom.

The results displayed the following findings: The experimental group showed an increase in their performance and results were higher than the Control Group's. It was concluded that implementing songs in English generate an atmosphere of joy and authenticity, students in the experimental group showed greater enthusiasm and engagement. Moreover, English songs has significant effect on improving learners' listening ability.

Furthermore, Lengkoan (2017) carried out an action research in order to describe the process of teaching listening through songs, as well as to improve learners' performances. Hence, the researcher selected 23 second-semester students at English Education Department. Within the methodology, the researchers designed different instruments for the data gathering process: Tests



and observation sheet and documents. The inquiry development was split out into different stages: planning, acting, observing, and reflecting in order to propose an action plan at the end.

In the results section, it was showed that in the first cycle the mean of score was 39.3% and the second cycle's mean score was of 86.9. The results show that songs are significant in improving students' pronunciation and listening.

3.8.2 The Effect of Educational Songs to Increase Listening skill and vocabulary.

Alipour (2012) conducted action research that aims at investigating the effects of English songs on vocabulary learning on 60 upper-level learners attending English class in Ahvaz-Iran. Within the methodology, the researchers split out the participants into two homogenous groups: (1) musical group and (2) non-musical group.

For the musical group, the 30 students were required to fill in the gaps the missing words when the song was being played, in the first time the students had to fill in the blanks and in the second time they had to check their answers jointly. Some writing exercises were addressed in order to make use of the learned-lexicon properly. Meanwhile, the non-musical group were handed out a worksheet including the song lyrics and the researcher read every single line and students had to guess the meaning of the words by using linguistic or non-linguistic clues. Afterwards, the non-musical group was required to discuss the topic of the song in order to identify the learners' understating with regards to the lyrics they were given.

After the tests that were taken at the end of the implementation of the research, it was determined that this teaching method (use of songs) has great advantages in foreign language class because the students feel motivated in the lyrics, expand their knowledge in terms of vocabulary and listening improvement.



One of the biggest challenges for teachers resides in innovating and making the classes more engaging to foster the language learning process, for that reason Gasma et.al., (2017) conducted a study in order to describe the scope of using English songs to enhance learners' vocabulary acquisition, considering it as an important mechanism to be firstly mastered in order to allow learners to produce sentences in spoken and written reports.

Therefore, the author conducted a qualitative study to students of class X 1 of SMA Utama 2 Bandar Lampung in the first semester of 2016/2017. Songs and material were aligned according to the already established-syllabus which is considered the core axis for the class development, the students undertook a pre-test & post-test in order to measure the impact of using songs in classroom. The data was analysed by using Repeated Measure T-Test of SPSS (Statistical Package for Social Science).

Results showed that the mean score of the pre-test result was 58.14 while in the post-test was 72.21 showing a remarkable improvement. Along with these lines, it is concluded that using songs increase learners' interest in getting involved and speeding out the learning process by creating a cheerful atmosphere.

3.9 Pedagogical Methodology

Bin-Hady (2018) affirms that a lesson plan helps teachers to shift from one step to another smoothly and keeps learners encouraged by taking into account each stage to bear in mind. Besides, the author proposed a set-criteria to consider when planning a lesson: (1) Teaching the objectives, (2) warming up activity, (3) techniques / procedures, and (4) assessment.



Teaching the Objectives

According to Brown (2001) the objectives are what teachers expect to achieve and hope learners will learn to accomplish the lesson (as cited in Ruiz, 2009). Moreover, the author suggests to avoid vague and unverifiable statements that cannot be fulfilled. On the other hand, Bin-Hady (2018) stated that setting the class objectives it is necessary to cover more than one language skill since they cannot be taught in isolation, for example: introducing a material to enhance listening, it may be interwoven with reading (*Passive skills*) to complement what is supposed to be taught.

Warming up activity

Warm up activities are conceived to those mechanisms that teachers implement to approach learners to what is going to be taught in order to prick their attention to easily get involved to the class development. According to Bin-Hady (2018) teachers take into account students' background information to cover a new lesson to make knowledge as a corner-stone that the new lesson depends on. The author mentioned that it is necessary to set a timer no more than 5 minutes to carry out this warm up activity.

Techniques and Procedures

Teachers implement techniques and procedures to perform the central axis of education or subject matter. In congruence, Bin-Hady (2018) ratifies that an educator may write down on the board useful and unknown vocabulary in order to displays pronunciation practice to reinforce learners' knowledge, and grammar can be covered weather deductively or inductively. Likewise,



in the listening skill field, teachers design and conduct a pre-listening task by setting different questions that approach pupils to what they are going to listen to.

Assessment

Nunan (2015) defines assessment as a crucial and powerful tool and procedure to identify if learners have achieved meaningful learning towards the subject matter. (As cited in Bin-Hady, 2018). Teachers cannot expect to accomplish the objectives of the class a hundred percent since different hindrances can emerged during the class development that hamper this process; hence, teachers can carry out a pedagogical reflection on their practice that allows them to restructure and identify the problems that prevent the objectives from being achieved as planned.

The lesson plan that has been established by the educational institution becomes a transversal axis that guarantees teachers to land and implement the activities in a systematic way. Therefore, it is crucial that teachers apply a lesson planner that allows them to arrive at meaningful learning and guides this process in the classroom. On the basis of above, and in accordance with the guidelines set by the Ministry of Education and the directives announced by the academic and executive council, back-to-school is mandatory under criteria that require the institution to rigorously follow in order to mitigate the impact generated by COVID-19. Taking into account the biosafety protocols implemented by the school, classes will be held entirely within the school in order to reinforce the students' language skills.

3.9.1 Stages for Teaching Listening Skill

Movva (2022) contended that pre-listening, while-listening, and post-listening exercises are efficient stages to broach the listening activity in the foreign language classroom. Likewise,

the author mentioned that each of them possess its own set of objectives, procedures and significance.



The sequence to be followed with regards to the stages for carrying out a listening exercise will be structured as follows:

Pre-Listening: It involves knowing and conceptualizing the student with useful information related to listening. It is inconceivable to start with the listening exercise without explaining the content that will be addressed, since it is imperative to enable students to gain self-confidence. This stage includes the introduction to the background of the topic, discussion on the topic to minimize altercations that deprive the learning process and reception of content.

According to the Movva (2022) Pre-Listening exercise emphasizes the following:

- Providing a proper general framework for the activity, as well as examples of well-structured texts.
- Breaking the activity into simple, well-sequenced learning steps-briefing.
- Activating previous knowledge-relating to previous task experience.
- Relating to previous levels of achievement-sharing learning goals-explaining listening behaviour.

While-Listening: This stage implies total immersion with the authentic material, which will allow students to deepen, put into practice their linguistic and comprehension skills in order to develop a proposed activity. for the development of a proposed activity. The students, when exposed to the authentic-material, assume the active role of learning by trying to retain and



systematize the given information. That is why, it is essential to cover the previous stage to enable the student to feel relaxed and enthusiastic.

In concordance with Movva (2022) who stated that: “[...] while-listening exercises should be tailored to students' various levels and requirements to help them to listen more effectively.”

Having said that, while-listening exercise implies the following:

- Contextualizing – explaining.
- Teacher modelling strategies to monitor understanding.
- Teacher modelling of appropriate listening behaviours.
- Questioning of/by pupils while on task.
- Seeking clarification.

Post-Listening: It allows students to review their understanding after the listening exercise. This stage is crucial not only for teachers to determine and evaluate students' performance and recognize their strengths and weaknesses, but also for students to be exposed to a reality through authentic-materials that allow them to have an approach to the language and then expand their level of interpretation, critical and analytical. According to Mawa (2022) Post-listening exercise implies:

- reflecting.
- evaluating- encouraging transfer of skills.
- valuing different levels of achievement.



Table 4. Listening Stage Planner.

LISTENING STAGE PLANNER			
WEEK N°:			
School:	Trainee Teacher:	Week:	Level:
EDUCATIONAL SONG N°:			
Communicative objective:		Linguistic objective:	
LISTENING CLASS DEVELOPMENT			
STAGE	TIME	DESCRIPTION	RESSOURCES
1. Pre-Listening			
2. While-Listening			
3. Post-Listening			
EVIDENCES			

Implementation of the Pedagogical Methodology

The development of the educational songs was carried out in the day whose hourly intensity is equal to or greater than two hours with the objective of covering all the proposed activities without leaving gaps in learning that hinder the learning process.

Educational song N°1: *My Daily Routine*.

The first educational song corresponded to the daily routine, which was divided into three moments: Pre-listening, while-learning, and post-listening. The students in the pre-listening were very animated in the review of vocabulary from an educational video, then when it was time to sing, the students had a positive attitude and were easily involved in the activity through singing and smiles, in the post-listening phase, the teacher asked questions about what is the routine of the students in order to determine if the information received was significant, also a small activity was developed in the notebook which the student had to make sentences using the vocabulary learned.

Figure 5. Educational Song Evidence #01



Pre-Listening



While-Listening



Post-Listening



Educational song N°2: *Telling the Time*.

During the third week, the trainee-teacher was assigned to: (1) Conduct a quiz related to the adverbs of frequency, (2) receive students' worksheets and grade them, and (3) carry out the second-week of the educational song's implementation. The supervisor suggested to the teacher to design different tests in order to avoid students from cheating during the test application. Moreover, the trainee teacher conducted the second activity of the educational songs in which the planning principles were taken into account to arrive at the set-objectives. First, a warm up activity was conducted in which the teacher approached the students about what was going to be taught, then, the trainee-teacher applied the stages of a listening exercise: (1) Pre-Listening: It promoted the familiarisation of the subject matter and knowledge of the unknown vocabulary, (2) While-Listening: It allowed the students to listen to the song twice and identify the rhythm and intonation, finally (3) Post-Listening: in which the students had to complete some exercises and validate what they had learned. Finally, the trainee-teacher applied the third-planning principle in which it was necessary to assess students' vocabulary mastery after the listening exercise.

Figure 6. Educational Song Evidence #02



Pre-Listening



While-Listening



Post-Listening

Educational song N°3: *Can – can’t*



During the fourth week, the trainee-teacher, in line with the curriculum, addressed the vocabulary related to: Sports linking it with the modal verb “*Can-Can’t*”. For this, the teacher designed flashcards and laminated them for length, as he showed the cards the students guessed what sport it was. A list of activities was designed on the board and finally the trainee-teacher practised the pronunciation of each word. Afterwards, the while-listening stage was taken into account since students were required to listen to the audio three times: (1) In the first time they had to get familiarized to the educational song along identifying the song’s rhythm and intonation, (2) For filling in the gaps by using the words in the box, and (3) correcting their answers. In the post-listening, the students developed a worksheet in which they had to make sentences by using can or can’t according to the provided-images.

Figure 7. Educational Song Evidence #03



Pre-Listening



While-Listening



Post-Listening

3.10 Research Methodology

This third chapter discusses the methodology that will be implemented throughout the inquiry’s development with a view to accomplishing the aim of it, the objectives set and to provide meaningful outcomes that can contribute in academic settings. Along these lines, this



chapter focuses the following aspects: the research approach, design, setting, population, sample, data collection instruments and the timeline of the study application.

3.10.1 Research approach

This research proposal adapts a mixed-method, and according to Tashakkori and Creswell (2007) defined it as a procedure “in which the investigator analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study.” (as cited in Doyle, 2009, p. 176). Similarly, Creswell (2002, p. 535) contends that the mixed-method provides a better understanding of the research problem and questions than either method by itself.

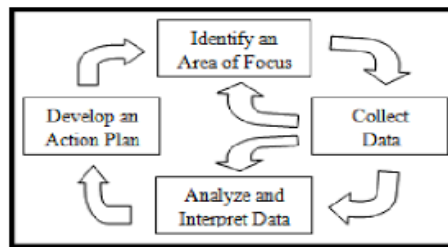
3.10.2 Design

As stated by Mills (2011), an action research is a systematic procedure done by teachers (or any other individuals in the educational settings) with view to gathering information about, subsequently improve, their particular settings operate, their teaching, and their students learning (as cited in Creswell, 2002, p. 577). Furthermore, Creswell (2002, p. 579) argued that within the practical action research, teachers seek for a problem that hinders the learning process in their classroom, and it is necessary to mitigate them by improving students’ and teachers’ performances. Hence, this design will be propitious when framing this research proposal because of the providing-insights by considering this study attempts to propose and implement educational songs that seeks to foster learners’ practices related to their L2 listening skill and lexicon.



To comply with the above, this practical action research proposal will be guided by considering the ‘Dialectic Action Research Spiral’ suggested by Mills (2011). This model provides a four-step structured as follows:

Figure 8. Dialectic Action Research Spiral Mills (2011) (as shown in Nurani, S., & Rosyada, 2015, p. 110).



The Area of Focus’ identification requires teachers-researchers to define the working-area by considering the self-reflection, description, reviewing the literature, and writing an action research plan which guides the inquiry. Collecting the data is applied when establishing the source of data (quantitative and qualitative methods) and by using a variety of inquiry tools related to surveys, interviews, or attitude scales. The analyzing and Interpreting step are conducted by identifying themes, coding the data, asking the key questions, doing an organizational review, connecting findings to personal experiences, and contextualizing the findings in literature and theory. The final step the research plan development, the teacher-researcher completes an action plan which contains a summary of findings, recommended actions and the identification of individuals responsible for action. (Creswell, 2002, p. 581).

This spiral process mentioned above will meaningfully contributes to this inquiry’s guidance and development since, as it is a practical action research that seeks to enhance learners’ practices related to listening when using educational songs. This design matches the purpose of this study since it is essential to determine the area of focus by recognizing the learners’ needs and weaknesses when listening. The data collection is as a fundamental aspect



within this study, then, the researchers will analyse and interpret the data by comparing learners' scores and finally the plan development to summary the outcomes and findings by recommending upcoming actions.

3.10.3 Setting

This practical action research is being conducted at “Santos Apostoles” School which is located in the urban area of the citadel of *Juan Atalaya* (Cúcuta-Norte de Santander). It is an institution whose student population comes from a low-social economic background. The institution is comprised of five headquarters strategically distributed to cover the general population in the Chapinero neighbourhood.

3.10.4 Population

The target population consists of four different grades corresponding to the sixth grade structured as follows: *6-01, 6-02, 6-03, and 6-04*. The total number of grades described above is 176 students whose ages range between 9 and 11 years old.

3.10.5 Sample

The sample of this study will consist of eight students selected through a consecutive sampling technique which is defined as a strict version of convenience sampling where every available subject is selected, i.e. the complete accessible population is studied. Etikan & Bala (2017) stated that Non-probability sampling is a sampling procedure that will not bid a basis for any opinion of probability that elements in the universe will have a chance to be included in the study sample.

3.11 Data Gathering Instruments



Canals (2017) defined the data collection as an essential procedure when carrying out a research project, in which the researchers need to establish the instruments with which they will gather de data from, and it depends on the information researchers pretend to obtain from it (Qualitative or quantitative). It can be inferred that the data collection is an extremely important element to consider when an inquiry is being conducted since it permits researchers to use instruments to gather relevant information from participants that will help them to validate their research.

Along these lines, this research proposal will be conducted by considering the following instruments: Observations, pre-test & post-test, research journal filled by the researcher, and an In-Depth-Interview.

3.11.1 Observation

Observation is perceived as the process of gathering open-ended, firsthand information by observing people and places at a research site. This data collection instrument allows researchers to record information that is being happened in a specific setting. (Creswell, 2002, p. 213).

The researcher will conduct a classroom observation by considering the protocol that must be designed with the purpose of identifying learners' challenges when they are required to comprehend an audio, in this case songs.

Likewise, observation will be taken into account when researcher will explain the vocabulary through songs in order to recognize the way in which the learners perform when learning in a cheerful atmosphere.

3.11.2 Pre-test & Post-test



Likewise, this research proposal adopted a quasi-experimental design to reach to the impact implementing songs to increase learners' listening skill along acquiring vocabulary through songs. This design attempts whether there is a casual relationship between independent and dependent variables. Dimitrov & Rumrill (2003) stated that "Pretest-posttest designs are widely used in behavioural research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments." Using this technique will allow to consolidate and base this project when calculating the different variables obtained in the pre-test & post-test in order to identify the performance of the students before the implementation of the educational songs and after it. The pre-test will be taken before implementing the English educational songs in order to determine sixth-graders' initial knowledge. After the three-weeks educational songs implementation, the participants will undertake a post-test to compare means of score in order to validate the effects of using English educational songs to enhance learners' listening skill and vocabulary mastery.

3.11.3 Research Journal

According to the University of Nebraska (2022) "a research article offers some tips to help distinguish scholarly journals from other periodicals by communicating the results of a research in the field of study [...] Research articles reflect a systematic and through study of a single topic, often experiments or surveys [...]". Regarding this practical action research aims to implement songs to foster the listening skill, as well vocabulary acquisition, the researcher will weekly report participants' attitudes towards the use of educational songs, and report a summary of outcomes with view to recommending future actions. The research journals will be done by the



researcher after each implementation of the English educational song in order to reflect on this process, describe the students' attitudes and then propose an action plan for future research.

Table 5. Research Journal Model.

RESEARCH PROJECT:			
TRAINEE TEACHER:			
DATE: (week 1)		TOPIC:	
COMMUNICATIVE OBJECTIVE:	.		
LINGUISTIC OBJECTIVE:			
PRE-LISTENING, WHILE-LISTENING, POST-LISTENING STAGES. (Development)	DESCRIPTION OF THE ACTIVITIES DONE AND STUDENTS' ATTITUDES.	RECOMMENDATIONS FOR AN ACTION PLAN.	

3.11.4 In-Depth-Interview

In-depth interview provides broaden insight from the stakeholders that aims at exploring their perspectives on a particular idea. (e.g., person's thoughts and behaviors). Furthermore, it gathers more much detailed information than other available data collection techniques, such as surveys, as it provides a more relaxed atmosphere to participants to express themselves in a simpler and easier way (Boyce & Neale, 2006). The In-Depth-Interview will be taken at the end



of this process with the purpose of receiving feedback with regards to the implementation of English educational songs to enhance sixth-graders' listening skill and vocabulary mastery.

Once the interviews were completed and the information was shared to Google Drive to store the data, the researchers began the transcription phase of the interviews, which were conducted in Spanish because it is the input language and the participants' mother tongue (See annex 12).

3.12 Pedagogical Research Chronogram

Table 6. Pedagogical Research Chronogram

Week	Date	Description of the activities	Objectives
1	Sep 1 st -2 nd	<ul style="list-style-type: none"> -Official presentation of the Pre-Service Teacher to the institution (knowledge of the students and directors). -The Trainee teacher observes the English classes to recognize the strengths and needs of the students in order to validate the research proposal. 	<ul style="list-style-type: none"> -To make known the research proposal to be developed within the institution to the seventeenth-grade students. -To observe the supervisor's English classes to identify students' needs.
2	Sep 6 th -9 th	-Intervention of the student intern following the guidelines established by the institution	-To Intervene and execute classes based

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		under the supervision of the teacher in charge of the courses.	on the syllabus established by the institution.
3	Sept 12 th -16 th	<p>-Cooperate hand in hand with the supervisor and propose ideas, strategies that will be included in the English classes (the use of songs to promote listening and vocabulary acquisition).</p> <p>-Teach the contents the supervisor gave to the Trainee teacher.</p>	<p>-To discuss and propose novel strategies to prick learners' attention to reinforce and practice their listening skill and vocabulary learning.</p>
4	Sept 19 th -23 rd	<p>-Incorporation of songs to promote listening and vocabulary in sixth grade students.</p> <p>-Students will undertake a pre-test in order to identify learners' initial knowledge. (diagnosis).</p> <p>It's Singing Time! What is your daily routine?</p> <p>Students will learn and reinforce vocabulary related to daily routines through a song whose rhythm will motivate them to achieve meaningful learning.</p>	<p>-To identify students' attitudes towards the use of educational songs.</p> <p>-To evaluate students in order to get broaden insights of their prior knowledge.</p> <p>-To recognize what are the strengths and weaknesses of students</p>



		<p>-Presentation and socialization of the research proposal before the foreign language committee.</p>	<p>during the implementation of educational songs and report it in the research journal.</p> <p>-To present the research project advancements orally.</p>
5	Sept 26 th -30 th	<p>It's singing time! Telling the Time (#2).</p> <p>Students will deepen the use of the present simple tense through an educational song that will describe the rules and structures to follow for the formulation of sentences in the affirmative-negative and interrogative forms. Moreover, the listening stage planning will be taken into account in order to guide the lesson development.</p>	<p>-Implement the second cycle of educational songs application to encourage students' interest in improving their listening and expanding their vocabulary through educational songs.</p>
6	Oct 3 rd -7 th	<p>It's Singing Time! I can do it! (#3)</p> <p>The trainee-teacher will play a song in which students will identify the vocabulary related to how to express abilities by using the modal verb: can-can't.</p>	<p>-To reinforce learners' knowledge with regards to the modal verb: can and can't.</p>






		<p>-Post-test: Students will undertake the post-test in order to analyze the impact of using educational songs to improve listening skill and vocabulary.</p>	
7	Oct 9 th -14 th	<p>Drafting of the research project report.</p> <p>In view of the fact that the students of the institution are on break, this week will be a substantial week to advance the project.</p>	<p>-Draft the research proposal.</p> <p>-Design the next activities to be developed in class.</p>
8	Oct 17 th -21 st	<p>- Explanation of the topics established in the syllabus under the direction and supervision of the teacher in charge.</p>	<p>-To continue with the teaching-learning process under the guidelines of the syllabus.</p>
9	Oct 24 th -28 th	<p>In-Depth-Interview.</p> <p>The researcher will apply the first interview to the students after having received informed consent from the parents for data collection which was carried out in the third week of practice.</p>	<p>-To conduct the In-Depth-Interview in order to know learners' perceptions towards the implementation of educational songs to increase their listening</p>



		<p>The students will be asked their perceptions regarding the implementation of educational songs to improve listening and expand their lexicon.</p> <p>-Delivery of the research project to the Mentor in order to get corrections.</p>	<p>skill and vocabulary mastery.</p>
10	Oct 31 st -Nov 4 th	<p>Reinforcement of students who performed poorly on final exams.</p> <p>-The teacher will guide this process and accompany students whose low performance prevents them from being promoted to the next grade, therefore, in this week it is essential to address the contents addressed during the last term and reinforce / consolidate the students' knowledge.</p>	<p>-To guide students to achieve a better result in the exams.</p>
11	Nov 7 th -11 th	<p>Week of application of recovery exams to students whose result is lower than the required by the institution to pass the subject.</p>	<p>-To supervise this process and assess learners' exams.</p>



12	Nov 14 th -18 th	Writing the research proposal taking into account the guidelines provided by the tutor in charge.	-To work on the research project.
13	Nov 26 st -30 th	Delivery of the final report to the tutor in order to receive the last corrections and incorporate them in the research proposal.	-To work on the research project.
14	Dec 3 rd -9 th	Review, incorporation and sending of the observations made to the project (delivery via e-mail to the tutor) Final review of the report.	-To submit the research project to the tutor to receive the final grade.
15	Dec 12 th -13 th	Socialization of the final report.	-To present the final result of the research project to the foreign languages committee.

3.13 Ethical Considerations

Regarding Johnson & Christensen (2014), the ethical considerations may advocate to the participant's rights and specify how the research will be developed. They stated that within a research study, it must inform the participants by considering the following criteria (e.g., the aim of the study, their rights to withdrawal at any moment of the study and confidentiality the study will keep when gathering the data).



According to the above, this research proposal will be carried out by taking into account the following ethical aspects: Firstly, participants will be previously informed to take part of this study by providing them a letter which contains the aims of it and the declaration of participants' rights concerning the possibility of withdrawing whenever they consider pertinent and also further information about it. Secondly, the information given by participants will be kept in anonymity using pseudonyms as a part of confidence for the sake of protecting their identity and integrity.

Data Analyzing Process

Mixed data analysis implies using both research approaches in which researchers may merge the findings that stem from both the quantitative and qualitative analysis, and draw yields strong meta-inferences. Likewise, it was pinned down the 5 most-common criteria framed in decisions that mixed-investigators have to make before, during, and after conducting their mixed-analyses: 1) rationale/purpose for conducting the mixed-analysis, 2) number of data types that will be analyzed, 3) time sequence of the mixed analysis, 4) priority of analytical components, 5) number of analytical phases. (Onwuegbuzie and Combs, 2010).

Rationale/Purpose for conducting the mixed analysis:

Greene, Caracelli et al. (1989) as cited in Onwuegbuzie and Combs (2010) five purposes were identified for mixing quantitative and qualitative data: Triangulation (i.e., the quantitative data is compared to the qualitative results); complementarity (i.e., the findings from one approach is interpreted with a view to improving, expanding, and elucidating results derived from the other strand); development (i.e., the data collected from one analysis type is primary used to inform data gathered and analysed using the other analysis type); initiation (i.e., paradoxes that might

reframe the set-research questions); and expansion (i.e. both techniques are used to expand the study's scope).



Number of data types that will be analysed:

A research that adapts mixed method, the data analysis involves in dissecting the quantitative obtained-data using quantitative approach and vice versa. (Creswell and Plano, 2007 as cited in Onwuegbuzie and Combs, 2010). Nevertheless, sequential analysis can underlie within mixed analyses, data initially collected from one type is deployed and converted to another.

Time sequence of the mixed analysis:

Cresswell & Plano (2007) stated that: “Time sequence occurs to whether the quantitative and qualitative analysis components are framed in a chronological order.” (as cited in Onwuegbuzie and Combs, 2010). Both approaches can be conducted: sequentially or concurrently. By performing sequential mixed analyses, it follows from the quantitative approach, which will later give way to the qualitative component (Onwuegbuzie & Teddlie, 2003 as quoted in Onwuegbuzie and Combs, 2010).

Priority of analytical components:

Johnson et al., (2007) affirmed that “a mixed research, both approaches are given equal importance at the time of analysing the data, as well as it is also possible to focus on a quantitative which is given significantly higher priority than the other analysis component, and the qualitative approach plays the role of increasing the understanding of the phenomenon.” (as cited in Onwuegbuzie and Combs, 2010).

Number of analytical phases



Greene (2007) identified the following five-step phases of analysis, broaching with data transformation, data correlation and comparison, analysis for inquiry conclusions and inferences, and using aspects of the analytical framework of one methodological tradition within the analysis of data from another tradition (as cited in Onwuegbuzie and Combs, 2010).

Data validation

The data validation technique for this inquiry will be done through “Triangulation” which entails the use of multiple methods or data sources to develop a comprehensive understanding of the phenomena (Patton, 1999 as cited in Carter, Bryant-Lukosius et al., 2014). Likewise, Hassen (2020) stated that this method involves crosschecking multiple data sources of information to ensure the data researchers rely on are valid, as well as to assess the extent to which all evidence converges (i.e., identify uncertainties, consistencies, and potential biases). On the basis of above, this technique will provide broaden-insights in the way in which researchers can link multiple categories by defining similarities, as well as to circumvent altercations and uncertainties.

To better define what triangulation is, and to offset the possible gaps concerned to this technique, Denzin (1978) as cited in Turner (2009) classified four types of triangulation:

1. *Data triangulation*: It refers to the use of heterogeneous data sources covered by quantitative and qualitative research. It varies in terms of: events, settings, times, and stakeholders, disclosing recurrent patterns with a view of enhancing the outcomes' reliance.



2. *Investigator triangulation:* It entails the involvement of multiple researchers in a study. This process is distinctly relevant in order to diminish bias inside the gathering process, reporting or analysing the study data. (Denzin, 1970 as cited in Mishra, Jovita Rasundram, 2017).

3. *Theory triangulation:* It involves the use of different hypotheses reported inside the phenomena. It aids at perusing the data from multiple viewpoints and lenses. The theories are not demanded to be compatible; they also can be divergent since it provides different issues and concerns to be broached (Denzin, 1970 as cited in Mishra, Jovita Rasundram, 2017).

4. *Methods triangulation:* It entails the use of multiple methods to study. Its purpose is chiefly to decrease the deficiencies and biases that underlie from one single method. (Denzin, 1970 as cited in Mishra, Jovita Rasundram, 2017). Data provided from qualitative and quantitative methods are methodologically distinct; nonetheless, both of them possess similar scope and intentions. (Denzin, 1978 as cited in Turner, 2009).

Concerning this action research was framed under the mixed-method as a means to gather comprehensive understanding with regards to the phenomenon, data triangulation constituted to be the most propitious technique to enhance findings' validity, to create a more in-depth picture, as well as to cross-examine the research problem. (Andrea, Nightingale, 2020).

Data was analysed in a sequential and chronological way; the researcher firstly designed a Google document to include the qualitative data collected through surveys and in-depth interviews. On the basis of above, it was necessary to arrange the questions-set with the participants-given-answers in order to subsequently elaborate the codes by using the inductive codes in which the codes are generated by examining the information, and these codes were well-organized in tables:

Quantitative



Quantitative data was analysed by taking into account: The *Pre-test & Post-test*, since they are numerical in nature that require the researchers to compare the mean scores to reach to a substantial analysis.

Pre-test & Post-test.

The nature of this study is to determine the importance of implementing English educational songs intended for enhancing sixth-graders' listening skill and vocabulary mastery, the results attained in the pre-test & post-test were thoroughly perused and classified in a chart to better organize the information and reckon the scores. The table below shows the collected-data:

Table 7. *Pre-test & Post-test scores.*



Sixth-Graders' score		
Participants' code	Pre-test	Post-test
1	0	9,3
2	0	8,7
3	3,7	9,3
4	7,3	9,7
5	3	9,3
6	4,7	10



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7	 	8
8	4,6	10
	3,2 / 10 points.	9,3 / 10 points

Qualitative data

The qualitative data was analysed by taking into account the In-Depth-Interviews and it was displayed the following categories: (1) English Educational Songs in the Foreign Language Environment, (2) Vocabulary and Listening Skill enhancement, and (3) Continuity of educational songs in English class.

Table 8. Learners' Perceptions Towards English Educational Songs.

Table 11 EFL Learners' Perceptions Towards English Educational Songs.		
Category	Subcategory	Codes
	English Educational Songs in the Foreign Language Environment	<ul style="list-style-type: none"> • -Development of listening skills. • -Improving pronunciation. • -Understanding of topics, activities, quizzes, and evaluations. • -Improvement of English. • -Increased vocabulary. • -Good academic performance. • -Fun.

<p>Perspectives on the English Educational Songs.</p>	   <p>Vocabulary and Listening Skill enhancement</p>	<ul style="list-style-type: none"> • -Improvement of pronunciation. • -Improvement of listening. • -Comprehension. • -Vocabulary. • -Motivation. • -Guidance. • -Rhythm. • -Intonation. • -Retention in long term memory. • -Reinforcement.
	<p>English Educational Songs in an EFL classroom.</p>	<ul style="list-style-type: none"> • -Interesting. • -Love for English. • -Knowledge. • -Listening. • -Vocabulary. • -Implementation. • -Learning. • -Ability. • -English level. • -Improvement. • -Fun.

Results

The data recorded from the In-Depth-Interviews were treated with the strictest confidentiality and anonymity to guarantee the participant's privacy. In which and according to the statements from the participants implementing educational English songs are novel, didactic, and engaging activities to foster the vocabulary learning process. Hence, the third specific question is in view of being answered: *What are students' attitudes towards the use of educational songs to increase their listening skill in the English classroom?* In this regard, three subcategories arranged: (1) English Educational Songs in the Foreign Language Environment, (2)



Vocabulary and Listening Skill enhancement, and (3) English Educational Songs in an EFL classroom.

Along with these lines, to answer the aforementioned-question, it was necessary to decode and transcript the *In-Depth-Interview* to obtain preliminary insights. (See annex 12)

English Educational Songs in the Foreign Language Environment

English educational songs promote a joyful environment in which students are willing to cooperate and engage easily in the proposed-activities in order to improve learners' listening skill and vocabulary mastery.

Such is the case of the participant 08 who stated: “[...] *Yo digo que está bien para aprender más de manera divertida y educativa.*” In accordance, the participant 03 added that it is possible to achieve a remarkable improvement in students' vocabulary; “*Yo pienso que gracias a esas canciones nosotros podemos mejorar más el inglés, como las canciones tienen diverso vocabulario nos ayuda a desenvolvernos más rápido en el inglés.*”

In addition, the participant 05 affirmed that: “*Pienso que pueden ayudarnos a complementarnos y así obtener buenas calificaciones y buen rendimiento. También nos ayuda a tener mejores conocimientos y así poder ser el mejor de la clase, entender más los temas y no enredarnos tanto en las actividades.*”

Above-mentioned findings are congruent to what Millington (2018) found in his inquiry, stating that songs help to keep the classroom active, as well as permit engage learners to reach higher levels of achievement.” Besides, Lengkoan (2017) agreed that Media is rather crucial to



reach the scope of teaching since it allows teachers to be creative to manage the classroom procedure in an enjoyable, pleasurable, and comfortable way.

Likewise, the participant 01 ratified that: “*Son muy buenas para el desarrollo de la escucha ya que nos permite mejorar nuestra pronunciación, ya que a la hora de hablar inglés debemos entenderlo bien.*” It is inferred that in order to communicate and convey an adequate and acceptable message, it is firstly necessary to grasp what we hear. Putri et.al., (2018) found that listening is indispensable in the communication process because it is necessary to first understand the message and then reply back.

Vocabulary and Listening Skill Enhancement

Educational songs encourage memory and retention of content easily and students are likely to not consign to oblivion since the songs are catchy and the new vocabulary can be easily stored in their long-term memory. Along with these lines, the participant 05 stated that: “*Sí se puede mejorar el vocabulario gracias a que las canciones tienen un buen ritmo, el cual nosotros lo podemos entonar y gracias a ello se nos puede quedar y nosotros podemos cantar y memorizar para los algunos quizzes o ayudarnos a tener mejores conocimientos de inglés.*”

In such a manner, this finding is related to what Bach (2013) found in his study by stating that songs are easy to remember the subject-matter because of its melody, pitch, rhythm, volume, and stress.

English Educational Songs in an EFL classroom.

In order to answer the third sub-question: “*How do English educational songs encourage learners’ intrinsic motivation?*” it was possible to reach the following findings:



It was identified that motivation is a fundamental factor in the learning process of a foreign language, implementing attractive activities encourages participation and learning because students feel more motivated as it stimulates positive responses and they easily get involved in each of them. That is the case of the participant 04 who affirmed that: “*Este tipo de actividades lo motiva a uno, por lo tanto, debería seguir siendo implementada en futuros cursos.*” Songs allow for a high degree of enjoyment and relaxation; therefore, students feel more attracted to the songs. This finding is consistent to some previous studies, such as Bach (2013); the author showed that Songs are seen as a practical resource to keep the classroom active by encouraging fun and creating a relaxed atmosphere.

Quantitative results

This inquiry set out with the aim of using English educational songs to increase sixth-graders’ listening skill and vocabulary mastery, the second-sub-question (*How do authentic materials improve students’ listening skill and vocabulary mastery?*) was analysed by considering the pretest & posttest, that being said, it was possible to attain the ensuing outcomes (See annex 11):

The implementation of authentic material in an English as a foreign language classroom allows students to reinforce grammatical concepts and internalize them through educational songs that generate enjoyment, commitment, and notable improvements in listening and vocabulary acquisition. Starting with the idea that to be proficient in a foreign language certainly implies mastering listening comprehension and possessing a rich and substantial lexicon in order to carry on a conversation in any field in which the language is mandatorily required. In line with the results obtained in the post-test, it is ratified that the use of educational songs conspicuously improves the students' listening and vocabulary mastery because it allows them to retain,

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consolidate and store this new lexicon in their long-term memory since the songs are catchy and encompass aspects related to: intonation, pronunciation, rhythm of the words and deductive grammar that allows the students to recognize their function in a real or artificial context. That said, and in line with the research conducted by Gasma (2017) it can be inferred that educational songs cooperate with student learning process by allowing them to strengthen, identify, memorize meanings of words easily from an environment framed in rejoicing. In order to achieve the objectives of this research (to improve listening and vocabulary), it was essential to orient the activities to: themes according to their level, songs that were purely educational, i.e., designed for children, aligned with the theme proposed in the syllabus, and easy to understand. This finding is consistent with the research conducted by Masnjar (2015) who emphasized the importance of selecting appropriate songs according to students' level, theme and fun in order to achieve the set-goals in the research for improving learners' listening skill.

In order to answer the first-sub question (*"What influence does lack of vocabulary knowledge have on sixth-grade students?"*) it was necessary to analyse the pre-test results and it was possible to reach the following findings (See annex 9):

In view of the fact that the students possessed a remarkably low performance in the listening skill due to several limitations that deprived the students in deepening and this crucial skill: (1) Lack of technological equipment in the classroom, and (2) the absence of this subject for two years in a prolonged manner that prevented the students from putting English into practice within their academic training in a synchronous manner from the health emergency produced by COVID-19. Based on the above, the students showed a low performance in the pre-test, with the highest score being 7.3 out of 10 and the lowest score being 0 (*As shown in table 10*), such is the case of participants 1 and 2 who found difficulties in understanding the words associated with

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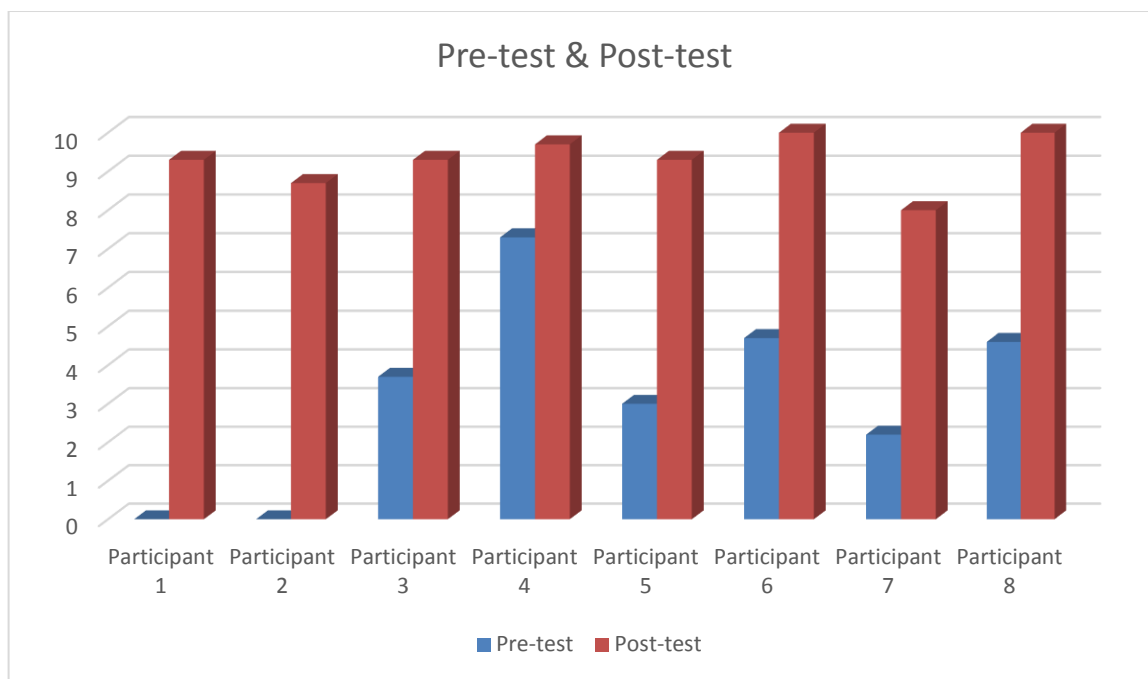


topics that should have already been worked on and mastered by the students. The vocabulary deficit has a negative impact on the students since they are not able to associate and identify the words in any report: listening or reading exercises implemented during the pedagogical sequences, and therefore leads to students completing the exercises at hazard just to comply with the assigned task.

Listening and Vocabulary Enhancement

To answer the Grand-Tour questions (*How do sixth-graders enhance their listening skill and increase their vocabulary mastery through English educational songs?*) it was necessary to meticulously peruse the obtained-results in the pre-test & post-test.

Table 9. Pre-test & Post-test results



Based on the table-above, it is shown that the highest score in the pre-test was 7,3 points out of 10, and the lowest was 0 points. After culminating the three-unit educational songs



implementation, the participants undertook a post-test with a view to identifying if results differ from the pre-test. Therefore, in the post-test the highest score was 10 points, and the lowest was 8.

The participants 1 and 2 showed a low-performance in the pre-test (*0 points*). This is the aftereffect of two years of absence of English in the curriculum owing to the fact the triggered outbreak compelled face-to-face classes to switch to online delivery classes as regulated by the Ministry of Education, abided by the guidelines suggested by the Ministry of Health to combat COVID-19. Therefore, this inference derives certain hindrances within the English learning process that consigned to oblivion and they were revealed in the pre-test since students struggled to answer it properly due to several factors that hamper this diagnosis process. Nevertheless, after the three-weeks of educational songs implementation, the aforementioned participants got remarkable improvement in the post-test with scores of 9,3 and 8,7 points out of 10.

Furthermore, the participant 4 got the highest score in the pre-test *7,3 points*, and after the three educational songs methodology, the learner significantly increased the result in the post-test with 9,7 points out of 10.

Conclusions

Using qualitative data alongside the quantitative data displayed a deeper, comprehensible and more nuanced understanding relating to implementing educational songs within EFL classroom on sixth-graders for the sake of enhancing learners' listening skill, as well as vocabulary mastery. Along with these lines, and after a broaden analysis, it is possible to reach the following conclusions:

The implementation of educational songs into an EFL classroom as a pedagogical resource depicts that students feel more engaged and motivated to learn the proposed-contents in



an enjoyable atmosphere as they increase their vocabulary mastery and listening skills. Likewise, students show a positive stance for easily engaging in the activities owing to the fact the educational songs are endowed with peculiarities that capture students' attention: Rhythm, intonation, stress and volume. It is possible to reach to meaningful learning and conspicuous improvements if teachers implement educational songs in the classroom. Likewise, it pricks learner's attention and awake their interest in easily getting involved since this type of activity stimulates them. Besides, a thorough review is indispensable in order to use educational songs that are slightly easy to understand, appropriate to the students' level, and fun. On the basis of above, it will help the students not to forget the new words during the learning process and their pronunciation.

Educational songs in English encourage students to want to learn and be interested in different aspects of the idiosyncrasy and culture of the target language. Therefore, arousing children's curiosity for the language through songs will allow them to become more involved in the activities and encourage learners' intrinsic motivation.

It can also be concluded that vocabulary deficit has a negative impact/influence on students because a lack of lexicon deprives communication and generates misunderstandings in written compositions and in other linguistic competences. Moreover, participants 01 and 02 got the lowest scores in the pre-test with a result of 0 out of 100, it is depicted that learners had a low-performance in terms of vocabulary mastery. However, after the three-weeks of educational songs implementation, these two sixth-grade students showed a remarkable improvement in the post-test with an average of 9,3 and 8,7 points out of 100.



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English Educational songs reached a positive scope in the foreign languages field, achieving a conspicuous improvement at the vocabulary and listening skill in sixth-grade students due to they feel more confident and motivated to increase their baggage of knowledge in terms of vocabulary and improving their pronunciation as long as they listen to the educational songs.

Recommendations

Bearing in mind the lesson-planning criteria suggested by Bin-Hady (2018), it systematically directs and lands the activities to achieve the set-objectives. It is necessary to consider the learners' background knowledge to conduct the lesson in a way in which they can easily get involved and get approached to the content to be taught. That is why, applying a warm-up activity before introducing a new topic is the central axis of learning since learners get self-confidence on themselves, as well as engaged. Moreover, giving beforehand the purposes and directions for the well-development of the activities relies in letting them know how the procedures are in order to keep the classroom organised during a listening (educational song) activity.

Large number of students hamper the headway of the class in terms of emphasising the speaking competence. Although students are willing to participate in the socialization of content and feedback, it is not possible to address the opinions of all students because this large number delays and represents to be a huge hindrance to reach the well-execution of the class. It is also evidenced that three hours weekly are not enough to successfully cover the proposed-contents since crucial competences are left aside such as: Listening and Speaking. It is pivotal not only to be focused on the grammar and reading, but also listening and speaking skills, despite the fact that they are the main competencies assessed in the ICFES national tests with regards to the



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English section. Therefore, it is recommended to extend the English class hours to achieve the scope of the learning and the bilingualism plan.

Furthermore, the data-gathering stage must be applied at least two weeks before students' final exams since they would be unwilling to show great performances in the learning process owing to the fact that the academic overload hinders obtaining remarkable outcomes.

4. Chapter IV: Community Outreach Component

The Effects of Using Flashcards and Posters to Foster Vocabulary Acquisition on Fifth-Graders at Santos Apostoles School

4.1 Introduction

In this globalized society and from a more modern vantage point, mastering English is a requirement that allows a person to communicate in different fields: political, academic, social, religious, etc. The purpose of incorporating English into the curriculum is due to its importance in terms of breaking communication barriers, and conveying messages around the world. Therefore, Muhammad et.al., (2018) argued that “English language functions as a vehicle of interaction and an instrument of communication with the use of communications, although it has always possessed an added cultural importance as a tool of the dominant ideology [4]. Language is a powerful tool of control used by the colonial powers.” Furthermore, in Colombia as many other non-English-speaking countries, has strengthened the efforts to promote the language learning, hence, the Colombian government has striven and inserted different strategies to renew the educational policy through lay 1651 in which the importance of reinforcing and outlining courses of action to mitigate and achieve better academic performance in students when using English as a lingua-franca (Gómez, 2017).



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On the basis of above, Colombian Education Ministry has implemented novel methodologies to reach the main goal of the bilingualism plan which assumes that students at the end of their academic training (eleventh grade) will obtain a significant level according to the CEFR and validate it in the state exam ICFES. That said, the most current bilingualism plan called "Colombia Very Well" proposes to adjust new methods that will allow students to complete their studies with an intermediate level of English by the year 2025, therefore, the Ministry of Education has invested 1.3 billion pesos in teacher preparation, infrastructure, equipment and other pedagogical resources, to achieve the proposed objectives. achieve the proposed objectives (Velasco et.al., 2015).

The purpose of this extension project is to support and provide innovative strategies that allow students to deepen and link their knowledge through interactive activities, using flashcards and posters provided by the Ministry of Education at the "Santos Apóstoles" institution in order to train teachers to implement these strategies in the classroom.

4.2 Justification

Learning English as a foreign language allows to establish links and be at the forefront of new possibilities at regional, national and international levels. Therefore, in Colombia whose level of English is precarious, it is essential to break the gap and promote the learning of this substantial language which must be addressed from elementary school to meet and satisfy the needs of students once they manage to complete their studies in eleventh grade from innovative strategies that deploy meaningful learning and motivation is the pivotal element in learning, and as stated by Tambunan & Siregar (2016) cited in Purnama (2019) “that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling elementary through college” In concordance with the mentioned above

explanation, the role of motivation is merely focused on achieving significant outcomes along accomplishing the set-objectives.



This project is aimed at promoting the learning of English in a playful way due to certain implications and hindrances that limit this process: (1) lack of specialized teachers in the area of English, (2) insufficient teaching hours, (3) scarce pedagogical resources, and (4) deficit of technological tools. Therefore, the implementation of this community outreach project will allow students to obtain a broader vision of what English is, and arrive at high school with a solid foundation that will be reflected in the ICFES standardized tests governed by the Ministry of Education.

4.3 Objectives

4.3.1 General objective

- To strengthen the language skills of the fifth-grade students of the Santos Apostoles School.

4.3.2 Specific objectives

- To use posters and flashcards to speed up the process of vocabulary acquisition in fifth grade students.
- To establish innovative strategies to promote the learning of English inside the classroom.
- To Implement effective activities that improve students' language skills.

4.4 Methodology



The Santos Apostoles Educational Institution sets within its curriculum the mandatory teaching of a foreign language that allows students to be at the forefront of our society and establish links with English-speaking countries. Therefore, in order to achieve this goal, it is crucial to have an optimal interdisciplinary team specialized in teaching foreign languages and technological resources that favour this learning process. Due to the health emergency caused by the COVID-19 that led to receive classes synchronously via Teams, the students of this headquarters in *El Rosal* (Santos Apostoles headquarter) did not include English subject in their weekly schedule for two years, that said, students' English level has decreased notoriously, harming the students to acquire a substantial level of English.

The objective of this extension research is to provide spaces within the school calendar that allow students to reinforce their English language skills, for this it was necessary to expand the time intensity from one hour a week to four hours for tutoring, review of topics already addressed during the school year and apply innovative strategies to accelerate this process: posters and flashcards.

Implemented Methodology

After the implementation of the community outreach project, there was a noticeable improvement in the acquisition of vocabulary in fifth grade students, despite the difficulties they had initially, it was possible to break the language barriers, starting from the systematized and practical, the trainee-teacher aroused interest in students to learn the new lexicon from flashcards and playful games that were broken down after the introduction of the new content.



The fifth-grade students were easily engaged in the proposed activities and games that fostered the foreign language learning process. Likewise, their academic performance was substantial, which allowed them to satisfactorily complete their school year.

Figure 9. Community Outreach Evidence.



4.5 Chronogram of the Community Outreach Component

Table 10. Chronogram of the Community Outreach Component

Date	Description/Activities	Objectives
Sep 19 th	<p>Family members.</p> <p>The trainee teacher will present the vocabulary related to the family members by using posters and flashcards. Likewise, different activities will be taken into account to reinforce students' knowledge by implementing memory, charades, Pictionary games in order to practice the new lexicon.</p>	<p>-To introduce the vocabulary related to family members and playing with the flashcards.</p> <p>-To play a song that will prick learners' attention.</p>





Sep 20 th	<p>Places in the city.</p> <p><i>Warm Up activity:</i> The trainee teacher will carry out a game in which learners must pass out a ball (<i>hot potato game</i>) and the person who gets the ball, will make a sentence by using the previous topic vocabulary: Family members.</p> <p><i>Vocabulary presentation:</i> The trainee teacher will use posters and flashcards to introduce the new vocabulary related to the places of the city in order to ask students to make sentences by using the aforementioned-words.</p>	-To introduce the vocabulary related to the places of the city in an engaging way.
Sep 26 th	<p>Classroom objects vocabulary.</p> <p><i>Warm up activity:</i> The teacher will ask students to come over and will give them a word related to the places of the city, the student must say the actions the person can do there and their classmates have to guess what the place is.</p> <p><i>Introduction of the new vocabulary:</i> The trainee teacher will use posters and flashcards in order to introduce the new lexicon and along the class is</p>	-To introduce the vocabulary related to classroom objects.



	being developed the students will be learning while playing memory game.	
Sep 27 th	<p>Professions & occupations vocabulary.</p> <p><i>Warm up activity:</i> Students will sing a song related to the professions by using the video-beam. What do you do song? (Authentic-Material)</p> <p><i>Vocabulary development:</i> The trainee teacher will introduce the vocabulary by using posters and flashcards. Likewise, some flashcards will be designed in which the students must pick them up and read the description of the profession they will have to guess.</p>	-To reinforce students' knowledge with regards to the vocabulary of professions by implementing novel and engaging activities that will catch learners' attention.
Oct 3 rd	<p>Sports vocabulary.</p> <p>Warm up activity: The trainee teacher will ask the students to sing a song related to the subject matter.</p> <p><i>Vocabulary introduction:</i> The teacher will introduce the vocabulary by using some posters</p>	-To address the vocabulary of sports and prick learners attention while playing with the flashcards.



	<p>and flashcards, this class will be held differently since students will profit the green spaces the institution offers, son they will leave the classroom and the class will be developed in a joyful way.</p>	
Oct 4 th	<p>Fruits & Vegetables vocabulary.</p> <p>Warm Up: The teacher will present a video in which the student will have to imitate: “Chop Banana”. Afterwards, the teacher and students will sing and dance together in order to create a pleasant atmosphere.</p> <p>Vocabulary Introduction: The trainee teacher will present the vocabulary related to fruits and vegetables by using posters and flashcards.</p>	<p>-To introduce the vocabulary of fruits and vegetables.</p>
Oct 10 th	<p>Recovery week.</p> <p>During this week the student will be getting ready for the upcoming final exams.</p>	<p>-No objectives are defined for this activity.</p>
Oct 16 th	<p>Tutorials for final exams.</p>	<p>-To help students to reinforce their knowledge with regards to the topics they have</p>

	  <p>The trainee teacher will give explanations of the topics that will be evaluated in order to obtain an excellent result.</p>	<p>worked throughout the academic year.</p>
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Conclusions

After a thorough analysis of the implementation of the outreach project, it is possible to reach the following conclusions: The use of flashcards and posters encourage learners' intrinsic motivation to spread out their vocabulary learning process and store new words in their long-term memory due to the fact the aforementioned pedagogical tool enable learners to get involved in the activities in a playful and enjoyable way.

The implementation of flashcards as an instructional method to approach new content increases students' interest in participating and easily storing the information since the new lexicon will be explained in a playful and interesting way by using visual aids, such as images and audio. Flashcards cannot be isolated from dynamic activities; they must be interwoven with games that encourage participation and help conceptualize what has been learned. Besides, flashcards offset the gaps caused by the traditional teaching method: teaching vocabulary through the use of books or guides, as these techniques are anti-pedagogical and deprive the student of advancing in the learning process.



5. Chapter V: Intra-Institutional Activities Component

5.1 Introduction

The intra-institutional component deploys knowledge and skills to the Trainee teacher in order to recognize and identify the teaching role played inside and outside the institution, assuming with vigour the extracurricular activities that require commitment and responsibility, coordinating them in order to reach the academic excellence proposed by each school. Therefore, this stage is essential for the Trainee Teacher to get involved in every activity in which he/she plays an active and participative role in each of the intra-institutional pedagogical workshops.

That said, these activities provide clear and solid visions on the organization, methodologies and the way in which the directors lead to the fulfilment of each of the activities.

5.2 Justification

Within the development of this research project in the educational institution, the immersion in the field allows her to identify the organizational and methodological functioning of the school, and to recognize the challenges foreseen in leading the role as a teacher, therefore, this stage implies appropriating and playing significant roles for the execution of each intra-institutional activity, as well as having leadership in the assigned tasks. This is an essential stage in the Trainee-Teacher's academic training to get involved in activities: sports, cultural, pedagogical, etc.



5.3 Objectives

5.3.1 General objective

-To participate in the intra-institutional activities carried out at Santos Apostoles School.

5.3.2 Specific objective

- To acquire significant experiences that favour professional training in terms of planning and organization of inter-institutional events.

-To know the educational reality in which the teacher must get involved and coordinate.

-To take ownership of the responsibilities and fulfil them with initiative and commitment.

5.4 Methodology

The intra-institutional component involves not only knowing and identifying the academic activities held during the school year, but also allows the Trainee Teacher to appropriate, manage, and coordinate these events to integrate the entire academic community. That is why, the Santos Apostoles School has established in its calendar different pedagogical, cultural and sports activities throughout the year; however, these are not explicit in the chronogram, that is to say, they arise as the need to address them arises. However, the activities that have been developed without being foreseen in the calendar will be highlighted below.

5.4.1 Battle of Boyacá event



The first intra-institutional event took place on September 7, 2022, in which the ninth-grade students, the head of the school, Ms. Diana Florez and Ms. Darlyn Rojas, who led this event which included artistic presentations, dances, poems, dramatizations and words from the principal. This activity allows students and directors to integrate and have a sense of belonging to the institution by highlighting historical events of our country Colombia. Likewise, badges were also distributed to students who, due to their effort and dedication, have excelled in each course.

Figure 10. Intra-Institutional Activity No 1.



5.4.2 Spelling Bee Contest

Under the direction of the teachers in charge of the English area of all the sites, they gathered with the objective of carrying out the Spelling Bee competition in order to encourage the participation of the students in the second English language. For this purpose, students from all the headquarters gathered to show their linguistic skills acquired during their academic formation. The participants had to pronounce, spell and make a sentence with the word that the jurors said. It



is important to point out that the Trainee-Teacher was part of the jury, therefore, he assumed the great responsibility of choosing the winners according to the categories.

Figure 11. Intra-Institutional Activity No 2.



Healthy eating and living festival

The Chemistry teacher developed this event to promote a healthier and more balanced diet based on fruits and vegetables, emphasizing the need to reduce the consumption of alcoholic beverages, fast food and other foods high in fat and sugar.

This event allowed the students of the Santos Apostoles school to be aware of the importance of managing and controlling a healthy diet and also to recognize the properties and vitamin sources that each food offers. Therefore, the chemistry teacher executed this event to promote meaningful learning as it generates awareness.



Figure 12. Intra-Institutional Activity No 3.



Conclusions

Education should not be isolated from intra-institutional activities that promote an educational transversality that allows the student, administrative and teaching community to congregate and participate in purely academic events that promote institutional integration. Likewise, the intra-institutional activities allowed to have a broader vision/perspective regarding the proper functioning of the school, to know more in depth the tasks and commitments that a teacher and the administrative body must assume to carry out school activities and comply with the stipulations of the Institutional Pedagogical Project (PEI).

Decision-making is a fundamental aspect within the educational institution because it represents a pillar in education to propose activities and coordinate them in such a way that their



results are conspicuous and generate a positive impact not only in the student community but in the community; exposing and exalting the good name of the institution at the local and national level.

6. Chapter VI: Reflective Approach

6.1 Description of the reflective process

The narratives will be carried out weekly in which the trainee-teacher will document from a descriptive and reflective text what was executed during the week, the students' perceptions, attitudes, the development of the activities and improvement plans for future interventions to compensate for possible gaps.

Along with these lines, the first week narrative is presented below:

Annex No. 1 Weekly Narrative N°1

WEEKLY NARRATIVE N° 01		
Educational Institution:	Week:	Grades:
Santos Apostoles School	Sep 12th-16th	Sixths.
Trainee Teacher	Tutor:	Supervisor:
Johan Daniel Flórez Taboada	Yakira de Jesus Bimber.	Nathaly Mendoza Carrillo
Objective:	-To critically describe the pedagogical practice in a foreign language classroom.	
NARRATION		



Description of the classroom: The classroom is quite large but owing to the great number of learners it turns cramped. The door is slightly worn from years and lack of maintenance. Similarly, along the walls there are diverse posters which contain relevant information related to education and a map world poster in the back. There are two rows of wooden desks with unattached chairs. Also, there were two window shutters that prevented the sight from being known.

During the first week, the trainee teacher made his presentation to the directors, teachers and sixth grade students. The classes were held in traditional classrooms, which do not allow students to interact with technological tools that promote learning. The supervisor has a strong and authoritarian character due to the number of students who, because of their large number, it is necessary to establish seriousness to avoid disorder among the students. The supervisor developed her class, explained the topic of the present simple briefly and performed exercises on the board. The Trainee-teacher was in charge of monitoring this process and clarifying the students' doubts about the subject matter. Then, since it was make-up week, the teacher asked the students to be quiet and handed out the exams, which were developed in one hour.

REFLECTION

The reaction of the students when they learned that they would be accompanied by a Trainee teacher was very positive and gratifying, they were very curious about what would be developed during the upcoming classes. The students were enthusiastic and on multiple occasions asked the Trainee teacher when he was going to start because they wanted me to be their teacher for the rest of the year.



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It is necessary to maintain control of the group; on occasions the trainee teacher had to shout to give orders due to the loud noise. It is recognized that by implying that students are busy developing an activity, silence takes over the class, however, at the time of reviewing and grading the exercise, students not being under the monitoring of the trainee teacher, the situation gets out of control and begin to make noise, it is necessary to establish rules when the teacher reviews the activities and the others stay in their places waiting in silence.

EVIDENCES

6-04



6-02



In order to further detail the narratives, the following annex will redirect the reader to each narrative with its description and evidence. (Annex 15)

Conclusions



The teaching vocation implies adapting to the special needs required in a classroom, designing and implementing appropriate and optimal activities that promote the learning of the educated, therefore, this vocation is not only seen from a systematic but also operational level which plans, designs and implements objectives in the curriculum in a nuanced way in the corresponding area. However, it is crucial to outline achievable objectives that allow visualizing education as the transversal axis of the human being, based on principles, values, and virtues that represent a good citizen capable of facing reality using his or her linguistic skills.

Furthermore, it is essential to assume that education, and in this case the teaching of a foreign language in a public institution, implies the implementation of systematic and operative activities that promote and address all language skills, emphasizing not only grammar skills, but also activities that encompass reading, listening, writing and speaking.



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[+UsingSongsEffectivelytoTeachEnglish+to+YoungLearners.pdf](https://www.researchgate.net/profile/Karen-Ludke/post/Can_anyone_suggest_reading_or_information_on_task_based_pronunciation/attachment/59d62c05c49f478072e9dc89/AS%3A273540257910786%401442228487298/download/Millington+-UsingSongsEffectivelytoTeachEnglish+to+YoungLearners.pdf)

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ANNEXES

Annex No. 2. Classroom Observation #01

REGISTRO DE OBSERVACIÓN DE CLASE

Institución: Santos Apóstoles sede el Rosal. Ciudad: Cúcuta-Norte de Santander

Curso: 05 Nivel: A1 Horario semanal _____

Fecha de observación 05-09-2022 Horario: 9:40-11:30 am Duración de la observación: 2 horas.

Espacio; Aula de clase. Practicante Observador(a): Johan Daniel Flórez Taboada

HORA	REGISTRO	COMENTARIOS
9:40-9:50	<p>During this time, the professor and charge and we were waiting for the rest of the learners to join in the class since this is the due time to students to access the synchronous class.</p> <p>At this stage, the class started and the teacher granted us the permission to start our first approach with the learners. The Pre-service teacher explained the reason why he would attend to some classes and observe.</p> <p>Hence, we started introducing ourselves, the degree we are enrolled in, the semester in which we are currently in, along with the aim of our study in Spanish in order to avoid misunderstandings. Moreover, we courteously explained to the learners that we would be observing some classes during this week.</p>	The students were very encouraged since this is the first time, they have had an English-French trainee teacher in the Institution.
9:50-10:10	The teacher carried out a Warm up activity in order to create a pleasant working-place, it was about: "Put your hands up, put your hands down, touch your nose, touch your eyes, etc..." with the purpose of practicing the vocabulary they have been learning: parts of the body and some classroom commands.	Students showed mastery of the vocabulary worked on by performing the actions correctly.
10:10-11:00	The teacher in charge of the course asked each student questions about "How do you say pencil holder in English?" to which the students answered correctly. Also, the teacher applied the translation method	The students showed great performance, carrying out the



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	<p>since she told them sentences in Spanish that they had to translate into English using the theme <i>There is/There are</i></p> <p>Then, the teacher gave them an exercise on the board in which they had to: draw certain objects in the classroom, match word with image related to adjectives, and translate simple sentences from English to Spanish.</p>	<p>exercises without difficulty.</p>
11:00-11:30	<p>The teacher played a dynamic game "Simon says" that captures the students' attention with the objective of practicing vocabulary related to "Parts of the body and certain classroom commands". The teacher would say: "e.g., Simon says touch your head and she would touch her knees" with the purpose of getting them confused and act based on the word and not on the teacher's action.</p>	<p>The students look very animated and love these types of activities because they are on their feet, laughing and playing with their peers.</p>

Annex No. 3 Classroom Observation #02

REGISTRO DE OBSERVACIÓN DE CLASE

Institución: Santos Apóstoles Ciudad: Cúcuta-Norte de Santander

Curso: 6-02 Nivel: A2 Horario semanal _____

Fecha de observación 05-09-2022 Horario: 7:50-8:50 am Duración de la observación: 1 hora

Espacio _____ Practicante Observador(a): Johan Daniel Flórez

Taboada

HORA	REGISTRO	COMENTARIOS
7:50-8:10	<p>During this time, the professor and charge and we were waiting for the rest of the learners to join in the class since this is the due time to students to access the synchronous class.</p> <p>At this stage, the class started and the teacher granted us the permission to start our first approach with the learners. The Pre-service teacher explained the reason why he would attend to some classes and observe.</p> <p>Hence, we started introducing ourselves, the degree we are enrolled in, the semester in which we are currently in, along with the aim of our study in Spanish in order to avoid misunderstandings. Moreover, we courteously explained to the learners that we would be observing some classes during this week.</p>	<p>The students were very encouraged since this is the first time, they have had an English-French trainee teacher in the Institution.</p>



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Consent Letters

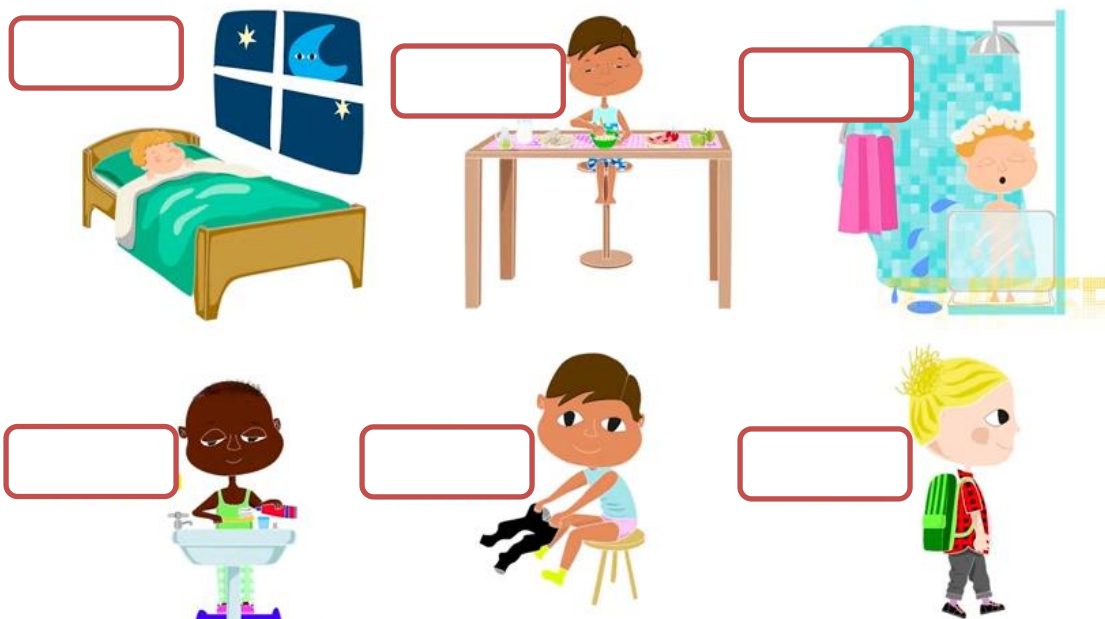
Annex No. 5 Pre-Test design

PRE-TEST

Participant #: _____

Date: _____

1. Look at the pictures and write the corresponding routine. (Mira a las imágenes y escribe la rutina correspondiente).



2. Fill in the blanks by using the right routine. (Completa los espacios con la rutina correcta).

- a. I _____ at 5:00 o'clock in the morning.
- b. Leonor _____ her teeth three times a day.
- c. Thomas _____ a shower every day.



3. What time is it? Write the right hour. (¿Qué hora es? Escribe la hora correcta).







4. Complete the blanks with the right hour in brackets. (Completa los espacios con la hora correcta en paréntesis).

a. I always go to school at _____ (5:50)

b. Thomas has dinner at _____ (12:00)

c. Lucy goes to bed at _____ (9:00)

4. Complete the blanks by using can-can't with the right action found in the box. (Completa los espacios en blanco utilizando can-can't con la acción correcta que se encuentra en el recuadro.)
For example: *I can sing. (Puedo cantar).*

Fly – Jump - Swim



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Annex No. 6 Pre-test Results #01



PRE-TEST

Participant #:

#1 #45

Date: 21-09-22

1. Look at the pictures and write the corresponding routine. (Mira a las imágenes y escribe la rutina correspondiente).



2. Fill in the blanks by using the right routine. (Completa los espacios con la rutina correcta).

- I Always at 5:00 o'clock in the morning. 0/20,
- Leonor wake up her teeth three times a day. X
- Thomas Never a shower every day. X



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Pre-test students' results



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Annex No. 7 Post-test design

POST-TEST

Participant #: _____

Date: _____

1. Look at the pictures and write the corresponding routine. (Mira a las imágenes y escribe la rutina correspondiente).













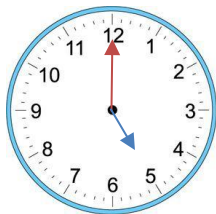
2. Fill in the blanks by using the right routine. (Completa los espacios con la rutina correcta).

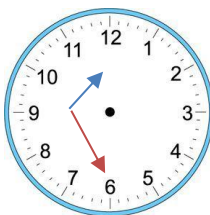
a. I _____ breakfast at 8 o'clock.

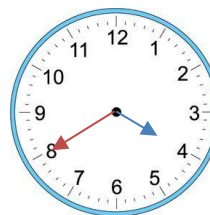
b. John _____ his teeth twice a day.

c. She _____ to bed at 9 p.m.

3. What time is it? Write the right hour. (¿Qué hora es? Escribe la hora correcta).









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4. Complete the blanks with the right hour in brackets. (Completa los espacios con la hora correcta en paréntesis).

a. I always go to school at _____ (5:45)

b. Martin has dinner at _____ (11:00)

c. Luisa goes to bed at _____ (8:30)

4. Complete the blanks by using **can-can't** with the right action found in the box. (Completa los espacios en blanco utilizando **can-can't** con la acción correcta que se encuentra en el recuadro.)

For example: *I can sing. (Puedo cantar) – I can't sing (No puedo cantar)*

juggle – dance – play tennis



She _____



She _____



He _____



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Annex No. 9 In-Depth-Interview

In-Depth-Interview Results	
Question #01:	¿Cuáles son sus actitudes frente a la implementación de canciones educativas para fomentar el escucha y el vocabulario en inglés?
Participant 01:	“Son muy buenas para el desarrollo de la escucha ya que nos permite como mejorar nuestra pronunciación o al escuchar, ya que a la hora de hablar inglés debemos entenderlo bien. ”
Participant 02:	“Nos ayuda para entender más el tema del inglés, los quizzes, las actividades y evaluaciones, etc.”
Participant 03:	“Yo pienso que gracias a esas canciones nosotros podemos mejorar más el inglés, como las canciones tienen diverso vocabulario nos ayuda a desenvolvernos más rápido en el inglés.”
Participant 04:	“Me parece que eso lo inspira mucho a uno para aprender el inglés”
Participant 05:	“Pienso que pueden ayudarnos a complementarnos y así obtener buenas calificaciones y buen rendimiento. También nos ayuda a tener mejores conocimientos y así poder ser el mejor de la clase, entender más los temas y no enredarnos tanto en las actividades.”
Participant 06:	“Yo pienso que esas canciones son buenas para aprender para mejor pronunciar las palabras y decirlas libremente y creo que a partir de esos videos los niños pueden aprender muchísimo más.”
Participant 07:	“Me parece bien, aprender mucho.”
Participant 08:	“Yo digo que está bien para aprender más de manera divertida y educativa.”
Question #02:	¿Considera usted que a partir de las canciones educativas en inglés se puede mejorar el vocabulario y el escucha? Sí - No ¿Por qué?
Participant 01:	“En mi opinión es que sí, ya que desde mi punto de vista he visto un mejoramiento en mi pronunciación y en el escucha al inglés ya que cuando me hablan ya comprendo un poco más las palabras y puedo decirlas sin dificultad. ”
Participant 02:	“Sí, pero en algunas partes podemos olvidar algunas cosas de las canciones.”
Participant 03:	“Sí, ya que cuando tenemos mejor el aprendizaje con el vocabulario no nos consideres nos para la construcción de un nuevo país en paz”



	podemos desenvolver fácilmente y podemos mejorar el vocabulario gracias a las canciones educativas.”
Participant 04:	“Eso lo motiva a uno por aprender más y uno se guía.”
Participant 05:	“Sí se puede mejorar el vocabulario gracias a que las canciones tienen un buen ritmo, el cual nosotros lo podemos entonar y gracias a ello se nos puede quedar y nosotros podemos cantar y memorizar para los algunos quizzes o ayudarnos a tener mejores conocimientos de inglés.”
Participant 06:	“Pues creo que sí, porque podemos mejorar porque si nosotros escuchamos esas canciones puede que nos ayuden más a mejorar nuestro inglés.”
Participant 07:	“Me parece bien, aprender mucho.”
Participant 08:	“Claro que sí, se puede aprender de forma educativa cantando y eso puede fomentar a la educación. Sin embargo, eso puede haber una negatividad, es decir, olvidar una parte de la canción.”
Question #03:	¿Cree usted que este tipo de actividades deberían seguir siendo aplicadas en clase de inglés? Si - No ¿Por qué?
Participant 01:	“Por supuesto que sí. A los niños que nos anhelamos en el inglés, yo creo que sí deben seguir con este tipo de actividades ya que es muy llamativa en sí y por parte nos permite desarrollar esta habilidad y el amor hacia el inglés para niños que tenemos sueños grandes en otros países.”
Participant 02:	“Sí porque nos puede ayudar a llevar más el conocimiento del inglés”
Participant 03:	“Claro, ya que nos mejora en dos habilidades: Hablar y escuchar. Gracias a las canciones podemos llegar a un alto nivel de inglés.”
Participant 04:	“Sí, porque lo motiva a uno y sí claro lo deberían seguir implementando en más grados para aprender mucho más sobre el inglés.”
Participant 05:	“Claro que sí, si es para los siguientes niños que vienen para sexto, sí, yo sí quisiera que lo siguieran aplicando ya que, gracias a ello, ellos (los niños) podrían tener mayor conocimiento en inglés para poder destacar a este colegio.”
Participant 06:	6: “Pues sí profe, digo que sí porque eso le puede ayudar a los demás niños, para que ellos puedan ir aprendiendo más del inglés, para que ellos sean más hábiles



	cuando les pongan así pruebas difíciles ya que gracias a esas canciones pueden mejorar su nivel de inglés.”
Participant 07:	“Me parece bien, aprender mucho.”
Participant 08:	“Claro que sí, como dije anteriormente puede ayudar. Es muy positivo dar educación a través de la canción de forma divertida.”



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Annex No. 10 Research Journals for the Action Plan

RESEARCH PROJECT:	The Use of Educational English Songs as a Strategy to Enhance Sixth graders' Listening skill and to Increase Vocabulary at Santos Apostoles School: Action Research.		
TRAINEE TEACHER:	Johan Daniel Flórez Taboada		
DATE: (week 1)	Sep 21st 2022	TOPIC:	Daily Routine.
COMMUNICATIVE OBJECTIVE:	-To know the vocabulary of daily routine. -To describe learners' daily routines.		
LINGUISTIC OBJECTIVE:	-To make sentences by using the daily routine vocabulary. -To understand the educational song while singing and reading the lyrics.		
PRE-LISTENING, WHILE-LISTENING, POST-LISTENING STAGES. (Development)	SIXTH-GRADERS' ATTITUDES TOWARDS THE EDUCATIONAL SONG.	RECOMMENDATIONS FOR AN ACTION PLAN.	
<p>The listening activity was split out into three moments:</p> <p>1. Pre-Listening: The teacher introduced the vocabulary related to the daily routine by using an online video. Likewise, the trainee-teacher explained the uses of present simple tense by taking into account the taught-vocabulary for the third person of singular by bearing in mind the rules: "-s,-es,-ies".</p> <p>2. While-Listening: This stage was broken down into three parts:</p>	<p>At the beginning of the activity, the students showed interest in participating and enthusiastically helped the trainee-teacher to set up the video-beam and organize the table. Once the first stage was conducted, the students repeated the vocabulary of the daily routine with energy and without resorting to translation, they performed mimes and charades.</p> <p>During the second stage, the students showed a positive attitude towards the educational song, they pronounced the vocabulary correctly. This exercise stimulated the students' participation and the atmosphere in the classroom became joyful and cheerful.</p>	<p>It is necessary to specify the purpose of the activity before triggering misunderstandings; therefore, the trainee-teacher was very emphatic about the dynamics, parameters and directions to follow for a good development of the activity. It is necessary to follow the rules in order to avoid disturbances among classmates, since this activity can turn into noise and shouting. Therefore, it is essential to provide a space for explanation and rules that must be followed.</p> <p>The activity was carried out satisfactorily because the students were very attentive</p>	





-The trainee-teacher handed out the lyrics of the educational song and read it out loud in order to practice the rhythm, intonation and pronunciation of the words.

-The trainee-teacher played the song in order to get students familiarized to the audio-

-The trainee-teacher played the education song for a second time for the purpose of singing it collectively.

3. Post-Listening: After singing the educational song together, the teacher asked questions to determine if the students understood the vocabulary taught: "What was the song about? What routines came up? The teacher then presented an activity for the students to do in their notebooks in order to link the vocabulary with the structure of the present simple tense.

At the end, during the Post-listening stage, the students easily and skilfully performed examples in third person including the vocabulary explained through the song without any complexity.

and followed the rules agreed upon at the beginning of the class. The trainee-teacher used as a reference the action plans suggested by other researchers in this area in order to encourage participation and avoid disorder. However, one can try to make a round table and ask the students to stand up to break the ice and make the class more harmonious, this action will be taken into account in the second class with the educational song.

[Research journals for the action plan](#)




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Annex No. 11 Class Plan (Sixth week)


	<p>INSTITUCION EDUCATIVA COLEGIO SANTOS APÓSTOLES Aprobado por Resolución 1077 del 23 de <u>Mayo</u> de 2014 Secretaría de Educación Municipal Educación Preescolar – Básica Primaria – Secundaria – Media Académico Nº. 807.000.499-9- <u>PAIME</u> 154001009009</p> <p>LESSON PLAN</p>	<p>CÓDIGO: 1-GA-DC003</p> <p>FECHA: 14/01/2020</p> <p>VERSIÓN: 1.0</p>
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GRADE: Sixth

TOPIC & UNIT: Present simple & Daily routine.

OBJECTIVE: Reinforcing the present simple for talking about students' routines.

TIME: 2 hours

STAGE	TIME	ACTIVITIES TO DEVELOP	RESOURCES
<p>Lead in / Elicitation</p> <p>The pre-service teacher will greet the students and conduct a warm-up activity as an ice-breaker and approach students to the subject matter.</p> <p>Warm up activity:</p> <p>The teacher will conduct a warm up activity to catch learners attention, as well as to approach learners to the subject matter.</p>	<p>30 minutes</p>	<p>The trainee-teacher will ask his students how they are doing in order to create a pleasant working environment. The teacher will show flashcards related to the daily routine, students will have to guess it. Next, five students will be chosen and assigned a word and will have to perform charades. Their classmates will have to guess which routine is represented.</p>	<p>-Marker -Board -Flashcards</p> 

Class planners

Annex No. 12 Reflective Journals

WEEKLY NARRATIVE		
Educational Institution:	Week:	Grades:
Santos Apostoles School	Sep 26th-30th	Sixth-grade.



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Trainee Teacher	Tutor:	Supervisor:
Johan Daniel Flórez Taboada	Yakira de Jesus Bimber.	Nathaly Mendoza Carrillo
Objective:	-To know how to tell the time by using students' daily routines.	
NARRATION		
<p>During the third week, the trainee-teacher was assigned to: (1) Conduct a quiz related to the adverbs of frequency, (2) receive students' worksheets and grade them, and (3) carry out the second-week of the educational song's implementation. The supervisor suggested to the teacher to design different tests in order to avoid students from cheating during the test application. Moreover, the trainee teacher conducted the second activity of the educational songs in which the planning principles were taken into account to arrive at the set-objectives. First, a warm up activity was conducted in which the teacher approached the students about what was going to be taught, then, the trainee-teacher applied the stages of a listening exercise: (1) Pre-Listening: It promoted the familiarisation of the subject matter and knowledge of the unknown vocabulary, (2) While-Listening: It allowed the students to listen to the song twice and identify the rhythm and intonation, finally (3) Post-Listening: in which the students had to complete some exercises and validate what they had learned. Finally, the trainee-teacher applied the third-planning principle in which it was necessary to assess students' vocabulary mastery after the listening exercise.</p>		
REFLECTION		



SC-CER96940

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It was reflected that the principles of planning are the central axis of teaching, allowing the trainee-teacher to materialize and conduct the activities satisfactorily and achieve the objectives of the class. The warm up activity aroused the interest of the students and they easily got involved in the exercise as there was a strong and active participation in the evaluation stage because they all wanted to play the game and were very encouraged.

EVIDENCES

Warm up activity:



Pre-Listening:



While-Listening:



Post-Listening:



Reflective journals

Annex No. 13 Listening Stage Planner #01-Daily Routine

LISTENING PLANNER. WEEK: 1

DATE: Sep 19th-23rd.

School:	Trainee Teacher:	Tutor:	Supervisor:
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Santos Apóstoles	Johan Daniel Flórez	Yakira de Jesús	Nathaly Mendoza
School	Taboada	Bimber.	Carrillo.

EDUCATIONAL SONG N°:

Communicative objective:	Linguistic objective:
-To broach the daily routine vocabulary through an educational song.	-To identify the basic structure of present simple tense.

Topic: Daily Routine.

LISTENING CLASS DEVELOPMENT

STAGE	TIME	DESCRIPTION	RESSOURCES
1. Pre-Listening	20 minutes	<p>1. Explanation of daily routines through an educational video. <i>(Present simple examples by using the learned-vocabulary)</i></p> <p>2. Review of the lyrics on the board, clarifying doubts with regards to the vocabulary.</p>	<p>Link of the video</p> <p>Click here</p> <p>Lyrics of the song:</p> <p>Click here</p>



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2. While-Listening	15 minutes	<p>The development of the listening exercise is broken down into three moments:</p> <p>1. First play: Students will listen to the audio and get familiarised.</p> <p>2. Second play: Students will identify the songs' rhythm, intonation, pitch, volume and stress.</p> <p>3. Third play: Students will collectively sing the song and practice vocabulary and pronunciation of words as they listen to the educational song.</p>	<p>Link of the song:</p> <p><u>Click here</u></p>
3. Post-Listening	10 minutes	<p>In order to validate the understanding of sixth grade students, it is essential to approach an activity that allows them to recognize if significant learning was obtained.</p>	<p>Link of the activity</p> <p><u>Click here</u></p>



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EVIDENCES



Pre-Listening



While-Listening



Post-Listening

Annex No. 14 Listening Stage Planner #02-Telling the Time

LISTENING PLANNER. WEEK: 2

DATE: Sep 26th-30th

School:	Trainee Teacher:	Tutor:
Santos Apóstoles School	Johan Daniel Flórez Taboada	Yakira de Jesús Bimber.

EDUCATIONAL SONG N°: 02

Communicative objective:	Linguistic objective:
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-To talk about telling the time by using students' daily routine.

-To identify the basic structure of present simple tense by using telling the time.

Topic: Telling the Time.

LISTENING CLASS DEVELOPMENT

STAGE	TIME	DESCRIPTION	RESSOURCES
1. Pre-Listening	20 minutes	<p>1. Warm up: The trainee-teacher will create a handmade clock in order to encourage students to participate. For this, the trainee-teacher will show the clock and tell a time, then the students will have to approach and use the hands of the clock and set the correct time.</p> <p>2. Review of the lyrics on the board, clarifying doubts with regards to the vocabulary.</p>	 <p>Handmade clock.</p> <p>Lyrics of the song:</p> <p>Click here</p>




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2. While-Listening	15 minutes	<p>The development of the listening exercise is broken down into three moments:</p> <p>1. First play: Students will listen to the audio and get familiarised.</p> <p>2. Second play: Students will identify the songs' rhythm, intonation, pitch, volume and stress.</p> <p>3. Third play: Students will collectively sing the song and practice vocabulary and pronunciation of words as they listen to the educational song.</p>	<p>Link of the song:</p> <p>Click here</p>
3. Post-Listening	20 minutes	<p>In order to determine whether the objectives of the class were achieved, the trainee-teacher will conduct a dynamic activity in which the pre-service teacher will display different clocks on the board and then three options.</p>	 <p>Activity</p>

Students will have to choose the correct time and place it under the clocks.

-The trainee-teacher will ask students the following questions:

*What time do you wake up?

*What time do you have lunch?

*What time do you go to be?

Students will build up sentences by including both: Daily routine and the hour.

EVIDENCES



Pre-Listening



While-Listening




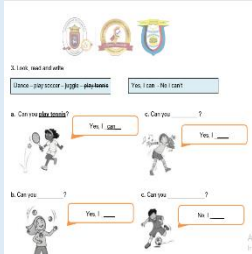
Post-Listening



Annex No. 15 Listening Stage Planner #03 - Can & Can't

LISTENING STAGE PLANNER. WEEK: 3			
DATE: Oct 3rd-7th			
School:	Trainee Teacher:	Tutor:	
Santos Apóstoles School	Johan Daniel Flórez Taboada	Yakira de Jesús Bimber.	
EDUCATIONAL SONG N°: 03			
Communicative objective:		Linguistic objective:	
-To talk about telling the time by using students' daily routine.		-To identify the basic structure of present simple tense by using telling the time.	
Topic: CAN – CAN'T			
LISTENING CLASS DEVELOPMENT			
STAGE	TIME	DESCRIPTION	RESSOURCES

1. Pre-Listening	20 minutes	<p>1. Warm up: The trainee-teacher will use different flashcards to practice the unknown vocabulary used in the educational song in order to offset possible students' gaps.</p> <p>2. Review of the lyrics on the board, clarifying doubts with regards to the vocabulary.</p>	 <p>Flashcards.</p> <p>Lyrics of the song:</p> <p>Click here</p>
2. While-Listening	15 minutes	<p>The development of the listening exercise is broken down into three moments:</p> <p>1. First play: Students will listen to the audio and get familiarised.</p> <p>2. Second play: Students will identify the songs' rhythm, intonation, pitch, volume and stress. Likewise, they will develop the filling the gaps activity.</p> <p>3. Third play:</p>	<p>Link of the song:</p> <p>Click here</p>

		Students will correct their answer based on the educational songs, then. After that, the teachers will play the song in order to collectively sing it and practice vocabulary and pronunciation of words.	
3. Post-Listening	20 minutes	In order to determine whether the objectives of the class were achieved, the trainee-teacher will conduct an engaging activity in which students will write sentences by using “Can-can’t” regarding the provided-images on the worksheet.	Activity 

EVIDENCES



Pre-Listening



While-Listening



Post-Listening