The Use of Educational Songs as a Strategy to Improve Listening Comprehension and Enhance Vocabulary in Sixth Graders at Monseñor Jaime Prieto Educational Institution.

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1 Chapter I: General Presentation of the Project

1.1 Presentation

The following piece of work consists of the final stage of the teacher training that takes place in the tenth semester of the Bachelor's Degree in Foreign Languages, English and French, at the University of Pamplona. This project is divided into five chapters in which the pre-service teacher is presented and includes the experiences, methodologies and reflections originated in the practice stage within a real educational context. In this sense, the main objective of this experience is for the undergraduate student puts into practice and benefit from the knowledge acquired throughout the academic process, in order to strengthen and cultivate the necessary skills to face the requirements of being a competent foreign language teacher in a real teaching environment at a Colombian public educational institution.

The framework in which this project is composed presents four major fundamental factors, based on the main principle of the teaching practice acquired in the educational field. Consequently, this first component is linked to the institutional diagnosis and observation in which administrative, pedagogical, technological and population aspects are taken into account. The conjunction of these aspects provides the pre-service teacher with a perspective of crucial elements such as the field of work, the administrative organization, the institutional philosophy and the community members' profile, as well as a broad perspective and deep understanding of how the institution works in order to apply their teaching practice together with the norms established by the educational institution.

In accordance with the established structure, the pedagogical research component constitutes the second aspect of this project. This critical component, which is intended to be applied with sixth graders of the institution, corresponds to the implementation axis during the

practice stage. Thus, as a result of the observation diagnosis with this population, the need for a pedagogical intervention to promote listening comprehension skills and the acquisition of vocabulary by the students is evident. In this sense, the strategy that is bearing in mind to be implemented with the population is the use of educational songs given that it has been demonstrated to motivate the students as a non-traditional teaching method that enhances their processes of vocabulary appropriation.

Concerning the third component of this project, it corresponds to the community outreach, an auxiliary action plan that contributes to improve the mastery of the English language through the development of English classes, or reinforcement and tutoring spaces with the 5th grade of the institution. In this order of ideas, the purpose of this component is to involve the pre-service teacher in a higher commitment regarding the search for solutions to the academic weaknesses of elementary school students, as a way to propitiate an optimal linguistic and communicative competence in the course. It is anticipated that this effort, together with the implementation of appropriate pedagogical strategies should overcome or correct the academic deficiencies that emerged as a consequence of the COVID19 pandemic, since academic performance, and more specifically English proficiency, decreased drastically during this period.

As final point of this project of long scope is the intra-institutional component, a constituent element in which activities proper to the educational environment are accompanied or organized specifically by the pre-service teacher. These activities include academic, cultural, extracurricular and other institutional activities implemented during field work. The purpose of this work is to assign additional responsibilities to the undergraduate student so that they can better understand the organizational system of the institution, allowing them to enrich their process beyond the academic context as an approach to the acquisition of values and

commitment to the educational community as an active member.

1.2 Introduction

English learning as a foreign language (EFL) is nowadays an important necessity for Colombian society, which begins at an early age in the country's educational institutions progressively, generating in the students the desire to acquire and master a second language that will allow them to develop in the future as capable individuals with a wide range of opportunities in the academic and working environment abroad, all this making use of the National English Program (PNI) or "Colombia Very Well" adopted and directed by the Ministry of National Education with the objective of contributing to achieve the goal of converting Colombia into the country with the best English level in South America by 2025. In the same way, Law 1951 of 2013 promotes spaces for the teaching and learning of English allowing to achieve a solid articulation between the educational, social, labor and business areas.

Biava and Segura (2010) argue that learning a foreign language can no longer be considered a privilege, it has become a necessity nowadays, due to globalization, English has acquired great importance worldwide. That is why it is essential to recognize that communication plays a fundamental role, considering the speaker of a foreign language reaches a higher standard every day in different fields, whether it is work or academic, when dealing with a wide range of topics in their daily lives. By world consensus, English has been chosen as the international communication language, as it breaks down communication barriers.

Consequently, it was necessary to have an institutional observation of the students' needs, focusing on sixth graders, considering they presented weaknesses regarding listening comprehension and therefore a significant vocabulary deficit. These difficulties arise from the

lack of strategies that promote listening skills, which is an essential part of communication.

This action research aims to implement the use of educational songs in English as a tool to involve students in the improvement of their listening comprehension and their English vocabulary. Brown (2001) affirms that listening is the main component in language learning and teaching, since within the classroom, students must listen before being able to speak, that is to say, through listening students interpret what is meant. Morales (2008) mentioned that using songs in English generates confidence among students in the classroom. Moreover, educational songs can be used as a tool to improve students' discourse, as it allows them to get involved in spaces where they could express themselves and discuss the main topic of each song. In this vein, to be a professional in the English language, learners need to have a solid foundation and a wider range of vocabulary (Sohot & Yunus, 2019).

1.3 Justification

In Colombia, access to higher education is determined by a standardized test which measures the competences acquired during the students' academic training. Hence, the educational institution Monseñor Jaime Prieto Amaya constitutes the ICFES as a primary mechanism to stand out locally and nationally in achieving conspicuous results. The institution seeks to position itself as one of the best schools locally and nationally by offering high quality academic services in a low-income environment.

In this regard, listening comprehension has been undervalued and neglected during classes due to a large number of students in the classroom. It is known that students have certain difficulties in understanding audios in which they are asked to recognize the meaning of words because their vocabulary is not wide enough.

This is why, listening skills play a fundamental role in the English learning process as a foreign language because through listening students understand consciously what is being said, taking into account the structural part of the language within a real or artificial context. Russel in Hasyuni (2006) states that listening skills consist of listening with comprehension, attention and appreciation. Therefore, the activity of listening requires the integration of linguistic skills such as pronunciation and vocabulary mastery. The listening skill can be understood as the ability to pay attention or to hear something. But listening is not the same as hearing. Hearing is essentially an automatic and passive activity. It is possible to hear sounds without consciously participating in the process. When listening, the brain does not automatically translate words into the message they convey. In essence, listening is about determining the meaning and message of sounds or words. Moreover, without a sufficient vocabulary in English, learners cannot understand others or express their ideas. Wilkins (1972) affirms that, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Rahmawati & Utami, 2019). This is why vocabulary is an elementary aspect regarding the foreign language learning process as its learning is vital to master and reach fluency, if on the contrary, there is not enough vocabulary when communicating, the lack of knowledge can become a frustrating situation.

On the other hand, there are many key studies that have shown that the use of stimuli facilitates English learning processes. Sprachcaffe (2017) mentions that studying English can generate certain stimuli in the brain that help improve skills in other areas such as creative, problem solving, reasoning or mental ability. Likewise, Morales (2008) mentions that, when singing, students have the possibility to improve their oral expression in English and at the same time practice pronunciation. According to Buckby (2006), as cited in Saha & Singh (2016), "the use of games is an effective way to improve learners' social skills along with language skills".

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 create a pleasant and real context for students, in which they can develop their English skills, not only in terms of grammar but also at a communicative level strengthening the bond and collaborative participation among students, likewise what is sought with this project is that sixth graders at the educational institution Monseñor Jaime Prieto Amaya improve their listening skills meanwhile acquire a greater vocabulary in the foreign language that allows them to develop in different areas of their lives and therefore have greater opportunities in the future.

To fulfill the above, the four basic components addressed in this action research-practice are framed and addressed from different approaches. Institutional observation involves a deeper approach to better understand how the educational system works and the way it is regulated. On the other hand, the pedagogical component implies being in tune and rooted with the most updated methodologies with the purpose of achieving significant results in learners. In addition, it is essential to recognize the weaknesses of those students who do not have the support of a professional in the English area, therefore, the community outreach component allows to broaden the perspectives of action. Furthermore, intra-institutional activities are conceived as emergent situations in which the teacher must be involved and be able to coordinate and participate in events with vigor.

In this order of ideas, the institutional observation carried out at the administrative and pedagogical level, more specifically in the sixth grade, identified the need to foster listening comprehension and vocabulary acquisition skills. Therefore, the use of educational songs as a strategy is suggested as a suitable approach to build a solid foundation of these competencies in EFL learning given their implications in language stimulation (Salcedo, 2002), besides the fact

that these facilitate their learning (Defaz, 2011) and the processing of information by students. The relevance of this strategy is therefore based on the constructivist view in which students are guided through a process that allows them to structure their ideas and relate their prior knowledge to what they are learning. On the other hand, the reason for working with educational songs is that, through them, one can learn new vocabulary or improve the pronunciation of a language because there is an unconscious systematization of the student's learning process.

Having stated the above, it became imperative to address such difficulties among students, especially for those who begin a new stage in their academic process as high school students in sixth grade, taking into account that this level requires greater knowledge and efforts to meet their learning objectives, as well as the requirements of the National Government. Therefore, the implementation of this project seeks to provide the target population with the opportunity and the means to take advantage of the educational songs and the corresponding vocabulary, thus fostering the ability to understand and process information to communicate in a foreign language such as English. In that sense, the following project aims to address the problems of listening comprehension and vocabulary through the use of educational songs.

1.4 Objectives

1.4.1 General objective

- To implement the practicum stage considering the pedagogical research component, the community outreach, and the intra-institutional activities carried out inside the Monseñor Jaime Prieto Amaya Educational Institution while contributing to the educational strengthening as a social change factor.

1.4.2 Specific objectives

- To improve listening comprehension and enhance vocabulary by using

educational songs in sixth graders at Monseñor Jaime Prieto Educational Institution.

- To strengthen, through comics, the improvement of writing and reading comprehension skills in fifth graders of the Monseñor Jaime Prieto Amaya Educational Institution
- To participate during the execution of intra-institutional activities established by the educational institution Monseñor Jaime Prieto Amaya.

1.5 General conclusions

As a result of the progress obtained throughout the practicum stage, it is possible to offer a general conclusion about the different activities developed in each component covered in this study.

Concerning the development of the pedagogical research component, it is possible to mention that the use of educational songs in the classroom worked as a strategy to improve listening comprehension and vocabulary improvement in sixth graders since this pedagogical resource motivated students during classes, creating an environment suitable for learning English as a foreign language. Likewise, this didactic tool enabled the students to acquire a broader and more solid knowledge since they paid attention to each one of the class moments stipulated by the pre-service teacher in a class planner. Finally, the students improved their skills by using these strategies since they felt more confident in the classes due to their greater understanding and interest in the topics and the search for vocabulary learning.

For the community outreach component, it is possible to mention that since using comics as a pedagogical tool allows students to participate in class activities entertainingly, it fosters students' intrinsic motivation to improve their reading and writing comprehension of English as a

foreign language. According to the above, students feel more attracted to participate during classes when they are taught new concepts through comics since this facilitates learning through visual aids such as comics. On the other hand, these pedagogical tools facilitate the student's learning process, filling the gaps that anti-pedagogical approaches have left in the past.

Finally, regarding the intra-institutional component, it is possible to mention that this allows the pre-service teacher to support educational transversality, given that the communities of the educational institution are integrated through the development of activities outside the classroom, thus giving a better look at everything that comprises the teaching life.

2 Chapter II: Institutional Observation Diagnosis

In order to achieve an in-depth exploratory process within the institution in which this practicum stage is intended to be conducted, an observation and diagnosis operation was implemented taking into consideration a set of criteria that allowed the trainee teacher to obtain a better understanding of the educational establishment at an administrative, pedagogical, technological, and population level. In this order of ideas, the documents that supported the appropriate rigor to achieve this observation consisted of the Institutional Educational Project (PEI), the community Handbook, the syllabus, the institutional chronograms, the teaching methodology and the National Ministry of Education guidelines. It is worth mentioning that these institutional files granted the characterization of the population under study, as well as the problem situation and the corresponding measures to consider from the teaching practicum stage.

2.1 Analysis of the institution

2.1.1 Characterization of the setting

The Monseñor Jaime Prieto Amaya Educational Institution was established in 2011, on 13th Street between 15th and 16th Avenue in the Torcoroma III neighborhood, consisting of a single site in the municipality of San José de Cúcuta. It is a public, co-educational school. With the specialty of Computer Science Applied to Administration and Finance.

2.1.2 Activities within the educational community

Considering that the institution has a continuous academic schedule, the activities are developed during the course of this, in which was possible to determine that the pedagogical guides and workshops were essential for its development, there were several cross-cutting activities focused on aspects such as: proper use of free time, workshops on environmental

preservation and sex education, justice and peace-oriented, among others. In this sense, the institution offers a wide range of activities that complement the students' academic process.

2.1.3 Topographical location of the educational center

The Monseñor Jaime Prieto Amaya Educational Institution was founded in 2011, on 13th Street between 15th and 16th Avenue in the Torcoroma III neighborhood, with the concession contract number 2043 of 2009, of the Municipality of San José de Cúcuta. Approved by the Municipal Secretary of Education, through Resolution No. 003055 of December 14, 2011. With DANE code No. 354001012173 and certificate of registration P.E.I No. 443 of December 17, 2012, arises from the initiative of the national government through the National Fund for Development Projects - FONADE, the Mayor's Office of San José de Cúcuta who delivered the three properties, the complementary works and urban planning. As a tribute to the late Catholic minister of the Diocese of Cúcuta, Monsignor Jaime Prieto Amaya, the mayor at the time, María Eugenia Riascos Rodríguez, announced that the "Torcoroma Mega School" would be named after the pastor of the Catholic Church.

Figure 1.

Establishment Location



Figure 2.

Educational Institution Monseñor Jaime Prieto Amaya



2.2 Administrative composition

2.2.1 PEI of the institution

The Institutional Educational Project of the Monseñor Jaime Prieto Amaya School is based on Fe y Alegría documents, such as the Formation Route for Life in Plenitude, the Pedagogical proposal of Fe y Alegría, the proposal of the Institutional Educational Project of the Temporary Union Compañía de Jesús Fe y Alegría, among others. In congruence with the organizational and pedagogical structure of the institution, it is oriented to a democratic coexistence, based on the mission, vision, institutional values, institutional principles and profiles of each and every one of the parts that make up the student community, which promote the integral and permanent development of the educational actors, exalting justice, solidarity, participation and respect for the diversity of human beings in order to trace the academic excellence.

From this perspective, the school is a permanent interaction scenario for knowledge, critical analysis, experiences, reflections, and transforming actions that respond to the changing dynamics of society, seek to generate a positive impact, and respond to the needs of the population of the sector.

2.2.1.1 Institutional philosophy

Fe y Alegría promotes the protection of life, respect for differences, the acknowledgement of cultural pluralism, the civic coexistence promotion, the inviolability of human rights and the absolute acceptance towards the other, as values felt by different social groups that suffer inequality and exclusion from human beings.

2.2.1.2 Mission

The “Monseñor Jaime Prieto Amaya” Educational Institution offers to the city of San José de Cúcuta, especially to the popular Torcoroma III communities and surrounding neighborhoods, a formal education service at the Pre-school, Primary, Secondary and Technical High School levels with a pedagogy based on the ideology of the Integral Popular Education and Social Promotion Movement Fe y Alegría, based on the values of justice, freedom, participation, fraternity, respect for diversity and solidarity, aimed at the impoverished and excluded population, in order to contribute to the transformation of society. "BUILDING A FAIR AND RELEVANT EDUCATION, WITH SOCIAL SENSE".

2.2.1.3 Vision

The Monseñor Jaime Prieto Amaya Educational Institution vision is to create a world where all people have the opportunity to be educated, fully develop their capabilities and live with dignity, building a society in which all structures are at the service of the human being and the transformation of situations that generate inequality, poverty and exclusion.

2.2.2 Institutional symbols

The school’s institutional shield signifies love, a fundamental virtue for an education based on the Gospel of Jesus Christ and imparted with the purpose of promoting the formation of new women and men. It has on its interior the silhouette of three children holding hands, with the legend FAITH AND JOY in white. It represents the dynamism, spirituality and strength of the mission and philosophy of the Movement.

Figure 3.

Institutional Shield



The flag of Fe y Alegría in Colombia is white, signifying peace, harmony, truth and transparency that should accompany our actions. It has a heart in the center and a tricolor band around it as a sign of honor to the Colombian nationality.

Figure 4.

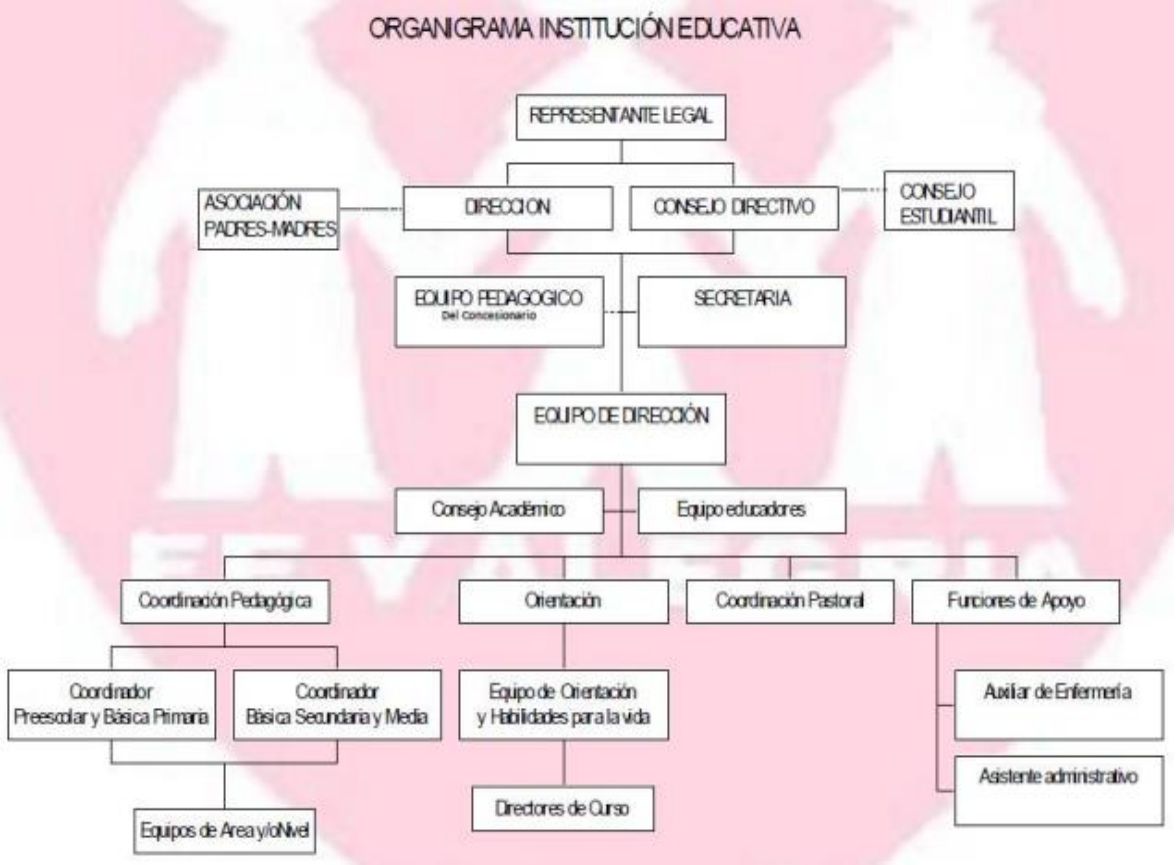
Institutional Flag



2.2.3 Organization chart of the institution

Figure 5.

Institutional Organization Chart



2.2.3.1 Community handbook

The Monseñor Jaime Prieto Amaya Educational Institution's Coexistence Rulebook is a component of the PEI, and contains the set of principles, values, agreements, rules, rights, duties, procedures, comprehensive care routes, protocols and other aspects that regulate and make possible a respectful, cordial and fraternal coexistence among the people who make up the educational institution. It also responds to the guidelines emanating from: Law 1098 of 2006 (Code of Minors), the General Law of Education 115 of 1994, Law 1620 of 2013 and its

regulatory decrees. This Rulebook is the result of the participatory reflection of directors, teachers, families and students, who from their experience and perspective shared suggestions and contributions for its improvement. The fundamental principle that guides the practices of the Rulebook is the recognition of children and teenagers as rights 'subjects and, therefore, commits all the people and instances that make up the Educational Community, in its guarantee, experience and implementation.

Figure 6.

Community Handbook



2.2.3.2 School shift

Regarding the academic day, it is subject to the continuous day (morning and afternoon) for the development of activities. The institution begins activities from 6:15 a.m. to 12:15 p.m. and 2:15 p.m. for primary and secondary-academic, respectively. This day allows the local

population to attend and receive a complete education, and is regulated by the Ministry of Education.

2.2.4 Schedule of institutional and academic activities

The institution has implemented a method for the school calendar, which is not developed by semesters but by periods, therefore, the school has four school periods throughout the academic year, complying with the annual hourly intensity defined by the MEN according to Resolution 1730 (2004), during which extracurricular activities and integration of teaching, administrative and academic staff are carried out.

Table 1.

Institutional Chronogram

CALENDARIO INSTITUCIONAL 2023

PRIMER PERIODO 2023		
Numero de semana lectivas		
Desde	**Hasta**	**Duración en Semanas**
8 de febrero	14 de abril	Nueve - 9 semanas
Total		Nueve - 9 semanas

SEGUNDO PERIODO 2023		
Numero de semana lectivas		
Desde	**Hasta**	**Duración en Semanas**
17 de abril	16 de junio	Nueve - 9 semanas
Total		Nueve - 9 semanas

TERCER PERIODO 2023		
Numero de semana lectivas		
Desde	**Hasta**	**Duración en Semanas**
03 de julio	01 de septiembre	Nueve - 09 semanas
Total		Nueve - 09 semanas

CUARTO PERIODO 2023		
Numero de semana lectivas		
Desde	**Hasta**	**Duración en Semanas**
04 de septiembre	10 de noviembre	Nueve - 09 semanas
Total		Nueve - 09 semanas

DESARROLLO INSTITUCIONAL 2023		
Semanas de desarrollo institucional		
Desde	**Hasta**	**Duración en Semanas**
03 de abril	09 de abril	Una - 01 semana
09 de octubre	15 de actubre	Una - 01 semana
Total		Dos - 02 semanas

RECESO ESTUDIANTIL		
Semanas de receso estudiantil		
Desde	**Hasta**	**Duración en Semanas**
03 de abril	09 de abril	Una - 01 semana
18 de junio	02 de julio	Dos - 02 semanas
09 de octubre	15 de actubre	Una - 01 semana
Total		Cuatro - 04 semanas

2.2.5 Pedagogical composition

2.2.5.1 Planning of the English area

The planning of English area is framed under the guidelines suggested by the Ministry of National Education with the objective of guaranteeing learning, therefore, the planning is

regulated by the DBA (Basic Learning Rights). Likewise, the planning of the English area is based on the development and improvement of communicative skills.

Table 2.

English Area Planner

PERÍODO	COMPETENCIA	LOGRO	PRE*	INDICADORES DE LOGRO
1	INTERPRETATIVA	Identifica la estructura gramatical del verbo ser o estar (to be) en presente y pasado en forma afirmativa, negativa e interrogativa en situaciones reales de su vida.		1. Reconoce la estructura gramatical del verbo ser o estar en presente en forma afirmativa, negativa e interrogativa sobre eventos de su vida.
				2. Reconoce la estructura gramatical del verbo ser o estar en pasado en forma afirmativa, negativa e interrogativa sobre eventos de su vida.
				3. Aplica la estructura gramatical del verbo ser o estar en presente y pasado en relatos de situaciones e historias cotidianas de su entorno.
				4. Crea una presentación oral utilizando el verbo ser o estar en presente y/o pasado.
				5. Demuestra interés y respeto por la clase siguiendo instrucciones dadas lo cual le permite participar activamente de una forma cooperativa.
PERÍODO	**COMPETENCIA**	**LOGRO**	**PRE***	**INDICADORES DE LOGRO**
2	ARGUMENTATIVA	Demuestra el uso de los adjetivos (Adjectives) describiendo personas, lugares y cosas que le son familiares.		1. Identifica algunos adjetivos para describir elementos reales de su entorno.
				2. Hace comparaciones de igualdad y superioridad usando más que y el más (more than, -er than y the most, the – est).
				3. Usa adjetivos comparativos y superlativos en oraciones.
				4. Escribe un texto corto y sencillo sobre la descripción de su personaje, lugar u objeto favorito usando adjetivos.
				5. Demuestra interés y respeto por la clase siguiendo instrucciones dadas lo cual le permite participar activamente de una forma cooperativa.

PERÍODO	COMPETENCIA	LOGRO	PRE*	INDICADORES DE LOGRO
3	ARGUMENTATIVA	Comprende la estructura gramatical del presente simple (Present simple) en oraciones de forma negativa, afirmativa e interrogativa.		1. Reconoce la estructura gramatical del presente simple en oraciones de forma negativa, afirmativa e interrogativa.
				2. Expresa diálogos cortos sobre situaciones cotidianas usando Wh questions con do y does.
				3. Escribe un texto corto y sencillo sobre sus rutinas diarias usando presente simple.
				4. Conjuga apropiadamente algunos verbos en presente simple.
				5. Demuestra interés y respeto por la clase siguiendo instrucciones dadas lo cual le permite participar activamente de una forma cooperativa.

PERÍODO	COMPETENCIA	LOGRO	PRE*	INDICADORES DE LOGRO
4	INTERPRETATIVA	Identifica la estructura gramatical del presente progresivo (Present progressive) en textos cortos y sencillos en relación con su entorno.		1. Reconoce el uso del presente progresivo en actividades que suceden en su entorno.
				2. Usa adecuadamente las reglas gramaticales para conjugar los verbos en presente progresivo.
				3. Formula y contesta preguntas de forma oral y escrita usando correctamente la estructura gramatical del presente progresivo.
				4. Crea un texto corto y sencillo sobre una descripción de un evento usando presente progresivo.
				5. Demuestra interés y respeto por la clase siguiendo instrucciones dadas lo cual le permite participar activamente de una forma cooperativa.

2.2.5.2 English staff's work methodology

The teaching staff annually designs the contents in order to meet the objectives of the students and thus comply with the proposed learning standards suggested by the Ministry of National Education (MEN).

Likewise, the teacher designs the most appropriate strategies, methodologies that lead to meaningful learning and achieve the competencies proposed in the curriculum (Knowing, Doing and Being). As a result, the lesson plan is developed weekly and is aligned with the theme, explanation of the topic, examples and an activity to be developed. Subsequently, the teacher evaluates the topic to determine if the objectives were achieved. It is worth mentioning that class planning is a fundamental and key component for the class development, establishing goals that reach the end of each content by means of qualitative or quantitative evaluations, determining the subject matter of the domain. Therefore, the national bilingualism plan and the adoption of the contents suggested in the DBA, the institution the Ministry of Education to achieve the objective is governed and applied. Within the DBA proposed by the MEN, it is established that students:

- Understand short texts of a certain difficulty about daily activities and of interest, other subjects and the social environment.
- Understand the most important information when listening to oral texts.
- Maintain routine conversations to say hello, goodbye, talk about the weather or how they feel.
- Maintain monologues in which they make brief presentations and give simple explanations about their preferences, activities and other topics related to their environment and interests.
- Express their ideas, sensations and feelings in short, clear sentences with

correct pronunciation.

- Write short texts that tell stories and describe people and places they imagine or know.

2.2.5.2.1 Knowledge of the pedagogical resources available

Regarding the availability of pedagogical resources, this institution has support tools that facilitate the learning process, such as a solid Internet coverage that allows the development of classes, as well as televisions and sound equipment in each one of the classrooms, likewise, the institution has a library and a computer room.

2.2.5.2.2 Pedagogical methodology

The methodological approach implemented in the institution is currently based on a face-to-face modality in which students can interact with English teachers, that is, they are able to develop academic activities during class hours. In the same way, teachers work in their classes a methodology oriented to grammar and vocabulary teaching, focused on reviewing topics according to the grade level. English is used to introduce a new topic, give orders and carry out dynamic activities in the classroom, which allows students to be introduced to the language gradually. In addition, the use of a dictionary is allowed and is necessary for English classes as a support tool for the learning process.

2.2.5.2.3 Accompaniment methodologies of learning

The educational institution offers tutoring and reinforcement spaces with the objective of strengthening the students' performance in order to achieve significant institutional and academic results. In this line, this accompaniment is done in person.

2.2.5.2.4 MEN's guidelines

The standards of competence applied by the institution for the English area are the ones designed by the MEN, in which it is established what and how students are required to learn for them to be proficient in different contexts and levels.

Figure 7.

Basic Standards for 6th Graders (A.2.2)



Escucha		Lectura	
• Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno.	2, 3	• Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.	1, 2
• Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno.	1, 2, 3	• Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo.	1, 2, 3
• Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos.	1, 2, 3	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.	1, 2
• Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido.	1, 2, 3	• Comprendo relaciones establecidas por palabras como *and* (adición), *but* (contraste), *first, second...* (orden temporal), en enunciados sencillos.	1, 2
• Comprendo una descripción oral sobre una situación, persona, lugar u objeto.	1, 2	• Valoro la lectura como un hábito importante de enriquecimiento personal y académico.	
• Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales.	1, 2, 3	• Identifico el significado adecuado de las palabras en el diccionario según el contexto.	1, 2
• Comprendo la idea general en una descripción y en una narración.	2	• Aplico estrategias de lectura relacionadas con el propósito de la misma.	2
		• Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.	2, 3
		• Identifico la acción, los personajes y el entorno en textos narrativos.	2

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

2.2.5.2.5 Courses

The English teacher is in charge of three grades: fourth (4-1, 4-3) fifth (5-1,5-2,5-3) sixth (6-1, 6-2, 6-3). The first two grades have an hourly intensity of 2 hours per week and the third grade has an hourly intensity of 3 hours per week.

2.2.6 Schedules

2.2.6.1 Supervisor teacher's schedule

Table 3.

Supervisor Teacher's Schedule

	C.I.	1	2	3 Bachillerato	3 Primaria	4	5	6	Pausa Ignaciana		7	Técnica
Lu		CS - INGLES 401	CS - ÉTICA 502		CT TECNOLOGÍA 502	CS - INGLES 602	CS - INGLES 603	CS - ÉTICA 501		SABER 602		
Ma			CS - INGLES 503			CS - ÉTICA 501	CS - ÉTICA 502	CS - ÉTICA 503		SABER 602	CS - INGLES 601	
Mi			CS - INGLES 403		CS - INGLES 401	CS - INGLES 501		CS - INGLES 601		SABER 602	CS - INGLES 603	
Ju			CS - INGLES 503		CS - INGLES 502	CS - INGLES 601	CS - INGLES 602	CS - ÉTICA 503		SABER 602	ATENCIÓN A PADRES	
Vi		CS - INGLES 602	CS - INGLES 502			ÁREA	CS - INGLES 403	CS - INGLES 501		SABER 602	CS - INGLES 603	

2.2.6.2 Trainee teacher's schedule

Table 4.

Trainee Teacher's Schedule

DAY	GROUP		
Monday	602 9:15-10:05	603 10:05-10:55	602 1:20-2:10
Tuesday	602 12:35-1:20	601 1:20-2:10	
Wednesday	601 10:55-11:45	602 12:35-1:20	603 1:20-2:10
Thursday	601 9:15-10:05	602 10:05-10:55	
Friday	602 6:15-7:05	603 1:20-2:10	

2.2.7 Technological level

The Connectivity is an indispensable factor in academic training to strengthen the system. The educational institution Monseñor Jaime Prieto Amaya has a solid Internet coverage that allows the development of classes as well as televisions and sound systems in each of the classrooms.

2.2.7.1 Access and use of platforms

The use of platforms within the establishment is composed of an institutional platform on the social network Facebook where administrative staff and teachers provide information to the educational community about intra-institutional events or pedagogical activities.

2.2.7.2 Description of the digital resources used

The digital resources that are implemented in the institution's classrooms are computers, televisions and sound equipment, as well as conventional resources such as blackboards, posters or printed material to work with students.

2.2.8 Population level and target population information

2.2.8.1 Number of students

Considering the number of students enrolled in the three existing sixth grade groups (6-01, 6-02, 6-03), there is an approximate total of 134 students ranging from 44-45 students per classroom.

2.2.8.2 Gender

The different groups composing sixth grade at the Educational Institutional Monseñor Jaime Prieto Amaya exhibit a mixed student community.

2.2.8.3 Age

The age of sixth grade students ranges from 10 to 13 years. Nonetheless, it is possible to find older students

2.2.8.4 Level of proficiency

In accordance with the suggested curriculum by the “MEN” for sixth grade, the English language level proficiency at this course should be A2. However, it is noticeable that most of the learners possess an A1- language level that could be explained by the major difficulties education experienced during the pandemic health emergency, in which students did not benefit from the teachers’ in-person instruction.

2.2.9 Institutional staff

The institutional staff is organized as follows:

- 1 Rector
- 2 coordinators.
- 2 psycho-pedagogues or psychologists.
- 1 pastoral coordinator.
- 1 social worker.
- 1 teacher per group for preschool and elementary school; 1.36 teachers per group for elementary school and 1.7 teachers per group for technical high school.

Administrative staff:

- 1 library assistant.
- 1 administrator.
- 1 nurse.
- 1 storekeeper.
- 1 general secretary.
- 1 auxiliary secretary.

3 Chapter III: Pedagogical and Research Component

The Use of Educational Songs as a Strategy to Improve Listening Comprehension and Enhance Vocabulary in Sixth Graders at Monseñor Jaime Prieto Educational Institution

3.1 Introduction

In the Colombian educational framework, students who belong to a specific educational institution must reach at least level B1 after completing their studies in accordance with the Common European Framework of Reference (CEFR). This level is evaluated and determined through the national exam "ICFES", which has been established by the Ministry of National Education (MEN) and, in order to promote the process of learning English, has designed strategies to achieve the objectives set. To fulfill the stipulated objectives, it is necessary to have an adequate teaching staff for English teaching as a foreign language, that is to say, to have a minimum level B2 certified by an international exam, to have academic training in English, as well as to be at the forefront of updated methodologies for the dissemination of the language, which is considered universal. The Ministry of National Education (2020) establishes the need to acquire a second language, as this is considered a facilitator in communication and interaction with the whole world, and for this it outlines certain goals within the bilingualism plan stipulated in Law 1951 of 2013. However, baccalaureate students from public establishments across the country have maintained an unsatisfactory performance year after year, reflecting an A1 proficiency level (Sanchéz, 2013; Bastidas & Muñoz, 2020).

In this circumstance and given the current level of English proficiency among high school students, public institutions must base their methodologies and implementation strategies on a solid foundation. Consequently, it can be established that students' listening skills are a key area to consider, as this skill enables communication by improving oral production through

vocabulary. Therefore, this initiative focused on developing appropriate strategies to improve listening skills and vocabulary problems among high school students in a public institution.

3.2 Statement of the problem

After conducting non-participatory observations in the sixth grade of the Educational Institution Monseñor Jaime Prieto Amaya, it was determined that students lack basic knowledge in terms of English language skills, specifically the competence of listening comprehension, which is aggravated by the insufficient vocabulary they have. This situation limits their possibilities of communication and expression in the second language during class hours, as well as their ability to develop simple activities according to the agenda.

On the other hand, since teaching strategies in English classes are conventional, students are instructed through traditional methods such as oral production looking for translation, which is implemented in an effort to increase students' lexical competence without providing optimal results. Therefore, a different approach is suggested to develop English classes in which language skills are integrated around listening comprehension. Finally, improving listening comprehension requires learners to understand vocabulary and grammatical structures, interpret emphasis and intent, and retain and interpret all of these both in the immediate context and in a broader sociocultural context (Wipf, 1984).

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

3.3 Justification

Taking into account the main objective of the proposal, which revolves around the improvement of communicative competence since listening is considered to be the ability to recognize and understand what others say, picking up on a speaker's accent or pronunciation, grammar, and vocabulary, and understanding meaning are also part of the process (Howatt and

Dakin 1974), It is possible to mention that the use of songs fosters inspiration and helps learners develop their passion for language learning. Thus, motivated learners are innovative, resourceful, and willing to learn and excel (Džanić and Pejić, 2016). It is at this point that the learner can increase their knowledge by using songs for different methodological purposes, such as speaking and listening (Almutairi & Shukri, 2016).

Educational songs are related to vocabulary mastery and language mechanization in EFL classes, which helps students not only learn new words and store them in their long-term memory but also encourages active learning and helps them develop their language skills through fun and engaging exercises.

Finally, it is important to mention that teachers have the privilege of developing action research and innovative processes due to the population, spaces, and everything necessary to develop these processes in our schools, aiming to help change the difficult and routine school culture.

3.4 Objectives

3.4.1 General objective:

- To improve listening comprehension and enhance vocabulary by using educational songs in sixth graders at Monseñor Jaime Prieto Educational Institution.

3.4.2 Specific objectives:

- To apply a variety of educational songs to motivate the acquisition of English as a foreign language in sixth graders.
- To immerse sixth graders' behaviors towards the use of educational songs to improve their listening comprehension and vocabulary mastery in the classroom.
- To encourage students' participation thanks to the teaching methodologies

related to the pedagogical project.

3.5 Grand-tour questions:

- How do sixth graders improve their listening comprehension and vocabulary proficiency through the use of educational songs in English?
- How can the use of educational songs in the acquisition of English as a foreign language promote listening skills?

3.6 Theoretical framework

Bearing in mind the main objective of the proposal, which revolves around the communicative competence improvement through the use of songs applied in a real context, this section provides an overview of some of the main concepts addressed in the proposal. Reference was made to songs as (1) listening, (2) vocabulary, (3) authentic material and (4) songs as pedagogical tools.

3.6.1 Listening

By listening, students can acquire information and know what speakers are saying. According to Brown (2006) listening is an activity to put into practice the information they have heard. It means that listening is an important skill for learners, especially in the process of teaching and learning. In the same way. Underwood (1989) mentions that listening is the activity of paying attention to the speaker and trying to find meaning in something heard. Listening is also the most important language skill and a part of communication, from listening, we can share our ideas with other people.

According to Oxford (1993) listening is the ability to solve problems and goes beyond the

mere perception of sounds, as it includes the comprehension of fundamental linguistic skills and acts as a means through which children, youth and adults obtain much of their information, their understanding of the world and human affairs, their ideals, their sense of values and their appreciation.

Also, one of the ways to improve listening comprehension is to listen to English songs. Listening to English songs can improve listening skills. When someone listens to English songs, their ears become unconsciously accustomed to hearing them, so in a listening class, someone who is used to listening to songs will find it easier to catch the meaning of what the narrator is saying. In English language learning, especially in listening comprehension, many media can help students improve their listening skills, such as videos, movies, and songs (Simamora & Oktaviani, 2020).

Rivers in Hasyuni (2006), argues that listening is a creative skill. By listening, it is possible to understand the sound that falls on a listener's ears by taking the raw material of words, the word arrangements, and the rise and fall of the voice, creating meaning out of this material.

3.6.2 Vocabulary

Vocabulary learning is fundamental to language acquisition, whether it is the native language or a second language. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language learning has grown rapidly in recent years, especially at the beginning levels, teaching vocabulary through association techniques allows students to learn a large number of words in a short time and retain them over time. Nation (1990), notes that knowing meaning and hope can facilitate the meanings learning. This result should not be surprising, given that words are associated in a variety of ways and that

these associations reflect underlying relationships in the mind. That is, as noted above, the meaning of a word depends in part on its relationship to similar words, and words in a family are related to each other by having a common basis. to each other by having a common basis.

According to Hornby (2006), vocabulary consists in the set of words known or used by a person in a particular language. Based on Hatch and Brown (1995), vocabulary is the list or set of words of a particular language, i.e., vocabulary is all the words in a language that a person knows and uses to communicate with others.

3.6.3 Authentic material

According to Gilmore (2007), authentic materials are expressions of real language created by a speaker for an audience to convey a real message. Rogers (1988) characterizes it as natural in terms of real and meaningful communication and appropriate in terms of the learner's goals, objectives, needs, and interests. In other words, rather than interacting with the form, authentic resources allow learners to engage with the language and the content itself. Because the target language is spoken outside the classroom, learners believe they are learning it.

3.6.4 Songs as a pedagogical tool

It is not a secret that songs help people to improve their speaking in a foreign language and it is thanks to them that through the ability to listen, one can increase the vocabulary and fluency of a second language, since being able to choose the type of music of preference will stimulate their learning. As mentioned by Kumar, T. et al (2022) Particularly in the case of young and elementary learners, music has been used widely to teach important concepts in a fun way by second language teachers. One of the many benefits of using music and songs in teaching English is that teachers can acquire the focused-on learners' attention as well as keep them excited for learning.

When teaching young learners English, songs can be used as effective pedagogical instruments to boost vocabulary, grammar, phrase structure, and motivation (Çevikbas et al., 2018).

Additionally, by incorporating songs into classroom activities, teachers are able to assist students become more proficient in speaking, listening in addition to pronunciation, rhythm, grammar, and vocabulary. (Razak and Yunus, 2016).

In this regard, vocabulary and pronunciation are the skills that are mainly fostered by the aforementioned means, without removing or diminishing their positive influence on other facets of the English language.

3.7 Literature review

The following section reflects studies that have contributed and can give validity to the present proposal, related to the use of songs as a tool to improve listening skills and the use of didactic material.

3.7.1 The improvement of listening comprehension and vocabulary.

This first study conducted by Gushendra, R. (2017) who says in his study titled "Improving students'vocabulary mastery by using english songs" that learners need a way of teaching that is enjoyable and practical so that they can finally integrate into English, for example singing songs in English can get learners to integrate into English. It is assumed that they can contribute many things to improve learners' abilities, especially in their skill elements, such as vocabulary enrichment, listening comprehension and speaking. Singing songs in English is believed to directly influence pronunciation skills. This paper tries to find out whether songs can improve vocabulary performance. Almost everyone likes songs. They have been part of our

language and our lives since before we were born. When we are babies, we often hear our mother and father sing a song to put us to sleep in the room. As toddlers, we play, sing and dance to the rhythm of a rhyme. As teenagers, we consume the rhythm of popular artist songs in the world. As adults, we often listen to songs on television, at the movies, in the theater, and even on the evening news. When we work, when we play, the song is there to reinforce every mood and emotion.

3.7.2 The use of educational songs in English classes.

According to Marchena (1996), with his research project “The impacts of music on language learners’ performance” sought songs are one of the most successful resources, but must be selected carefully, according to the pupil’s interest, needing, level of difficulty and motivation. A presentation must be done before, dealing with the theme of the song, the group, etc. And, after it, some extension activities can be done, asking for relations between the pupil and the content, their opinion, and their account of similar situations. Discussing the theme can be motivating, and some exercises about pronunciation and vocabulary can be done.

Mashayekh and Hashemi (2011), founded in their study entitled "The Impact/s of Music on Language Learners' Performance" that language learning is facilitated by music and songs as it facilitates language acquisition because its motivational characteristics promote a more comfortable learning environment, additionally, they conclude that language teachers should familiarize themselves with the pedagogical applications of music in foreign language classes and the effects of music on language learners' thinking and behavior.

Finally, songs in class stimulate participation and foster a sense of community. By singing songs, students interact with each other and the classroom comes alive, which contributes to the students themselves fostering the teaching and learning processes. At the same

time, a fun classroom environment is created by including songs in the classroom because students will find it fun and joyful to learn English through songs.

3.8 Pedagogical methodology

Lessons planning is a crucial step that provides the teacher a reminder of what to do in the classroom and gives students confidence in their instructor (Harmer, 2001). Likewise, it allows the teacher to develop his class more fluently while maintaining a motivation in the student according to Bin-Hady (2018).

For this, a few steps should be taken into account when creating a lesson plan: (1) teaching objectives, (2) warm-up exercise, (3) techniques/procedures, and (4) evaluation.

3.8.1 Teaching objectives

Before teaching a class, teachers must be clear about what is being taught to their students, which is why implicitly establishing the lesson objectives is essential for good teaching and ideal lesson plan writing. In other words, the objectives are what the teacher expects his students will learn to do to successfully complete the lessons, according to Brown (2001 as cited in Ruiz, 2009).

To be clear about the class objectives, the teacher must know the material used when teaching, likewise it is recommended for the teacher to state the objectives to the students before starting the class, in this way, the students' attention is focused on the goals and not on something irrelevant.

3.8.2 Warm-up exercise

The purpose of a warm-up exercise is to prepare learners for and integrate them into the lesson. According to Dixon (2016) the warm-up activity is an exercise that allows activating prior knowledge, giving rise to intrigue in students which allows them to express everything they

know. When introducing a new lesson, the teacher must find a way for students to activate their prior knowledge and use it as a basis on which the new lesson will be built. For a 45-minute lesson, the warm-up should last no longer than 5 minutes.

3.8.3 Techniques/Procedures

To execute the central axis of teaching or subject matter, teachers use techniques and procedures. For example, before conducting a listening activity, the teacher may ask some questions to orient the students to what they are going to hear. On the other hand, for speaking, the teacher can prepare a role-play among the students or in the language area, the teacher can write some terms on the board and present them to the class. In this way, students practice their pronunciation and their use in complete sentences.

3.8.4 Assessment

According to Stufflebeam and Shinkfield (1995, p. 20), assessment aids student progress by allowing the teacher to identify weaknesses and strengths, and thus to undertake an improvement plan. Likewise, Nunan (2015) defines assessment as a powerful tool and procedure to identify whether students have achieved meaningful learning towards the given subject matter.

According to the above, the lesson plan established by the educational institution becomes a central axis that guarantees teachers to land and implement the activities in a systematic way. This is why it is of utmost importance that each of the teachers apply a lesson planner in their lessons, as this allows them to create meaningful learning in their students.

3.8.5 Stages for teaching listening skill

For the development of listening exercises in the foreign language classroom, three effective stages should be taken into account, consisting of objectives and procedures (Movva 2022).

The sequence to be followed in terms of the stages for carrying out a listening exercise will be structured as follows:

3.8.5.1 Pre-listening:

Pre-listening activities constitute a series of tasks that are performed prior to a listening activity in order to prepare for it. The purpose of this stage is to pre-teaching or activating vocabulary, predicting content, generating interest, and checking comprehension of the task.

3.8.5.2 While-listening:

In this stage, students listen and perform an activity, which varies according to the teacher's objective, such as listening for the gist, listening for the main ideas, summarizing, among others. During listening, the student concentrates and develops important strategies for language learning.

Likewise, during this stage, total immersion with the didactic material takes place, which will allow the students to deepen, put into practice their linguistic and comprehension skills for the development of the proposed activity.

3.8.5.3 Post-listening:

In this last stage, students have the possibility to review what they have previously listened to, likewise they can recognize their listening skills and weaknesses in the foreign language, as well as put themselves in the context to broaden their level of interpretation, critical and analytical. On the other hand, through this stage, teachers can determine and evaluate the students' performance, the objective of this stage is to reflect and evaluate.

3.9 Implementation of the pedagogical methodology

The implementation of educational songs as didactic material for the improvement of vocabulary was carried out in classes whose hourly intensity is equal to one hour since the school

day does not include blocks of more than one hour for sixth graders.

3.9.1 First educational song: “Verb to Be”

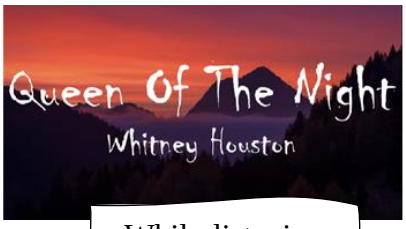
The first educational song corresponded to the subject "Verb to Be." This lesson was carried out following the class plan (Annexe A) stipulated for this intervention, composed of a warm-up activity, an explanation of the topic, an activity to reinforce knowledge, and an assessment, in addition to involving three moments: pre-listening, while-listening, and post-listening. The students in the pre-listening phase were very animated in the review of the topic seen in the educational video; at the time of the explanation of the topic, the students had a positive attitude and were easily involved in the activity; and finally, in the post-listening phase, the teacher assigned an activity to the students in which they had to form sentences in the interrogative form of the verb to be using the unknown words they took from the video in the warm-up activity to determine whether the information received was meaningful.

Figure 8.

First Educational Song Evidence



Pre-listening



While-listening



Post-listening

3.9.2 Second educational song: “The Adjective Song”

The second educational song corresponded to the subject of descriptive adjectives. This lesson was carried out following the lesson plan (Annexe B) stipulated for this intervention and

consisted of a warm-up activity that consisted of remembering the function of adjectives in the sentence using the vocabulary that seen. As well as the topic explanation, it was performed using the board and an educational song from the YouTube platform called "The Adjective Song". In addition, an activity of knowledge consolidation was performed in which students created sentences with the vocabulary seen at the beginning of the class, went to the board, and shared them with their classmates to socialize the exercise. Finally, an assessment outside the classroom called "hot potato" was conducted. In this exercise, the students orally composed simple sentences to reinforce their knowledge.

It is important to highlight that during the class, three moments took place: pre-listening (warm-up), while-listening (explanation of the topic), and post-listening (assessment) explained in detail above. As a result of this lesson, the students manifested great interest, had a positive attitude, and were easily involved during the lesson.

Figure 9.

Second Educational Song Evidence



3.9.3 Third educational song: “Comparative and Superlative Song”

The third educational song corresponded to the topic "comparatives and superlatives". This lesson was carried out following the lesson plan stipulated for this intervention and included

a warm-up activity in which students were required to recall the adjectives' function in the sentence as well as being asked what they understood by the term's comparative and superlative. Besides the topic explanation, it was done using the board and an educational song from the YouTube platform called "Comparative and Superlative Song". Additionally, students developed an activity to reinforce their knowledge by transforming the vocabulary of adjectives seen during the previous class into their comparative and superlative forms, followed by a short multiple-choice activity on the Wordwall platform. Finally, a homework activity was assigned to the students, asking them to look up the vocabulary of irregular adjectives and write sentences with those words.

It is important to highlight that during the class there were three moments: pre-listening (warm-up), while-listening (explanation of the topic), and post-listening (evaluation). During this lesson, the students showed great interest and participation from the students, as they knew the vocabulary, facilitating their creative process, although occasionally there were moments of misbehavior by some students. In general, this class was full of learning and doubt resolution.

Figure 10.

Third Educational Song Evidence



3.10 Research methodology

This study was conducted using a qualitative approach to produce and analyze

exploratory data related to the improvement of listening skills and how this contributes to vocabulary acquisition in sixth graders of the educational institution Monseñor Jaime Prieto Amaya during English classes. According to Given (2008), qualitative research is designed to explore the human elements of a given topic, where specific methods are used to examine how individuals see and experience the world.

In addition, the qualitative research method focuses on the collection of data without numerical measurement, resulting in a non-statistical analysis that aims to discover or refine research questions through a process of interpretation using techniques such as interviews, open-ended surveys, document collection, written, body, and verbal language.

3.10.1 Design

According to Kurt Lewin (1946), action research is a comparative inquiry concerning the conditions and effects of various social action forms and an exploration leading to social action, composed of planning, action, and fact-finding about the outcome of the action, which makes it well suited to educational situations where teachers wish to take action toward changing or improving their teaching while simultaneously developing an understanding that informs the change and complements what is known.

3.10.2 Setting

This research proposal was carried out at the Monseñor Jaime Prieto Amaya Educational Institution, a public establishment located on 13th Street between 15th and 16th Avenues in the Torcoroma III neighborhood in San José de Cúcuta, Norte de Santander. This institution has a single center located at a strategic point in the neighborhood in order to offer educational plans

from preschool to high school education to the community.

3.10.3 Population

The target population of this proposal was a group of sixth graders enrolled in the Monseñor Jaime Prieto Amaya Educational Institution who dedicate 3 hours per week to English learning. In each group, there were an average of 45 students. Moreover, this was a mixed-gender population whose ages ranged from 11 to 13 years old.

3.10.4 Sample

The sample of this study consisted of an eight-student group selected using the non-probability sampling method, in which information is collected due to the sample selection ability of the researcher and not in a fixed selection process, meaning that the researcher randomly chooses the members of the research.

3.11 Ethical considerations

Ethics is a discipline, the practical art of knowing how to apply moral principles in specific situations. At the same time, it is the result of systematic research, analysis, and questioning of the norms that guide human behavior. Ethics seeks to maintain human dignity in the context of scientific research. This is why, for the development of this research, several ethical considerations were taken into account, which were considered for both students and researcher. Initially, the participants were informed in advance to be part of this study, providing them with a document (

Annexe C) containing the objectives of the study and the participant's statement of rights

regarding the possibility of withdrawing whenever they considered it pertinent, as well as additional information about the study. In the second place, the information provided by the participants was anonymous, using pseudonyms as part of the trust to protect their identity and integrity.

3.12 Data collection instruments

With the aim of gaining further insights into the objectives contemplated in this project and the analysis of the problem under study, it was necessary to implement a set of different data collection methods and techniques. They are presented as follows:

3.12.1 Observation

According to Baker (2006), observation is defined as a covert or overt activity in which the observer participates in the natural environment of the people who are subject to the study, and the researcher is in charge of observing the things that happen and questioning people. Researchers can even adopt a series of roles for the situation they are presented with.

As specified by observation, it can be concluded that the project was developed through direct observation because the researcher is in direct contact with the phenomenon to be investigated. The researcher adopted a low profile where no suggestions or comments were made to the participants so that their performance was as desired.

In the project, field notes were used as a means of observation. It is based on data collection since it helps define the problem to be investigated. Martines (2007) mentions that field notes are an instrument that allows continuous monitoring of the research process, where

notes are taken on relevant aspects to organize and interpret the information collected.

During the data collection process, two classroom observations were carried out. For this purpose, a grid was made to keep track of classroom observations (**Table *5***), during which the activity proposed by the classroom teacher, how the class was developed and the student's responses to the proposed activity were taken into account. Similarly, the grids were separated according to the date, start and end time of the class and situation to be observed. Finally, this data collection instrument allowed the pre-service teacher to get to know the participants and observe their behavior and performance in a real context.

Table 5.

Observation Grid

Observation Grid		
Date:		
Start time: **End Time:**		
Observer:		
Observed Situation:		
Activity proposed by the teacher	**Development of the activity**	**Student response**

3.12.2 Semi-structured interview

According to Morgan and Cogger (1975), an interview refers to a conversation with a purpose in which a large number of communication aspects are involved, including speaking, listening, facial and verbal postures, and expressions.

Due to the above, unstructured interviews are conducted during this research. For Jamshed (2014), these interviews consist of the development of controlled conversations that aim to collect data, considering the interest and skills of the participant and also within the allowed limits of the research.

Finally, two semi-structured interviews were conducted as stipulated in the schedule. The design of these interviews consisted of asking the participants two open-ended questions (for the first interview) and three open-ended questions (for the last interview) related to their English learning process (**Table *6*** & **Table *7***) In this sense, in the first semi-structured interview, the objective was to identify the impact that the use of educational songs to learn English was having on sixth-graders. In the second semi-structured interview, the objective was to find out how students' vocabulary and listening comprehension improved after having completed the application of the activities stipulated in the schedule.

These interviews were conducted face-to-face and the questions asked in this research were used in the native language of the participants to avoid misunderstandings.

Table 6.

Initial Semi-structured Interview

Initial semi-structured interview	
Basic question	**Complementary questions**
¿Cuál es tu opinión sobre el uso de canciones educativas en las clases de inglés?	¿Consideras que el uso de canciones educativas durante las clases de inglés te puede ayudar a mejorar tu escucha y vocabulario?

Table 7.

Final Semi-structured Interview

Final semi-structured interview	
Basic question	**Complementary questions**
¿Has mejorado tus habilidades en ingles durante el primer y segundo periodo?	¿Consideras que tu vocabulario aumento con el uso de canciones educativas durante las clases de inglés? ¿Al momento en el que el profesor está impartiendo las clases en inglés, consideras que puedes comprender lo que está diciendo

	en la segunda lengua?

3.13 Pedagogical – Research chronogram

The following chronogram aims at displaying the current stage of the development of the pedagogical and research component's activities.

Table 8.

Pedagogical – Research Chronogram

Week	Date	Description of the activities	Objectives
1	March 6th-10th	Official presentation of the Pre-Service Teacher to the institution (knowledge of the students and directors). The pre-service teacher observes the English classes to recognize the strengths and needs of the students in order to validate the research proposal.	To make known the research proposal to be developed within the institution to sixth-graders. To observe the supervisor's English classes to identify students' needs.
2	March 13th-17th	The pre-service teacher observes the English classes to recognize the strengths and needs of the students in order to validate the research proposal.	To observe the supervisor's English classes to identify students' needs.
3	March 20th-	The pre-service teacher observes the English classes to recognize the strengths and needs of	To observe the supervisor's English classes to identify

	24th	the students in order to validate the research proposal.	students' needs.
4	March 27th- 31st	Pre-service teacher intervention following the guidelines established by the institution supervised by the course teacher.	To intervene and execute lessons based on the syllabus established by the institution.
5	April 3st -7th	First term exams preparation.	To determine the students' skills progress regarding the topics covered during the academic period.
6	April 10th - 14th	First term exams application.	To determine the students' skills progress regarding the topics covered during the academic period.
7	April 17th - 21st	Incorporation of first educational song to promote listening and vocabulary in sixth graders. https://youtu.be/kVTjug9uaP4	To identify students' attitudes toward the use of educational songs for understanding vocabulary related to descriptive adjectives.
8	April 24th - 28th	Incorporation of second educational song to promote listening and vocabulary in sixth graders. https://youtu.be/l9bXWY1nioE	To encourage students to recognize and use different adjectives to describe people, animals, and things.
9	May 1st	First classroom observation.	To apply the first classroom

	-5th	First semi-structured interview.	observation and semi-structured interview in order to identify students' progress concerning the implementation of the pedagogical and research component.
10	May 8th -12th	Test application about descriptive adjectives.	To evaluate the topic covered during the last two weeks to measure the students' knowledge acquisition.
11	May 15th - 19th	Incorporation of third educational song to promote listening and vocabulary in sixth graders. https://youtu.be/hbVOryHkvYs	To introduce students to comparative and superlative adjectives through an educational song that allows them to increase their vocabulary.
12	May 22nd - 26th	Incorporation of fourth educational song to promote listening and vocabulary in sixth graders. https://youtu.be/6w4eqTnhAck	To reinforce students' knowledge of comparative and superlative adjectives through an educational song to enhance their listening comprehension.
13	May 29th –	Test application about descriptive adjectives.	To evaluate the topic covered during the last two weeks to

	June 2nd		measure the students' knowledge acquisition.
14	June 5th - 9th	Last classroom observation. Last semi-structured interview. Second term exams preparation.	To apply the last classroom observation and semi-structured interview in order to measure the students' improvement in vocabulary and listening comprehension throughout the course. To determine the students' skills progress regarding the topics covered during the academic period.
15	June 12th - 16th	Second term exams application.	To determine the students' skills progress regarding the topics covered during the academic period.

3.14 Data analysis process

According to Sandelowski (2004) qualitative research is a combination of a series of attitudes and strategies for applying research to discover how human beings perceive, experience, interpret, and create social reality. Since the data gathered throughout this process are continually subjected to interpretative judgments to produce a conclusion, interpretation is, in this sense, a

defining component of any qualitative research.

Considering that this study is based on knowing how listening comprehension and vocabulary acquisition are enhanced in sixth-graders by using educational songs, two semi-structured interviews were conducted in person to observe the participants while they gave their answers, to obtain a better understanding of the collected data, and to provide a more accurate analysis. As is known, each interview consisted of two open-ended questions (for the first interview) and three open-ended questions (for the last interview). As for the collection of the interview results, an oral collection was made through audio recordings (Annexe D), which were then transcribed into a data grid.

On the other hand, classroom observations allowed the researcher to understand how the educational songs influenced the improvement of listening and vocabulary acquisition of the participants during the classes since activities were developed where the students demonstrated certain attitudes or behaviors that could be perceived promptly. Likewise, the results were transcribed in the analysis table, divided into three moments of the class.

Concerning the above, it is important to define the interpretive technique that was used to validate the data collected in this study.

3.14.1 Data Coding

Once the data were validated, the researcher began to transcribe all the answers given by the participants in the semi-structured interviews and the classroom observations to start classifying the information by categories; then, the collected data were coded and analyzed to obtain the results of this study.

Table 9.

First Data Coding

Motivation for English language acquisition through educational songs		
Category	**Subcategory**	**Codes**
Motivation for English language acquisition through educational songs.	Motivation	Learning Understanding

The first category was obtained in order to fulfill the first specific objective of this study "To apply a variety of educational songs to motivate the acquisition of English as a foreign language in sixth graders". Starting from this category, a simplification was made to a subcategory that resulted in motivation, which can be taken as intrinsic or extrinsic. Finally, the codes were obtained from the answers given by the participants in the semi-structured interviews. (Annexe D).

Table 10.

Second Data Coding

Behaviors of sixth-grade students towards the use of educational songs		
Category	**Subcategory**	**Codes**

Behaviors of sixth-grade students towards the use of educational songs.	Behavior Attitudes	Good behavior Bad behavior Positivism Negativism Neutral

The second category was obtained to fulfill the second specific objective of this study " To immerse sixth graders' behaviors towards the use of educational songs to improve their listening comprehension and vocabulary mastery in the classroom". From this category, a simplification was made to two subcategories, which were behaviors and attitudes. Finally, the codes were obtained from the notes taken by the pre-service teacher during classroom observations.

3.15 Data analysis method

To make sense of the data, the researcher employed interpretive phenomenological analysis.

Hatch (2002) argues that interpretive analysis provides a substitute methodology for the analytical approach in extracting meaning from the data. It allows an inexperienced researcher to use the various methods directly, modify them to suit other interests, or tailor them specifically to the research.

For the validation of the data in this study, interpretive analysis was used, considering that its purpose is to understand and interpret the meanings associated with the lived experiences in the samples provided by the participants.

Likewise, Hatch (2002) states that this method requires vision and analysis from the

researcher's perspective since is in charge of giving a complete analysis of each of the instruments used for its collection. From there, it is necessary to comply with some steps to ensure the proper use of the collected information; these include reading and analyzing the data to give it a correct interpretation.

Simultaneously, each parameter, the information found in each instrument, and its respective opinion must be synthesized. Eventually, the researcher has to give an opinion according to what has been exposed by each of the participants. This method is developed from the researcher's perspective or point of view, considering the intention with which the participants made their criteria or points of view known. The interpretation of each element collected turns the researcher into an active agent, in which different meanings are given to the same response. Therefore, this method is an analytical model in which the necessary tools are proposed to make sense of the different social phenomena presented.

3.15.1 Steps in Interpretive Analysis.

Hatch (2002) concluded that interpreting data is more accurate if the researcher takes the time to transform them into descriptive and analytical forms. To this end, the following steps were established:

- Read the data for a sense of the whole.
- Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos.
- Read the data, identify impressions, and record impressions in memos.
- Study memos for salient interpretations.
- Reread data, coding places where interpretations are supported or challenged.

- Write a draft summary.
- Review interpretations with participants.
- Write a revised summary and identify excerpts that support interpretations.

3.16 Results

3.16.1 Qualitative data results

The analysis of the second semi-structured and first-class observation interview allowed me to extract a series of categories, subcategories, and codes that shed light on the students' perceptions of the phenomenon studied. These categories are the following: (1) Motivation for English language acquisition through educational songs; (2) Behaviors of sixth-graders towards the use of educational songs. Therefore, the students' statements are quoted verbatim from the original answers provided in the second semi-structured interview and the first-class observation, so some statements may not be completely correct syntactically and/or grammatically.

3.16.1.1 Motivation for English language acquisition through educational songs

One of the findings is related to the student's motivation for English language acquisition through educational songs. Initially, a code emerged in the internal factor (learning) according to the participants' interview responses:

*"Si, porque con las actividades dinámicas y con los programas que nos ponen en el televisor **aprendemos más**". (Interview 2, Q1-P3).*

*"Si he mejorado en el inglés este segundo periodo y en el primero también porque la profesora con las canciones que nos enseña podemos seguir **aprendiendo más** y con las explicaciones de ella aprendemos y aprendemos y aprendemos". (Interview 2, Q1-P4).*

"Si, pues me parecen un poco más interesantes las clases colocando actividades lúdicas

*que **ayuden en nuestro aprendizaje**". (Interview 2, Q1-P7).*

*"Si mi vocabulario ha mejorado al paso de las clases y el tiempo **he aprendido más** el idioma". (Interview 2, Q2-P4).*

According to Valenzuela (2007), motivation in the classroom is specifically linked to the activation of cognition, which seeks the learning of what is proposed rather than exclusively performing or complying with a specific task. Likewise, Leon (1998) mentions that using songs in the classroom promotes student participation by creating enthusiasm and motivation, thus facilitating learning. In this case, it is possible to deduce that this teaching method allows students to learn more only since they are motivated to learn what they did not know about English as a foreign language through the use of songs that facilitate the process.

Furthermore, students believe that they learn better and more quickly with this kind of activity, which supports the fact that the use of English songs in English classes increased motivation and, above all, allowed students to speak English about their favorite topics.

On the other hand, responses were obtained from the participants with respect to the codes (understanding):

*"Si, porque con los videos que mirábamos en las clases anteriores podíamos **entender** mejor los temas". (Interview 2, Q3-P1).*

*"Si, porque ahora mi vocabulario es más amplio y logro **comprender** algunos conceptos en la segunda lengua". (Interview 2, Q3-P7).*

*"La primera sí, porque el profesor las palabras que no **entendíamos** , el profesor explicaba a las palabras y así las podemos entender mejor". (Interview 2, Q2-P1).*

Motivation can be seen as the reason why a person decides to act, how much effort he or she will put into it, and how much time it will take to achieve that goal. This is why Harmer

(1991) characterizes the motivation that exists when learning a second language in the short and long term. In this case, the motivation or long-term goals are the result obtained by the participants, because this type of motivation is given for the achievement of objectives in the distant future, such as being able to communicate with other people who speak English, which goes hand with the understanding of the language to achieve communication.
(Annexe E)

3.16.1.2 Behaviors of sixth-graders towards the use of educational songs

The responses from the classroom observations provided insight into the behavior of the sixth graders toward the use of educational songs during classroom activities.

"The students had different reactions during the activity, some were very positive since they knew the vocabulary, on the other hand, a small group had a negative attitude and misbehaved during the activity. Also, some students did not show opposition to the activity and their attitude was calm". (Annexe F).

In this case, it was possible to identify how attitude influences the students' participation and cooperation in the classroom when developing different activities using educational songs as a teaching method.

For this reason, it is possible to mention that during the development of the activities, the students showed attitudes and behaviors related to the interest or enthusiasm they had in the proposed activity. The attitude was evident through behaviors such as paying attention when the teacher explained the activity or topic during the class, as well as positivism.

On the other hand, it is also important to mention that not all the group showed a good attitude towards the activity because they considered it repetitive and boring, triggering bad

behavior during the class.

3.17 Conclusions

The implementation of educational songs in the EFL classroom for sixth graders aiming to improve students' listening skills as well as vocabulary mastery is a tool that, as a pedagogical resource, shows that students increase their motivation to learn the proposed contents in an enjoyable environment as they increase their vocabulary mastery and listening skills.

Also, the use of class planners facilitates the development of the lesson for both the teacher and the students, resulting in a more enjoyable class full of motivation, participation, and cooperation since the teacher proposes to the students the methodology of the class and the activities that will be carried out during the same. At the same time, the teacher is able to easily manage the classroom environment since each of the teaching spaces will be covered during the class.

Likewise, students show a positive attitude to participate easily in the activities because the educational songs are endowed with peculiarities that capture students' attention: rhythm, intonation, accentuation, and volume that create in them a stimulation that facilitates their learning and understanding of the topic.

On the other hand, the use of simple educational songs, that is to say, easy to understand depending on the level of English, allows the student to create solid knowledge in the long term.

Furthermore, it can be concluded that the vocabulary deficit has a negative impact or influence on the students due to the lack of lexicon, which deprives them of communicating as they wish, generating frustrations or possible errors in other linguistic competencies.

Finally, it is possible to mention that educational songs in English have a positive scope

in the field of foreign languages, achieving a conspicuous improvement in the vocabulary and listening skills of sixth graders since they feel more confident and motivated to increase their knowledge background in terms of vocabulary and improve their pronunciation while listening to the educational songs.

3.18 Recommendations

- In consideration of the lesson planning criteria suggested by Bin-Hady (2018) To conduct a class, the student's prior knowledge should be taken into account to easily involve and approach the content to be taught. For this reason, performing a warm-up activity before introducing a new topic is essential for learning, as students become more confident and involved. In addition, previewing the purposes and instructions for the proper development of the activities helps students be aware of how to keep the classroom organized during a lesson.
- Due to the large number of students, it is difficult to develop the class. Although students are willing to participate in content socialization and feedback, it is not possible to attend to all students' opinions because of the large number of delays, which represents a major obstacle to achieving good performance in class.
- It is also evident that 45 minutes per English class is not enough to successfully cover the proposed contents since most of the communicative competencies are left aside. Therefore, it is recommended to extend the English class hours to achieve the scope of the learning and bilingualism plan.

4 Chapter IV: Outreach Component

The Comic as a Didactic Tool for the Improvement of Writing and Reading Comprehension Skills in Fifth Elementary School Students.

4.1 Introduction

English has been considered the universal language, which is why Colombian educational institutions integrate it into their curriculum following the educational plan stipulated by the Ministry of National Education of Colombia. English as a foreign language refers to the learning of a different language from the native language, which is not the one used in the student's daily life or the environment in which they carry out their activities (Mei, 2008). The process of learning English as a foreign language takes place largely in the classroom, a place where different controlled activities are undertaken to enable students to achieve a high degree of language development (Ministry of National Education of the Republic of Colombia, 2006).

One of the communicative skills of English is written expression and reading. Bell and Burnaby in Nunan (1998) state that writing is an extremely complex cognitive activity in which the writer must demonstrate control of a series of variables simultaneously. In other words, when writing, students must be able to write sentences using correct grammar, spelling, and punctuation and with coherent ideas. On the other hand, reading not only develops students' thinking but also enriches their vocabulary and spelling. Reading is not only a way to access knowledge; it is also a powerful epistemic instrument that allows us to think and learn (Solé 2007). Despite this, English can be considered one of the most difficult subjects to learn since some teaching methods are not optimal for learning. In this sense, this project aims to implement the comic as a didactic tool for the improvement of writing and reading in the classroom, thanks

to a combination of verbal and iconic elements, in addition to the motivating factor for students to work with funny stories, simple phrases, and daily vocabulary.

4.2 Justification

In Colombia, several bilingual programs have been implemented to strengthen students' skills in a foreign language. However, the proposed objective regarding the improvement of English proficiency in Colombian schools has not been achieved to date due to factors related to infrastructure limitations, lack of design, and appropriation of adequate materials, as well as teachers' deficits in this area (Aldana, 2018).

This situation is notorious in the elementary school since the teachers in charge of the English area are hardly ever trained to teach it since their degree is integral, leaving the young students with a little less pertinent approach to this foreign language (Clavijo, 2016). The consequences of this structural issue are also evident in the low academic performance of students who are promoted to higher grades since they are promoted without having a solid background in English language skills and therefore are not able to cope with the requirements of their current grade level.

Considering the above, there is a need for immediate intervention in EFL classrooms in elementary school, as children are not being properly oriented about the main objective of learning a foreign language: communication in context to promote meaningful learning beyond the instruction in the use of the language (Sanz, 2017). To address this problem and achieve positive results, the teacher in training intended to undertake a pedagogical intervention in the fifth grade of a public school, benefiting from didactic material such as comics to improve writing and reading in the foreign language. Cedeño (2004) establishes that didactic material is a learning tool that supports the child emotionally, physically, intellectually, and socially; that is to

say, it helps in the search for their integral development. In addition, they are meant to stimulate learning and develop creative capacity.

4.3 Objectives

4.3.1 General objective

- To strengthen, through comics, the improvement of writing and reading comprehension skills in fifth graders of the Monseñor Jaime Prieto Amaya Educational Institution.

4.3.2 Specific objectives

- To propose the use of comics in the English class to enhance writing skills in English.
- To implement reading of simple comics in the classroom to enhance reading comprehension.
- To stimulate creativity through the use of comics as a didactic resource in the English class.

4.4 Methodology

Regarding the methodology used to approach the activities that the trainee teacher developed with the fifth-grade group of the educational institution, it is important to mention that they are based on the current programmatic contents of the first and second academic periods. In addition, the progression of the class through these activities was divided into three main moments: the first is the (a) introductory phase, in which the students were introduced to the topic through didactic material; then, (b) the development of dynamic activities that allowed reading, writing, and the creation of comics that required vocabulary; finally, (c) the exhibition stage, in which students showed the work developed during the academic period to evaluate their communicative competencies.

This component was developed from March 27 to June 5. The schedule for the fifth-grade group was as follows: grade 5-02 on Thursday's third hour (8:25 AM–9:15 AM) and Friday's second hour (6:15 AM–7:05 AM). On the other hand, it is worth mentioning that the role of the teacher in charge of the students was to provide additional assistance to the teacher-in-training in terms of behavior control and additional instruction for the activities.

4.4.1 Description of the activities developed

During this component, different activities were developed, each one based on a lesson planner.

4.4.1.1 First week activities

In the first week of application of this component, the topics covered throughout the first academic period were addressed during the English classes of the fifth-graders. A review of "countries and nationalities" was carried out with the 5-02 course, considering that April 2rd to 7th corresponded to an academic recess and when students returned to classes on April 10th presented the exams corresponding to the first academic period.

During the classes, multiple-choice workshops were held in which the students had to apply the knowledge acquired during the first academic period. Likewise, most of the students showed willingness and participation during the meetings; however, throughout the class, there were some moments of indiscipline that were controlled.

Figure 11.

First Week Evidence.



4.4.1.2 Second week activities

In the second week of implementation of this component, an exam covering the first academic term topics was carried out; therefore, no classes with new topics were developed and only the fifth-grade groups were accompanied during the presentation of the exams. It is worth mentioning that these exams were designed by the pre-service teacher with the assistance of the integral practicum supervisor. The exam for fifth grade was the same for each group and consisted of 15 multiple choice questions about "countries and nationalities.

Figure 12.

First Term Exam

Fe y Alegría Colombia
Movimiento de Educación Popular Integral y Promoción Social

Institución Educativa
Monseñor Jaime Prieto Amaya
Resolución de aprobación Nº 003055 del 14 de diciembre del 2011
Modificada por Resolución Nº 2805 del 10 de noviembre del 2016
Código DANE: 354001012173

ENGLISH TEST

Name: _____

Grade: _____

Date: _____

Choose the correct answer.

1. Sofia is from Australia.
   She is:
   a. Algerian b. Australian c. American

2. Alex was born in Mexico
   He is:
   a. Mexicain b. Mexicany c. Mexican

3. Thomas is Chinese
   He is from:
   a. Japan b. China c. Thailand

4. Ana is Greek
   She is from:
   a. Greece b. Greeq c. Grecia

5. I am from Bulgaria
   I am:
   a. Bulgary b.Bulgarian c. Bulgarience

Complete the information

6. **Jorge – England**
   Hello, my name is _____
   and I am _____.

7. **Catalina – Spain**
   Hi, I am _____
   and I am _____.

8. **Lucy – Denmark**
   Hey there, my name is _____
   and my nationality is _____.

9. **Roxana – Turkey**
   Hello, I'm _____
   and I am _____.

10. **Leo Messi – Argentina**
    Hi, my name is _____
    and my nationality is _____.

Read the information and choose the correct answer.

Hello! My name's Allison. I speak English and Spanish.
I'm from the United States, I live in Miami

11. Where is Allison from?

    _____

12. What is Allison's nationality?

    _____

Ciao! My name's Luigi. I speak Italian.
I'm from Milan in Italy, I live here. The capital of Italy is Rome.

13. Where is Luigi from?

    _____

14. What is Luigi's nationality?

    _____

15. Where does Luigi live?

    _____



KEEP GOING! U CAN DO IT

4.4.1.3 Third week activities

Regarding this week, the first topic related to the second academic period was explained. Initially, in fifth grade, the grades obtained in the bimonthly exams of the first term were announced, as well as the socialization of the quality achievements and indicators of the second term. On the other hand, in the following class the topic of "WH questions" was addressed following the lesson plan prepared by the pre-service teacher **(**Annexe G**).**

Initially, a warm-up activity was carried out with fifth graders, which consisted of forming small groups and asking their classmates questions about basic information or their likes and dislikes to introduce the "WH Questions" and their importance in the sentence. Once the warm-up was over, an explanation of the topic was given using the board. Finally, the pre-service teacher assigned an activity to the students in which they had to create a small comic answering "WH Questions" that they asked their classmates in the warm-up, this activity was assigned for the class of May 5th, 2023.

Figure 13.

Third Week Evidence



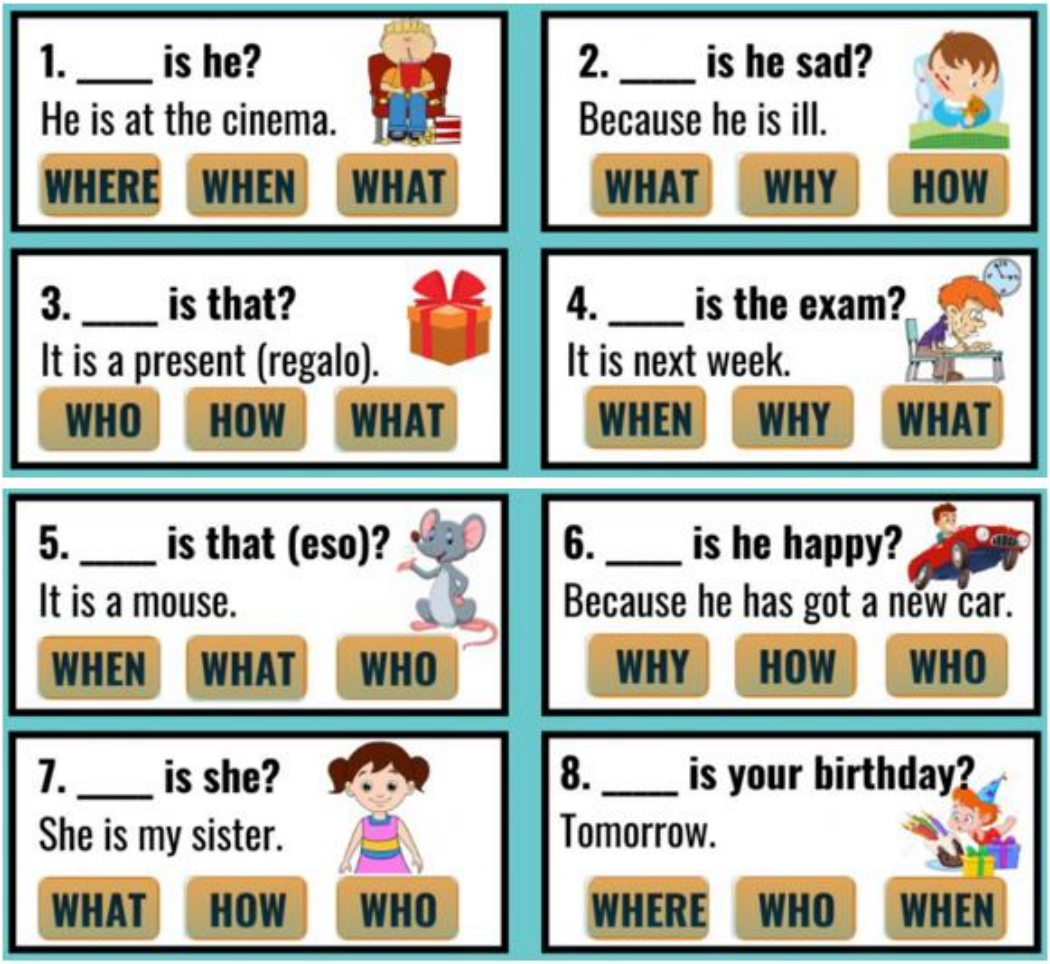
4.4.1.4 Fourth week activities

On the fourth week of this component, a review of "WH questions" was developed, considering that the first academic control test of the second term took place from May 8th to 12th.

During the classes, multiple-choice workshops were implemented in which the students had to apply the knowledge acquired during the previous two weeks to reinforce the concepts they had acquired. Likewise, most of the students showed willingness and participation during the sessions.

Figure 14.

Fourth Week Evidence



4.4.1.5 Fifth week activities

Regarding this week, the second topic related to the second academic term was explained, consisting of the verb "to like.", For the explanation of the topic, the pre-service teacher used the board and explained to the students the use of this verb to talk about likes and preferences; additionally, the students learned a vocabulary related to food.

Once the topic was explained, an activity was developed through which students created a short comic to reinforce the knowledge covered during the lesson while also fulfilling the proposed

activity for this community outreach component.

Figure 15.

Fifth Week Evidence #1



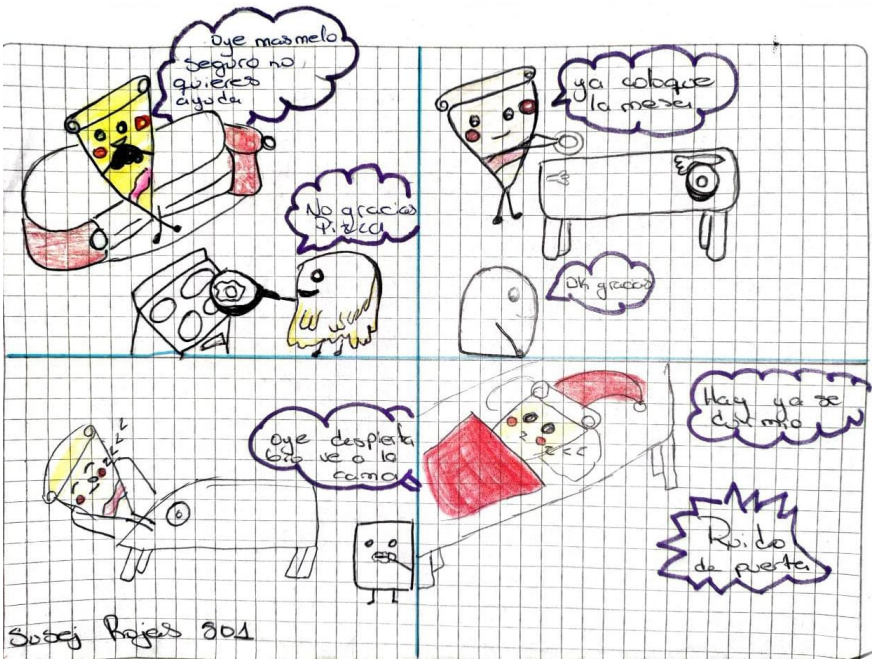
Figure 16.

Fifth Week Evidence #2



Figure 17.

Fifth Week Evidence #3



4.4.2 Planning format

To develop the lessons, a planning format has been followed, which includes four moments. (1) welcome greeting; (2) warm-up, which consisted of a short activity to introduce the student to starting a series of lessons on a given topic; (3) explanation of the topic, which was carried out using the board or the audiovisual resources available in each classroom; and finally, (4) reinforcement activity for the knowledge acquired during each lesson. This is shown in the following figure:

Figure 18.

Outreach Component Class planner

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PLANEADOR DE CLASE

INSTITUCIÓN: Institución Educativa Monseñor Jaime Prieto Amaya **GRUPO**: 5
EDUCADORA EN FORMACIÓN: Karol Virginia Silva Garcia
PROGRAMA: Licenciatura en lenguas extranjeras
OBJETIVOS:

- Reconocer e identificar los diferentes "WH Questions"
- Utilizar "WH Questions" para preguntar por información específica en conversaciones cortas.

FECHA: 17 al 21 de abril de 2023

TIEMPO DE EJECUCIÓN	CONTENIDO O TEMÁTICA A DESARROLLAR	DESCRIPCIÓN DE LA ACTIVIDAD	RECURSOS
5 minutos	Saludo de bienvenida	El docente en formación junto con el docente supervisor estarán esperando el cambio de clase, organización y disposición de los estudiantes para la clase de inglés.	
5 minutos	Warm-up	Inicialmente, se hará una actividad rompe hielo con los estudiantes del grupo de quinto grado, esta consistirá en formar pequeños grupos y en estos realizar preguntas a sus compañeros sobre información básica o sus gustos con el fin de dar introducción a las "WH Questions" y su importancia en la oración.	
25 minutos	WH Questions	Una vez finalizado el warm-up, se dará inicio a la explicación del tema a tratar durante la clase, para esto se hará uso del tablero.	1. Tablero 2. Marcadores
15 minutos	WH Questions	Finalmente, el docente en formación asignara una actividad a los estudiantes en la cual deberán buscar crear un pequeño comic respondiendo "WH Questions" que preguntaron a sus compañeros en el warm-up.	1. Cuaderno 2. Lapiceros

4.5 Outreach component chronogram

The following chronogram is intended to show the development of the outreach

component's activities.

Table 11.

Outreach Component Chronogram

OUTREACH COMPONENT CHRONOGRAM												
Activity	March	April				May				June		
	IV	I	II	III	IV	I	II	III	IV	I	II	III
First term topics review	X	HOLY WEEK										
First term exam			X									
WH Questions					X	X						
Second term control test							X					
Verb "to like"								X	X			
Oral production										X		
Second term topics review											X	
Second term exam												X

4.6 Conclusions

After a thorough analysis of the implementation of the community outreach component, the conclusions are the following:

The use of comics as a didactic tool fosters the intrinsic motivation of students to extend their process of improving their reading and writing comprehension in English as a foreign

language since this pedagogical tool allows students to get involved in classroom activities in a fun and entertaining way.

By using comics for teaching new topics, the student's interest in participating increases and, at the same time, facilitates the knowledge acquisition process, as they will be explained in a fun and interesting way by using visual aids such as images. Likewise, this methodology cannot be isolated from dynamic activities but should be intertwined with games that encourage participation and help to conceptualize what has been learned. In addition, comics compensate for the deficiencies caused by conventional teaching methods: teaching reading and writing in English through the use of books or guides, since these techniques are anti-pedagogical and deprive the student of advancing in his learning process.

5 Chapter V: Intra-Institutional Activities Component

5.1 Introduction

Being part of an educational community requires not only those teachers dedicated to providing their students with all the tools necessary to comply with the curriculum but also active participation in intra-institutional activities.

Accordingly, this component provides the pre-service teacher with the knowledge and abilities to recognize and identify their role as a teacher both inside and outside the institution, assuming with vigor the extracurricular activities that require commitment and responsibility and coordinating them to achieve the academic excellence proposed by the school. During this training stage, the pre-service teacher fosters traits of leadership, organization, and a sense of belonging that allow them to be considered an active community member. Additionally, attending transversal activities provides the pre-service teacher with a complete vision of the dynamics related to the environment, such as general staff meetings, cultural events, or even the periodic report on the student's academic performance.

In this sense, this stage is essential for the pre-service teacher to participate in each of the activities in which they play an active and participative role within each of the intra-institutional pedagogical spaces.

5.2 Justification

The teachers' integration into the different dynamics of the training centers, in other words, the school coexistence, becomes a fundamental part of the training process since it promotes the acquisition of values such as a sense of responsibility and commitment to different activities, allowing them to identify the organizational and methodological functioning of the

educational institution and to recognize the challenges foreseen in the leadership of the teacher's role. This process aims to improve the formative competencies of teachers in terms of academic training and social development. As a result, future teachers can see the importance of these activities through communication, considering the multiple roles played by the members of the educational community through the appropriation and performance of significant roles in the execution of each intra-institutional activity.

Considering the above, this component helps construct the experience undergraduate students from the bachelor's degree in foreign languages program at the University of Pamplona need to fulfill the requirements of an integral educator.

5.3 Objectives

5.3.1 General objective

- To participate during the execution of intra-institutional activities established by the educational institution Monseñor Jaime Prieto Amaya.

5.3.2 Specific objectives

- To get involved in institutional and transversal academic activities carried out within the institution.
- To acquire experience that favors professional training regarding intra-institutional event planning and organization.
- To appropriate administrative and pedagogical values with commitment and responsibility.

5.4 Methodology

The intra-institutional component involves not only knowing and identifying the academic activities performed during the school year but also allowing the pre-service teacher to

appropriate, manage, and coordinate these events in order to integrate all the academic community.

This component was implemented out of a purely academic or teaching context, which required a different approach to this part of the internship stage but was not isolated from the others, where the pre-service teacher was responsible for and committed to the integral formative process. That is why the educational institution Monsignor Jaime Prieto Amaya established in its calendar different pedagogical, cultural, and sports activities throughout the year; however, these were not explicit in the chronogram, which means that they arose as the need to address them arose.

5.5 Description of the activities developed

Throughout the development of the practicum, the pre-service teacher has been part of different activities corresponding to the intra-institutional component:

5.5.1 Academic Council

Three academic councils were conducted during the first and second academic term. The first council took place on March 6; in other words, it was on the first day that the pre-service teacher was at the educational institution; consequently, the pre-service teacher did not have the opportunity to participate in this activity since she had not familiarized herself with the population with which would be working.

On the other hand, on April 24, the second academic council corresponding to the end of the first term was conducted and the last academic council was held on May 16. The objective of this intra-institutional activity was to evaluate the student's performance throughout each subject of the academic term following the stipulations of the Ministry of National Education.

The role developed by the pre-service teacher was to give a point of view from the

English area about fifth- and sixth-graders, their behavior and attitude during the classes, as well as explain and compare their grades to the other subjects.

5.5.2 Teacher's Day

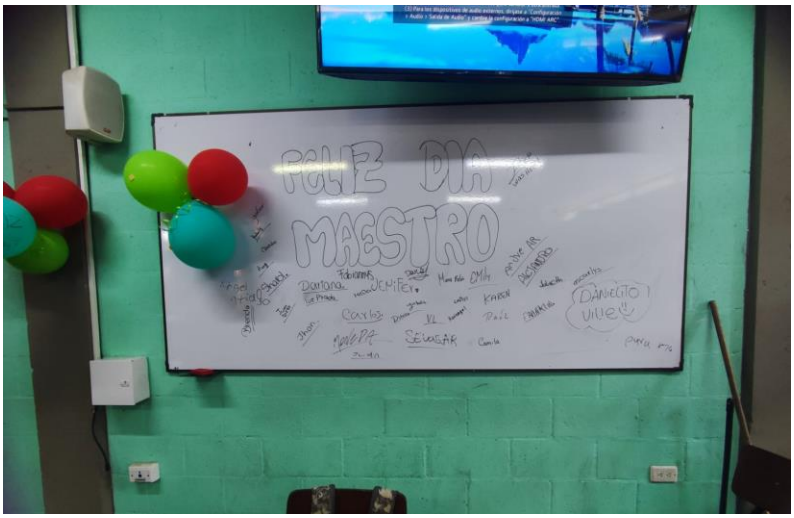
The celebration of Teacher's Day in the institution was developed in different spaces and on different dates.

Initially, on May 15th, there were no school activities since the education magisterium granted the day to teachers to celebrate their day. Secondly, on May 18th, the teacher's day celebration was carried out within the institution by the students, who shared in each of the classrooms with their respective course directors. Finally, on June 8th and 9th, there were no academic activities due to the institution's official Teacher's Day celebration in the municipality of Chinacota.

The pre-service teacher was part of the first and second celebrations; however, she did not take part in the third one since this activity was exclusively for the staff of the institution.

Figure 19.

Intra-Institutional Activity Evidence #1



5.5.3 Raising the Flag and English Day

On May 19, a flag-raising ceremony was held in celebration of English Day, where activities such as presentations by each of the courses in English as well as an English song festival were also developed in the educational institution.

Figure 20.

Intra-Institutional Activity Evidence #2



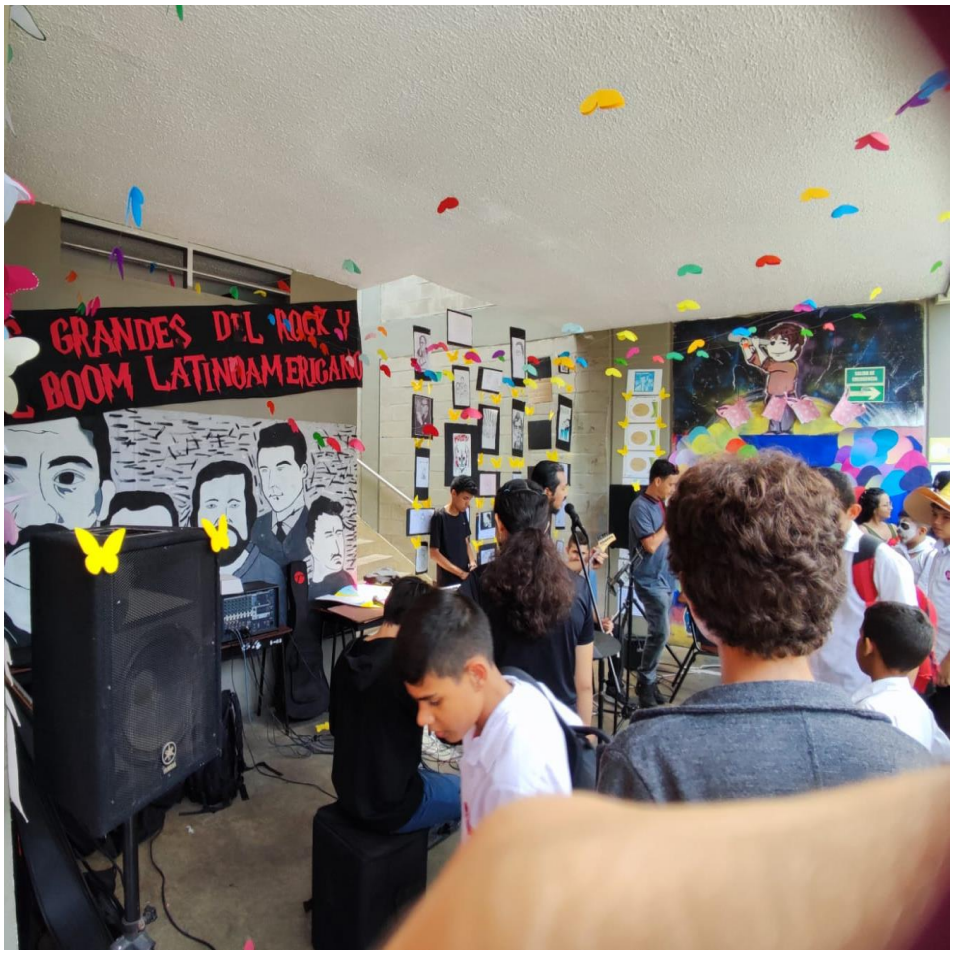
Figure 21.

Intra-Institutional Activity Evidence #3



Figure 22.

Intra-Institutional Activity Evidence #4



5.6 Intra-Institutional component chronogram

The following diagram shows the activities that were performed during the different spaces of the first and second academic terms.

Table 12.

Intra-Institutional Chronogram

INTRA-INSTITUTIONAL COMPONENT CHRONOGRAM												
Activity	March	April				May				June		
	I	I	II	III	IV	I	II	III	IV	I	II	III
Academic Council	X	HOLY WEEK			X			X				
Teacher's Day								X		X		
Raising the Flag								X				
English Day								X				

5.7 Conclusions

The encouragement of educational transversality, which enables the student, administrative, and teaching educational communities to gather and take part in purely academic events that support institutional integration, should not be isolated from intra-institutional activities. To carry out school activities and adhere to the requirements of the Institutional Pedagogical Project (PEI), the teaching and administrative staff must assume certain tasks and

commitments that can be better understood through participation in intra-institutional activities.

6 Chapter VI - Reflective Approach

6.1 Objective

To reflect on the process implemented in the practicum stage according to the pre-service teacher perspectives regarding the purposes of teaching English as a foreign language.

6.2 Description of the reflection process

The narratives took place every week. In these reports, the pre-service teacher documented descriptively and reflectively what was done week by week during the classes, in other words, the perceptions and attitudes of the students, the development of the activities, and the improvement plans for future interventions to compensate for possible educational gaps.

Along these lines, the narratives of the first, third, and eighth weeks were presented below:

Figure 23.

First Week Narrative

SEMANA 27 AL 31 MARZO

Durante la semana del 23 de marzo al 31 de marzo se dio inicio al proceso de desarrollo de práctica integral correspondiente a décimo semestre de la licenciatura en lenguas extranjeras inglés y francés de la universidad de Pamplona, durante esta semana se desarrollaron diferentes actividades con los grados de quinto con respecto al componente pedagógico y con el grado sexto actividades correspondientes al componente de investigación.

Con el grado quinto se realizó un repaso sobre el tema "countries and nationalities", ya que la semana siguiente correspondería a la Semana Santa y después de esta sería la semana de exámenes bimestrales.

Durante las clases se realizaron talleres de opción múltiple en las que los estudiantes debían aplicar los conocimientos adquiridos durante el primer periodo académico. Asimismo, la gran parte de los estudiantes mostraron disposición y participación durante los encuentros, sin embargo, a lo largo de la clase, hubo algunos momentos de indisciplina que fueron controlados.

Por otra parte, con el grado sexto se terminó de abordar la temática correspondiente al primer periodo académico, es decir el "verb to be" en forma interrogativa y una vez hecho esto se dio paso a talleres de repaso de opción múltiple como preparación para la semana de exámenes bimestrales. Con estos grupos hay una alta disposición a participar activamente durante las clases sin embargo en cada uno de los grupos existe una minoría de estudiantes que generan indisciplina constantemente durante los encuentros, cuando esto ocurría, yo llamaba la atención de dichos estudiantes y el docente supervisor de práctica integral me apoyaba en mi modo de controlar la situación.

Finalmente, se les pidió a los estudiantes estudiar durante la semana de receso para que así al volver obtuvieran buenas calificaciones en los exámenes.

Figure 24.

Third Week Narrative

SEMANA 10 AL 14 DE ABRIL

Durante la semana correspondiente del 10 de abril al 14 de abril se dio inicio a los exámenes bimestrales correspondientes al primer periodo académico, debido a esto no se desarrollaron clases con temática nueva y solo se hizo acompañamiento a ambos grupos es decir quinto y sexto grado durante la presentación de los exámenes. Cabe mencionar que dichos exámenes fueron elaborados por la practicante en acompañamiento del supervisor de práctica integral. El examen correspondiente a quinto grado fue el mismo para cada grupo y constaba de 15 preguntas de opción múltiple con los temas de "countries and nationalities". Asimismo, el examen para el grado sexto fue el mismo para cada grupo y constaba de 15 preguntas opción múltiple con el tema de "verb to be" en su forma afirmativa negativa e interrogativa.

Al momento de presentar los exámenes algunos estudiantes fueron advertidos debido a ciertas actitudes de plagio, sin embargo, ningún examen fue anulado.

Al finalizar esta semana la practicante realizó la planeación correspondiente al segundo periodo académico.

Figure 25.

Eighth Week Narrative

SEMANA 15 AL 19 DE MAYO

Durante la semana del 15 al 19 de mayo, se llevaron a cabo diferentes actividades con respecto al componente intra institucional.

El día lunes 15 de mayo no hubo actividades escolares debido a que el magisterio de educación otorgó el día a los docentes como celebración al día del maestro.

El día martes 16 de mayo se llevó a cabo la entrega de pre-informe a los estudiantes y respectivos acudientes, por ende, este día no hubo jornada académica.

El día miércoles 17 de mayo no hubo jornada académica debido al paro establecido por los taxis en la ciudad de Cúcuta, por ende, la actividad que estaba programada para este día fue aplazada para el día siguiente.

El día Jueves 18 de mayo la jornada escolar se llevó a cabo la celebración del día del maestro en la institución por parte de los estudiantes, este día se realizó un compartir en cada uno de los cursos de la institución educativa, por ende, la jornada fue totalmente distinta.

Finalmente, el día viernes 19 de mayo se llevó una izada de bandera en celebración al día del inglés, donde se desarrollaron actividades como presentaciones, spelling bee, festival de canciones, entre otros.

6.3 General reflection

It is possible to mention that the reflection on this stage in my teaching process allowed me to characterize my practicum stage and to understand what I do and how I do it, as well as to know my way of acting in the classroom and to build my teaching identity to understand the meaning of my profession.

On the other hand, it is important to highlight that being in the classroom with my

students allowed me to know which methodology I would like to implement in my classes, considering the abilities and needs of each course.

6.4 Conclusion

The educational teaching profession, in terms of its training process, has been changing through the years. For this reason, the teachers in training need to be immersed in each situation that is experienced in a daily educational environment, not only in a classroom but also in the educational institution where they are exercising their professional life. It is also possible to affirm that the reflection process allows the students to know "what they do and how they do it" in their stage of practice, thus allowing the correction of possible errors and the improvement of their teaching methods.

7 General Conclusions

To teach implies designing and implementing appropriate and optimal activities adapted to the specific needs required in the classroom and enhancing student learning to implement curricular objectives in a differentiated manner in relevant areas. However, it is crucial to envision achievable goals that allow visualizing education as a transhuman axis. Education is based on principles, values, and virtues that represent good citizens who can use their language skills to face reality. Furthermore, education, in this case, the teaching of foreign languages in public institutions, is not only about simply trying to build grammatical skills but also about developing each of the communicative skills of a foreign language.

This project, which was implemented at the Monseñor Jaime Prieto Amaya Educational Institution, enabled the pre-service teacher to get involved in the educational context, aiming to improve the English as a Foreign Language teaching methodology in different educational environments while allowing the future teacher to approach her professional life.

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9 Annexes

Annexe A

ACREDITACIÓN INSTITUCIONAL
Avanzamos...¡Es nuestro objetivo!

PLANEADOR DE CLASE

INSTITUCIÓN: Institución Educativa Monseñor Jaime Prieto Amaya **GRADO**: 6to
EDUCADORA EN FORMACIÓN: Karol Virginia Silva Garcia
PROGRAMA: Licenciatura en lenguas extranjeras
OBJETIVOS:

- Aprender la estructura gramatical del "Verb to Be" en forma interrogativa
- Identificar, escuchar y pronunciar adecuadamente el vocabulario.

FECHA: 27 al 31 de marzo de 2023

TIEMPO DE EJECUCIÓN	CONTENIDO O TEMÁTICA A DESARROLLAR	DESCRIPCIÓN DE LA ACTIVIDAD	RECURSOS
5 minutos	Saludo de bienvenida	El docente en formación junto con el docente supervisor estarán esperando el cambio de clase, organización y disposición de los estudiantes para la clase de inglés.	
5 minutos	Verb to be.	Inicialmente, se hará una actividad rompe hielo con los estudiantes del grupo de sexto grado, esta consistirá en ver y escuchar la canción "Queen of the night" con el fin de recordar a los estudiantes el "Verb to Be". Antes de reproducir el video, el docente en formación les solicitara a los estudiantes escribir en su cuaderno cualquier palabra que desconozcan del video.	1. https://www.youtube.com/watch?v=kztBKh91YDA
25 minutos	Verb to be interrogative form.	En segundo lugar, se hará la explicación del tema a tratar durante la clase, para esto se hará uso del tablero.	1. Tablero 2. Marcadores
15 minutos	Verb to be interrogative form.	Finalmente, el docente en formación asignara una actividad a los estudiantes en la cual deberán formar oraciones en la forma interrogativa del "Verb to Be" haciendo uso de las palabras desconocidas que tomaron del video en la actividad del warm-up.	1. Tablero 2. Marcadores

Annexe B

ACREDITACIÓN INSTITUCIONAL
Avanzamos...¡Es nuestro objetivo!

PLANEADOR DE CLASE

INSTITUCIÓN: Institución Educativa Monseñor Jaime Prieto Amaya **GRUPO**: 6
EDUCADORA EN FORMACIÓN: Karol Virginia Silva Garcia
PROGRAMA: Licenciatura en lenguas extranjeras
OBJETIVOS:

- Reconocer y utilizar los diferentes adjetivos para describir personas, animales y cosas.

FECHA: 24 al 28 de abril de 2023

TIEMPO DE EJECUCIÓN	CONTENIDO O TEMÁTICA A DESARROLLAR	DESCRIPCIÓN DE LA ACTIVIDAD	RECURSOS
5 minutos	Saludo de bienvenida	El docente en formación junto con el docente supervisor estarán esperando el cambio de clase, organización y disposición de los estudiantes para la clase de inglés.	
5 minutos	Warm-up	Inicialmente, se hará una actividad rompe hielo con los estudiantes del grupo de sexto grado, esta consistirá en recordar la función de los adjetivos en la oración y de igual manera recordar el vocabulario visto durante la clase anterior sobre "descriptive adjectives". Lo que se busca con esta actividad relacionar a los alumnos con el tema que será tratado durante la clase.	
20 minutos	Descriptive adjectives	Una vez finalizado el warm-up, se dará inicio a la explicación del tema de la clase, para esto se hará uso del tablero y una canción educativa de la plataforma YouTube llamada "The Adjective Song", una vez hecho esto, se dará paso a una actividad en la que se les solicitará a los estudiantes crear oraciones con el vocabulario visto al inicio de la clase, pasar al tablero y compartirlas con sus compañeros con el fin de socializar el ejercicio.	1. Tablero 2. Marcadores 3. Cuaderno 4. https://www.youtube.com/watch?v=l9bXWY1nioE
15 minutos	Assessment	Finalmente, la docente en formación llevara a cabo una actividad fuera del aula de clase llamada "hot potato", para esta los estudiantes deberán formar un círculo y a medida que la docente en formación va mencionando la frase "hot potato" deberán ir rotando un objeto, una vez que esta se detenga deberán sacar un papel de una bolsa en la cual se encuentran distintos "descriptive adjectives" y una vez que obtengan uno de los papeles deberán formar oraciones sencillas de manera oral con el fin de afianzar los conocimientos.	1. Marcador 2. Bolsa 3. Papeles

Annexe C



Cúcuta, 24 de marzo de 2023

Estimado,
Padres de familia y/o acudiente
Sexto grado
I.E. Monseñor Jaime Prieto Amaya

Cordial saludo,

Me dirijo a usted de manera respetuosa para solicitar autorización en la participación de su hij@ en el proyecto pedagógico investigativo " The use of educational songs as a strategy to improve listening comprehension and enhance vocabulary in sixth graders at Monseñor Jaime Prieto Educational Institution.".

Ese proyecto pretende potenciar las habilidades lingüísticas del inglés de su hij@ a través del uso de canciones educativas con el fin de mejorar la habilidad de escucha y la adquisición de vocabulario, por lo tanto, solicito muy respetuosamente su consentimiento para que su hij@ pueda realizar los siguientes procedimientos para la recolección de datos:

- Dos observaciones de clase.
- Dos entrevistas semi estructuradas.

Adicionalmente, se constata que:

- Mi participación en esta investigación es completamente libre y voluntaria y estoy en libertad de retirarme cuando lo considere pertinente sin ninguna repercusión y/o penalización en la asignatura de inglés.



- Los datos registrados durante la recolección de datos serán tenidos en cuenta con la más estricta confidencialidad anonimato y privacidad que caracteriza este tipo de actividad.

Finalmente hago constar que el presente documento ha sido leído y entendido por mí en su integridad de manera libre y espontánea.

Karol Virginia Silva Garcia
Estudiante de lenguas extranjeras
inglés-francés

Firma padre familia y/o acudiente
C.C:

Annexe D

https://drive.google.com/drive/folders/1iHBGrZKi0z67IRGFmSBFZdgmW2ULCyaV?usp=sharing

Annexe E

Final semi-structured interview			
Participant	¿Has mejorado tus habilidades en ingles durante el primer y segundo periodo?	¿Consideras que tu vocabulario aumento con el uso de canciones educativas durante las clases de inglés?	¿Al momento en el que el profesor está impartiendo las clases en inglés, consideras que puedes comprender lo que está diciendo en la segunda lengua?
1	Si, porque entiendo más los temas.	La primera sí, porque el profesor las palabras que no entendíamos , el profesor explicaba a las palabras y así las podemos entender mejor.	Si, porque con los videos que mirábamos en las clases anteriores podíamos entender mejor los temas.
2	Si, porque ya he soltado más la lengua en vocabulario.	Si, porque uno ya sabe que significan las palabras de las canciones de inglés.	Si, porque ahora entiendo lo que dice el profesor en las clases anteriores.
3	Si, porque con las actividades dinámicas y con los programas que nos ponen en el televisor aprendemos más.	Si, porque exploró más y veo cosas que no sabía antes.	Si, porque ya se más inglés y al escucharlo aprendo.
4	Si he mejorado en el inglés este segundo periodo y en el primero también porque la profesora con las canciones que nos enseña podemos seguir aprendiendo más y con las explicaciones de ella aprendemos y aprendemos y aprendemos.	Si mi vocabulario ha mejorado al paso de las clases y el tiempo he aprendido más el idioma.	Yo no entiendo tanto el idioma cuando la profesora me habla en inglés, no entiendo tanto lo que dice.

6	Si, por que este cuando explican yo ya sé que tengo que responder y qué decir sí he mejorado en el segundo periodo porque he repasado y he mejorado bastante en inglés.	Si, porque ya entiendo más rápido y ya puedo responder más rápido en clase y ya puedo participar.	Si, porque cuando nombre los pronombres entonces yo me acuerdo qué es, "she is, is, are" y todo eso y entonces yo me recuerdo de todo de eso y puedo responder en el cuaderno.
7	Si, pues me parecen un poco más interesantes las clases colocando actividades lúdicas que ayuden en nuestro aprendizaje.	Si, porque ciertas canciones contienen palabras que antes en la segunda lengua no conocía.	Si, porque ahora mi vocabulario es más amplio y logro comprender algunos conceptos en la segunda lengua.

Annexe F

Observation Grid		
Date: May 3rd, 2023		
Start time: 10:55 AM	End Time: 11 :45 AM	
Observer: Karol Virginia Silva Garcia		
Observed Situation: Lesson taught by integral practicum supervisor.		
Activity proposed by the teacher	**Development of the activity**	**Student response**
Initially, the supervisor teacher welcomed the students to his class, then he did an exercise with the students to call their attention "focus and listen", Once this was done, he introduced the topic to be covered during the class: "descriptive adjectives". For this lesson, the teacher played the educational song used during the previous lesson in order to refresh the vocabulary previously seen. Once the video was finished, the teacher supervisor assigned an activity to reinforce knowledge, which consisted of writing sentences in which they described themselves using the	During the development of the activity, most of the students were very concentrated. The activity went according to the stipulated schedule.	The students had different reactions during the activity, some were very positive since they knew the vocabulary, on the other hand, a small group had a negative attitude and misbehaved during the activity. Also, some students did not show opposition to the activity and their attitude was calm.

Annexe G

ACREDITACIÓN INSTITUCIONAL
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PLANEADOR DE CLASE

INSTITUCIÓN: Institución Educativa Monseñor Jaime Prieto Amaya **GRUPO**: 5
EDUCADORA EN FORMACIÓN: Karol Virginia Silva Garcia
PROGRAMA: Licenciatura en lenguas extranjeras
OBJETIVOS:

- Reconocer e identificar los diferentes "WH Questions"
- Utilizar "WH Questions" para preguntar por información específica en conversaciones cortas.

FECHA: 17 al 21 de abril de 2023

TIEMPO DE EJECUCIÓN	CONTENIDO O TEMÁTICA A DESARROLLAR	DESCRIPCIÓN DE LA ACTIVIDAD	RECURSOS
5 minutos	Saludo de bienvenida	El docente en formación junto con el docente supervisor estarán esperando el cambio de clase, organización y disposición de los estudiantes para la clase de inglés.	
5 minutos	Warm-up	Inicialmente, se hará una actividad rompe hielo con los estudiantes del grupo de quinto grado, esta consistirá en formar pequeños grupos y en estos realizar preguntas a sus compañeros sobre información básica o sus gustos con el fin de dar introducción a las "WH Questions" y su importancia en la oración.	
25 minutos	WH Questions	Una vez finalizado el warm-up, se dará inicio a la explicación del tema a tratar durante la clase, para esto se hará uso del tablero.	1. Tablero 2. Marcadores
15 minutos	WH Questions	Finalmente, el docente en formación asignara una actividad a los estudiantes en la cual deberán buscar crear un pequeño comic respondiendo "WH Questions" que preguntaron a sus compañeros en el warm-up.	1. Cuaderno 2. Lapiceros