

ENCOURAGING STUDENTS TO SPEAK IN ENGLISH  
IN AN EFL CLASSROOM USING POP ROCK SONGS

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LICENCIATURA EN IDIOMA EXTRANJERO INGLÉS  
BOGOTÁ D.C.

2016.

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PROYECTO PEDAGÓGICO INVESTIGATIVO REALIZADO PARA OPTAR POR EL  
TÍTULO DE LICENCIADO(A) EN IDIOMA EXTRANJERO- INGLÉS

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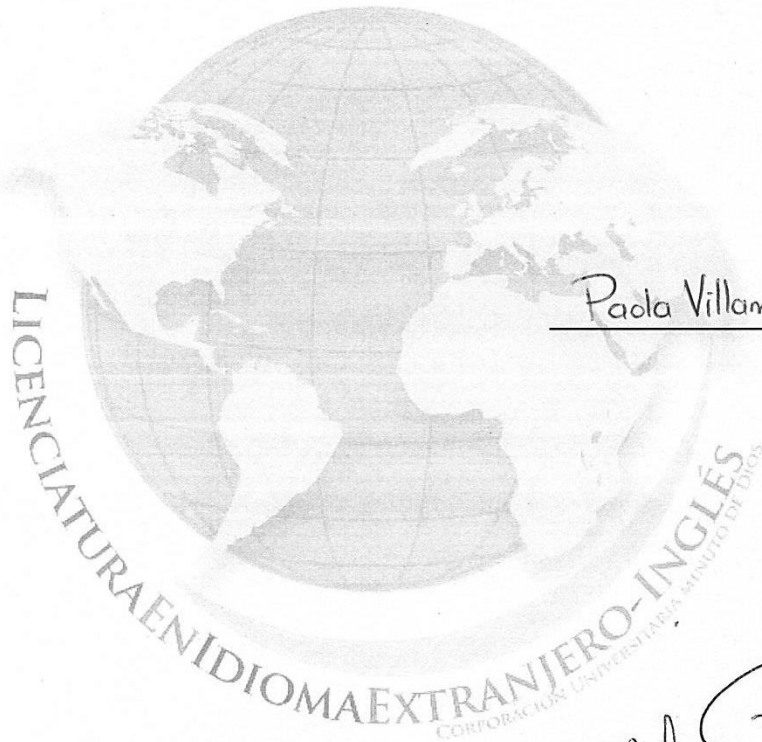
FACULTAD DE EDUCACIÓN

BOGOTÁ D.C.

2016

F. Firma de aceptación de monografía de jurados y asesor

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## **ACKNOWLEDGMENT**

We would like express our gratitude to our research project advisor, Paola Villamizar, for her suggestions, recommendations and her great commitment with this research project. Thanks to her support and guide we could develop and finish the following research satisfactorily. We also want to thank to teacher Alexander Benito for his final advices at the end of this project.

Likewise, we want to thank to the participants of this project, because they gave us their trust to work with them, and their willingness to work in every class was always the best, to teacher Danny Jimenez, for bringing us his classes to apply the lessons, and the Rochereau Language Center for allowed us to conduct the research at the university.

Finally, we wish to thank our families, especially to Hilda Sánchez, Sandra Molano, Rodrigo Galvis and Elda Cujabán, our parents, for their constant support, their patience and empathy that allowed us to keep going throughout this process. This research is dedicated to them.

## **Abstract**

The aim of this action research was to encourage students to speak in English using pop rock songs. The participants were twenty-one students enrolled in an English II course at Uniminuto. The data was collected from field notes, reflective journals and focus groups during two months. This research is ruled over the following specific fields: Motivation, Speaking, Multiple Intelligences and Multisensory Learning. It was found that students reacted in a positive way towards activities designed using songs. In addition, songs were useful tools to help students to increase their confidence in order to speak with their classmates. In the last chapter of this study, relevant findings, conclusions, implications, limitations and suggestions for further research will be provided.

## **Resumen**

La presente investigación acción tuvo como objetivo fomentar la producción oral en estudiantes de inglés utilizando canciones pop rock. Los participantes fueron veintiún estudiantes inscritos en el curso Inglés 2 en Uniminuto. Los datos fueron recopilados a partir de notas de campo, diarios reflexivos y grupos focales durante dos meses. Esta investigación está regida por las siguientes áreas: Motivación, Producción Oral e Inteligencias Múltiples y Aprendizaje Multisensorial. Se encontró que los estudiantes reaccionaban de una manera positiva hacia actividades diseñadas que incluyeran canciones. Adicionalmente, las canciones fueron herramientas útiles para ayudar a los estudiantes a incrementar su confianza para hablar con sus compañeros de clase. En el último capítulo de esta investigación, serán proporcionados hallazgos relevantes, conclusiones, implicaciones, limitaciones y sugerencias para futuras investigaciones.

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## **Introduction**

The aim of this investigation was to encourage students from an EFL class at UNIMINUTO to speak in English using pop rock songs. Thereby, the first chapter begins with the statement of the problem and the objectives.

Chapter two contains the literature review, the theories and studies about the main constructs: Motivation, Speaking, Multiple Intelligences and Multisensory Learning. In chapter three, readers will find the research design which includes the research paradigm and the research approach. This chapter includes the description of the setting, the participants, data collection instruments, and the ethic parameters section. The following chapter presents the instructional design and introduces the activities designed for the implementation taking into account the theme-based instruction approach.

In chapter five, all the information collected from reflective journals, observations and focus groups was analyzed taking into account theoretical framework presented in chapter two and the students', teacher's and researcher's points of view. In the analysis, each category has been described using specific examples to support the results using a triangulation matrix adapted from Sagor (2011).

Finally, in the last chapter conclusions, implications and limitations of this action research will be presented. In addition, the chapter includes relevant findings, and suggestions for further research.

## Chapter 1

### Justification

Music has always been part of human history to entertain and communicate. Nowadays, people listen to music while they walk in the streets, go on busses or drive in their cars. Furthermore, during our experience as English students we noticed that those classes which included the use of songs were attractive and kept students engaged and motivated during the whole lesson. Taking into account those facts, it was decided to use songs as the authentic material to guide the development of this study. First, some questions came up such as: Do students listen to music in English? What kind of music do university students like? Is it possible to learn English using songs? And can students improve their speaking skills using them?

This action research was carried out at UNIMINUTO, a private university located in Bogotá at Minuto de Dios neighborhood. Rochereau Language Center is a language extension department of Uniminuto “dedicated to promote a culture of foreign languages and to direct its learning through the development of programs and projects” (Rochereau Language Center, 2012).

This research was focused on university students since they are surrounded by music from the radio, movies, and TV and the main purpose was to determine if pop rock songs could contribute to encourage students to speak in English in class. The participants chosen for this project were twenty one students enrolled in the course English II. At the moment of the implementation, these students were taking classes with Alejandra Núñez, one of the researchers of this project.

The importance of this research lies in how an authentic material, like songs, can help students to get involved in an English class and that, at the same time, developed one of the four skills in the learning process, in this case speaking, a productive skill that is the one that allows students to demonstrate their knowledge in L2. This was beneficial to students as they were feeling attracted, and in consequence, this attraction allowed them to feel motivated towards the English classes and participate actively in the classes.

### **Research problem**

At the beginning of the course, it was possible to identify the most common problems in the English II class such as: students' lack of participation and shyness. When the first observations were carried out, it was noticed that the classes were given all the time in English, but the students spoke in Spanish or at least they did not try to give their opinions and ideas in English. Instead, students preferred to make questions and answer to their classmates in their mother tongue.

Something really interesting found in the observations was that students were listening to music when they arrived and left the classroom. This also happened while they were waiting for the teacher, so it was decided to take advantage of this. That is why the research was focused on improving students' speaking skills through songs (authentic materials).

### **Research question**

To what extent do pop rock songs in English encourage students' oral engagement in a L2 course at Rochereau Language Center in Uniminuto?

\* This research was carried out with twenty-one students from the course English II offered by the Rochereau Language center. The implementations started on September 17<sup>th</sup>, 2015 and finished on November 12<sup>th</sup>, 2015, for a total of seven classes developed at Uniminuto University.

## **Objectives**

### **General**

Encourage students from an EFL course at Rochereau Language Center in Uniminuto to speak in English using pop rock songs.

### **Specific**

- Identify the components of theme based approach that enable the design of activities using pop rock songs in English and related activities in an English II course.
- Analyze the students' perception of their own engagement when doing activities with pop rock songs in English.
- Define the role of musical intelligence in the development of oral skills in the learning of a foreign language.

## Chapter 2

### Literature review

Some interesting works about music in the classroom were found. For this research, they represent an excellent reference regarding previous studies carried out in Colombia and abroad.

The first one was made in the University of Illinois at Urbana-Champaign by Jon Weatherford Stansell (2005) called *The Use of Music for Learning Languages: A Review of the Literature*. The investigation is focused on plenty of theories that suggest that it is helpful to use music for learning languages and depending on how it is applied, the learners would be able to improve the way they acquire the target language. In his research, Stansell allows readers to know that music has been an important part of the history and that music has had a positive impact on the society since biblical times. The researcher was focused on what was already shown and demonstrated by different authors and investigators but he did not focus his study on experimentation to prove those investigations with second language learners.

Stansell explains that a teacher can use the music for teaching languages and also that students can learn languages listening to music. He was looking for theories that explain the relationship between music and language. Finally the researcher concluded that the use of music has a success because it is part of the primal human abilities. In addition, the researcher claimed that several activities such as reciting a text while clapping its rhythm, leaving out words from lyrics to rehearse them mentally, and even making the text's rhythm into a dance that the students could perform might be used to enrich musical methods and to activate kinesthetic intelligence. That is why, he claimed, music and language should be studied together in order to help each

other in the process of learning human expressions as there is a partnership between music, language and gestures that will allow future researchers to explore and innovate in this field.

Another research that is linked to this one was carried out by Hilda F. Israel at Nelson Mandela Metropolitan University in South Africa in 2003. It was called *Language Learning Enhanced by Music and Song*. It was developed with 11<sup>th</sup> graders from a secondary school in KwaZulu-Natal, South Africa (SA). The main objective of Israel was to motivate students to learn English and to enhance their English skills with the use of contemporary songs as a teaching methodology. In her study, the researcher chose the songs in three different ways: the students chose one song, the teacher chose another, and; the third song was an anthem. Then, she played the songs to create a good mood and atmosphere, so the students sang and danced. First, students enjoyed the songs, and then they had to analyze their lyrics from a poetic and literary view. After this, Israel allocated three tasks: a written assignment based on the lyrics' analysis; a group oral presentation about two of the three songs; and a class discussion about students' learning, individually and in group.

Israel found that music is useful to motivate students in English classes because they showed interest in learning more from the activities developed. The lyrics brought them a new way to see poetry through rhythms and melodies. Students realized that they could study and analyze poetry in different songs.

Israel also found that students need to have a guide, so the role of the teacher was crucial to increase the motivation in students when learning with music. This gave the possibility that



students could develop individual and group tasks that help them to learn with innovative material. In this research, Israel also points out the relationship between music and language learning, arguing that music and language can both support and develop each other. Thus, music can bring to the class a more “real” context and in this way. Additionally, the relation between music and language, according to Israel, can improve the four skills: listening, speaking, reading and writing developing different activities around these, and that this relation also involves phonology, morphology, syntax and semantics in the learning process.

Israel concludes her research stating that a positive attitude and motivation are essential elements when learning and teaching a second language. This is an important part of the process that will make students continue learning the target language. And finally, the responsibility that the teacher has is huge, due that he/she has to set a goal and make his/her students achieve that goal through this new methodology in an effective and successful way.

The third research was made by Camilo Morales Neisa – a student from Universidad Nacional de Colombia – called *Using Rock Music as a Teaching-Learning Tool*. This research was developed in 2008, and its main purpose was to integrate the lyrics of rock songs in different class activities and to describe the learning experiences of the participants.

It is important to point out that the research made by Morales was developed with just two participants guided through three lessons. The methodology used by Morales consisted in creating a lesson plan that included one rock song chosen by the student and activities such as jig-saw lyrics, filling the gaps or discussions, to study the language involved in the song. Those

lesson plans gave him the opportunity to look more carefully to all the details and results obtained in his investigation.

Throughout the research, Morales states some relevant considerations that are necessary to carry out with investigations like this. He exposes that songs are more than entertainment, they are authentic material that presents real examples of English structures and their uses in real contexts, replacing at the same time, the lack of interaction with native speakers. Although this does not mean that all songs work, teachers who implement songs in their class, have to choose the appropriate songs that contribute with the learning process.

The findings got by Morales, showed that while the students read the lyrics of the songs and they found unknown words, there were certain words that were difficult to explain due to they did not work as just “isolated words”. They needed a context to be understood, and the way to solve this problem was to explain the grammatical structure were these words worked. Therefore, the lyrics of the songs presented new vocabulary to the students, but also, vocabulary needed in a specific context.

Likewise, Morales found that besides the listening skills, the other English skills could be developed. For instance, reading was improved while learners read the lyrics of the songs; speaking and pronunciation were integrated when students sang the songs, and writing was developed with exercises such as: writing opinions or answering questions in written form. Morales called this process the interconnection of the skills. This research is a really good example of what can be done using songs as a learning tool.

Finally, Monica Duarte, Luz Tinjacá and Marilú Carrero students from Universidad Nacional de Colombia conducted an investigation called *Using Songs to Encourage Sixth Graders to Develop English Speaking Skills*. The project was carried out in a public school located in Suba- Bogota in 2012.

The aim was to motivate students to speak English making emphasis in a non-threatening environment using songs. The researchers decided to use songs due to the positive results during their practices, increasing students' participation when they developed different activities in class.

One of the difficulties found in that research was that it was not easy to teach a language using music because students might be kind of skeptic during the first sessions. They also discovered, it was important to select carefully the songs and activities to be used taking into account the characteristics of the students such as likes, context, age and English level.

Teachers wanted to explore different alternatives for exploiting songs in the English class with the purpose of encouraging students to develop their speaking skills and examine student's oral production in English. They concluded that curricular activities combined with music helped students to developed speaking, grammar, vocabulary and pronunciation. They also suggested that their project could be easily adapted for language institutes.

Taking into account the previous literary review, it is possible to state that using songs has multiple benefits including better results in areas such as grammar which is considered difficult. The previous researches contribute to the implementation of songs with students of

English II from UNIMINUTO, since they provided relevant information about difficulties when selecting and implementing the activities in the classroom.

### **Theoretical framework**

In order to carry out the research, the following concepts were developed to explain and give the basis to support the research. These constructs were: Motivation, Speaking, Multiple Intelligences and Multisensory Learning.

#### **Motivation**

According to Ambrose, S. . . [Et al.] (2010) (cited by Dörnyei, Z., 2001, p 3) there are seven principles used for smart teaching. One of them is motivation. Motivation “derives from the Latin verb *movere* meaning ‘to move’.” and it means “what moves a person to make certain choices, to engage in action, to expend effort and persist in action...”

Based on the definition above, motivation is the reason why humans behave and decide to act in a particular way. It also explains how long and how hard they will work to achieve a goal. In addition, teachers and researchers have found that motivation is an important factor to reinforce in the classroom.

Dörnyei and Otto (Dörnyei,2001,p 6) define Motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out”

This definition given by Dörnyei and Otto, lets us know how motivation works when it is related to second language and it also shows that no matter the results if students are motivated they will continue working hard to finally achieve their objectives.

Dörnyei uses the ‘*Expectancy-value theory*’ to explain what motivation means. There are two important concepts to take into account: the first one is *the subjective value* of a goal, and the second one, the *expectancies* which are the student’s self-perceptions. Those terms together interact until the point “to influence the level of motivation to engage in goal-directed behavior” (Ambrose, S. . . [et al.], 2010) Figure 1.

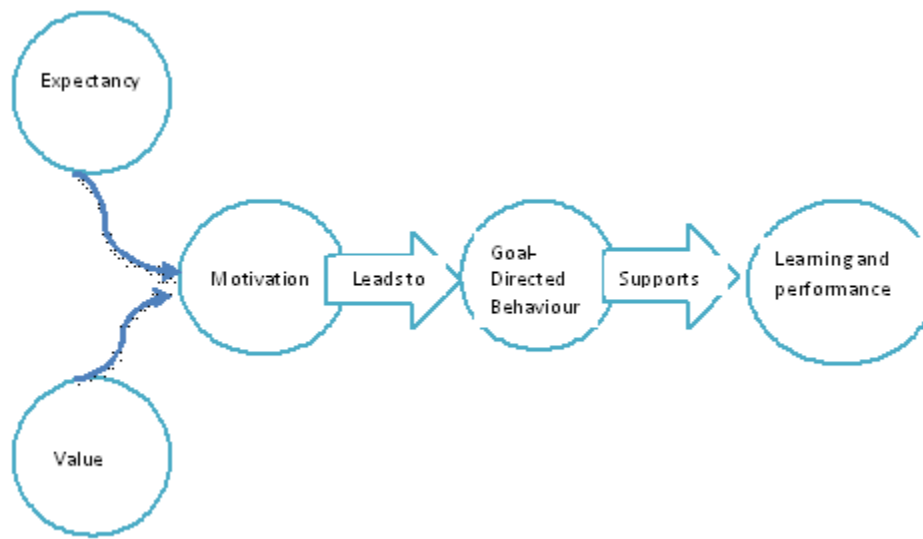


Figure 1: Impact of Value and Expectancy on Learning and Performance. Adapted from *Motivational Strategies in the Language Classroom*. (2001)

Moreover, as Dörnyei (2001) mentioned the students’ expectations are addressed by three theories. The first one is called Attribution theory, which integrates, emotions in terms of specific emotional situations of causal attributions. These attributions are related to failures that

will have consequences on future achievement strivings and it also highlights the *ability* and *effort* as the most common attributions.

Secondly, he talks about the Self-efficacy theory states that “students’ *beliefs* about their ability to succeed when doing a learning a task is more important than their skill level” (Dörnyei, 2001 p 16). Finally, Self-worth theory highlights that “people are highly motivated to maintain a fundamental sense of personal value and worth, especially in the face of competition, failure and negative feedback” (Covington, 1992).

These theories permit students to be prepared to process their past experiences, taking them as a knowledge tool that will help them as well to judge their own abilities and competences to create challenges to be overcome at the end of their learning process. All this have to be done maintaining their self-esteem so they can continue their own learning process. In addition Dörnyei states that motivation focuses on two specific areas that are always involved in any educational context. The first one is *instructional context* and the second one is *social and cultural influences*.

*Instructional context* involves the task and material design, evaluation practices and grouping structures. According to Dörnyei (2002) the purpose of those features is to promote the intrinsic motivation, which is the behavior performed by someone for his/her own benefit in order to satisfy his/her interests, offering a moderate the level of challenges. Dörnyei also mentions the evaluation practices and grouping resources. For this, he refers to Ames (1992) who states that these features have an influence in students’ motivation because they promote and extend the goals to which students are emphasized on.

*Social and cultural influences* (second area) refers that motivation is surrounded by teachers, peer-group, school, family, culture and society, and all of them have an impact on students learning process. However, this area is more focused on teachers due to they act as key social figures who can help to increase students' motivation or, on the opposite, they can be responsible for the decreasing of students' motivation.

### **Speaking**

According to Florez (1999) “speaking is an interactive process of constructing meaning that involves producing, receiving and processing information” (p. 2). Bearing in mind this, speaking has its own elements or structures that include linguistic competence and sociolinguistic competence. These aspects permit people to communicate with others, in different environments, contexts and situations.

Teaching speaking is a challenge and to explain this, Brown (2000) states that there are different elements to consider. The first component is the *conversational discourse*: “The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language” (Brown, 2000, p. 267). This is a fundamental point about teaching and the development of oral skills. A person will need to put in practice his skills to have success and avoid uncomfortable mistakes that can hinder the conversation.

The second component in Brown's theory (2000) is the *affective factors*. Brown (2000) says that "one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible" (p. 269). This is because many students feel judged by others when they speak in the target language. If they make any mistake, they will feel uncomfortable and in consequence, they will not be interested in speaking again in the foreign language, closing the possibility of developing their oral skills.

Within the affective factors explained by Brown (2000) previously cited, he also mentions the anxiety. Anxiety has relation with feelings of fear and danger towards a situation. This anxiety has been divided in two types: trait anxiety which is a continual tendency of being anxious all the time and state anxiety that is experienced when a person is facing a specific moment or event (Brown, 2000). Considering this, the most common type of anxiety in an English class is the state anxiety due to students can experience apprehension to be unable to express thoughts and ideas correctly; fear of negative social evaluation and apprehension over academic evaluation which are factors described by Brown (2000) and that can interfere in the learning.

Finally, a third component is called *the interaction effect*. Brown (2000) states that "the greatest difficulty that learners encounter in attempts to speak is (...) the interactive nature of most communication" (p. 269). According to this, learners are not completely worry about the discourse and all the things it implies (words, phrases, sounds, grammar, etc.), they are



concerned about how they are going to interact with others. Thinking of how to interact with their partners can turn in a very difficult task for many learners who still do not have confidence to start a discussion with others in order to create collaborative conversations. What stops these learners is the fact that they can just keep in blank and do not know what to say, how to say it and when to say it. Thus, for a learner is hard to make the right choices when speaking, because if what a student says does not have a place in that context, the learner can feel intimidated and will not talk because of fear or lack of words to express his ideas.

For Bygate (1987) a basic issue that is involved in the foreign-language learning and teaching is to make students be able to use and produce the target language. Using the language does not mean just learning grammar, pronunciation, or vocabulary. Speaking is a skill that deserves special attention and is the one that works as the medium to exchange different information. For that reason, there are two concepts to take into account about speaking: the difference between *knowledge* about a language and the *skill* in use that language. Bygate (1987) states that “a fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practiced” (p. 4).

As it was stated above, learners will just be able to prove their knowledge about the language that they are learning, by showing speaking skills. If a student can improve his speaking skills, he would be able to produce language. Songs can bring different elements to talk about, like different situations, feelings, emotions and backgrounds that could help them to

improve their skills and at the same time, enrich their knowledge about the target language they are learning.

All the language skills have different characteristics that make them important in the language learning process. Here, there are two things involved in what is called speaking skill: in one side there are the *motor-perceptive skills*. These ones involve “perceiving, recalling and articulating in the correct order sounds and structures of the language” (Bygate, 1987, p. 5). What he exposes is that in motor-perceptive skills, the learner is aware of how he uses the language, how accurate he is in order to have a good communication between him and more people. On the other side, the most relevant concept for this research to describe what speaking skills are corresponds to the *interaction skills*. Interaction Skills “involve making decisions about communication, such as: what to say, how to say it, and whether to develop it” (Bygate, 1987, p. 6). This is basically what a learner needs in order to achieve communication. These interaction skills are also the ones that control our own language production and the content of what is said; in this way, the person who is talking in the target language is aware of the things he decided to say, if the information was useful, if the intentions of the message were understood successfully. This may be hard for learners, but it is necessary in order to build a good interaction with other speakers.

The interaction skills also involve the ability to apply different elements of language to fulfill specific demands (Bygate 1987). These demands are divided in *internal conditions* or *processing conditions* and *interpersonal interaction* or *reciprocity conditions*. *Processing*

*conditions* refer to how carefully we prepare long conversations or speeches, etc. or how we develop short conversations that arise at any moment.

*The reciprocity conditions* refer to “the relation between the speaker and listener in the process of speech” (Bygate, 1987, p. 8). The reciprocity conditions are seen as the way the speech is affected by listeners and speakers due to there are more than just one participant. Here the interaction is made by two or more people that in the majority of the cases are taking turns either for speaking or listening. They adjust their knowledge depending on the context and level of the other participants and from that moment the interaction begins. Bearing in mind all this, it is important to say that students and teachers need to be aware of the elements that are involved in speaking. The interaction is fundamental to enhance the ability of speaking.

### **Multiple Intelligences and Multisensory learning**

According to Gardner, intelligence is the ability to make adequate decisions depending on the situation, taking into account the possible obstacles and /or characteristics of that specific moment (Armstrong 2009). Gardner’s theory about multiple intelligences suggests that intelligence is something more than solving problems. Multiple Intelligences theory includes eight types of intelligences which are: logical mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalistic and linguistic. For Gardner traditional schools have focused all their efforts and curricula planning just on two types of intelligences which are linguistic and logical-mathematical.

Participants are students from Uniminuto who are focused on becoming professionals in specific fields such as business administration, accountancy, social work, journalism and communication program. The aim of this research is to integrate songs within the lessons to encourage students of English II course to speak in the foreign language, taking into account they belong to different faculties, it is important for the present study to identify the main characteristics of each program and their relation with the eight types of intelligences.

To begin with, linguistic intelligence it is "characterized by the effective use of words, either orally or written. This intelligence includes good syntax manipulation or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language" (Armstrong, 2009, p. 6). Uniminuto offers the students the possibility to explore language studying both English and Spanish language; students who belong to bachelor programs and journalism careers are able to perform the majority of the previous abilities presented in this type of intelligence.

On the other hand, the logical-mathematical intelligence is defined as "the capacity human beings have to use numbers effectively. The processes which are used in the service of logical-mathematical intelligence are: categorization, classification, inference, generalization, calculation, and hypothesis testing" (Armstrong, 2009, p. 6) students who belong to programs such as business administration, engineering and/or accountancy at Uniminuto have more abilities related to this type of intelligence.

Spatial intelligence is useful to perceive the visual-spatial world and transform those perceptions. It includes “the ability to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial setting” (Armstrong, 2009, p.7) Uniminuto offers careers such civil engineer and industrial engineer. Students from these programs develop the abilities to design, plan, and program and organize different spaces for people to have a better quality of life and for companies to increase their production levels.

Bodily kinesthetic is “the capacity in using one’s whole body when expressing ideas and feelings as well as using one’s hands to produce or transform things. This intelligence includes: coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities” (Armstrong, 2009, p. 7) Physical education program offers to the students the possibility to continue developing their psycho-motor abilities in order to become experts on this subject with a professional profile, making them able to advise and train people at sports in general and personalized health or exercise programs.

Interpersonal is “the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action)” (Armstrong 2009) students from careers such as psychology and social work are able to understand other's needs and intentions, their main function is to make interpersonal relationships easier in different contexts such as schools, companies or the public entities; they are constantly interacting with different types of population and evolving as society does.

Intrapersonal “refers to self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself; awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem” (Armstrong, 2009, p. 7) some of the participants of this research belong to the program of philosophy this program offered by Uniminuto is characterized by having students which are excellent researchers, who are constantly reflecting and wondering to themselves about social and cultural costumes and/or dynamics. These students are characterized by being introspective as well as detailed observers. However, they have a very rich inner world and critical thinking since they look into their selves to find possible answers to the big questions and concerns of humanity.

Naturalistic intelligence “is the expertise in the recognition and classification of the numerous species—the flora and fauna—of an individual’s environment. This also includes sensitivity to other natural phenomena (e.g., cloud formations, mountains, etc.) and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers” (Armstrong, 2009, p.7). Within their programs, Uniminuto offers agro-ecological engineering. Students who belong to this program have a commitment with the environment and food safety for the benefit and development of our country as a way to reduce the negative impacts farming has on climate change. They have awareness of geographical characteristics in order to work from there and take advantage of what the nature offers in terms of agriculture.

Musical intelligence was defined by Gardner as the “capacity to perceive, discriminate, transform and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. People with musical intelligence can easily memorize phrases and words in foreign languages” (Armstrong, 2009, p.7). Even though Uniminuto does not offer a program for music, as part of leisure activities, they offer clubs and workshops handled by professional teachers and musicians who are able to improve students’ musical abilities. The clubs and workshops include: violin, piano, drums, guitar and vocal technique to name a few. The purpose of the research is to integrate songs within the lessons to stimulate musical intelligence in students from English II.

According to Gardner (cited by Armstrong, 2009) “children start showing proclivities or inclinations toward specific intelligences from a very early age”. This can be interpreted as the capacities, abilities and talents that some students from kindergarten or even primary show. Nevertheless, such proclivities are not a characteristic only children experiment, adults also show strong tendencies to any of the intelligences mentioned before. This is the reason why each career at Uniminuto demands from students different skills.

Gardner (cited by Armstrong, 2009) states that “most of the people can develop intelligences to an adequate level of competency if given the appropriate encouragement, enrichment and instruction”. This statement supports the objective of improving certain skills in learning a foreign language and make students aware about how music can help them not only to improve speaking skills, but also to keep them motivated since they can use their favorite type

and genre of music to practice. Songs can be a great alternative tool for learners to improve their speaking skills.

Now that the concept of Multiple Intelligences has been worked on, it is pertinent to introduce the concept of Multisensory Learning and its relation with the present research, establishing a connection between how students from English II can learn through their senses. Lawrence Baines, who is a professor of English education in the United States, gathered information about the integration of different senses within the classroom on his book called *A teacher's guide to multisensory learning*.

The author mentioned the benefits of this type of learning stating that “an attractive feature of multisensory learning is that the instructional techniques can pique as students interest so that the desire to get involved can supersede the impulse to sit and do nothing” Baines (2008). From this statement it can be concluded that the success of multisensory learning comes from the instructional techniques used with students as a way to bring up students' attention and interest towards the class, so learning is considered a sensorial experience.

Shams & Seitz (cited by Baines, 2008) mention that “our experience in the world involves constant multisensory stimulation” they started from the point that we use our senses all the time on daily life experiences. Shams & Seitz also note that “multisensory exposure has also being reported to enhance reinforcement learning”. In agreement with the previous statements, it is valid to reflect upon the fact that we are constantly experiencing the world and learning from it through our senses. For the present study, learning a foreign language must be an experience for



students, an experience involving their senses (audition in this case) allowing them to recognize different songs. However, the rest of the senses (sight, moving) are also working at the same time making the learning experience possible.

As the present research was focused on the effectiveness of songs when encouraging students to improve their oral production, multisensory learning was relevant to decide to use songs within the classroom, as well as the use of visual aids such as musical videos. In relation to music, Bunt (cited by Baines, 2008) declared that “music can act as a transformer of shared meaning” giving music a role of medium to reach understanding and/or comprehension by students of certain topics.

Regarding the importance of using songs for learning through multisensory stimulus it is important to mention that “music often served as the catalyst for fostering communication among groups” Milner (cited by Baines, 2008). According to Baines when students learn through music they tend to remember and retain that information for a long time. If a reading integrates visual or kinesthetic elements a higher amount of students will tend to remember significant fractions of information.

In consonance with previous views about music, it can be said that the implementation of songs can allow students to speak during the classes because music can act as a resource which provides students with a context, also students are able to listen to their partner's opinions and points of view generating ideas for further discussion and debates.

In addition, Baines (2008) states that, memorable learning is possible when visual, auditory symbols such as films and TV (which engage the ear and the eye) are included in the classes due to the fact that direct and purposeful experiences that involve all the senses (sight, sound, taste, smell, movement and touch) in real time benefit learning.

According to the experts the sense of sight is fundamental during the learning process, next, the concept is going to be introduced referring to its importance to the present study. Baines (2008) pointed out “it is the dominant sense and the primary tool for orienting the self in the world”. He also provided an example about the importance of sight and how we use it on daily life, in the case when a man is trying to lift a box the weight of the box can be calculated based on the perceptions of the man's stance, the amount of effort the man adds to the action (which is evident in his muscles) and the expression on his face. An important feature, related with the sense of sight, which complemented the use of songs during the implementations, was the use of musical videos and images related to the songs and artists.

In agreement with the previous statement about the sense of sight, it can be said that using musical videos of the songs provided the students with visual elements to start their oral production, they were asked to make predictions after stopping the video several times, so they had to guess what was going to happen next based on what they had seen at the moment. “Adding relevant visual stimuli to a lesson helps students to learn more effectively, especially those students who have difficulties comprehending abstract concepts or reading text” Baines

(2008). During the implementations it was found that students had more difficulties regarding their oral production when asked questions without giving them any visual representation.

Multisensory learning includes the necessary concepts to understand the purpose of integrating more than one sense during the implementations and how students retain new information better by establishing a direct relation with their senses. It is relevant for this research because it supports the idea that learning is formed by a series of daily experiences that can be lived through the human senses even without being conscious about that learning which is taking place.

## **Chapter 3**

### **Research design**

#### **Research paradigm**

The aim of this research was to encourage students to speak in English using songs. Bearing this in mind, qualitative research was the paradigm selected to conduct this project. Qualitative research approach is "used to describe what is seen locally and sometimes to come up with or generate new hypotheses and theories" (Johnson & Christensen, 2010, p. 33).

According to the previous statement, this paradigm allowed the project to take a look at the problems and needs that students had during the English II course. With the help of this research approach relevant contributions for further research were generated.

#### **Research approach**

According to Kolshy (2010) action research is "a method used for improving educational practice. It involves action, evaluation and reflection and based on gather evidence, changes in practice are implemented". This means, detecting an issue during the practice and planning a strategy (solution) in order to generate a positive impact. Furthermore, action research helped researchers to improve their own educational practice because it allowed reflecting while acting and looking for strategies that could contribute to constant improvement.

Another important characteristic about action research is the fact that it is participative and collaborative; two or more researchers can work together to reach a common purpose.

Action research is a very good tool for researchers to generate new knowledge about better ways to conduct their own practice (learning through action).

There are some stages involved in action research that act as spiral cycles. The first one is planning a change (What is going to be done in order to solve that issue?), then, acting and observing the process and consequences of the change (What aspects about the project did work? Which ones did not? What can be improved?), reflecting on these processes and consequences, (answering the previous questions); and then planning for later action and then the cycle starts again with new elements to improve the practice.

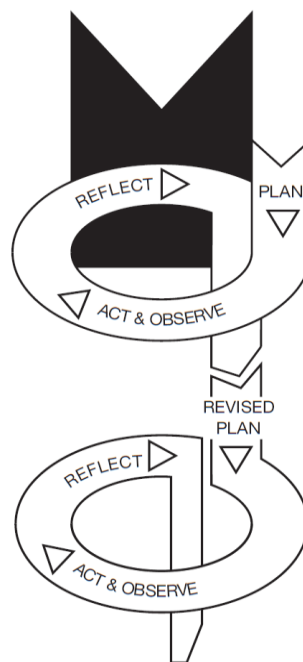


Figure 2: The action research spiral. Koshy, V (2010) *Action Research for Improving Educational Practice*

Taking into account the stages involved in the cycles of an action research, this research followed the steps mentioned above. All these steps were developed in order to accomplish the

two cycles of action research, being these cycles important for the collection of the data. The following concept map will show the summary of how this process was carried out:

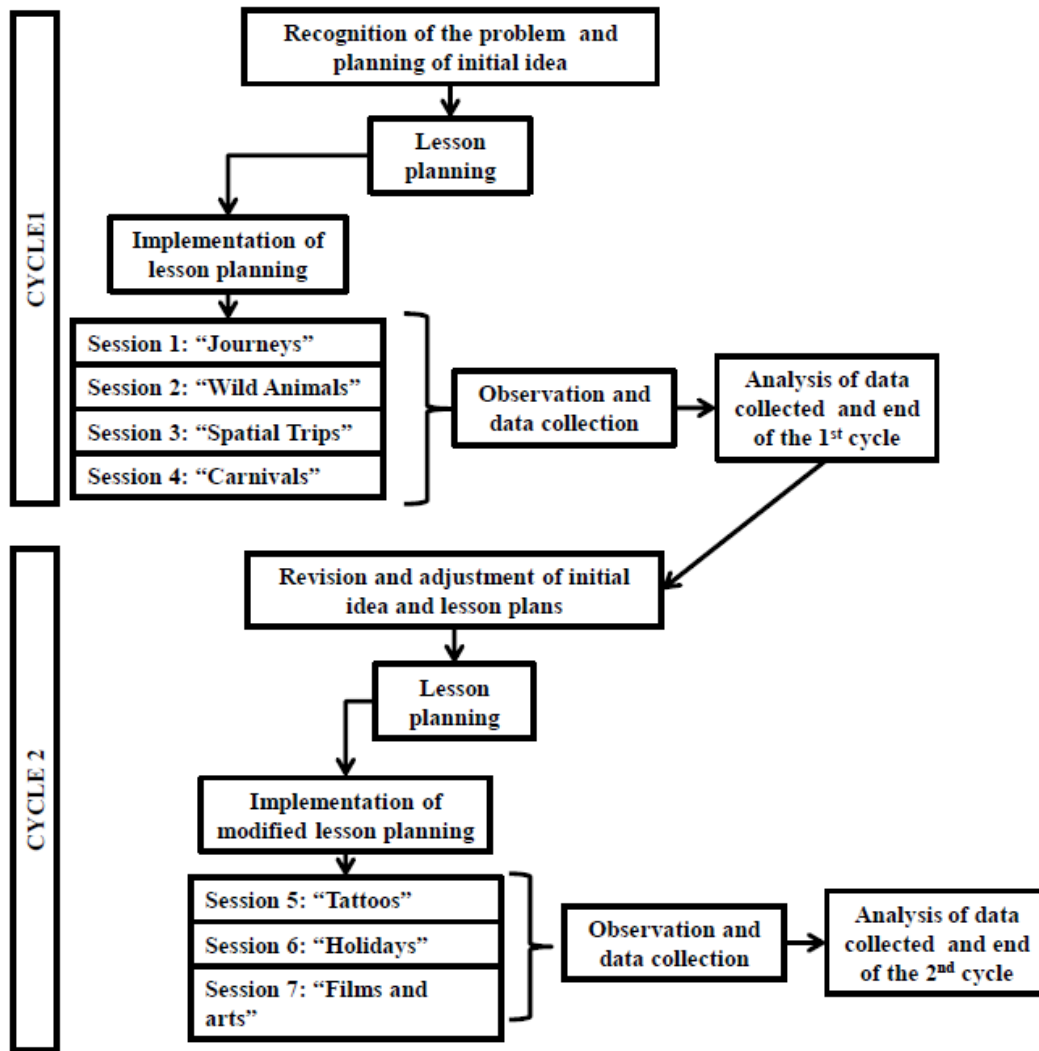


Figure 3 Summary of action research cycle. Based on Elliot's action research model. Elliot, J (1999) *Action Research for Educational Change*

In the first cycle the first planning was established. From that, it was possible to determine the steps that would take place during the first cycle. Four lessons were planned, each one of them with a specific topic and a song. These lesson plans were implemented in a period of four classes (from September 17<sup>th</sup>, 2015 to October 15<sup>th</sup>, 2015), and during this time the second stage which involved acting and observation was developed. This allowed the researchers to gather information through different data collection instruments (Teaching Journals and Field Notes). Finally, the cycle was closed with the development of a Focus Group session. With all the information collected from these instruments, it was possible to continue with the analysis in order to make changes and adjustments to the lesson plans that allowed guiding the research to the main objective for the next cycle.

The second and final cycle of this action research was developed during three classes (from October 29<sup>th</sup>, 2015 to November 12<sup>th</sup>, 2015). The cycle continued with the acting and observing stage and more information was collected using the same instruments mentioned before. A second Focus Group session was carried out by the researchers in order to close the second cycle. This instrument provided useful information from the students about the research. The reflection stage allowed us to analyze the final data collected to give answer to the main question of this research project.

### **Setting and participants**

This research project was carried out at UNIMINUTO, a private university in the locality of Engativá, Bogotá, at Minuto de Dios neighborhood. Rochereau Language Center is a language

extension department of Uniminuto. This language center “is dedicated to promote a culture of foreign languages and to direct its learning through the development of programs and projects” (Rochereau Language Center, 2012). Resulting from the agreement between the Faculty of Education and the Rochereau Language Center, it was possible to develop the professional practicum with students of different careers from Uniminuto and carry out the project at the same time.

The participants chosen for this project were twenty-one students enrolled in the course English II; the classes took place on Thursdays from 7:00 AM to 8:30 AM (two blocks of 45 minutes). At the moment of the implementation, these students were taking classes with Alejandra Núñez, one of the researchers of this project. To know more about the participants of the research, it was necessary to apply a questionnaire. The first part of the questionnaire tried to look for the musical preferences of the participants.

This initial questionnaire was important to determine the participants' musical preferences so that the researchers could have a profile of them and thus started developing the cycles of the action research in this study.

First of all, it was found that participants preferred three main musical genres pop, tropical and rock music. Another important aspect for the research was to know the English level of the participants. More than a third of the students said that they had an elementary English level, half of the students have a pre-intermediate level and only a few students have an intermediate level.



For some of the participants, English is important for their professional careers. However, not many of them said that English is important for trips in order to know new cultures, and only a few of them think that it was important to improve their quality of life. However, many of the participants agreed that in all the previous aspects, English was necessary.

Finally, students were asked about the importance of speaking in English. Most of the students considered, it was important to know English to be successful, but not many thought that speaking was important. None of the participants found speaking as an irrelevant skill. These results showed that participants were willing to improve their communicative skills.

The second part of the test was focused on looking the different intelligences that could be found among the students. According to the theory of the Multiple Intelligences presented by Gardner, there are eight intelligences. The results gathered in this second part of the test, showed that some students have more than one intelligence. However, some other students showed they had just one intelligence more developed than the others.

### **Data collection instruments**

The data was collected using the following instruments:

- Teaching Journals: According to Porlán and Martín (1997) journals allow reflecting the author's point of view about the most meaningful processes of the dynamic in which it is. Teaching Journals were used to describe, analyze and appreciate the educational context.

In order to have everything clear it was necessary to develop an analytical vision to classify every event occurred in the classroom.

In the same order, it was found that after some sessions there were found some problems that needed to be overcome, so teacher had to look for some solutions that were at the same time experiences for the teacher to improve her professional development.

That is why these teaching journals were developed after each implementation, having as result, seven teaching journals that reflected the teacher's perspective from different points of view.

- **Field Notes:** These provided precise notes from the observations made by the researchers during the classes of implementation. According to Wallace (2006), the particular aspect to observe are the students' performance, the interest or common errors they have during the classes and the problematic issues or dilemmas that can show up along a class (p. 58).

In order to keep record of the implementations, it was necessary to use a field note format per class; this allowed the researchers to compare the collected information with the theory worked along this project. In total, there were seven field notes that registered the different behaviors and students' reactions during the classes. They also allowed the reflection about the results.

- **Focus Groups:** Focus groups are defined as planned sessions of discussions designed to gather perceptions on a determinate area of interest in a relaxed and tolerant environment. (Krueger & Casey, 2009). These focus groups were taken into account to gather students' perceptions about the implementations using songs as a teaching tool. During the whole

process, researchers did two sessions of focus group. The participants were divided in three groups and those groups were directed by each one of the researchers. The first session was done after four implementations corresponding to the first cycle of the action research and the second session took place after the last three implementations which made part of the second cycle of action research.

### **Ethics**

Integrity and privacy of the students were important aspects to consider before implementing the lessons. For that reason, the researchers asked for permission to Rochereau Language Center Director. Then, students were provided with all the information about the project and signed consent forms. In addition, the researchers of the project guaranteed the participants that all the information gathered without exception was going to be collected only for academic purposes respecting the anonymity and confidentiality of all them.

## Chapter 4

### Instructional design

The adaptation of the activities developed in each implementation had to follow the curriculum that Rochereau Language Center planned for its students. In fact, the Language Center manages a book called *Life Elementary* by the National Geographic. This book is composed by 12 modules, being 4 of them used by the participants of the research.

According to this, it was decided to use Theme-Based Instruction (also known as Topic-Based Instruction) where “the teaching, learning materials and classroom activities are organized around a particular topic or theme” (Lúðvíksdóttir, 2011, p.10). Brown (2000) states that TBI brings a different methodology of teaching that differs from the traditional language classes due to its structure is divided into themes and topics (p.236). *Life Elementary* book includes different topics such as journals, festivals, and food and integrates the four skills (listening, reading, writing and speaking).

The main goal of this research was to encourage students to speak in English in an EFL class using pop rock songs (authentic material). The intention was to introduce songs (authentic material), that matched with the topic of each class taking into account the content of students’ book. The advantages that TBI offers include: covering different topics according to students’ interests, and contextualizing real topics, so students can face real situations.

The following charts present a summary of the objectives (learning and research objectives) for each session, the activities, as well as the type of data collected, throughout all the seven interventions.

## Activities and Timetable

Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
September 17 <sup>th</sup> , 2015 Journeys- simple past- Song Africa by Toto	<p><b>Learning Objective:</b> Students talked about journeys using simple past tense.</p> <p><b>Research Objective:</b> Obtain first reactions from participants when using the song Africa by Toto and activities proposed.</p>	<p>This class was particularly important to make a first diagnostic about students' reactions when using songs. The importance of being focused on communicative practice was discovered. Students listened to the song (for the first time) called 'Africa' by rock band Toto. Some aspects about the lyrics of the song were discussed such as: the places it named and keywords. Students highlighted them, and then they were asked to imagine they went to Africa and write down sentences about the activities and places they visited.</p> <p>After that, students were asked to read the sentences for the rest of the class. The communicative practice lasted five to ten minutes.</p>	<p>In order to collect the data from the first implementation, the researchers applied the consents that students had to sign if they agreed with to participate in the project. Also, questionnaire was given in order to collect information about the population we were going to work with. As the class began, we, the researchers, started to take field notes. These field notes provided us information about the first impression of working with songs in the class. Likewise, these notes provided different aspects related to their motivation, oral production and the way they learn.</p>	Planning. Cycle #1

Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
September 24 <sup>th</sup> , 2015 comparatives and superlatives-wild animals-Song Survivor by Destiny's Child	<p><b>Learning Objective:</b> Students were able to compare two or more elements, in this particular case, wild animals.</p> <p><b>Research Objective:</b> How students react when they have a warm up activity at the beginning of the class and when images are used to make them produce orally.</p>	<p>For this class, a warm up activity was prepared to make students gain more confidence when speaking in front of their partners. Students were asked to stand up making a circle, and they were provided with a ball full of questions such as: what are your hobbies? etc., once one of the students had the ball that person said. "My name is Laura, there you have Carlos" then Carlos answered "thank you Laura" and then, that student had to answer one of the questions taking into account the position of their thumbs. This activity was particularly positive for students because it allowed them to gain confidence and be prepared for the class.</p> <p>The song prepared for the lesson and speaking was 'Survivor' of the musical group Destiny's Child, making emphasis on the use of comparative adjectives, students were asked about what they knew about the group and after that, they were</p>	<p>In this second implementation, the observation was focused on the improvements from the first implementation to the second one. Here, field notes were used again in order to gather the new data.</p> <p>This observation showed a small process towards the use of songs in the class and the oral production in the students, as well as their motivation in the whole lesson. The results were varied.</p>	<p>Acting and observing. Cycle #1</p>

		<p>provided with the lyrics of the song. They listened to the song for the first time, then, they were introduced to comparative adjectives, students listened to the song twice and they recognized what the comparative adjectives were within the lyrics.</p> <p>The amount of time dedicated for communicative practice was longer this time; students were asked to pass to the board and select two comparative adjectives and an animal (from a series of images) and make oral comparisons for the rest of the class.</p>		
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Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
October 1 <sup>st</sup> , 2015 Comparatives and superlatives/planets (spatial trips)/ Song Intergalactic by Beastie Boys	<p><b>Learning Objective:</b> students used superlative and comparative adjectives to talk about planets.</p> <p><b>Research Objective:</b> Observe students' level of participation when asked to make predictions about a specific event.</p>	<p>The class started with a funny warm up in which participants were divided in three teams of 7 people (they worked the whole class), then they had to blow out a balloon and find the letter which was inside the balloon then, go to the board and write down as many words as they could using that letter.</p> <p>On a second moment, the topic for the class was introduced (planets) looking at the pictures from the student's book pages 86 and 87, they were asked about comparing planets, showing how they could do it, then a grammar explanation was provided. During guided practice students were introduced to the song called Intergalactic by the group Beastie Boys and the video was paused several times in order to ask them what would be the next scene about, giving them the opportunity to talk.</p>	<p>In this observation, the field notes were destined to look at the oral production students would have during the class. The activities designed for this specific aspect of the research, showed not only advances in oral production but also in motivation. So the results in this third implementation were also varied but provided useful data for the aims of the project.</p>	<p>Acting and observing. Cycle #1</p>

ENCOURAGING SPEAKING SKILLS USING SONGS

Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
October 15 <sup>th</sup> , 2015 Carnivals and festivals around the world- adjectives to talk about physical appearance- Song Hips don't lie by Shakira	<p><b>Learning Objective:</b> students used adjectives to describe a person.</p> <p><b>Research Objective:</b> to conduct the first focus group and gather the first impressions of the first four implementations.</p>	Students were divided into groups and then each group was provided with some pictures about festivals around the world, they had to discuss each other first, within their groups and talk about the characteristics of each image and the people there. Then each group socialized with their classmates about their findings. For this opportunity students were not allowed to write their ideas on a piece of paper and then reading aloud, the idea was that the students produced their ideas taking as reference the images.	This implementation was focused on collect two types of information: the first one is related to the motivation that students showed towards the songs and the second one, the activities related to the song implemented during the class. For this, the field notes were used to gather the information. On the other hand, in order to finish with the first cycle of the action research, the first focus group was done. This instrument would provide information about the different perceptions that students had about the use of songs in the English class.	Reflection. End of cycle #1

Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
October 29 <sup>th</sup> , 2015 Tattoos in fashion and for life- parts of the body (vocabulary)- Song Tattoo by the rock band called The Who.	<p><b>Learning Objective:</b> students expressed their opinions about tattoos using some vocabulary related with body parts.</p> <p><b>Research Objective:</b> to observe students' performance when</p>	Students were asked to design a tattoo they would like to have for them or somebody else, after they drawn into a piece of paper, they came in front of the classroom and explained why they chose that design. For this class the song was Tattoo by the band	For this fifth observation class, the data collected was according to the engagement that the students present during the whole lesson and their development in the activities around the song chosen for this class. Field notes, again, was the instrument that allowed us	Replanning Cycle #2

ENCOURAGING SPEAKING SKILLS USING SONGS

	discussing controversial topics with their classmates.	The Who, the song helped students to be contextualized about the topic.	to gather the information. This new data showed that the activities need to be carefully planned, in order to achieve the aims of any class.	
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ENCOURAGING SPEAKING SKILLS USING SONGS

Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
<p>November 5<sup>th</sup>, 2015                      Planning                      Holidays- going to-                      Song California Gurls by Katy Perry.</p>	<p><b>Learning Objective:</b>                      Students used going to when talking about their plans for their next holidays.</p> <p><b>Research Objective:</b> Observe students participation on the class and determine.</p>	<p>The class started with a funny warm up activity (same one as September 24th class) with the difference that this time they were more students early so they joined to the activity.</p> <p>After warm up, students were introduced some vocabulary about holidays.</p> <p>Students listened to the song California Gurls by Katy Perry then teacher asked them couple of questions about the vocabulary.</p> <p>For communicative practice they were asked to choose a touristic destination think about the things they were going to do there, who they were going to go with, places to visit and then share it with their classmates. The class ended with a karaoke session.</p>	<p>The activities planned for this implementation, were the principal aim to observe. The information collected here, presented data about the principal role of activities in fostering that students start working on their oral production.</p> <p>The results are very varied and this show different factors that can come up in a class.</p>	<p>Acting and observing.                      Cycle #2</p>

Session and date	Objectives	Pedagogical activity/ies	Kind of data to be collected	Stage and cycle
<p>November 12<sup>th</sup>, 2015</p> <p>Films and the arts- future will/going to- Song: For The First Time In Forever by <i>Frozen</i>: Original Motion Picture Soundtrack</p>	<p><b>Learning Objective:</b> Students used ‘will’ and ‘going to’ properly to talk about future.</p> <p><b>Research Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Observe students participation and oral production when they are being evaluated.</li> <li>2. To conduct the second focus group in order to gather student’s perceptions and experiences towards the last three implementations.</li> </ol>	<p>The class started with a grammar explanation about will and going to, after that students were provided with some examples about it in order to establish the important differences between will and going to.</p> <p>For the next stage students were presented an extract from a movie called <i>Frozen</i> were one of the characters singed a song and students had to fill in the gaps using will and won’t.</p> <p>Finally the communicative practice was performed in pairs, each one of them had to create a movie and tell the rest of the class what was going to be the setting, the plot, the characters using will and going to depending on the intentions they had for that future situation.</p>	<p>For this seventh and last implementation, the field notes allowed us to gather information about the motivation that the students demonstrated to develop the activities in the class, but also, the oral production that the students were giving to the class due that the activities were focused to enhance in the students their speaking activities.</p>	<p>Reflection End of cycle #2</p>

## **Chapter 5**

### **Data analysis**

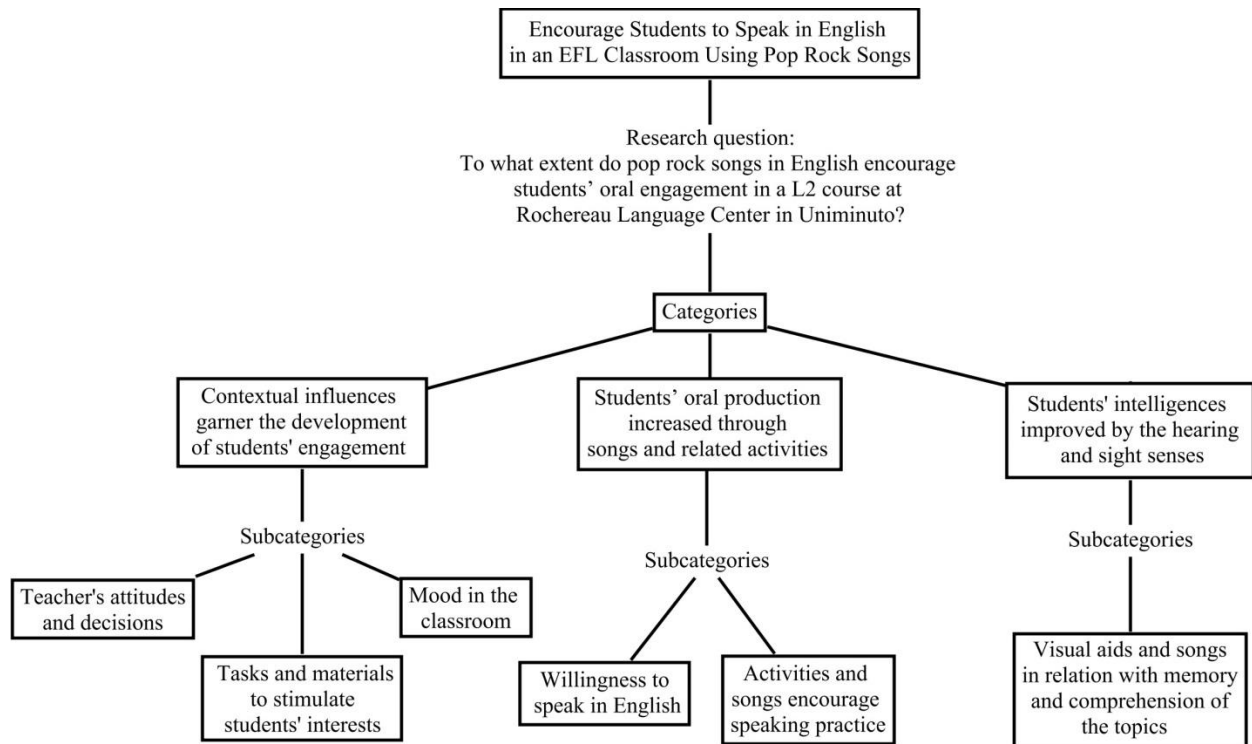
This chapter presents the results obtained during the seven implementations applied to the students of English II at Uniminuto. The data was collected during two months from September 17<sup>th</sup>, 2015 to November 12<sup>th</sup>, 2015. Field notes, reflective journals and focus groups were used for this purpose.

After each class, teacher kept record of her personal experiences and point of view towards classes through reflective journals. In addition, during the lessons, observers took notes related to students' behavior and motivation to speak taken into account the theoretical framework. Finally, students' perceptions about the implementations were gathered.

### **Data analysis procedures**

The data analysis procedure was developed taking into account the three collection instruments and the categories established a priori. With the purpose of organizing and giving a structure to the analysis, the most relevant data collected during the seven implementations will be presented in a triangulation matrix adapted from a model developed by Sagor (2011). After the selection of evidence for each category, the next step was to analyze that data, giving as a result subcategories in each general category. These subcategories are the interpretations of the evidence gathered, thus, each category gives a part of the answer of the main question.

The following mind map will present the summary of the categories and subcategories found in the data analysis:



**Figure 4: Summary of data analysis.**

Having in mind the mind map above, the categories that came up along the analysis of the data collected were: Contextual influences garner the development of students' engagement; students' oral production increased through song and related activities; and students' intelligences improved by the hearing and sight senses.

The first category (Contextual influences garner the development of students' engagement), talks about different factors that are involved inside the motivation that students develop towards an English class and even more when they need to demonstrate their oral

production. From this category appear three subcategories: *teacher's attitudes and decisions, tasks and materials to stimulate student's interests and mood in the classroom.*

In the second category, called students' oral production increased through song and related activities, we can find how the oral production of the participants of this study was and what issues were into it. Its subcategories are: *willingness to speak in English* and *activities and songs to encourage speaking practice.*

The final category: students' intelligences improved by the hearing and sight senses, exposes how with multisensory learning, different intelligences like musical or body/kinesthetic intelligences can be activated to allow a student to learn a foreign language. *Visual aids and songs in relation with memory and comprehension of the topics* and *warm up activities and kinesthetic intelligences* are its subcategories.

In this way, it is possible to affirm that all the categories in this chapter help to solve the main question in the extent that all the activities and issues, such as the attitudes of teachers and students or the multisensory learning, around different pop rock songs enable students to get closer to a foreign language and in this case, develop one of the four language skills (speaking skills). But in order to achieve this, it is necessary that all these elements have a strong connection with an approach like Theme Based Instruction, which allows to work songs and activities around a topic.

This will give us as a result, at the end of the process, the different perspectives that students had during the implementations and how with the help of the songs, the students



developed a better musical intelligence that keep them learning and producing orally the new knowledge acquired in the period of the research and probably after it.

**Contextual influences garner the development of students' engagement**

Throughout this category, it was possible to identify how the engagement of the students was developed with some factors that were important to finally obtain the results of the research. These factors were identified through the instruments that gave place to three subcategories that explain the category.

<p>Category name</p> <p>Instruments</p>	<p>Contextual Influences Garner The Development of Students' Engagement</p>
<p>Teaching Journals</p>	<p><i>“When working with students which tend to feel shy and insecure towards English, teacher can use their native language, Spanish in this case, to give instructions and setting rules for the class” (September 17th, 2015).</i></p> <p><i>“Is the class working? Are students engaged? How are they feeling? How to promote the use of English when students feel insecure?” (September 17th, 2015).</i></p> <p><i>“This was the first class doing a warm up activity called pass the ball, students enjoyed this first activity, it helped them to be prepared for the class and was a very good icebreaker, Warm up activities can be a good strategy for students to participate in class” (September 24th, 2015).</i></p> <p><i>“One of the most effective parts from the lesson was the warm up because they did not expected, so it was a nice surprise for the people who was participating at that moment and the communicative practice definitely because they were laughing, they seemed relaxed (most of them) and they</i></p>

	<p><i>understood the instructions easily” (September 24th, 2015).</i></p> <p><i>“Students participated in Spanish. I asked them to come to the board and do a sentence using comparatives, it was a good idea to ask them to think about examples taken from their daily life” (September 24th, 2015).</i></p> <p><i>“Grammar explanations only in English are not a good strategy because when students do not have a good English level they can be distracted easily” (September 24th, 2015).</i></p> <p><i>“Instruction giving was better this time since Spanish was used when necessary. The students seemed to be engaged in the lesson, in addition, some of the ones who were reluctant to participate did their best when speaking in English” (November 12th, 2015).</i></p> <p><i>“Students were much more receptive when I talked them in Spanish and for communicative practice all of them used English as much as possible. As a conclusion it is possible to say that students will be engaged as long as they feel the teacher understand their needs and concerns” (November 12th, 2015).</i></p> <p><i>“Even though they had the knowledge, when one asked them they seemed to be paralyzed and they just didn't want to participate, every time we realized about this we used Spanish in order to make them feel relaxed and confident” (November 12th, 2015).</i></p>
Field Notes	<p><i>“In order to develop the topic of the class (Journeys), T asks some questions but the Ss seem to be shy and reluctant to participate”, “After T plays the song ‘Africa’ by Toto, T tries to involve Ss in the class by asking some questions. Just one student answers and the rest of the class seem not to be motivated to participate” (Field note #1 September 17<sup>th</sup> 2015).</i></p> <p><i>“T makes an activity called ‘Tingo Tingo Tango’ to motivate Ss to participate and talk in class. In it they will pass a ball full of questions they need to answer. The activity with the ball works. They seem to have a good time. This makes that almost all the Ss talk and participate” (Field note #2, September 24th, 2015).</i></p> <p><i>“Despite T has done a warm up activity (Memory game) related to carnivals, which is the topic of the lesson, Ss do not participate actively in class; they are shy so they do not talk, and do not develop the discussion activity” (Field note #4 October 15th, 2015).</i></p>

	<p><i>“As Ss were a little bit lazy, at the moment that the T introduces the topic, which is ‘Fashion &amp; tattoos’, Ss start to feel attracted by it, catching their attention and putting them in an active mood that encourage them to participate” (Field note #5 October 29th, 2015).</i></p> <p><i>“Taking into account that Ss loved the activity with the ball full of questions, T decides to implement it again as an energizing activity at the beginning of the class. Ss actually have fun; they are laughing and talking in English” (Field note #6 November 5th, 2015).</i></p> <p><i>“After have watched the video of the song for the class (For The First Time in Forever by Frozen), Ss start to work in groups on an activity where they have to create a movie. They seem to be more comfortable working and talking in their groups” (Field note #7, November 12th, 2015).</i></p>
Focus Groups	<p><i>“Pues la verdad de pronto a mí me da es como pena, pero es por lo mismo que dice ella digamos uno como que quiere de pronto participar o algo, imagínese, pasar a embarrarla.” (Session 1, Group 1, student1)</i></p> <p><i>“¿Por qué te da flojera Mafe? -porque a veces uno no entiende, entonces digamos, si uno no entiende y quiere responder algo no sabe cómo se responde algunas palabras.” (Session 1, Group 1, student2)</i></p> <p><i>“Pues ya que los jóvenes nos movemos más por la música me pareció muy interesante porque pues acá teníamos la letra los videos que nos aclaran más cosas de lo que estamos viendo en inglés”. (Session 1,group 2, Student 5)</i></p> <p><i>“Entonces llegar y que le pongan a uno música que le digan uno ay no mire es esta letra y que sean canciones pegajosas entonces uno como que se anima a participar en clase. Además que la metodología se hace muy diferente a lo que uno está acostumbrado”. (Session 1,group 2, Student 1)</i></p> <p><i>“Mí me parece que son canciones llamativas, y los videos son llamativos, no me disgusta ninguno, pues, escucho de todo, entonces no, hasta ahora todas me han parecido bien, digamos que la de hoy, la canción de Shakira es muy llamativa, y pues si, son llamativas, o sea, atrae ese tipo de música, y a uno le da interés.” (Session 1,group 3, Student 3)</i></p> <p><i>“Bien las canciones estuvieron más claras esta última me gustó porque debíamos diligenciar algunas cosas que salían en la canción entonces era más práctico.” (Session 2,group 1, Student 1)</i></p>

	<p><i>“si porque digamos, o sea ya todos estamos participando entonces pues digamos como el del tatuaje, todos estaban participaban entonces como que de esa manera ya uno sabe que si se equivoca no va a ser tan malo porque todos estamos participando y los demás también se pueden equivocar.”</i> (Session 2, group 2, student 4)</p> <p><i>"la actividad que hiciste de los tatuajes de donde no lo haríamos y por qué, entonces ahí como que al menos entendí lo que yo quería mmm pues decirles entonces ahí supe construir la oración ahí me sentí chévere"</i> ( session 2, group 1, Student 3)</p> <p><i>“La anterior sesión de preguntas como que te cogí más confianza, antes yo era como que: ay no que fastidio”.</i> (Session 2,group 1, Student 5)</p> <p><i>“Uno no se siente presionado a aprender inglés, porque no es como vamos a aprendernos el verbo no sé qué sino que uno es como ay, me quiero aprender esta canción”.</i> (Session 2,group 2, Student 4)</p> <p><i>“Cuando no son tan interesantes uno como que deja ahí y ya, paso la clase y chao, entonces como han sido más interesantes, han sido más motivantes para uno”.</i> (Session 2,group 3, Student 5)</p>
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Table 1: Triangulation Matrix. Sagor (2011)

### **Teacher's attitudes and decisions**

When the classes took place, teacher stated that the students were shy and insecure during their first contact, and then she reflected about the possibility to talk to them in their native language to give them instructions and setting rules for the class as a way to make them feel better.

Teacher also reflected about the importance of changing her strategy because it was a grammar centered class. What she proposed for the next sessions was to stop and evaluate the situation, thinking about how her students felt and what she could do to promote the use of L2. In

addition, it was discovered that external factors such as: the end of the semester, final exams and grades did affect students' concentration and in consequence, it did affect students' motivation.

Taking into account Dörnyei's theory it is important to highlight that every single teacher has to take in mind that not all of the students are there to achieve the same goal and that students have different obstacles that are difficult to overcome. That is why teacher's personalities, attitudes, enthusiasm and classroom management are factors that influence students positively or negatively.

### **Tasks and materials to stimulate students' interests**

During the lessons it was shown that with the warm up activities students show a positive impact in themselves, due to the attraction they were showing as they were actually enjoying the activity and that after those activities, students had a better attitude towards the class. Icebreaker activities contributed positively to the classes, as a way to reduce students' possible worries and anxiety before each lesson.

Students participated in Spanish, however, it was discovered that they answered in a positive way to games and dynamic activities; especially, if they were related to their daily life experiences and context, a good example of this occurred with the song Hips don't lie of the Colombian artist Shakira which was chosen to work with the topic of carnivals and festivals. When using the song, students showed interest to the song and the activity used during that song and they also expressed they liked the songs of Colombian artists.

Another example was shown with the topic tattoos because most of students were interested in the activities proposed. This topic was really good to work with students, because they have contact with tattoos every day (on TV, on the street, some of them have tattoos or maybe their family members have). For that reason, they would have something to say about it and a story to share, even if they did not agree with having tattoos, they had a reason why they don't like them.

Something found, was that students shared their personal experiences with the rest of the class without any problem, some of them showed their feelings and their partners showed respect and understanding to each situation and they were not worry of what the others would say about their points of view.

Furthermore, students also felt that songs were more interested because of the rhythm and genre. This helped them to feel that the confidence provided by teacher was bigger and they did not need to be worried about mistakes and students liked their teacher followed their suggestions given during the focus group.

Dörnyei (2001) presents the relationship between students' motivation and cultural factors, where the cultural factors are presented here with the tasks and materials used along the implementation that helped students to increase their stimuli and to guide them to the goal of start speaking in English without paying attention to what their classmates were thinking about their mistakes.

Besides the fact that different factors such as: materials, topics and warm up activities were involved; the songs and also the musical videos helped students to comprehend what the classes were about and at the same time, made that they wanted to participate and give their opinions, leaving behind some of their fears like being judged by their classmates.

### **Mood in the classroom**

When students were asked to speak in front of their classmates, they started to get anxious and nervous. That is the reason why most of the times they were not listening to their partners because they were thinking about the things they were going to say. Teacher also observed that even though she explained the instructions in Spanish students participated in English. This variation in methodology was done taking into account students comments and concerns about difficulties understanding instructions in English because for them the way teacher spoke was too fast, this is the reason why they did not understand and in consequence they did not know what to do.

During the first classes students were a little bit reluctant toward the class, and they did not want to participate and their behavior was really unpredictable during the first classes. Dörnyei (2001) states that when students do not have self-confidence or when they are not secure enough, they are unable to produce answers in L2.

At the beginning, it was found out that, students were shy and worried especially when they did not understand the topic in the classes, besides this, they were feeling uncomfortable. It was also possible to identify how the students were affected by different aspects , in some

situations they were shy, some others they did not have the mood to participate, some others were used to arrive late hence they were feeling lost and they did not participate actively.

Some students did not feel attracted by the songs and they were participating because they had to, but not because they liked it. However, some of them were interested in the songs and the activities used by the teacher and they were participating actively during the implementations.

However, by the time, some improvement was shown in students' attitudes, perceptions, as well as teacher's development and the knowledge acquired by the teacher and students. Based on this improvement, students were feeling comfortable with the teacher and they felt confidence and a better rapport was created.

In addition, students were interested on the activities, the songs and they felt attracted especially when teacher used activities that were related to the topic. Songs and activities also helped them to interact among themselves and to know each other in order to create a better classroom environment.

Dörnyei mentions that foreign language learners have to face different emotions that affect them and do not let them act naturally when learning L2. In addition, the dynamics that are used in the group also affect students and this includes partner's attitudes, the rapport created in the classroom and what each student has as his/her future image with a foreign language learnt.

**Students' oral production increased through songs and related activities**



This category presents elements such as students' hesitation, the way they used L1, code switching and subsequent lack of L2 production. It analyzes students' L2 production and the incidence of methodology in students' speaking.

<p>Category name</p> <p>Instruments</p>	<p>Students' Oral Production Increased Through Song and Related Activities</p>
<p>Teaching Journals</p>	<p><i>"What did my students learned about speaking today?" (October 1st, 2015).</i></p> <p><i>"During this class, students were working in groups and making predictions about what was going to happen on the music video Intergalactic by The Beastie Boys, it showed to be an effective technique to activate their oral production" (October 1st, 2015).</i></p> <p><i>"I think that doing the activity in which they had to design a tattoo was really good and productive in terms of their communication""They tended to speak in Spanish a lot, but I encouraged them to try and translate their ideas into English double checking if they understood" (October 29th, 2015)</i></p> <p><i>"When teaching topics which are not that challenging in terms of grammar, it is better to spend more time on dynamic activities for students to practice more their conversational English because this is going to be always a challenge for them" (November 5th, 2015).</i></p> <p><i>"The aims of the lesson (where they had to learn how and when to use simple future structures to later apply that knowledge to their oral production) were achieved because the students participated on the communicative practice and, even though, some of them are acting quite shy, they took the risk to speak in English"</i></p> <p><i>"Students used L2 for communicative practice stage, the students were participating during the class and they were challenged by the fact they had to speak in English to present their movie" (November 12th, 2015)</i></p>

Field Notes	<p><i>“Ss are describing their tattoos, the try to use English as much as they can”, “When they do not find the words to express their ideas in English, they change into Spanish” (Field note #5 October 29th, 2015).</i></p> <p><i>“Ss are trying to say where they are going to go on their next vacations. They are saying what they are going to do there. They use English as much as they can” (Field note #6, November 5th, 2015).</i></p> <p><i>“Ss start to work in groups on an activity where they have to create a movie. They present the types of movie they would do. They do it great. They try to speak the best they can. They really are talking in English, Spanish is not around” (Field note #7 November 12th, 2015).</i></p>
Focus Groups	<p><i>“E: ¿consideras que este tipo de actividades (diseño de un tatuaje) de pronto te ayudan un poquito como a perder el pánico?”</i></p> <p><i>S1: Si porque digamos, o sea ya todos estamos participando entonces pues digamos como el del tatuaje, todos participaban entonces como que de esa manera ya uno sabe que si se equivoca no va a ser tan malo porque todos estamos participando y los demás también se pueden equivocar.” (Session 2, group 3, Student 1).</i></p> <p><i>“Ha sido más práctico porque nos ayuda a evolucionar más con la digamos con el speaking y poder analizar más rápido las frases.” (Session 2, group 3, Student 4).</i></p>

Table 2: Triangulation Matrix. Sagor (2011)

Throughout the development of the seven implementations created to answer the main question of this project, it was possible to analyze different elements that arose about the oral production in English that the participants of this study showed. As was already stated, speaking is an interactive process that allows us to express ideas with others in an effective way. This is even more important when students are learning a foreign language. They need to demonstrate that they know the language, and one way to do this is producing the target language.

In this category, it is possible to see how the oral production process was developed by students who were taking the course English II and, what features took place during the process. Thanks to the three collection instruments used to gather the information, two sub-categories were created with the purpose of showing what happened along the research.

### **Willingness to speak in English**

When the implementations of the research started, it was possible to observe the behavior that students presented at the moment of producing any kind of speech in English. At the beginning, students were really shy and not too confident enough to talk in classes. This happened because, as students themselves expressed in the first session of Focus Groups, they had not experienced English classes where they actually had to participate actively, so for many of the participants this was new, and in consequence they felt afraid to speak in L2.

As Brown (2000) claimed, the anxiety generated at the time to speak is an obstacle to overcome during the learning process. So, during some implementations, the teacher helped students, first, making them participating in L1 if they were too shy, and then, translating into English what they said.

As the classes continued, the students started to get used to classes where the constant element were songs, so their oral production started to grow. At the moment of developing the activities, the students felt challenged by their lack of vocabulary and some of them tended to use isolated words to express ideas. It is important as teachers to recognize all the attempts students do to use the target language and encourage them to keep doing it.

Something relevant in the oral production is the communication between two or more people. This is a concept called *the interaction effect*, and Brown (2000) states how challenging it is for the majority of people to face interactions and, in this case, in a foreign language where teachers must handle the anxiety that this represents for students. Once students started to work together, they had to think about how they were going to interact with their classmates. This could be seen with a production activity made in the implementation of October 1<sup>st</sup>, 2015, where they had to work in groups, to reach an agreement about a song that was worked in that class. That part of the class allowed them to feel more confident working in groups and sharing their thoughts.

Students started to increase their motivation as the classes continued, and with this, their participation in the classes grew. Learners passed to produce a few connected words in English, to say actually almost complete sentences in English. Many times, students used to get stuck when they tried to say something in the L2 and they automatically changed into L1, but at the end of the process they started to manage English better than at the beginning, looking up for known words or just trying to make them understand somehow, avoiding a code switching.

This process was satisfactory in the way that along the implementations, the students were not forced to speak, they did it voluntary. The process gave them the opportunity to start participating, and the activities with the songs where the key factor that encouraged them to start increasing their oral production.

### **Activities and songs encourage speaking practice**

The objective of the research was to encourage students to speak in English and in order to achieve the main goal, the activities planned played an important role. It was necessary that the activities increased students' confidence to talk. In one of the activities (the question ball), students developed *interaction skills*, as Bygate (1987) proposes.

An extract from 3rd lesson journal on October 1st, 2015 confirms that students liked to make activities related to predictions. When the students listened to the song Intergalactic by The Beastie Boys, they expressed they liked the video, for them, it was different and fun the fact they had to think about what was going to happen every time the teacher paused the video.

The activities and the songs used along the implementations allowed students to explore new ways of learning a foreign language, so authentic materials needed to be adapted to their necessities and the most important, to their interests. Sometimes they did not know the vocabulary, and this kind of activities and songs brought them the opportunity to learn new words. Students every time felt more confident and at the same time, their oral production was increased.

Brown explains that it is important for students to have time to practice. Students appreciated the opportunities given by the teacher to interact among them, integrating also teacher's talk as a way to generate further conversations based on songs and activities included in the class that motivated learners to start conversations in the foreign language.

### Students' intelligences improved by the senses of hearing and sight

This category explores the significance and effect that visual aids, songs and methodology related with bodily kinesthetic strategies had on students' memory and comprehension of the topics.

<p>Category name</p> <p>Instruments</p>	<p>Students' Intelligences Improved By The Hearing and Sight Senses</p>
<p>Teaching Journals</p>	<p><i>"Songs can contribute to students' imagination, as in this case, students were asked to imagine a place they visited and make use of past simple to report their experience (real or not)" (1st lesson, September 17th, 2015).</i></p> <p><i>"One of the most effective parts from the lesson was the warm up activity called pass the ball because they did not expected it, so it was a nice surprise for the people who was participating at that moment and also, the use of the ball during the communicative practice definitely because they were laughing, they seemed relaxed (most of them) and they understood the instructions easily" (September 24<sup>th</sup>, 2015).</i></p> <p><i>"Using the elements available at the moment is a very good strategy to keep students focused on the class and to make students have fun, for example, teacher used the ball for communicative practice, that way, the person who caught the ball was going to be the next to participate this added excitement to the class because they did not know who was going to be the next person" ( September 24th, 2015).</i></p> <p><i>"How effective did I present new language? I think the way to present new language was effective I realized that when showing them visual elements (drawings, pictures) they are more likely to participate." (September 24th, 2015)</i></p> <p><i>"Music has helped me a lot building that connection (rapport) with students, they provided positive comments about the use of music (songs) , videos and images, they seemed to retain more information when music (songs) are</i></p>

	<p><i>involved, actually some of them had a very good time and some others expressed they tend to remember better grammatical aspects when we use songs” (October 15th, 2015)</i></p> <p><i>“ I used the pages 98 and 99 of the students’ book to contextualize the class (tattoos for fashion &amp; culture). The song called Tattoo by the rock band The Who and the lyrics of the song of course; I prepared a powerpoint presentation with some pictures of James Rodriguez showing his tattoos and some other pictures about indigenous people in order to give them a few examples and a deeper explanation about the meaning behind tattoos”</i></p> <p><i>“Music was an excellent tool to catch their attention, contextualizing them and giving them ideas to talk about” “For this class I started from general to specific, so, I started introducing them the topic about tattoos in general showing them pictures of fashionable tattoos and then I showed specific cases such as James Rodriguez’ tattoos and indigenous cultures tattoos as well” “With the help of the lyrics of the song I provided them with new vocabulary and I use the images to ask them about the parts of the body those tattoos were located at and I gave them the names of those body parts in English”(October 29th, 2015).</i></p> <p><i>“I discovered these students learn more when they have visual stimulus as well as tangible objects within the classroom I would like to have taken a bag with elements inside it to explain them vocabulary, and if I have the opportunity next class that is something I would like to implement” (November 5th, 2015)</i></p> <p><i>“We posted some images on the walls about some movie genres to help them to decide the one they wanted to work with. Not only songs can be used in the lesson but instrumental music which is a great tool for them to inspire their creativity” (November 12th, 2015).</i></p>
<p>Field Notes</p>	<p><i>“Ss are going to listen to the song (Africa by Toto). The majority of them paid attention and read the lyrics. It seems that the song is attractive for them” (Field note #1 September 17<sup>th</sup> 2015).</i></p> <p><i>“With the purpose of keeping the development of the class and the topic about Carnivals,T shows the video of the song Hips don't lie by Shakira, which is a video that presents Colombian references. While Ss watch it, they look happy for the song. They all are focused and excited for the song and the video. They also talk about the video” (Field note #4 October 15th,</i></p>

	<p>2015).</p> <p><i>“To involve Ss into the topic, T gives them some images about tattoos. They look interested in them. They are analyzing them and they also discuss about the designs of the tattoos”</i> (Field note #5 October 29th, 2015).</p>
Focus Groups	<p><i>“Digamos que más que todo vocabulario y pues uno tiene como más habilidad con la música y todo eso, entonces, uno muchas veces escucha canciones pero no, uno dice palabras así a la loca (risas) pero si las analizamos y dependiendo el tema que estemos viendo y viendo lo que significa, pues ya luego uno va a recordar mejor las palabras.”</i> (Session 1, Group 1, Student 1)</p> <p><i>“Pues ya que los jóvenes nos movemos más por la música me pareció muy interesante porque pues acá teníamos la letra los videos que nos aclaran más cosas de lo que estamos viendo en inglés”.</i> (Session 1, group 2, Student 5)</p> <p><i>“Uno ya pudo haber sabido los temas con anterioridad es como un refuerzo y le ayuda a uno a recordar muchísimas cosas que se olvidan y nada sí también he aprendido mucho vocabulario”.</i> (Session 1, Group 2, Student 3)</p> <p><i>“De ‘all the single ladies’, esa canción, o sea si son canciones conocidas para uno, así sea que uno las haya escuchado en ‘Las ardillas de Alvin’”.</i> (Session 1, Group 3, Student 2)</p>

Table 3: Triangulation Matrix. Sagor (2011)

The previous examples show the positive effects perceived by students thanks to the use of songs and videos. Here, the senses of sight and hearing were key for them to interiorize knowledge and in consequence to participate actively during the lessons. Some of them remembered topics that they had already studied and this time they felt comfortable to participate. The songs, lyrics and the videos helped them to enrich their vocabulary and to give and share their opinions with their classmates.



Most of them did not like English, they knew that learning a foreign language was necessary and important for their professional careers, however, they lacked of purpose, the teacher's duty was to show them the practical uses of English, to make them feel interested enough to make students interact with their classmates despite their shyness and share their opinions in class. All this was possible thanks to the implementation of multisensory learning to make students feel the importance that English has in their lives, because learning is and always must be a great experience.

### **Visual aids and songs in relation with memory and comprehension of the topics**

Music was the central element presented in all the classes to promote speaking in L2. “An attractive feature of multisensory learning is that the instructional techniques can pique as students interest so that the desire to get involved can supersede the impulse to sit and do nothing” Baines (2008). What we aimed on these lessons was to catch student’s attention and make classes interesting for students through the multiple learning channels of seeing and hearing.

Taking as reference the previous examples, what was discovered was that thanks to images and visual aids students could have a graphic representation and a context to discuss from there. For Baines (2008) sight is the dominant sense, that is the reason why, students expressed during the two focus group sessions that they liked the use of videos and images.

From field notes, the visual experience that students had was notated. On October 15<sup>th</sup>, 2015, observers wrote about the interest that students showed for Shakira's video of the song

called Hips Don't Lie. Students looked happy and they were talking about the video. On October 29<sup>th</sup>, 2015 during the class about tattoos, observers noted that students were analyzing and discussing about the tattoo designs. These examples represent the positive effects that images and videos caused in students' learning experience. Students seemed motivated and responded in a good way to visual stimulus.

During the class about tattoos students were provided with the lyrics of the song by the rock band The Who, teacher presented students new vocabulary, then, she asked parts of the body with the use of images from. It was discovered that students seemed to have a better learning experience if they had visual representations of vocabulary always in relation to the topic for the class.

From multisensory input it was also discovered that students reinforced their knowledge, thanks to the connection that the lyrics of the songs had with grammar and vocabulary. During the following paragraphs, the effect that songs (as auditory stimulus) and lyrics (as visual stimulus) had for musical and linguistic intelligence are going to be analyzed in order to find the connections that students created to favor their learning and to improve their speaking skills.

Even though students did not show a tendency to musical intelligence at the beginning of the implementations, songs helped them to understand grammar. With the time, students also created a connection between songs and knowledge. Students stated during the focus group sessions that thanks to songs they memorized and remembered information related with the topics worked during the classes easily, such as vocabulary and grammar.

During the first focus group session, student number five from the second group stated that as they are young people they feel more attracted for music. For that student, having the lyrics and the videos of the songs was interesting, thanks to this, their memory was reinforced in relation to the topics worked in class, and at the same time, the learning experience they were having was visually and acoustically attractive. As it was said previously, Gardner (cited by Armstrong, 2009) stated that people who make use of musical intelligence tend to remember words in a foreign language easily. From the previous experience student shared during first focus groups session, it is possible to identify students were using their musical intelligence along implementations.

This was a fact proved along the seven implementations; students recognized that in the past (when they listened the songs for the first time outside the classroom) they did not pay attention to the lyrics of the songs. During the first focus group session, one of the students recognized they tended to say words without thinking so much in the meaning, then, after reading the lyrics in class, they created awareness by analyzing the lyrics of the songs and memorized some words, relating those words with grammar and, subsequently, using them for speaking.

Linguistic intelligence was also worked during the implementations, Gardner (cited by Armstrong, 2009) mentioned that people who showed using linguistic intelligence were characterized by good syntax manipulation or structure of language. An example of this was

provided by a student who claimed that they remembered grammar topics they had already studied in class, but that with the time were forgotten.

Another characteristic is the phonology or sounds of language who students reinforced when listening to the songs and the correct pronunciation for some words; the semantics or meanings of language. A student mentioned the fact that they learned a lot of vocabulary from songs during the implementations, and finally the pragmatic dimensions or practical uses of language, pop rock songs provided students with a context to talk about.

However, thanks to students' positive reactions towards these activities it was discovered there is an important connection between linguistic and kinesthetic intelligence and the reduction of anxiety or even stress at the moment to speak and participate in class.

As the aim of this research was to encourage students to speak in English, giving instructions was a central component to achieve this goal. Gardner (cited by Armstrong, 2009) stated that people can develop intelligences to an adequate level of competence if they are provided with the proper encouragement, enrichment and instruction.

It is possible to say that visual elements, songs and warm up activities can encourage students to speak and to participate in class using English. These elements also have a direct relation with memory because students expressed they remembered some topics when they listened to the songs. Images, songs and warm up activities are also related with students'

attention, because for students watching musical videos, participating in warm up activities or looking at pictures, kept them immerse and engaged in the class.

## Chapter 6

### Conclusions

The purpose of this research was to encourage students to speak in English during the lessons. The overall findings indicate that the experience was successful due to the fact that students spoke more in English at the end of the implementations. In addition, they were not anxious or shy when they were asked to participate in class. Furthermore, it was also possible to improve different aspects that are important when someone speaks in English such as: vocabulary, pronunciation and grammar.

After analyzing the information collected from observations, teaching journals and focus groups, the results showed that songs can be used as a tool to motivate and encourage students to speak in English. Additionally students were able to learn more vocabulary and improve different grammar aspects such as the correct use of structures and tenses of topics like simple past, comparatives, superlatives and future using going to.

It was also found that students preferred Colombian artists like Shakira because they enjoyed reading the lyrics and getting familiar with them. For students, it was important to find the connection between the songs and the topic they were studying, this connection was relevant because it made students' learning process easier and they could remember the topics for their exams and for the activities they had to do later with the teacher during their other classes.

At the beginning of the implementations, students who had difficulties understanding the instructions and questions in English talked in Spanish. They were shy and insecure because they

did not want to make mistakes in front of their classmates. Warm up activities involving kinesthetic methodology such as the one that involved the question ball, and the one that used balloons, were of great help to start the class with good energy and reduce anxiety and possible judgments that students might have towards their partners. In addition, the group activities based on daily life topics, developed in this research, helped students to reduce anxiety when they had to speak.

During the last implementation, it was discovered that when the teacher used Spanish to translate the instructions or explanations students answered in English because they knew that their goal was to start producing in English and they already knew the objective of that class, and they wanted to show that they were able to complete the activities in English to actually encourage the challenges that teacher was giving to them. Through the implementations researchers had to think as students and look for students' likes and dislikes. At the beginning, it was not easy because students' likes were known, but by the time, it was possible to identify in which classes they were feeling comfortable and in which ones they were not attracted at all. If the song was interesting and the activity was not, students would not participate actively.

### **Pedagogical Implications:**

Considering the focus of this research and the relevant findings presented above, classes that include authentic materials such as songs need to be complemented with activities related to the situations and topics proposed in the class through Theme Based Approach in order to encourage students' interest to learn a second language.

The success of a class with authentic material involves planning the lesson taking into account the objectives and activities that have to be appropriate for the students. Not all the authentic material available works; it is also necessary to be aware of the age, the level and the characteristics of the students. This type of material allows teachers, not only to work by improving a specific skill, but also teachers can take a great advantage of this material to teach reading, writing or listening. In addition, students can learn vocabulary, pronunciation, and grammar, among others.

Taking into account that the activities designed for the seven classes applied were developed with Theme-Based Approach, it is necessary to be aware that this approach develops the classes around a specific topic. So, an important implication is that those topics need to be really interesting and attractive for the students, because with this, students will feel motivated towards the topic of the class. As the classes are developed in a different language, in this case English, the students feel the obligation to learn the necessary elements, like grammar or vocabulary, that allow them to participate in the topics they are interested.

Likewise, as this research was ruled by pop rock songs, another implication is to find the correct songs that matched with the already established syllabus that students in the English II course were working on. This means that, as it was said before, these songs needed to be carefully searched in order to fulfill the topic of the class bearing in mind the TBA and the syllabus, the musical genres likes of the students due to they are university students so their tastes are varied, and that the songs followed a code of respect, because of course the songs could not be unresentful towards the students or that they offended the participants somehow.



Finally, teachers can stimulate students' musical and linguistic intelligences through the use and adaptation of pop rock songs within the classroom. Students found pop rock songs interesting in which they stated to have been naturally attracted to music because of their age. Students also considered useful for their learning experience towards the enrichment of their grammatical and vocabulary knowledge. As an implication, it is important to consider the aspects mentioned above in terms of students' characteristics, preferences and the syllabus of the educational institution to apply them successfully. Multisensory learning is intimately connected with students' learning experiences so songs must be complemented by the use of videos and images related not only with the songs itself but the topic for the class. Warm up activities related with kinesthetic strategies can also be implemented as a way to encourage students to participate, reduce their stress and anxiety towards speaking.

**Limitations:**

In the classroom, there was a big TV in which the videos of the songs were reproduced; however, the sound was not good enough. When working with songs, it is important to make sure that all of the students will hear clearly. During the implementations, we experienced some issues with the speakers provided by the technical support office from the university, the sound was not strong enough, sometimes the speaker did not match with teacher's computer and in consequence, students who were sit at the back couldn't hear clearly. As a way to reduce the negative effect, students were told to sit closely, nevertheless, it is important to consider as a teacher we have to bring the materials and elements necessary for the class.

Another limitation that was found was related to the time for the implementation. Some factors such as: holidays, students' exams, late arrivals of students that interrupted the rhythm of the activities planned. For that reason, in some occasions some warm up activities had to be cancelled even though they represented a benefit for the students.

In addition, when starting the research it was clear the focus of it. However, it was difficult to decide the main constructs that would give a clear basis to the research due to there were too many ideas that were in our heads but were not enough to be important in the project.

After having chosen the main constructs, another limitation was related to the access we had to the research material, because most of the times, it was necessary to pay to have access to different books that seemed to be useful for the research, and in some other cases the books were not related to education and everything was explained in a generic way.

### **Further Research:**

The results of this investigation can lead to a more extended research by exploring the diversity and richness of songs for learning English. Some of the possibilities that arose for further investigation are using musical videos, images or movies to encourage students to improve other skills. Colombian singers make part of the 'pop culture', so they are very well-known references and their songs can also be used in class as authentic material to motivate students.

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## Appendix 1

### Lesson plans

#### Lesson Plan 1      Date: September 17th, 2015

<b>Teacher's name</b> Alejandra Núñez		<b>Class length</b> 90 minutes	<b>Date</b> September 17 <sup>th</sup> , 2015	<b>Nr of session</b> 1
<b>Grade</b> NRC: 450	<b>Class Level</b> English 2	<b>Topic</b> Journeys (past simple)		<b>Language Skills</b>
<b>Previous lesson summary</b> Students had first term final exam		<b>Next lesson topic</b> Animal migrations (comparative adjectives)		

<b>Learning objective</b>	<b>Personal aim</b>
<ol style="list-style-type: none"> <li>Students will be able to talk about journeys in the past.</li> <li>Students will imagine a journey they would like to do but they will report it in past tense (as if they were there).</li> </ol>	<ol style="list-style-type: none"> <li>I will encourage students to participate and talk about interesting places in the world to visit.</li> <li>I will do a better use of the board.</li> </ol>

<b>Materials and Resources</b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>Student's book</li> <li>Song Africa by Toto</li> </ul>	<ul style="list-style-type: none"> <li>Life elementary student's book CENGAGE Learning, national geographic learning.</li> </ul>

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
<ol style="list-style-type: none"> <li>Students might be distracted and talking each other during the lesson.</li> <li>Students might take more time than expected finishing the activities, especially when finishing the listening part on page 76.</li> </ol>	<ol style="list-style-type: none"> <li>I will keep students focused on the activities paying special attention to those groups which might be talking and disrupting the class.</li> <li>I will have set more time for the activities previously just in case they need it.</li> </ol>

<b>Learner's expected output</b>	<b>Learner's expected comprehensible input</b>
<ul style="list-style-type: none"> <li>Students will talk about a journey they did to another country or any place within Colombia.</li> <li>Students will use verbs in past properly.</li> </ul>	<ul style="list-style-type: none"> <li>Students will comprehend the usages of simple past.</li> <li>Students will have clear the relation between past experiences and how they can express them in past.</li> </ul>

Stage	Time	Interaction	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</b>
<b>Opening</b>	20	T-Ss	<ol style="list-style-type: none"> <li>The class will start asking them to sign the consent for the implementation of the project.</li> <li>Students will answer the multiple intelligences questionnaire.</li> </ol>
<b>Presentation</b>	20	T-Ss	<ol style="list-style-type: none"> <li>They will listen to the song called Africa by Toto and will be</li> </ol>

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<b>Pre-(skill)</b>			<p>introduced to the topic for the class.</p> <ol style="list-style-type: none"> <li>Students will open the book on page 82 and will look at the title of the reading and the photograph about the journey from England to South Africa. Then, they will look at exercise 5, we will analyse the sentences about past simple negatives.</li> <li>Students will be provided with a short explanation about it.</li> <li>Students will be introduced to the topic of the reading flight of the silver queen.</li> </ol>
<b>Guided practice While-(skill)</b>	10	Ss-T	<ol style="list-style-type: none"> <li>They will be asked to complete reading section on page 82 called <i>flight of the silver Queen</i> and highlight sentences in past and organized the paragraphs as proposed on the book</li> </ol>
<b>Communicative Practice Post-(skill)</b>	30	Ss-Ss	<ol style="list-style-type: none"> <li>They will listen to the song again highlighting key vocabulary related with journeys: flight places: Africa, Kilimanjaro, Serengeti, and Olympus.</li> <li>They will be ask to imagine they travelled to Africa and create a short story about their journey to Africa.</li> </ol>
<b>Assessment</b>			<ol style="list-style-type: none"> <li>Each student's experience is going to be evaluated taking into account the proper use of simple past.</li> </ol>
<b>Closing</b>	5	T-Ss	<ol style="list-style-type: none"> <li>Students will be assigned the homework, exercises 6 &amp; 7 on page 83.</li> </ol>

## Lesson Plan 2      Date: September 24th, 2015

<b>Teacher's name</b> Alejandra Núñez		<b>Class length</b> 90 minutes	<b>Date</b> September 24 <sup>th</sup> , 2015	<b>Nr of session</b> 2
<b>Grade</b> NRC: 450	<b>Class Level</b> English 2	<b>Topic</b> Animal migrations		<b>Language Skills</b> Communicative (speaking)
<b>Previous lesson summary</b> Students had first term final exam		<b>Next lesson topic</b> Animal migrations (comparative adjectives)		

<b>Learning objective</b> 1. Students will learn how to use comparative adjectives a conversation to describe (animals in this case)	<b>Personal aim</b> 1. I will stay focused on the fact that this is going to be a student centered class. 2. I will encourage the students to participate actively and to speak in English as much as possible.
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<b>Materials and Resources</b> <ul style="list-style-type: none"> <li>Student's book</li> <li>Song Survivor by Destiny's child.</li> </ul>	<b>Bibliography</b> <ul style="list-style-type: none"> <li>Life elementary student's book CENGAGE Learning, national geographic learning.</li> </ul>
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<b>Anticipated problems (linguistic, behavioural, situational)</b> <ol style="list-style-type: none"> <li>Since that is a class at 7.00 AM students might be sleepy.</li> <li>Students might be bored during the class.</li> </ol>	<b>Planned Solutions</b> <ol style="list-style-type: none"> <li>I will start the class doing a warm up activity.</li> <li>I will encourage them to participate in class and I will give them challenging and attractive activities.</li> </ol>
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<b>Learner's expected output</b> <ul style="list-style-type: none"> <li>Students will be able to compare wild animals.</li> </ul>	<b>Learner's expected comprehensible input</b> <ul style="list-style-type: none"> <li>Students will comprehend what a comparative adjective is and in which type of scenarios they can use them.</li> </ul>
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Stage	Time	Interaction	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</b>
Opening	15	T-Ss	I will start the class doing a warm up activity called: pass the ball. <ol style="list-style-type: none"> <li>I will ask students to stand up doing a circle.</li> <li>I will pass the ball (which is full of questions) to one student, he /she has to catch the ball and answer the question according to where his/her finger is pointing to.</li> <li>Once the student has answered, he/she will pass the ball to another</li> </ol>



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			student and so on.
<b>Presentation Pre-(skill)<sup>1</sup></b>	20	T-ss	<ol style="list-style-type: none"> <li>1. They will read the lyrics of the song called Survivor by the musical group called Destiny's Child. I will ask them to highlight some key words they consider about the song.</li> <li>2. I will play the song they will listen to it.</li> </ol>
<b>Guided practice While-(skill)</b>	20	T-ss	<ol style="list-style-type: none"> <li>1. After listening the song for the first time I will ask them if they know something about the singers of that group (showing them a picture), or if they know something about their current lives.</li> <li>2. Then they will tell me what a comparison is, asking them to tell me what they know about comparisons and if they could give me an example of it.</li> <li>3. We will construct some knowledge about comparative adjectives.</li> <li>4. I will play the song for the second time and then they will highlight comparative adjectives.</li> </ol>
<b>Communicative Practice Post-(skill)</b>	25	Ss-ss	<ol style="list-style-type: none"> <li>1. Students will have a list of animals on the board (with their drawing as well) <ul style="list-style-type: none"> <li>- Lion</li> <li>- Dolphin</li> <li>- Tiger</li> <li>- Zebra</li> <li>- Elephant</li> <li>- Penguin</li> <li>- Seal</li> <li>- Whale</li> <li>- Shark</li> <li>- Salmon</li> <li>- Butterfly</li> <li>- Turtle</li> </ul>                     And a list of comparative adjectives too. <ul style="list-style-type: none"> <li>- Better</li> <li>- Stronger</li> <li>- Smarter</li> <li>- Harder</li> <li>- Wiser</li> <li>- Bigger</li> <li>- Dangerous</li> <li>- Bigger</li> <li>- Slower</li> </ul> </li> <li>2. One by one students are going to pass to the board and choose two of the pictures then the comparative adjective and they will do a comparison between those animals with the rest of the class</li> </ol>
<b>Assessment</b>	5	T.ss	<ol style="list-style-type: none"> <li>1. Student's participation will be evaluated during the class.</li> <li>2. I will give students back the homework about thanks messages.</li> </ol>
<b>Closing</b>	5	T-ss	<ol style="list-style-type: none"> <li>1. I will ask them to tell me what they learned.</li> </ol>

<sup>1</sup> For a skill lesson, please use pre, while, and post staging.

### Lesson Plan 3      Date: October 1st, 2015

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Alejandra Núñez		90 min	October 1 <sup>st</sup> 2015	3
<b>NRCs</b>	<b>Class Level</b>	<b>Topic</b>		<b>Language Skills</b>
450	A2	Space Journey (superlative adjectives)		L* S* W* R*
<b>Previous lesson summary</b>		<b>Next lesson topic</b>		
Animal migrations (Comparative adjectives)		adjectives to describe physical appearance		

<b>Learning objective</b>	<b>Personal aim</b>
1. Students will use comparatives and superlatives to describe the main characteristics of planets and when talking about their own life, understanding the purpose of them and their importance on their oral production.	1. I will explain grammatical issues clearly.

<b>Materials and Resources</b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>Students' book.</li> </ul>	Life elementary student's book CENGAGE Learning, national geographic learning.

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
1. Students might be shy when participating with different classmates from the ones they tend to participate.	1. I will assign them numbers from 1 to three in order to make them work with different classmates they use to and they will be with them till the class finishes.

<b>Learner's expected output</b>	<b>Learner's expected comprehensible input</b>
<ul style="list-style-type: none"> <li>Students are able to make compare two or more elements.</li> <li>Students change from comparative adjectives to superlative adjectives efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Students comprehend the importance of this type of adjectives for their oral production.</li> </ul>

Stage	Time	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u>
Opening	10	T-Ss	<ol style="list-style-type: none"> <li>Teacher will ask students to number them from one to three, in order to have 3 groups of seven.</li> <li>Then teacher will give to each student a piece of paper where just three of them will have color.</li> <li>Those students who take out the paper will go in front of the classroom.</li> <li>Teacher will have three balloons and inside each one will be a letter.</li> <li>Each student will have one balloon they have to blow out to take out the letter. Then, they have to write as many words that start with that letter as possible in the board. They will have 60 seconds to do it. Their partners can help him/her by telling the words but they cannot pass to the board. The team</li> </ol>

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			with more words will win.
<b>Presentation Pre-(skill)</b>	15	T-Ss	<ol style="list-style-type: none"> <li>Ss will open their books in page 86-87 and will look at the pictures there. Then, T will ask them what they can see in picture (Ss will say that planets, the space, sun, etc). T will also ask them what they think about a spatial journey and how they can compare those planets and the journeys in space and the ones in the earth (Ss will say different statements).</li> <li>Then, Ss will be asked about the comparative adjectives they saw last class, giving examples in the board. T will transform those comparative adj into superlatives giving the opportunity to the Ss to say or guess what they think happened with those adjectives. T will explain the grammatical part of superlatives adjectives.</li> </ol>
<b>Guided practice While-(skill)</b>	20	T-ss	<ol style="list-style-type: none"> <li>After the explanation T will present the video of the song Intergalactic by The Beastie Boys, which is about an intergalactic journey that a robot make to the earth. in specific parts of the video, T will pause it and Ss will have to guess what is next. Then T will play the video to confirm answers.</li> <li>After watch the video, T will ask them what they think about the video, if they liked it or not and what they think the video was about.</li> <li>Taking into account Ss answers, T will write in the board some superlative adjectives and vocabulary from the video and the topic that is space (for example: there is a robot, so Ss may say the biggest object is the robot)</li> </ol>
<b>Communicative Practice Post-(skill)</b>	25	Ss-ss	<ol style="list-style-type: none"> <li>Working with the same groups, Students are asked to go to the board and they will write a sentence where they first, compare two planets and then show the major characteristic of one of those planets taking into account the superlative adjectives. e.g., Uranus is smaller than Jupiter but Mercury is the Smallest planet. The group who finishes first with the correct use of comparative and superlatives will win a point.</li> <li>Finally, in the groups they formed each one of them will say something they did in the past and now they don't do to their partners, each one of them will have two minutes to think about how they would switch that statement in past simple to make it a comparison in the present and after that they will do a superlative statement about them.</li> <li>Some of the students will write down the sentences on the board.</li> </ol>
<b>Assessment</b>	10	ss-ss	<ol style="list-style-type: none"> <li>For the assessment, Ss will develop point 9 in page 86 (in the book). They have to complete the 5 questions with the superlative adjective that is already given there. Then they answer the questions. T and Ss will check them and correct them if there are mistakes.</li> </ol>
<b>Closing</b>	10	T-ss	<ol style="list-style-type: none"> <li>The class will finish by asking them what they learned/ assign homework</li> </ol>

**Lesson Plan 4**      **Date:** October 15th, 2015

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Alejandra Nuñez		90 min	October 15th ,2015.	4
<b>Grade</b>	<b>Class Level</b>	<b>Topic</b>		<b>Language Skills</b>
NRC: 450	English 2	Adjectives (physical appearance)		speaking: people's appearance

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Learning objective	Personal aim
1. Students will be able to describe people by their appearance using proper adjectives.	1. I will encourage student to use as many adjectives as possible in order to make their oral production richer.

Materials and Resources	Bibliography
<ul style="list-style-type: none"> <li>• Student's book.</li> <li>• Song hips don't lie by Shakira.</li> </ul>	<ul style="list-style-type: none"> <li>• Life elementary by National geographic Learning and CENGAGE learning.</li> </ul>

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> <li>1. Students might lack or vocabulary or grammatical structures to speak.</li> <li>2. Due to the previous situation, most of them could be shy when participating</li> <li>3. Due to the time of the day students might be quite lazy</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide students with the proper vocabulary and grammatical elements to make richer their oral production.</li> <li>2. Encourage students to try to express their ideas without being afraid about making mistakes.</li> <li>3. I will take advantage of the topic for this class which is carnivals to make a funny class.</li> </ol>

Stage	Time	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u>
<b>Opening</b>	5	T-Ss	1. The class will start with a short memory game, students will be organized into three teams, they will have to match the pictures of animals with their name (all the items will be hidden)
<b>Presentation Pre-(skill)</b>	20	T-ss	<ol style="list-style-type: none"> <li>1. After the warm-up activity, Ss will be introduced into the topic of festivals (more related to physical appearance. For this, T will present some pictures about different costumes used in carnivals around the world. Then, Ss will discuss in groups of three, T will give them one picture and the Ss will explain what is in each picture, for that Ss will have 5 minutes to think about what they can see in the pictures (they must talk about people's appearance).</li> <li>2. Then, after presentations, T will tell students there is another way to describe physical appearance. T will explain how to use <i>have/has got</i>.</li> <li>3. Ss will try to transform their previous sentences into new ones that contain <i>have/has got</i>.</li> </ol>
<b>Guided practice While-(skill)</b>	15	T-ss	<ol style="list-style-type: none"> <li>1. Next, T will present the song Hip's don't Lie by Shakira. Ss will be asked to say what they know about Shakira, where does she come from and if the place where she was born are carnivals and festivals (Ss can talk about Caribbean's festivals like Barranquilla carnival etc.) and what happens in there.</li> <li>2. After the song Ss will be asked with questions like: What comes to your mind when you listen to this song? Where is this music from? When is it common to use or listen to those songs?</li> </ol>
<b>Communicative Practice Post-(skill)</b>	25	Ss-ss	1. Taking into account the pictures at the beginning of the class and the picture in page 94, Ss will develop point 10 of the book, which consists of matching the sentences to make true sentences about physical



- <https://www.teachingenglish.org.uk/sites/teaching/files/Tattoos%20lesson%20plan.pdf>
- <https://www.teachingenglish.org.uk/sites/teaching/files/Tattoos%20student%20worksheets.pdf>

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> <li>1. Students might struggle when combining tenses in the moment to speak.</li> <li>2. Students might be insecure about expressing their ideas.</li> <li>3. Most of them might be boring or sleepy because it is their first class on the day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide students with proper elements to make them do the proper transitions between tenses correcting them at the moment of speak.</li> <li>2. I will make students to feel comfortable enough to express their ideas on class, I will start the discussion expressing my opinion about tattoos and then I will ask the student who feels better to express his opinion and that way the rest of the class will be more relaxed to give their point of view.</li> <li>3. The class will start with a funny warm up activity so everyone is going to be ready for the class.</li> </ol>

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> <li>• Students will express clear opinions about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify and understand the grammatical aspects immerse on the lyrics of the song necessary for them to read on a fluent way.</li> </ul>

Stage	Time	Interaction	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	10	T-Ss	<ol style="list-style-type: none"> <li>1. Teacher will split the group into two teams. One member from each team sits facing the group.</li> <li>2. Teacher will post an image on the board for all of the team members to see except for the two players in the hot seats.</li> <li>3. The teams must try to get the person in the hot seat to guess the name of the part of the body shown before.</li> <li>4. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat.</li> <li>5. The person on the other team has to remain in the hot seat until she gets an answer first.</li> </ol>
Presentation Pre-(skill)	20	T-ss	<ol style="list-style-type: none"> <li>1. In order to start with the presentation, T will develop a little discussion with questions in page 98, points 1 and 6. T will ask students first, questions of point 1.</li> <li>2. (T will give examples for first questions and in a power point presentations will show the categories of question 2).</li> <li>3. After point 1, T will show in the powerpoint presentation, people with tattoos. Then, T will develop these questions with Ss.</li> <li>4. After the discussion, T will pass the lyrics of the song Tattoo by British rock band The Who.</li> </ol>

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			<ol style="list-style-type: none"> <li>Before listen to the song, T will ask questions about if they know the band, what they think the song can be about by reading the title, etc. and will also clarify doubts about unknown vocabulary.</li> <li>T will play the song once and Ss will read and pay attention to the lyrics.</li> <li>T will ask Ss if they liked the song, if they understood it, and if they have ever thought in make them a tattoo.</li> </ol>
<b>Guided practice While-(skill)</b>	20	T- ss	<ol style="list-style-type: none"> <li>After listen to the song and have done the discussion, T is going to tell them they are going to create a Tattoo Studio (A place where tattoo designers make those drawings in people's skins, make piercings among other stuff).</li> <li>T will pass each Ss a piece of paper in blank.</li> <li>T will tell Ss to think in a tattoo they would like to make, either for themselves or for any other person. Then, they will draw the tattoo and will pass on the board to paste it. After all Ss have done this, each student will way which is her/his tattoo, who is her/his tattoo for, and why they chose that tattoo (My tattoo is this one and is for_____. I chose this design because.....). Then, the rest of the students can say if they like it and if they would do it.</li> </ol>
<b>Communicative Practice Post-(skill)</b>	30	Ss-ss	<ol style="list-style-type: none"> <li>Finally, Ss will develop a role-play. This activity will be developed in pairs. One student will play the role of a parent and the other one will the son/daughter. T will explain Ss they are going to have a discussion about the tattoo that the son or daughter did in one part of his/her body. In order to help Ss, T will write on the board some useful vocabulary (parts of the body, types of tattoos, complains, expressions, etc.) T will be monitoring all the pairs. At the end, Ss will socialize what happened in their discussions, which was the agreement, where the son/daughter did the tattoo (part of the body) and what the design was, etc.</li> </ol>
<b>Assessment</b>	5	T-ss	<ol style="list-style-type: none"> <li>Students' participation is going to be evaluated during the class (expressing their opinion, tattoo design, use of spoken English) the drawings will be collected.</li> </ol>
<b>Closing</b>	5	T-ss	<ol style="list-style-type: none"> <li>Homework will be checked.</li> </ol>

**Lesson Plan 6 Date:** November 5th, 2015

<b>Teacher's name</b> Alejandra Nuñez		<b>Class length</b> 90 minutes	<b>Date</b> November 5th, 2015	<b>Nr of session</b> 6
<b>Grade</b> English II	<b>Class Level</b> Beginners	<b>Topic</b> Vacations (going to)		<b>Language Skills</b> speaking
<b>Previous lesson summary</b> Students reviewed some vocabulary about body parts, they designed their own tattoo.		<b>Next lesson topic</b> Second session of focus group will be held.		

<b>Learning objective</b>	<b>Personal aim</b>
1. Students will be able to use (going to) to express their plans for vacations.	1. I will provide students with the necessary elements for them to express their plans for vacations using as much spoken English as possible.

<b>Materials and Resources</b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>California Gurls by Katy Perry</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=8gi-ePdjjJs">https://www.youtube.com/watch?v=8gi-ePdjjJs</a></li> </ul>

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
<ol style="list-style-type: none"> <li>Students might struggle when using (going to) especially because they can be confused about how to use the verb (tense)</li> <li>Some of them might be distracted, bored and even worried because of the final Project presentation.</li> </ol>	<ol style="list-style-type: none"> <li>I will give them some examples about the use of going to so they can express their own plans properly and being sure about the use of the tenses.</li> <li>I will make all of the students to be engaged and motivated during the lesson showing them the importance of this class for this final Project which will be about touristic destinations.</li> </ol>

Stage	Time	Interaction	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</b>
<b>Opening</b>	5	T-Ss	<ol style="list-style-type: none"> <li>Teacher will present the song California Gurls by Katy Parry. Then teacher will start asking them what they feel when they listen to the song and what comes to their minds. After that, T will start showing them vocabulary taken from the song and also added, using words such as: <ul style="list-style-type: none"> <li>beach</li> <li>sun</li> <li>sand</li> <li>bikini</li> <li>airplane</li> <li>bags</li> <li>towel</li> </ul> </li> </ol>



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			2. Then teacher will ask to students if they know more vocabulary related to the previous one and if they know what will be the category of those words (Vacations/Holidays)
<b>Pre-(skill)</b>	10	Ss	1. In this stage, Ss are going to pretend they are in a Flight agency (For example Aviator). There, they will find different tourist destinations which are available to go on their next vacations.
<b>While-(skill)</b>	20	Ss	1. Ss are going to start looking for the best touristic destination for them. They will have to stand up and look the offers of each destination. They can ask for help if they do not understand the aim of the activity.
<b>Post-(skill)</b>	20	T-ss	1. Teacher will ask students to share their experiences, <ul style="list-style-type: none"> <li>o How they felt doing the activity</li> <li>o What they would change</li> <li>o What was the most difficult part of the activities</li> </ul>
<b>Assessment</b>	15	T-ss	1. Teacher will ask to write some sentences (5) of what they are going to do in their next vacations and at the end she will pick up the sentences.
<b>Closing</b>	20	Ss-ss	1. As part of the final implementation class, and in order to take into account the opinions of the Ss about the music they like, T will develop a Karaoke activity where Ss are going to choose the songs they like and will sing together.

## Lesson Plan 7      Date: November 12th, 2015

<b>Teacher's name</b> Alejandra Núñez		<b>Class length</b> 90 minutes	<b>Date</b> November 12 <sup>th</sup> , 2015	<b>Nr of session</b> 7
<b>Grade</b> Nrc: 450	<b>Class Level</b> English 2	<b>Topic</b> Future with will and going to		<b>Language Skills</b> speaking
<b>Previous lesson summary</b> Students were introduced to future with going to.		<b>Next lesson topic</b> Students will present their final speaking projects.		

<b>Learning objective</b> 1. Students will learn how and when to use will and going to integrating that knowledge to their oral production.	<b>Personal aim</b> 1. I will guide students properly so they can express as many ideas as possible without feeling afraid about their classmates' opinions.
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<b>Materials and Resources</b> <ul style="list-style-type: none"> <li>Student's book</li> <li>Frozen's movie fragment</li> </ul>	<b>Bibliography</b> <ul style="list-style-type: none"> <li>Life elementary student's book CENGAGE Learning, national geographic learning.</li> <li><a href="http://moviesegmentstoassessgrammargoaals.blogspot.com.co/search/label/future%20will">http://moviesegmentstoassessgrammargoaals.blogspot.com.co/search/label/future%20will</a></li> </ul>
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<b>Anticipated problems (linguistic, behavioural, situational)</b> 1. Students might be late for the class. 2. Some students are not going to be willing to speak on communicative practice stage.	<b>Planned Solutions</b> 1. The class will start at 7.10 AM so we will not have warm up activity and the chart about future tense using will and going to will be available on the board for the ones who arrived late. 2. I will evaluate speaking activity, so if they don't want to participate they will be aware they will not have that grade.
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<b>Learner's expected output</b> <ul style="list-style-type: none"> <li>Students use will and going to talk about future.</li> </ul>	<b>Learner's expected comprehensible input</b> <ul style="list-style-type: none"> <li>They understand the difference between will and going to comprehending when they need to use each one of them in order to express certain situations.</li> </ul>
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Stage	Time	Interaction	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</b>
<b>Opening</b>	10	Ss-ss	1. The class will start doing a short activity called the hot seat, students will be split in two teams.
<b>Presentation Pre-(skill)</b>	10	T-ss	1. Students will be introduced to the topics: <b>will</b> and <b>going to</b> through a chart made in the board.

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<b>Guided practice While-(skill)</b>	15	Ss	1. Students will watch a fragment of the movie frozen (sister's queen song) and will fill in the gaps with the proper use of will and going to.
<b>Communicative Practice Post-(skill)</b>	10	ss-ss	1. Create a movie: students will work in groups of two and they will create their own movie, they can choose the characters, setting and genre.
<b>Assessment</b>	25	ss- ss	1. Their oral production will be evaluated, each student will present why they choose that movie
<b>Closing</b>	30	T- ss	1. Students will take part of the second focus group in order to collect data for second cycle of implementation according to action research guidelines.

## Appendix 2

### Teaching journals

**Date:** September 17th, 2015

<b>Teacher: Alejandra Núñez</b>	<b>Course: English 2</b>	<b>Nr of students: 13</b>	<b>Lesson Nr: 1</b>	<b>Date: September 17<sup>th</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>Did I implement the whole lesson plan?</li> </ul>	<p>I did not depart from the lesson plan, however I forgot couple of things first to assign them their homework and second I asked them to highlight some key concepts first but it was supposed to be done after the second time I played the song.</p>	<p>I got a little bit worried because the majority of them arrived late; in consequence I was worry about the time. I talked with the students who arrived late and told them that if they were late again I will locked the door at 7.15, also I will speak with the guys of maintenance so they can fix the door for me to close it. Finally, I will leave a sign for the ones who arrive late telling they cannot enter to the class.</p>

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What teaching materials did I use? How effective were they?</li> </ul>	<p>I used the lyrics of the song, the student's book and the computer and the TV.</p>	<p>All of them were effective, except for the sound of the computer which according to the students who were at the back it was not that loud enough.</p>

<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What grouping arrangements did I use?</li> <li>What problems did I encounter and how did I deal with them?</li> <li>Was it a student-center class? How?</li> <li>What patterns of interaction took place?</li> <li>How effective was my instruction-giving?</li> </ul>	<p>-The students were bored during this lesson, in consequence they did not participate as the previous lessons.</p> <p>-The class started quite late, so teacher Danny had to give them a warning for those who arrived late.</p> <p>- It was a more teacher centered class than as planned for that reason the patterns of interaction were Teacher to students.</p> <p>-my instruction giving was not that clear when giving them the test to complete at</p>	<p>This class was particularly difficult for me because it was the first implementation of the research project and of course I had expectations that did not happen, however I think this was an excellent opportunity for me to realize what are the things that I need to correct from my own teaching style and philosophy, in order to have the results I want from my students.</p> <p>In spite of that,I don't like teacher –centered classes I'm just doing and reproducing that model I don't want to, so at this point I</p>

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<ul style="list-style-type: none"> <li>Were all the students engaged in the lesson?</li> </ul>	<p>the beginning of the class, so I had to explained them in Spanish as well as the guidelines for the implementation.</p> <p>- They did not seem as engaged as I would like them to be.</p> <p>-some students were talking on the back of the classroom and I didn't noticed at that moment.</p>	<p>learned a value lesson about coherence.</p> <p>I need to improve the classroom management as well, e.g. there are two students talking on the back so I need to go there and ask them about what I am talking about.</p> <p>I need to be careful with the use of cellphones as well.</p>
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<b>Language teaching</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Were the aims of the lesson achieved? Why?</li> <li>What teaching techniques did I use? How effective were they?</li> <li>How did I promote the use of L2?</li> <li>How effective did I present new language?</li> <li>What would I change if I were to teach this lesson again?</li> </ul>	<p>The aims were not achieved at 100% level.</p> <p>I would change the strategy I used, because it looked like it was more grammar-centered than speaking centered as it was supposed to be.</p> <p>Regarding teaching techniques and how did I promote L2 I encountered couple of weaknesses which I need to clarify in order to make it more clear for the students because I consider really important for them to be aware the type of techniques I am using and how I am promoting for them to use English.</p>	<p>If I could teach this lesson again I would make them speak more in order to increase their oral production, I realized I don't need to be so focused on following the lesson plan step by step because I also need to stop and evaluate the situation better in order to know if what I am doing is working or not.</p>

<b>Language learning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What did the students actually learned?</li> <li>Did students use L2 in the lesson? What for?</li> <li>Did students contribute actively to the lesson</li> <li>Were students challenged by the lesson?</li> <li>What were the most effective parts of the lesson?</li> <li>What were the least effective parts of the lesson?</li> </ul>	<p>They learned about simple past negative sentences.</p> <p>They used L2 to give me their answers and some of them participated using L2 as isolated words.</p> <p>They didn't contribute that much because I was talking a lot and that was the least effective part of my lesson since I made this lesson so easy for them.</p> <p>The most effective part of the lesson was when making them come to the board and participate.</p>	<p>It happened because I did not got focused on the aim of encouraging them to speak but to follow the lesson plan, I didn't take into account the fact about the time, so at the end speaking part was between 5- 10 min instead of 30 as it was initially planned.</p> <p>In order for me to overcome this I need to be prepared for unexpected situations for example, if they arrive late because that cannot affect the whole lesson as well as keep focused on them.</p>

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<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What kind of assessment did I use in the lesson? How effective was it?</li> </ul>	<p>I evaluate to the students who participated when reading out the sentences about their trip to Africa. I detected to the students with better English level, however, my intention is not classify them I just noticed those ones who have better level are more willing to participate.</p>	<p>This is some of my weaknesses as well due to the fact that most of us (practitioner teachers) don't have enough knowledge about proper assessment for students depending on their characteristics. In order to improve it I need to establish clear assessment guidelines.</p>

<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>	<p>This class in particular I felt I was a different teacher from the one I usually am, this class I was not that happy as in the previous ones, my energy was low so I didn't reflect what I usually do. I discovered that what I think and what I expect is going to happen not always does, in order to be successful one also need to think about those elements that are not going to be as good as you think carefully. This lesson did not show improvement it just showed I followed the lesson plan and I did the proper transitions. I listened attentively to teacher's Danny's suggestions as well as my research partners' comments, our work is so collaborative.</p>	<p>It happened because I got worried basically because they did not arrived on time which was a little at the end, unfortunately, I was rushed during the class.in order to improve this, I just have to slow down and be much more district with being on time.</p>

Date: September 24th, 2015

<b>Teacher: Alejandra Nuñez</b>	<b>Course: English 2</b>	<b>Nr of students: 21</b>	<b>Lesson Nr: 2</b>	<b>Date: September 24<sup>th</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>Did I implement the whole lesson plan?</li> </ul>	<p>Yes it was slightly departure and the change make it better. The whole lesson plan was implemented.</p>	<p>I didn't depart from the lesson plan, however, I noticed at the communicative stage that students were finishing the sentences so quickly that I had to give them more challenging activities for them to produce a comparison.</p>

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What teaching materials did I use? How effective were they?</li> </ul>	<p>Student's book: effective Slides: effective Song and lyrics: there is a need for speakers, not all the students highlighted the words</p>	<p>I used the song with the printed lyrics which I used more this time it was effective for them, I used the student's book as well.</p>

<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What grouping arrangements did I use?</li> <li>What problems did I encounter and how did I deal with them?</li> <li>Was it a student-center class? How?</li> <li>What patterns of interaction took place?</li> <li>How effective was my instruction-giving?</li> <li>Were all the students engaged in the lesson?</li> </ul>	<p>Grouping arrangements were well stated from the beginning. Students were talking and participating in Spanish. They had a hard time understanding what type of elements they could compare. The class is starting to look like a student-centered class, and they are starting getting more comfortable with that because they look like they are used to traditional classes. Patterns of interaction are going good, every time the teacher seems thinking about them and not about her own performance, however, students are not participating by themselves yet.</p>	<ul style="list-style-type: none"> <li>I made them aware from the beginning (starting with the warm up activity) that this class was going to be for them to participate.</li> <li>The problems I encounter regarding the students were that first they did not give me ideas about a comparison they were shy and talking in Spanish when telling me what they already know about comparisons. The second thing I noticed was that they were boring when I was explaining them grammatical aspects about comparatives and some of them had a hard time understanding. In order to overcome this I started giving them examples like: what do you think the singer was comparing? What things (objects, animals, people) can we compare?; I ask them to come to the board as well and write down a sentence using comparatives and even though the student</li> </ul>

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		<p>had a hard time when doing the sentence because he was nervous and confused I involved the rest of the class at that moment to help him.</p> <ul style="list-style-type: none"> <li>● It was a student-center lesson because I made them being engaged as much as possible, there was a difficult time when explaining them grammar because they were getting bored, however, when we moved to the communicative practice they were much more relaxed and willing to participate. For this stage I decided to use the ball which was used at the beginning for warm up activity and play another game in order to determine who was going to be the next person to participate.</li> <li>● Patterns of interaction: T to Ss (when giving the instructions and explaining about comparatives); ss-ss when they participated on the conversational practice.</li> <li>● I noticed my instruction giving was effective since students did not ask me to repeat again, I used examples to make more clear what they had to do (I'm going to pass the ball to Carlos telling him "here you have Carlos" and he is going to receive it and tell me "thank you Alejandra" and then he will read a question from the ball) while performing the actions that way they understood easily.</li> <li>● They were not engaged the whole lesson but I can rate it and say it was an outstanding level of student's engagement compared with the previous class.</li> </ul>
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Language teaching	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● Were the aims of the lesson achieved? Why?</li> <li>● What teaching techniques did I use? How effective were they?</li> <li>● How did I promote the use of L2?</li> <li>● How effective did I</li> </ul>	<p>The topic was covered as planned, teaching techniques used were: explaining a topic using examples, students were randomly selected to participate when speaking (matching game).</p> <p>The techniques need to continue being focused on students active participation.</p>	<ul style="list-style-type: none"> <li>● Yes they were because first they understood the main purpose of comparative adjectives and second they were able to use it when comparing animals.</li> <li>● Those techniques were useful because it helped me to stay focus on my students and think about their possible feelings and thoughts towards participating in the class.</li> </ul>



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<p>present new language?</p> <ul style="list-style-type: none"> <li>• What would I change if I were to teach this lesson again?</li> </ul>		<ul style="list-style-type: none"> <li>• This class I talked in English as much as possible, however I'm still getting answers in Spanish, the only way to make them participate in English is if I give them the instructions and a context.</li> <li>• I think the way to present new language was effective I realized that when showing them visual elements (drawings, pictures) they are more likely to participate.</li> <li>• If I would teach this lesson again, I would check the material before leaving home because this class I forgot to bring the lyrics of the songs, the drawings of the animals and some tests for the students who didn't come previous class.</li> </ul>
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Language learning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What did the students actually learned?</li> <li>• Did students use L2 in the lesson? What for?</li> <li>• Did students contribute actively to the lesson</li> <li>• Were students challenged by the lesson?</li> <li>• What were the most effective parts of the lesson?</li> <li>• What were the least effective parts of the lesson?</li> </ul>	<p>Students understood the role of comparative adjectives. Students used L2 to answer questions on the warm up activity and make comparisons. Students contribute to the lesson, however they did it in Spanish when trying to express some ideas such as (usamos adjetivos comparativos para comparar dos elementos) so they were translating what I was saying. Students responded positively to games but they did not when grammatical aspects were explained to them.</p>	<ul style="list-style-type: none"> <li>• They learned the role of comparative adjectives in English.</li> <li>• They did not used that much, as I said before, they used it if I give them a context and the instructions, otherwise is difficult to make them use English.</li> <li>• The students do not present any behavioral problems, so the cooperated with the lesson.</li> <li>• I think they were challenged by the fact they had to talk in English in front of their classmates but not with the topic itself, I need to work more on their concentration level and they will understand better the topics but I would like to work on more challenging activities.</li> <li>• One of the most effective parts from the lesson was the warm up activity called <i>pass the ball</i> because they did not expected it, so it was a nice surprise for the people who was participating at that moment and also, the use of the ball during the communicative practice definitely because they were laughing, they seemed relaxed (most of them) and they understood the instructions easily.</li> <li>• The least parts of the lesson were regarding technical issues with the sound of the song and when explaining them grammatical aspects.</li> </ul>

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<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What kind of assessment did I use in the lesson? How effective was it?</li> </ul>	<p>Not all of the students were assessed people who are not participating need some feedback as well, however, since it is a small group is easy to detect the ones who need to be encouraged the most.</p>	<p>I observed if students were comfortable with the activities. I detected they have a good English level to start speaking however they do not seem secure when expressing what they know. I am observing a process with each one of them, most of them are much more relaxed now, but I am still thinking about those students that did not say a word, so next class I can make them participate in order to evaluate them.</p>

<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>	<p>This class show improvement regarding the way the class was handled, at some point students were laughing and having fun since I was doing it as well so I think I can show them how I perceive learning without worrying about their possible reactions towards it.</p>	<ul style="list-style-type: none"> <li>• My philosophy was reflected because I act according to make a more student-centered class.</li> <li>• I discovered that it is very important to interpret correctly student's facial expressions and body language to determine when is going to be time to move on and engage them with the topic.</li> <li>• I would change the way I introduce grammar.</li> <li>• It showed an improvement on my performance because I have more energy.</li> <li>• I have listened to the comments from teacher Danny as well as the comments from my research partner in order to improve my teaching performance.</li> </ul>

Date: October 1st, 2015

<b>Teacher: Alejandra Nuñez</b>	<b>Course: 450 English 2</b>	<b>Nr of students: 16</b>	<b>Lesson Nr: 3</b>	<b>Date: oct 1<sup>st</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>Did I implement the whole lesson plan?</li> </ul>	<p>There was some departure from the lesson plan on communicative practice because there was a moment where students had to compare planets and then transforming that comparison in to superlative sentences, instead of that, students were asked to do so on presentation stage.</p> <p>The lesson plan was not implemented totally; students did not talk about things they used to do.</p>	<p>This departure from the plan was effective because the grammatical explanation was taking longer, the idea was to go to the communicative practice as soon as possible, so, the context was time consuming at that time; taking in to account that situation, lesson plan needs to be checked carefully to make sure all of the topics are going to be covered efficiently and students will have the opportunity to use conversational English as much as possible.</p>
<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What teaching materials did I use? How effective were they?</li> </ul>	<p>The resources which were used were: student's book, musical video from Beastie Boys, lyrics of the song and the board as a resource to write down key concepts.</p>	<p>The integration of these resources seemed to work well, it is important to continue taking advantage of them.</p>
<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What grouping arrangements did I use?</li> <li>What problems did I encounter and how did I deal with them?</li> <li>Was it a student-centered class? How?</li> <li>What patterns of interaction took place?</li> <li>How effective was my instruction-giving?</li> <li>Were all the students engaged in the lesson?</li> </ul>	<p>Students were asked to form 3 groups taking into account the number they said at the beginning of the class, they worked with the same group during the lesson.</p> <p>Some students were not engaged with the lesson.</p> <p>Students provided with some ideas about adjectives, they were invited to discover the purpose of superlative adjectives.</p> <p>Patterns of interaction were from T to Ss and Ss to Ss.</p> <p>The students asked on repeated occasions about what they had to do. It is important to continue working on more student-centered classes.</p> <p>The majority participated, however, some of them got distracted easily.</p>	<p>Students are getting used to the fact that this space is going to be different in terms of interaction, they know they have to interact more with each other; there are some students which are used to work with the same partners, and there are others who do not show interest neither for the class nor for their classmates, in order to overcome that specific issue, it is important to continue working on strategies to make as many students being engaged as possible. Instruction giving needs to be as clear and pause as possible.</p>

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Language teaching	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● Were the aims of the lesson achieved? Why?</li> <li>● What teaching techniques did I use? How effective were they?</li> <li>● How did I promote the use of L2?</li> <li>● How effective did I present new language?</li> <li>● What would I change if I were to teach this lesson again?</li> </ul>	<p>The aims of the lesson were achieved because students were able to see the difference between comparatives and superlatives. The teaching techniques used were: working on groups, making predictions, those techniques seemed being effective.</p> <p>L2 promotion was reflected when students were invited to speak in English as much as possible. New language was presented giving to the students a context for them to take the elements related with the space (planets) in this case.</p>	<p>There is a need to set up more clear teaching and research goals, otherwise there is a risk of obtaining different results.</p> <p>Teaching techniques need to continue being focused on making students interact with each other. In terms of L 2 promotion, it is not enough with telling students to use L2, but giving them tools to do so. Taking into account their lack of fluency and the fact that they are translating and taking time to express their ideas.</p>

Language learning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● What did the students actually learned?</li> <li>● Did students use L2 in the lesson? What for?</li> <li>● Did students contribute actively to the lesson</li> <li>● Were students challenged by the lesson?</li> <li>● What were the most effective parts of the lesson?</li> <li>● What were the least effective parts of the lesson?</li> </ul>	<p>Students learned the fact that comparatives and superlatives are used with different purposes. Students used L2 to communicate their ideas and to participate in class. Students contributed to the lesson but the participation of some students is not voluntary.</p> <p>Students were challenged by the lack of vocabulary they have, some of them used isolated words to express ideas. The most effective parts of the lesson were warm up activity and making students make predictions, the least effective part was clarifying the difference between comparatives and superlatives.</p>	<p>Language learning needs to be focused in oral production that means, questioning myself after every lesson: “what did my students learned about speaking today? How they used conversational English?”, grammar aspects are important, however, I am assuming learning objectives are going to be achieved if they comprehend grammar rules.</p>

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<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What kind of assessment did I use in the lesson? How effective was it?</li> </ul>	<p>The type of assessment applied was based on their participation as a group as well as their oral production when making predictions.</p>	<p>The results obtained when evaluating one by one student's predictions, were important to recognize and identify the main difficulties they are having when speaking in English to express their ideas.</p> <p>It is important to think about new strategies that allow to change the dynamic of the class and make them feel better about their oral production.</p>

<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>	<p>Students are talking in English just when they are asked to do so, there is a need of different dynamic in order to make them aware of their own speaking performance and guide them towards better oral production.</p> <p>Regarding changes I would have gave them better the instructions.</p> <p>I feel class by class I am getting closer to the students, so my performance looked more natural this week.</p> <p>I listened to the comments and suggestions of teacher Danny and my partners in order to think about how to improve teaching performance and to achieve the objectives of the class.</p>	<p>I have discovered that I what I think and what I do on class is not that coherent, I discovered , students have not had the proper conditions to start reflecting about their own process; some of them do not have the resources in terms of language (vocabulary, grammar) and seemed to be very attached to their native language (Spanish). Taking into account the teacher's suggestions as well as my partners I think is time to rethink my understanding about:</p> <ul style="list-style-type: none"> <li>• Student-centered class</li> <li>• Promote use of L2</li> <li>• Assessment</li> <li>• Use of teaching techniques</li> <li>• Language learning</li> <li>• Learning objectives</li> </ul>

Date: October 15th, 2015

<b>Teacher: Alejandra Núñez</b>	<b>Course: english 2</b>	<b>Nr of students: 18</b>	<b>Lesson Nr: 4</b>	<b>Date: October 15<sup>th</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>Did I implement the whole lesson plan?</li> </ul>	<p>Since there was not enough time (because of the focus group activity) the warm up had to be removed, this change made more difficult the beginning of the class because students were so silent. The lesson plan was implemented, however the time was a factor that rushed a little bit things.</p>	<p>Today it was discovered that warm up activities are really important for students so they can feel more comfortable during the whole class, on this classes where time is too short, it is important to take some time to make all the students to be engaged and ready for the class, especially because they come from different careers so this is one of those classes where students are going to be shy at the beginning, so they need extra help and energizing activities.</p>

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What teaching materials did I use? How effective were they?</li> </ul>	<p>The materials used were the students' book, the song hips don't lie by Shakira, the lyrics of the song and some pictures of carnivals around the world.</p>	<p>These materials were effective enough since provide the students with a context in this case carnivals, students liked a lot the song for this class despite the technical difficulties, the combination of those resources worked well according to what was planned, however I feel it is important to make students have a deeper analysis about the lyrics of the song for the next two sessions.</p>

<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What grouping arrangements did I use?</li> <li>What problems did I encounter and how did I deal with them?</li> <li>Was it a student-centered class? How?</li> <li>What patterns of interaction took place?</li> <li>How effective was my instruction-giving?</li> <li>Were all the students</li> </ul>	<p>I organized students in groups according to my criteria; some of the problems were student's lack of participation, it was not a student centered class since they were provided with a major grammatical explanation. The patterns of interaction were from teacher to students and students to students when they had to discuss about pictures. It was difficult for students to understand the instructions, the majority of the students were engaged, however, there are some of</p>	<p>Some of the feedback comments I got from students were related with the speed I speak, so it is difficult for them to understand what I am telling to them, I discover it is quite difficult to make student-centered classes with them because they are used to traditional classes and feel shy or insecure at the moment of participating. I will speak slowly from now so most of them can understand, I will work on the way I give instructions to them as well because they expressed me the instructions are not clear</p>

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engaged in the lesson?	them who seemed worry because they don't understand.	enough. The use of body language, examples and of course speak slowly are going to be very good strategies for them to understand and do not feel anxious about their English level and the fact that they are not going to understand.
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Language teaching	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Were the aims of the lesson achieved? Why?</li> <li>• What teaching techniques did I use? How effective were they?</li> <li>• How did I promote the use of L2?</li> <li>• How effective did I present new language?</li> <li>• What would I change if I were to teach this lesson again?</li> </ul>	<p>Regarding grammar because the topic was clear enough for students, I organized them in groups.</p> <p>Promoting the use of L2 is particularly difficult because students have an important lack of security which hold them back to try to speak English. There Was no presentation of new language itself but presenting them a new topic, the majority of students showed understanding and if they had any further question it was answered. If I would teach this lesson again I would have done a short warm up activity.</p>	<p>With this group it is particularly difficult to make them participate and use L2, so new strategies need to be implement to make them aware about the importance of use L2 so we can see their improvements regarding communicative skills in this second cycle.</p> <p>The strategies are going to be focused on:</p> <ul style="list-style-type: none"> <li>• Providing clear instructions</li> <li>• Speak slowly</li> <li>• Do not speak in Spanish but use body language to make them understand</li> <li>• Give them as many examples as they need</li> </ul> <p>According to Cameron (2000), "...if they are not understanding, they cannot be learning." Thanks to this first focus group I had the opportunity to understand this, students do not have a lot of contact with English, actually, some of them do not like English and they take the course because they have to. I do not want my students to come just because it is an obligation but I really want to give them something useful for their lives and to make them aware about the importance English has on their professional development and the importance of start using more spoken English and take risks.</p>

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<b>Language learning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● What did the students actually learned?</li> <li>● Did students use L2 in the lesson? What for?</li> <li>● Did students contribute actively to the lesson</li> <li>● Were students challenged by the lesson?</li> <li>● What were the most effective parts of the lesson?</li> <li>● What were the least effective parts of the lesson?</li> </ul>	<p>Students learned some grammatical aspects regarding has got and have got, students used L2 to talk about carnivals, this time was difficult to make students participate actively during the lesson, however they did it and actually there was one student who participated as volunteer.</p> <p>This lesson was short so it was an easy lesson, the most effective parts of the lesson were when they were asked how much they understood, the least effective parts of the lesson were when trying to make them speak because they were feeling their lack of elements to express their ideas.</p>	<p>This class was particularly fruitful because we could have feedback from the students, some of them stated that I am speaking too fast so they cannot understand, some others want me to speak in Spanish, as conclusion, it is difficult to try to break some paradigms about language learning and make them be positive about their own learning process.</p> <p>Language learning is a factor we need to work harder this two sessions we will have with them, I am quite concern about it because time have passed so fast, however, I think that applying the previous strategies students will have a better understanding and in consequence a better language learning. According to the comments students provided about the class it seems like most of them prefer a grammar translation approach so that could be one of the reasons they are having problems in terms of language learning, however, our intention is to help them in this process to adapt them to different language teaching methods from the ones they are used to. Fortunately Music has helped me a lot building that connection (rapport) with students, they provided positive comments about the use of music (songs) , videos and images, they seemed to retain more information when music (songs) are involved, actually some of them had a very good time and some others expressed they tend to remember better grammatical aspects when we use songs.</p>

<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● What kind of assessment did I use in the lesson? How effective was it?</li> </ul>	<p>The time was short to make an assessment, however their participation when talking about carnivals was analyzed during the whole lesson which was an informal way to assess. Taking into account that they did not think about the fact that might be evaluated.</p>	<p>Students were found to be lacking of confidence and proper grammatical elements as well as vocabulary to express their ideas. To overcome this situation, students are going to be encourage to use more spoken English taking into account the lack of elements (vocabulary and grammar) they have expressed they have.</p> <p>This final three sessions are going to be crucial to measure how much students have improved and how do they feel about those</p>



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		improvements, so I will use more formal methods such as tests and short quizzes and I will evaluate their oral production on role plays as well providing them real time feedback.
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<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>	<p>I reflect my beliefs about teaching on every class, however, I am looking forward more student centered classes which will make me feel I am reflecting what I belief about teaching.</p> <p>I discovered that it is important to understand student's point of view and feelings towards the class.</p> <p>I should speak slowly so all the students can understand my English.</p> <p>Every day I learn something new and I apply it in my lessons in order to improve. I listen to teacher Danny's comments as well as the thesis tutor and my project partner's comments; the work is cooperative and flows very well.</p>	<p>It is important to work on make a student centered class, this class was very important because as I said, students had the opportunity to give me feedback about how they have felt which is going to help me to find the reasons why they prefer traditional classes and how little by little I can change that perception and make them more open to communicate and use their ideas in English.</p> <p>I will continue working on my spoken English to make sure everyone understands it, some of the students would prefer me to talk in Spanish but I want them to be in contact with English all the time and actually this is one of the spaces where students have contact with English so I will look forward the way to communicate this to them.</p> <p>We will continue working on the project together so we can make positive changes and reach the main objective which is encourage them to use more conversational English.</p>

Date: October 29th, 2015

<b>Teacher: Alejandra Núñez</b>	<b>Course: english 2</b>	<b>Nr of students: 12</b>	<b>Lesson Nr: 5</b>	<b>Date: October 29<sup>th</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>• Did I implement the whole lesson plan?</li> </ul>	<p>It was departure because teacher Danny needed to give students feedback about the project, so the warm up activity was not done, the reading section had to be omitted too because it was time consuming and the role play which was supposed to be done at the end was omitted as well.</p>	<p>Taking the warm up out was not that good because it acts as an energizer for the students be a little bit more focused and contextualized for the rest of the class; I was hesitating about taking the role play out because it really fitted with the story of the song, however, that was going to be time consuming because each couple had to prepare the role play script, so, at the end maybe they were going to be just reading what they wrote down, in consequence, I think that doing the activity in which they had to design a tattoo was really good and productive in terms of their communication.</p>

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What teaching materials did I use? How effective were they?</li> </ul>	<p>I used the pages 98 and 99 of the students´ book to contextualize the class (tattoos for fashion &amp; culture). The song called Tattoo by the rock band called the who and the lyrics of the song of course; I prepared a powerpoint presentation with some pictures of James Rodriguez showing his tattoos and some other pictures about indigenous people in order to give them a few examples and a deeper explanation about the meaning behind tattoos.</p>	<p>Because of the time, the resources I could not take advantage of in the classroom were the reading and the pictures for warm up, however I decided in the last moment to show them the pictures just for them to have more examples about it and the reading section was assigned for homework, so they will have time to read it carefully at home. The rest of resources (lyrics, song and powerpoint presentation) worked pretty well to make them immerse on the topic and make easier for me to explain it.</p>

<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)

<ul style="list-style-type: none"> <li>• What grouping arrangements did I use?</li> <li>• What problems did I encounter and how did I deal with them?</li> <li>• Was it a student-center class? How?</li> <li>• What patterns of interaction took place?</li> <li>• How effective was my instruction-giving?</li> <li>• Were all the students engaged in the lesson?</li> </ul>	<p>I make them come closer because some of them were too far from the group. Most of the students were late for this class, at the beginning it was a teacher centered class, the, when they had to talk about their tattoos it was more student centered, the patterns of interaction who took place were from teacher to students and then from students to teacher and their classmates (sharing ideas about tattoos). When giving instructions I repeated as many times as necessary and if it did not work I gave them the instruction in English. The students seemed to be engaged.</p>	<p>This time when I asked them to be closer to the group they did it without any problem, some of them still tend to sit on the back if they are too early as well as if they are late but now I see they feel better each other. One situation I have noticed regarding the time they arrive is that if they have an exam they arrive so early, but if they feel relax they are going to arrive quite late, especially after the exam there were seven students missing, next class I will remind them the importance of being on time and come to class no matter if they have exam or not. Moving on to if it was a student-centered class or not I would dare to say that it is not that easy to try to do this type of classes when you have shy students and especially when they are from different careers and most of them feel insecure about speaking in English because they don't know how to express their ideas, despite of that I have seen that little by little they show more interest on the classes and in consequence they seemed more engaged with the topics.</p>
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<b>Language teaching</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Were the aims of the lesson achieved? Why?</li> <li>• What teaching techniques did I use? How effective were they?</li> <li>• How did I promote the use of L2?</li> <li>• How effective did I present new language?</li> <li>• What would I change if I were to teach this lesson again?</li> </ul>	<p>The aims of the lesson were achieved because students expressed their opinion about tattoos showing respect for their classmate's ideas. For this class I started from general to specific, so, I started introducing them the topic about tattoos in general showing them pictures of fashionable tattoos and then I showed specific cases such as James Rodriguez' tattoos and indigenous cultures tattoos as well. They tended to speak in Spanish a lot, but I encouraged them to try and translate their ideas into English double checking if they understood. With the help of the lyrics of the song I provided them with new vocabulary and I use the images to ask them about the parts of the body those tattoos were located at and I gave them the names of those body parts in English.</p>	<p>This kind of topics are really good to work with students, for example, they have contact with tattoos every day (on TV, on the street, some of them have tattoos or maybe their family members have) for that reason, they will have something to say about it and a story to share even if they do not agree with having tattoos they have a reason why they don't like them. Regardless the technique I use (deductive, inductive, brainstorming, mapping, discussions) the key with this group is to move slow and make them think about their lives to make them aware about the connection between English their lives and their careers, in other words, I think this students are open to receive the info but it has to be a careful transition because otherwise they will feel is too much information, so all of the techniques need to be focused always to make it easier for them and be different each class because they tend</p>

ENCOURAGING SPEAKING SKILLS USING SONGS

		to be boring easily.
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<b>Language learning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What did the students actually learned?</li> <li>• Did students use L2 in the lesson? What for?</li> <li>• Did students contribute actively to the lesson</li> <li>• Were students challenged by the lesson?</li> <li>• What were the most effective parts of the lesson?</li> <li>• What were the least effective parts of the lesson?</li> </ul>	<p>In this class students learned vocabulary related with body parts, they used L2 to express their feelings and personal opinion toward tattoos, the students contributed to the lesson, but they are still too passie, they were challenged by the fact of expressing their personal thoughts about tattoos in English.</p> <p>The most effective parts of the lesson were when making them draw the tattoo they would like to have and argue why (even if they did it in Spanish).</p> <p>For this lesson I would not say there were least effective parts but the absence of warm up was important.</p>	<p>This students are from level 2, but most of them are still so attached to classes where they have to fill in the gaps and give the correct answer, I feel this class has been different for them in terms of learning because they are asked all the time to get out of their comfort zone, for them, language learning seems to be related with the vision they have that they are going to be judged if they make a mistake, somehow that makes them feel shy about taking risks and apply what they know about English and especially what they have learned.</p>

Date: November 5th, 2015

<b>Teacher: Alejandra Núñez</b>	<b>Course: english 2</b>	<b>Nr of students: 13</b>	<b>Lesson Nr: 6</b>	<b>Date: November 5<sup>th</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>Did I implement the whole lesson plan?</li> </ul>	The idea of this class was doing experiential learning; however I depart from that original idea. This change made the class quite flat because they were supposed to be on a flight agency but the elements were not enough for them to feel it.	When we are working on experiential learning it is very important to take into account the usage of elements students can interact with.

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What teaching materials did I use? How effective were they?</li> </ul>	Teaching materials used were Powerpoint presentation with some touristic destinations, song California gurls by Katy Perry, lyrics of the song as well.	These resources were effective because as usual everything is connected previously to ensure the proper interaction and transition between them.

<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What grouping arrangements did I use?</li> <li>What problems did I encounter and how did I deal with them?</li> <li>Was it a student-center class? How?</li> <li>What patterns of interaction took place?</li> <li>How effective was my instruction-giving?</li> <li>Were all the students engaged in the lesson?</li> </ul>	I asked students to come closer, some of the problems I encounter were the ones related with their attention level, this class was teacher centered most of the time, the patterns of interaction were only from teacher to students, instruction giving was better this time; the students seemed to be engaged.	At this point of the semester students seemed to be tired and that makes classroom management challenging specially when trying to catch their attention. However, the idea is to continue proposing songs and linking them with the topics and encourage students to be motivated enough to learn.

<b>Language teaching</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Were the aims of the lesson achieved? Why?</li> </ul>	Regarding the experience they were supposed to have, the aims were not achieved. Regarding use of L2, at the	When teaching topics which are not so challenging in grammatical terms. Is better to spend time on activities which allow students

ENCOURAGING SPEAKING SKILLS USING SONGS

<ul style="list-style-type: none"> <li>• What teaching techniques did I use? How effective were they?</li> <li>• How did I promote the use of L2?</li> <li>• How effective did I present new language?</li> <li>• What would I change if I were to teach this lesson again?</li> </ul>	<p>end of the class I ask students to take risks when speaking in a foreign language and avoid that idea they have to be perfect.</p> <p>If I would teach this lesson again I would have make them practice more.</p>	<p>to practice.</p>
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<b>Language learning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What did the students actually learned?</li> <li>• Did students use L2 in the lesson? What for?</li> <li>• Did students contribute actively to the lesson</li> <li>• Were students challenged by the lesson?</li> <li>• What were the most effective parts of the lesson?</li> <li>• What were the least effective parts of the lesson?</li> </ul>	<p>Students learned about talking about future plans using going to. Students used L2 to express their ideas about touristic destinations.</p> <p>The most effective parts of the lesson were warm up activity and using the song to give them a context.</p> <p>The least effective parts of the lesson were the ones related with communicative practice.</p>	<p>This students need to be motivated all the time towards English, of course not all of them but most, so the students who liked English might feel this is not good because the majority are reluctant to participate.</p> <p>Even though sometimes is hard we will keep it up to close this cycle with the best experiences for them towards English learning.</p>

<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What kind of assessment did I use in the lesson? How effective was it?</li> </ul>	<p>I collected reading about tattoos, as usual it was effective because they trust this type of grades are going to be better for them so they are so focused on numbers.</p>	<p>We are finishing third term so I will continue combining traditional assessment with making a follow up to their speaking process.</p>

<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)

ENCOURAGING SPEAKING SKILLS USING SONGS

<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>	<p>I always do what I have to do and try not pretending anything with my students, for example showing a personality which is not mine, so I try to make classes as relaxed as possible. With this lesson I learned I need to pay more attention to details so I will make sure I am not going to miss key questions to make them have oral production.</p>	<p>I discovered this students learn more when they have visual stimulus as well as tangible objects within the classroom I would like to have taken a bag with elements inside it to explain them vocabulary, and if I have the opportunity next class that is something I would like to implement. I will continue with the same action plan for my classes and now paying attention to details, I have been struggling with making student centered classes.</p>
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Date: November 12th, 2015

<b>Teacher: Alejandra Núñez</b>	<b>Course: english 2</b>	<b>Nr of students: 14</b>	<b>Lesson Nr: 7</b>	<b>Date: November 12<sup>th</sup>, 2015</b>
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<b>Lesson Planning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>Did I depart from the lesson plan? If so, why? Did the change make things better or worse?</li> <li>Did I implement the whole lesson plan?</li> </ul>	Most of the students were late so the warm up activity was not implemented, however, the rest of the activities were done as planned without an important departure.	As it was observed on the previous implementations, the lack of warm up activity can make a difference because this students are quite shy at the beginning of each class, so, this type of icebreaker activities help them to relax and get ready for the class, unfortunately, most of them were late for the lesson, reason why they were not implemented because they were going to be time consuming.

<b>Resources</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>What teaching materials did I use? How effective were they?</li> </ul>	I used an extract from the movie Frozen, a worksheet with the lyrics of the song and some gaps for them to fill, I used a video with some soundtracks from famous movies to help them to gain inspiration for the communicative practice.	This resources were effective enough to make students to understand the topic and related it with the grammar explanation I provided them about going to and will; I consider this time students were expecting to have the lyrics of the song as usual, they were expecting to have the song of a famous artist, but instead of that they were surprised by the fact that the song belonged to a movie extract and that they had to fill in the gaps with the lyrics of the song (first time for them doing that kind of exercise). When it came to communicative practice I provide them with time to prepare their own movie and as a way of controlling time and make them think about a good movie I decided to play some famous movie soundtracks which I believe help them to be immersed on the context and get ready for the speaking. I posted some images on the walls about some movie genres to help them to decide the one they wanted to work with.



<b>Classroom management</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● What grouping arrangements did I use?</li> <li>● What problems did I encounter and how did I deal with them?</li> <li>● Was it a student-center class? How?</li> <li>● What patterns of interaction took place?</li> <li>● How effective was my instruction-giving?</li> <li>● Were all the students engaged in the lesson?</li> </ul>	<p>For the first part of the class students were organized individually, after they received the main explanation, they completed the lyrics of the song individually and then we share the answers together, for communicative practice students worked in pairs. I encounter most of the students were late.</p> <p>When we were doing communicative practice most of the students were not paying attention to their partners but still preparing their own speaking. This class was more student-centered than the previous one.</p> <p>Patterns of interaction who took place were from teacher-students and then students-students for communicative practice.</p> <p>Instruction giving was better this time since I used Spanish when necessary. The students seemed to be engaged in the lesson, in addition, some of the ones who were reluctant to participate did their best when speaking in English.</p>	<p>I did not ask them to arrive earlier because it was the last class with them so I consider that was something I had to control from the very beginning, so this is an aspect I need to reinforce for future practice. I think that the issue with this students appears when you ask them to speak in public, so they start to get anxious and nervous, reason why they were not listening to their partners, so I had to ask them in more than one occasion to be quiet.</p> <p>I was surprised in a positive way because students were much more receptive when I talked them in Spanish and for communicative practice all of them used spoken English as much as possible. As a conclusion it is possible to say that students will be engaged as long as they feel the teacher understand their needs and concerns, in this case, we received some comments regarding the speed I speak and some problems they had when understanding my instructions in English so the use of Spanish sometimes is not that bad.</p>

<b>Language teaching</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>● Were the aims of the lesson achieved? Why?</li> <li>● What teaching techniques did I use? How effective were they?</li> <li>● How did I promote the use of L2?</li> <li>● How effective did I present new language?</li> <li>● What would I change if I were to teach this lesson again?</li> </ul>	<p>The aims of the lesson were achieved because the students participated on the communicative practice and, even though, some of them are acting quite shy, they took the risk to speak in English, for this class I decided explained grammar on the traditional way but making a comparison between going to and will every time I had the opportunity; I promoted the use of L 2 with the help of the teaching resources, using songs to present new language was the strategy; if I would teach this lesson again I would have controlled better the level of attention they were paying to their partners.</p>	<p>The results of language teaching for this lesson were positive since the song was taken from a movie extract, so it has an interesting story behind and the students made positive comments about having some activities involving the lyrics of the song such as fill in the gaps. To promote L2 with this groups the resources you use are essential, because that determines how comfortable and secure they feel with it (English) .</p>

<b>Language learning</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What did the students actually learned?</li> <li>• Did students use L2 in the lesson? What for?</li> <li>• Did students contribute actively to the lesson</li> <li>• Were students challenged by the lesson?</li> <li>• What were the most effective parts of the lesson?</li> <li>• What were the least effective parts of the lesson?</li> </ul>	<p>Students learned the main difference between will and going to when talking about future; students used L2 for communicative practice stage, the students were participating during the class and they were challenged by the fact they had to speak in English to present their movie. The most effective parts of the lesson were when making them fill in the gaps and the least effective parts were when asking them what they knew about future with will and going to.</p>	<p>I am pretty sure most of them have the knowledge, however, when one asks them they seem to be paralyzed and they just don't want to participate, every time I realized about this I used Spanish in order to make them feel relax and confident, I obtained some answers from them but anxiety is something that makes them lose clarity and use of common sense.</p> <p>When I asked the students to create a movie they seemed challenged and somehow excited about it, so the topics you use with them have to be interesting and related with their own lives this way language learning seems to work better.</p>

<b>Assessment</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• What kind of assessment did I use in the lesson? How effective was it?</li> </ul>	<p>I collected some papers from them and when speaking I evaluated each one of them taking into account the whole process but without telling them because that was going to make them nervous.</p>	<p>This students still felt that giving them quantitative assessment is much more important than qualitative one because most of them have difficulties with English and somehow this is a mandatory subject for them, in conclusion , if students are nervous about a presentation you as teacher need to give them the impression you are not judging them but just listen actively.</p>

<b>Professional development</b>	<b>Description</b> (what actually happened)	<b>Reflection</b> (analysis of why it happened, initial ideas of improvement)
<ul style="list-style-type: none"> <li>• Was my philosophy of teaching reflected in the lesson?</li> <li>• Did I discover anything new about my teaching?</li> <li>• What changes should I make in my teaching</li> <li>• Did this lesson show improvements in my teaching performance?</li> <li>• Did I listen to the cooperative teacher's suggestions? How collaborative is our work?</li> </ul>	<p>As usual I just tried to be a friendly figure for them but at the same time I expressed them what I wanted from them in terms of learning, I discovered that using the mother tongue to teach English can be really useful if you know how to do it always focused on the main target which is EFL learning. I should keep improving on my instruction giving as well as giving students enough time to finish their tasks; with this last lesson I felt much more relaxed and calm.</p> <p>I listened to all of teacher's Danny comments about my performance.</p>	<p>I keep working on my beliefs about teaching and what I want to project to my students, I'm aware I need to be on my student's place much more and do not rush them; teacher's Danny's comments have helped me to gain confidence and feel I am going for the right path.</p> <p>I discovered that teaching is the art of make learning happen and you can assure that when you create the proper environment and take advantage of the conditions to turn it into the most positive experience for them.</p>

### Appendix 3

#### Field notes

#### FIELD NOTE # 1

**DATE:** September 17<sup>th</sup> 2015

**# OF PARTICIPANTS:** 12

**RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION <sup>2</sup>	COMMENTS
<p>Ss are going to read the consent they have to sign to be part of the research. Then, they solve the enter test.</p> <p>Topic: Journeys. T asks questions but just a few of them answer (actually just 2 or three Ss answer). In order to develop the topic of the class, T asks some questions but the Ss seem to be shy and reluctant to participate, which makes their answers be short.</p> <p>Ss are going to listen to the song (Africa by Toto). The majority of them pays attention and read the lyrics. It seems that the song is attractive for them. Others are talking very low, or are watching their mobile phones.</p>	<ul style="list-style-type: none"> <li>• As Dörney said when students do not have self-confidence or when they are not secure enough, they will be unable to produce and that is what we can see here.</li> <li>• Dörnyei also says that depending on the grouping arrangement and how teacher acts during classes students will increase their confidence and will start participating in the classes</li> <li>• With this first observation, we could notice that they did not speak at all. They really feel shy and nervous to raise their hands and talk. As Brown stated, Ss may</li> </ul>

<sup>2</sup> Field notes table by Gamboa, A. (2013)

<p>After T plays the song, T tries to involve Ss in the class by asking some questions. Just one student answers and the rest of the class seem not to be motivated to participate.</p> <p>Some students talk low, they do not want to speak loud to not say something wrong in front of their classmates, just one student decide to answer T's questions.</p> <p>Now, Ss pay attention to T's explanation but they do not react to anything or ask questions about T's explanations.</p> <p>Ss start to participate by passing to the board to write some phrases.</p> <p>Some Ss are participating telling what they know about Africa, now they seen to be more connected with the class.</p> <p>Ss feel more confident working in groups.</p> <p>Ss feel shy about speaking, but even though they are doing it. They are talking, just a few sentences but they try to talk.</p> <p>Class finishes.</p>	<p>feel judged by other if they talk, and as they seem they had not talk in any class before, this may looks new for them. So making them talk in the first class is really difficult.</p>
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**FIELD NOTE # 2**

**DATE:** September 24th, 2015

**13 # OF PARTICIPANTS:**

**RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION	COMMENTS
<p>Tingo tango activity. T makes an activity called 'Tingo Tingo Tango' to motivate Ss to participate and talk in class. In it they will pass a ball full of questions they need to answer. Ss pass a ball and they start to say longer sentences. They do not write those phrases down; they are saying them at the moment. The activity with the ball works. They seem to have a good time. This makes that almost all the Ss talk and participate.</p> <p>Ss listen to the song (Survivor by Destiny's Child) and read the lyrics of the song.</p> <p>After Ss played 'Tingo Tingo Tango' game, and listened to the song of the lesson (Survivor by Destiny's Child), they</p>	<ul style="list-style-type: none"> <li>• Dörnyei says that when teaching materials are relevant for learners it increase motivation and that is what we can notice with this activities.</li> <li>• Definitely, making that a S feels good in a class, makes that he starts to feel more comfortable to talk. In this activity (the ball) we could see that SS tried to develop, as Bygate calls, their interaction skills due that this activity was made with the whole group, here they had to think fast and talk, and interact with their partners.</li> </ul>

<p>keep talking in Spanish, and do not want to do it in the target language.</p> <p>Some Ss are answering T's questions but they answer with words or really short sentences.</p> <p>Class finishes.</p>	
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**FIELD NOTE # 3**

**DATE:** October 1<sup>st</sup>, 2015

**# OF PARTICIPANTS:**

**RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION	COMMENTS
<p>The class starts with a warm up in order to put Ss in a good mood for the rest of the class. In the activity, no all the Ss know what to do. It seems that Ss do not have enough vocabulary to develop the game.</p> <p>Presentation. Ss say adjectives. Some students participated according to T's questions.</p> <p>Practice. Few Ss try to transform comparative adjectives into superlatives.</p> <p>Song. Ss watch the video (Intergalactic by Beastie Boys). They are making predictions about the video, so they are saying what is next (T pauses the video in specific parts). They make assumptions; they talk about planets, scientifics, feelings, places, professions. Ss keep talking about the video.</p>	<ul style="list-style-type: none"> <li>• Dörnyeis says that depending on students' level they will feel comfortable and will increase participation and motivation in the classes.</li> <li>• With the activity of the video, teacher was breaking the monotony of learning, and based on Dörnyei's theory this is an important characteristic that makes the learning process enjoyable and that is why students were participating more than the previous class</li> <li>• Here, students felt more attractive to talk thanks to the prediction activity (the video). We can say that Ss now feel safer to talk in class, so the affective factors that Brown stated are breaking, and they are giving pass to the interaction effect. This is evident when Ss start sharing their thought with other Ss and with The T, so they are exchanging information and in consequence, they are talking, no matter how, but they are talking.</li> </ul>

**FIELD NOTE # 4****DATE:** October 15th, 2015**# OF PARTICIPANTS:****RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION	COMMENTS
<p>At the beginning Ss seem not to pay attention. Some of them are watching their mobile phones.</p> <p>Despite T has done a warm up activity (Memory game) related to carnivals, which is the topic of the lesson, Ss do not participate actively in class; they are shy so they do not talk, and do not develop the discussion activity.</p> <p>The mood of the class is a bit lazy and off.</p> <p>Ss are discussing about a topic T has posted. Some of them do it in Spanish.</p> <p>Ss pass in front of the class and talk about a carnival that T assigns them. Talk about the things they see the carnival and that carnival is important.</p> <p>The other classmates pay attention.</p> <p>With the purpose of keeping the development of the class and the topic about Carnivals, T shows the video of the song Hips don't lie by Shakira, which is a video that presents Colombian references. While Ss watch it, they look happy for the song. They all are focused and excited for the song and the video. They also talk about the video.</p> <p>Researchers make the first focus group.</p>	<ul style="list-style-type: none"> <li>● This observation showed us something new from Dörnyei's theory which is the relation to students' cultural factors showing them that there are also some songs from their country and showing them some traditional factors from the video that were also related to the topic.</li> <li>● Something that we realized in this implementation is that Ss feel more attracted to talk when the songs are well-known songs, especially if they had to be with Colombia. This implementation had as the central song Hips Don't Lie by Shakira, which is a very popular song and the fact that the singer was Colombian, gives more importance to the activities. Again, those nervous and anxiety that Brown talks about (fear towards talk) are delete with activities and songs they really like.</li> </ul>

**FIELD NOTE # 5****DATE:** October 29th, 2015**# OF PARTICIPANTS:****RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION	COMMENTS
<p>Ss are a little bit lazy and sleepy.</p> <p>Presentation. As Ss were a little bit lazy, at the moment that the T introduces the topic, which is 'Fashion &amp; tattoos', Ss start to feel attracted by it, catching their attention and putting them in an active mood that encourage them to participate.</p> <p>Ss share their thoughts about tattoos. They wanted to do it in Spanish, but they do it in English.</p> <p>To involve Ss into the topic, T gives them some images about tattoos. They look interested in them. They are analyzing them and they also discuss about the designs of the tattoos.</p> <p>T presents the song (Tattoo by the rock band called The Who), Ss read the lyrics. Now they are not active, they are quiet.</p> <p>While the song is playing, some Ss are talking, other are reading the lyrics.</p> <p>Ss want to talk in Spanish.</p> <p>Tattoo designs, Ss are describing their tattoos, they try to use English as much as they can. When they do not find the words to express their ideas in English, they change into Spanish.</p>	<ul style="list-style-type: none"> <li>● Here it was possible to notice that the way teacher presented the topic was an attractive way for students and that was the main reason for them to feel attracted to the topic, because she did it in an enthusiastic way and this is part of the teacher's attitudes that Dörnyei talks about.</li> </ul> <p>Also, it is possible to see again the learning enjoyable and the presentation of the task in a motivated way showing them the purposes of the tasks and providing the proper strategies for doing the tasks as Dörnyei states in his theory.</p> <ul style="list-style-type: none"> <li>● The activities and the topic in this implementation played a huge role, because they were attractive for the Ss, and that made that they were willing to talk. Some of them telling real-life experiences or invented, but they did it, they were not afraid of making mistakes due that T will always be there to help them.</li> </ul>

**FIELD NOTE # 6****DATE:** November 5th, 2015**# OF PARTICIPANTS:****RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION	COMMENTS
<p>Ball activity. Ss start to play. They read the question in English and then they try to answer it in English as well. If they do not know how to say something, they ask to the T.</p> <p>Taking into account that Ss loved the activity with the ball full of questions, T decides to implement it again as an energizing activity at the beginning of the class. Ss actually have fun; they are laughing and talking in English.</p> <p>Song. Ss listen to the song (California Gurls by Katy Perry). T introduces Ss different vocabulary from the lyrics of the song.</p> <p>Vacations Agency. Ss are trying to say where they are going to go on their next vacations. They are saying what they are going to do there. They use English as much as they can. They help themselves by writing the sentences in a piece of paper.</p>	<ul style="list-style-type: none"> <li>Starting with an activity that was requested by them it can show that it is an activity that learners enjoy. This means that once again the monotony is being broken by changing the sequences of the regular activities, the learning materials and also that this task are interesting for students that also increase intrinsic motivation.</li> <li>With this activity we notice that all students were participating as they were feeling an important part of the class so they started showing their confidence and as Dörnyei says this is part of teacher's job because she had to protect their self-confidence by doing different activities and showing that their contributions are super important for the others.</li> <li>This class was a bit weak, but even though, they used all the English they could. Their oral production was low, but they could practice their oral skills.</li> </ul>

**FIELD NOTE # 7****DATE:** November 12th, 2015**# OF PARTICIPANTS:****RESEARCHER:** Heidy Galvis – Diana Orjuela

OBSERVATION	COMMENTS
<p>Ss are shy to talk.</p> <p>Ss start to talk just if T asks them to talk. They do not do it voluntary.</p> <p>T presents the video of the song (For The First Time In Forever by Frozen: Original Motion Picture Soundtrack). While they listen, they are filling a worksheet T gave them.</p> <p>After have watched the video of the song for the class (For The First Time In Forever by Frozen), Ss start to work in</p>	<ul style="list-style-type: none"> <li>With the grouping arrangement we were able to find out that students were talking more as they were sharing their ideas with a different topic that is interesting for students. This show that Dörnyei's theory is evident in real classes when he says that when teachers make the classes interesting with different material or when teachers use different materials and topic students feel motivated and participate actively in the classes.</li> <li>This last implementation was totally</li> </ul>



<p>groups on an activity where they have to create a movie. They seem to be more comfortable working and talking in their groups.</p> <p>Ss now are presenting the types of movie they would do (they are filmmaker).</p> <p>They do it great. They try to speak the best they can.</p> <p>They really are talking in English, Spanish is not around. Researchers make the second focus group.</p>	<p>successful in the speaking part. The song for this class was For The First Time In Forever by Frozen, a very well-known and popular movie. The activities around the song allowed Ss to feel free to talk. But also they could improve their processing conditions (Bygate) because in one of the activities, they had to present a short speech, but for them it was long, but they did it great, they did exactly what T wanted and all the Ss had the opportunity to talk. Just a few of the hesitated but the results were amazing.</p>
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## Appendix 4

### Focus groups

**First Session Focus**

**Group Date: October 15th, 2015**

#### Questions

Lugar: UNIMINUTO (salón A504)

Días: jueves

Hora inicio: 8:00 AM

Hora de cierre: 8:30 AM

NRC: 450

Registro: Grabadora...

Buenos días, bienvenidos a esta sesión de grupo focal. Gracias por hacer parte de este proyecto. Mi nombre es \_\_\_\_\_ soy estudiante de octavo semestre de la licenciatura en Idioma extranjero Inglés. El día de hoy voy a hacerles unas preguntas con el fin de conocer su opinión sobre el uso de canciones en las clases de inglés.

Propósito: generar una discusión con los estudiantes acerca de lo que ha sido la implementación de canciones en las clases. Dicha información permitirá generar nuevas estrategias para lograr el objetivo general.

Me gustaría empezar sabiendo cuáles son sus nombres, que estudian y en que semestre están.

#### Introducción temática

1). ¿Qué piensan acerca del uso de las canciones para aprender un segundo idioma?

Preguntas Clave

- 2). ¿Cómo se han sentido en las clases en las que hemos realizado actividades con canciones?.
- 3). ¿Qué ES lo que más les ha llamado la atención de las canciones que hemos utilizado hasta ahora?  
¿Recuerdas alguna en especial?
- 4). ¿Cómo ha sido su participación durante las sesiones?

Preguntas de Seguimiento

- 5). ¿Considera que ha mejorado su habilidad comunicativa en inglés con ayuda de las actividades realizadas en clase?
- 6). ¿Qué tipo de actividades les gustaría que fuesen implementadas en las siguientes sesiones para mejorar sus habilidades comunicativas?

Cierre

7). ¿Hay algo más que quieras aportar acerca de aprender un inglés con ayuda de canciones?

Despedida

Muchas gracias por haber participado. Damos fin a la participación.

**Group 1 – Conducted by Alejandra Núñez**

**Andrés:** me llamo Andrés y estudio contaduría pública.

**María Fernanda:** yo soy María Fernanda y estudio psicología.

**Carlos:** mi nombre es Carlos y estudio licenciatura en educación física.

**Valeria:** me llamo Valeria y estudio comunicación social y periodismo.

**Johana:** soy Johana y estudio comunicación social.

**Ximena:** yo... Ximena y estudio administración de empresas.

**Entrevistador:** ¿me recuerdas tu nombre por fa?

**Andrés:** Andrés.

**E:** ¿y el tuyo?

**María Fernanda:** María Fernanda.

**E:** listo chicos, entonces, bueno como ustedes saben yo soy estudiante de octavo semestre de la Licenciatura en Inglés y les voy a hacer unas preguntas como ya les dije con el fin de conocer cómo les ha

parecido el uso de las canciones en la clase de inglés y como lo podemos mejorar ¿verdad? Entonces yo quisiera saber ¿ustedes que piensan del uso de canciones para aprender un segundo idioma? En general, bien sea Inglés, bien sea Francés ¿Qué opinan de eso? Entonces tú Andrés ¿qué opinas de eso?

**Andrés:** yo creo que sí es útil.

**E:** ¿Por qué consideras que es útil?

**Andrés:** digamos que como que uno aprende a identificar lo que le enseñan acá en algunas frases o así, poco a poco.

**E:** poco a poco, tu Mafe ¿qué opinas?

**María Fernanda:** yo opino que digamos es bueno porque tú ya escuchas como se pronuncia entonces ya como que lo asocias más, la palabra y ya sabes cómo se dice.

**E:** bien ¿y tú?

**Ximena:** pues no sé, las canciones por lo general se memorizan ¿no?, de tanto escucharlas uno se las aprende, entonces si es muy bueno, vamos aprender al menos mucho vocabulario.

**E:** ¿Qué opinas Valeria?

**Valeria:** lo mismo que ella (Ximena) digamos que más que todo vocabulario y pues uno tiene como más habilidad con la música y todo eso, entonces, uno muchas veces escucha canciones pero no, uno dice palabras así a la loca (risas) pero si las analizamos y dependiendo el tema que estemos viendo y viendo lo que significa, pues ya luego uno va a recordar mejor las palabras.

**E:** ¿Tú qué opinas Carlos?

**Carlos:** pues es bueno porque mejoras pronunciación, pues uno se equivoca, entonces diría como, o sea es más como conocer cómo se pronuncia.

**E:** y pronunciación es una de las cosas más difíciles en Inglés (escribiendo) ¿tú qué opinas Joa?

**Johana:** pues todo lo que dicen ellos es como más que todo es que digamos uno empieza cantando ahí y se acuerda y luego la vuelve a escuchar y entonces uno empieza ya a buscar la letra, entonces ya como uno aprende vocabulario.

**E:** por ejemplo ahorita en el rap y dicen cosas raras por ejemplo, dice que una chica del tercer mundo y no sé qué y yo cuando lo leí quedé como: what?! Pero bueno, dice, ahora ¿Cómo se han sentido en las clases en las que hemos utilizado canciones?, en esas actividades ¿cómo se han sentido? tu Mafe, ¿cómo te has sentido?

**María Fernanda:** bien, yo me he sentido bien, a mí me parece interesante

**E:** ¿no les da como penita? ¿O flojera de pronto participar? ¿Sometimes? ¿Por qué te da flojera Mafe?

**María Fernanda:** porque a veces uno no entiende, entonces digamos, si uno no entiende y quiere responder algo no sabe cómo se responde algunas palabras.

**E:** se quedan pensando mucho como en la estructura. ¿Cómo te ha parecido a ti Andrés?

**Andrés:** pues la verdad de pronto a mí me da es como pena, pero es por lo mismo que dice ella digamos uno como que quiere de pronto participar o algo, imagínese, pasar a embarrarla.

**E:** ¿les da de pronto pena pensar lo que piensen los demás? ¿De los errores que cometan? ¿Sí?

**Andrés:** pues tampoco así (risas).

**E:** depende, si porque si ya están participando y de pronto ven que otro se equivoca y no pasó nada, dicen, bueno, y ¿tú qué opinas Carlos?

**Carlos:** silencio.

**E:** ¿Cómo te has sentido? Es la pregunta, en las actividades que utilizan música.

**Carlos:** es y es como que como digamos algunas canciones pues las he reconocido y es como ...no decir palabras por decirlas, si no tener la frase y aprendérsela ya cuando pasa otra vez, ya decirla con el cantante.

**E:** muy bien, ahora chicos, ¿Qué es lo que más les ha llamado la atención de las canciones que hemos utilizado hasta ahora? Y ¿recuerdan alguna en especial? ¿Tu Andrés?

**Andrés:** (risas) la de Michael Jackson.

**E:** la de Michael Jackson, ¿Qué fue lo que más te llamó la atención de esa canción?

**Andrés:** no pues no, de pronto la canción es como bueno escuchar de todo ¿no? Y se hace como entretenido también porque hay veces en las que uno no habita como siempre de buen ánimo o algo así entonces escuchar esa música como que a veces lo tranquiliza o lo pone feliz o no sé.

**E:** tú recuerdas esa canción en especial, y la música de verdad que lo pone feliz o dependiendo, si uno está triste y escucha algo corta venas es...

**Todos:** peor.

**E:** muy bien, entonces a ti te gustó esa.

**Andrés:** sí.

**E:** a ti Mafe ¿Cuál te gustó más?

**María Fernanda:** la de África, la que decía del Kilimanjaro por eso me gustó, porque habla como de esas cosas que uno no sabe.

**E:** De la geografía, tu Carlos, ¿cuál te gustó?

**Carlos:** pues la de África también y la canción de hoy.

**E:** ¿Cuál la de Shakira?

**Carlos:** sí.

**Valeria:** y el video de Shakira.

**E:** si lo traté de encontrar en mejor calidad pero no, como ya es viejito ese video. ¿A ti cuál te gustó?

**Valeria:** Emm uhhh, el de, no me acuerdo como se llamaba ese grupo.

**E:** ¿Intergalactic? De los Beastie Boys.

**Valeria:** me pareció entretenido por el video, le ponía más cuidado porque... en si yo nunca había escuchado ese grupo y como que... ese género me da igual pero el video es como lo que lo atrapa a uno.

**E:** se le sacó provecho.

**Valeria:** y la actividad que realizamos... de las predicciones y eso...

**E:** y a ti Joa ¿Cuál te gustó?

**Johana:** pues no me gustó pero por ejemplo la de Beyoncé, por la letra.

**E:** ¿te acuerdas de los comparativos y superlativos?

**Johana:** sí.

**E:** la idea es ir haciendo conexiones, y a ti Xime ¿Cuál te gustó?

**Ximena:** me gustó la de la montaña también, pero había una que teníamos que seleccionar los verbos, esa también me gustó, algo así, ¿no era de verbos?

**Valeria:** sí.

**E:** no, no, no si había una de verbos pero no recuerdo muy bien cual era, creo que era la de Toto. ¿Cómo consideran que ha sido su participación durante las sesiones?

**Andrés:** pues, más o menos.

**E:** ¿más o menos?

**Andrés:** eh, pues si no todo uno lo entiende y ya (risas).

**E:** fin (broma) (risas) y ¿tu?

**Johana:** lo mismo como a veces, o a veces cuando tú das la explicación yo no te entiendo.

**E:** ¿Por qué razón? Eso me parece muy bueno chicos acá la idea es generar una discusión, ella dice que no entiende.

**Johana:** Si o sea como que a veces te entiendo, pero a veces no, no sé, de pronto porque hablas muy rápido y como que no alcanzas a captar.

**E:** ¿si hablo rápido? ¿Sí?

**Ximena:** es como hoy en verdad te ponía cuidado y yo no entendía de dónde salía ese 'got', volvía y te ponía atención en sí y no, por eso me tocó preguntarte.

**E:** ajá.

**Ximena:** yo no entendí, a veces no entiendo tampoco.

**E:** ¿de verdad yo hablo rápido? (risas).

**Johana:** sí.

**E:** sorry voy a tratar de slow down.

**Johana:** es porque nosotros no tenemos como esa capacidad de entender rápido, eso es como el profesor habla despacio, o sea, habla y haces las...

**Valeria:** los movimientos.

**E:** la mímica.

**Ximena:** entonces ya uno: sii aaahhh ¡claro!

**Andrés:** o si no él nos dice en español y ya (risas).

**Johana:** entonces uno queda: ¿ahh? Y lo repite y uno: ¿ah? (risas).

**E:** ok, pero si le pasa incluso al profe me tranquiliza un poco más.

**Johana:** si

**E:** no, el profe, él es genial, muy buen profe ehh, que más Carlos ¿Qué opinas... qué opinas acerca de tu participación en las clases? ¿Y si hay algo que de pronto un factor externo o interno que haga que esa participación se vea afectada?, por ejemplo ella me decía tu explicación, eso es un factor externo, eso es algo que yo pues debo mejorar ¿no?

**Carlos:** pues de pronto como que se me dificulta como que debo buscar más estrategias que de pronto nos... cuando tú hablas no entiendo, pues entiendo como palabras.

**E:** ¿tú consideras que ya sería más de ti en ese caso?

**Carlos:** si.

**E:** Vente un poquito más cerca y tú también, estoy acá, estoy grabando entonces, bueno ahora si Vale ¿tú qué opinas de tu participación en clase?

**Valeria:** mmm pues yo opino que, no se me parece que mi participación ha sido buena porque digamos como que comprendo los temas y al uno comprenderlos pues ya como que tiene esa, como esa capacidad como de arriesgarse a decir cosas.

**E:** ese es el punto y ahí Vale si se arriesga mucho como a decir lo que sea a lo maldita sea (risas) a veces es importante arriesgarse e ir soltando un poco.

**Valeria:** igual cuando tu digamos te arriesgas y no, te corrigen y eso se te queda entonces si no participas y te quedas con eso ahí siempre vas a quedar con la duda.

**E:** exactamente.

**Valeria:** por eso es que yo siempre digo cosas a la loca (risas).

**E:** ¿y tú Joa?

**Johana:** no pues yo, más o menos pues, lo que había dicho, uno se queda pensando que decir.

**E:** ¿Xime?

**Ximena:** (risas) pues yo soy como negada para el inglés entonces yo de verdad hay muchas cosas que no entiendo pero contigo me dan como ganas de preguntar, entonces por eso te pregunto, antes no preguntaba tanto en inglés 1 era muy mala y no preguntaba mucho (risas) pero pues ahora ehh, exacto. Ah no mentiras, yo cancelé inglés 2 por eso, pero inglés 1 también fue con él y fue buenísimo pero entonces me dan ganas como de preguntarte que tú siempre me respondes entonces yo entiendo cuando me dices y ya.

**E:** y fin (broma).

**Todos:** (risas).

**E:** bueno ¿ustedes consideran que ha mejorado un poquito su habilidad comunicativa o consideran que han tenido un avance o algo así? ¿Consideran que se han soltado un poquito más o que ha sido diferente a los otros cursos o definitivamente...?

**Marian Fernanda:** pues más que la comunicativa yo pienso que o sea en mi caso es como más a entender, he entendido un poco más pero digamos el speaking no porque no se me da bien.

**E:** la comprensión ¿y en tu caso Andrés?

**Andrés:** (silencio).

**E:** bueno mientras Andrés piensa Carlos tú ¿Cómo consideras que has avanzado?

**Carlos:** pues de pronto lo de las canciones que he aprendido más porque he podido conocer más como artistas que y grupos que me ayudan a evolucionar.

**E:** no y eso también es válido, yo por ejemplo antes no conocía a muchas bandas y es muy chévere saber de ellos y uno se retroalimenta bastante por el lado de la música... mmm ¿ya pensaste?

**Andrés:** ya la tengo casi lista (risas).

**E:** bueno mientras la tiene casi, Valeria.

**Valeria:** mmm digamos que no como el speaking porque lo que te digo yo me arriesgo mucho a hablar sino más que todo como la gramática porque muchas veces estoy confundida digamos, el pasado con el presente y uno hace ahí un menjurje ahí de cosas y digamos, yo ya había estudiado inglés en otra parte y yo entendía pero a veces no le ponía cuidado al profesor porque las clases eran muy monótonas, digamos con la música si ayuda y aparte que las canciones que tú nos pasas que tienen que ver con el tema y entonces me lo recuerda más, más que todo es como gramática y...

**E:** y recordación, memorización. Tu Joa ¿qué consideras que has mejorado?

**Johana:** mmm pues a veces no entiendo los temas pero después de tanto mirar le veo sentido a las cosas pero yo creo que en la gramática y por ejemplo eso que nos explicaste hoy lo de los comparativos y ya.

**E:** Xime?

**Ximena:** eh, de pronto en, ¿cómo es? ¿En que he mejorado? Ah sí en la formulación de las oraciones digamos que primero va ¿Cómo se dice? O sea el orden de cómo debo hacer una oración.

**E:** sujeto, verbo.

**Ximena:** eso he mejorado un poco en eso, también pues reconozco presente y pasado, esas cosas, de pronto cuando el verbo está en pasado, en presente reconozco como hay que conjugarlo y esas cosas.

**E:** y tu ¿ahora si ya? (Risas).

**Andrés:** pues más que todo como lo que dice ella, Johana, porque uno a veces como que entra porque es que también ha sido problema de uno porque por lo general pues llego tarde.

**E:** se enferma (risas).

**Andrés:** y entonces como que uno se pierde de la explicación ¿sí? Y pues si no escucho la explicación pues va a ser difícil que se ubique, entonces de pronto como más agilidad en esas cosas.

**E:** no enfermarse tanto (broma).

**Andrés:** no, si no más ágil en comprender el tema (risas) un poquito más.

**Valeria:** y digamos a veces uno no entiende así de primerazo pero ya con las canciones y con las actividades que tú haces uno ya entiende el tema.

**E:** están entendiendo más gramática que speaking, pero eso está bien creo que una de las bases para empezar a hablar es tener un poco la gramática porque pues no hay nada que hacer, eh dice, ¿Qué



tipo de actividades les gustaría que fuesen implementadas en las siguientes sesiones para mejorar sus habilidades comunicativas? Concentrémonos en speaking ¿qué les gustaría implementar para mejorar su parte de speaking? a ver Andrés ¿qué te gustaría que hubiera?

**Andrés:** no sé, ¿conversaciones?

**E:** conversaciones ¿cómo role play? ¿Tal vez?

**Andrés:** si pero desde que no sea cantando (muestra actitud tímida). (Risas).

**E:** conversaciones, muy bien, emm Mafe?

**María Fernanda:** también como conversaciones.

**E:** ¿y tú?

**Carlos:** también pero digamos darle más tiempo, pues ahh, mitad con el speak y mitad con la canción sería como...

**E:** ¿Cómo así?

**Carlos:** o sea la mitad de la clase sería hablar pero digamos aprendiendo el speak y después la canción o (no se entiende).

**E:** ¿primero un speaking y luego la canción?

**Carlos:** (asiente).

**E:** y tu Vale, ¿qué consideras?

**Valeria:** ehh es que eso a nadie le gusta (risas).

**E:** ¿qué?

**Valeria:** digamos donde yo te digo que yo estudié inglés a nosotros nos tocó hacer un karaoke y me gustó, o sea pues no están obligados a cantar pero por lo menos elegir la canción que quisieran ehhh, o sea como tratar de traducirla y eso y ya si no podías ya buscar la letra y como que uno se memorizaba las palabras que no sabía entonces le encontraba como sentido y ya luego el karaoke pues era ya o sea uno prácticamente no cantaba sino como que lo hablaba lo leía así al ritmo de la canción pero es que a nadie le gusta eso.

**E:** ¿a quién le gustaría karaoke? A Ximena, a ti (Valeria).

**Valeria:** pues es que si estamos hablando.

**E:** y tienen un rato chévere, reírnos un rato. Y digamos que sean las canciones que uno elija porque entonces digamos puede que a muchos...Les pongo a los niños a cantar Hips Don't Lie (risas). Sería chévere traer un karaoke y como bueno elijan muchachos ahí está.

**Valeria:** que no sea como tienes que cantar, entonces la gente no lo va a hacer.

**Ximena:** no y que tampoco tiene que ser uno solito que pase a hacer el oso, no, varios o todos al tiempo.

**Johana:** no pero todos de pie porque sentados y uno ahí de pie (risas).

**E:** todos de pie, todos cantando (risas) (murmullos) en inglés (bromas) tu Joa ¿qué opinas?, ¿qué te gustaría?

**Johana:** no pues actividades así como la cosa del karaoke para divertirse uno y no pasar ahí enfrente ahí de todos sentado ahí mirándolo a uno, pues ahí sí sería bueno eso.

**E:** eso sería bueno como para la última implementación un momento de relax... pasamos... (Risas).

**Johana:** esas son las peores.

**Valeria:** las de Noviembre.

**E:** y tu Xime también votas por karaoke. Bueno ya veremos que sucede ehh, pues chicos, yo quisiera saber si a ustedes les gustaría aportar algo más acerca de aprender inglés con la ayuda de canciones.

**Ximena:** ¿aportar algo más?

**E:** si, ideas, comentarios, sugerencias, cosas que no hayan funcionado, cosas que sí funcionan.

**Andrés:** como conexión con el profe.

**E:** ¿conexión con el profe?

**Andrés:** si porque digamos los martes aprendemos una cosa y aquí digamos si otra nueva que no tiene mucho que ver.

**Ximena:** los lunes ¿usted no bien los lunes? (risas).

**Andrés:** ahh ¿son los lunes? (Risas).

**E:** pues yo creo que algo que sucede es que el libro salta de tema a tema, es una cosa loca, por ejemplo acá, describing a place, y si nos vamos por acá, no espere esto no, famous for food y ya acá bueno sigue con food pero luego empieza otra cosa entonces lo que hacemos con Danny es como muy tu enseñas esto y yo esto pero los temas varían, pero bueno si ¿que están viendo con Danny ahorita? Pero bueno, conexión entre temas dices tú, como secuencia, muy bien, y tú ¿Qué dices?

**María Fernanda:** Tal vez una retroalimentación de la canción.

**E:** por ejemplo como la letra.

**María Fernanda:** o sea si, lo que hiciste una vez que dijiste que para nosotros que significaba lo que decía la letra, entonces pero digamos uno aquí no sea solo nosotros pero que tú también digas que significa porque uno a veces, nosotros, en algunas canciones entendemos como en otras no.

**E:** listo, tu ¿igual? ¿Tú qué opinas Vale? Cosas para mejorar, sugerencias, comentarios.

**Valeria:** no espere pienso (risas).

**E:** ¿te arrepientes?

**Valeria:** no que espere pienso.

**E:** Bueno mientras, ¿Joa?

**Johana:** bueno pues yo, o sea, te diría que pues que hables más despacio.

**E:** Ok.

**Johana:** hablando más despacio ya entendemos.

**E:** ¿y la explicación de la gramática? ¿Todo bien?

**Johana:** sí.

**E:** bien ¿y tú?

**Ximena:** pues no sé porque eres clara con los ejemplos, si te preguntamos respondes, pero al iniciar nunca entiendo (risas).

**E:** es difícil llegar acá un jueves.

**Ximena:** no, pero bien.

**E:** ¿ya pensaste vale?

**Valeria:** si, que digamos aparte de las canciones lo que hiciste una vez ya que vi la bomba, lo de...

**E:** ahhh el warm up.

**Valeria:** o sea si, con, aparte de las canciones tener más actividades así como digamos el profe Danny que hacen muchas actividades chéveres digamos la vez pasada nos puso a hacer como mímicas ehh ahh, la vez pasada nos puso a hacer una plaza de mercado, bueno, cosas así entonces uno como que se va.

**E:** Soltando.

**Valeria:** exacto ya como que con esas actividades se va uno conociendo no solo con el grupo con el que estoy entonces la gente como que se atreve más a participar.

**Johana:** y hace menos aburrida la clase.

**Entrevistador:** hoy no hice warm up precisamente para dedicar tiempo a esto porque siempre... pero si la idea es seguir con eso para que rompamos el hielo siempre y más un jueves a las siete, pero

bueno chicos, yo les agradezco muchísimo su participación a todos ya con esto pues damos fin a este primer ciclo y maso menos hacia noviembre segunda semana tendremos otro ciclo para recoger los datos finales ¿vale? Gracias chicos.

### **Group 2 – Conducted by Heidy Galvis**

**Entrevistador:** Buenos días, bienvenidos a esta sesión de grupo focal, gracias por hacer parte del proyecto. Mi nombre es Heidy Galvis soy estudiante de octavo semestre de la licenciatura en idioma extranjero de la universidad. EL día de hoy voy a hacerles unas preguntas con relación a lo que se ha venido trabajando hasta el día de hoy en cuanto al uso de las canciones que se han venido trabajando en las clases. Para empezar me gustaría saber sus nombres, que estudian y en qué semestre están:

**Daniel:** Mi nombre es Daniel estudio comunicación social y estoy en tercer semestre.

**Karen:** Mi nombre es Karen estudio tecnología en informática y estoy en cuarto semestre.

**Jonathan:** Mi nombre es Jonathan estoy en tercer semestre de contaduría pública.

**Pedro:** Mi nombre es Pedro estudio licenciatura en filosofía y estoy en tercer semestre.

**Katherin:** Mi nombre es Katherin estoy en cuarto semestre de trabajo social.

**Dayana:** Mi nombre es Dayana estoy en tercer semestre de Trabajo social.

**E:** Muchas gracias, ahora me gustaría saber qué piensan ustedes del uso de las canciones para aprender un segundo idioma.

**Dayana:** En general a mí se me hace muy útil porque pues hay mucha gente que no le gusta el inglés. Entonces, pues en mi caso, me gusta la música entonces digamos que por ahí uno se empieza a atraer por la música y pues por el idioma y empieza uno a entender pues palabras que uno no entendía y uno dice cómo: “¡ay! esta palabra no me acuerdo pero la escuché en tal canción entonces uno relaciona”.

**Daniel:** Pues el uso de los videos también ayuda a entender lo que quieren decir las letras, ¿no? O sea que podamos ver pues los videos y al mismo tiempo tener pues la letra ahí, pues no ayuda a relacionarlos y a entender un poco más.

**Karen:** Eehh bueno pues no sé, siempre me he guiado un poco más por la música para aprender el inglés es más ehh pues las palabras o sea, para hablar las palabras nos fluyen más fácil.

**Jonathan:** A mí también me pareció un buen método, pues a mí no es que me guste mucho el inglés pero pues me ha ayudado a relacionar más con la vida y pues me pareció un buen método.

**Pedro:** Retomando todo lo que han dicho mis compañeros, pues ya que los jóvenes nos movemos más por la música me pareció muy interesante porque pues acá teníamos la letra los videos que nos aclaran más cosas de lo que estamos viendo en inglés.

**Katherin:** Bueno pues yo me uno a lo que dijo Dayana, a mí me parece que uno se familiariza más con el lenguaje y más como en la pronunciación de cada palabra.

**E:** ¿Cómo se han sentido en las clases que hemos realizado actividades con canciones?

**Dayana:** Yo pienso que ha sido diferente porque uno está acostumbrado a que la profesora llega al tablero y le dice a uno mire apréndase esto, entonces llegar y que le pongan a uno música que le digan uno ay no mire es esta letra y que sean canciones pegajosas entonces uno como que se anima a participar en clase. Además que la metodología se hace muy diferente a lo que uno está acostumbrado.

**Katherin:** A mí también me parece bueno porque cambia totalmente la lógica de una clase entonces por eso me parece un buen ejercicio pedagógico.

**Jonathan:** Pues que haya música cambia la metodología y hace ameno, hace agradable el venir a aprender.

**Pedro:** La dinámica es chévere porque así como ella decía no le da sueño a uno y además uno tiene como más interés.

**Karen:** Además es bueno por la hora que es la clase, porque pues uno llega con sueño y ya como con la música uno como que se despierta ya todo el día.

**Daniel:** ehhh sí, sí. Bastante interesante opino lo mismo que ellos.

**E:** ¿qué es lo que más les ha llamado la atención de las canciones que hemos utilizado hasta ahora y si tal vez recuerdan alguna en especial?

**Katherin:** Pues a mí me llama la atención porque uno muchas veces escucha por encima las canciones y uno más o menos se hace la idea de lo que dice la canción, pero a la hora a la que uno se pone a mirar como palabra por palabra lo que dice uno queda como: opps! en realidad si me falta mucho. Pues yo me acuerdo mucho la de Beyoncé. Survivor.

**Dayana:** Sí, yo me acuerdo también de la misma. Y porque también tienen mucha coherencia y lógica de lo que se está hablando en la clase entonces, digamos están hablando de comparativos y superlativos, la letra tiene comparativos y superlativos entonces uno asocia todo eso.

**Daniel:** recuerdo la de Michael Jackson y también la de África de Toto, esa canción fueee umm súper linda, tenía un mensaje chévere.

**Todos:** Sí la de África era muy linda, esa clase fue especial.

**Karen:** pues en general enseñarnos con música está muy bien es diferente.

**E:** ¿cómo ha sido su participación durante las sesiones?

**Dayana:** Creo que la participación es activa yyy y pues nosotros mmm intentamos hablar en inglés. Pues ella siempre nos dice cómo intenten hablar en inglés así no sepan así suene mal, así no sé qué. Entonces como que se intenta hacer todo en inglés pues que todo el mundo entienda cuando uno participa. Entonces pues en general la participación es buena.

**E:** Ok, y específicamente tú. Tú participas, hablas... ¿?

**Dayana:** Yo sí, bastante, porque me animó mucho.

**Katherin:** Pues yo pienso que la participación ella la incentiva así como lo decía Dayana. Así uno no entienda no sepa hablar inglés a la perfección y pues en lo personal, pues yo hablo Spanglish, pero sí, sí yo participo.

**Pedro:** El hecho que la metodología sea amena y la canción que se use sea mucho más interesante pues tiene como resultado que uno participe activamente.

**E:** Ok. Y ¿tu? ¿Tú participas en la clase?

**Pedro:** Si, si.

**E:** Y ¿te gusta hablar? ¿Te sientes bien cuando hablas en inglés?

**Pedro:** Sí claro, porque el ambiente es diferente, es ameno y para mí se hace agradable.

**Jonathan:** Independientemente del ambiente, ella lo hace a uno participar a uno mucho, porque pues dependiendo de cómo el ánimo esté ella le pregunta a uno y pue sí como que uno participa.

**Karen:** Igual. Es que ya dijeron todo.

**E:** ¿Ustedes creen que han tenido alguna mejora al momento de hablar, teniendo en cuenta las actividades que han desarrollado?

**Karen:** Sí claro, uno siempre mejora porque uno aprende palabras, que significan y cómo se pueden usar. Entonces digamos uno ya sabe cómo puedo hablar, como puedo usar esta palabra.

**E:** ¿Crees que has adquirido vocabulario?

**Karen:** Si.

**Daniel:** Pues sí digamos uno ya pudo haber sabido los temas con anterioridad es como un refuerzo y le ayuda a uno a recordar muchísimas cosas que se olvidan y nada sí también he aprendido mucho vocabulario.

**Jonathan:** Bueno pues a mí también me parece que sí, con respecto a las canciones he adquirido bastante vocabulario y lo he aprendido a manejar como mejor.

**Pedro:** No solo las canciones, ella también hizo una actividad con la pelotita que rompe esquemas y te lleva a jugar y te da un avance y un desarrollo.

**Katherin:** Yo digo que en particular si ha ayudado mucho a vocabulario. Y a mí personalmente me ha ayudado mucho con la parte de la gramática para saber en qué lugar poner el verbo o cosas así porque yo para eso soy súper mala.

**Dayana:** A mí me pasa muchísimo que yo intento hablar y se me olvidan palabras y me acuerdo de alguna canción y digo ay ya sé cómo es. Entonces, uno cómo que ya tiene sentido y ya aprende más palabras entonces pues si se me ha hecho bastante útil.

**E:** Ok, Ahora me gustaría saber a ustedes como estudiantes, que les gustaría que hiciéramos en las clases, como actividades.

**Dayana:** Karaoke como para que la gente aprenda a pronunciar.

**Pedro:** Teléfono roto. (Risas)

**Dayana:** o que tal vez no sé, que estemos leyendo un texto y que nos grabemos y luego nos escuchemos para darnos cuenta como estamos hablando lo que hacemos mal y lo que no.

**E:** Bien. Ustedes hablaban hace unos minutos de la actividad de la pelota. ¿Verdad?

**Todos:** Si.

**Dayana:** esa clase fue divertida.

**E:** Bien que actividades como esa, ¿que más les gustaría? ¿Les gustan son juegos?

**Karen:** Las clases son más interactivas, cuando uno socializa, cuando uno está así en grupo y pues los juegos siempre nos van a llamar a atención a todos.

**E:** ¿Es decir que está bien que siga trayendo actividades de juegos?

**Todos:** SI.

**E:** ¿Hay algo más que quieran decir con respecto a la clase?

**Dayana:** Gracias, Gracias totales. A mí me parece genial lo que están haciendo.

**Todos:** Si gracias (risas).

**Jonathan:** Hacer la canciones al contexto, como más Colombianas y escucharlas como sería en inglés.

**E:** ¿Qué otro género les gustaría?

**Katherin:** Bueno cuando yo estaba en el colegio, trabajábamos con baladas y teníamos más vocabulario.

**Dayana:** Es que la hora con baladas nos dan sueño en las mañanas. Yo no estoy tan de acuerdo con eso.

**Karen:** Es mejor como con canciones más movidas, más animadas está bien.

**Katherin:** Canciones con hip-hop o rap.

**E:** Bueno chicos muchas gracias por participar con nuestro proyecto por ahora damos cierre a nuestro grupo focal.

### **Group 3 – Conducted by Diana Orjuela**

**Entrevistador:** Hola Buenos días muchachos, son las 8:04 de la mañana y vamos a empezar este grupo focal. La idea es que vamos a hacer un poquito acerca de lo que ha pasado en estas clases de inglés. Bueno mi nombre es Diana Orjuela y estoy en 8° semestre de licenciatura en inglés acá en la universidad. Nuestra idea es hacer nuestro proyecto de grado con canciones en inglés para que ustedes puedan mejorar sus habilidades comunicativas. Nosotras lo que queremos, es hacer que ustedes empiecen a hablar más , que empiecen a producir más, porque ustedes en inglés pueden escribir, pueden leer, pueden escuchar, pero entonces casi nunca se habla, es muy poco lo que la gente habla. Entonces la idea es que con canciones ustedes empiecen a hablar mucho más, ¿vale? Entonces vamos a empezar este grupo focal, entonces quisiera conocerlos a ustedes también. Entonces, tu nombre y carrera estas estudiando.

**Juana:** Mi nombre es Juana y estoy estudiando Trabajo Social, la mejor de todas.

**E:** vale.

**Diana:** Yo me llamo Diana y estoy estudiando psicología, la mejor de todas.

**E:** OK, ¿tú?

**Daniela:** Daniela, psicología.

**E:** OK, ¿tú?

**Lina:** Lina y estoy estudiando Tecnología e Informática

**E:** ¿tú?

**Tatiana:** Tatiana, trabajo social.

**E:** y ¿tú?

**Jonathan:** Jonathan y estoy estudiando psicología, psychology.

**E:** ok. En qué semestre van todos ustedes, ¿segundo o tercero?

**Todos:** Tercero, y yo quinto

**E:** listo, súper chévere, entonces vamos a empezar con la primera pregunta, ¿qué piensan ustedes acerca del uso de las canciones para aprender un segundo idioma?

**Juana:** pues a mí me parece que es útil, o pues sobre todo porque uno aprende a pronunciar muchas cosas, que hay cosas que uno no sabe pronunciar y pues al escuchar una canción uno ya como que lo ve y uno ya sabe más o menos como se pronuncia, es mejor que como cuando uno nunca la ha escuchado ni nada, uno no tiene idea de cómo se pronuncia.



**E:** ok.

**Diana:** Pues yo pienso que es una buena actividad ya que a uno las canciones siempre se le quedan grabadas, si le gustan, entonces pues al tener memoria, entonces uno como que si lo relaciona y dice: ay sí, así como en la canción, y ya.

**E:** ok, ¿alguien más? La idea es que socialicemos chicos, entonces, ¿tú que piensas?

**Jonathan:** que es un manera un poco creativa, no, un poco no, bastante creativa. Que uno lo relaciona también bastante con sus gustos musicales, así uno aprende.

**E:** por ejemplo ¿qué clase de música les gusta a ustedes?

**Daniela, Lina: Tatiana:** de todito

**E:** pero ¿escuchan más en español que en inglés?

**Daniela, Lina:** normalmente si

**Tatiana:** Yo escucho más en inglés

**E:** pero entonces ¿cuándo ustedes escuchan en inglés, por ejemplo, tu entiendes, cuando escuchas en inglés, y ustedes digamos cuando escuchan en inglés?

**Daniela:** casi no, porque todo lo escuchamos por ejemplo, toda la música que escuchamos es en español, entonces no tenemos mucho vocabulario.

**E:** pero entonces digamos, tu que siempre escuchas música en español, ¿qué piensas de tener entonces una en inglés, en la clase de inglés para aprender inglés?

**Lina:** Pues no sé, a mí me parece bueno, digamos lo que ella hace con lo de las canciones, pues como han dicho mis compañeras, uno como que va aprendiendo más vocabulario primero que todo, y a pronunciar, ¿no?

**Tatiana:** es como uno a veces cuando uno escucha canciones en inglés, uno solo ve el video y ya, pero entonces ya ahorita tenemos la letra, si no entendemos una oración, buscamos esa palabra, hay muchas palabras así sean sencillas que uno no sabe ni pronunciar, entonces eso. Es como tener como esa motivación, ese interés de saber que significa esa canción, además de solo el sonido.

**E:** ok y ¿tú?

**Diana:** si, y digamos que, le dan más actividad a la clase, o sea, porque digamos ella relaciona, digamos, lo que está explicando, con una canción o un video, entonces lo que dice mi compañera, entonces ya tiene uno la letra y empieza uno a relacionar más, o pues digamos la escritura, las palabras, la pronunciación, porque a veces uno pronuncia y errado total, pero uno se da cuenta entonces con la canción, como es.

**E:** ok chicos muy bien. ¿Cómo se han sentido en las clases en las que hemos realizado actividades con canciones?

**Jonathan:** Agradable

**Tatiana:** no me gusto fue la primera canción, que estábamos haciendo una actividad y era un rock pesado y le subieron todo el volumen, eso me estresó mucho. Y yo: ¿porque no le baja? ¿Porque no la quita? Entonces no a todo el mundo le gusta como eso para tenerlo ahí pum pum pum , pero de resto, si, me gustó harto la de África, porque teníamos el contexto de la clase, del libro y lo relacionó con la música, me gusto bastante eso.

**E:** ok, y ¿qué más? ¿Tú que piensas de las canciones? ¿Cómo se sintieron?

**Juana:** la que más me gustó fue la que trajo de los raperitos esos

**E:** los Beastie Boys

**Todos:** la del robot

**E:** Intergalactic se llama esa canción.

**Juana:** Eso, de resto pues si, muy normal, lo que pasa es que de pronto como que los géneros que ella trae como que no me atraen mucho.

**E:** ah ok, ¿qué clase de música escuchas tú?

**Juana:** como esa, o sea yo escucho más de los 60's 70's, 90's, entonces digamos ella ha traído unas muy modernas entonces como que no me llaman la atención, me gusta el dance, el reggae, el jazz, ¿sí? El rap, el hip-hop, todo eso.

**E:** súper chévere, y ¿tú? ¿Cómo te has sentido?

**Diana:** Si, lo mismo, o sea digamos, que hay como canciones que, si, que como que uno no conoce, entonces como nuevos ritmos.

**E:** ok, y ¿tú?

**Daniela:** a mí me parece que son canciones llamativas, y los videos son llamativos, no me disgusta ninguno, pues, escucho de todo, entonces no, hasta ahora todas me han parecido bien, digamos que la de hoy, la canción de Shakira es muy llamativa, y pues si, son llamativas, o sea, atrae ese tipo de música, y a uno le da interés.

**E:** ok, y ¿ustedes?

**Lina:** a mí no me molesta ninguna de las que han traído, por ejemplo, las dos primeras, yo no las entendía, estaba como perdida, yo como: ¿qué será? Es difícil, después que la explicaron fue que medio entendí de qué se trataba la canción.

**Jonathan:** pero sería chévere que también nos dejaran a nosotros escoger una canción

**E:** buena sugerencia

**Diana:** sería chévere que nos dejaran escoger una actividad que, pues como es cortico el tiempo, digamos que cada uno trajera una canción y la expusiera, porque digamos así habría más como un playlist de artos géneros.

**E:** ok, ¿qué es lo que más les ha llamado la atención de las canciones que hemos utilizado hasta ahora?

**Juana:** que casi no tienen letra, las canciones que ha traído son muy sencillas, digamos hay canciones que en inglés, en las que hay dos o tres que cantan y cada uno hace como su solo y todo, entonces lo que ha llamado la atención de esto es que son muy sencillas, son muy fáciles, solo es como que se repite el coro como tres veces y son solo como tres estrofas, y es muy lento, o sea como para que uno alcance a captar.

**Tatiana:** pues yo sí opino diferente porque yo si soy muy mala para listening, entonces si yo veo tres personas cantando, ahí si paila, no entendería nada, entonces yo como que ahí estoy bien, las más rápidas son las más difíciles. También me gusta que se trabaja la fotocopia de la letra que se trabaja con el tema, no sé, si estamos viendo verbos en pasado, se identifica en la letra los verbos en pasado, y cosas así, entonces es interesante.

**E:** ok, ¿qué más les ha llamado la atención?

**Lina:** Mmm, pues a mí me ha gustado igual por lo que vienen como muy lentas, ¿no? Y es como más fácil para uno como captar y aprender un poquito más porque si las coloca muy rápidas, por ejemplo a Juana le gustan más rápidas y ella ya escucha ese tipo de música, pero digamos nosotros que hasta ahora estamos empezando, nos queda como más fácil, pienso yo que escucharlas más lentas para poder cantar y mirar la pronunciación y todo eso.

**Juana:** digamos que ahí hay algo que es curioso porque yo a ella no le entiendo nada. Yo entiendo el inglés en la música, pero ella me habla y yo quedo como: ¿qué? ¿Que toca hacer? Porque no sé, la manera en la que ella pronuncia, de pronto sea por eso de la pronunciación de lo británico y esto, digamos, la música que es más británica yo la entiendo muy bien, pero ella me habla y yo quedo como: ¿qué? ¿Que está diciendo? En cambio a mí me pone la canción y yo la entiendo. Entonces ya es un problema de pronunciación, pronuncian diferente, ella es muy diferente a como va la música, entonces yo a ella no le entiendo nada.

**Daniela:** y yo creo que nos pasa a todos porque digamos ella toda la clase habla en inglés, y muy pocas veces, digamos cuando ya nos ve que todos como que: ¿qué? Entonces ahí sí nos explica, pero hay clases en las que hay vacíos que quedan ahí. O sea, de pronto debería ser como, que no entendemos entonces que nos dé una pequeñita explicación en español, entonces ya uno empieza a relacionar.

**E:** digamos que de las canciones que se han utilizado, ¿recuerdan algún momento específico que ustedes digan: esta me gusto, no, esta no me gusto?

**Jonathan:** la de Michael Jackson.

**Las demás participantes:** la del robot.

**E:** ok, ¿la de Michael Jackson te gustó?

**Jonathan:** me gusta Michael Jackson, es fue genial.

**Juana:** la de Intergalactic, por la manera en la que ellos cantaban, o sea digamos, ella lo pausaba, ellos decían algo y volvían y lo decían muy exacto y pausaba, y hablaban otra frase y la pausaba, entonces era chévere porque pues aparte del ritmo, uno la entendía mejor, porque uno mantenía el ritmo, y esa letra era chévere porque uno las cogía más breve.

**Daniela:** a mí me gustó harto la de Shakira. No sé, de pronto porque uno la identifica ya, y sabe cómo el tipo de música, de pronto el tipo de pronunciación es más, es más familiar.

**Tatiana:** si, la de Shakira, porque uno ya la conoce y como que la relaciona más.

**Juana:** es el ritmo, digamos que en las anteriores manejaban otro género, y digamos en esta es más llamativa, por lo que maneja como trompetas y cosas así, entonces es más llamativa.

**E:** por ejemplo ¿la canción de Beyoncé?

**Juana:** no impactó esa canción.

**E:** ¿es preferible escuchar canciones de personas conocidas?

**Diana:** de pronto de géneros más conocidos, es que esa de Destiny's era como más romántica ¿no?, el género era como más suave. Yo creo que si hubiera sido una canción más conocida, o sea como la de 'all the single ladies', esa canción, o sea si son canciones conocidas para uno, así sea que uno las haya escuchado en 'Las ardillas de Alvin', uno la identifica, o sea que fueran como grupos, no sé, como los Guns n' roses, Aerosmith, o algo así, que uno los conoce, son grupos que todo el mundo conoce, que yo creo que no existan personas que no los conocen, sería como más llamativo.

**Juana:** digamos que hay canciones que se vuelven himnos nacionales, por ejemplo así ella no escuche rock, de pronto ha escuchado las más conocidas.

**Tatiana:** digamos las canciones que Shaggy, ¿quién no ha escuchado las canciones de Shaggy?

**Juana:** o Bon Marley, quien no ha escuchado Bob Marley, todo el mundo ha escuchado Bob Marley, entonces digamos, si pusieran una acá, les quedaría como más en la memoria. Igual a mí me parece como chévere porque cuando ya vaya a un bar, o cuando vayan a farriar pues suena la canción de Bob Marley y ya uno sabe más o menos de que trata la canción, entonces ya llama más la atención, pero digamos esa que tú dices de las Destiny's Child, esa canción yo creo que no la voy a volver a escuchar en mi vida, entonces digamos uno no le presta atención, pero sería bacano pues una canción que cuando yo diga yo voy al bar, pues esa canción suena harto, voy a ver que dice.

**E:** y tú ¿qué opinas?

**Lina:** pues a mí me gustó harto la de Shakira porque uno ya entiende, se identifica con ella, ella es de acá, conocemos toda su carrera profesional, entonces también motiva arto los artistas, no solo la canción, sino los artistas.

**E:** ok, entonces ustedes prefieren artistas que sean más conocidos y canciones que sean súper conocidas. Listo. ¿Cómo han sentido su participación durante estas clases?

**Todos:** menos, participamos más con el profesor, so so.

**Juana:** lo que pasa es que la manera de ella de hacer las actividades es muy diferente, digamos, yo no sé, de pronto ella piensa que nosotros por estar en inglés dos pues vamos al nivel de inglés dos, pero la verdad es que inglés uno es muy malo, entonces uno llega a inglés dos como a inglés uno, entonces ella como que no nos da ese tiempo de conocernos y darse cuenta del nivel en que estamos, que todavía estamos en un nivel muy bajo, mientras pues el profesor como que nos habla harto en español y por eso nos sentimos re atrasados en el tema, como que quedamos: no, paila.

**Daniela:** aunque ella trata de hacerla muy participativa, que digamos que el otro día con la pelota, el tingo tingo tango, que lo que hicimos ahorita en el grupo, pero eso mismo para que, o sea, participemos, pero si digamos se trata así como de entender y que: ¡ay, si! Yo le entendí y participé, pues yo creo de pronto Juana.

**Diana:** Todos hacen ya porque nos toca, y no has visto que por ejemplo cada vez que vamos a responder como que nos toca mirarla como que: ¿cómo respondo? Como: ¡ayuda!

**Tatiana:** o los temas nuevos, digamos al final, pues ella explica en inglés, y yo: bueno, ahorita explicará en español y voy a entender. A veces empieza otra actividad y uno como que queda perdido, entonces empieza otro tema y ya a uno le da pena preguntar, si porque preguntar no es fácil, entonces en cambio el profesor si hace eso, explica primero en inglés, y luego hace un pequeño resumen en español, y ahí uno a se puede nivelar.

**Diana:** digamos también hace falta que hable un poco más en español, sobre todo en los temas nuevos.

**E:** ok, y ¿tu?

**Lina:** a mí la verdad me da pena, por ejemplo hoy, empezamos la clase y yo no entendía nada, porque igual yo no entendía nada de lo que ella estaba hablando, y yo como que: ¿qué será? Y va y me dice: pase, y yo como que: mmm, no porque me da pena pasar, si, y no le entendía, a veces no le entiendo a ella.

**E:** ¿tú me decías que sientes que has participado?

**Diana:** si, o sea se participa por lo que dicen ellas, que ella nos da muchas opciones para participar, y pues si lo señala a uno, uno se siente como que: ¡ay! Me tocó, pero a mí se me hace que cuando uno trata de participar, participan las personas bien, y pues si no lo hacen bien, pues muchas veces trata de corregirnos las cosas y pues eso es algo bueno, porque uno aprende de esas cosas, y más cuando uno cuando comete errores es cuando más aprende. Uno ahí se le queda grabadito.

**E:** y ¿tú?

**Jonathan:** yo si le entiendo más o menos bien, pero igual me da pena participar.

**E:** entonces si no es porque Alejandra te dice: tú. ¿Qué piensas?

**Daniela:** sí, nosotros hablamos porque ella nos dice, porque si no no, porque yo creo que a más de uno le da pena equivocarse al frente. A mí me da pena pasar, yo soy muy penosa y me da pena pasar como pasar allá.

**E:** pero entonces ¿ustedes sienten que participan más en la clase del profe que en la clase de Alejandra?

**Juana:** sí claro, toda la vida.

**Diana:** nos sentimos más seguros.

**E:** y cuando el profe les explica en inglés, luego les hace el resumen en español y les empieza a hacer ejercicios, ¿entonces ustedes empiezan a hablar más?

**Juana:** pues sí, uno da a entender que uno entendió, valga la redundancia, por el hecho de que él explica en español, pone una actividad, entonces como uno ya le entendió, uno ya quiere participar para ver si la entendí bien o si lo hago bien, pero digamos acá no se da ese espacio porque ella explica y uno como: ¡huy! ¿qué pasó?, y ahí mismo lo pasa a uno y uno está como: ¿qué hago? No entendí.

**E:** listo. ¿Consideran que han mejorado su habilidad comunicativa en inglés con ayuda de las actividades realizadas en clase?

**Daniela:** En mi opinión, para mí, o sea en algunas palabras como que si he avanzado, pero pues esta como estable, si como mas como venía ya a esto, pero si hay unas cosas que ya uno escucha por las canciones y eso, pero son muy pocas por lo que uno dice, que las canciones no son muy llamativas, para uno, entonces uno como que no pone atención.

**E:** listo, entonces depende de las canciones para que ustedes empiecen a hablar. Pero aun así ¿creen que no han mejorado la parte del habla?

**Jonathan:** Yo creo que la pronunciación.

**Daniela:** yo digamos por ejemplo este semestre, aprendí más en pronunciación, porque el semestre pasado la profesora que teníamos era muy mala, solo llegaba y era: hagan esto, y ya, en cambio en esta nos ponen hablar más, nos ponen a hacer frases y pasar al frente a decir las cosas así. He aprendido un poco más en la pronunciación porque igual a veces uno queda: ¿cómo se dice? ¿Cómo es eso? Pero si siento que he aprendido un poco más en pronunciación.

**Tatiana:** en pronunciación yo soy muy mala, es que yo creo que no he aprendido pronunciación porque no he sacado como el tiempo aparte de la clase porque acá solo la escuchamos dos veces y ya, yo puedo ir a la casa y tratar de aprendérmela, pero no he hecho eso, entonces yo creo que eso es la dificultad personal, porque yo creo que es una buena metodología, lo que sí he aprendido es como más vocabulario, trato como de leer que es lo que significa la canción, si no sé qué significa un verbo, pues trato de conectarlo al contexto, entonces así no sepa, trato de relacionarlo, así he aprendido más vocabulario.

**Juana:** no pues yo me siento igual a como venía en inglés uno, en cuanto a lo que estás preguntando de las canciones, porque con el profesor si he avanzado un poco más, pero es que con él casi ya no nos vemos, entonces las últimas seis clases, han sido con ella, y digamos, con ella casi no entiendo,

entonces ya le perdí el interés a inglés, entonces estoy como en la misma línea que venía en inglés uno, como muy normal.

**Diana:** pues yo, o sea, uno como que pierde, como cuando digamos ella le dice a uno: bueno, participe, es como que, ya para hablar uno ya se esfuerza más, así sea preguntando cómo es que se pronuncia, o lo que nosotros le escuchamos de ella, pero que yo diga: ¡huy avance!, no.

**Daniela:** Yo digo que es más como de práctica, si uno muchas veces va a pronunciar algo y como que piensa y dice: ah bueno, yo escuche tal cosa en la canción, y no se decía así como yo creo y está mal dicho, y uno lo mejora, pero está más estable, es lo que ella dice, reforzarse uno mismo, si uno no lo refuerza pues obvio uno nunca va a aprender, muchas veces si uno no lo refuerza y no intenta pues, seamos realistas por una vez, a uno no le va a quedar nada.

**E:** ¿qué tipo de actividades les gustaría que fueran implementadas?

**Juana:** que haya más español, yo sé que estamos en clase de inglés y es como estúpido decir: ¡ay si!, está en clase de inglés y quiere que le hablen en español, no, pero digamos si una actividad donde podamos relacionar la cotidianidad de la vida en español, porque de todas maneras el inglés es como un imaginario extranjero, entonces todas las actividades es como lo que hizo hoy, que el carnaval de otro lado, entonces como que uno no le pone atención, si fuera algo de la cotidianidad colombiana y en español e inglés, pues ya llamaría más la atención, digamos si enseñara más bien el parque del café, o lugares de Colombia, y digamos, no si ustedes llegaran a un hotel acá en Colombia, como dirían y tal cosa, porque esa actividad, es que todo el tiempo es como un imaginario, mandandonos a otro lado. La vez pasada que estábamos en África, que en el continente, pues la verdad es algo que no, si fuera más Colombia y cotidiano: si viniera un gringo y llegará a tu restaurante, pues uno ya como que hace el imaginario, pienso yo.

**Diana:** digamos que lo que ella hace, pues está bien, digamos lo de la pelota, lo del tingo tingo tango, pues uno participa y eso, en las canciones, pero de pronto que la explicación sea en español, yo creo que sería mejor.

**Daniela:** a mí me parece divertido lo que ella ha hecho, o sea, lo de la pelota y eso, a mí me parece que sirve mucho pero entonces no sé si por el tiempo alcanzaría, pero no sé, ver capítulos en inglés de una serie o algo así, digamos que hay palabras que uno aprende a decir por el simple hecho de escucharla, por ejemplo el Mega Weekend de Fox, uno nunca aprende a decir weekend, pero lo escucha todos los días en Fox y uno ya se lo aprende, entonces son cosas que uno escucha y ya se las va aprendiendo porque lo repiten en la televisión, o sea ver esos capítulos o alguna cosa en la televisión para el vocabulario ayudan mucho y más cuando uno tiene los letreros abajo, uno dice: ah bueno, ella está diciendo esto y ahí está diciendo tal cosa o se está expresando así, entonces eso me parece muy bueno, lo que pasa es que no se si por el tiempo alcanzaría porque es extenso.

**E:** ok, y ¿ustedes?

**Tatiana:** trabajar como más la canción, una actividad no sé, de karaoke

**Jonathan:** Si, seria chévere.

**Tatiana:** si porque es solo escuchar la canción dos veces y ya, también se podría, hay una página donde aparece la canción, y de la canción, pregunta, entonces es como hacer preguntas, no sé, con la canción se pueden hacer más actividades.

**Jonathan:** yo opino lo mismo que mi compañera, se le pueden sacar más jugo a la canción.

**E:** ok, para finalizar, ¿hay algo más que quieran aportar para aprender un segundo idioma con canciones?

**Tatiana:** yo creo que también no solo utilizar canciones si no también los listening del libro, porque es que a nosotros en el parcial nos va es eso, nos va es a salir con conversaciones del libro, a nosotros no nos van a salir canciones, entonces para irnos preparando para el parcial, utilizar también listening del libro, sobre todo en los temas porque, en este segundo corte no hemos utilizado nada del libro de listening, en cambio en el primer corte con el profesor si, y era para eso, para prepararnos para el parcial, entonces le falta es eso, no solo canciones sino también apoyarse del libro para podernos ir mejor en el parcial.

**Lina:** pues que de acuerdo al trabajo que tienen que hacer ustedes, también piensen como en prepararnos para los parciales, porque como decía Juana, nosotros ahorita digamos para el tercer corte, perdemos dos clases de lunes de clase con el profesor Danny, y quedamos con ustedes y todo entonces también, aparte de la explicación, ustedes también se preocupen por prepararnos a nosotros para el parcial.

**Tatiana:** o sea, uno siendo sincero, uno está en la universidad y espera llegar al parcial y cómo hacerlo y que salga bien, y terminar el corte y seguir el otro corte, terminar semestre y pasar al otro terminar semestre y terminar y listo, como una vez nos decían en proyecto de vida, es como que ustedes escupan información y después ya, entonces uno necesita mucho la información, pues uno se centra mucho en la información cuando dicen van a hacer parcial, quiz, no sé qué, uno se centra mucho en estudiar y en tener elementos que uno pueda para estudiar para eso, a veces las canciones no son elementos tan significativos para estudiar para los parciales.

**E:** ok, listo chicos, muchas gracias por haber participado en este grupo focal.

## Second Session Focus Group

November 12th, 2015

### Questions

Buenos días, bienvenidos a esta sesión de grupo focal. Gracias por hacer parte de este proyecto. Mi nombre es \_\_\_\_\_ soy estudiante de octavo semestre de la licenciatura en Idioma extranjero Inglés. El día de hoy voy a hacerles unas preguntas con el fin de conocer su opinión sobre el uso de canciones en las clases de inglés y des esta forma haremos el cierre a este proceso de acompañamiento.

Me gustaría empezar sabiendo cuáles son sus nombres, que estudian y en que se semestre están.



**Preguntas Clave**

- 2). ¿Cómo se sintieron durante las tres últimas clases en las que trabajamos con canciones?
- 3). ¿Cuál es la canción y la actividad que más recuerdan? ¿ Por qué les llamó la atención esa clase?
- 4). ¿Cómo fue su participación durante las últimas sesiones?

**Preguntas de Seguimiento**

- 5). ¿Cómo fue su desempeño en las actividades de producción oral evaluadas por su docente?
- 6) ¿Considera que las actividades en las cuales se usaron canciones aportaron elementos para el desarrollo de su habilidad comunicativa en inglés?

**Cierre**

- 7). ¿Qué elementos considera que el docente de inglés debe tener en cuenta para llevar a cabo actividades basadas en canciones?

**Despedida**

Muchas gracias por haber participado. Damos fin a la participación.

**Group 1 – Conducted by Alejandra Núñez**

**Entrevistador:** ya ahora si bienvenidos chicos al segundo grupo focal, gracias por participar como ya saben mi nombre es Alejandra estudiante de licenciatura en inglés octavo semestre y hoy vamos a llevar a cabo pues la segunda fase de las preguntas entonces por fa me dicen sus nombres en orden.

**Ximena:** mi nombre es Jimena.

**Johana:** El mío Johana.

**María Fernanda:** yo soy María Fernanda.

**Carlos:** Y Carlos.

**E:** Perfecto, entonces la primera pregunta dice: ¿Cómo se sintieron durante las tres últimas clases en las que trabajamos con canciones? Entonces Ximena.

**Ximena:** eh, bien las canciones estuvieron más claras esta última me gustó porque debíamos diligenciar algunas cosas que salían en la canción entonces era más práctico.

**E:** como más relacionado, ahora Johana.

**Johana:** eh, no pues bien (risas) no pues si estuvieron un poco más claras y pues con así con actividades como esta de esta clase pues yo creo que si es más práctico como dice Ximena.

**E:** perfecto ¿y Mafe, qué opinas?

**María Fernanda:** también lo mismo, las últimas canciones han sido más claras entonces digamos como que hemos entendido pues en mi caso he entendido más y ha sido más práctico en ese sentido.

**E:** ¿y Carlos?

**Alejandra:** ehh o sea ha sido más práctico porque, es más práctico porque nos ayuda a evolucionar más con la digamos con el speak y poder analizar más rápido las frases.

**E:** ¿Cómo más rapidez?

**Carlos:** sí.

**E:** ok mmmm chicos, ¿Cuál es la canción y la actividad que más recuerdan, y porque les llamó la atención esa clase? ¿Algún voluntario?

**Johana:** pues la de hoy (risas).

**E:** la de hoy ¿Johana?

**Ximena:** es que...

**E:** ah bueno, Ximena.

**Ximena:** la de hoy estuvo muy buena porque teníamos que aparte de estar pendientes del vocabulario pues escuchar donde iba y... ir llenando los datos entonces no éramos pendientes de la película y más bien de donde iba la palabra para poder escucharla y entenderla y lo que yo te preguntaba a tí de como sonaba pues a mí se me dificultó y tú me explicaste entonces... bien.

**E:** te devolviste, ehh ¿cuáles eran las otras? muy buena pregunta (risas) ya miramos.

**Johana:** la de la clase pasada era la de California de...

**E:** Katy Perry.

**Johana:** y la de la otra era de una banda toda rara.

**María Fernanda:** ¿la de Rock?

**Johana:** la de rock.

**María Fernanda:** era la de Tattoo, no me acuerdo, sí, creo que era.

**E:** el veintinueve de octubre Tattoo.

**Todos:** Tattoo.

**E:** eso, teniendo en cuenta eso Joa, ah espera, debe haber una antes que nos cuenta para este... que fue... no solo la de tattoo, la de California y la de hoy ¿tú qué opinas Joa cual fue la que más te gustó?

**Johana:** la de hoy (risas) pues la de hoy porque la de la primera no me gustó, esa canción estaba toda fea (risas).

**E:** ¿la de tattoo?

**Johana:** como muy el ritmo, no como que el ritmo no concordaba como con cuando ellos cantaban (risas) y entonces.

**E:** si esa era como...

**Johana:** la de Katy Perry, pues me gusta la canción pero me gustó mucho más la de hoy (risas).

**E:** estuvo más chévere.

**Johana:** si pues por lo que era de...

**Ximena:** con película.

**Johana:** (Risas).

**E:** y es que en la anterior si me faltaron ciertos elementos que no tuve en cuenta.

**Johana:** sí.

**E:** entonces... bueno ¿y tú?

**María Fernanda:** la de tattoo (risas).

**E:** no, está bien.

**María Fernanda:** no, por la letra, o sea lo que ella dice del ritmo es verdad o sea como que no concordaba pero la letra si era interesante porque tocaba como muchos elementos entonces había que analizar bien de quien era de quien estaban hablando porque hablaban del hermano y de él entonces digamos que por eso como que se podía confundir cual era el tatuaje de cuál pero fue chévere.

**E:** y esa tenía una buena historia ¿y tú Carlos?

**Carlos:** pues a mí me gustaba California porque ya digamos la había escuchado pero no, no teníamos digamos la, el texto como para seguir la canción y saber lo que decía más concreto y con la letra ya es más sencillo aprendérsela.

**E:** te gustó California Gurls, como ¿no te imaginabas que tuviera tantas cosas en la letra?

**Carlos:** si, pensé que era como más corto.

**E:** sí es súper larga igual, tocó acortar; muy bien, chicos, Ximena ¿Cómo fue tu última participación en las últimas sesiones?, ¿Cómo consideras, cómo te evalúas?

**Ximena:** mmmmmm bien, me fue bien, por lo menos esta vez entendí más pues ¿porque lo que ya te habíamos dicho, que igual nosotros te dijimos que hablaras más despacio que nos hicieras entender más, y esta vez yo considero que pues lo hiciste porque yo entendí más y ya (risas).

**E:** ahora Johana.

**Johana:** pues, pues mi participación yo creo que mejoró pues porque, después, yo creo que después de la anterior la pregun... la anterior sesión de preguntas como que te cogí más confianza, antes yo era como que: ay no que fastidio (risas).

**E:** yo sé porque ustedes me ven y esa niña que es como casi de mi edad y enseñándome yo sé, sí, exacto (risas).

**Johana:** pero o ya después como de esa charla como que te empecé a coger confianza y ya pues hiciste las cosas que nosotros te pedimos que cambiaras y no pues fue buena si las últimas veces he entendido más y pues como que he participado bastante, he preguntado así cosas que no sé antes me daba pena. Y ya.

**María Fernanda:** bueno en mi caso eh, pues entendiendo más porque digamos tu usas digamos tu a veces nos dices las cosas y si no entendemos entonces tratas de como buscar otras palabras que sean más entendibles para nosotros para poder entender y pues eso es lo bueno, entonces como que eso ha impulsado más a que uno participe porque uno ya te entiende más entonces hay más opciones de poder participar.

**E:** perfecto, ¿y Carlos?

**Carlos:** no sé qué decir (risas).

**E:** ¿cómo fue tu participación durante las últimas sesiones? (silencio) porque al principio te vi como muy tímido, tú eres uno de los más tímidos del grupo

**Carlos:** sí, pero es por de pronto el miedo que decir y a equivocarse de pronto a construir una frase y de pronto que no sea, este bien escrita o dicha de pronto es ese miedo.

**E:** ok, muy bien chicos, ahora vamos a ver ¿Cómo consideran que fue su desempeño en las eva... perdón, en las actividades de producción oral evaluadas por su docente, o sea por mí? ¿Cómo se sintieron en la producción oral ustedes?

**Ximena:** eh mmmm ay el día que... bueno me gustó... la actividad que hiciste de los tatuajes de donde no lo haríamos y por qué, entonces ahí como que al menos entendí lo que yo quería mmm pues decirles entonces ahí supe construir la oración ahí me sentí chévere.

**E:** si porque el dibujo era súper como nadie entendió pero luego (broma).

**Ximena:** ay estaba... (Risas).

**E:** pues hiciste pero, era como muy abstracto (risas) pero luego ya nos explicaste, Johana.

**Ximena:** muy abstracto que grosera (risas).

**Johana:** Pues si yo creo que o sea como actividades como esas como que digamos que cosas que uno quiere y todo eso uno como que digamos que le salen más rápido las palabras porque digamos si el profesor pone si, no que hágame oraciones sobre este tema entonces uno ahí queda y entonces yo pues creo que buena pues, errores de pronunciación pero ya no más.

**E:** muy bien ¿y Mafe?

**María Fernanda:** pues digamos yo pienso que o sea lo que tú nos das nos das como, la clase es bien digamos en la expresión oral y ya digamos tú le das a uno las bases para uno poder, pero digamos en mi caso el error ya es mío, porque digamos yo me bloqueo y como que no se ordenar las palabras, o sea yo sé pero digamos en el momento en el que ya me toca decirlo en frente de todos como que se... del miedo me bloqueo y no puedo expresar bien, entonces digamos en el oral a mi no me va bien porque , por eso.

**E:** como por el miedo.

**María Fernanda:** ajá.

**E:** y de pronto ¿consideras que este tipo de actividades de pronto te ayudan un poquito como a perder el pánico?

**María Fernanda:** si porque digamos, o sea ya todos estamos participando entonces pues digamos como el del tatuaje, todos estaban participaban entonces como que de esa manera ya uno sabe que si se equivoca no va a ser tan malo porque todos estamos participando y los demás también se pueden equivocar.

**E:** exactamente, incluso yo, nadie nace aprendido y ¿Carlos? (silencio). Teniendo en cuenta tu producción oral así como ¿consideras que... ha ido fluyendo el proceso?

**Carlos:** pues de la primera clase hasta el momento creo que he evolucionado más pues también digamos palabras que no entendió durante el semestre pues las he como buscado en canciones o en textos para digamos aprenderla más rápido.

**E:** bien, ahora ¿consideran que las actividades en las cuales usamos canciones aportaron elementos para el desarrollo de su habilidad comunicativa?

**Ximena:** emmm digamos, yo no escucho tanta música en inglés, porque no la entiendo pero entonces eso que nos ponías yo me ponía a ver la letra y como a intentar traducirla ver si entendía lo que pues la canción decía entonces cuando te ponías a socializar resulta que en la de Tattoo que era del hermano y yo dije... pero yo no había entendido eso entonces esas cosas me hacen decir, a bueno, entonces si estaba la estructura bien y yo era la que estaba muy mal porque no la había entendido, entonces me parece que sí .

**E:** y, ¿Johana?

**Johana:** pues es que cada canción tiene como su historia entonces digamos en esa historia pues ellos utilizan a veces unas palabras que uno no entiende pues por lo que ellos ya es de su lenguaje pero digamos que ya cuando tú lo explicas digamos que a no este se puede utilizar como este no sé qué pues ya como que así una ya entiende mejor, pero pues sí, yo creo que si las canciones aportan algo, pues yo si escucho música en inglés, pues intento cantarla pero entonces es muy rápido y entonces ... se escucha feo (risas).

**E:** las lentas siempre son mejores para que aprendan a... fluido... la fluidez les ayuda bastante y ¿Mafe?

**María Fernanda:** yo también escucho música en inglés pero digamos me pasa eso, o sea, como que yo entiendo lo que dice la canción, a veces, y a veces como que solo el ritmo entonces me gusta el ritmo y eso y digamos cuando tú ya dices bueno vamos a ponerles, traes las hojas entonces es como más analizar lo que escuchas, entonces pues digamos eso es bueno porque te da como más elementos de palabras que tu antes habías escuchado pero jum no sabías ni que significaba entonces eso es bueno.

**E:** ¿y crees que puedes usar esos elementos de vocabulario para mejorar?

**María Fernanda:** sí porque digamos hay muchas cosas, digamos utilizan vocabularios generales y de cosas que se usan en algunas canciones, entonces pues como que uno va quedándose con eso y ya pues digamos cuando le toque hacer alguna cosa, alguna frase ya se acuerda y le quedan esos elementos.

**Ximena:** y las canciones uno por lo general las aprende muy fácil cuando yo era pequeña yo decía porque los profesores no nos enseñan la teoría como cantadita porque uno la canción la recuerda muy muy fácil, entonces eso de las canciones está muy bueno.

**E:** y tú ¿Qué consideras que las clases que usaron canciones aportaron elementos para el desarrollo de tu habilidad comunicativa?

**Carlos:** ehh, si, ehh es como por ejemplo, yo también intento escuchar música en inglés para, para poder agilizar la, digamos el idioma para poderlo llevar a cabo o poderlo aprenderlo más rápido y con las canciones yo creo que se pueden sacar más fácil.

**E:** muy bien, ahora la última pregunta ¿Qué elementos consideran ustedes que el docente de inglés debe tener en cuenta para llevar a cabo actividades basadas en canciones? ¿Ximena?

**Ximena:** ehh primero encontrar una canción que se relacione mucho al tema que estamos viendo eh eh que sea un vocabulario no muy raro porque tampoco es que seamos unos duros en vocabulario.

**E:** y ¿Johana?

**Johana:** mmm pues el tema de las canciones, pues si van a tratar con canciones si tienen que ser con canciones que traten sobre el tema del día ehm, yo creo es que uno aprende más con actividades y con interacción entonces yo creo que muchas actividades y no tanta... bueno... que sean quince minutos de gramática (risas) pues como para saber cómo el orden de las oraciones y pues ya uno las hace a su modo y pues se empieza a interactuar con los demás así pero que todos participen para que a uno no le dé pena el speaking.

**E:** ¿les pareció que hablé mucho de gramática tal vez?

**Johana:** no, no pues que digo pues o sea que, pues o sea la gramática es importante para saber cómo la, como digamos la construcción de las oraciones o algo así pero digo que digamos que uno como que se siente más cómodo y participa más cuando son actividades grupales y que todos tienen que hablar.

**E:** ¿y Mafe?

**María Fernanda:** digamos o sea un poquito más de tiempo, no mucho, por ejemplo unos cinco minutos más para digamos nosotros alcanzar a hacer bien las oraciones o estructurar bien porque digamos a veces como que el tiempo no alcanza entonces nos toca hacerlo todo muy rápido y es por eso.

**E:** yo sé que hoy los presioné (risas).

**María Fernanda:** pero es porque pues tú nos explicabas y era porque el tiempo de la clase no daba.

**Johana:** sí.

**E:** o sea considerar tiempo.

**María Fernanda:** tiempo, sí.

**E:** y ¿tu?

**Carlos:** de pronto en las canciones ser como más lentas o más fluidas para de pronto más, entenderlas mejor.

**E:** como para mayor entendimiento.

**Carlos:** si, (asiente tímidamente y sonrío).

**E:** ok chicos ¿algún comentario extra o algo más? ¿No? Bueno, entonces chicos así termina, muchas gracias por haber participado y damos fin a la participación.

## **Group 2 – Conducted by Dayana Castiblanco (Replacing Heidi Galvis)**

**Entrevistador:** Buenos días, bienvenidos a esta sesión de grupo focal. Mi nombre es Alejandra Castiblanco soy estudiante de octavo semestre de la licenciatura en idioma extranjero de la universidad en este momento estoy reemplazando a Heidi para hacer la última entrevista de este grupo focal. Entonces esto es fácil son solamente siete preguntas por ende necesito la participación de todos para terminar el proceso. Entonces quiero empezar conociendo cuáles son sus nombres, que estudian y en que semestre están:

**Dayana:** Mi nombre es Dayana voy en tercer semestre y estudio trabajo social

**Daniel:** Eee Daniel, tercer semestre, comunicación social.

**Karen:** Yo soy Karen cuarto semestre de tecnología en informática.

**Pedro:** Mi nombre es pedro, estudio Lic en filosofía cuarto semestre.

**Jonathan:** Mi nombre es Jonathan voy en tercer semestre de contaduría pública.

**E:** Listo muchachos, gracias. Vamos a comenzar con las preguntas y cual pues no pasa nada con lo que respondan, entre más sinceros sean mucho mejor. Bueno, primera pregunta: ¿Cómo se sintieron durante las tres últimas clases en las que trabajamos con canciones?

**Jonathan:** Pues a mí me pareció bueno el proceso porque uno como que se aprende a defender más de acuerdo a las canciones, entonces como que uno aprende a conocer como más vocabulario.

**E:** ¿y cómo te sentiste?

**Jonathan:** No, súper bien.

**Pedro:** ¿qué cómo nos sentimos? No, nos divertimos mucho, se vuelve la clase muy amena muy alegre y aprendiendo que es lo más importante.

**E:** ¿súper bien?

**Pedro:** Sí, súper bien.

**Karen:** Pues, ya las tres últimas es como más... uno se suelta más. Ya viene pues trabajando desde antes y pues se hace más fácil participar.

**E:** Es decir que, ¿te sientes más segura al momento de hablar?

**Karen:** Sí más segura.

**Daniel:** No sí, se sentía bien. Se siente como seguridad y pues sí, se siente más como... ameno el proceso.

**Dayana:** Sí se siente muy bien (risas).

**E:** Listo, la otra. ¿Cuál es la canción y la actividad que más recuerdan?

**Dayana:** Recuerdo la de la pelota. Me encanto esa yyy la canción de "Who". Me gustó bastante.

**Jonathan:** ¿La actividad que más me acuerdo? ¿La canción? Eee fue la de Rihanna por la letra, no la conocía.

**E:** ¿y la actividad?

**Pedro:** ¿La actividad? Mmmmmm la de la pelota, también, igual. Esa fue divertida.

**Jonathan:** Sí, opino igual que Pedro. La canción que más me gustó fue la de Rihanna y la actividad la pelota.

**Daniel:** Si la actividad fue la de la pelota indiscutiblemente y la canción la de Michael Jackson que pusieron al principio.

**E:** ¿Y tú?



**Karen:** No sé, creo que la de Shakira por lo que es más de acá, o sea de nosotros. Y la actividad, pues nunca estuve en la de la pelota.

**Pedro:** La perdiste...

**Karen:** siii la perdí (risas), eee ¿Qué actividad? Emm. No, no sé. Todas estuvieron súper chéveres.

**E:** Pero, ¿cuál te gustó más?

**Karen:** mmm no me acuerdo (risas), la de hoy.

**E:** ¿La de hoy? Listo. ¿Y cuál fue la de hoy?

**Karen:** Las películas.

**E:** y ¿por qué les llamó la atención tanto eso de la pelota? Cuéntenme.

**Dayana** Yo jamás había visto esa actividad. Jamás.

**E:** ¿Nunca?

**Dayana:** No nunca.

**E:** O sea, ¿fue innovadora?

**Dayana:** Si.

**Pedro:** Integra al grupo, integra a los personajes. Uno llega a una clase y siempre es como que cada uno en su puesto. Entonces como que empieza uno a conocerse y a participar en el tema que es inglés.

**Daniel:** sí, además de lo que dice pedro. Pues que lo ayuda a uno como a soltarse más, al hablar, al responder preguntas. Que van como muy ligadas, como muy personales.

**Jonathan:** Si exacto, como que uno pierde el miedo al hablar en inglés.

**E:** ¿y tú?

**Karen:** No estuve, entonces ni idea cómo era la actividad.

**E:** Pero se escucha súper chévere, ¿cierto?

**Karen:** si.

**E:** y la de hoy ¿por qué te gustó?

**Karen:** pues porque fue de hablar como lo que nos gusta y lo que queremos hacer.

**E:** Listo, vamos por la otra. ¿Cómo fue su participación durante las últimas sesiones?

**Pedro:** Activa, muy activa. Se vuelve eem algo en lo que tú quieres responder, quieres participar, quieres hacer parte de la clase.

**Dayana:** Sí, así uno se equivoque pero uno quiere hablar uno quiere participar.

**Daniel** Sí, sí. Pues yo creo que todos hemos empezado a participar bastante ya en estas últimas clases.

**Karen:** ay pues, pues es que yo no estuve en la pelota (risas). Eeh no pues, en la participación uno pues como que se suelta más ya que pues o sea Alejandra hace que las clases sean como más interactivas y no es como escribamos en el tablero, bla bla bla.

**Jonathan:** Exactamente, opino lo mismo que mis compañeros (risas). Todo lo que ellos dijeron (risas).

**E:** Ok, entonces la participación fue activa, les promovieron mucho hablar y todas estas cosas. ¿Cómo fue su desempeño en las actividades de producción oral evaluadas por su docente?

**Jonathan:** Pues yo diría que no fue excelente pero si como que sobresalí un poco. Si porque yo mejore bastante porque yo antes como que me daba miedo y pues ellas le han hecho perder el miedo a uno.

**Daniel:** Eeeh si, yo creo que todos hemos mejorado yyy le hemos puesto como demasiado empeño pues a las actividades. Porque pues precisamente son amenas y son actividades que nos gustan entonces pues eso lo motiva a uno.

**Dayana:** pues yo creo que las clases de Alejandra como que complementan todo lo que uno está viendo con el profe, entonces pues como que el desempeño es muchísimo mejor entonces ya no queda uno perdido cuando el profesor habla en inglés o nos da instrucciones.

**Pedro:** Igual la metodología, digamos, usted está en su previa o en su quiz y se acuerda de la canción se acuerda de como jugó, ver pues cómo fue la actividad de didáctica y te lleva a estar presente y a contestar.

**Karen:** Es muy bueno porque uno aprende muchas palabras nuevas y como decirlas, o sea no solamente como a saber cómo se escribe y cómo se conjuga y todo si no que también a decirlo.

**E:** Entonces el desempeño les fue bien, ¿cierto?

**Todos:** si.

**E:** La otra, ¿Considera que las actividades en las cuales se usaron canciones les aportaron elementos para el desarrollo de su habilidad comunicativa en inglés?

**Pedro:** Estaríamos diciendo que la herramienta didáctica ush, un 100%. Lo podría asegurar. De seguridad de la manera de aprender, de la manera en que obtenemos conocimiento.

**Dayana:** Sí, bastante. Pues es que yo creo que todos lo hemos notado, cuando nos ponen canciones y la letra pues ya como que entendemos un poquito mejor. Ahora uno canta para acordarse de la palabra.

**Jonathan:** Sí, pues yo estoy de acuerdo con mis compañeros. Es que ellos ya dijeron todo. Pues sí o sea pues al escuchar las canciones como que uno se aprende a defender más no sé como a la hora de pronunciar pues, uno como que se defiende más en ese sentido.

**Karen:** Pues es que es más fácil como aprender a hablar. O sea, como así hablas escuchando pues las canciones porque pues va pues que tiene la letra entonces uno va aprendiendo ahí las palabras y pues al cantarlas pue aprende como decirlas.

**Daniel:** Además de que pues cuando uno ve como la letra de las canciones pues uno como que aprende como la estructura gramatical al momento de escribir y como la jerga que tienen pues en Estados Unidos o en la canción. Entonces digamos las contracciones y todas esas cosas que lo ayudan a uno a hablar más rápido y que sea más fácil.

**E:** Listo entonces así como resumiendo todo esto, es como si las canciones los hubieran ayudado a enfrentarse a un inglés real. Cómo a salir del libro y como a decir listo en inglés es así y lo estoy aprendiendo así, dinámica. Y... la última pregunta, ¿Qué elementos considera que el docente de inglés debe tener en cuenta para poder llevar a cabo actividades basadas en canciones?

**Karen:** La hora de la clase, por ejemplo, ella trae canciones que nos animan mucho durante todo el día y pues así como tener en cuenta que son las siete de la mañana, uno no llega así como con mucho ánimo.

**Pedro:** Que sean canciones actuales, que además que sean con imágenes, eso también atrae mucho, aparte que es un elemento que ayuda muy llamativo para todos, para las edades que son contemporáneas

**Jonathan:** pues no sé en general todo lo que ella ha traído me ha parecido pues bueno.

**Dayana:** Yo creo que ha sido muy bueno porque ella no se enfocó en traer un solo género. Entonces como que bueno hay veces que a uno como que no le gusta la canción, pero otro día trae otra canción y entonces como que se le pega a uno y cosas así, entonces pues eso me parece interesante.

**Daniel:** Sí pues ya, que las canciones sean y creo que lo han sido, que sean como entretenidas que sean como comerciales que lo dicen como lo dice Pedro pues para que nos gusten a todos y que las letras de las canciones tengan contexto.

**E:** ¿Alguno tiene otro comentario?

**Pedro:** También tiene presente los temas que estamos tratando entonces las canciones son idóneas para el desarrollo de los temas

**E:** ¿Alguna otra cosa que decir? ¿Comentarios para Aleja?

**Jonathan:** no, bien

**E:** ¿Algo que no les haya gustado? Eso también es súper importante.

**Karen:** No, todo fue muy genial. Diferente a las clases en las que uno espera como no esto es así bla, bla bla.

**Dayana:** Si, uno no se siente presionado a aprender inglés, porque no es como vamos a aprendernos el verbo no sé que sino que uno es como ay, me quiero aprender esta canción, entonces si me aprendo la canción entonces ya tengo más palabras en mi vocabulario y así.

**E:** ¿Creen que esto les va a ayudar en algo a su vida futura?

**Karen:** No, pues ya uno sabiendo pues que escuchando canciones uno puede aprender más, pues uno como que se mete más en el tema.

**E:** Gracias por su participación y acá le damos fin a la sesión.

### Group 3 – Conducted by Diana Orjuela

**Entrevistador:** Bienvenidas a este último grupo focal, de ante mano, muchas gracias por haber participado en este proyecto. Este ya es el final de todo lo que se hizo. En este grupo focal se encuentran nuevamente Tatiana, Juana, Lina, Daniela, Diana y Tatiana. Entonces vamos a empezar con la primera pregunta. ¿Cómo se sintieron durante las últimas tres clases en las que trabajamos con canciones?

**Juana:** ya hubo más participación, pues aprendimos un poquito más y nos conectamos con la clase.

**Diana:** lo mismo, como que entendimos más, como más chévere.

**Tatiana:** si, hubo como más fluidez , más, o sea, de pronto la gente entiende como más con canciones, que como..., la música es algo que mueve a la gente, pues a la mayoría le gusta, entonces el trabajar con canciones hace que la gente desarrolle más el oído, que es como el objetivo del proyecto de ustedes.

**Tatiana:** me gusto que ya manejaban canciones más conocidas, así no a todo el mundo le guste el mismo género pero ya alguna vez la habían escuchado, entonces no manejaron canciones que uno jamás había escuchado.

**Lina:** pues me parece que mejoró digamos en el tema de las actividades, pero igual, bueno, pues igual yo casi nunca escucho esa música en inglés, no es que me haya identificado con las canciones ni que las haya entendido, pero siento que trató como de mejorar en las últimas tres clases.

**Daniela:** me pareció que las canciones era más como más llamativas, y al ser más llamativas para uno como que les presta más atención, y como ella decía, yo no conocía la canción del día que hicieron el karaoke y la canción de 'man down', esa me gusto y después la escuché, y fue chévere pues porque uno busca escucharlas por otro lado en cambio que cuando no son tan interesantes uno como que deja ahí y ya, paso la clase y chao, entonces como han sido más interesantes, han sido más motivantes para uno.

**E:** ¿Tienen alguna otra opinión? ¿No? Ok, ¿Cuál es la canción y la actividad que más recuerdan? ¿Recuerdan una que le haya llamado la atención?

**Tatiana:** la de la pelota fue muy chévere pues porque uno: ¡Ay! Que no me toque a mí, no sé, como que a uno lo coloca alegre la dinámica. Y son preguntas que realmente no son realmente difíciles y ayuda pues a tratar de hablar en inglés.

**Daniela:** pues a mí me pareció que la del monstruo fue como llamativa y chistosa porque pues todos dábamos la opinión de lo que creíamos que iba a pasar, pues esperando como la expectativa de que pasaba y eso fue llamativo y muchos estábamos atentos porque pues de pronto nos preguntaban y eso y eso nos permanecía mirando que pasaba y ese tipo de cosas fue como llamativo. Es como la que más recuerdo que tienen que ver con canciones.

**Diana:** A mí me gustó, no recuerdo como se llama, la de..., que parecían como muchos colores, como una cosa de dulces, la de la clase pasada, esa es como la que más recuerdo.

**Juana:** A mí me pareció chévere el karaoke, porque pues digamos que hay en el karaoke uno como que pues muestra habilidades para ver cómo, ¿sí? O sea, y además que es chévere el karaoke porque en inglés, una cosa es leer, hablarlo, y otra cosa, en la canción va más rápido, entonces digamos uno tiene que ir al tiempo y pronunciarlo bien. Entonces pienso que el karaoke es chévere porque también es chévere uno saberse la letra de una canción en inglés. Ya después uno va y la canta.

**Tatiana:** A mí también me gustó la del monstruo, esa fue divertida. Aparte del estar atento, digamos, lo que va a pasar, es divertido.

**Lina:** la del monstruo, creo que fue la única que me llamó la atención porque, como dicen mis compañeras, uno como que estaba pendiente que iba a pasar, como la profe la pausaba y nos dejaba como que en la espera de que iba a suceder después, creo que a más de uno le gustó la canción, entonces me pareció muy chévere esa.

**E:** ¿Cómo consideran que fue la participación de ustedes durante las últimas sesiones?

**Tatiana:** pues yo creo que fue más activa, que digamos al principio. Uno veía que la gente como que participaba más, de pronto los que casi no hablan inglés, o se les dificulta como que, esas actividades ayudaban a que su vocabulario como que mejorara. Digamos, después, con otras sesiones con el profe uno veía que lo que habían aprendido era a raíz de lo que habían escuchado en la música o cosas así.

**Tatiana:** fue igual, porque no entendía muchas cosas.

**Juana:** aumentó, fue más activa, ya habían más espacios de participación en los que ya participábamos porque estábamos entendiendo más, digamos, siempre hubieron espacios de participación, pero no entendían entonces no participaban, ahorita fue más activo.

**Lina:** No, pues, no, igual, porque a veces a uno le quedan muchas dudas y pues yo soy muy penosa, a mí no me gusta estar como delante de todos como que: ¡Ay! ¿Cómo se dice? O ¿Cómo es esto? Porque me da pena porque más de uno acá en el salón es como, siempre como 'lmparitas' entonces prefiero como callarme, prefiero preguntarle a mi compañera que está al lado que preguntarle en voz alta a mis compañeros, porque es que uno pregunta algo y empiezan como a burlarse, o sea como si uno ya

viniera con todo en la mente o pues ¿sí? Y hay cosas que uno no entiende, por ejemplo yo para hacer frases a veces me pierdo, o para contestar soy muy mala para eso, entonces por eso, en ese lado si siento que estoy igual.

**E:** ¿te gustaría seguir con canciones? ¿Cómo para decir: si, bueno, y quiero seguir aumentando mi nivel de inglés con canciones?

**Lina:** sí, y creo que es como más fácil, digamos en las canciones uno aprende más vocabulario ¿no? Entonces sí me gustaría lo de las canciones.

**Daniela:** pues a mí me parece que en la participación pues aumento es mí, pues yo no participo mucho porque me da como miedo ‘cagarla’ ¿sí? Pues también el hecho de que no nos están, o sea, si eso nos afectara en la nota daría como miedo, en cambio pues uno a veces se siente como más libre pues porque uno sabe que de pronto si a uno le va mal, no afectarle, y pues igual a uno lo están corrigiendo pues como para que uno haga las cosas bien, entonces también uno aprende mucho de esas cosas, de que lo corrijan uno y de que uno sabe que eso no le va a afectar la nota, sino que uno va a aprender de lo que está diciendo o está haciendo.

**Diana:** pues digamos que, lo que decían mis compañeras, uno como que, digamos que ella nos dio la confianza de: arriésguese que no va a pasar nada, entonces pues si a uno le toca participar, así uno la embarré y a los demás no les guste pues es el aprendizaje de uno, entonces pues, pues no, ha sido más chévere, ha sido más cómodo.

**E:** ¿Cómo fue el desempeño de ustedes en las actividades de producción oral evaluadas por la docente?

**Tatiana:** Lo que pasa, es que digamos, a mí me gusta el inglés, entonces a mí se me facilita el inglés. Aunque no es perfecto, digamos entiendo más cosas y digamos, sé un poco más la pronunciación ya desde antes, entonces digamos que si ha habido como un desarrollo pues por las clases que ustedes han hecho, pero digamos que anteriormente ya era un poco bueno.

**Tatiana:** sin comentarios, me salvé más de una vez.

**Juana:** Pues yo si hablo así la embarre, entonces digamos pues normal, digamos, yo siempre trato de participar porque necesito una nota alta, entonces todas las oportunidades que hay, pues yo me meto a participar, así lo haga bien o mal, y digamos también, como casi nadie sabe inglés así uno lo pronuncie mal, solo el profesor se da cuenta porque los otros tampoco se los ‘pillan’ entonces a mí me da igual, pues yo como que muy relajada en ese sentido. Ha mejorado porque me enteré que necesitaba más nota entonces he tratado de participar bastante, entonces he mejorado más.

**Lina:** pues no sé, a mí siempre me ponen a hablar así no sepa, siempre me pone a hablar mucho Alejandra, pues pienso que me solté un poco porque pues a mí no es que me guste como ya había dicho, o no es que no me guste, es que no sé mucho del inglés, entonces, siento cada vez que voy aprendiendo más, pero igual siempre me pone a hablar Alejandra, ¡siempre! Entonces siento que he aflojado más, digamos por ejemplo en la pronunciación y así, sí, sí me ayudó muchísimo.

**Daniela:** pues, en el hecho de pronunciar al frente de los demás, pues en sí es que le tengo miedo a hablar pero digamos que cuando ya alguien habla o escucho cosas a veces cuando las dicen mal ya sé

que más o menos no se dice de esa manera, entonces si he aprendido cómo se pronuncia, lo que pasa es que como que no lo exteriorizo, pero si escucho algunas palabras y ya sé que así no se dicen, se dicen de otra forma y pues que está mal dicho así, pues si he avanzado, pero lo que pasa es que me cuesta todavía hablarlo.

**Diana:** si, lo mismo que dice mi compañera, uno como que ya entiende más y sabe que algunas cosas se pronuncian pues de cierta manera, que uno ha estado de pronto equivocado, además de que pues digamos uno así lo diga mal, ella como que lo corrige a uno y: bueno, entonces repítelo, entonces así aprende uno.

**E:** ¿Consideran que las actividades en las cuales se usaron canciones aportaron elementos para el desarrollo de su habilidad comunicativa en inglés?

**Juana:** si, pues si porque digamos, yo creo que un método de aprendizaje también es repetir, o sea, digamos repetir y repetir, hasta que a uno la pronunciación se le queda, digamos que como las canciones tiene sus coros y todo eso, pues uno tiene que estar repitiendo la misma palabra entonces ya uno la aprende a pronunciar bien y ya en el momento en que la tenga que decir, la dice mejor.

**Diana:** si, lo mismo que dice Juana, digamos uno ya por lo menos tiene la idea de pronunciar algunas palabras, uno no lo dice, pero cuando le toca por lo menos uno ya tiene idea y ya ha mejorado en esas cosas, es como más fácil de grabarse.

**Tatiana:** si, también, el hecho de que, si, hay un aprendizaje, un desarrollo porque digamos de pronto esa música también la escuchan en su cotidiano vivir, y pues el hecho de que se corrijan algunas palabras, o ya lean como la letra hacen que la repitan y sepan y ya para otras cosas la usen.

**E:** ¿Qué elementos consideran ustedes que el docente de inglés debe tener en cuenta para llevar a cabo actividades basadas en canciones, en música?

**Daniela:** que sea llamativo, o sea, yo creo que lo principal para uno es que sea llamativo, y pues yo creo que todos estamos en un rango de edad y pues nacimos casi por los mismos tiempos, entonces, yo creo que a la mayoría nos gusta una música muy similar y unas canciones que ya son por decirlo así himnos, que ya son canciones que uno conoce, entonces que la música sea conocida por nosotros es como algo muy importante porque si no es conocida por nosotros y no nos interesa es muy difícil que nosotros vayamos a como que a prestarle mucha atención.

**Diana:** y que digamos esa música también nos ayude a preparar, o sea, como para el parcial y esas cosas porque muchas veces digamos se presentaban temas y en realidad como que no, uno no los asociaba después, pero si es como importante.

**Juana:** que digamos que sea gradualmente, que empiece digamos canciones lentas, y ya digamos en cierto punto entonces comiencen un poco más rápido, para mirar nuestras habilidades en cuanto a pronunciación ligera, es decir canciones como baladas y luego algo con 'metra' o sea muy rápido, entonces como ya mirar si le cogemos el ritmo, digamos eso es bueno como para no despertar un poco y tratar de seguir con la canción.

**Diana:** el nivel en que estemos todos, porque digamos puede que unos cinco sepan digamos ya pues más vocabulario, pronunciación, y hayan otros que tal vez no, entonces si te pongo la canción y a

uno le sirve y al otro no, entonces pues el aprendizaje no va a ser equitativo, entonces sería como algo que generalice, como que englobe como el nivel en el que estamos en inglés.

**Tatiana:** si, o sea yo pensaba más que todo es en el género de la música, porque igual a mucha gente de pronto no le gusta el metal y si se va a trabajar con metal pues sería más complicado, si, más que todo es con el género.

**E:** ¿tiene alguna otra sugerencia, con respecto a lo que se trabajó, durante todo el proceso?

**Diana:** Yo creo que ella (Alejandra) también mejoró muchísimo con la última sesión que hicimos porque digamos ya empezó a explicarnos más en español: Ah bueno, ¿no entienden? Entonces ella nos decía, y pues yo creo que así empezamos como a participar más, porque en realidad ya entendíamos, entonces digamos que la actividad que hizo hoy, como que, ya como que pasamos: ¡ay! Hagámosla sin miedo ¿sí?, entonces ella como que nos empezó a dar más confianza y yo creo que mejoró muchísimo además del karaoke, no, fue chévere.

**Daniela:** a mí me parece que digamos que, también, o sea, es muy bueno lo que hacen de que los videos también sean muy llamativos, porque eso también hace que nosotros prestemos la atención, y pues los videos tienen, o sea, pues la visión tiene un alto, es un alto estímulo para nosotros, entonces eso es bueno porque nosotros pues a pesar de que estamos viendo y estamos escuchando, pues vamos como intentando relacionar las cosas, y a veces los videos muestran como el de Rihanna que mostraba lo que decía con el video, entonces son cosas que se relacionan, y pues uno también aprende mucho por la relación de entre lo que se está viendo y lo que se está diciendo.

**Diana:** además de que yo creo que ella (Alejandra) lo está haciendo bien porque digamos no es fácil pararse y manejar ¿sí? Porque pues todos tenemos temperamentos diferentes, otros más tímidos, otros más arriesgados, y pues yo creo que nos dio como elementos, como el nivel de pararse ahí y preparar una clase y de verdad hacerla y que estemos aprendiendo, entonces me parece que fue muy chévere por parte de ella.

**E:** Muchísimas gracias por haber participado en este último grupo focal, y por haber participado en todas las sesiones.

## Appendix 5

### Survey

Nombre: \_\_\_\_\_

Edad: \_\_\_\_\_

Carrera: \_\_\_\_\_ Nivel de inglés: \_\_\_\_\_

### CUESTIONARIO DE ENTRADA

El siguiente cuestionario ha sido creado para conocer a profundidad el perfil del estudiante



1. ¿Qué tipo de género musical le gusta más?
  - a. Tropical (salsa, bachata, merengue, salsa, vallenato)
  - b. Reggaetón
  - c. Rock
  - d. Pop
  - e. Música clásica
  - f. Otra \_\_\_\_\_
2. ¿En qué tipo de actividades ocupa su tiempo libre?
  - a. Ir a cine
  - b. Salir con amigos
  - c. Leer
  - d. Quedarse en casa
  - e. Escuchar música en inglés/español
  - f. Practica algún deporte
  - g. Pertenece a algún club
  - h. Toca algún instrumento
  - i. Pertenece a un grupo o colabora en la caridad
  - j. Otra \_\_\_\_\_
3. De 1 a 10 siendo 10 el puntaje más alto ¿Qué tan bueno considera que es su nivel de habla en Inglés?
  - a. 0-3 malo
  - b. 4-6 promedio
  - c. 7-8 bueno
  - d. 9-10 excelente
4. ¿Considera que la música puede ser una buena herramienta de aprendizaje?
  - a. Si
  - b. No
5. ¿En qué aspectos de su vida considera es importante aprender Inglés como idioma extranjero?
  - a. Profesión y vida laboral.
  - b. Viajes, conocer nuevas culturas con mayor facilidad.
  - c. Mejorar su calidad de vida.
  - d. Todas las anteriores.
6. ¿Qué tan importante considera el poder comunicarse (expresar sus ideas, hacer peticiones, entre otras) y el tener una buena habilidad comunicativa en inglés?
  - a. muy importante

- b. importante
- c. no es relevante

## SEGUNDA PARTE

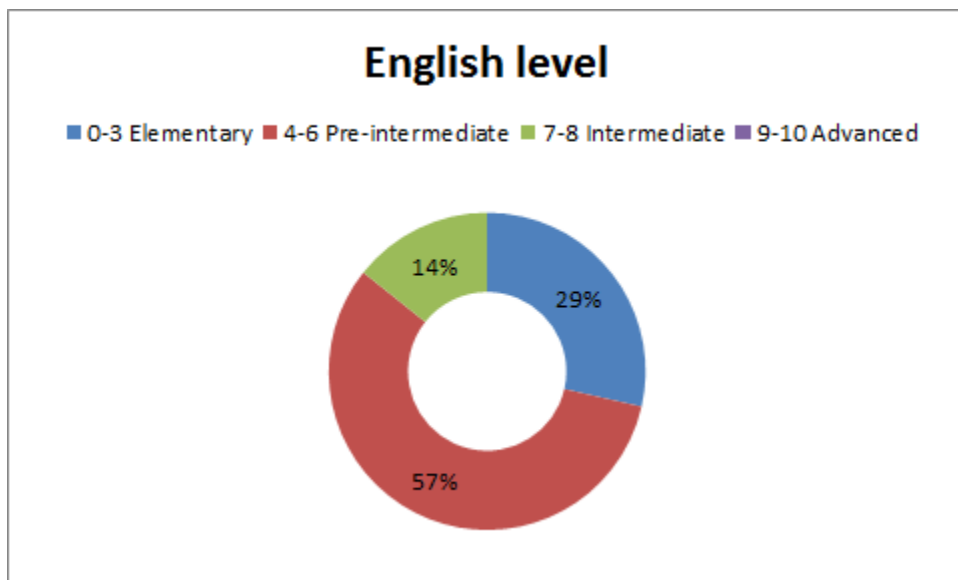
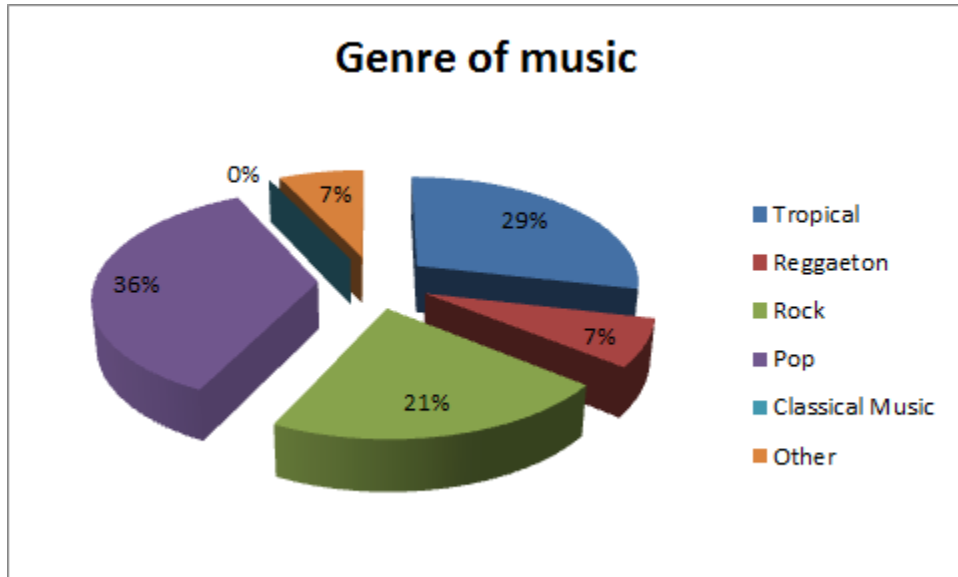
A continuación, encontrará una serie de enunciados en los cuales solo deberá poner V (verdadero) o F (falso) en el espacio anterior a cada oración. Dependiendo que tanto se identifique con cada uno.

- 1.....Prefiero hacer un mapa que explicarle a alguien como tiene que llegar.
- 2.....Si estoy enojado(a) o contento (a) generalmente sé exactamente por qué.
- 3.....Sé tocar (o antes sabía tocar) un instrumento musical.
- 4.....Asocio la música con mis estados de ánimo.
- 5.....Puedo sumar o multiplicar mentalmente con mucha rapidez.
- 6.....Puedo ayudar a un amigo a manejar sus sentimientos porque yo lo pude hacer antes en relación a sentimientos parecidos.
- 7.....Me gusta trabajar con calculadoras y computadores.
- 8.....Aprendo rápido a bailar un ritmo nuevo.
- 9.....No me es difícil decir lo que pienso en el curso de una discusión o debate.
- 10.....Disfruto de una buena charla, discurso o sermón.
- 11.....Me gusta tararear, silbar y cantar en la ducha o cuando estoy sola (o).
- 12.....Soy bueno(a) para el atletismo.
- 13.....Me gusta escribir cartas detalladas a mis amigos.
- 14.....Generalmente me doy cuenta de la expresión que tengo en la cara.
- 15.....Me doy cuenta de las expresiones en la cara de otras personas.

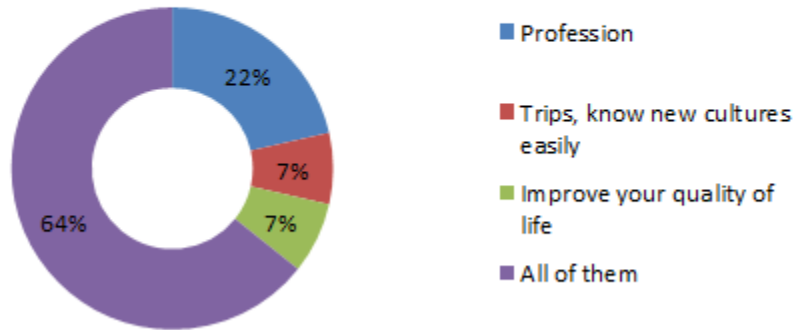
- 16.....Me mantengo "en contacto" con mis estados de ánimo. No me cuesta identificarlos.
- 17.....Me doy cuenta de los estados de ánimo de otros.
- 18.....Me doy cuenta bastante bien de lo que otros piensan de mí.
- 19.....Tengo buen sentido de equilibrio y coordinación.
- 20.....Con frecuencia veo configuraciones y relaciones entre números con más rapidez y facilidad que otros.
- 21.....Me gusta construir modelos ( o hacer esculturas)
- 22.....Tengo agudeza para encontrar el significado de las palabras.
- 23.....Puedo mirar un objeto de una manera y con la misma facilidad verlo.
- 24.....Con frecuencia hago la conexión entre una pieza de música y algún evento de mi vida.
- 25.....Me gusta trabajar con números y figuras
- 26.....Me gusta sentarme silenciosamente y reflexionar sobre mis sentimientos íntimos.
- 27.....Con sólo mirar la forma de construcciones y estructuras me siento a gusto.
- 28.....Me gusta tararear, silbar y cantar en la ducha o cuando estoy sola.(o)

Appendix 6

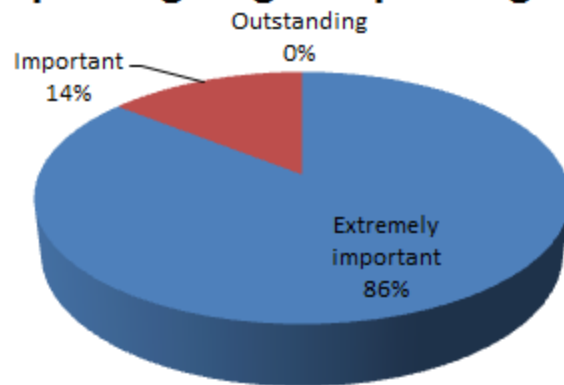
Graphics – Results from survey

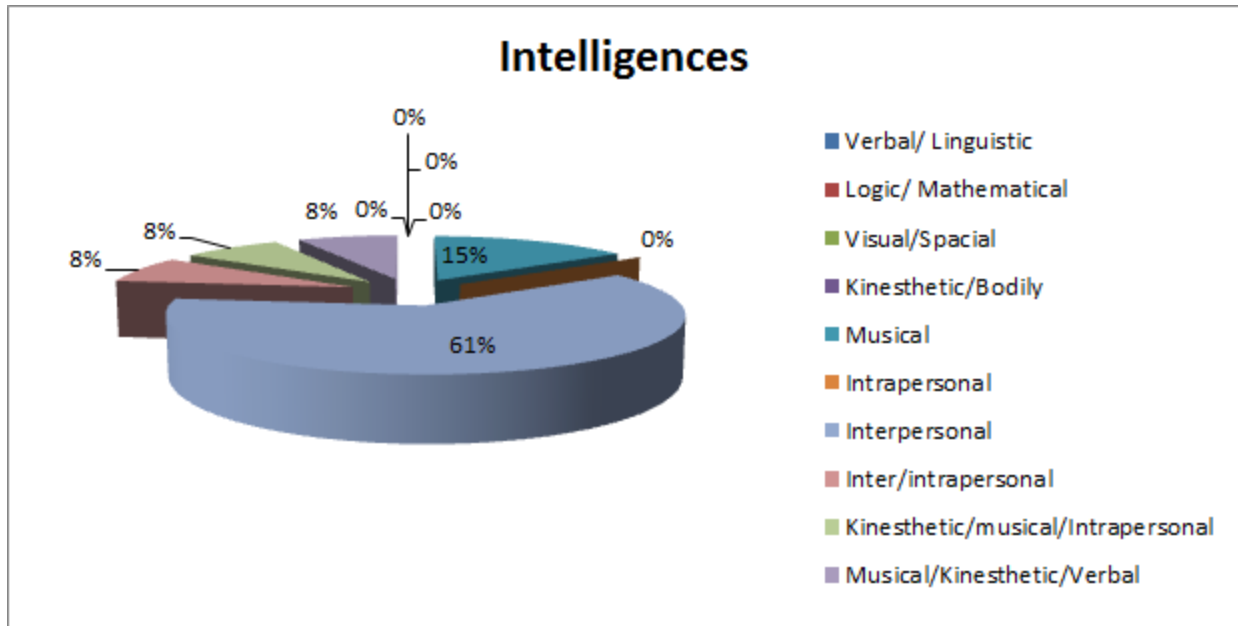


### Importance to learn English as a Foreign Language



### Importance of communication and improving English speaking skill





## Appendix 7

### Consents

**Rochereau Language Center/Uniminuto consent:**

### ENCOURAGE STUDENTS TO SPEAK IN ENGLISH IN AN EFL CLASSROOM USING SONGS

Centro de Idiomas Rochereau:

Con el ánimo de realizar la aplicación del proyecto de grado “Encourage Students to Speak in English in an EFL Classroom Using Songs”, y en consiguiente, solicitar autorización para que este tenga lugar con los estudiantes de nivel I de Inglés, a continuación de brindará toda la información necesaria sobre el proyecto, para así, determinar su aplicación. En caso de haber preguntas, por favor no dudar en hacerlas.

El propósito de este proyecto es mejorar las habilidades orales en el idioma Inglés, usando canciones como material autentico, específicamente en estudiantes (que se encuentran cursando el nivel I de Inglés) de las diferentes carreras que presta la Universidad Minuto de Dios. Para ello, las estudiantes responsables crearán el material de clase que luego será aplicado en los estudiantes y posteriormente su aplicación servirá para obtener los resultados que serán analizados al final.

Las clases que los estudiantes actualmente están llevando no se van a ver afectadas en cuanto al diseño curricular. El proyecto trabajará de manera conjunta con los temas seleccionados a dictar en el nivel I de Inglés, es decir, los estudiantes recibirán sus clases de manera normal, siguiendo los temas propuestos, solamente que estos temas serán presentados con diferente material pedagógico, el cual será creado por las estudiantes responsables de este proyecto.

Si la autorización para este proyecto es aceptada, lo primero que se quiere realizar es un pequeño test de entrada con la intención de conocer a los estudiantes participantes en el proyecto e igualmente conocer sus diferentes estilos de aprendizaje. Después de ello, se harán observaciones durante seis clases para obtener las reacciones, avances y nuevas ideas con respecto a la aplicación del proyecto. Finalmente se realizará una entrevista con el profesor acompañante, quien aportara su perspectiva acerca de los posibles avances que se vieron reflejados durante la implementación.

La información personal que sea suministrada por los participantes de este proyecto, se maneja con total confidencialidad, al igual que todos los trabajos, tareas y material que los estudiantes muestren como avance en el proyecto.

Los datos que serán recolectados a lo largo de esta investigación, se mantendrán en completa confidencialidad y solamente serán usados para reflejar los resultados de la aplicación del mismo y solamente serán vistos por la comunidad educativa (profesores y otros investigadores de la licenciatura en inglés), manteniendo siempre la identidad de los participantes oculta.

Las estudiantes investigadores de este proyecto son Heidy Galvis, Yudy Núñez y Diana Orjuela. Si existen dudas acerca de la realización de este proyecto, por favor no dude ponerse en contacto con cualquiera de las responsables de este proyecto a los siguientes correos electrónicos: [hgalvismola@uniminuto.edu.co](mailto:hgalvismola@uniminuto.edu.co) (Heidy Galvis), [ynunezsanch@uniminuto.edu.co](mailto:ynunezsanch@uniminuto.edu.co) (Yudy Núñez) o [dorjuelacuj@uniminuto.edu.co](mailto:dorjuelacuj@uniminuto.edu.co) (Diana Orjuela).

Gracias por la atención prestada.

<b>Heidy Galvis</b>	<b>Yudy Núñez</b>	<b>Diana Orjuela</b>
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**Students' consent:**

## **ENCOURAGE STUDENTS TO SPEAK IN ENGLISH IN AN EFL CLASSROOM USING SONGS**

Fomentar la producción oral en estudiantes de inglés como lengua extranjera dentro del aula de clases por medio de canciones.

El presente proyecto será conducido por Alejandra Núñez con el grupo de Inglés II NRC: 450.

Ésta es una invitación para participar en la investigación que se está llevando a cabo por parte de estudiantes de la licenciatura en idioma extranjero – Inglés en Uniminuto.

El propósito de este proyecto es mejorar las habilidades orales en el idioma extranjero inglés, usando canciones como material auténtico, específicamente en los estudiantes que se encuentran cursando el nivel II de Inglés de las diferentes carreras que presta Uniminuto.

Si está de acuerdo en ser parte de este estudio, primero, realizaré un test de entrada el cual busca conocer su estilo de aprendizaje he igualmente busca información que pueda ayudar con la caracterización de los estudiantes que harán parte de este proyecto. Al final, se realizaran grupos focales los cuales serán dirigidos por la responsable del estudio. En ellos se buscará las percepciones que pueda tener acerca del uso de la música en el salón de clases.

Con este proyecto se busca que mejore sus habilidades orales, esto significa que puede ser beneficioso para usted ya que podrá mejorar una de las habilidades más importantes cuando se aprende inglés.

La información personal y los datos que sean recolectados a lo largo de esta investigación se mantendrán en completa confidencialidad. Igualmente el participar o no en este proyecto es voluntario y no comprometerá o dará ninguna nota en la materia de inglés II que actualmente está cursando.

Si existen dudas acerca de la realización de este proyecto, por favor no dude ponerse en contacto con la responsable de este proyecto al siguiente correo: [ynunezsanch@uniminuto.edu.co](mailto:ynunezsanch@uniminuto.edu.co)

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Yudy Alejandra Núñez.

ID: 259872



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He leído la anterior información y he recibido respuestas a cualquier duda que he tenido. Doy mi consentimiento para participar en este estudio y ser parte de las actividades (Test de entrada y grupo focal) propuestas por la conductora de este proyecto.

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_