

Developing integrated skills through children song-based tasks

Ginna Tatiana Murcia Sierra

This thesis is presented to obtain the diploma of Licenciatura en Español e Inglés

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Abstract

This action research project analyzes the influence of a set of tasks based on children songs in the development of integrated skills in second graders. This study was developed with 30 students at Instituto Pedagógico Nacional school. Data collection instruments such as field notes, artifacts, recordings, and interviews were implemented and analyzed in order to solve the research question and the objectives of the investigation. Consequently, this research concluded that the use of songs had a positive impact in students' motivation, and besides, it fostered participants' autonomy and commitment towards their EFL learning process. Moreover, the implementation of these tasks allowed students to develop all their skills integrally, while learning vocabulary and language structures more effectively.

Key words: Integrated-skills development, Task-Based Language Teaching, Children songs.

Resumen

Este proyecto de investigación acción analiza la influencia de una serie de tareas basadas en canciones para niños en el desarrollo de habilidades integradas en estudiantes de segundo grado. Este estudio fue desarrollado con 30 participantes del colegio Instituto Pedagógico Nacional. Instrumentos de recolección de datos como diarios de campo, artefactos, grabaciones y entrevistas fueron implementados y analizados a fin de resolver la pregunta y los objetivos de investigación. Como resultado, esta investigación concluyó que el uso de canciones tuvo un impacto positivo en la motivación de los estudiantes, además de fomentar la autonomía y compromiso de los estudiantes hacia su proceso de aprendizaje de una lengua extranjera. Por otra parte, la implementación de estas tareas permitió a los estudiantes desarrollar todas sus habilidades integradas mientras aprendían vocabulario y estructuras de la lengua eficientemente.

Palabras clave: Desarrollo de habilidades integradas, Enseñanza de idiomas basada en tareas, Canciones para niños.

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Chapter 1: Contextualization of the problem

Local context

This research project was placed at Instituto Pedagógico Nacional, which is a school located in Usaquén locality, in the north of Bogotá, Colombia. Usaquén is the locality number one, and although there are residents from all social status, the majority of them belong to medium and high class in the socio-economic level, which means the population belongs to fourth, fifth and sixth strata. According to the local mayor office of Usaquén (2016) lately, there has been a notable growth of the demographic population in this locality over the recent years that has created two phenomena. The first one is the growing of illegal population settlements, especially in the Eastern hills. The second phenomenon is the increase of apartment buildings that slowly have been replacing the old houses and have been settling in spaces that were not occupied before. Regarding to what was said previously, it is possible to say that one of the reasons to find a big mixture of socio-economic backgrounds in this school and especially in Grade 203 is because of the area where the school is located.

Institutional context

The school offers education for children from kindergarten to eleventh grade. Moreover, this school offers education for children with special needs. The school was founded in 1927 by Franzisca Radke. This institution was one of the first schools to offer quality education to women in Colombia. Later on, in 1955 the Institute created the Universidad Pedagógica Nacional (Gutierrez, 2017), which took charge of the IPN and became a part of the university. Since then, the school has been the center of university student-teachers' practices.

The Institutional Education Project (PEI in Spanish) of the school is called "The current school and its projection to the new century. The emphasis on Multiple developments" (La

escuela vigente y su proyección al nuevo siglo. Énfasis: Múltiples desarrollos, p. 9) which is mainly focused on multiple intelligences addressed to cultural diversity, intellectual development, social development and respect for the individuality. In its PEI, the school also presents a bilingual program with different languages that can be specific by age and gender. However, currently this is not what is being applied at the school because they are only offering English as a foreign language.

The mission of the IPN declares that it is an academic and administrative unit of the Universidad Pedagógica Nacional, that represents a space of innovation, investigation and teaching practice. The school also has leadership in formal and special needs education, education for work and human development of children, adolescents and adults, answering the challenges of our society. In the vision, the PEI states that the school will be recognized local, national and internationally as a leader in quality education, innovation, pedagogic research, and teaching practice pointing to the formation of citizens with ethic and aesthetic values from an interdisciplinary perspective in favor of the construction of a democratic and pluralistic society (La escuela vigente y su proyección al nuevo siglo, 2001, p. 50-59).

Characterization of the population

The participants of this project were thirty second graders, specifically Grade 203. In order to get to know the population better, a survey (see appendix 1) was applied to 28 of the students. This survey was divided into two main topics, the first one was related with the students' socio-economic and cultural context and the second part was related to the English learning process as a foreign language. To begin, the results showed that the group 203 is composed by children with ages between 7 to 9 years old, most of the kids were ranked between 7 and 8, there was only one student who was 9.

Besides, most of these students had a traditional family nucleus, meaning mother, father and siblings; it is possible to say that more than the half of the students of second grade at the IPN (203 group) live in this scheme of family, while one quarter of them live with a single parent and other relatives. Regarding transportation, most of them arrived in a school bus while the rest arrived in company of their parents or relatives. Moreover, the children were asked about their feelings towards the school and the great majority expressed that they felt good at school, other feelings were boredom, feeling bad and indifferent. The second part of the survey asked about how the students started learning English. Most of them started to learn English at school. A quarter of them said that they started to learn it at home and the rest of them answered that they started to learn it at an English institute or course. Besides, the children were asked about whether they liked English or not, and a great deal of them answered that they liked the language in contrast with one student who said that he did not like it.

Concerning the students' perception of the difficulty they had to practice the communicative skills (listening, speaking, reading and writing) in English, they stated that the easiest skill to practice in English is listening followed by speaking. Half of the students expressed that reading in English was easy. Finally, the students said that the most difficult ability to practice in English was writing. Later, the students answered about what kind of activities they would like to do in the classroom based on four choices they had available; songs, videos, plays and board games. The results showed that the majority of the students would like to watch more videos in English in the class, then they would like to play more board games in English. In third place, they would like to sing and listen to songs in the foreign language and lastly, they wanted to perform plays in the English class. Finally, the survey finished asking the students about what kind of topics they would like to study in the English class. The majority of

the students said that they would like to learn about animals, sports and superheroes; other answers were famous characters and environment.

Statement of the problem

Taking into consideration the results of the analysis of the four instruments used for data collection during the diagnosis stage, it was evidenced that the students presented difficulties in the four communicative skills. According to the guidelines given by the government in the Estándares Básicos de Competencias en Lenguas Extranjeras (Ministerio de Educación Nacional, 2006) students from first to third grade must have an A1 level in English, which requires the following main competences: they should be able to understand short stories narrated in a simple language, developing reading strategies to understand some words, expressions, and sentences. Also, they should understand basic language about family, friends, games and common places in a slow and easy spoken language, the students should be able, as well, to use their mother tongue to express understanding of the foreign language, express themselves with some words or conversations in English and structure their writings. However, the participants of this study presented difficulties to develop these competences due to the fact that they were not being exposed to enough activities in the classroom to develop them, in fact, most of the times the EFL activities were based on textbooks with short paragraphs and audios that focused on isolated reading and listening activities to learn particular vocabulary and expressions, ergo, neglecting in many classes the productive skills or practicing them in irrelevant ways for the participants' learning process because of the lack of the communicative functions in the use of the foreign language. In addition, the school required the compliance of certain units of the English textbook per period, which hoarded most of the classes, hence it made difficult to introduce new activities to the EFL classroom.

Consequently, this study intended to develop the four communicative skills integrally through the use of children songs and task-based language teaching to overcome the tendency of the school that focused their teaching practice on the units proposed by English textbooks because it is not enough to fulfill the need of the students, as Tomlinson (2008) argues that textbooks can be a factor of learners' failure because they tend to focus on linguistic aspects rather than providing the necessary tools to acquire and develop the foreign language.

Rationale

The benefits of children learning English are not only limited to a better integration in our globalized world, but there are also cognitive, social and cultural benefits that favor their holistic natural development. In this sense, learning English through integrated- skills is the most suitable approach for young learners as it allows them to reach the language in the natural process of language development, therefore, they can use authentic language in actual interactions (Gautam, 2019). Indeed, the importance of developing integrated skills instead of segregated skills is that the last ones focus on developing knowledge of the language mainly, but integrated skills help students to use that knowledge in real communication (Tajzad & Namaghi, as cited in Pardede, 2017). It also benefits students in terms of understanding new vocabulary and gives students a greater motivation for the learning process of a foreign language. Furthermore, the development of integrated skills promotes to achieve the goals set in Los Estándares Básicos de Competencias en Lenguas Extranjeras (Ministerio de Educación Nacional, 2006). Additionally, the variety of purposeful tasks contemplated in this study can relate to the participants' reality, so the students are able to practice all their communicative skills with their classmates and teachers within a meaningful context. Thus, this research project expects to develop second graders integrated skills through the use of children songs and task-based activities in the English class.

In order to foster students' integrated skills and having in mind the diagnosis held, the activities that involve songs used by the English teacher along with body movement and corporal expressions seemed to be the most appealing and effective for this group, despite of the fact that they just lasted short periods of the class, as it was evidenced in the field notes; these students had a positive attitude to this kind of activities, encouraging them to listen and speak actively and participate more consciously in posterior reading and writing activities of their textbooks.

Besides, considering that this study is using children songs, so it is involving music and consequently the arts field, it is relevant to highlight the evidence that teaching areas like language, math, and science combined with arts add excitement about learning, creating richer experiences for children (Clements & Wachowiak, as cited in Kostelnik, Soderman, Whiren & Rupiper, 2015). Thus, arts also help children to reach broader views when they are learning and supports their holistic development. All in all, the purpose of this research will be to analyze how the use of children songs and task-based language activities can develop the students' integrated skills.

Research question and objectives

Research question.

How might the use of a set of tasks based on children songs develop integrated skills of Grade 203 EFL classroom at the IPN?

General objective.

To analyze the influence of a set of tasks based on children songs in the development of integrated skills in grade 203 EFL classroom.

Specific objectives.

- To analyze and describe the role of a set of tasks based on children songs in the development of integrated skills.
- To identify the skills that are developed through a set of tasks based on children songs in Grade 203.

Chapter 2: Theoretical framework and literature review

This chapter presents an account on the state of arts on previous research regarding to the use of songs in the EFL classroom to develop the communicative skills, it contains three action research studies from Universidad Pedagógica Nacional and two more foreign research projects. It also introduces the theoretical constructs that underpinned this research. Thus, the constructs are Integrated skills development, Children songs as a pedagogical resource in an EFL classroom, and Task-Based Language Teaching.

State of arts

In this section, the review of five studies related to the focus of this project are presented as well as their relevance for the development of the current proposal. The first study considered relevant was *Game-based learning and songs in the EFL classroom* (Becerra, 2017), in this action research the objective was to analyze the influence of game-based and songs in the listening skills of seventh graders, which had three phases: SongPop, Just Dance to improve the students listening performance and Let's Dance and Word Grab that mixed TPR with the song to elicit meaning from the students. The procedures were as follows; first, there was introduction of vocabulary and the topics of the songs. Then, the learners did activities related to writing, speaking and reading skills, and finally they played some games proposed by the researcher. The relevance of this study for the current research problem was that one of the conclusions made by this researcher was that it is important to develop different activities in the EFL classroom in order to have good attitudes towards the English learning process, and for this reason this research project involved the use of different tasks to keep the students' interest and motivation during the classes' development. Another conclusion of this research was that it is necessary to pay attention to all the communicative skills in the teaching-learning process. This conclusion

supported the idea that integrated skills are crucial for children at the moment of learning a foreign language, as kids learn holistically and with this approach English learning was more significant to the participants of this study.

The second project considered relevant was titled *Fostering communicative competence and EFL acquisition through songs* (Fernández, 2018). This action research was aiming to promote the communicative competence and the learning of English through the use of songs, this project was developed with 22 students with ages of 7 to 9 years-old that had an intermediate level of English. The problem of this research was that these students avoided any kind of communicative interaction in English, they mostly used their mother tongue to communicate in the classroom. The researcher concluded that the project had a positive impact in the students, in terms of the development of the communicative competence, mostly because of the interest and motivation that these kinds of activities produced in the participants. The importance of this research study with respect to this project was that aspects such as pronunciation, vocabulary and grammar patterns were enhanced through the use of songs, which are some of the same features that this research project was aiming to promote using each one of the communicative skills. Moreover, it was significant to see the effects of the use of songs in children with low proficiency in English, as the participants of this research project, Grade 203.

The third action research project from the UPN revised was *Songs as a source of vocabulary and classroom speaking promoter* (Mejorano, 2017) in which the objective was to apply activities and games that involved songs to acquire vocabulary in English and to enhance the speaking abilities in the students at the Centro de Lenguas of the Universidad Pedagógica Nacional. This research allowed students to have a holistic approach to the foreign language, to learn new vocabulary, and it helped students with grammar and interactive communication.

Likewise, this research was dealing with intermediate level students between 7 to 9 years-old. The relevance for this study was the result because the author concluded that using song allowed learners to approach the foreign language from many perspectives and fostered grammatical and communicative abilities. However, the difference with the current project was that Mejorano developed activities and games focusing on speaking skills in the classroom only, while this research project intended and implemented tasks with meaningful and specific purposes that provided a connection with the real world in which the learning environment expanded beyond the classroom, and the participants had the chance to explore their reality closely, always with the objective that learners could use all four skills integrally.

The fourth research study was an international article reporting a research developed in Spain called *Using songs to enhance L2 vocabulary acquisition in preschool children* (Coyle, & Gómez Gracia, 2014) that was aiming at identifying the effects of teaching song-based activities on the second language vocabulary acquisition with a population of five-years-old, the methodology was the following: to present a well-known song to the kids, followed by picture tests before and after the classes, finishing with a post-test five weeks later. The methodology consisted in teaching the kids the parts of bus with visual aids, then the participants had to sing 'The wheels on the bus' twice emphasizing in the vocabulary seen and later, the students had to recognize the vocabulary just by looking at the images again; it was always the same activity. This research concluded that the resource (songs) used in the implementation phase was very limited. The results of this research project showed that this technique was effective in the acquisition of vocabulary, but it was insufficient to promote productive knowledge of the language. The relevance of this research was that it demonstrated that it is necessary to vary the songs and tasks that teachers use in the EFL classroom, otherwise, difficulties to keep student's

motivation and attention are encountered. Consequently, the current research used a broader variety of songs and tasks in order to engage and motivate the students, not only to learn vocabulary but also to practice the four skills in activities that considered the context of the students and became meaningful to them.

The fifth study revised was '*Sound and Sight: The Use of Song to Promote Language Learning*' (Trinick, 2011). This article analyzed a range of literature, key elements and principles related to different domains in the development of children, in order to exhibit some existing norms and assumptions about songs in the EFL classroom. For instance, that the use of songs is a very popular practice in the primary education, or it presented a proposal for the creation of new dynamics in the EFL classroom through the use of songs in different approaches and perspectives to enhance existing language experiences. Additionally, the author argues that there are various domains that can benefit from introducing songs in the language classroom. In the case of the affective domain, a song can reduce anxiety and enhance feelings of well-being and connectedness (Costa, Woodford, & Wylie & Foster-Cohen, as cited in Trinick, 2011). In the sociocultural domain, songs can help students to recognize and celebrate cultural diversity, and to understand and appreciate different languages. Finally, in the cognitive domain songs can work in memory to operationalize cognitive processes related to verbal and visual information (Trinick, 2011). Therefore, this article supported this research project showing the benefits of the use of songs to learn English are not limited to the language domain but this approach helped different domains as well, enhancing an integral children's development. However, the songs by themselves were not sufficient for the purposes of the current research; that is why Task-Based Language Teaching was proposed as a complement, aiming to achieve better results than the previous studies.

Theoretical framework

Integrated skills development

The integrated-skills approach was the most appropriate model to develop in this research study because it conceives language as a means of communication, which means that language is taught to fulfill the real communicative functions of it, based on the fact that in our daily communication the four language skills are used simultaneously, hence that is the way learners should approach a foreign language. As a result, integrated-skills approach helps students to learn English in the natural process of the language development, just like they learn their native language. In this research project, the children songs were used to connect with topics that students could encounter in their routines and daily lives, and jointly with the proposed tasks, this study aimed to confront the participants with scenarios, situations and experiences that allowed them to use the language in a meaningful and purposeful way.

Thus, the objective of this approach is to turn learners into competent language users that are able to develop and use receptive and productive skills in any kind of discourse, which means that learners are able to use authentic language and interact in real communicative situations. To achieve this objective, learners have to use the skills interactively (Pardede, 2017). Besides, Pysarchyk and Yamshynska (2015) state “In the real life each person can’t use reading, listening, writing skills in isolation. All these skills serve as a bridge that connects a person with a society.” (p. 78) accordingly to this, each of classes implemented in this study used at least three communicative skills in different tasks that were interrelated, not only in terms of the language, but also in the topics covered in the classes, giving a sense of continuity that benefited the participants’ motivation. As a result, this approach helped to develop socio-cultural communicative competence in learners, as well as their fluency and accuracy (Hinkel, 2010).

In addition to that, integrated-skills approach has multiple advantages when it is implemented in EFL classrooms. First, the tasks in this approach have to be related to each other, in order to offer continuity in the learning process, just as it was mentioned in the previous paragraph. Second, the design of the tasks has to present first an input to learners, and consequently, they can produce a output; in this research project, children songs acted as the input necessary to complete different tasks that allowed to work on two or more productive language skills, thus the participants produced the output. The third advantage of integrated-skills approach is that provides realistic learning as language is used for its real purpose; a means of communication (Oxford, 2001). Therefore, this study used a variety of resources aiming to allow the students use the language with a meaningful purpose, for instance, during the implementation realia was used, or the adaptation of local songs and games to English in order to bring the foreign language closer to students' reality. Hence, they felt motivated to use the foreign language.

Furthermore, this approach provides learners chances to understand and redistribute the language learnt in different contexts, which has a positive impact in students' motivation because they can recycle and revise the language they already know. Also, it helps to increase learners' confidence as they can manage and use the language to talk about their realities, express their needs, feelings and thoughts (Carols, 1990). Thus, the children songs functioned not only as way to potentiate listening skills, they also helped to improve their speaking skills as most the time, the participants got involved in sing-along activities, likewise, the songs supported the acquisition of new vocabulary that was relevant to the completion of the tasks that involved reading to deepen their understanding in a certain topic seen in the song; writing to fill the blank

spaces of the lyrics or to express their opinions about songs' themes and speaking activities derived of the actions and the vocabulary used in the songs.

Children songs as a pedagogical resource in an EFL classroom

Music and language share multiple similarities. Therefore, the first one can be used as a resource to enhance the communicative skills of learners of a foreign language. Considering this, some of the aspects where these two converge are the *combinatorial syntax*, that refers to the capacity of manipulation or discrete units to generate higher-order units that are meaningful, and these units are sonic events in both; music and speech. In this study, some of the classroom activities involved an introduction of vocabulary that learners could identify in the children songs and later, they could complement that vocabulary with the construction of whole sentences following the lyrics structures to complete various tasks in which they used sentences with full meaning, thereby the similarities of music and language facilitated the learning process.

On the other hand, the *intonational phrasing* is the “modulation of the basic acoustic properties of combinatorially organized phrases for the purposes of conveying emphasis, emotional state, and emotive meaning.” (Brown, as cited in Ruviano, 2003, p. 3). Thus, the aspects mentioned before meet in the phonological and meaning levels, and teachers can take advantage of those. In this research project, this element was evidenced in the speaking activities and singing activities mostly, in which students could express their thoughts and opinions and they modulated their voice tones and volumes expressing their emotional state at those moments.

Moreover, Patel (2008) goes beyond and explains that “The central role of music and language in human existence and the fact that both involve complex and meaningful sound sequences naturally invite comparison between the two domains” (p.3) demonstrating that music

has many benefits in the process of language learning and teachers have a chance to improve the students' learning.

In addition to that, music has been a great support to English learners, especially to beginners, as it offers an enhancement not only in the language domain, but also in the affective and social domain because “songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning” (Candlin, as cited in Venegas, 2017, p.31) and a broader knowledge of the world “They (songs) can offer much more. They offer insights into the culture and especially the stories and myths of different societies, providing a window into the frames of reference and values of the peoples whose language we are learning” (Candlin, as cited in Venegas, 2017, p.31) guiding to the meaningful purposes that the communicative competence strives to reach. Specifically, this research project provided the participants through the use of children songs opportunities to understand better their world and explore customs of other cultures, to work cooperatively, and to express themselves.

At this point, it is important to define the concept of a *children song* as it is the most significant resource used in this study. Various authors (Ur, 1992; House, 1997, as cited in Delibegović & Pejic, 2016) state a difference between *traditional or authentic songs*; these ones involve cultural and entertainment aspects, while *songs for young learners or English teaching songs* assist the learning of vocabulary, grammar structures, and promote oral production of the language. The latter definition is the vision of children songs adopted in this research study since the chosen songs are focus on showing vocabulary and grammar structures related to the English class and they were used to encourage the participants' speaking abilities. Nonetheless, it does not mean that this was the only purpose and use of these songs because they also foster cultural awareness of other countries, higher motivation, and deeper knowledge of their context. Besides,

it is important to add to this definition of children songs what Murphey (1992) designates as *TPR songs* which involve that learners sing when they feel ready and a physical response to the songs; in this study, most of the time, the introduction of the song was developed following this principles, thus student could be more open and relaxed to the foreign language.

All in all, the children songs used in this research project helped the students to increase their motivation during the classes, as the students were not used to learn English in this way and it broke their routine, changed their class dynamics and the students were more attentive. Resulting in the development of meaningful tasks and more efficient English learning process. Moreover, as children songs did not have difficult vocabulary, students could develop good pronunciation. Another reason to use children songs was that usually these kinds of songs have content related to values, proper behaviors and in general, good messages that help kids to discern between good and bad habits (Murphey, 1992) which makes the songs even more useful in the classroom, as they learn English along with many other tools that help them to develop holistically.

Task-Based Language Teaching

Task-Based Language Teaching (TBLT) approach has multiple similarities with the Communicative Language Teaching (CLT), but the most important one is that the main goal in both of them is to acquire language through use. However, the main difference between these two derives from the fact that in CLT there is always a pedagogical focus on task completion, meanwhile in TBLT does not focus on a particular function, or a particular form of the language, so the language use is focused on the process to complete a specific task (Long and Crookes, 1993).

At this point, it is important to define what a task is, which is a ‘special form of technique’ because it can include only one technique or multiple techniques in order to accomplish it (Brown, 2001). According to Peter Skehan (1998) a task is an activity in which the primary factor is meaning, it has to include a communicative problem that needs to be solve and it is related to activities that we do in reality, the completion of the task is the main goal and the outcome of the task works as the assessment to analyze and evaluate the language acquisition. In this research project the tasks were mainly based on the topics of the children songs that at the same time were in accordance with the English curriculum; the methodology for the use of the songs was essentially that after the students listened to the song, one or more tasks were proposed to them in order to work at least two skills per class, and there were times in which the participants could work all the skills in one class.

Task-Based Language Teaching presents tasks with meaningful purposes and creates the need to communicate in contexts that are related to their immediate reality. In other words, the tasks also have an emphasis in the real-world activities that learners carry out in their contexts. Thus, these tasks encourage the use of the target language actively and meaningfully. Therefore, many of the tasks proposed in this research study are connected not only with the topics of the English class but also, students’ daily lives and interests. Besides, tasks in this approach are seen as a problem-solving negotiation between the learner’s knowledge and the new knowledge (Candlin & Murphy, 1987), therefore, the children songs had vocabulary that is widely known for the students in their native language; meaning the previous knowledge, but as it was exposed in a different language, there was a negotiation between the learners’ knowledge and the new knowledge introduced to them through children songs and the tasks proposed in this study. According to Brown (2001) the input for developing these tasks can come from authentic

sources, such as: photos, games and puzzles, letters, directions, and the one that is the focus of this research project: songs, although there were other complementary sources to complete the tasks like photos, games, etc. (p. 244)

One of the advantages of this approach is that students can engage in structure-based communicative tasks to automatize structures they already know (Loschky & Bley-Vroman, 1993) or to encourage learners to notice specific features in the target language like using particular vocabulary items or grammar structures very often. This was achieved through the repetition of the children songs multiple times during the classes to internalize language structures, that eventually allowed the participants to complete tasks with those language forms using their productive skills. Additionally, according to Ellis (2003) grammar can be guided as a follow-up to a communicative task with explicit instruction or even traditional practice-type exercises. In these terms, Long (1991) proposed the concept of *focus on form* in which teachers can reformulate or recast students' errors by giving a brief grammar explanation, especially when grammatical inaccuracy arise. There were some situations in this study in which the teacher-researcher drew upon explicit grammar explanations in order to clarify language aspects and to avoid confusion in the students.

Moreover, the researchers Samuda and Bygate, as cited in Larsen-Freeman & Anderson (2011) found theoretical support for TBLT in the work of John Dewey (1913). This author pointed out the need of experiences, relevance, and 'intelligent effort' to achieve an effective learning process, giving importance to students' ability to construct their own knowledge through experience and problem solving.

Furthermore, there are three types of tasks that should be developed in this approach proposed by Prabhu (1984). The first one is the *Information-gap task* which is the information

exchange among learners to complete a task. In this research, these types of tasks were developed through activities like role-play, games, sing-along activities, and more. The second one is the *Opinion-gap task* that asks students to express their personal preferences, feelings, or attitudes to achieve a task; these tasks were relevant in this research because they helped to motivate and encourage the children to learn English as they found English useful to express who they are. The third type of tasks is *Reasoning-gap* that require students to derive some new information from some previous information given to them. However, as the population of this research study is very young, the focus was on the two first tasks mentioned before. As a result, the tasks proposed in this study are connected not only with the requirements of the Estándares Básicos de Competencias en Lenguas Extranjeras that were mentioned in the first chapter, but also with interesting themes for the participants.

Finally, Ellis (2009) describes some common characteristics in the tasks of this approach. There are *Unfocused tasks* that are designed to give students chances to communicate generally. Also, there are *Focused tasks* that offer opportunities to communicate using specific linguistic features, like grammar structures. Both of them were used in this study because there were some activities centered on one topic, but there were others that allowed students to express more freely what they think about their realities.

Then, the author mentions the *Input-providing tasks* that draw students' attention to the receptive skills (listening and reading) and the *Output-prompting tasks* that stimulate learners to write and speak meaningfully. In this sense, children songs were used as *Input-providing tasks* most of the time; student could get the resources they need in order to accomplish the *Output-prompting tasks* that were assigned by the teacher and changed each class to avoid monotony and kept the students motivated along the whole research project.

The following diagram illustrates the constructs of this research project and their relations in order to offer a better understanding of the roles and relevance of each them:

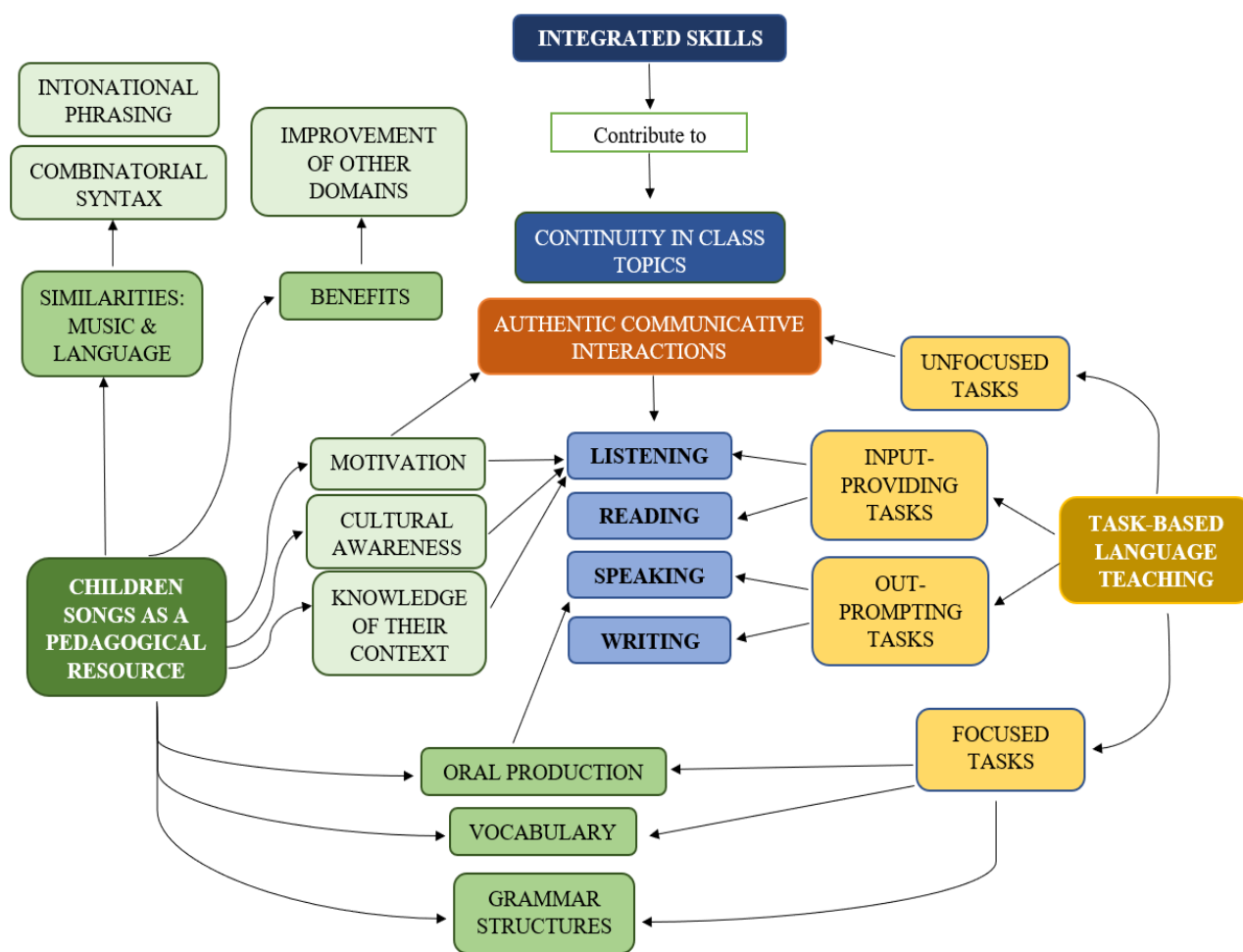


Figure 1. Constructs interrelations

This chapter presented multiple research projects that supported or suggested some conclusions and implications that were relevant to this study. Likewise, the theoretical constructs were defined taking into account different authors. The next chapter will offer a description of the methodological designed and the data collection instruments and procedures implemented in this research study.

Chapter 3: Research design

This chapter presents important aspects of this research project such as the research paradigm, and the type of study that framed this project. Besides, the chapter offers an explanation of the data collection instruments used during the implementation. Then, it shows the data collection procedures that were taken into account to analyze the data collected. Finally, some ethical considerations regarding to the participants are presented.

Research paradigm

Qualitative Research (QR) is the research paradigm to which this project is attached. This type of research can be defined as an experiential and systematic form of investigation into meaning (Shank, as cited in Ospina, 2004); the expression ‘into meaning’ refers to the way researchers understand how the participants make sense of their experiences (Ospina, 2004). Moreover, Denzin and Lincoln describe the role of the qualitative researchers as studying “things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (as cited in Ospina, 2004, p. 2). Thus, qualitative research suits this study as it was developed in the participants’ natural settings at school. Moreover, the participants’ contexts, experiences and interests were considered and interpreted constantly during the implementation stage in order to develop their integrated skills.

Some of the main characteristics of QR are the tendency to focus on groups that have different perceptions of the reality, taking into account their real context, and studying their behaviors in natural settings and taking that as data bases without modifications to avoid biases. It also offers a description and an interpretation of the situation that can result in the development of a new concept or theory, or to an evaluation of their practices (Hancock, Ockleford & Windridge, 2009). Consequently, QR becomes relevant in this study because the multiple data

collection instruments did not have any modification, and therefore the information reflected the real context and behaviors of the participants of this study, and these instruments also provided different perspectives that enriched the project which avoid biases or loss of relevant information.

Type of research

The current research also follows the principles of an Action Research (AR) that according to Burns (2010) is an approach that allows to explore teachers' own teaching contexts through a self-reflective, critical, and systematic way by questioning and problematizing the teaching practices. This process also implies to collect trustworthy information and to see the gaps between a specific teaching situation and how that particular situation can be enhanced with AR. In addition, action research is a "small scale intervention in the functioning of the real world and a close examination of the effects of such interventions." (van Lier, as cited in Burns, 2010, p. 5).

This research adopts the fundamentals of AR as at the beginning it reflected on the teaching practices that were happening in this particular second grade classroom, and later the information collected in the instruments allowed to analyze and interpret it the needs of this classroom and proposed this project to develop the participants' integrated skills using a set of tasks and children songs aiming to enhance the current English learning processes in Grade 203.

Additionally, according to Ferrance (2000) action research requires a process that includes the following five stages. The first one is to identify a problem area considering that the question the teacher-researcher proposes has to be meaningful and achievable in the limits of their daily work. In this study, the diagnosis showed that the participants had issues in all the skills. Besides, during observations it was evidenced that the strategies that engage students

actively to their English learning process had a reduce time of the class, hence this study adopted that strength and combined it with children songs and TBLT to help the development of the participants' integrated skills.

The second stage is the collection of data which is crucial to decide the actions that are taken during the research; thus, it is necessary that data is collected from multiple sources, in order to have a better understanding of the phenomena of the classroom, also, it is important to use at least three sources for triangulation of data, this project used four sources: field notes, artifacts, recordings, and interviews. The third step is the interpretation of data, which consists in analyzing and identifying the major themes that help answering the research question. The four stage is acting on evidence, which means that from the previous steps, the researcher designs a plan of action that will produce a change to study. Finally, the last stage is to evaluate the results, which refers to "Assess the effects of the intervention to determine if improvement has occurred" (Ferrance, 2000, p. 12). The last three steps in this study are widely explained and developed in the following chapters.

Data collection instruments

Considering the nature and the objectives of this research study, multiple data collection instruments were selected and used during the implementation; field notes, artifacts, recordings, and interviews. These instruments provided trustworthiness, validity and reliability to this research project because they allowed a triangulation process which present different perspectives of particular circumstances in the classroom.

At this point it is necessary to offer a definition of *Triangulation*, according to Flick (2009) "Triangulation means that researchers take different perspectives on an issue under study or — more generally speaking — in answering research questions" (p.445). In this study, the

data collection instruments offered different insights of particular classroom phenomena that helped in the construction, adaptation and analysis of the categories to answer the research question. Moreover, the author deepens the definition stating that “it refers to combining different sorts of data on the background of the theoretical perspectives, which are applied to the data” as a consequence, different levels of knowledge are produced favoring the trustworthiness, validity and reliability of this research project. The following table presents the data collection instruments selected for this study and their relation with the specific objectives.

Table 1. Plan of triangulation

<i>Research objective</i>	<i>Data source #1</i>	<i>Data source #2</i>	<i>Data source #3</i>	<i>Data source #4</i>
To analyze and describe the role of a set of tasks based on children songs in the development of integrated skills.	Recordings	Interviews	Artifacts	Field notes
To identify the skills that are developed through a set of tasks based on children songs in Grade 203.	Recordings	Interviews	Artifacts	Field notes

Field notes. According to Phillippi and Lauderdale (2018) some of the most important functions of field notes in QR are to encourage observation of the context and interactions closely to reflect and identify bias, increase trustworthiness and precision in the research, and provide indispensable context to the data analysis. In this study, the field notes were done after every class intending to collect descriptive information of the activities, the participants’ behaviors and attitudes towards the class, and to compile personal comments that could be relevant to overcome the difficulties of the class and promote the development of the students’ integrated skills (See annex 2).

Interviews. According to Burns (2010) an interview is a “conversation that explores your focus area” (p. 74), thus two semi-structured interviews were conducted to English teacher at the school to acquire a deeper knowledge about two aspects; in the first interview, during the diagnosis stage had the purpose to recognize the participants’ level of English, their strengths and weakness in the foreign language, their context, and to know teaching strategies that were successful for this group of learners. The second interview was conducted after the last cycle of the study, the objective was to know the teacher’s opinion about the roles and attitudes that the participants had during the implementation phase, the strengths and weaknesses of this project, and to know her opinion about the approach and resources used in this research study (See annex 3-4).

Artifacts. This concept can be defined in broader senses as manufactured or handmade objects made by humans, as well as handled or manipulated objects from the natural world. Also, they can be seen as pieces of evidence of previous activities or experiences (Saldaña & Omasta, 2017). Additionally, Valcarcel (2009) offers a more specific definition declaring that artifacts are “items that are readily available in the research setting, they inform the inquiry and provide insight into the situational context” (p.154). In the concrete environment of this research study, artifacts represented the participants’ material objects that accounted for work done by the participants throughout the completion of different tasks, in these artifacts evidenced the development of all the communicative skills and they also evinced personal opinions of the participants using the foreign language (See annex 5).

Recordings. Burns (2010) states “Recording the situation you want to observe has the advantage of capturing oral interactions exactly as they were said. It’s pretty well impossible to record verbal exchanges accurately through notes alone and recordings are usually used to

complement direct observations” (p. 70) which means that it provides trustworthy and objective instruments to collect data, but it is important to select meaningful information that can enlighten the research process. In this research project, through the revision and analysis of these instruments it was possible to document the development of the students’ integrated skills, specifically their listening and speaking skills (See annex 6).

Data collection procedures

Prior to the implementation phase of this study, consent forms were sent to the participants' parents to inform them about this research study, how would be the treatment of the information collected during the implementation, and to ask them permission to allow students to be a part of this study. Then, an observation process was carried out from March to May of 2019. During this stage, a survey was applied to the students in order to understand their context, interests, and their strengths and struggles in the English class. Moreover, an interview to the English teacher at school was conducted in order to learn her opinions about the English learning process of the participants and field notes were recorded after every observation aiming to register the participants performance in the EFL classroom, and to justify and delimit the problematic of this research.

After that observation process, three cycles emerged and were implemented through different data collection instruments. The first cycle was developed from September 3rd, 2019 to September 16th, 2019; this cycle was focused to develop integrated-skills through the learning of vocabulary of animals and food at the farm, artifacts and field notes were collected in each of the classes of this stage. In the course of the second cycle field notes and artifacts were collected from September 17th, 2019 to October 21st, 2019; this cycle aimed to deepen the knowledge of the previous stage, and connect the participants with topics of their reality by learning about

where and how the food grow while developing their communicative skills. Lastly, in the third cycle was developed through October 22nd, 2019 to November 11th, 2019 with a brief pause because of the school vacations and resumed from February 18th to March 13th, 2020. The focus was on developing integrated skills at the same time they learned about places around the world; this information was gathered with field notes, artifacts and recordings. In addition, a second interview to the English teacher was carried out on May 19th, 2020 to know her perspectives this research project in terms of advantages, disadvantages, the roles that participants had during the implementation stage, and the role of the approach taken to help in the development of integrated skills.

Ethical Considerations

Since the participants of this study were minors, the information collected during this project had to be handled respectfully and ethically. Therefore, before the implementation, the students' parents received consent forms in order to permit the teacher-researcher to develop the project with their children. The consent form notified them that the participants were going to be recorded by the researcher, they also stated that the information and identities were going to be used confidentially respecting students' privacy right; in this respect, participants' names were replaced by numbers.

Chapter 4: Pedagogical instruction

In this chapter, the theoretical basis for the pedagogical intervention phase of this research are introduced; curricular vision, vision of language, vision of learning and vision of classroom. Lastly, the instructional design with their implementation cycles are presented.

Curricular vision

The curricular vision of this study is based on the principles formulated by Grundy (1998) in which the concept of curriculum is understood as a way to organize a group of educational human practices, considering elements of historical circumstances, experiences, and the reflection of a specific social environment. In this case of this research project, the social context of the second-grade students at the IPN school were considered to understand the meaning of the curricular practices.

Besides, the author also mentioned Habermas (1972) definition of *interest* that states rationality as the fundamental interest of the human race, this interest can have different implications in cognitive and practical fields of our lives. Therefore, the curricular vision can take different paths depending on the basic cognitive interests; the first one is the *technical interest*, the second is the *practical interest* and the third one is the *emancipatory interest*. This research project adhered to the second interest as the curricular vision; the practical interest that aims to reach the understanding of the surroundings, thus the subjects involved in it can interact with their contexts and the other subjects; the participants of this study were able to explore their immediate reality through a foreign language, thus they also developed their integrated skills.

Vision of language

In order to justify the foundation of the teaching practices and materials, it is important to show the visions of language that were taken into account in the implementation of this research project. Firstly, one component of the vision of *Language as a linguistic system* explained by Cunningsworth as cited in Tudor (2001) was continually used in this study; *Vocabulary* that was included in all the children songs; throughout this study, they endowed students with language knowledge to express messages with meaning while developing different tasks. Besides, vocabulary helped building a relation between the foreign language and students' interests and needs.

However, the main vision of this study is *Language from a functional perspective* because it involves social aspects of the language. According to Hymes language is used as the means to express concepts, perceptions and values among the members of a speech community, framing language in a sociological and sociocultural perspective (Tudor, 2001). Moreover, language learners in this vision are seen as “social actors whose learning goals are defined by the context in which they will be required to use the language and the messages they will wish to convey in these context” (Tudor, 2001, p. 57). In this sense, every activity with the songs provide particular contexts in relation with the language structure, but also with their personal interests and their reality, thus, the students through the tasks were able to convey and communicate messages according to these specific circumstances.

Vision of learning

The vision of learning that fits better with this proposal is the *Experiential Learning*. The main principles of this vision are following; first, the *Message Focus* principle that refers to the processing and communication of the messages; the goal is to activate linguistic resources

through the performance and accomplishment of a given task (Tudor, 2001). This principle was represented in the classroom in form of information-gap activities such as filling blanks of a song, expressing personal opinions, or role-play activities in which the participants required to ask information from their classmates in order to achieve a task. This type of tasks was intrinsically connected to the methodology of this research project.

The second principle is the *Holistic Practice* in which learning focused on task performed rather than language aspects. In this research, all the children songs and the proposed tasks were directed to the exploration of the participants immediate context and to the expression of their thoughts. Therefore, most of the time, the students were not thinking about linguistic aspects, instead they put their attention on trying to understand their surroundings using English. The third principle is the *Use of Communication Strategies* that confront students with unexpected language demands, as a result they can create strategies to negotiate their previous knowledge of the foreign language (Tudor, 2001). In this study, usually students obtained language knowledge from the songs, however in the tasks, they were asked to use that knowledge in different circumstances that challenged them to create strategies to communicate with their partners and the teacher. For instance, they used the language structure of a song to talk about their likes and dislikes. Finally, the last principle for this research is the *Use of Collaborative Modes of Learning* as many of the tasks involved that the participants collaborate with each other, which increased the chances of interactions among them, and helped them to use the language in natural contexts as well.

Vision of classroom

The vision of classroom adopted in this research project is the *Communicative classroom* in which the classroom is a place that offers conditions and opportunities to promote

communicatively-based language learning, aiming to use the foreign language for authentic communicative purposes (Vera, Chapetón, & Buitrago, 2018). Therefore, the tasks developed in this study aimed at providing students with language knowledge that allowed the participants to use all four communicative skills to express themselves and to learn about their context.

Instructional design

The purpose of this research study was that through the use of children songs that were used as a basis to create tasks following the principles of Task-Based Language Teaching, the participants could develop integrated skills in English. Thus, this proposal was focused on two features; first, to allow students explore their context using a foreign language, and secondly, to accomplish the goals of the English curriculum at the school.

In this way, this study was organized in three cycles; the first cycle was *Animals at the farm* that was composed by two lesson plans, the second cycle *Where does our food come from?* contained two lesson plans, and the third cycle was *Places around the world* which included three lesson plans (See Annex 7). Most of the time, each lesson plan was organized around a song; the listening activity, from which multiple tasks were designed in order to develop speaking, reading, and writing activities, as well as to practice vocabulary and let students express themselves. Consequently, the participants could develop their skills integrally using the language in authentic communication.

Accordingly, the following chart presents the cycles developed in this study; it shows the objectives that the students were expected to achieve in each lesson plan, activities, language structures, vocabulary and expressions of each class, it also shows the children songs used in this project, as well as the integrated skills that were developed.

Table 2. Cycles of implementation

	Lesson plan	Language and Vocabulary	Children Songs	Objectives
Cycle I <i>Animals and food at the farm.</i>	1. Animal farm (1 week) Integrated skills: Writing, listening, speaking	Language: Simple present. Vocabulary: Cow, Chicken, Horse, Sheep, Rooster, Mouse, Pig, Duck, Goat, Goose, Dog, Rabbit, Cat.	Song: “Farm Animals Song/ Animals Sounds Song/ Walk Around the Farm”	1. Students learn vocabulary related to animals on the farm. 2. Students are able to complete a crossword in which they will demonstrate they know the animals on the farm.
	2. Food at the farm. (1 week) Integrated skills: Reading, writing, listening, speaking.	Language: Simple present. Vocabulary: - Fruits, Vegetables & Other food. Expressions: - Examples “Bacon comes from pigs” - “Potatoes come from the ground”	Songs: “How things grow”	1. Students are able to express orally the origins of some of the food they eat every day. 2. Students are able to recognize and express some of the food at the farm in the IPN and tell where do they come from.
Data collection	Artifacts, field notes			
Cycle II <i>Where does our food come from?</i>	3. At the restaurant. Animal food, fruit & vegetables (1 week) Integrated skills: Listening, speaking.	Language: Simple present – Would like Vocabulary: Fruits, Vegetables & Food that comes from animals Expressions: _ - Can I take your order your order? - I would like a	Song: “Food Song Learn 15 Food and Drinks Learn English Kids”	1. Students are able to express orally common expressions at the restaurant. 2. Students are able to order the food they want in English in a role play activity.
	4. How does our food grow? Root vegetables, trees, bushes, etc. (2 weeks) Integrated skills: Speaking, listening.	Language: Simple present – Would like. Vocabulary: Root vegetables, Top of the ground, Vines, Bushes, Trees, Fruits and vegetables Expressions: - Potatoes are root vegetables.	Songs: “How things grow”	1. Students will be able to recognize the different ways that food grows (root vegetables, on top of the ground, vines, bushes and trees). 2. Students are able to express how different fruits and vegetables grow.
Data collection	Artifacts, Field notes.			

Cycle III <i>Places around the world</i>	5. Places around the world. (1 week) Integrated skills: Reading, speaking, listening.	Language: Simple present Vocabulary: Beach, Country, Mountains, City & Forest.	Song: “Let’s play in the forest” (this song has been adapted)	1. Students will be able to recognize and use new vocabulary related to places in the world. 2. Students will be able to sing the song “let’s play in the forest” that will help to promote their speaking skills and practice vocabulary of places.
	6. What can I do in different places? (2 weeks) Integrated skills: Reading, speaking, listening.	Language: Simple present Vocabulary: Beach, Country, Mountains, City & Forest Expressions: I like to at the beach	Song: “Summer song for kids”	1. The students will learn and relate some actions with some of the places they already know. 2. The students will be able to express what they want to do during their vacations.
	7. What’s my/his/ her/ its name? (1 week) Integrated skills: Listening, speaking, writing.	Language: Possessives adjectives Vocabulary: My, Its, Your, Our, Her, Their, His. Expressions: - “Simon says touch her hair” - “What is his name?” “His name is ...”	Video: Possessive pronouns	1. The students express understanding of the possessive adjectives through the game “Simon says”. 2. The students are able to introduce themselves and their classmates using possessive adjectives.
Data collection	Artifacts, field notes, recordings, and an interview			

Cycle 1: Animals and food at the farm.

In this cycle had two lesson plans, which allowed students to learn and practice vocabulary about animals, fruits and vegetables that we can find at a farm. On one hand, the first lesson plan *Animal farm* was an introductory class about the animals that we can find in a farm. This class had three main moments; the first one was presentation of flashcards with images and names of animals in order to determine if students knew the origins of some foods from animals and to prepare them for the song, the second moment was listening to the song “Farm Animals

song/Animals Sounds Song/ Walk Around the Farm” with which students could listen the pronunciation of the vocabulary and onomatopoeic sounds that helped them to internalize even better the vocabulary, besides, they were able to sing it after few repetitions. The third moment of this class was a writing activity in which students had to fill a crossword based on images of the animals that they learned previously. Thus, students developed listening, speaking and writing skills in one class.

On the other hand, in the second lesson plan *Food at the farm* the purpose was to introduce students with vocabulary about fruits and vegetables and to know the provenance of those products. This class was divided into four moments; the first one was the introduction of lots of flashcards that contained animals, fruits and vegetables, each student was assigned one of the flashcards and they learned some expression to tell the origins of those aliments, therefore, they practiced listening and speaking skills. The second moment was an information-gap activity in which three posters were shown to the students with the titles ‘animal’, ‘fruits’ and ‘vegetables’, so they had to accommodate their flashcards in one of the posters depending on the aliment. The third moment was a walk around the school’s orchard in order to motivate the participants to keep learning English and to expose them to the topics learnt in the class using realia. The last moment of this class was a reading about the origins of popular meals and a writing/drawing activity about student’s favorite meals.

Cycle 2: Where does our food come from?

The purpose of this cycle was to broaden students’ vocabulary about food and to learn about the growth process of fruits and vegetables, this cycle included two lesson plans. The first lesson plan was *At the restaurant* that started with the song “Food Song | Learn 15 Food and Drinks | Learn English Kids” that offered students some new vocabulary and allowed them to

sing and practice their speaking skills. Later, students received a worksheet with the vocabulary of the song and they engaged in a role-play activity in which they pretended to be waiters and customers at a restaurant, thus they had to take their partners' orders in the worksheets, and at the same time, they practiced orally the expressions and vocabulary of song. The last activity was listening to the song a few more times to fill the blanks of the lyrics that allowed them to practice their writing skills.

In the second lesson plan *How does our food grow?* students learned fruits and vegetables have different growth processes that can be characterized in five major categories. This class was distributed in three particular stages; the first one was the introduction of the song "How things grow" in which participants learned that fruits and vegetables can be organized by their growth process into 'root vegetables', 'top of the ground', 'vines', 'bushes' and 'trees', they also sang the song a few times, ergo they developed their speaking skills as well. The second stage of this class was organizing different fruits and vegetables in five posters of the different growth processes. The last stage was a drawing activity in which students draw their favorite aliments of each category of the growth processes.

Cycle 3: Places around the world

In this cycle integrated by three lesson plans, the students learned vocabulary about different places around the world and they also learned to express the things they would like to do in those places, they also discovered how to express ownership of their school supplies and other objects through possessive adjectives. The first lesson plan was *Places around the world* and it was organized in four moments; the first one was a game called *Concentration* in which students were sitting in a circle and they had to sing a short rhyme and after that, they had to name different places they knew, the purpose of this activity was to elicit their previous

knowledge about the topic that we were going to learn. Then, the students listened to the song “Let’s play in the forest” which is a familiar song to them because it is a Colombian game, they sang the song a few times. The third moment was playing the game of the song, but there was minor change in the dynamics and lyrics of the song; the wolf’s parts in the lyrics of song instead of talking about routines, talked about places for the purposes of the class. Thus, the teacher-researcher assumed the role of the wolf who was going through different places (beach, forest, city, mountains and forest) looking for the kids and the students practice their speaking abilities while they were playing. The final moment was coloring and writing activity in which students looked at images and label them.

The second lesson plan was *What can I do in different places?* And its purpose was that students learned about different actions that they can do in the places learnt during vacation times. This lesson plan was divided into four stages; the first one was a mimic game in which the students worked in groups of four and five people, each group was assigned a place and they had to perform actions with their bodies, in order to let the other groups the place they were assigned, as the students were trying to guess places, they were using their speaking skills. Then, there was a reading comprehension activity about the beach. Later, the students listened and sang the song “Summer song for kids”. The ending activity was a writing activity in which student expressed what they would like to do in a particular place.

The third lesson plan was developed when students moved on to third grade, thence that the English curriculum had change for them and this lesson plan had to be adapted accordingly with the topics of the school. Besides, the duration of the classes was shortened due to medical problems of the English teacher. Thereby, this lesson plan was called *What’s my/ his/ her/ its name?* and students learned to express ownership using possessive pronouns. The class began

with a brief explanation of the possessive adjectives and showing the students some examples of their use with objects of the classroom. Then, the participants played a few rounds of the game ‘Simon says’ in which they followed the teacher’s commands touching different objects and parts of the body depending on the possessive adjective said by the teacher. Later, the students watched a video called “Possessive adjectives” which showed a fragment of a cartoon using different possessive adjectives, and some questions were asked by the teacher, so the students used their speaking skills to practice the vocabulary. Finally, students had to look at some images in a worksheet and write the correct possessive adjectives based on the images.

In this chapter the visions of curriculum, language, learning and classroom were explained. Moreover, the instructional designed and the three cycles of this research project and their corresponding lesson plans were presented. The following chapter will present the data analysis and findings of this proposal.

Chapter 5: Data analysis and findings

This chapter shows the analysis of the data collected and the findings of this research project. First, there is a short explanation of procedures for data analysis; it includes the approach applied to do the analysis: grounded approach, and the perspective taken to do this analysis. Later, the categories that emerged from the analysis are introduced. Finally, there is a discussion of the findings of this study.

Procedures for Data Analysis

In the course of the implementation of this study, the following data collection instruments were used: field notes, artifacts, recordings, and interviews. The organization and management process of the data collected was as follows; after every class was done, its corresponding field note was written, and then the skills the students worked during each class were highlighted and how those abilities were enhanced. Later, the repetitive phenomena were underlined, in order to establish the categories. Besides, the artifacts collected were grouped by skills and some parts of the recordings were transcribed which accounted for events or phenomena that was relevant for this research. At the end of the implementation phase an interview was conducted to the English teacher to know her thoughts about this study.

In regards to the data analysis, the grounded approach (Strauss & Corbin, 1994) was used because it emphasizes upon the importance of emergent categories based on data that is systematically gathered and analyzed, just as this study did. Furthermore, the categories emerging using grounded approach are considered as interpretations from given perspectives adopted or researched by investigators. However, not only the researcher perspective is important because the analysis the conditions of the population and their influences, helped to understand the participants responses and actions to various conditions along with the feedback

of the English teacher. The above mentioned allowed to redefine the categories considering multiplicity of points of view. Therefore, grounded approach also incorporated interpretations and perspectives from other actors of this study avoiding bias and loss of information.

The data analysis was based on the canons and procedures proposed by Corbin and Strauss (1990) that state that *Data collection and analysis are interrelated processes*, therefore every instrument was analyzed as soon as it was collected in order to catch relevant aspects and that eventually could become categories or subcategories of the research project. Then, the authors declare that *Concepts are the basic units of analysis*, this is reflected in this study when some of the events and incidents in the classroom were analyzed as constant phenomena, they were compared and organized in conceptual labels. Later, each one of those concepts was grouped in more abstract levels, forming categories, according with the procedure that declares that *Categories must be developed and related*.

Another grounded approach procedure that was used in this research is that *Analysis makes use of constant comparisons* because the field notes of the classes were compared to find patterns and differences that helped in the construction of the categories and subcategories. As a result, the precision and consistency of the analysis were enhanced because the concepts were always being challenged by incoming data.

Moreover, this research project takes the emic perspective which, according to Freeman (1998) gives the researcher information about “what insiders know”, so it is possible to understand the participants thoughts, perspectives and understandings about the study. In order to achieve this perspective, the researcher also assumed the role of teacher in the study which contribute to a deeper understanding of the participants.

Categories of analysis

This research project aimed to describe the influence of a set of tasks based on children songs in the development of integrated skills in grade 203 EFL classroom. There is a visual portrayal in Table 3 of the categories and subcategories that emerged from the data analysis in relation to the specific objectives of this research project.

Therefore, the categories and subcategories that emerged from the analysis were organized in accordance with the specific objectives of this study. In regards to the first specific objective that is to analyze and describe the role of a set of tasks based on children songs in the development of integrated skills, two main categories emerged; the first one is *The encouraging role of the tasks based on children songs* and the second one is *Building a bridge to connect English with children reality and thoughts*. As to the first category, it was found in the data collected that the students perceived the *Children songs as a motivational boost* to get in touch with English from a different perspective, putting aside the usual academic and linguistic views of the language and taking a positive attitude towards it. Moreover, data showed that the *Tasks proposed in this study worked as helpers to use English in the classroom* due to the variation and distinctiveness of the activities that students did during this process, which encourage the students to participate more actively in their learning process. As to the second category, the aim was to bring English closer to the children's daily lives by letting them explore common and familiar topics for them with the foreign language and allowing them to express their opinions and thoughts in the EFL classroom.

In respect to the second objective that is to identify the skills that are developed through a set of tasks based on children songs in second graders, the following two categories emerged as a demonstration of the way in which the skills were developed or enhanced in these

students; the third category is *Developing integrated receptive skills* with their subsequent subcategories *Listening happily and purposefully* and *Reading to achieve a task through the understanding of the text*. The fourth category is *Developing integrated productive skills* with the following subcategories *Speaking clearly and confidently* and *Writing to express themselves and their abilities*. In these categories, it can be observed and analyzed the different and relevant purposes of the tasks and songs used in this study that improved the development of integrated skills. Furthermore, data revealed that using the children songs and the tasks based on TBLT to encourage students and have fun with English helped them to gain confidence using the language, it also enhanced the use of new vocabulary and basic grammar structures. The participants could also express their thoughts and ideas better in English and they learned to use the language to achieve meaningful and particular objectives.

After this summary of the categories and subcategories that came up from the data analysis, each category will be discussed in depth. Some of the original artifacts will be presented to show the participants work and some transcriptions of field notes and interviews to have other perspectives aside from the researcher's one.

Table 3. Categories of analysis

CATEGORIES OF ANALYSIS	
Specific objective 1:	Specific objective 2:
To analyze and describe the role of a set of tasks based on children's songs in the development of integrated skills.	To identify the skills that are developed through a set of tasks based on children's songs in Grade 203.
<p>Category 1: <i>The encouraging role of the tasks based on children songs.</i></p> <p>✓ Children's songs as a motivational boost.</p>	<p>Category 3: <i>Developing integrated receptive skills</i></p> <p>✓ Listening happily and purposefully.</p>

✓ Tasks as helpers/aids to use English in the classroom.	✓ Reading to achieve a task through the understanding of the text.
Category 2: <i>Building a bridge to connect English with children's reality and thoughts</i>	Category 4: <i>Developing integrated productive skills</i> ✓ Speaking clearly and confidently. ✓ Writing to express themselves and their abilities.

Category 1: The encouraging role of the tasks based on children songs

This category studies the role that the tasks based on TBLT approach along with children songs had in the motivation and encouragement of the use of English in the classroom. The data analysis showed that the introduction of children songs had multiple benefits in regards to create a cooperative and relaxed environment in which students could use the language more freely and confidently, boosting not only students' language domain but also social and affective domains. Consequently, children songs helped to foster in students a more receptive, open and active attitude for learning English, supporting the 'Affective filter' hypothesis stated by Krashen (1982) that claims that the learning process can benefit from surroundings that promote high motivation, low anxiety, and self-confidence.

Besides, this section examines the role of the tasks used during this study that encourage the use of English in the EFL classroom aiming at the development of integrated skills. The application of information-gap and opinion-gap tasks among other types of tasks (Prabhu, 1984) allowed students to perform all the skills in different situations in which they could develop a better understanding of their world or use the language to refers to their own lives and interests, as these tasks were closer to their daily routines and themes that enthused them, they felt

motivated to try to complete the activities. Shown below, there is a description of the two subcategories with data samples and a discussion of the findings taking into account the theory.

Children songs as a motivational boost. To begin, data analysis showed that children songs had a motivating role in the participants of this study. In this respect, the English teacher commented about the roles, behaviors and attitudes that she noticed in the participants in relation to the tasks proposed in this research project along with children songs, the following statement.

“Recuerdo que varias de estas actividades a ellos les motivaron bastante (...) Ella [the teacher researcher] preparó algunos juegos interactivos con ellos y apoyándose, de pronto en canciones varias veces, logramos desarrollar la clase con base en esas actividades.”

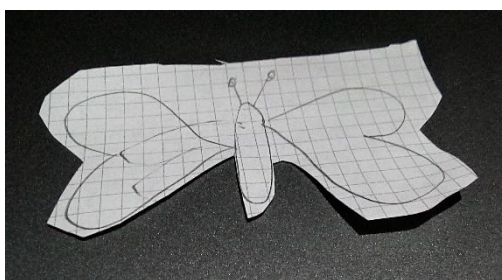
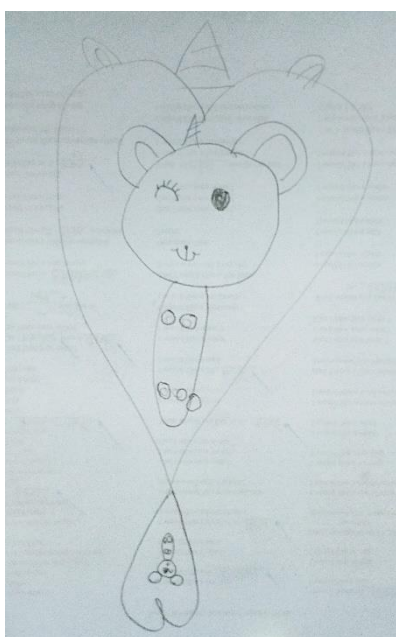
(Second interview to the English teacher, May 19th 2020)

Particularly, the following figure illustrates the game ‘Simon says’ developed during the last class of this project, which was familiar to the participants because they had played it in other classes and they enjoyed it; the purpose of this activity was to present students some vocabulary before watching a video, they had to touch different parts of the body in different images following the teacher’s commands. The students were highly motivated during this activity, the celebrated together when they pointed the right answers and the students who were sitting were helping the groups in the front to follow the commands correctly.



(Participants practicing vocabulary while playing ‘Simon says’, March 13th, 2020)

Another example in relation to motivation in the classroom is shown in the next artifacts. After finishing the last activity of the lesson plan 'At the restaurant' that was based on the song "Food song" in which role-play and selective listening activities were developed, one of the students gave some drawings to the teacher-researcher as a form of gratefulness arguing that she had enjoyed the song and the tasks carried out that day. This is an indicator of motivation as it reflects the student's positive thoughts and feelings towards the class. Moreover, this particular student had a good performance during the listening/writing activity which indicates that motivation has a beneficial impact in students learning process.



Food song by Dream English Kids

Hello friends!
Hello
I am hungry
Me too! How about you?
Let's go get something to eat
Good idea!

Let's read the menu...

Hamburger	I would like a hot dog	I would like a 14. <u>pizza</u> ✓
Chicken sandwich ✓	I would like a 9. <u>hot dog</u> ✓	I would like a pizza
1. <u>pizza</u> ✓	I would like a salad	I would like an egg
Egg	I would like a salad	I would like an egg
Onion ice cream	I would like a bowl of 10. <u>rice</u> ✓	And I would like an 15. <u>onion</u> ✓
Cup of soup	I would like a bowl of rice	ice cream!
Hot dog	And I would like a broccoli cake	Ewwwwww!!! Yucky!!!
Salad	Ewwwwww!!! Yucky!!!	I would like a cup of soup
Bowl of rice	Can I take your order?	I would like a hot dog
2. <u>broccoli cake</u> ✓	Can I take your order?	I would like a hot dog
Juice	Can I take your order?	I would like a salad
Milk	What would you like to 11. <u>drink</u> ✓	I would like a salad
Water	I would like a juice	I would like a bowl of rice
Lemonade	I would like a juice	I would like a bowl of rice
Fish juice	I would like a 12. <u>milk</u> ✓	And I would like a broccoli cake
Can I take your order?	I would like a milk	Ewwwwww!!! Yucky!!!
Can I 3. <u>take</u> your 4. <u>order</u> ? ✓	I would like a water	Can I take your order?
Can I take your order?	I would like a water	Can I take your order?
What 5. <u>do</u> you like to 6. <u>get</u> ? ✓	I would like a lemonade	Can I take your order?
I would like a <u>chicken</u> ✓	I would like a lemonade	What would you like to 16. <u>drink</u> ? ✓
I would like a hamburger	And I would like a fish juice	I would like a juice
I would like a chicken sandwich	Ewwwwww!!! Yucky!!!	I would like a juice
I would like a 7. <u>pizza</u> sandwich ✓	One more time	I would like a milk
I would like a pizza	Faster!	I would like a milk
I would like a pizza	Can I take your order?	I would like a water
I would like an egg	Can I take your order?	I would like a water
I would like an 8. <u>egg</u> ✓	Can I take your order?	I would like a water
And I would like an onion ice cream!	What 13. <u>do</u> you like to eat? ✓	I would like a lemonade
Ewwwwww!!! Yucky!!!	I would like a hamburger	I would like a lemonade
I would like a cup of soup	I would like a hamburger	And I would like a fish juice
I would like a cup of soup	I would like a chicken sandwich	Ewwwwww!!! Yucky!!!
	I would like a chicken sandwich	GREAT JOB!!

(Artifacts # 1: S7, Cycle 2, Lesson plan 3: At the restaurant [speaking activity], September, 17th

2019)

Furthermore, bearing in my mind the theoretical definition presented by Ellis (1997) about motivation that states that it “involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2” (p. 75) and the different types of motivation: instrumental, integrative, resultative and intrinsic. During this project the data analysis revealed that children songs promoted *integrative motivation* as the students were interested in the culture and customs that the target language was representing; as it was demonstrated in the class “What can I do in different places?” in which the song “Summer song for kids” created an interest in students to know more about the vacation practices of foreign countries.

One aspect that I think is important is that the topic of vacations is really interesting to them, especially at this point of the school year because they will be on vacations very soon, and this song showed them some of the activities that they probably have not done yet and that are common in English-speaking countries. Thus, they found a way to plan what they want to do, and this activity presented them the opportunity to make plans about their vacations in English.

(Field note # 6, Comment section: lines 32-40, October, 29th, 2019)

Moreover, data revealed that *resultative motivation* was developed through the use of children songs considering that motivation can be the cause or the result of learning. In this case, motivation was the cause of learning as the students gradually were engaging in the singing the song “Walk around the farm”, at the beginning most of them were not paying attention to the song but later they were curious about the onomatopoeic sounds of the song and started to participate and sing more diligently during the activity. Therefore, the successful experience with this song helped them to feel more motivated to learn the vocabulary of the song too.

Playing the song multiple times helped the students to recognize the animals that they did not know because they listen to the onomatopoeic sound. This fact motivated them to sing along and learn the vocabulary (...) repetition allowed them to repeat the names of the animals pretty similar to the singer’s pronunciation, so they felt proud of themselves and encourage to keep singing.

(Field note # 1, Comments section: lines 9-16, September 3rd, 2019)

Additionally, it is important to highlight that most of these kids did not have distinct attitudes toward the target-language because it is subject that they must to learn at school, so their motivation will be mediated by the “arousal and maintenance of curiosity and can ebb and flow as a result of such factors” (Ellis, 1997, p. 76) meaning that students’ motivation to learn will depend on their personal involvement and the reflection of their interests in the activities proposed in the EFL classroom, this is called *intrinsic motivation*. A manifestation of this motivation took place while students were watching and listening to the “Food song”, which contain different elements that called students attention because of their relation with students’ interests.

The students enjoyed the song and purposely they sang it because it was repetitive and silly, so they were excited and paying attention while the video was playing. They also found attractive that the video had some puppets singing.

(Field note # 3, Comments section: lines 1-5, September, 17th 2019)

Tasks as helpers to use English in the classroom. In this section, the tasks’ relevance to encourage the use of English is analyzed. In this study, multiple types of tasks were implemented in the EFL classroom. One of them is the *information-gap activity* described by Nunan (2004) as transferring some give information to one person, one form or one place to another in an attempt to decode or encode information from or into language, involving selection of relevant information. This is shown in the listening activity of “Food song” in which students not only practice their listening skills but their writing skills as well to complete the information that was missing and transmitting it on a written form.

Food song by Dream English Kids

Hello friends!
Hello
I am hungry
Me too! How about you?
Let's go get something to eat
Good idea!

Let's read the menu...

Hamburger
Chicken sandwich
1. Dumpling ✓
Egg
Onion ice cream
Cup of soup
Hot dog
Salad
Bowl of rice
2. Broccoli cake ✓
Juice
Milk
Water
Lemonade
Fish juice

Can I take your order?
Can I 3. take your 4. order? ✓
Can I take your order?

What 5. should you like to
6. drink? x

I would like a hot dog
I would like a 9. hot dog ✓
I would like a salad
I would like a salad
I would like a bowl of 10. rice ✓
I would like a bowl of rice
And I would like a broccoli cake
Ewwwwww!!! Yucky!!!
Can I take your order?
Can I take your order?
Can I take your order?
What would you like to 11. drink? ✓
I would like a juice
I would like a juice
I would like a 12. milk ✓
I would like a milk
I would like a water
I would like a water
I would like a lemonade
I would like a lemonade

(Artifact #2: S16, Cycle 2, Lesson plan 3: At the restaurant [listening and writing], September, 17th 2019)

Eight students could achieve half of the activity or more, which means they had between 9 to 12 correct answers, that was considered the average performance. Other four students had an excellent performance completing almost all the sheet with few misspellings.

(Field note #3, Comments section: lines 25-30, September, 17th 2019)

In addition to that, data revealed that *reasoning-gap activity* was developed as well. They help students to derive some new information from the given information that the teacher provides, carrying out processes like inference, deduction, practical reasoning or establishing relations or patterns. The objective of this task was that students could know better their classmates and establish similar and contrasting interests between each other, besides from using their speaking abilities. Thus, students engaged in an *opinion exchange task* without necessarily achieving an agreement (Richards as cited in Nunan, 2004).

After listening to the song a few times, the students engaged in a *role-play activity* in groups that was partially scripted, giving the kids some choice to decide what they want to say, so they could participate more willingly and promote learning. Likewise, *communication strategies* were practiced as students were encouraged to paraphrase, borrow words, and asking feedback from their classmates (Pattison, 1987). Some of them were waitresses or waiters, and some of them were clients. They were supposed to filled a chart with different colors; each color representing one of their classmates to talking about their preferences at the moment of ordering food.

Speaking Activity

Person 1: Can I take your order?

Person 2: I would like a

Hamburger ✓	Bowl of rice
☹️ Chicken sandwich ✓	Broccoli cake
😊 Pizza ✓	😊 Juice ✓
😊 Egg	😊 Milk ✓
Onion ice cream	😊 Water ✓
Cup of soup	😊 Lemonade ✓
😊 Hot dog ✓	Fish juice
Salad	

Speaking Activity

Person 1: Can I take your order?

Person 2: I would like a

☹️ Hamburger	Bowl of rice
☹️ Chicken sandwich	Broccoli cake
😊 Pizza	😊 Juice ✓
😊 Egg	☹️ Milk ✓
Onion ice cream	Water
☹️ Cup of soup	😊 Lemonade ✓
😊 Hot dog	😊 Fish juice ✓
Salad	

(Artifacts # 3: S3 & S24, Cycle 2, Lesson plan 3: At the restaurant [speaking activity],

September, 17th 2019)

To sum up, the tasks based on TBLT and children songs in order to develop students' integrated skills applied in this research project improved students' motivation and attitudes towards the English class. Students assumed an active role in their learning process; they were able to learn the language in a practical way, to interact to each other, and practice all their language abilities. The previous statements are supported by the English teacher at the school that describes the students' roles and attitudes as follows.

“Entonces, las reacciones de los estudiantes eran muy positivas, evidenciando aprender de una forma muy práctica, que podían hacer parte activa de la clase, que podían jugar entre ellos y de esa forma interactuar y practicar la oralidad, practicar diálogos, hacer preguntas, hacer respuestas, hablar de lo que tenían, de lo que les gustaba, de los lugares que conocían y varias cosas como éstas.”

“Ellos siempre tuvieron un rol muy activo, durante varias intervenciones participaron de muchas maneras, desarrollando varias habilidades, trabajamos mucho en el listening, speaking, writing.”

(Second interview to the English teacher, May 19th 2020)

Category 2: Building a bridge to connect English with children’s reality and thoughts

This section refers to the supportive role that connecting common topics and interests that children knew and enjoyed played in the English learning process and use of it in the EFL classroom. The analysis of data revealed that including in the tasks, the students’ knowledge about their realities and connecting it with the English learning process was beneficial for them because students can create relations between their real world and the language they are learning, Skehan (1998) supports this idea stating that “there is some sort of relationship to comparable real-world activities” (p.95). Additionally, it helped boosting their motivation to keep learning. Moreover, the data analysis also showed that students were able to express their opinions and thoughts through the use of children songs and tasks, as they found that some of those tasks and songs their interests and likes.

To begin, data revealed that the participants were able to explore common and familiar topics through English. Taking into account the statements of Jenkins and Dixon (1983) and Harwood (1998) in which they claim that it is important in EFL learning to bridge the gaps between ‘institutional’ and ‘informal’ learning in order to offer natural and authentic language that students are able to use independently of the context where they are. The tasks proposed during the implementation phased and the data analyzed revealed that students had a better

understanding of the language when they could use games and topics that they were familiar with.

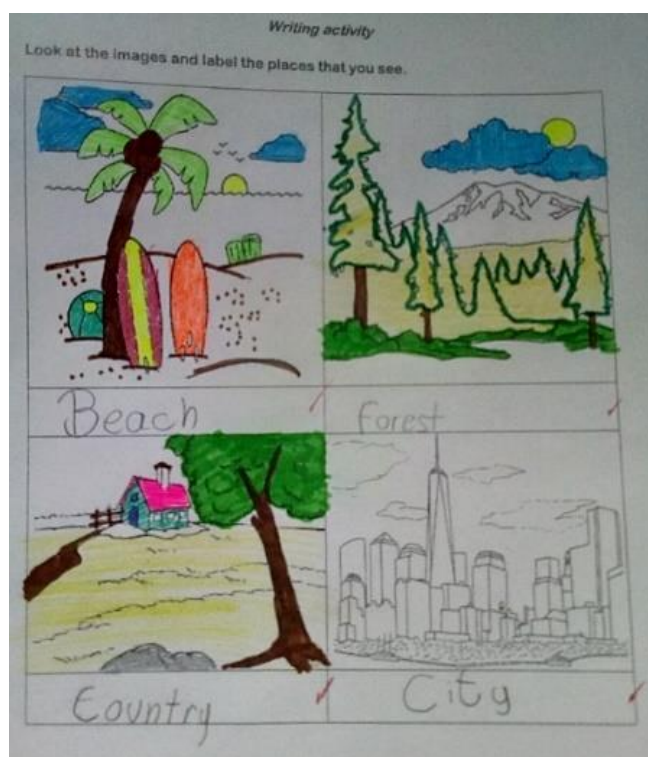
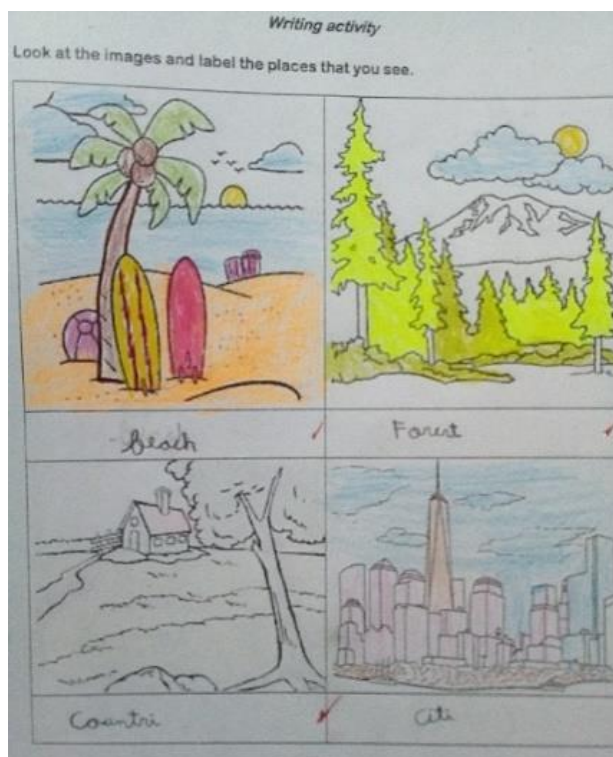
We went out to play the game “Let’s play in the forest” with the lyrics we had just learned. I was the ‘wolf’ who was going after the kids to eat them and I used a map to show the position where I was, so they were aware when they had to run away. The kids were extremely excited with this activity, and sometimes it was hard to get them back in the circle to play another round.

(Field note # 5, Observation section: lines 27-34, October, 22nd 2019)

During this activity, the researcher adapted to English a well-known Colombian game that all the students were familiar with, the objective of this task was to teach them about some places around the world and they were immediately motivated to do. Then, they had to do a written activity afterwards in which they could show their understanding about places.

The students understood the vocabulary and most of them were able to spell the words correctly. There were some other kids who did not know how to write the words, so they wrote what they thought it was right based on what they heard.

(Field note # 5, Comments section: lines 24-28, October, 22nd 2019)



(Artifacts #4: S5 & S20, Cycle 3, Lesson plan 5: Places around the world [writing], October, 22nd 2019)

On the other hand, data showed that students could deepen their previous knowledge of the world through the use of English in the development of the tasks. This was accomplished through *Experiential learning* in which “The learner is directly in touch with the realities being studied (...) It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter” (Keeton & Tate, 1978, p.2). Thus, students were exposed to *Realia* in one of the tasks, students could learn more about the food that they knew by walking around an orchard located inside the school, in which students could learn about how food actually grows by interacting with real fruits, vegetables and animals. Later, they were able to express their knowledge in a worksheet, based on what they saw at the orchard.

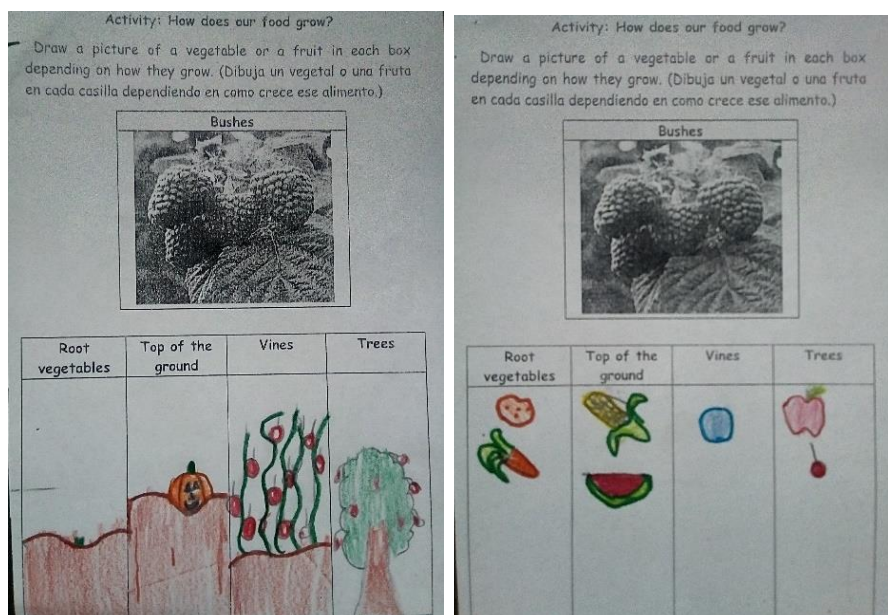
Later, we entered into the orchard and the kids were able to observe some of the food that we were talking about, and many of them were impressed by the way that some fruits and vegetables grew. One of the students was surprised by the way beans grow and he told me:

S5: “Ginna, ¡yo no sabía que los frijoles crecían así!”

T: “Este tipo de frijoles crece en viñedos; Vines!”

S5: “Vines.”

(Field note # 2, Observation section: lines 24-35, September 10th, 2019)

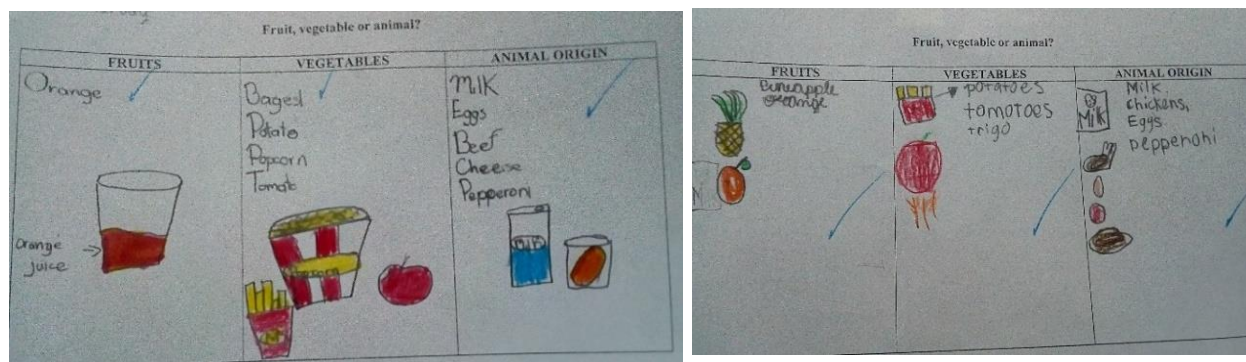


(Artifact # 5, S11 & S12, Cycle 1, Lesson plan 2: Food at the farm, September 10th, 2019)



(Orchard at IPN school, used as Realia in one of the tasks)

Additionally, the analysis of data revealed that the students were able to express their opinions and thoughts in the EFL classroom as well. One crucial factor that helped connecting English with students' reality was allowing them to express their thoughts and opinions regarding to topics we were studying in the class. To achieve this, the songs and tasks had to be carefully selected, so students could relate them to their own lives and get involved in the EFL learning process more actively; Palacios and Chapetón (2014) explain that "students' interest, involvement, and participation in EFL learning can be encouraged through songs that can be selected to suit their needs, interests, and likes, thus personalizing learning" (p.11). Thus, the songs along with the tasks during the implantation phase were considered as resources that help students to express themselves in a pleasant way.



(Artifacts # 6: S16 & S19, Cycle 1, Lesson plan 2: Food at the farm September 10th, 2019)

In the course of one of the classes, multiple tasks were developed in order to obtain some information about the students' interests and preferences with regards to food. Consequently, the song called "Food song" and the reading activity "The food we eat" assisted students in the language understanding of a common topic in their lives, with which they interact every day, with the aim that after they could express their personal food preferences, as it is shown in the preceding artifacts.

Category 3: Developing integrated receptive skills

This category refers to the role that mainly children songs and some of the tasks had in the improvement of the students' listening skills in terms of the purposes for which they were used; enjoying the music and having fun through listening in which children songs created a carefree and cheerful environment that helped enhancing their listening skills while students had an open and positive attitude towards English. Besides, data revealed that students were able to go beyond the entertaining aspects of listening to children songs and use this ability to accomplish multiple tasks disclosing the subcategory *Listening happily and purposefully*. Another subcategory emerged in regards with the receptive skills *Reading to achieve a task through the understanding of the text* in which participants put in practice this ability to complete different tasks.

Listening happily and purposefully. First, data analysis showed that students were able to enjoy the music and having fun through listening. As shown in the data, students found in the English children songs, not only a means of learning a foreign language, but they also discovered in it, a potential source of enjoyment and dissipation, putting them in a mindset of openness and natural disposition that promote meaningful Intake, that refers to what is actually store in the learners' competence (Brown, 2001) while they had fun and felt confident. During the listening and speaking activity of one of the classes, the students listened to the song "Summer song for kids" multiple occasions and the participants had during all time that lasted this task a joyful attitude towards it.

The kids were really excited with this activity, as soon as they heard the song, they immediately connected with the rhythm, lyrics and the topics of the song, which allowed me to do more things than the ones I have planned for this moment of the class.

(Field note # 6, Comments section: lines 23-27, October, 29th, 2019)

As a consequence of this students' attitude, it was possible to introduce new elements to the class that were not plan before, so TPR aspects were included in this task; TPR role in listening comprehension is important because, as Brown (2001) mentions learners are given large quantities of language to listen to before they are encouraged to respond. Therefore, students had the video-song and the movements as an input, that they successfully transform into intake that allowed to solved the subsequent writing activity applying vocabulary and grammar structures listened in the song easily.

The English teacher and I decided to add some movements to the song that the kids could mimic and sing along with the song; the movement included actions like moving the arms pretending we were swimming.

(Field note # 6, Observation section: lines 46-50, October, 29th, 2019)

"Las canciones les permitían a ellos moverse, les permitían hacer..., trabajábamos mucho TPR cuando trabajamos las canciones y eso fue una forma muy efectiva de lograr que los estudiantes

memorizaran el vocabulario que estábamos aprendiendo, no solo el vocabulario sino como lo dije estructuras gramaticales que quizás a veces es más difícil de enseñar a cortas edades.”

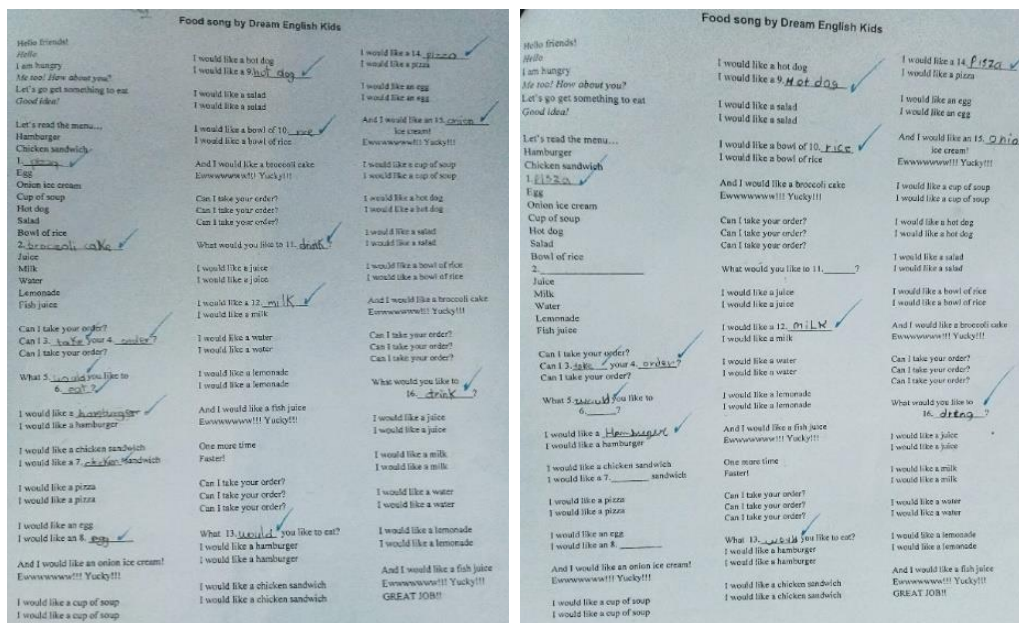
(Second interview to the English teacher, May 19th 2020)

Secondly, data revealed that the students used their listening to achieve tasks successfully. Throughout the data analysis, *Reactive listening* performance were exhibited in the students, especially while listening to all the songs. This type of listening aims the learners listen with the unique purpose of repeating whatever they are listening to back (Brown, 2001). All the children songs presented to the students contained different vocabulary and grammar structures that were used to familiarize them to the foreign language, so they were expected to sing along every time a song was presented to them.

“Evidentemente, una de las habilidades que más se trabaja a través de las canciones pues es la escucha porque ellos tienen la oportunidad de escuchar una y otra vez el vocabulario de lo que se va a trabajar con una pronunciación correcta”

(Second interview to the English teacher, May 19th 2020)

Furthermore, data also showed that *Selective listening* was developed with the songs because some of the tasks required that students scan the songs carefully for certain information to find relevant information in a field of potentially distracting information (Brown, 2001), which in one of the tasks, students listen to the song “Food song” and took only the pieces of information that were asked by the teacher researcher in order to fill the blank spaces and ultimately, understand the vocabulary that they needed to know in that class, just as it is shown in the artifact 1 above and in the artifacts below.



(Artifacts # 7, S30 & S21, Cycle 2, Lesson plan 3: At the restaurant, September, 17th 2019)

Likewise, the participants also were involved in tasks in which they had to participate in role plays, games, conversations and other pair and group activities, in those activities the students had to naturally integrated their listening with the other skills creating an authentic communicative interchange. Thus, they were developing their *Interactive listening* skills. This kind of tasks allowed students to use the language in real communicative settings which was one of the strengths of this study. One example of this was the game “Simon says” in which students reacted based on the commands the teacher-researcher said.

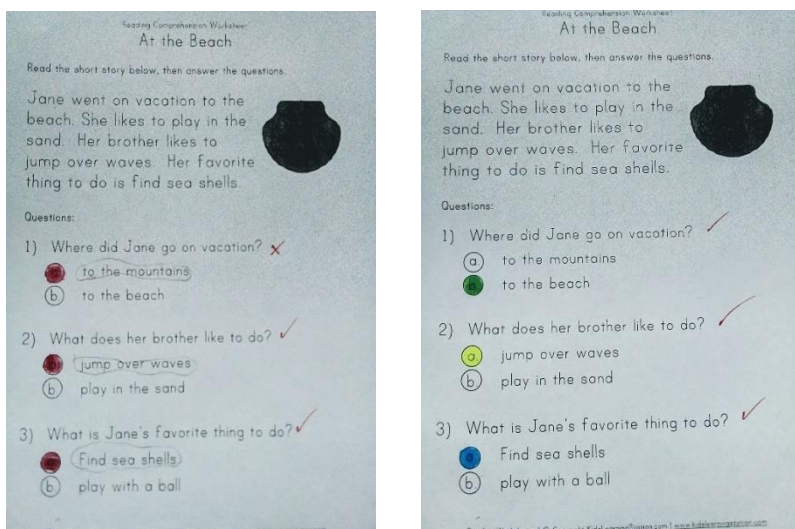
The next activity was the game “Simon says”. I was acting as Simon and I had four images; one woman, one man, a parrot and a group of people. The students were coming to the front of the class in groups of four or five people. Then, I gave them a command and the students were supposed to touch one element of one of the images depending on the command I said.

(Field note # 7, Observation section: lines 18-25, March 13th, 2020)

“Algunas fortalezas que tuvimos en el proyecto fue integrar a los estudiantes de esta forma activa, a través de juegos, donde ellos tenían; todos tenían un rol en particular y a través de canciones, lo cual permitía que ellos aprendieran de una forma más rápida, más practica”

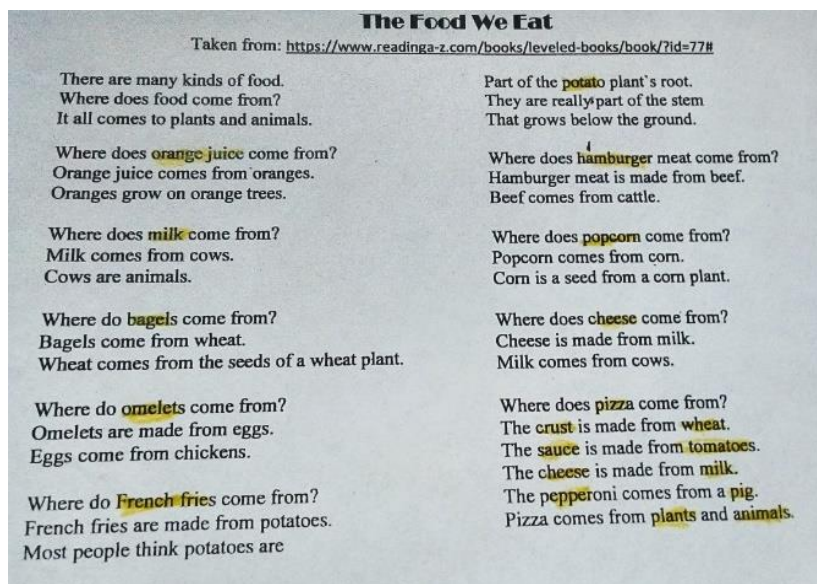
(Second interview to the English teacher, May 19th 2020)

Reading to achieve a task through the understanding of the text. Specifically, the data analysis showed that *Intensive reading* was evident in two reading activities during the application stage of this study, this type of reading requires from students to focus on semantic or linguistic details of the text aiming to understand the literal meaning, implications, etc. (Brown, 2001). The first text in which students presented this type of reading was “At the beach”, it was selected to introduce students to the topics of places around the world and vacations, it was short paragraph where students had to find cues to answer questions.



(Artifacts # 8, S26 & S27, Cycle 3, Lesson plan 6: What can I do in different places? October, 29th, 2019)

The second text in which students used intensive reading was called “The food we eat” in which students had to look for cues that showed them what was the origin of different types of food with the objective to complete a writing and drawing activity where they could express what were their favorites foods depending on the provenance of it, as it was shown in artifacts 5 above.

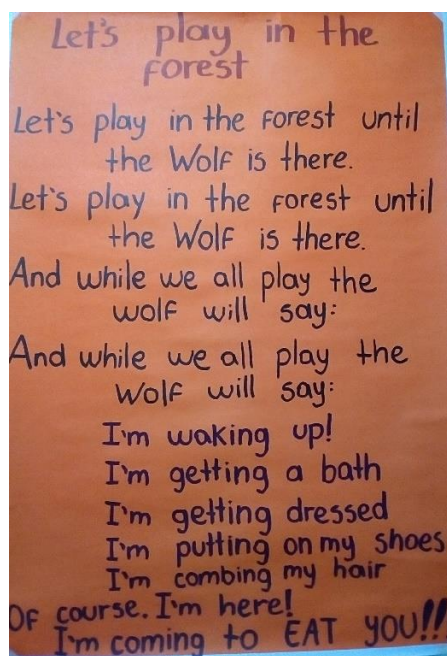


(Artifact # 9, S2, Cycle 1, Lesson plan 2: Food at the farm, September 10th, 2019)

Additionally, some forms of *Extensive reading* were identified during the implementation of this study. According to Brown (2001) this type of reading is performed to achieve a general understanding, some of the advantages of it are that students overcome the tendency to overanalyzed what they are reading and focus on understanding, which transforms reading in a pleasant experience. In this study, there were two cases that extensive reading was evidenced alongside with listening activities; the first case was while they were listening to the song “Food song”, they had the incomplete lyrics and were reading while the song was playing to identify the blank spaces, reading in this case was a motivating factor because achieving this task allowed them later to sing the whole song that was the most enjoyable part of the class for students, as it was illustrated in artifacts 6 shown previously.

Another similar case of extensive reading was evinced while the song “Let’s play in the forest” was playing; students had to learn this song in order to play the game, they were really excited about playing a familiar game using another language. During the playbacks of the song,

there was a poster with the lyrics of the song that students read constantly to learn the song faster, so they could play more rounds of the game with the teacher-researcher. Both of these cases showed another beneficial aspect of this type of reading which is that students learned language structures while they had positive experiences with the foreign language.



(Support material for reading: Poster with the lyrics of the song “Let’s play in the forest”,

October, 22nd 2019)

Category 4: Developing integrated productive skills

This category is focused on the effect that the songs and tasks had on the participants’ speaking and writing abilities. The first subcategory is *Speaking clearly and confidently* and in first place, it analyzes the affective factors that determine the confidence with which students speak in the foreign language. In the second place, it observes the ways in which students reuse grammar structures seen in the songs, videos, games and tasks to practice their speaking skills. Besides, the data analysis showed that the students were able to develop their writing skills

through the expression of their thoughts or opinions. Additionally, through the written documentation of the vocabulary worked in the classroom in some of the tasks, students used writing to show their understanding of vocabulary, leading to the subcategory *Writing to express themselves and their abilities*.

Speaking clearly and confidently. In regards with the confidence that students developed to speak in English, throughout the implementation phase of this research project, the children songs had an important role in developing confidence in the students. Most of the time, the role of song was to work as a type of drill, in which students could listen and orally repeat specific fragments of the foreign language that represented some linguistic difficulty for them, they could practice through repetition, establish psychomotor patterns and associate certain grammatical forms with their corresponding context; this is called *Imitative speaking* (Brown, 2001). Because of this, students eventually gain more confidence when they had to speak. In relation to this, the English teacher at school commented the following.

“[Children songs] Ayuda a que los chicos puedan producir oralmente también oraciones, entonces por ejemplo si estábamos aprendiendo las cosas o los alimentos que nos gustaban, los chicos podían decir claramente “I like” “I don’t like” y para ellos se volvía algo como más natural el poder hablar sobre estos elementos de una forma más práctica, más natural, más fluida cada vez”

(Second interview to the English teacher, May 19th 2020)

Moreover, data analysis showed that the participants were capable of recycling basic grammar structures from the video-songs to speak. In this respect, there were different types of speaking performances exposed in the EFL classroom. The first one was *Intensive speaking*, that involves speaking performance that is conceived to practice some phonological and grammatical aspects of the language, and the second one was *Responsive speaking* in which short replies to the teacher or questions and comments from students are made (Brown, 2001). During the last

class of this study, students watched a video in which they review some of possessive adjectives that we had been studied before. Then, in groups they had to go in front of the class with the teacher and answer some questions related to this topic. In the following recording transcription, there is an evidence of the two types of speaking performance.

T: What's his name? [Pointing to his classmate]

S1: He is... he is Derek.

T: His name...

S1: His name is Derek

T: What's my name?

S2: Your name is Ginna.

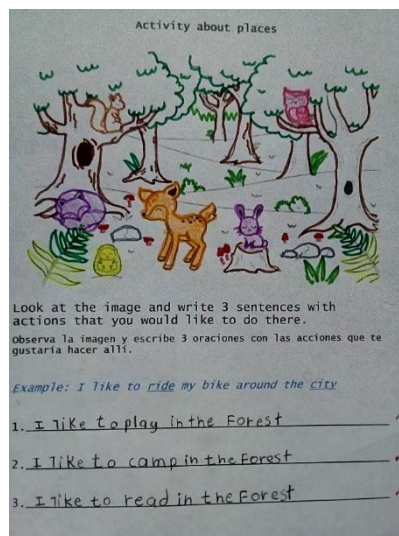
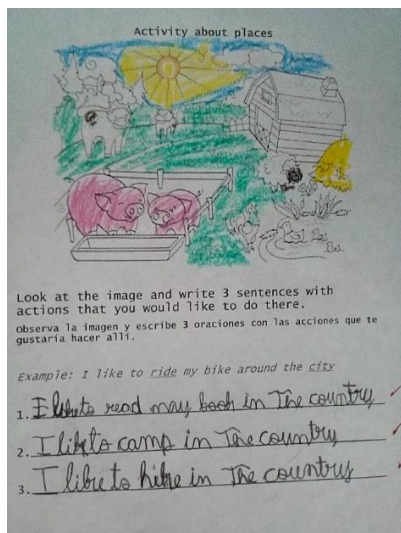
T: Perfect!

T: What's her name? [Pointing to her classmate]

S3: She... she is... Her name is Julieta.

(Recording transcription, March 13th, 2020)

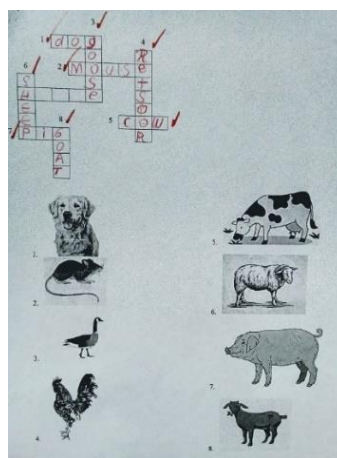
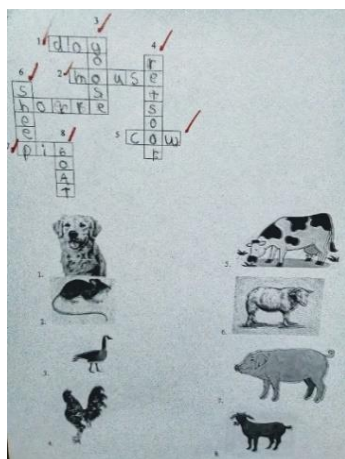
Writing to express themselves and their abilities. In respect to this subcategory in which student were able to express themselves, two types of writing performance were found in one writing task; the most evident was *Display writing* that involves writing for academic purposes that allows students to show their writing and language techniques. The second type of writing perceived was *Real writing* that extremely related to the previous one, about this Brown (2001) claims that “The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing” (p. 346) specifically, data showed that the subcategory of real writing; *Personal* was developed in students. Even though, the task required some language structure presented in some previous tasks, students were able to express their opinions about they would like to do in different places in a written form.



(Artifacts # 10: S9 & S18, Cycle 3, Lesson plan 6: What can I do in different places?

October, 29th, 2019)

Furthermore, the analysis of data presented that the students used writing to show understanding about the vocabulary of different topics. So, it was evident the type of writing performance *Intensive or controlled writing* in which a type of writing conceived as a production form of learning, reinforcing, or testing grammatical concepts (Brown, 2001). In this specific task, *Guided writing* was used, that does not engage too much of the teacher's control, and gives the participants a series of stimulators to determine students' understanding of the vocabulary presented in the song "Walk around the farm" and the animals' images of previous stages of the class.



(Artifacts # 11: S27 & S3, Cycle 1, Lesson plan 1: Animals at the farm, September 3rd, 2019)

Another evidence of controlled writing was manifested during the last activity of the class *What's my/ his/ her/ its name?* in which students were introduced to the possessive adjectives, so the activity consisted to look at some images and depending on the subjects and objects they saw, they had to write the proper possessive adjective to the image. The above means that the students in this writing activity simply focused on the formal aspects of the language, although, they used this language structure in a previous speaking activity with a communicative purpose.



(Artifacts # 12: S4, Cycle 3, Lesson plan 9: What's my/ his/ her/ its name? March 13th, 2020)

Moreover, the task about filling the blank spaces of the song “Food song,” seen in the previous artifacts 1 and 6, is another example *Intensive writing*, being a common mode of controlled writing in which students’ creativity is not necessary, because writing is seen as a means to express their understanding about the vocabulary of the class. In relation to this task, the English teacher mentioned that the use and repetition of some children songs strengthened students’ writing skills, and their knowledge of specific vocabulary.

“Concretamente podría yo decir que fortaleció bastante la escritura (...) algunos ejercicios como llenar los espacios en blanco de las canciones y al principio yo estaba un poco escéptica frente a esta actividad porque pensaba que podía ser un poco más difícil para los chicos de esas edades poderlo hacer, pero ya que las canciones se repetían una y otra vez y era una canción o un tema que ya habíamos estado trabajando bastante, ellos pudieron hacer correctamente estas actividades.”

(Second interview to the English teacher, May 19th 2020)

Chapter 6: Conclusions and implications

This chapter presents the conclusions of this study in relation with the findings that the data analysis revealed, it also shows the implications of the research project for English Language Teaching in the country, in the institution where this study took place, for its participants, and for the preservice teacher and novice researcher. Besides, it presents some limitations faced during the implementation and suggestions for further research.

Conclusions

This research project analyzed the influence of a set of tasks based on children songs in the development of integrated skills in a second grade EFL classroom. From this, two specific objectives emerged:

- To analyze and describe the role of a set of tasks based on children songs in the development of integrated skills.
- To identify the skills that are developed through a set of tasks based on children songs in Grade 203.

In response to these objectives, data showed in the preceding chapter that the introduction of a set of tasks based on children songs had a positive influence in the development of integrated skills of the participants of this study. In regards to the first objective, the data showed that the set of tasks based on children songs had two main roles in the development of integrated skills. In the first place, they motivated the participants to use the foreign language, and secondly, they promoted the use of English in the classroom.

In relation to the first role, data revealed that there were two forms in which the set of tasks based on children songs encourage students to use English. First, the children songs

promoted in the participants different types of motivation; integrative, resultative and intrinsic, that drew the participants' attention to cultural aspects, they also encouraged them to participate actively and autonomously in different activities that benefited their learning process, and the songs engaged their personal interests. As a result, students had an enthusiastic attitude towards the class increasing their chances of having more meaningful and permanent EFL learning. Second, the introduction of different types of tasks allowed and encouraged the students to use English in multiple ways like giving and decoding information, performing, inference and deduction processes, establishing patterns and relationships, and exchanging opinions to use all their communicative skills integrally.

As to the second role, the participants were able to connect more effectively with the foreign language through two factors; the first one was exploring with English common and familiar topics to them, for instance, adapting typical Colombian games in English that helped them to use the language in a more confident and untroubled way, in addition the participants focused on the communicative purpose of the language rather than the linguistic and grammar aspects. Moreover, the students could deepen their previous knowledge about their world through some exposure to Realia using English as a means of communication. The second factor that helped connecting English with the participants' reality was letting them to express their opinions and thoughts related to the topics seen in the English class, it also allowed them to know better their classmates and promoted a more respectful and optimistic environment.

Concerning to the second specific objective, the data analysis showed that there were two main ways in which the communicative skills were developed during this research project. On one hand, by Developing integrated receptive skills and on the other hand, by Developing integrated productive skills.

First, data revealed that the participants enjoyed and had fun listening to music setting an attitude of receptiveness and interest towards the English class that promoted durable learning of difficult vocabulary and grammar structures. The children songs used in this study also helped the students to familiarize repeatedly vocabulary and pronunciation elements that supported them subsequently in gaining confidence to speak in English. Besides, the tasks related with listening activities also allowed them to learn to discern different information to achieve some tasks and had authentic interaction with each other. While the reading activities favored that the participants could focus and understand better more formal aspects of the language.

Secondly, the children songs played an important role in boosting students' confidence at the moment to speak in English by performing different types of speaking activities like imitative and intensive; which means that by repeating constantly some linguistics forms that represented some difficulty for them, they were able to improve their motivation to learn the language and practice grammatical knowledge. The data analysis also showed that could carry out some short conversations reusing grammar structures learned in the songs and the tasks developed in the EFL classroom. In terms of writing skills, the tasks proposed in this study developed different writing performances as display and personal writing; therefore, on the one hand, participants showed their knowledge of grammar structure and vocabulary, and on the other hand, they could express their opinions and preferences about certain topics of the class using the language as way of authentic communication.

Altogether, all through the implementation of this study, the participants found a motivating resource to learn English in children songs, which also created a propitious environment to the comprehensive development of not only the foreign language, but also to the holistic development of these children. Moreover, the diversified classroom tasks allowed them

to approach the language in different ways that promoted the use of all English communicative skills. Besides, the students were able to establish meaning relations between their realities and the foreign language that allowed them to engage in their learning process determinedly and autonomously. At the same time, the participants could develop their integrated skills in each class while they used the language in real communicative situations and practical the formal aspects of English.

Implications

This research project derived multiple implications in different educational fields. First, for the EFL teaching and learning processes in Colombia, then for the school where this study was developed; Instituto Pedagógico Nacional, the participants of this project, and finally myself as pre-service teacher and researcher. These implications are presented in the next paragraphs.

Respecting to the implication of this research project in the EFL teaching and learning processes in the country, it is important to highlight the role that the implementation of tasks based on children songs had in students' holistic development; throughout this research, the variety of tasks and songs in the classroom allowed to awaken and maintain students' motivation to learn a foreign language, leading to an improvement of different domains of children development, such as the language domain certainly by developing their skills integrally. Thus, it would be valuable that schools across the country consider the implementation of some the strategies developed in this research in EFL classrooms in response to children's needs to learn integrally.

Besides, affective and social domains were benefited, as many of the activities engaged them in interactions that helped the to use the language in different ways closer to real communication and to know better their classmates. Also, the use of TPR along with activities

and games outside the classroom supported their physical domain, the cognitive domain also was benefited by this approach as the participants use English to observe and describe the attributes of objects to understand better their world, or expressing their thoughts. Lastly, their aesthetic domain was encouraged by the exposure of music and activities in which they could express their creativity in coloring and decorating the materials they were using. All the above mentioned, it is a possible route to start changing the traditional EFL practices in the classroom that are mostly focused on textbooks distant from the participants' reality, and to establish paradigms in more accordance with children's natural development.

Concerning to the implications of this study for the Instituto Pedagógico Nacional. it is important that the use of songs and artistic resources along with the task-based approach be continued by the students and if it is possible, extend their use to grades, in order to keep developing their integrated skills; as it allows them to use the language for its real purpose and promotes an integral development and interdisciplinarity, which makes English classes more appealing and interesting for them. Furthermore, the school needs to contemplate the idea of implementing some of these tasks based on children songs in the EFL classroom because as the data analysis showed, they contributed to the goals of the school's PEI that is focused on the development of multiple intelligences addressed to cultural diversity, intellectual development and social development, in a better way than the current practices established at the moment in the school.

In regard to the participants of this research project, during the implementation, students had more opportunities to express themselves and connect the English class with their immediate context, they also assumed an active and autonomous role in their learning processes. Thus, most of the students realize that they need to commit with their learning process, in order to make it

successful, this fact not only applies to the English class but to the rest of their subjects. In addition, this approach in the EFL classroom helped establishing a connection of English with the students' reality, taking into account that children of these ages are deeply linked to their surroundings, so they recognize that they can use the foreign language as a means of communication and understanding of their world.

Finally, the implications that this research project had on my role as a teacher and researcher. Throughout all this process, there was a constant self-reflection exercise of my role as a teacher-researcher which allow to examine and transform my practices in the classroom in favor of the participants' learning. One aspect to highlight was that it is important to receive criticism from our colleagues in order to improve our teaching practices. For instance, the English teacher at school and my thesis director allowed me to become aware and improve of my weaknesses of my teaching practices during this project; some comments made me realized that at the beginning of the implementation of this study I was not assigning roles to all the participants, which complicated the organization and progress of the classes, or that the volume of my voice was affecting students' understanding because they could not hear me, and after the consideration of these elements, my practice as a teacher improved. Another important implication for me is that it is necessary to keep in mind the participants backgrounds and interests, as it helps stimulating their active participation and motivation performing the activities of the class. Moreover, it is vital to create bonds with the students beyond the class topics to create an enjoyable and proactive environment for the class, and to know better our students and create more effective teaching strategies for them.

Limitations

During the development of this study, there were some challenges that hinder the classes and the correct implementation of the research project. The first limitation was related to the lack of time to develop more tasks based on children songs due to the fact that the school's curriculum establish that some of the units of the English textbooks have to be finished at the end of the scholar periods, so in many cases, the lesson plans could not be applied in one class because the participants had to do other activities related to the school guidelines and it was necessary to interrupt the tasks related to this study.

Besides, due to the world situation that we are going through with this pandemic, and previous national circumstances related with the social issues that Colombia faces, it was not possible to implement that last cycle of this study in its entirety, which produced some challenges in the data collection and its posterior analysis because it was not possible to apply the last questionnaire to the participants to understand totally their perceptions and feelings towards the entire process of this study, which would have enriched greatly the analysis and conclusions of this research.

Further research

This study provided important findings to understand the influence of a set of tasks based on children songs in the development of integrated skills; also, this research project has showed new directions in which it would be interesting to have further research. Thus, it could be interesting to explore the role of tasks in order to create and design materials to teaching foreign languages in concordance with the integral development of young learners. This could help to enrich the traditional English textbooks or to create new practices in which students learn the language in an authentic communicative context and deepen their understanding of their world.

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Annexes

Annex 1. Student's diagnostic survey sample

Universidad Pedagógica Nacional
Facultad de Humanidades
Proyecto de Investigación en el Aula
Practicante: Ginna Tatiana Murcia

Daniel
Ortiz 2023



UNIVERSIDAD PEDAGÓGICA
NACIONAL
Escuela de Pedagogía

ENCUESTA

La siguiente encuesta tiene como finalidad diagnosticar y evaluar el contexto socio-cultural de los estudiantes de segundo grado (202-2023). Así como observar cómo se llevan a cabo los procesos cognitivos y de aprendizaje en los niños, especialmente en el área de inglés.

- ¿Cuántos años tienes? 7
- ¿Con quién vives? Marca con una X si vives con alguna de estas personas.

Mamá	<input checked="" type="checkbox"/>	Primos/as	<input type="checkbox"/>
Papá	<input checked="" type="checkbox"/>	Abuelos/as	<input type="checkbox"/>
Hermanos/as	<input checked="" type="checkbox"/>	Tíos/as	<input type="checkbox"/>

¿Otras personas, quienes?

- ¿Cómo llegas al colegio? Marca con una X.

Ruta escolar

Alguien conocido te trae al colegio y te recoge en la tarde

Transporte público (bus, Transmilenio, taxi)

Otro, ¿cuál? _____
- ¿Cómo se llama el barrio en el que tú vives? prado veraniego
- ¿Recibes ayuda para hacer las tareas en tu casa? Marca con una X.

Sí No

Si recibes ayuda ¿quién te ayuda? mi hermana
- ¿Cómo te sientes cuando estas en el colegio? Marca con una X.

Bien Mal Regular Aburrido Otro, ¿Cuál? bien

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7. ¿Cómo empezaste a aprender inglés? Marca con una X.

En la casa En el colegio Otro lugar, ¿Cuál? _____

8. ¿Te gusta aprender inglés? Marca con una X.

Sí No _____
 ¿Por qué?

porque en un momento de la vida lo usaremos

9. ¿Qué crees que es lo fácil del inglés? Marca con una X lo que tu creas. Puedes marcar más de una.

Hablarlo _____
 Escucharlo

Leerlo
 Escribirlo _____

10. ¿Qué crees que es lo difícil del inglés? Marca con una X lo que tu creas. Puedes marcar más de una.

Hablarlo _____
 Escucharlo

Leerlo
 Escribirlo

11. De las siguientes cosas, ¿cuáles son las que más te gustaría hacer en la clase de inglés? Marca con X todas las que a ti te gustaría.

Canciones en inglés _____
 Videos en inglés

Obras de teatro en inglés _____
 Juegos de mesa en inglés

Otra actividad, ¿cuál? *salir afuera*

12. De los siguientes temas, ¿cuáles son los que más te gustaría ver en la clase de inglés? Marca con X todas las que a ti te gustaría.

Superhéroes _____
 Animales
 Deportes

Medio ambiente _____
 Personajes famosos

Otro tema, ¿cuál? _____

¡Muchas gracias por tu ayuda!



Annex 2. Field note sample

Field note Class #5: Places around the world	Grade: 203 Date: October, 22 nd 2019
Teacher: Marisol Martínez	Practitioner: Ginna Tatiana Murcia
Number of students: 28	School: Instituto Pedagógico Nacional
OBSERVATION	COMMENTS
<p><u>Warm-up activity:</u></p> <p>The first activity was the game concentration in which the idea was to elicit the previous knowledge that students had about places in English, so after a short song the students took turns to name as many places as they could. This was an introduction to the new theme of the class that was places around the world.</p> <p>While we were playing and singing some of the students seemed distracted, they were not paying attention to the class, so I had to stop the activity a few times in order to tell some students to pay attention to the class.</p> <p>They were not familiar with the vocabulary that the teacher and I intended to showed them, so I continued to the next activity.</p>	<p>From this activity I could deduce that students had some previous knowledge about vocabulary about places that are very common to them like school, store, library, church, etc. that helped to introduce that was to show them places that we can find around the world like the beach, the forest, the city, the country and the mountains.</p>
<p>Later, the students listened to a song called “Let’s play in the forest” that it’s very popular in Colombia; the song had the lyrics changed with some vocabulary about places like beach, country, mountains, city and forest. The kids immediately were interested to hear the song in another language. I also used a poster in which the kids could see the lyrics of the song, so we tried to sing together. By the time, I played the song for the third time, most of the kids already had learned the lyrics of the song.</p>	<p>This song was used in order to establish a connection between a very popular game in Colombia, that the kids probably knew with English. So, the kids in this lesson were not preoccupied for language knowledge, they were focused instead in learning the game so we could play it together outside in a new way (singing in English).</p> <p>For this reason, the kids learned the song very fast, they were motivated because playing is a meaningful activity in their lives.</p>
<p>Then, we went out to play the game “Let’s play in the forest” with the lyrics we had just learned. I was the ‘wolf’ who was going after the kids to eat them and I used a map to show the position where I was, so they were aware when they had to run away. The kids were</p>	<p>They were using their speaking abilities without thinking too much about if they were doing it right or not. Besides, it helped them to gain confidence speaking in English because they were not thinking about the language, but they were thinking just about the game.</p>

<p>extremely excited with this activity, and sometimes it was hard to get them back in the circle to play another round.</p>	
<p>In the last activity, the idea was to check how much of the new vocabulary the students understood, so they had to look at some images and right which places was that.</p>	<p>The students understood the vocabulary and most of them were able to spell the words correctly. There were some other kids who did not know how to write the words, so they wrote what they thought it was right based on what they heard. However, it shows that they understand the vocabulary, so it will be useful if they could receive some phonics lessons, so they can improve their writing; some examples are:</p> <ul style="list-style-type: none"> a) “bich” or “biks” to refer to the beach, b) “fooures” or “mauntas” to refer to forest and mountains. c) “contry”, “coountri” or “comtry” to refer to country. d) “citi” to refer to city. <p>Another relevant phenomenon in this activity was that some of the students used their background knowledge to describe some of the new places they learned. For instance, they used ‘home’ or ‘farm’ to describe country, they also used ‘ocean’ and ‘waterfall’ to refer to the beach. So, it can be deduced that the students try to use the knowledge of previous lessons and apply with the new topics we study at the moment.</p>

Annex 3. Questions of the first interview

ENTREVISTA A LA DOCENTE

1. ¿Cuál es su formación académica?
2. ¿Cuántos años de experiencia tiene como docente?
3. Desde su opinión e interpretación ¿podría describir cuáles son las condiciones laborales actuales de la docencia en general y en el área del inglés en Colombia?
4. ¿Percibe usted algún tipo de condicionamiento a su rol como docente por parte de la institución en la que trabaja? ¿Por qué?
5. ¿Cuáles son las principales estrategias metodológicas que le han dado mejores resultados para enseñar inglés?
6. ¿Cuáles han sido los mayores retos que ha enfrentado en las clases con los grupos de segundo grado en esta institución? ¿Cómo los manejó?
7. ¿Cómo es su relación con sus estudiantes? ¿Cómo lo construye?
8. ¿Cuál es el nivel de inglés de los estudiantes de los cursos 202 y 203? ¿Bueno, malo, regular...? ¿por qué?
9. ¿Cuáles son las habilidades (reading, listening, speaking, writing) que más le gusta trabajar con estos cursos? ¿Por qué?
10. ¿Podría nombrar algunas de las actividades que considera que funcionan y tienen buenos resultados en la enseñanza del inglés en estos cursos?
11. ¿Podría nombrar algunos aspectos que le gustaría mejorar en sus clases de inglés?
12. ¿Podría nombrar algunos aspectos que le gustaría mejorar en su labor docente?
13. ¿De qué manera evalúa a sus estudiantes? ¿Por qué?
14. Teniendo en cuenta que en esta institución todavía están construyendo la malla curricular de inglés ¿Cuál es el criterio que usted sigue para organizar y presentar los temas de inglés en sus clases?
15. Aparte de segundo grado ¿en que otro grado le gustaría enseñar? ¿Por qué?

Annex 4. Second interview transcription

Entrevistador: ¿Cuál fue el rol de los estudiantes durante el desarrollo del proyecto?

Docente: Listo, bueno, mi nombre es Marisol Martínez, yo soy la profesora de inglés de grado segundo, estuve con Ginna Murcia el año pasado, durante todo el año, realizando las actividades junto con ella. Ella tuvo varias intervenciones y, ... bueno, la primera pregunta es acerca del rol que los estudiantes tuvieron durante el desarrollo del proyecto.

Ellos siempre tuvieron un rol muy activo, durante varias intervenciones participaron de muchas maneras, desarrollando varias habilidades, trabajamos mucho en el listening, speaking, writing, junto con nuestra profe en formación Ginna.

Entrevistador: ¿Podría mencionar algunas de las reacciones o actitudes que los estudiantes evidenciaron durante las actividades desarrolladas por la practicante?

Docente: Recuerdo que varias de estas actividades a ellos les motivaron bastante, Ginna traía a la clase varios materiales visuales como carteleras. Ella preparo algunos juegos interactivos con ellos y apoyándose, de pronto en canciones varias veces, logramos desarrollar la clase con base en esas actividades. Entonces, las reacciones de los estudiantes eran muy positivas, evidenciando aprender de una forma muy práctica, que podían hacer parte activa de la clase, que podían jugar entre ellos y de esa forma interactuar y practicar la oralidad, practicar diálogos, hacer preguntas, hacer respuestas, hablar de lo que tenían, de lo que les gustaba, de los lugares que conocían y varias cosas como éstas.

Entrevistador: ¿Cuáles considera que fueron las fortalezas del proyecto investigativo? ¿Por qué?

Docente: Como yo mencionaba, algunas fortalezas que tuvimos en el proyecto fue integrar a los estudiantes de esta forma activa, a través de juegos, donde ellos tenían; todos tenían un rol en particular y a través de canciones, lo cual permitía que ellos aprendieran de una forma más rápida, más practica y de pronto hasta más duradera digamos, el vocabulario que estábamos viendo en cada tema de la clase.

Entrevistador: ¿Cuáles fueron las debilidades que usted identificó durante la ejecución del proyecto? ¿tiene algunas recomendaciones que ayudarían a mejorar esas dificultades?

Docente: Como debilidades, yo comentaba con Ginna durante nuestro trabajo juntas que siempre debía pensar en cada actividad que realizaba con los estudiantes, pensar en que cada uno de ellos siempre tuviera un rol para realizar, siempre era importante que ellos tuvieran algo, aunque sea pequeño para realizar. Por ejemplo, hacíamos varios juegos y cada uno tenía que tener entonces su rol claro durante el juego, nadie se podía quedar sin algún rol en particular porque al ser niños de segundo grado; estamos hablando de niños entre siete y ocho años, muchos se perdían a veces rápidamente.

Eso fue una falencia que note mucho al principio, desde que la dialogamos Ginna mejoro bastante y traía a la clase muchas actividades, cada vez buscando la integración de más chicos en la clase. Entonces, cada vez mejoraba en ese aspecto, eso fue algo que al principio empezó como una falencia, pero luego se desarrolló de una buena forma hasta llegar a convertirse en una fortaleza incluso de la clase, al pensar quizás en varias estrategias para que todos los estudiantes se integraran. Recordemos que son grupos de alrededor de treinta estudiantes, entonces había que pensar en muchas actividades o, aunque sea una o dos actividades pero que todos estuvieran involucrados de igual forma y tuviesen que estar atentos, en eso se mejoró bastante.

Sin embargo, hay una falencia que notaba a veces, digamos en la intervención que Ginna hacía, también varias veces lo comenté; el volumen de la voz siempre tiene que ser alto. Desgraciadamente y digo yo, lamentablemente, yo sé que para nosotros como profesores llega a ser un sacrificio bastante, el tener que forzar nuestra voz, pero tenemos que saber manejar nuestros volúmenes de voz, de tal forma que los chicos escuchen claramente lo que tenemos para decirlo. Entonces ese es uno de los aspectos que como maestros a veces tenemos que trabajar más, sobre todo empezando nuestras prácticas o nuestros quehaceres como maestros, sabiendo modular nuestro tono de voz, proyectándola correctamente y en esto creo que Ginna debe mejorar un poco.

También, hay algunas estrategias que se pueden mejorar, siempre captando la atención de los estudiantes ¿Por qué? por lo que hablo del número de estudiantes, también quizás las edades en las que están ellos, constantemente hay que hacer pausas para que ellos vuelvan a tener la atención en el tema o en las actividades que estamos desarrollando en la clase, en eso también siempre hay que estar trabajando continuamente y mejorando estas estrategias porque los chicos se pueden perder muy rápidamente dentro de las clases y hay que mejorarlas cada vez más.

Entrevistador: ¿Cuál es su opinión frente a las actividades o tareas desarrolladas a partir de las canciones en el aula durante la ejecución de este proyecto?

Docente: Bueno, con respecto a la quinta pregunta: ¿cuál es su opinión frente a las actividades o tareas desarrolladas a partir de las canciones? Me parece que fueron muy acertadas y fueron muy importantes para el desarrollo de la misma, ya que digamos, en este caso y creo que sucede en varios casos, los profesores en formación tienen que llegar a la clase, digamos a adaptarse a los temas que estamos viendo, pero trabajando en habilidades concretas. Entonces Ginna pudo escoger muy bien los temas, algunas actividades, de hecho, canciones y con base en eso pudimos desarrollar otras habilidades que queríamos trabajar en los chicos. Así que me parecieron bastante acertadas y el rol que tuvo, digamos las canciones durante el desarrollo de la clase fue muy clave para que los chicos pudieran aprender el vocabulario, pudieran soltar, pudieran practicar la escucha, soltarse a hablar, hasta llegar a escribir bien en lo que estábamos aprendiendo.

Entrevistador: ¿Qué opinión le merece el uso de canciones como estrategia de enseñanza y aprendizaje en el aula? ¿Por qué?

Docente: Para mí como maestra siempre pienso que las canciones son una estrategia muy acertada dentro de las clases y más si estamos hablando de niños de esas edades ¿Por qué? Porque me permite de una forma más lúdica aprender tanto vocabulario como estructuras gramaticales, que no recomiendo como profe de niños de esta edad enseñar simplemente de forma catedral, a través del tablero para que se aprendan. Ellos tienen una memoria muy musical y aprenden muy rápidamente a través de ritmos y de canciones. Aparte, las canciones les permitían a ellos moverse, les permitían hacer..., trabajábamos mucho TPR cuando trabajamos las canciones y eso fue una forma muy efectiva de lograr que los estudiantes memorizaran el vocabulario que estábamos aprendiendo, no solo el vocabulario sino como lo dije estructuras gramaticales que quizás a veces es más difícil de enseñar a cortas edades.

Cuando introducíamos las actividades con una canción, a veces lo hacíamos con una lectura, a veces lo hacíamos con un video y una canción, los chicos ya se familiarizaban con alguna estructura gramatical y en el momento de desarrollar alguna actividad, desarrollar una tarea, escribir, de leer, de contestar preguntas, ellos ya podían ver una estructura gramatical un poco más familiar y podían desarrollar la actividad de una forma un poco más acertada. Para mí, por lo cual entonces, el uso de las canciones es algo, es una estrategia muy útil para los maestros, para que los estudiantes se familiaricen con esa lengua extranjera, se familiaricen con una estructura y se familiaricen con el vocabulario y con la pronunciación correcta de las palabras.

Entrevistador: ¿Considera que la manera como se abordaron las canciones fortaleció alguna de las habilidades de la lengua extranjera? ¿Cuáles? ¿de qué manera?

Docente: Si, considero que las canciones fueron escogidas muy acertadamente por la profe Ginna y definitivamente ayudaron a fortalecer las habilidades en lengua extranjera. Concretamente podría yo decir que fortaleció bastante la escritura; en algunos ejercicios, Ginna trabajó algunos ejercicios como llenar los espacios en blanco de las canciones y al principio yo estaba un poco escéptica frente a esta actividad porque pensaba que podía ser un poco más difícil para los chicos de esas edades poderlo hacer, pero ya que las canciones se repetían una y otra vez y era una canción o un tema que ya habíamos estado trabajando bastante, ellos pudieron hacer correctamente estas actividades.

Lo que yo siempre he pensado, lo más difícil de lograr en los chicos de esta edad, quizás es la escritura, que escriban correctamente y fue una de las habilidades que más se pudo fortalecer por medio del uso de canciones. Por lo mismo que estaba diciendo, los chicos tienen la oportunidad de escuchar varias veces una estructura, varias veces el vocabulario y cuando se enfrentan a un escrito, ya no lo ven tan extraño sino lo perciben de una forma natural y familiar porque conocen ya el vocabulario. A veces quizás pedían que les dijéramos como se pronunciaba y ellos recordaban qué era rápidamente podían resolver preguntas, podían llenar el espacio de la canción, podían interactuar entre ellos de esta manera.

Evidentemente, una de las habilidades que más se trabaja a través de las canciones pues es la escucha porque ellos tienen la oportunidad de escuchar una y otra vez el vocabulario de lo que se va a trabajar con una pronunciación correcta, entonces es una habilidad que más se puede

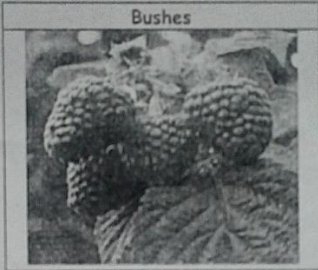
desarrollar pero que a su vez ayuda a que los chicos puedan producir oralmente también oraciones, entonces por ejemplo si estábamos aprendiendo las cosas o los alimentos que nos gustaban, los chicos podían decir claramente “I like” “I don’t like” y para ellos se volvía algo como más natural el poder hablar sobre estos elementos de una forma más práctica, más natural, más fluida cada vez, entonces fue una forma muy practica en la que se pudo desarrollar estas habilidades.





Annex 5. Artifact samples

Activity: How does our food grow?


Draw a picture of a vegetable or a fruit in each box depending on how they grow. (Dibuja un vegetal o una fruta en cada casilla dependiendo en como crece ese alimento.)

Bushes



Root vegetables	Top of the ground	Vines	Trees
			

Activity about places




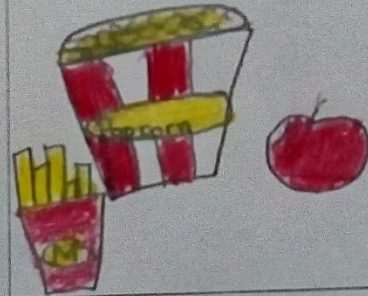

Look at the image and write 3 sentences with actions that you would like to do there.

Observa la imagen y escribe 3 oraciones con las acciones que te gustaria hacer alli.

Example: I like to ride my bike around the city

1. I like to play in the Forest ✓
2. I like to camp in the Forest ✓
3. I like to read in the Forest ✓

Fruit, vegetable or animal?

FRUITS	VEGETABLES	ANIMAL ORIGIN
<p>Orange ✓</p>  <p>Orange juice →</p>	<p>Bagesel ✓</p> <p>Potato</p> <p>Popcorn</p> <p>Tomato</p> 	<p>Milk</p> <p>Eggs ✓</p> <p>Beef</p> <p>Cheese</p> <p>Pepperoni</p> 

Annex 6. Recording sample

T: What's his name? [Pointing to his classmate]

S1: He is... he is Derek.

T: His name...

S1: His name is Derek

T: What's my name?

S2: Your name is Ginna.

T: Perfect!

T: What's her name? [Pointing to her classmate]

S3: She... she is... Her name is Julieta.

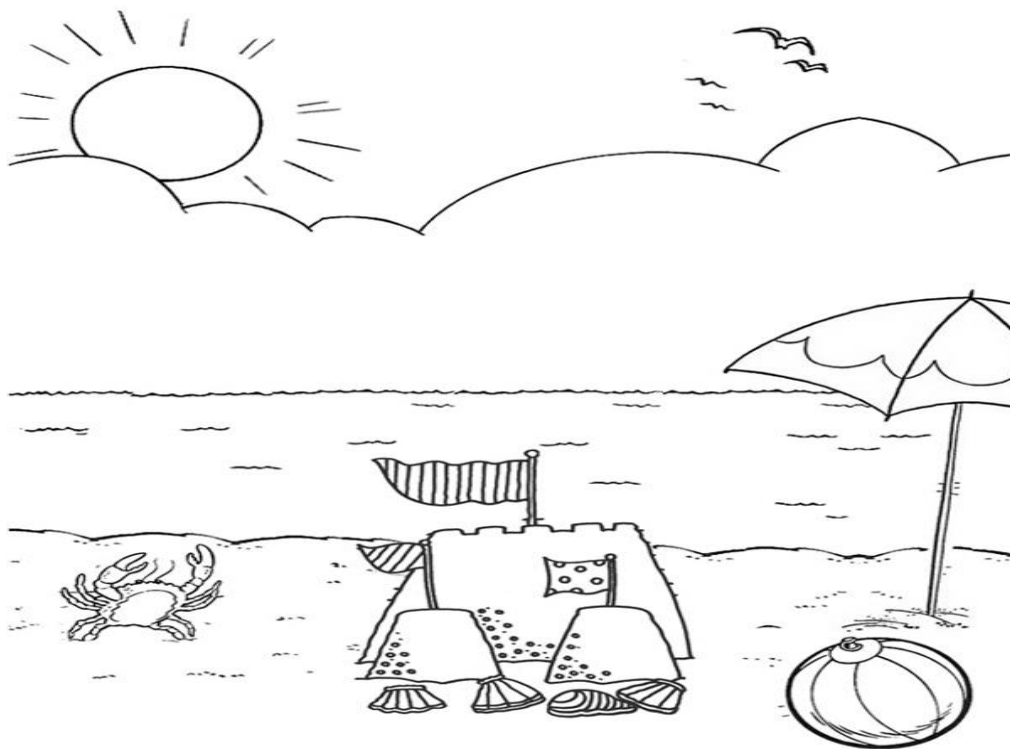
Annex 7. Lesson plan sample

Lesson Plan 6 – What can I do in different places?

Topic: Places	Duration: 90 minutes
Number of students: 30	Date: October 29 th 2019
Grammar used: Simple present	
Vocabulary: - Beach - Country - Mountains - City - Forest	Expressions: - I like to at the <u>beach</u>
Objectives: 1. The students will learn and relate some actions with some of the places they already know. 2. The students will be able to express what they want to do during their vacations.	
Materials: ✓ Song “Summer song for kids”: https://www.youtube.com/watch?v=mVhh0oATqBI ✓ Flashcards ✓ Reading activity ✓ Worksheet	
Procedures: 1. <i>Warm up activity:</i> The students will be in groups of four or five people. Then, the teacher will assign each group a place that they will have to prepare and represent in front of the class without talking. The idea is that the other groups observe the representation and guess what is the place that the group in front is representing. (15 minutes) 2. Then, the students will read twice a short story about the beach; the first time the teacher will be leading the reading exercise and the second time the students will read the story by themselves and answer some questions about the reading (20 minutes) 3. Later, the students will listen to a song that presents some actions that people can do during summer or vacation times, then the teacher will ask what actions they heard and write them on the board. And after that, the teacher will ask them about what others actions we can do during vacations based on the places we already saw and will list those words as well. (20 minutes) 4. Finally, the students will have to construct some sentences based on the action and places that they learned. The activity will show an image of a place and at the bottom of the page, the students will have to make sentences with that place and the things they like to do in that place. (20 minutes)	
Assessment: The assessment will be taken from the last activity, in which the students will show their proficiency constructing simple sentences with places.	

Name: _____

Activity about places



Look at the image and write 3 sentences with actions that you would like to do there.

Observa la imagen y escribe 3 oraciones con las acciones que te gustaría hacer allí.

Example: I like to hike in the mountains

1. _____

2. _____

3. _____