Fostering speaking and intercultural awareness through songs in an EFL ninth grade

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RESUMEN ANALÍTICO EN EDUCACIÓN-RAE

1. Información general	
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2. Descripción	

Esta investigación acción se realiza con el fin de averiguar el impacto del uso de canciones para fomentar el habla y el conocimiento inter-cultural dentro de la clase de inglés en un grado noveno. Además, los resultados de la investigación buscan contribuir en el contexto académico, dando una idea nueva de cómo trabajar con estudiantes de contextos donde la lengua inglesa es vista como extranjera.

Por un lado, el uso de las canciones busca proporcionar a los estudiantes una serie de elementos culturales que fomenten el habla en el aula de clase y, por supuesto, fuera de ella. Al mismo tiempo, componentes como gramática y vocabulario serán brindados por las canciones. Para lograr este objetivo, se diseña una metodología en la cual se usarán siete canciones en inglés con temáticas culturales. Dichas temáticas buscarán generar el entendimiento de los estudiantes acerca de otras culturas, con el fin de que estos puedan compararlas con la propia cultura, llegando a dar sus opiniones.
Esta metodología busca romper las actividades tradicionales con canciones, dándole un carácter más significativo al proceso de aprendizaje de los estudiantes. Como resultado,

esta estrategia hará que ellos sean conscientes de la importancia del uso de canciones, dentro su proceso académico, para fomentar habilidades y conocimiento en la lengua inglesa.

3. Fuentes

A continuación se muestran algunas de la fuentes consultadas:

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4.   Contenidos

El presente documento está dividido en seis capítulos; el primero contiene la descripción del contexto, de la población y del problema de los estudiantes. Además, contiene la pregunta, los objetivos y la justificación que guían la investigación. El segundo capítulo expone el estado del arte, el cual reúne trabajos previos que mantienen cierta relación con el actual y adicionalmente, se exhibe el marco teórico que sustenta los constructos de la

propuesta. El tercer capítulo contiene el tipo de investigación, los instrumentos de recolección de la información y el proceso a seguir para llevar a cabo el estudio. El cuarto capítulo presenta el diseño y descripción de la propuesta pedagógica, aplicada durante el año escolar. El quinto capítulo exhibe los resultados y el análisis de éstos, considerando lo expuesto en los capítulos previos. Finalmente, el sexto capítulo muestra las conclusiones de la investigación y recomendaciones para su futura aplicación.

5. Metodología

El estudio se guió bajo un modelo de Investigación Acción en la institución educativa Prado Veraniego, con un total de 34 participantes de noveno grado de secundaria con un promedio de edad de 14 años. La información fue recolectada a través de los siguientes instrumentos: diarios de campo, grabaciones de audio y artefactos hechos en clase por los estudiantes. En cuanto a la metodología pedagógica, la propuesta se desarrolló durante 15 sesiones que buscaban fomentar la producción oral de los estudiantes así como el conocimiento intercultural, por medio del uso de canciones. Las actividades con canciones están encaminadas a facilitar a los estudiantes elementos como gramática, vocabulario, una correcta pronunciación y un conocimiento intercultural, para superar la dificultad encontrada en el grupo, en este caso la producción oral.

6. Conclusiones

La implementación de la propuesta, que se implementó durante el año 2016, aportó una serie de resultados que demostraron el impacto del uso de canciones en un contexto comunicativo, para fomentar el habla y el conocimiento intercultural. Estos resultados son:
El uso de canciones para fomentar el habla y el conocimiento intercultural tiene un impacto positivo. Las dificultades que los estudiantes presentaban al comienzo del proceso fueron superadas
Las canciones, como material auténtico, proporcionan elementos que contribuyen a la creación de un ambiente libre de tensiones. Esto hace que el proceso de aprendizaje sea más significativo y que los estudiantes puedan alcanzar las metas propuestas en la clase.
El rol del profesor en CLT (Communicative Language Teaching), posibilita a los estudiantes para que ellos sean los dueños de su propio proceso y generan estrategias de aprendizaje. Esto puede ser transferible a cada esfera de la vida.
Cuando los estudiantes son monitoreados por sus compañeros de clase, el nivel de tensión se reduce y muestra un mejor resultado, que al ser monitoreados por el profesor. Esta actividad es incluyente, por lo que el progreso se evidencia en el grupo completo.

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Revisado por	Fanny Abella Hernández		
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Abstract

Fostering speaking and intercultural awareness through songs in an EFL ninth grade

The present document describes a research that takes place in Prado Veraniego public school which is located in Bogotá. It proposes the speaking skill improvement in the students, linked to the development of intercultural awareness through the use of songs in the English class. For this, the researcher uses the approach called Communicative Language Teaching, in order to set a variety of conditions in the development of the activities that attempt to reach the main objective of this inquiry. The lack of oral practice in the EFL class has been the starting point of this proposal aiming to find possible ways to handle this situation in the classroom, in this case using songs as a tool. *Key words*: **Speaking, intercultural awareness, culture, communicative language teaching approach, songs as authentic material.**

Resumen

Fomentando el habla y el conocimiento intercultural a través de canciones en un grado noveno donde el inglés es un idioma extranjero

El siguiente documento describe una propuesta que tiene lugar en el colegio público Prado Veraniego de Bogotá. Se propone el mejoramiento en la habilidad del habla de los estudiantes, junto al desarrollo del conocimiento intercultural, a través del uso de canciones en la clase de inglés. Por esta razón el investigador utiliza el método comunicativo para plantear una serie de condiciones en el desarrollo de las actividades, que intentan alcanzar el objetivo principal de esta investigación. La falta de práctica de la habilidad oral en la clase Inglés, ha sido el punto de partida de esta propuesta, aspirando a encontrar posibles caminos para manejar esta situación en el aula de clase, en este caso, usando como herramienta las canciones.

Palabras claves: **Habla, conocimiento intercultural, cultura, enfoque comunicativo, canciones como material auténtico.**

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CHAPTER 1

The present text provides an account about different important aspects to do a general characterization of the chosen population, which is observed along classroom research project process. The general aspects taken into account are a brief description of the school Prado Veraniego I.E.D located in Bogotá, Colombia, and the description of the observed level, in this case the group 901, morning shift.   It is included information about the educative environment where students are almost all the time, quantity of students, ages and other general characteristics.

1.Context

The following paragraphs are going to provide information related to the context of the participants in order to make understandable the variety of their characteristics. This must be taken into account to find different ways to face possible difficulties in the development of the project.

1.1 Local Context

The institution is located in Prado Veraniego neighborhood which belongs to Suba locality in the northwestern part of the city. The inhabitants belong to social economic strata 2 and 3. All the area possesses a diversity of avenues and streets that make easy the access to it. The locality of Suba is one of the fourth most extensive in the city and it has more than 1,200.000 inhabitants.

Following with the description of the context, it is necessary to understand how the institution works in order to build a bridge between the perspectives and the goals of the school and the proposal. The following information is about the school´s P.E.I, organization, and the students themselves.

1.1.1 Institutional context

The school aims to generate and foster in the student cognitive, social and practical processes, directed to the training of competent human beings by means of a communication with quality that allows them to appropriate values for a healthy living. For that reason the institution applies the cognitive social pedagogy. Therefore all the teachers in the institution, as a common agreement, decided that values and communication are taken as the institutional emphasis due to the resources, interests of the students and the P.E.I (Proyecto Pedagógico Institucional) "La comunicación con calidad hacia el desarrollo humano."

The school has two academic shifts: morning and afternoon, offering from pre-scholar grade to 11th grade.

Prado Veraniego School proposes to reach in local and national levels as an institution that prepares people who are engaged in the human being development and that continue their academic instruction, people who put in practice their values and will be the leader of positive processes of social change. All of what was mentioned previously provides a healthy connivance that allows the construction of a fair and solidary country. In order to reach this goal the institution follows the pedagogic model called "social cognitive" which proposes the maximum development of all the abilities and interests of the students. The institution has all the levels of formal education in accordance with "Ley general de educación, 115" of 1994 (chapter 1, article 11), in which education is organized as follows:

- Pre-school.

- Basic: It is composed by two cycles. Elementary school, it goes from grade 1st to 5th. High school, it goes to 6th to 9th.

- Middle: This cycle contains the grades 10th and 11th.   For all the above mentioned the institution has two branches, one that contains grades from 1 to 4, elementary school and the other one is in charge of grades from 5 to 11.

The branch B, in which the research takes place, is organized in a building of three levels with a total of nine classrooms. Each classroom has a TV set and a DVD player to develop different activities depending on the subject. Therefore the institution has one English classroom equipped with a laptop, a smart board, a video beam, and four speakers connected for the audio.

The characteristics of the population taken to develop the project, in terms to the education cycles in Colombia, (Plan sectorial 2008) are mentioned as follows:

The population belongs to cycle four which covers of the degree 8th and 9th, between the ages from 11 to 14 years. This cycle aims to reach the following general objectives:

- To recognize the physical, intellectual and emotional potentials, looking for a harmonic and balanced development, so that the individual assumes with decision to succeed the solution of his/her problems as such and like integral part of the community.

- To identify and to value the factors that influence the social, cultural, economic and political development of the country and to participate critique and creatively in the solution of the problems and in the development of the community, having in mind the democratic beginning of the Colombian nationality.

- To generate knowledge, skills and dexterities, across the different educational experiences, which contribute to his/her personal and civic - social, cultural, scientific, technological, ethical and religious formation, that allow him/her to organize a system of values and attitudes, to get an effective commitment with the social development.

1.2.**Participants**

The population which is taken to develop the project is composed by, 17 girls and 17 boys who are in the average age of 14 years old. They do not have any cognitive disability and belong to 2 and 3 social stratums. The English classes take place on Monday, Thursday, and Friday. Usually they arrive on time, they do activities proposed for the class, but some of them do not respect specific moments when the teacher is giving instructions (what is always in Spanish). Most of them live in Prado Veraniego neighborhood which belongs to socio-economic strata 2 and 3. Based on the results emerged from a survey applied on September 21st (Annex No 3), in the English class the students have 12 subjects in the institution, from those computer studies is the favorite one for most of them. Other subjects such as sports, English and arts are in the ranking of their favorite ones. Most of them express, in the same survey that in general the English class they attend is understandable and in terms of the activities they do, all of them consider that to speak in English is very important currently. Some of the reasons for the previous mentioned are: English is being required to obtain jobs of quality, to study in most of the universities, and to have interaction with other cultures.

According to cognitive characteristics, as it is cited in Huitt, W., & Hummel, J. (2003, 2) Piaget's stages of Cognitive Development classify the population in the Formal operational stage (Adolescence and adulthood).The above mentioned considering that the students have the corresponding rank of age (12 years in forward) and the aptitude to use the logic to come to abstract conclusions that are not tied to concrete cases that have been experienced by first hand. Thus, this proposal seeks by means of this mental operation that the students know and give opinions of cultures with which they have not had a direct contact.

With regard to students' linguistic characteristics which are given by the Ministry of National education in the basic standards of English competence (2006, 24), students must have B1 level. In

contrast, comparing the three instruments applied, which were field notes, a diagnostic test and a survey during this first stage, the observer notices that the students have difficulties in all the communicative skills but the most difficult one for them is between speaking and listening according to what they express during the classes and the results of the diagnostic test. Thus, in comparison with the other skills, students have a lower performance in speaking This is because almost all of them did not develop the part of this skill in the test and the ones who try to do it just said words without using the tense that was asked (Annex No 2). Therefore in the development of the English class they did not say at least one complete sentence.

Regarding cultural characteristics, as respects to their hobbies, they express to be keen on watching TV, listening to music and surfing on Internet and about preferences in expressions of art such as literature, painting, music and sculpture they choose music (Annex No 3). The group is characterized as EFL students considering that they are not immersed in a bilingual context; the rest of the classes in the school are taught in Spanish which is the mother tongue in Colombia.

1.2 **Diagnosis**

The researcher used, along the diagnostic process, three different instruments in order to find out and delimitate a possible difficulty and/or need that is going to be the central point in the development of the proposal. These instruments are field notes (annex No 1), a diagnostic test (annex No 2) and a survey (annex No 3). There are eleven field notes taken from August 24th to September 28th, in order to analyze useful data to narrow the difficulty students have. The mentioned sessions started at 8:00 am to 9:15 am.

Taking into account observations, it was noticed that students in English class do not use the language to communicate; instead they and the teacher use their mother tongue to develop all the activities that, in most of the cases, are focused on grammar. As the class becomes routinely about completing sentences or reading some short paragraphs students turn bored and some of them do not pay

attention even if the teacher is explaining a basic activity. In the first session, the teacher uses all the time code switching what demonstrates a low competence of listening as well. On the other hand, when students want to argue different topics related to activities extra class most of them demonstrate an appropriate competence, according to their level, of the use of speech to express their opinions and ideas about what was discussed in other situations. The researcher could infer that students have a high ability of communication in their mother tongue that they do not have in the second language. This was taken into consideration to design the survey and start thinking about a proposal.

In relation to the diagnostic test, this was designed taking into consideration the topics studied in the first semester of the year according to the syllabus made by the English teachers in the institution; topics such as adjectives, past tense, prepositions, and comparatives, among others were used in the exam. As well as, it was designed in order to

collect appropriate evidence in relation to students 'communicative skills development. Students had to narrate a brief description about what they did on their past vacations using simple past and past progressive (Annex No 2).

The results that emerged from the diagnostic test show that students have difficulties in their communicative skills (speaking, listening, writing, and reading), such as the lack of vocabulary and no comprehension of short texts. (Annex No 2, analysis). But the lowest competence was in the speaking part where only three students barely said words without any complete sentence and the rest of them said nothing. Four indicators were taken into consideration to evaluate this part: pronunciation, use of vocabulary, structure and the use of the corresponding tense. All of them with evaluation criteria divided in L (low), M (medium) and H (high). Just one of the students got M for two of the indicators and the rest got L for all of them. The tense which was supposed to be used in this part was simple past and past continuous where students had to say four activities they did in their past vacations. Almost the 100%

of the students were not able to communicate what they wanted. In the rest of the sections the performance was not outstanding but was higher in comparison to the speaking one. In the case of listening 27 students answered from 2 to five questions correctly from the six proposed. In the reading part half of the students got no correct answers and the another half are organized in five students one answer, five students two answers, one student three answers and five students with all the answers correct. In the case of the writing part students had a similar performance in comparison to the speaking one. They had to write about the last weekend.   None of them did the exercise correctly. Being cognizant of the results the observer could notice that there are several difficulties in the students' learning process in the English class, thus, in order to narrow the situation it is designed a survey to get the opinion of the group in terms of needs.

The third instrument applied was a survey designed with the aim of confirming the information gotten from the first two instruments, about the upper difficulty and some extra information that can be used to develop the proposal to solve the mentioned problem. This survey was composed by ten questions in which students expressed their difficulties in the English class and some personal information about likes, with the aim of having a starting point to design the proposal. The results showed that for 23 of the 33 students who took the survey the most difficult skill is speaking, the rest of the students are divided into the three other skills. Students were asked about their favorite expression of art from a list composed by music, painting, sculpture and literature in which 31 of them chose music. In the question No 9, where students had to say if art reflect real life, 28 of them answered "YES". This question was proposed in order to find the validity or not of the use of authentic materials to develop the proposal. Finally, as regards to their hobbies 16 students spend their free time listening to music. As a conclusion the observer noticed that students have a high fascination for music, what could probably help to find a solution for their difficulty in speaking. On the other hand, most of the students expressed

that they do not have a lot of knowledge and/or information about cultures where English is the mother tongue as well as they expressed their preoccupation about it.

1.4 Problem Statement

During the observation which took place in the English class of 901 graders, it was used a set of instruments, field notes, a survey and a diagnostic test, with the aim of discovering a difficulty that students were having in their learning process and established a possible alternative to overcome it. First of all from the field notes emerged information about how students have difficulties in all the communicative skills which makes, in most of the cases, they do not produce basic sentences with the purpose of communicate what they want to express. In spite of these difficulties, the students present a lower level of speaking rather than the rest of the skills. They all the time speak Spanish in class and when they are asked to do it using English they say nothing; in some cases some of them claim they are not able to do it. To make sure of this, a diagnostic test was proposed to delimit the difficulties students had, and as a result of contrasting the performance they had in it and the observation along the class, it was noticed that in the reading, writing and listening exercises, students produced at least basic structures to express what was asked. In the case of speaking they do not produce anything either in the class or the diagnostic test. In addition most of them expressed in the survey that speaking is the most difficult skill to get. On the other hand it is relevant to highlight that students do not have enough vocabulary, which makes necessary to provide more input in order to foster communication.

Bearing in mind the methodology and dynamics that are used in this classroom, it can noticed that the starting point in the teaching-learning process in the English class is the grammar part involved in writing and reading putting aside, in most of the cases, the development of speaking and listening skills.

According to LaVergne (2014) the role of input and output must be considered into an EFL class. Listening (input) should precede the speaking (output) skill (speaking) because this contains the words, structures, pronunciation, and stylistic information of L2 that the students need to know and to own before being able to produce the foreign language. In this case, songs can offer the necessary input in order that the students acquire the knowledge that will be used, later, in their oral production.

Now, the approach to consider the development of speaking skills is the communicative approach, because it sets as its goal the teaching of communicative competence (Richards, 2006, p.2) in which the importance takes root in being able to use the language for meaningful communication rather than having a set of grammar rules.

On the other hand, students consider the activities done in the class are not successfully introduced to them resulting a misunderstanding of the goals that teacher wants to reach with them. In most of the cases students feel far from the use of the language and just do some activities as a part of a syllabus which makes the English class no meaningful. For these reasons, it is primordially to start contemplating the English class as a space to gather both use of language and different topics that are the interests of students currently. In this way, it is required to propose some activities in order to solve the difficulties presented in the learning process of the students through the study of cultures of native English speakers to get not just grammatical rules but some of the language functions such as emotive function and phatic (Jakobson, 1960).

Thus, songs are a meaningful resource because they reflect our culture (Sjolie 1997, 92) and make the process of learning English more exciting.

1.5 Research question

What is the impact of using songs into a communicative context to foster speaking skills and the intercultural awareness in an EFL ninth grade at Prado Veraniego School?

1.6 General objective

To identify how the use of songs contribute to foster speaking skills and the intercultural awareness in an EFL ninth grade at Prado Veraniego School.

1.7 Specific objectives

- To create and suggest a methodology based on the use of songs in order to foster speaking skills and the intercultural awareness.

- To determine students´ performance in terms of speaking skills when they receive the input of a song.

- To describe the development of the intercultural awareness with the use of songs when students interact in class.

1.8 Rationale of the Study

The teaching process of English in EFL classrooms has used a sort of different activities with the aim of reaching the proposed goals. At the same time elements such as social and cultural components are inherent to the process and cannot be ignored in the classroom considering that formal education is itself a cultural invention (Saville, 1978, p. 5). That means both culture and the language itself are closely related. If we want to study and learn effectively a second language we have to take into account that this process involves not just grammar and vocabulary, but sociocultural context to understand its

use. For this reason songs are a great source of cultural issues which come from the specific culture, as a way to express different views of the world.

Along history, and especially nowadays, music has been a very important part of human beings in all the contexts. Music includes a wide scope of fields: "sociocultural, musical, psychological and spirituals dimensions" (McCarthy, 2009, p.30). By means of music, learners can feel real-life experiences thanks to songs, nursery rhymes, chants and anthems. Moreover, scholars claim that music is crucial in the physiological development of human beings. An example of this is how an unborn child can recognize melodies and his/her mother's voice from the outside of the womb, something vital for the development of cerebral functions. Darwin (1987, p. 17) suggested that communicative abilities among human beings could have been originated due to the combination of music and modern language. Following, he also found a relationship between these two disciplines. That means, it is important to bear in mind the importance of music in the development of people and all the uses teachers can apply in the English class.

On the other hand, the world is becoming globalized and is closing the frontiers of countries. As a result people feel the necessity to build connections with different cultures. Cai (2000) and Banks (2004) state that new generations need to cross cultural borders, in order to fit into a pluralistic world, because the political and economic aspects of globalization are transforming national borders among nations. Bearing in mind the importance of English as a world language, this can be benefited from this globalization and cultures of people who are native speakers are going to be in the spotlight. Gómez (2012, p 96) says this process has great implications for English language education, one being of main importance the link between language and culture.

In accordance with Rose (1991) music has a relationship with culture since it can transmit and share ideas and behaviors of people from other countries. That makes that some representations of

international cultures that come to the Colombian society and around the world are brought by music, that is, the one of the first approaches that cultures have among them. In addition, all the technology that is facilitating lives is the most important element to connect people around the world and share different expressions that compose the culture of the country. Nowadays, it is very common to listen to people commenting about things they have seen in multiple platforms, and at the same time trying to understand them and comparing with their own expressions.

The present project aims to involve culture through music in the development of speaking skill. This is because it is considered that this skill is often put aside in the English group at Prado Veraniego School, morning shift. At the same time a deep exercise using the source of songs might engage students to the understanding of a foreign culture, and to compare it to the student's Colombian one. As Byram states (2002, 7) It is important that in the English class learners get knowledge not just in grammar rules but also the ability to use the language in socially and culturally appropriate forms developing intercultural awareness within a communicative context that focuses on certain communication processes and effects. In the English class of the population mentioned the teaching has been focused on the grammar and vocabulary issues putting aside the cultural elements. This situation makes students to feel far away from the English language in order to foster communication among them and with the teacher too and in most of the cases interrupts the healthy interaction in the classroom. As a result students do not develop their learning process as it requires and can feel frustrated by the end of the formal education.

Chapter 2

In this chapter state of art, as well as, theoretical framework are going to take into consideration, in order to show the basis of the present proposal and the management of some works related to it, along some decades. It is important to mention that there are some characteristics of this proposal, such as the context and the development of the activities that make it unique and different from the ones that are going to be shown in the following paragraphs.

2.1 State of the Art

Teaching to improve the speaking skill has taken importance in the last decades. However, in spite of this increasing in importance in a globalized world, students suffer weaknesses in their speaking performance which can derive in a state of frustration. This situation can be attributed to the prevailing traditional methods and activities of teaching speaking. The following studies have been designed with the aim to change the difficulties that are present in EFL classes by applying elements that are considered in the current proposal itself.

Palacios and Chapetón (2014) directed a research with EFL students of a public school in Bogotá whose ages ranged from 16 to 19 years old, in which they use English songs with Social Content as a situated literacy practice. In this study, the use of songs, taken from this situated social perspective, was seen as a literacy-related social practice taking place in the EFL classroom where learning and participation were at the core. They found, after implementing their proposal, that factors related to the songs they used such as messages, complexity in terms of linguistics, genres may limit the participation of students in the class. On the other hand age and previous experiences of the students affect the process as well. As they concluded from the research the genre plays a relevant role because music

belongs to a shared tradition of students. This research becomes relevant for the present proposal as it shows the messages contained in songs can contribute to foster different skills in the English class.

Rosová (2007) developed a study in Nový Jičín (Czech Republic) with four diverse groups of different ages described like this:

1.   Secondary school group: It was the ninth class of secondary school consisting of 18 pupils (6 girls/12 boys) at the age of 14/15.

2.   Grammar school group. The students at the grammar school were in their first year of studying. There were 16 students (9 girls/ 7 boys) at the age of 15/16 in this class.

3.   Language school group A. This group consisted of 9 students (6 men/ 3 women) between 25-46 years old. They were pre-intermediate learners of English. I have been teaching this group for four years.

4.   Language school group B. This group consisted of 10 students (6 men/ 4 women) between 28–51 years old. They were intermediate learners of English. I have been teaching this group for five years.

In this study music was used in teaching English. The attention was paid to songs, mainly focusing on their importance in language teaching both from the theoretical and the practical point of view. Aspects such as motivation, the improvement of vocabulary and listening were considered to be fostered, and songs can be very helpful as far as learning pronunciation is concerned as well. These characteristics are taken into account in the development of the present research as they show the importance of songs in order to boost some skills in the class.

Duarte, Tinjacá, and Carrero (2011) carried out a research with sixth grades of Álvaro Gómez Hurtado School in Bogotá, Colombia. The purpose of this project was to motivate students to speak in

English through the use of songs developing a set of different activities. The group of researchers found that learners could get some elements from songs such as pronunciation and vocabulary what made them be motivated to learn and practice English. This finding can support the idea of using songs to promote different activities that look for the improvement of student´s skills as well as highlighting the importance of motivation in the learning environment.

As a conclusion she claims that the outcomes of the investigation proved that music has the ability to help acquire and remember vocabulary. Furthermore, music incredibly helps to recall the lyrics of songs when listening to them, and thus encourages learners' confidence in language. The teachers can, by using songs in lessons, also contribute a great deal to help learners improve listening skills.

Gómez (2012) directed a research called « Fostering Intercultural Communicative Competence Through Reading Authentic Literary Texts in an Advanced Colombian EFL Classroom: A Constructivist Perspective´ » in which he used five multicultural literary pieces of stories in an advanced English class to help students to develop the intercultural communicative competence. The outcome of the students showed that they developed reflective reading and at the same time compared situations of women from a different culture to Colombian one.

According to the previous studies presented, it is evident the need of planning and developing an English project that looks for the improvement of both speaking and intercultural communicative competence through the use of songs. This alternative is proposed with the aim not just of solving difficulties of the students in the English class but creating a space in which teachers and students can interact and contrast some aspects of our Colombian culture with foreign countries where English is the native language. The proposal will attempt to cover the current needs of the students of 901 grade at Prado Veraniego school, with the pertinent and necessary support of theories that have emerged in the

mere exercise of teaching in EFL classrooms. To achieve the previous mentioned it is necessary to plan a procedure that follows dynamics that involve the main targets of the study, framed in communicative language teaching.

2.2 Theoretical Framework

The part of the proposal the researcher takes into consideration on here, focuses on the identification, characterization and relevance, of all the theories are going to support the development of the current study, in the English class of ninth graders at Prado Veraniego school. The previous mentioned to reach the goals proposed, which are to foster speaking and intercultural competence through the use of songs. The proposal is going to be supported by the following theoretical considerations:

2.2.1 Communicative language teaching

According to Richards (2006) communicative language teaching is an approach that refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. This approach claims learners learn a language through using it to communicate which is the main goal of the class. The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." According to Richards (2006) communicative competence refers to being able to use the language for meaningful communication. One of the aspects that is included in the communicative competence is Knowing how

to maintain communication through the use of different strategies (Richards, 2006, p.3), what is going to be a determinant factor in development of the oral production of the students. By means of the above mentioned strategies the students are conscious of how they learn a language, this in order to create habits that allow them to overcome the difficulties that have, being the oral production the principal aim of this proposal.

The previous mentioned can be risen from the cultural knowledge that songs can provide to the participants of this proposal, in order to turn the class more meaningful due to they come from real practices. As a result students can feel closer to the practices developed in the class. Thus, different kinds of activities are prepared to facilitate the learning process of the students. This activities use songs as a started point, for fostering speaking in the English class. Bearing in mind the difficulty found in the participants, it is important to consider what is understood as speaking. The following concept will help to show the perspective and the course of the proposal under the premise of CLT.

2.2.2 Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed. The previous mentioned is important due to this proposal does not just look for the communication of a message by the students (transactional language) but to maintain a social relationship of the participants in the class(interactional language) fostering a communicative context. For this, the participants are supposed to use correct pronunciation, grammar and vocabulary and adopt

the pragmatic and discourse rules of the spoken language. In other words they are required to show

mastery of the following sub competencies/ skills: Linguistic competence which includes the following

skills: using intelligible pronunciation, following grammatical rules accurately, using relevant, adequate

and appropriate range of vocabulary. To work on this, the researcher uses songs to practice

pronunciation by means of repetition, and to provide vocabulary that will be used in the oral production.

On the other hand, grammar will be provided not just by songs but in the development of the activities,

thus students will request for structures that allow them to express what they want to say promoting the

interactional function of the discourse. In addition, the proposal seeks that, at the end, students are able

to speak appropriately and effortlessly.

On the other hand, listening has an important role in the process of communication and, hence, in this

proposal as is presented as follows:

Real listening is an active process that has three basic steps which are:

- Hearing. Hearing just means listening enough to catch what the speaker is saying. Understanding. The

next part of listening happens when you take what you have heard and understand it in your own way.

- Judging. After you are sure you understand what the speaker has said, think about whether it makes

sense. Thoughts move about four times as fast as speech. With practice, while you are listening you will

also be able to think about what you are hearing, really understand it, and give feedback to the speaker.

Songs can be an appropriate element due to they can develop the mentioned steps of listening and as a

result to promote the development of a speech based on a specific topic, in this case is culture.

2.2.3 Culture

The concept of culture has been studied along history which makes it difficult to understand, and

classify it in one perspective. As the difficulty has been found within the classroom the researcher is

going to adopt the following conception of culture which is reasonable for the proposal itself. Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior (Spencer-Oatey 2008). On the other hand Damen (1987) claims that culture learned and shared human patterns or models for living; these patterns and models pervade all aspects of human social interaction. (p. 367). This means that culture is the base of every interaction and, as a result, determinates the success in the communication with others.

In the contemporary world it is very important to know the culture of others, but at the same time to recognize and to confirm the culture of us. The knowledge that we could acquire about others allows that in the moment of a possible interaction, this can be successful. For this reason the present proposal seeks that the students, by means of songs, could acquire some knowledge of cultures of other countries and at the same time they compare it with the Colombian culture, using the English language. Following the process, students will be able to express preferences between the compared cultures about food, music, places and general characteristics. This understanding is described as follows:

2.2.4 Intercultural Communicative Competence and Awareness

Lázár (2003) defines intercultural communicative competence as an extension of the communicative competence. While communicative competence refers to the speaker's ability to interpret messages and to negotiate meaning, with other speakers within a particular speech community (Bachman, 1990; Savignon, 2001), intercultural communicative competence is conceived as the speaker's ability to interact effectively with people from other cultures that he/she recognizes as being

different from his/ her own. It is the ability to understand some expressions of the own culture by contrasting with other ones. According to Byram (1997) the development of EFL class teachers have focused on the linguistic part ignoring its close relation with cultural elements which make valuable the use of language itself (Byram1997). The notion of intercultural communicative competence necessarily involves the acquisition of both language competence and cultural competence (Gómez, 2012). It is necessary to find and use a mean that allows the English language practice, and at the same time make students aware about a different culture by contrasting with theirs. For this study, the researcher takes into account the notion of intercultural awareness, rather than intercultural competence since the students will not interact with people from other cultures in a real context. There will be no physical contact.

As Zhu (2001) establishes Intercultural awareness involves two qualities: one is the awareness of one's own culture; the other is the awareness of another culture. In other words, it involves the ability of standing back from our own point and becoming aware of not only our own cultural values, beliefs and perceptions, but also those of other cultures. Intercultural awareness is, quite simply, having an understanding of both your own and other cultures, and particularly the similarities and differences between them. Bearing in mind all the previous mentioned, the researcher must select an element that can provide cultural contents of other cultures, without the necessity of having a direct contact. For this, the use of songs emerged as a possibility to reach the goal.

2.2.5 Songs as culturally authentic materials.

Songs are authentic materials since all of us can encounter them in their daily lives. This makes them easy to find and carry to the class. According to Eddy (2007), music defines and transmits culture breaking barriers of different elements such as religion, races, geography and class among others.

Nowadays, with all the technological development, songs can be present in our lives in an easy way what shows the facility of using them in the English class. Therefore students can compare the topics shown in the lyrics with their own culture, what makes to initiate a process in which the learners can develop an intercultural awareness. All of this to foster an orally expression of ideas and opinions within the English class, to overcome the difficulties resulted from the analysis of the diagnosis.

Chapter 3: Research Design

The present chapter is composed by concerning aspects to the type of research project, which guides the organization of the procedures and the data analysis methodology. The above mentioned will permit a better development of the pedagogical intervention and implementation of the activities that will attempt to reach the objectives of this proposal.

3.1 Type of study

This project is carried out under the guidelines established for Action Research which presents the following characteristics:

This is a qualitative action research because, as Richard Sagor states (2000, 4-5), this type of research consists in making narrative logs of the situations that happen in the classroom by means of techniques such as participative observations, surveys, analysis of resources, etc. Dos Santos and Sánchez (2001) claim qualitative research attempts to identify the deep nature of realities, its system of relations, and its dynamic structure. This is defined as subjective due to the daily interference of new, profound and rich data. Therefore it is characterized for being an exploring research that gives a general

vision of the situations studied in the class. In this particular project the researcher has been participating actively during the process of collecting data as well as analyzing it afterwards, in order to set a plan to overcome the difficulty found in the group of students, in this case speaking.

According to Sagor (2000) educational action research can be engaged in by a single teacher, by a group of colleagues, or by the entire faculty of a school who look for solving a problem or difficulty found. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

Selecting a focus: It is the first step in which reflection is directed towards identifying topics that researcher want to investigate.

Clarifying theories: It involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus.

Identifying research questions: It consists in generating a set of personally meaningful research questions to guide the inquiry.

Collecting data: To ensure reasonable validity and reliability, action researchers should avoid relying on any single source of data. Most teacher researchers use a process called triangulation to enhance the validity and reliability of their findings.

 Analyzing data: During this portion of the seven-step process, teacher researchers will methodically sort, sift, rank, and examine their data to answer two generic questions:
What is the story told by these data? , Why did the story play itself out this way?

Reporting results: It is to show what has emerges from the process of implementation along with the reflection of it.

Taking informed action: It is the last step in which the researcher plans based on the findings and reflections along the process.

For this proposal, the above mentioned steps are developed as follows:

Stage	Date	Description
Selecting a focus	August-September 2015	First contact with the population as well as narrowing topics that the researcher wants to investigate
Clarifying theories	September 2015	Approximation to different theories that can help to the development of the proposal.
Identifying research questions	October 2015	Generation of questions that will direct the development of the research.
Collecting data	First: August-October 2015 Second: February-September 2016	First: By means of using a survey, diagnostic test and field notes to gather useful data that shows the starting point of the research. Second: By means of using field notes, recordings and artifacts done by students to gather the data that shows the development of the implementation.
Analyzing data	First: Second semester 2015 Second: Second semester 2016	First: The researcher selects, organizes and reflects on the data emerged from the first instruments that were used. Second: With the data collected the researcher starts reflecting on what the implementation shows.
Reporting results	October 2016	The researcher draws conclusions based on the data analysis and share with the academic community.
Taking informed action	Throughout the whole research	The researcher reflects on the results given by each product in order to overcome some possible difficulties presented.

Table 1. Action research steps, time table.

3.2 Instruments to collect data

The data was collected with the use of the following three instruments.

Field notes: As Johnson (2012, 3) claims the filed notes are written observations of what you see in the classroom. These tools were used in every single class in order to explore how the activity proposed goes on, the impact of the activity in students 'behaviors and the outcomes of the activity using songs as the starting point of the process. These field notes provide important information not just about

the performance of the students in the class, but the attitude they demonstrate as a result of the activity proposed for the class. (Annex No. 01).

Interviews: Johnson (2012, 8) states that interviews are tools in which students respond to planned questions, which are best conducted on an individual basis. Thus, in order to get closer to the students and their opinions, feelings, expectations and perceptions about the proposed activities, an interview was prepared and applied after some stages. (Annex No. 03).

Artifacts: Oliver & Hannafin (2001, 5-32) describe "artifacts" as products of research, developed by students during a qualitative case study, again without saying what the products are exactly. Finally all the elements students produce in every class will be taken into account as evidence of their process. It is necessary to emphasize that all the products of the students are taken into consideration, writing, reading and listening, but are focused on speaking skills (Annex No. 04).

Audio-recordings: As Middleton claims (2016) Audio needs to be recognized as an integral medium capable of extending education's formal and informal, virtual and physical learning spaces. In this specific research, audio recordings are going to provide the evidence of the students´ progress due to this one is focused on speaking (Annex No 5).

3.3 Ethical considerations

This research is supported by the following consents:

Consent from the parents of the students: The purpose of the project was communicated to the students´ parents in written way using their mother tongue for a better understanding. They agreed to allow their children to participate in the research by signing the consent (Annex No. 6   ).

Consent of the Prado Veraniego school: Both proposal and practice were approved by the different coordinators due to previous agreements with Universidad Pedagógica Nacional, with the aim to reinforce processes in the educational context.

It was informed to the participants that all the data and results emerged from the project would not be published in any mean different to the educational context.

Chapter 4

Pedagogical Intervention

In this chapter some pedagogical concepts are contemplated, due to they are fundamentals aspects to design the proposal that looks for solving the difficulties of the students in their English learning proces. Taking into account that Prado Veraniego school uses the social cognitive model and the PEI´s "la Comunicación con Calidad hacia el Desarrollo Humano", this proposal does not look for ignoring those aspects but to build some strategies to strength them.

4.1. Pedagogical framework

In this session the theory is gathered and presented with aims to enclose the concepts developed in this research. Thus, the activities proposed in the implementation are supported and make the theory practical in the classroom.

4.1.1 Vision of language (Language Teaching Approach)

The communicative language teaching assumes language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as communicative competence. He describes (1975) seven basic functions that language performs:

- The instructional function: using language to get things. Relating this function, the students will be use language to get elements related to the culture of others.

- The regulatory function: Using language to control the behavior of others. Here the students will request for silence or attention as they are performing.

- The interactional function: Using language to create interaction with others. The interaction among students will be used as strategy to improve the skills they need for their performances. At the same time this interaction enriches the process of each student.

- The personal function: using language to express personal feelings and meanings. As the students improve their speaking skill they will be able to express what feel about the information received.

The heuristic function: using language to learn and to discover. The students will be use language to get elements they will need to speak. Asking for vocabulary, grammar and assessment will appear. They must discover what they need express themselves.

The imaginative function: using language to create a world of the imagination. This function will be not taken into account for the development of this study.

The representational function: using language to communicate information. Here, the students will use the information obtained about cultures to develop oral performances.

Therefore a sociolinguistic competence is taken into account which refers to an understanding of the social context in which communication takes place, including role relations, the shared information of the participants, and the communicative purpose for their interaction. This understanding can come from the elements given by songs considering that some of them tell us some cultural elements of a specific culture.

4.1.2 In relation to the vision of learning,

Thinking of carrying activities to solve the difficulty of the students and linked to the institutional PEI the communicative language teaching is proposed. These two are closely united due to both attempts to achieve a high level of communication in the students in order to have a life with better quality. All of this is given from real situations and establish the needs of the learner. Following with Hymes ideas, English language is considered as a mean of expression in which students will communicate both values and judgments about themselves and others. In communicative language teaching there is not a specific model to develop the activities proposed, but there are some particular features such as:

- Dialogues, if used, center on communicative functions and are not normally memorized.

- Contextualization is a basic premise.

- Language learning is learning to communicate.

- Effective communication is sought.

- Any device that helps the learners is accepted.

- Attempts to communicate may be encouraged from the very beginning.

- Judicious use of native language is accepted where feasible.

- Communicative competence is the target goal.

Communicative language teaching claims learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call to create utterances during spontaneous language use. The students will not use language in a spontaneous way, but they will come to produce messages that show their knowledge

about cultural issues. The learner system can serve only as a monitor of the output of the acquired system. Language learning comes about through using language communicatively.

4.2 Instructional design

Within a communicative context, songs will be an authentic and meaningful resource that will provide a cultural environment, where students are going to improve their speaking skill, and at the same time, approach to other cultures. The previous mentioned has the aim to start getting intercultural awareness.

4.3 Objectives

The objectives of the instructional design are:

- To provide a communicative environment of English learning with the aim of fostering the speaking skill through the use of songs.

- To give students real settings of communication with cultural contents, in order to develop an intercultural awareness by contrasting elements provided by songs with students´ culture.

- To offer students an interesting set of activities based on songs to reinforce students' listening skill and increase students´ vocabulary.

The implementation of the proposal is going to use seven different songs with cultural contents that are going to be contrasted to the ones that belong to Colombian culture.

The class is going to have two stages. In the first one, teacher is going to provide all the elements such as vocabulary, pronunciation, background, objectives and some grammar structures interacting with students all the time. This with the aim to give students elements they will use in the second stage,

and at the same time fostering a communicative context where just English is used. All of this will be possible with the use of one song.

In the second stage a presentation is proposed in which some students have to research more elements of the foreign culture seen, based on the song studied, while the rest of them have to research those elements in their culture. The objective of this is to have an approach with other cultures knowing some characteristics of them, and at the same time, to contrast the cultural topics studied in the corresponding song with Colombian culture.

As a result of the previous presented, fifteen sessions will be developed. At the end of the fourteen sessions, teacher is going to propose an activity (number 15) to test the understanding and knowledge that students take from the previous activities, as well as, testing the speaking performance of the students. Therefore corresponding feedback will be given in each session.

All the activities will be focused in cultural contents that allow the development of an intercultural awareness. For this, along all the classes a constant comparison will be done between the culture studied, by means of the song, and the Colombian one. The proposal is composed by different moments in the class. They are going to be mentioned next:

-        The presentation of the song "I love the way you lie". The first step will be listening in which students will practice this skill, in order to get vocabulary and some grammar structures that they may use, at the moment of speaking. Filling out some gaps of the song.

 - The presentation of the song "My favorite things". Learning of vocabulary and simple structures to communicate what students like about Colombian culture.

- Implementation of an activity called USA v Colombia, in which students are going to receive input from the teacher about adjectives, in order to describe some songs from both countries.

- The presentation of the song called "American pie". Teacher presents a review about simple past taken from the song. Students focus on the dishes presented in the song and along with the grammar they have to express what they used to eat when they were younger.

- Presentation about "My childhood". Students have to present, using photographs and posters, some events and situations of their childhood. Students have to apply what they practice with the previous song (simple past).

- Teacher presents some representative dishes of American and Colombian culture, interacting with students and making them to give opinions about each dish. This activity works as example for the next activity students have to do.

- Students present and activity called "American and Colombian food festival" in which they show some of the most representative dishes from both cultures.

- Presentation of the song "Thriller". Teacher works to foster students 'listening skill. Students have to fill in some gaps of the song. Teacher explains the figure of the "Ghoul" and its importance in some foreign cultures.

- Presentation of the song "Enter sandman". Students have to reorganize the lyrics of the song interacting in English and practicing listening at the same time. Teacher presents the figure of the "Sandman". Both figures work like examples, to make students to present different mythical creatures in proper and foreign cultures.

- Students present their researches about mythical creatures. They have to interact all the time in English.

- Presentation of the song "Penny Lane". Teacher introduces the topic of characteristics places using the song by the Beatles. Teacher explains the background of the song.

- Presentation of famous places. Both, students and teacher, present some famous places in which students have to refer to Bogotá ones, and teacher refers to places in foreign cities.

- Presentation of the song "Superstition". Students have to complete the lyrics of the song with the superstitions mentioned in it. Teacher interacts with students by contrasting some of the superstitions with the ones we have in Colombia.

- Presentation of superstitions. Teacher and students present some superstitions of both, foreign and Colombian cultures. Teacher makes students to give opinions and even experiences about superstitions.

- Final exam. Teacher prepares some pieces of papers which contain the topics studied in all the lessons. Each student takes one and express orally about it. The next table displays the chronogram of the activities mentioned above:

Date	Activity
March 14th	- I love the way you lie. By Rihanna and Eminem.
April 4th	- My favourite things. By Julie Andrews.
April 8th	- Contrast between Colombian and American songs.
April 11th	- American pie. By Don McLean.
April 15th	- Presentation about "my childhood".
April 18th	- Colombian and American dishes.
April 28th	- Food festival, Colombian and American dishes.
May 12th	- Thriller. By Michael Jackson.
May 16th	- Enter sandman. By Metallica.
May 19th	- Presentation: "Colombian and American myths, creatures"
August 18th	- Superstition. By Stevie Wonder.
August 22nd	- Presentation: "Colombian and American superstitions".
August 29th	- Penny Lane. By The Beatles.
September 8th	- Presentation: "famous places of my neighbourhood and my city".
September 15th	- Final presentation about the cultural topics.

Table 2. Chronogram of activities.

4.4 Lesson planning

The researcher conceives a lesson plan as a detailed guide for teaching a lesson. It's a step-by-step guide that outlines the teacher's objectives for what the students will accomplish that class. The lesson plan has the following organization:

- Warm up: pre-listening.

- Listening activity: Use of the song.

- Post-listening activities: Vocabulary and grammar.

- Speaking: Oral production based on the song´s contents.

This organization is set based on the idea of LaVergne (2014) who claims that you cannot produce what you do not own. The input skill, in this case listening, should precede the output skill, speaking. Input contains all the elements students will need to know, to be able to produce the foreign language in an oral form. Therefore, all the sessions will open the opportunity to have a second class, in which the students will practice just speaking. In this way students reinforce their oral skill, and continue practicing the cultural topic given by the song. This can be displayed in the annexes (lesson plan No 02 and lesson plan No 04).

Chapter 5

In this chapter the data obtained from the instruments is analyzed, with the aim of demonstrating the impact of the pedagogic intervention in the learning process of the students. As result of the previously mentioned, some categories and subcategories emerged from this process and that, later, serve for theorizing.

For this analysis stage, the proposal of Holly, Arhar and Kasten (2005) is taken into account. They

establish a cyclic process of data conversion into evidence that supports the teacher researcher's ideas,

regarding the students' performance and results in the current teaching environment. This process is

developed in three steps -analyze, synthesize and theorize- around the action research. The previous

mentioned is done in order to become the data obtain meaningful within the implementation and, as

result, draw conclusions that reflect the relevance of this research.

5.1 Data analyzing and interpretation.

In order to collect all the suitable data the researcher used field notes, audio-recordings and artifacts.

Thereby, it is used the triangulation process which refers to the use of multiple methods or data sources

in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). The

following graphic shows how the process works in this research:
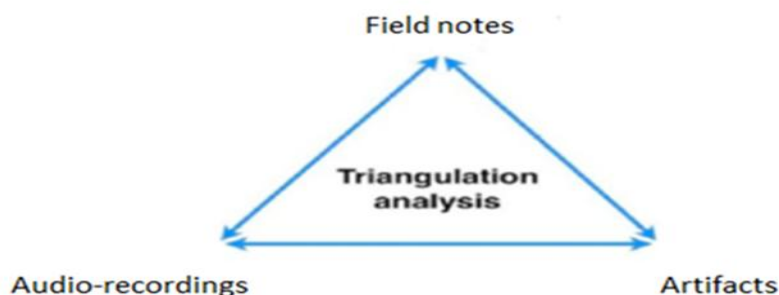
Figure 1 Elements for triangulation in the data analysis.

Triangulation in this study was a matter of establishing whether analysis of the data from each of the

three instruments would lead to the same results (Gliner, 1994). Thus, the data from the instruments

were combined to examine what was recurrent with the aim of establish the categories and

subcategories. As Meijer, Verloop and Beijaard (2002) claim, in a triangulation procedure, the way data are analyzed is of major importance. In this study, it is conceived triangulation as a process of combining and syn-thesizing data or results that are gathered using three different instruments. Field notes, audio-recordings and artifacts were used, in which each one have its own focus and shed light upon different elements of what is observed about students' outcomes during the implementation. Once the data was collected the researcher thought of using a method to analyze it finding that data analysis can be approached in various ways. Smaling (1987) described three approaches to the analysis of qualitative data. In this particular case, an intuitive approach is used. In this approach an individual researcher intuitively relates data from various instruments to each other. The instruments were selected considering the main objective of this research which is to identify how the use of songs contributes to foster speaking skills and the intercultural awareness in an EFL ninth grade at Prado Veraniego School. Bearing in mind the methodology proposed by Coffey and Atkinson (1996),in which color code is assigned to data analysis, the following table shows how the data was related by means of using the

Instruments of data collection	Field notes	Audio recordings	Artifacts - Posters for presentations - Self- assessment
Aspects to be observed	Development of the class focused on students' responses to the activities proposed using songs	Students´ performance in terms of speaking and elements given by the songs	Products made by students that reflect learning strategies.
Recurrent results	1. Students practice pronunciation by listening the songs. They ask in most of the cases one more repetition to	1. Students used the vocabulary seen to speak. 2. In the first recording students show they have improved their	1. Teacher permits and promotes the creation of posters to develop the oral performances. At the same time, he gives feedback. 2. Posters: Students create posters as a help for their oral

	understand the pronunciation. 2. Teacher facilities authentic materials, in this case songs, to develop the class. Teacher corrects pronunciation, gives examples, and asks for using just English. 3. Students create posters to present orally the cultural topics emerged from the songs. They draw pictures and write key words and information that is used in the speaking performance. 4. In most of the cases students feel comfortable and start singing, in one case they danced. 5. Students do not interrupt the others when they are speaking. 6. In all the cases, when students are preparing the presentations they work in group to reinforce pronunciation and vocabulary. They listen each other and correct mistakes.	pronunciation. They communicate with short sentences and try to link ideas. 3. In the second recording students show an improvement in their fluency and pronunciation. They used more vocabulary to present their topics. 4. Students talk about cultural elements about other cultures by contrasting and comparing with their own one. 5. In the first recording students use posters to present orally the topics. In the second recording students write words they use for speaking. 6. Teacher assigned turns for the presentations. 7. Students use turns to speak and do not interrupt the others when they are speaking.	presentations. They draw pictures that are described by them and write key words and information used at the moment of speaking. 3. Self-assessment: Students evaluate their own performance in speaking, pronunciation, fluency, vocabulary, the knowledge they got about other cultures and other elements in the development of the activities. All of them claim they have improved their pronunciation, vocabulary, fluency due to the use of songs. - Also most of them share the opinion that they enjoy the classes and understand the use of songs to improve speaking and get information of other cultures. At the same time, they say they can express orally about elements of their culture.

mentioned instruments.

Table 3. Analysis of results from instruments of data collection.

As it was seen in the previous table, throughout the whole implementation the data that was collected and triangulated showed similar characteristics in the three instruments. These characteristics were recurrent in the development of the class, based on the researches´ proposal. As a result of the previous process the following categories and subcategories emerged:

| Research question		
What is the impact of using songs into a communicative context to foster speaking skill and the intercultural awareness in an EFL ninth grade class at Prado Veraniego School?		
General objective		*Specific objectives*
To identify how the use of songs contributes to foster speaking skills and the intercultural awareness in an EFL ninth grade at Prado Veraniego School?		1. To create and suggest a methodology base on the use of songs 2. To determine students´ performance in terms of speaking skills when they receive the input of a song. 3. To describe the development of the intercultural awareness with the use of songs when students interact in class.
Color- code	Categories	Subcategories
	Student´s cognitive learning strategies as booster to develop speaking when using songs.	- Visual aids(key words, drawings) - Repetition. - Group work for monitoring.
	Using songs as a proper resource to improve students' language proficiency.	- Listening - vocabulary - Fluency - Pronunciation
	Songs as authentic material within the class as promoter of students' social and cultural outcomes.	- Motivation. - Intercultural awareness. - Respect. - Role of the teacher

Table 5. Categories and subcategories emerged from data collected

1. **Student´s cognitive and metacognitive learning strategies as booster to develop speaking when using songs.**

This category contains the actions that the participants used in order to develop the skill of speaking inside the proposed activities. Anderson affirms (2005) that strategies are the conscious actions that learners take to improve their language learning. In this particular research the learners used memory, images and key words, in order to develop an act, or speaking according to the topics given by the songs that were used throughout the implementation. These strategies affected directly the student´s learning process since they performed oral presentations that came to terms with the goals of the proposal.

Subcategory- visual aid

According to Torres (2009) things that we see have an enormous importance in affecting and giving us information. In the development of the activities, specifically in the speaking production of the students, they use pictures to support the speech about the topic required. Some of the activities required descriptions of dishes, creatures from myths, superstitions and places. (Annexes No 7, 10, 12, and Annex No 4, students' artifacts No 5, September 8th 2016. (Annex No 4, students´ artifacts No 4, August 22nd 2016).
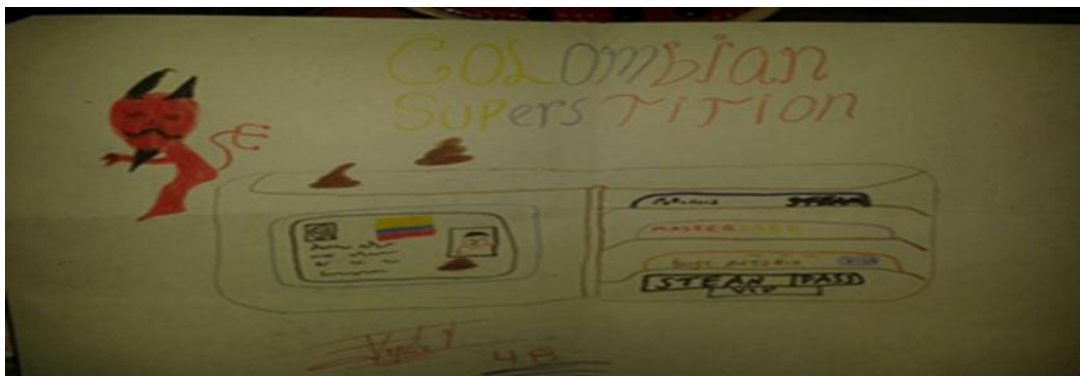
(Annex No 4, students´ artifacts No 4, August 22nd 2016)

(Annex No 4, students´ artifacts No 5, September 8th 2016)

As it is observed in these examples, the posters created by the students are graphic representations of the topic they had to present in the activity. They created this type of posters which not only were containing drawings, but some key words that they used to the moment to speak. This was in order not to memorize all the information, but of feeling more confident in their presentations. If they forgot some information, they could resort to seeing the poster and continuing with the presentation. According to Rubin (1981) one of the strategies that affect directly learning is finding a mnemonic, this is an example of memorization. Although the students did not design complex posters with expensive materials, they use them to develop their oral presentation, as a tool to obtain information and make the process more meaningful, because "they can clearly "see" the language in use by means of meaningful elements, which call their attention and, at the same time, motivate them to use the language in different ways" (Torres, 2009, p.1).

Subcategory- Repetition

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include, among others, repetition which is of vital importance in the learning process (Saville 2011 p. 68). As it is shown along the field notes, repetition was an especially used tool in the development of the activities. The success of repetition

can be demonstrated due to students enhanced their pronunciation, fluency and repertory of vocabulary, by means of listening different times the songs proposed in each session. In this case students did not just repeat the words taken from the songs, but the ones that they needed to use in the oral presentations. According to Tannen (1987) the functions of repetition are categorized under production, comprehension, connection, and interaction, all of these present in the students' activities. As the students produced the words they comprehended their pronunciation, and then, made connections that allowed them to have and interaction in the class. This was observed along all the activities proposed by the researcher. Here, some examples of the previous mentioned:

"- One student said: teacher repeat, repeat the video.

- Another student said: Teacher, the pronunciation is /laik/" (Annex No 1, field note 2, implementation).

"- One student said: Teacher, one more to listen the word.

- While the song is played students repeat the word superstition" (Annex No 1, field note 11, implementation)

Subcategory-group work for monitoring

In this particular case it is possible to notice that the students use the assistance of others to be monitored at the moment of preparing the presentations. On the other hand in the moment of the presentation itself some of them were asking the others if the things mentioned were correct which was shaping their speech. In accordance with Rubin (1981)

some examples of monitoring are to correct mistakes of pronunciation, vocabulary, grammar, spelling and style. This could be observed when the students were creating small groups to practice in order to master the components necessary for a correct performance in the oral part. Along all the activities some students were finding difficult the pronunciation of some words, others the use of the grammar, and others did not have an appropriate repertory of words to construct sentences, in order to communicate. In this way at the beginning of the implementation, the students were asking for help among them to improve the difficulties that they had. Later, during the spaces of practice, all the students were creating small groups, in order to help and to be monitored about the knowledge that they were acquiring activity by activity.

"- One student asks his classmate: Is it good or bad?

- The another one answered: No understand the last part" (Annex No 1, field note 7, implementation)

"- One student asks her classmate: Let's practice! Tell me names of American food"
(Annex No 1, field note 15, implementation)

2. **Using songs as a proper resource base of students' language proficiency.**

This category investigates how the students by means of the use of songs acquire certain proficiency of the English language in different components. In agreement with the theories exposed in chapter 2, Richards (2006) points out that paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, in this case, it is the result of receiving knowledge from the songs and produce sentences in a language. Hereby, songs were used in the whole

implementation, with the aim of grant to the students a series of such elements as matters relating to the culture of others in order to, later, contrast by the own culture. At the same time, songs provide a component of listening that was seeking to stimulate the pronunciation of the students in their oral production, and finally the pertinent vocabulary for their communication. After this, the students were dominating these elements, thus, they could develop a fluency that made the communicative interaction richer and more successful during the class.

Subcategory- Listening.

Dunkel (1991) argues that researchers can foster greater understanding of L2 listening comprehension in the development of a study, in this case by means of using songs as stimulation. Here, it was observed that such stimulation led to better preparation of nonnative speakers of English who acted effectively in the development of the activities and, as a result, toward orality. (Audio recordings).

Therefore, it was seen that the steps for a real active listening were present throughout the whole process of the students

- Hearing: Students caught what the singer was saying in the song by repetition. In this step the students got vocabulary, grammar structure and pronunciation in different repetitions. Thus, they started organizing the ideas and meanings from the input, in order to continue to the next step. This practice was given, not just due to the songs that were used, but the development of the class itself. The previous mentioned was the result of fostering

an environment where just the use of English was allowed in every moment as it is shown in the presentations:

Teacher: "This is the first group of superstitions".

Student 1: "O.k. My name is XXXX, I´m going to present Colombian superstitions. The first one is…ah…in the thirty one of December night … if you use yellow underwear…."

Student 2: "My name is XXXX, my superstition is…eh…grapes in December…eh…eat twenty grapes… produce good luck… "(Sample transcription taken from audio recording No 1, Second 0-53).

- Understanding: Students got the elements and topics given by the songs and try to express them using their own words. In the first activities the communication was limited due to students were started getting the elements to produce sentences in an oral form. This can be noticeable in the following example:

Student: "Hello, my name is XXX. Monserrate is located in the Bogotá city on three avenue, first avenue and twenty avenue. Monserrate is important for me because beautiful, cultural and religious. Monserrate has one church… ""(Sample transcription taken from audio recording No 2, minute 1, 43- 2, 20).

- Judging: This step was shown when students started to give opinions about what they have heard. They contrast and compare the information that was used in the individual participations in the class, and subsequently in the oral presentations.

This can be observed in these examples:

"- One student said: the video is British, is difficult" *(Annex No 1, field note 2, implementation)*

"- One students said: Teacher, that superstition is crazy, Why thirteen month old baby? (Annex No 1, field note 11, implementation)

Subcategory-vocabulary.

By means of repetition students got a repertory of words to be used in speaking, but the environment and the request of the class itself pushed them to look for more words they needed to express they wanted. Wilkins (1972) claims that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). This point reflects the experience, in this particular study, due to as the students were getting more vocabulary they started to communicate orally. The use of some useful words and *expressions encouraged them to communicate as it is shown as follows:*

"- One student said: I point the finger at Peñaloza, Bogotá is horrible.

- Another student said: No, I point the finger at people. (Annex No 1, filed note 1, implementation)

"- One student said: Bad luck is lose the year, mom is angry". (Annex No 1, field note 11, implementation)

Subcategory-Fluency.

For Beardsmore (1972), "oral fluency is understood to imply a 'communicative competence' requiring an ability to formulate accurate and appropriate utterances of more than one sentence in length" (p.10). He defined his concept of fluency in these terms: "Oral fluency requires the ready availability of this communicative competence for the formulation of appropriate utterances in real time, involving a strategy for the elaboration of sentence structures, as well as the selection and insertion of lexical items. Individual sentences must be integrated into connected discourses". That was observed in all the activities as students started mastering components such a grammar and vocabulary but it was more noticeable in the audio-recordings taken and their corresponding transcriptions. There, it can be noticed that students developed a speech by connecting sentences and using suitable vocabulary to present the topics. The fluency of the students just reached the previous mentioned but not in a conversation, in other words, the students did not establish conversations in which the cultural topics would have been the center.. Here, there is an example:

*- Student XX:" My name is XX, this superstition is **originated** in the eighteen century in England when people **believed** that ...that opening an **umbela** in the house was a long key because **proposionate** additional protection, ah, to the house… and at the **end** of the year the person dies". (Sample transcription taken from audio recording No 1, Minute 5, 40-6, 11)*

*- Student XX: "Hello, my name is XX, heroes' monument. This monument **planned** in the government of Laureano Gomez in 1952 and inaugurated in 1963. This monument is very*

important because represent the heroes of war. This monument located in north highway,

in front of Transmilenio station". (Sample transcription taken from Audio recording No 2,

Second 12- 55)

Subcategory- Pronunciation

As the main focused of the research is speaking it is important to take into account the elements that compose it. Pourhossein (2011) asserts that speaking a second language involves different skills like grammar, vocabulary, instruction, and so on. Therefore pronunciation is one of the most important skills in English Language teaching, due to if speakers have not a proper pronunciation their speech will not be understandable to the listeners (p. 1). The previous example of the Student XX can be used, as a sample, to notice that during the sessions the students improve their pronunciation. It is important to say that they continue making mistakes, but there were less in comparison with the first activities. Thus, the oral production was more understandable.

*- Student XX:" My name is XX, this superstition is **originated** in the eighteen century in*

*England when people **believed** that …that opening an **umbela** in the house was a long key*

*because **proposionate** additional protection, ah, to the house… and at the **end** of the year*

the person dies". (Sample transcription taken from audio recording No 1, Minute 5, 40-6,

11)

*- Student XX: "Hello, my name is XX, heroes' monument. This monument **planned** in the*

***government** of Laureano Gomez in 1952 and inaugurated in 1963. This monument is very*

important because represent the heroes of war. This monument located in north highway,

in front of Transmilenio station". (Sample transcription taken from Audio recording No 2,

Second 12- 55

3. Songs as authentic material within the class as promoter of students' social and cultural outcomes.

In this category it will be taken into account what was originated by the songs, not in relation to the oral production skills, but in social and cultural answers inside the dynamics proposed in the class. For this, the researcher was analyzing the information that was gathered by means of the selected instruments, specially the field diaries where a deeper description is demonstrated. As a result of this the following sub-categories emerged:

Subcategory-motivation.

In their text, Fredricks, Blumenfeld, and Paris argued that motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities (As cited in Ormrod, 2008). In this case, when it comes to songs, the students were highly motivated. This conclusion can be drawn based on their attention in the class, the commitment for the activities, their active participation and the improvement in their communicative skills.

"As the activity continued most of the students felt free to sing the Colombian songs

teacher brought for them.

Two students tried to dance.

Students were interested in knowing the meaning of the vocabulary that teacher

presented". (Annex No 1, field note 3, implementation)

During the process of observation the researcher noticed that the activities proposed in the class were based on grammatical explanations and their corresponding written production as which many of the students had difficulties in the part of speaking, due to a lack practice in this skill, as it is showed by the results of the diagnostic test applied (Annex Not 2) and as the students expressed it in the survey (Annex Not 3):

"Speaking: No production. Students argue they have difficulties in speaking". (Annex No 2)

"The most difficult skill= speaking, 33 students". (Annex No 3)

As Covington (2001) argues one of the strategies that can connect with students' interests so that they come closer to their instructors' goals for them, in this case speaking, is to connect course material with the non-academic world. When students feel that there is no connection between what they are learning and reality they lose interest and this is reflected in the development of the class. Students can find songs in a big variety of sources what makes them very close to them no matters what their preferences are so the connection between the class and their reality is set. This process of connecting academic with reality develops an intrinsic motivation in students what makes to improve the quality of students' learning. (Covington 2011).

Subcategory-Intercultural awareness.

As it was mentioned in Chapter 2 when you learn a new language you will learn not only vocabulary, grammar, and how to understand and communicate, but will also learn about the cultures associated with that language. Cultural content in your language classes might include: gaining knowledge about art, literature, history, or popular culture in the target language; discussion of values important in the countries where the language is spoken; or developing awareness of everyday life and social structures (Camilleri, 2016, p.2) In this study topics such as food, music, mythology and superstitions among others were taken from different songs, which contained them, to develop an intercultural awareness. Along the implementation of the activities, the students were getting more and more knowledge about different cultures in which English is the mother tongue and, at the same time, making comparisons with their own culture. As a result of this, students started making comparisons and giving opinions about both cultures:

"- Some students said that country music is similar to carranga.

- One student said: similar to carranga but not danceable, romantic" (Annex No 1, field note 3, implementation).

"- One student said: Sancocho is more delicious than ginger soup.

- One student said: I prefer burger than arepa. Another said: NO, arepa is delicious". (Annex No 1, field note 6, implementation)

Though the specific cultural content of the songs was not either recurrent or deepened along them, this was exploited in the classes and used as a stimulus to foster the speaking

production. Using songs to fostering an intercultural awareness was an useful tool to reach the goals of the study.

The development of intercultural awareness involved not only becoming familiar with cultural beliefs and practices in a new language and cultural context, but also becoming aware of your own beliefs and values.

The interactions among the human beings in each one of the contexts, spaces and situations must be regulated by a set of rules that allow a healthy coexistence and do of the experience something wealth-producing. An example, the learning environment was characterized by the following:

Subcategory-respect.

The respect towards the others in the class played a determinant role in the development of the activities and the achievement of the objectives proposed. Hereby, not only it was possible to overcome the difficulty that students had in speaking skill but, in addition, it served to promote an environment of learning where they all were listened without they were interrupted. The process of participation was developed inside the belief that was important to listen, then to be able to speak. The respect towards the turn of others was one of the elements that predominated in all the activities of production, as the following examples show it:

"-Students respected the turns of their classmates and remained silent". (Annex No 1, Field note 3, implementation.

"-While some students were presenting the others were paying attention". (Annex No 1, Field note 7, implementation).
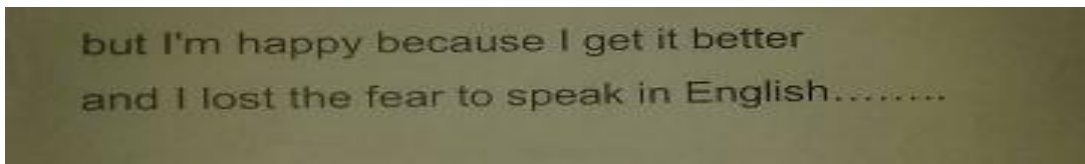
"-Two students said: Silence, silence! The whole group hushed and the students who were presenting continued". (Annex No 1, field note 12, implementation).

As Cohen, Cardillo and Pickera (2011) mentioned acting respectfully reflects appreciative feelings for another person or group. Thus, the students had the experience of being taken seriously what affects directly their learning process in a positive way.
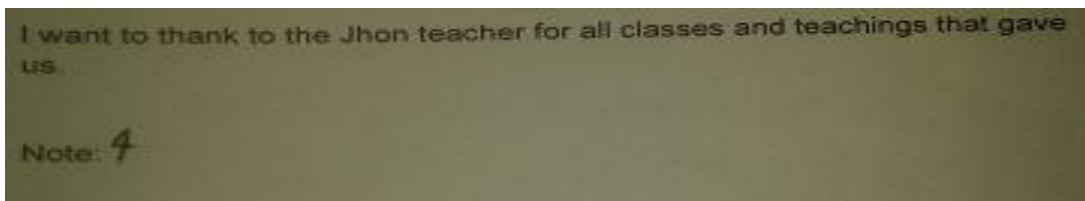
Subcategory- role of teacher.

As it is proposed by Richards (2006, p. 5) teachers, in CLT, have to assume a role of facilitator and monitor rather than being a model for correct speech. Throughout the activities the researcher permitted students to create groups in order to develop a cooperative work where they monitored themselves by listening and asking the others. The researcher facilitates student materials and spaces to do the previous mentioned. All of this was done taking into account the characteristics of CLT.

Students recognized that this methodology made to improve their English level, as it is expressed in the following samples of their self-assessment:

but I'm happy because I get it better
and I lost the fear to speak in English........

Annex No 4, self- assessment, artifact No 6, September 29th 2016

I want to thank to the Jhon teacher for all classes and teachings that gave us.

Note: 4

Annex No 4, self- assessment, artifact No 7, September 29th 2016

Annex No 4, self-assessment, artifact No 8, September 29th 2016

5.2 Theorizing.

Following what was presented by Koro (2016 p. 3) about the main objectives of triangulation, this method was applied to theorize the findings of the research. For this, the theories presented in chapter 2, the methodology designed by the researcher and the results that emerged from the analysis of the categories were taken into account. As a result, it was noticed that the study itself provided reliable elements to answer the research question: What is the impact of using songs into a communicative context to foster speaking skill and the intercultural awareness in an EFL ninth grade class at Prado Veraniego School?

As a result, the implementation of this methodological proposal provided students different elements to foster speaking and at the same time an intercultural awareness which showed another way to learn English. Therefore, the students built up an environment where they felt comfortable what helped to overcome their difficulties in the English class. Then, when they were gaining experience they also developed some strategies that allowed reaching language proficiency. For this, it was noticeable that songs created a positive atmosphere where the development of the speaking was the target.

In addition the use of songs also allowed students to get knowledge about other cultures in specific aspects with the aim of fostering an intercultural awareness, where their own culture gained importance and was validated in front of the others. With this knowledge the students were able to express ideas and opinions of certain characteristics and cultural manifestations presented along the activities. In this way, students could become more meaningful their learning process.

Also it is possible to notice that the music, specifically the songs, not only defines and transmits the culture but, in addition, it develops a conscience of cultural recognition by means of the comparison with others. The students needed the reflection of other cultures to remember and to evaluate some elements of their culture, as well as, those of the presented cultures. Hereby, they expressed their preferences and opinions facing a repertory given by the cultures used in the classes.

As it is presented in this chapter, the theorizing developed by means of triangulating the mentioned elements shows key aspects of this study and the development of the implementation to highlight the validity and the degree of efficiency of the use of the songs, in order to promote the speaking and the intercultural awareness in the classroom. Therefore, the development of classes in which just English is allowed makes students to set strategies. They realized that a way to learn vocabulary, pronunciation and grammar was listening songs in English. Also, they learned to determinate the messages that came from songs and to talk about them making connections with their daily lives. As a result, students became aware of the importance of using songs to learn English, what sets a possible mean of learning in an autonomous form due to this material is of easy access.

On the other hand, the use of strategies in the learning process is the result of providing a meaningful learning context, where students find connections with the real life through authentic materials. In this case, motivation plays a determinant role since moves students to reach the goals in the class.

Chapter 6

In this chapter the results of the implementation will be borne in mind to generate some conclusions, as well as, some recommendations for future inquiries that seek to enrich the labor of teaching the English language.

6.1 Conclusions.

The implementation of the proposal that took place during the year 2016 provided a series of results that demonstrated the impact of using songs into to communicative context to foster speaking skills and the intercultural awareness in an EFL ninth grade at Prado Veraniego School. From the above mentioned results it is possible to conclude the following:

Using songs into communicative context to foster speaking skills and the intercultural awareness has a positive impact: the speaking difficulties of the students are improved as

well as students get knowledge of other cultures. They also confirm their own culture by contrasting with others.

Songs, as authentic material, provide a set of elements that generate a more relaxed environment where the students develop a more significant process. This not only does that the students reach the objectives proposed in the class, but their participation is more effective and active.

The role of the teacher in CLT makes possible that the students are owners of their own process generating strategies that allow them to learn. This is not only applicable in the class but, in addition, it is useful in the construction of behaviors for every moment of the life.

When the students are monitored by their classmates the tension level is reduced and the result can be better in comparison when they are constantly monitored by the teacher. The work in group makes an improvement in all the students, since the process of education is not focused in some of them especially.

6.2 Recommendations

Base on the results that arose from the inquiry and the experience itself of leading a class in a real context, the researcher proposes the following recommendations to help to the development of future works focused in the education and, particularly, the teaching of the English language.

Teachers must create new ways of teaching to speak that break with the traditional dynamics that, possibly, could be found in the institutions. This has as objectives to encourage students to learn and make them understand the importance of having an enriching learning process.

Teachers must be careful selecting the materials for the development of the class. This way there will be avoided the ambiguity and possible conflicts that could be generated in the class due to radical positions of the students, related to religious and political beliefs among others. Each process of education must take the respect as a foundation towards the others.

Teachers' actions must be coherent and well led to what they want to teach. This implies a constant reflexive process that allows the solution of possible difficulties along the researches and the classes themselves.

It is important to involve another series of disciplines in the education of the English language, in order to make students conscious of the functionality of the language. Hereby,

the English language proves to be more real and the barriers of a simple teaching of grammar structures are broken what makes, in most cases, that the students develop boredom for the class.

One of the difficulties of the research was time. There was a lacking of it due to the activities proposed by the institution what makes the process less constant. There is the motivation but no the proper time to develop the class. For this reason, there must be a direct communication with all the teachers of the school in order to prepare different alternatives to avoid the losing of time.

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Annexes

SCHOOL, Prado Veraniego

LESSON PLAN No. 02

MORNING SHIFT

TEACHER´S NAME: John Alexander Angulo Velandia.

DATE: April 4th 2016

GRADE: 901

TOPIC: Things I like and dislike of Colombian culture.

TIME: 6:30- 8:00 a.m. (90 minutes)

GOAL: To foster in students the use of simple present in order to express likes and dislikes about things present in our Colombian culture in comparison with American´s.

ACHIEVEMENT INDICATORS

1. Student recognizes the structure of simple present and the vocabulary from the song.

2. Student expresses orally likes and dislikes about some elements of Colombian culture.

3. Student participates actively in the process of discovering some elements present in American culture in order to contrast them with Colombian one.

GRAMMAR.

- Simple present. Affirmative, negative, interrogative sentences.

- Verb to-be.

KEY VOCABULARY

- Like

- Dislike

- Raindrop

- Snowflake

- Pony

- Roses.

- Food

- Kittens.

- Mittens.

- Kettle.

- Satin.

- Wool.

- Dress.

- To guess.

- Correctly.

- Stanza.

MATERIALS

- TV

- DVD or video player.

- Musical video: "My Favorite Things" by Julie Andrews. 1965. The sound of the music.

WARM UP.

- Teacher starts doing a brief review of simple present tense. Teacher explains use and conjugation. **Time: 15 minutes**

- Then teacher asks students: Do you know some old American movies? Do you like them? Do you know something very representative of American culture? Which ones? Are they similar or different to the things we have in Colombia? **Time: 5 minutes**

- Teacher says to students he is going to present a short video of a song called "My favorite things". This video is taken from a film made in 1965 which name is "The sound of music". Teacher explains that in the song a woman called Maria sings about some of the things she

likes. Teacher presents a list of seven elements that probably are going to be mentioned in Maria´s song. The list is:

1. Raindrops.   3. Watching videos.   5. Ponies.

2. Roses.   4. Snowflakes.   6. Kittens.

                                                                   7. Computer games.

Each element has in front of it the corresponding picture to make students understand the meaning.

- Teacher asks: Which of these things do you think Maria likes? Students have to guess choosing three elements from the list.   **Time: 5 minutes**

CONTROLLED PRACTICE

- Teacher presents the video to develop the listening part. It is going to be presented thrice.

- After watching the video teacher asks to each student: How many of Maria´s favorite things did you guess correctly?   **Time: 5 minutes.**

- Then teacher shows a Power-point presentation in which students can see the complete lyrics of the song. Each slide contains one stanza with pictures of the elements mentions in order to help students to identify the words. Teacher explains stanza by stanza using the corresponding vocabulary.
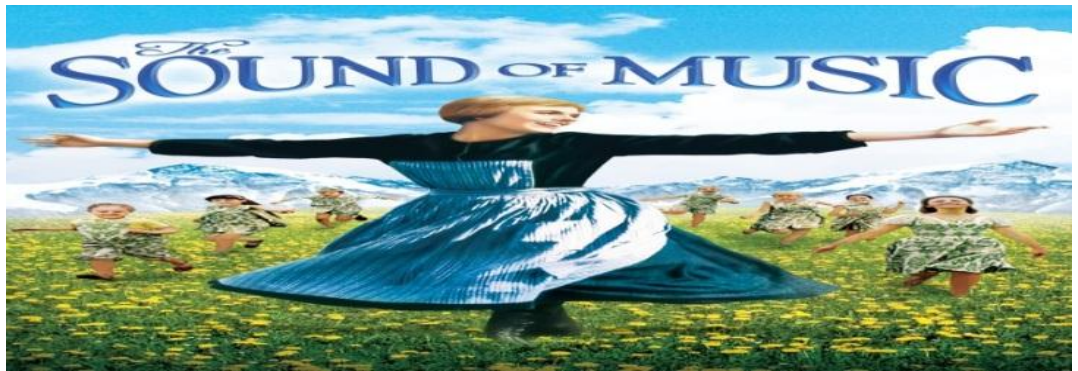
Lyrics of "My favorite things" performed by Julie Andrews, 1965.

Raindrops on roses and whiskers on kittens

Bright copper kettles and warm woolen mittens

Brown paper packages tied up with strings. These are a few of my favorite things

Cream colored ponies and crisp apple strudels

Doorbells and sleigh bells and schnitzel with noodles

Wild geese that fly with the moon on their wings. These are a few of my favorite things

Girls in white dresses with blue satin sashes

Snowflakes that stay on my nose and eye lashes

Silver white winters that melt into spring.

These are a few of my favorite things

Time: 15 minutes.

WRITING ACTIVITY

- Teacher asks students to make a list of different things that are representative of Colombia. These elements must be taken from food, things, climate, materials, music, fairs and festivals. Teacher asks students to choose one element from each of the previous items and write a brief description. **Time: 10 minutes**

FREE PRACTICE.

- Bearing in mind the previous list and descriptions students have to create groups of five members. In each group students have to express the things they like and dislike from the lists. **Time: 15 minutes.**

- Finally teacher asks the whole group: What do you like of Colombia (food, climate, materials, music, etc.) What do you dislike of Colombia? Why? Which things do you have in common in your groups? **Time: 15 minutes.**

OBSERVATIONS_____

_____   _____

TRAINING TEACHER´S SIGNATURE   SCHOOL TEACHER´S SIGNATURE

REFERENCES

- "My favorite things" performed by Julie Andrews, 1965. Composer: Richard Rodgers

Lyricist: Oscar Hammerstein II, 1959.

https://www.google.com.co/search?q=image+of+the+sound+of+the+music+movie&biw=1024&bih=623&tbm=isch&i

https://www.youtube.com/watch?v=0IagRZBvLtw

SCHOOL

LESSON PLAN No.04

MORNING SHIFT

TEACHER´S NAME: John Alexander Angulo Velandia.

DATE: April 11th 2016.

GRADE: 901.

TOPIC: Talking about traditional food.

TIME: 6:30-8:00 a.m. (90 minutes)

GOAL: To describe and compare different Colombian and American traditional dishes.

ACHIEVEMENT INDICATORS

1. Student recognizes and uses correctly the adjectives about food.
2. Student expresses orally opinions about Colombian and American food.
3. Student participates actively and respectfully in the activities proposed.

GRAMMAR

- Simple present.

- Adverbs of frequency.

- Simple past.

KEY VOCABULARY

The following words and expressions are going to be taken into account in the development of the activity:

- Acidic.
- Bitter.
- Burnt.
- Creamy.
- Crisp, crispy.
- Crumbly.
- Crunchy.

- Greasy.
- Juicy.
- Mushy.
- Rancid.
- Ripe.
- Salty.
- Sour.

- Unripe.
- Sweet.
- Spicy.
- Frequency Adverbs.
- Used to.

MATERIALS

The following materials are going to be used in the activity:

- TV.

- DVD.

- Pictures of food.

- List of adjectives.

WARM UP

- Teacher starts showing a presentation with adjectives which are going to be use to describe food. Teacher explains one by one.

After that Teacher plays again the song called "American pie" and asks students to write words they understand (Listening part). After checking the understanding from the song, teacher asks students to remain him what an apple pie is. Then, teacher presents the following information about the apple pie and its importance to American people:

- Pie: A baked dish of fruit, or meat and vegetables, typically with a top and base of pastry: a meat pie. Apple Pie is an American Culture phenomenon. Since the early 1900s, it has been associated with the "American Dream." But why? Why is something as simple as apple pie as prominent as baseball? As home-ownership?

history of apple pie in America.

Either way, apple pie has been an important American cultural icon, and it will continue to be so for many years. Let's start when the first pies were integrated into pop culture:

Famous artist James Montgomery Flagg is widely known for designing the legendary Uncle Sam "I want you" poster. Well he also painted women baking pies.

In the 1950s and 60s advertisements heavily focused on housewives, baking all kinds of dishes- especially pies. Pies became a symbol of a good housewife and a happy family.

In 1972, Don McLean wrote the classic "American Pie." This song reached number 1 for four weeks straight, and has remained McLean's signature song.

In 1975, Chevrolet came up with the song "Baseball, hot dogs, apple pie, and Chevrolet." They recently reintroduced this jingle in 2012. In 1976, a young Steve Jobs loved the name Apple as it was "fun, spirited, and not intimidating." With a market cap of 544.50 Billion dollars as of July 2012, Apple, Inc. is the largest company in the world.

In 1999, the movie American Pie made its debut, and instantly became a national favorite. It has spawned three additional sequels since then, and gone down in history with everything that is pie. **TIME: 20 minutes**

CONTROLLED PRACTICE

Teacher links the topic with the previous activity (Lesson plan 03, April 21st 2016) in which students practiced the simple past and the expression "Used to". Thus, teacher asks students to write a list of 5 traditional Colombian dishes they used to eat in their childhood. After preparing the list teacher ask: What did you use to eat in your childhood/when you were younger? Students have to use the list they prepared to answer: I used to eat …

Then teacher asks: Which food do you think is better? After listening the opinion of all the students teacher starts showing a presentation mixing some examples of very common both Colombian and American traditional dishes. The presentation is going to contain:

- Ajiaco
- Carrot ginger soup

- Empanadas

- Hamburgers
- Arepas
- Pancakes
- Chili and meat

Teacher explains one by one and at the same time asks students to use some adjectives from the list shown at the beginning to describe the different dishes.   **TIME: 30 minutes.**

WRITING ACTIVITY

Teacher asks student to write a long description of one of the dishes they consider very traditional in Colombia. For that, they can use free structure but the writing is going to be monitored by the teacher. Teacher helps students with grammar and vocabulary.

FREE PRACTICE

Teacher proposes to organize an activity called "Colombian and American food festival". For this activity students have to be organized in groups of four students. Half of the groups in the classroom have to choose American food and the others Colombian food. Students have to research information about American and Colombian dishes in order to prepare a presentation. Students have to prepare posters and/or pictures of the dish they are going to present. The activity is going to take place on May 2nd. The class of April 29th is going to be used to help students about their presentation.

OBSERVATIONS_____

_____   _____

TRAINING TEACHER´S SIGNATURE   SCHOOL TEACHER´S SIGNATURE

REFERENCES

- https://www.americastestkitchen.com/recipes/browse/soups

- http://www.businessinsider.com/the-25-most-american-foods-of-all-time-2013-7#youve-seen-the-most-american-foods-26

- http://www.popsugar.com/food/photo-gallery/13400225/image/37550032/Traditional-American-Dishes

Field note No 2, implementation.

DATE: April 4th 2016 HOUR: 6:30-8:00 a.m.

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class started at 6: 30 a.m. with a review of simple present tense. I explained the different structures and kept interacting with students by asking questions.	Students arrived at the classroom on time but they did not greet.	In general the students understood the song due to the repetition. The pictures helped them to understand faster the vocabulary.	**Interaction helps student to have a suitable performance and participation in the class**	The use of pictures to teach vocabulary must be promoted.
After that, I presented the song "My favorite things" giving some general information about it. Then I asked students about movies they like.	Students expressed they did not know either the song or the movie. One student said "Old". They expressed that they like action, adventure and horror movies. Two students said "I like movies action"	Most of the students respect the turns of their classmates and remain silent when they are speaking.	Pictures help students to understand vocabulary easily.	.
I explained some vocabulary which was present in the song with pictures. Then I asked students to infer what the woman in the video really liked.	The students participated actively and understood they vocabulary. All of them wrote the information in their notebooks.	Most of the students help each other to develop all the activities such as giving vocabulary to speak and write.	When students understand what they are listening they encourage themselves to participate in the class. They feel motivated.	

The video was played and students had to write what they understood. The video had to be played twice more.	Students understood the situation presented in the video but they did not know to express it in English. One student said "teacher, yo entendí pero no sé cómo decirlo en inglés" One student said"the video is british, is difficult"	Students continue having problems to express their ideas in English due to they do not feel confident.	Communication is effective when students express what they really want to.	
Then, I asked students about Maria preferences. Students had to create a list of representative things in Colombia such as food, festivals and music. Students had to select some of them and write a short description.	As the video is repeated, students started to understand and give the answers.	With practice and repetition students can improve their level of listening.	Students feel more comfortable when they find a connection between the topics studied in the class and their daily lives. Students like to work in groups to practice the activity	
I asked students about things they like and dislike from Colombia. The list students wrote was taken into account. The class finished at 7:55 a.m.	Student used like and dislike correctly and mixed them with the elements from the list. They expressed their opinions about things they like and dislike about both cultures.			

Annex No 3. Survey.

Colegio Prado Veraniego I.E.D

Survey for students. Grade 901 morning shift (J.M)

Design by John Alexander Angulo Velandia.

1. Personal information:

- Name.

- Age.

- Neighborhood

2. How many subjects do you have in this institution?

3. What is your favorite subject?

4. Do you like English class?

- Yes.

- No.

- More or less.

5. How do you consider your current English class?

- Excellent.

- Good.

- Not good, not bad.

- Bad.

6. Do you consider to speak in English is important in our days?

- Yes.

- No.

Why?

7. Which of the skills do you consider the most difficult to get in the learning process?

- Reading.

- Writing.

- Listening.

- Speaking.

8. Which of the followings expressions of art do you prefer?

- Painting.

- Music.

- Literature.

- Sculpture.

9. Do you consider the previous expressions of art reflect real life? Why?

- Yes.

- No.

10. Which of the following activities do you do more in your free time?

- To read books.

- To listen to the music.

- To surf on internet.

- To watch TV.

- To go to the movies.

11. How much do you know about a foreign culture in which English is the mother tongue?

- A lot.

- Something.

- Not much.

- Nothing.

12. Do you think it is important to know about different cultures?

- Yes.

- No.

Results.

- Average age: 14.

- Do you like English class? Yes=17

                        No= 4

<div align="center">More or less=11</div>

- Do you consider to speak in English is important nowadays? Yes=33

<div align="center">No=0</div>

- The most difficult skill= speaking, 33 students

- Favorite expression of art=music, 31 students.

- Expression of art reflect real life= Yes, 28 students

- Activities in free time= To read books: 4 students.

<div align="center">To listen to the music: 16 students.</div>

<div align="center">To surf on Internet: 16 students.</div>

<div align="center">To go to the movies: 4 students.</div>

11. Not much= 25 students.

Nothing= 11 students.

12. Yes= 36 students.

Annex No 4 (Artifacts) Self- assessment, samples.

English commentary

Studen's name: Santiago Sanchez Cardenas

I think that my progress in english class with the teacher John was good.

In all classes of english, i learned a little of vocabulary and pronunciation that it serves me for my professional life.

I want to thank to the Jhon teacher for all classes and teachings that gave us.

Note: 4

Name: Jose David Muñoz Lopez

Course: 901

evolution in my English has improved a lot and I

easier to understand when a person speaks and learned

  more words in English.

I still have a lot to write proper activation the English

but I'm happy because I get it better

and I lost the fear to speak in English........

Consentimiento Informado

I.E.D PRADO VERANIEGO

Formato de consentimiento para la aprobación de la participación del estudiante en un Proyecto de investigación en el área de inglés de la Universidad Pedagógica Nacional

Título del proyecto: Fostering speaking and intercultural awareness through songs in ninth grades

Responsable: John Alexander Angulo Velandia
Estudiante de Licenciatura en Español y Lenguas Extranjeras de la Universidad Pedagógica Nacional
Correo Electrónico: jaliscco@hotmail.com

Esta investigación tiene como objetivo identificar como el use de canciones contribuye a fomentar habilidades de habla y el conocimiento intercultural en el grado 901, esto dentro de la clase de Inglés. Este estudio tiene una duración de un año escolar y se llevará a cabo durante las clases de inglés.
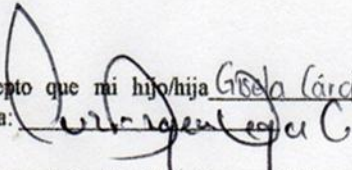
Usted debe tener en cuenta que en el desarrollo de las actividades propuestas por el practicante, para alcanzar el objetivo de superar la dificultad de los estudiantes en la clase de Inglés (speaking), se han tomado dos grabaciones de audio de las presentaciones que se les ha pedido a ellos. Dichas grabaciones sólo tienen una finalidad académica y no serán expuestas fuera del contexto en el cual han sido trabajadas. Por otro lado, todas las actividades, presentaciones y desempeño de los estudiantes en el desarrollo de la investigación han sido tenidas en cuenta dentro de la nota del área con el fin de motivar su participación.

Al hacer parte de esta investigación, se mantendrá la confidencialidad del estudiante sin que ello implique por consiguiente la utilización de sus nombres y/o apellidos e información personal. Recuerde que la participación es voluntaria y la información recolectada a lo largo del proceso será única y exclusivamente manipulada por quien les habla.

Agradezco su atención

Consentimiento de participación

Fecha: Segundo semestre 2015- año escolar 2016

Yo _Luz Vega_ (Nombre y apellidos) acepto que mi hijo/hija _Gisela Cárdenas_ (Nombre del estudiante) participe en este proyecto de investigación. Firma: _Luz Vega C_

En caso de tener una queja o reclamo por favor comuníquese con la institución o al correo de la persona encargada.

Grade 901. 2016

GRADE 303	CURRICULUM I.E.D PRADO VERANIEGO					
DATE	TOPIC	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCES IN A B-LEARNING ENVIRONMENT	ASSESSMENT
WEEK 1-2 March 14th 2016	Current problems	I express my ideas about current difficulties in our society	- To develop the listening and speaking skill. - To start building cultural knowledge	- Teacher approaches students to the use of songs in order to start expressing ideas. Teacher uses "I love the way you lie" by Rihanna.	- TV - DVD	- Participation
WEEK 3-4 April 4th 2016	Things I like and dislike of Colombian culture.	To foster in students the use of simple present in order to express likes and dislikes about things present in our Colombian culture in comparison with American's.	1. To recognize the structure of simple present and the vocabulary emerged in the activity. 2. To express likes and dislikes about some elements of Colombian culture. 3. To participate actively in the process of discovering some elements present in American culture in order to contrast them with Colombian one	- Teacher reviews grammar and vocabulary. - Students watch a video and practice listening, - The whole group talks about Colombian representative things. - Students write descriptions about representative Colombian things. - Students express likes and dislikes about Colombian representative things.	- TV - DVD or video player. - Musical video: "My Favorite Things" by Julie Andrews. 1965. The sound of the music	- Participation. - Correct use of the grammar and vocabulary. - Expression of short ideas. - Speaking activity to express preferences about music and describe one song.
WEEK 5-6 April 11th -15th 2016	Remembering my past	- I use correctly the simple past to express some events of my life	- Recognizes the use of simple past - Participates actively and respectfully in the activities proposed. - Pronounces correctly in order to make my speech clear.	- Reviewing the simple past tense - Listening practice through a song called "American pie". -Homework is assigned. It consists of writing about student's childhood.	- List of verbs. - Lyrics of a song (part of it)	- Participation. - Expression of ideas. - Homework about "my childhood"
WEEK 7-8 April 18th 2016	**Talking about traditional food.**	I describe correctly kinds of food using the adjectives and simple present	- Recognizes and use correctly the adjectives about food. - Expresses the variety in food of our country. - Compares Colombian food to American food. - Participates actively and respectfully in the activities proposed.	- Teacher explains the use of adjectives and gives vocabulary about it. - Listening of the song "American pie" - Identifying vocabulary about food and traditions. - Describing correctly different Colombian dishes. - Doing a presentation about Colombian food vs. American food.	- TV. - DVD. - Pictures of food. - List of adjectives.	- Participation.
WEEK 9-10 April 28th 2016	International and national food festival.	I express ideas and present different types of food.	- Uses correctly the grammar and vocabulary. - Describes different types of food. - Participates actively and respectfully in the activity.	- Teacher presents different dishes of American food. - Listening to the presentation. - Identifying vocabulary. - Asking about origins and composition of the different types of dishes. - Presenting some traditional dishes of Colombian food. - Using good pronunciation.	- Tables. - Blankets. - Different Colombian dishes. - Posters. - Chef uniforms.	- Presentation. - Responsibility. - Participation.

WEEK 11-12 May 12th 2016.	American horror story.	- I identify the existence of American horror stories and compare them to Colombian ones.	- Identifies the vocabulary about creatures. -Recognizes expressions that indicate the existence of an object. - Participates actively in the activities.	- Listening of the songs thriller and enter sandman. - Teacher explains vocabulary about creatures. - Reading about some creatures that belong to American culture. - Completing the gaps in the songs. - Practicing of pronunciation.	-Video song. - Readings about American horror stories.	- Worksheet. Complete the gaps of the songs. - Participation. - Preparation of a presentation about Colombian horror creatures.
WEEK 13-14 May 16th – May 19th 2016	American horror story II	I do a clear presentation about Colombian horror creatures	-Pronounces correctly the words to make my presentation clear. - Uses correct grammar structures orally. - Participates actively and respectfully in the activities proposed	- Presenting the Colombian horror creatures I Have been working on. - Making comparisons between those creatures and the ones mentioned from the songs and presentations.	- Pictures. - Presentations in power point. - Computer. - TV	- Presentation about the Colombian horror creatures. Participation.
WEEK 15-16 August 18th 2016	Superstitions.	I mixed correctly some tenses to describe some superstitions present in Colombian culture	- Uses correctly grammar and vocabulary. - Compares Colombian and American superstitions. - Communicates clear ideas about superstitions.	- Teacher presents the song "Superstition" by Stevie Wonder. - Using the previous topics to express ideas about superstitions in general. - Sharing some opinions about superstitions. - Using vocabulary and grammar in context. - Presenting some Colombian	- TV. - Song "superstition" by Stevie Wonder. - Video. - Pictures.	- Participation.
				superstitions. - Teacher asks students to research some superstitions present in both Colombian and American culture. Homework.		
WEEK 17-18 August 22nd 2016	Superstitions II. Presentation	I speak correctly to describe some superstitions present in Colombian and American culture.	- Uses correctly grammar and vocabulary. - Communicates orally clear descriptions of some superstitions.	- Teacher explains what the activity is about and gives time to students in order to design the posters about some superstitions. - Students have to design a poster about one of the superstitions they researched using their homework as source. - Students have to describe orally the superstition that is represented in their posters.	- Paper. - Color pencils. - Markers.	- Presentation.
WEEK 19-20 August 29th 2016	My city, famous places.	I communicate the importance of some places in my city in contrast to places in other countries.	- Uses correctly the prepositions and present perfect. - Describes some places in my city. - Recognizes the importance of both places in my city and other countries	- Teacher presents the song "Penny lane" by the Beatles. - Listening to the song and discovering new vocabulary. - Inferring what the song is about. - Working on the lyrics of the song.	- Video and song of "Penny lane" by the Beatles. - List of prepositions. - TV. - DVD.	- Participation. - Preparation of a presentation.
WEEK 21-22 September 8th 2016	My city, famous places II	I present some famous places in my city communicating their importance	- Uses correctly the prepositions and adjectives. - Presents some important places in	- Teacher presents some important places in cities of other countries. - Fostering listening and speaking skills.	- Pictures. - TV. - DVD. - Cards.	- Presentation. - Participation.

		the city. - Compares places in Bogotá to places in other countries.	- Comparing places in my city to places in other countries. - Discovering the importance of the mentioned places		
WEEK 23-24 September 15th – September 22nd 2016	Final exam	I prove orally the knowledge I have got along the classes.	- Communicates orally about some topics of the classes. - Uses correct grammar and vocabulary in oral way. - Proves the knowledge acquired during the classes about the cultural issues studied.	- Teacher prepares pieces of papers that contain the topics studied during the classes. - Teacher introduces the papers in a plastic bag and explains students he is going to call small groups. Each student has to introduce his/her hand in the bag and take one piece of paper. - Students have to speak about the topic they have in their papers.	- Plastic bag. - Pieces of paper that contain the topics of the classes.	- Oral performance.

Audio-Recordings.

To accede and listen to the recordings taken from the activities go to:

https://drive.google.com/file/d/0B7nlPy70_Y2STkc2YVMwSjNIdnM/view?usp=sharing

https://drive.google.com/file/d/0B7nlPy70_Y2SUEFkSFRDcWVBUnM/view?usp=sharing