

**FOSTERING COMMUNICATIVE COMPETENCE AND EFL ACQUISITION
THROUGH SONGS**

**Thesis to obtain a Bachelor's Degree in Basic Education with Emphasis on Spanish and
English.**

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Bogotá, May 25th 2018

DEDICATORY

To my mother Delcy Romero Contreras, who has been my number one supporter and that best friend who untiringly encourages me to never give up on my dreams. Thank you, mommy, for being my inspiration during this journey; thanks for believing that I can achieve my most desired goals and for teaching me that everything is possible if I can believe. This achievement would not have been possible without you and even less without God. I deeply appreciate you Lord for giving me strength to move forward with this beautiful profession that has changed my life and, among many other things, has given me innumerable opportunities to learn and grow as a person.

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2. Descripción
<p>Este proyecto de investigación busca promover la competencia comunicativa en el aula, así como la adquisición del inglés como lengua extranjera, a través del uso de canciones en inglés. El proyecto fue llevado a cabo en el Centro de Lenguas de la Universidad Pedagógica Nacional con un grupo de 22 estudiantes del nivel Intermedio, de edades entre 7 a 9 años durante dos semestres académicos. Durante el período de observación, se evidenció que los estudiantes con frecuencia evitan comunicarse en inglés y, por el contrario, recurren principalmente a hablar en la lengua materna, afectando de esta forma el proceso de aprendizaje y/o adquisición de la lengua extranjera. El uso de canciones para desarrollar habilidades comunicativas y su influencia en el proceso de adquisición de inglés como lengua extranjera, son los principales ejes conductores de este proyecto de investigación.</p>

3. Fuentes
<p>Para la realización de este trabajo de grado 22 fuentes fueron consultadas:</p> <p>Burns, A. (1999). <i>Collaborative action research for English language teachers</i>. Cambridge: Cambridge University Press.</p>

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4. Contenidos

Este trabajo de grado consta de seis capítulos que contienen la siguiente información:

Capítulo 1: Contexto de la investigación: Presentación de la población de estudio y la institución en donde se realizó el mismo. Se presenta también información sobre el diagnóstico efectuado para identificar los problemas de aprendizaje y así mismo, el capítulo contiene la descripción y justificación del problema de investigación. Se concluye con el planteamiento de la pregunta y objetivos de la investigación.

Capítulo 2: Marco Teórico: Reúne los contenidos teóricos, así como el estado del arte (antecedentes de la investigación) en los que se apoya el proyecto investigativo.

Capítulo 3: Diseño de la Investigación: Presenta el tipo de investigación establecido para el proyecto, así como las categorías de análisis con sus respectivos indicadores. También presenta una descripción de los instrumentos de recolección de datos necesarios para analizar cada categoría.

Capítulo 4: Implementación e Intervención Pedagógica: Presenta la propuesta pedagógica y las fases de implementación, así como el programa académico y la planeación de actividades.

Capítulo 5: Análisis de datos: Presenta un análisis describiendo las diferentes fases de intervención pedagógica y sus respectivos resultados. Se establece un análisis guiado por el principio de triangulación.

Capítulo 6: Conclusiones: Presenta las conclusiones del proyecto investigativo. También incluye recomendaciones generales en términos pedagógicos, disciplinares e investigativos.

5. Metodología

El estudio se enmarca dentro de la metodología de investigación acción en la que se el investigador tiene como propósito desarrollar una propuesta pedagógica que permita la solución de la problemática identificada. El estudio comprende dos fases; en la primera fase (Observación) el investigador no participa más allá de la recolección de datos para identificar la problemática y establecer pregunta de investigación y objetivos. En la segunda fase el investigador, ahora participante, busca diseñar un plan de acción y analizar los datos obtenidos que se enfocan en responder la pregunta y analizar las categorías y sus respectivos

indicadores desde el enfoque Cualitativo. Las técnicas e instrumentos empleados fueron artefactos, encuestas, entrevistas, fotografías, grabaciones de audio y video y diarios de campo.

6. Conclusiones

Al final de la intervención se concluye que la propuesta pedagógica tuvo un impacto positivo en los estudiantes, en términos del fomento de la competencia comunicativa, así como la adquisición del inglés como lengua extranjera a través del uso de canciones en inglés. Los estudiantes adoptaron una cultura de comunicación en el aula, gracias a los temas de las canciones que resultaron estar relacionados con experiencias de su vida diaria y que lograron influenciar su interés y motivación por participar en los diferentes espacios de interacción en lengua extranjera. Se concluyó, por otro lado, que las canciones proporcionaron a los estudiantes con gramática inglesa, vocabulario y pronunciación, que son elementos necesarios para establecer actos de comunicación en el aula. La adquisición natural del inglés como lengua extranjera fue posible gracias al poder que tienen las canciones para engancharse en la memoria de los estudiantes, permitiendo una reproducción natural de sonidos y significados.

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Abstract

This Participatory Action Research project is aimed at promoting the use of songs as a didactic tool, that enables a better development of EFL acquisition and that fosters the communicative competence in the classroom. The study focuses, mainly, on finding out how songs help students to shape and facilitate their communicative competence and it aims, furthermore, to demonstrate that through the use of songs students can feel motivated and encouraged to approach the target language autonomously and pleasantly in a natural way and in real life situations. At the end, it is expected that the students improve their speaking skills and especially that their communicative competence be potentiated in the English class naturally.

Key words: songs, communication, communicative competence, acquisition.

Chapter 1: Research Context

This chapter establishes, in the first place, the description of the local and institutional context where the participants of this research study are immersed, as well as a students' characterization and a diagnosis, which presents a description of the students' difficulties or needs around learning English as a Foreign Language (EFL). This chapter also contains the statement of the problem identified, the formulation of the research question and its respective objectives.

1.1 Context

This research study took place at Universidad Pedagógica Nacional Language Center, which consists of two branches. The main one is located in El Nogal neighborhood and the second one is located at Universidad Pedagógica Nacional Calle 72 (place of development of the study), which is surrounded by universities, commercial centers, supermarkets, a huge number of banks, restaurants and small businesses.

The demographic conditions described above, make the context a noisy, not very quiet and even unsafe environment for children, since it is a highly traveled sector for commercial, financial, academic and leisure purposes. In addition, the Language Center is located in one of the highways with the largest circulation of vehicles in the city, what makes the learning environment even more noisy affecting, consequently, the normal development of the class.

With regard to its Institutional general features, the UPN Language Center, as a leading institution in the teaching of foreign languages, has as its mission to propose and provide pedagogical strategies according to the diverse needs of its educational community. With respect to its vision, the Language Center is committed to the construction of academic processes that guarantee the increase of the cultural capital of its students, in such a way that

students are able to participate in the present world in equal conditions, in relation to the Foreign language proficiency.

In addition to the above, the Language Center offers courses for students of all ages: children, teenagers and adults, in levels of Portuguese, Italian, English, German, French and Spanish, with classroom and virtual classes. The classes for languages other than English are held only at the main branch in El Nogal neighborhood. The second branch Calle 72 offers classroom classes only on Saturdays, for children aged 7 to 12, for basic, intermediate and advanced levels of English, with 4-hour session in both morning (8am to 12pm) and afternoon (1pm to 5pm) with a 30-minute break. At this branch, there are two categories for groups that depend on age. There are groups of children from 7 to 9 years and groups of children from 10 to 12 years.

In regards to the pedagogical model, the Language Center has developed pedagogical and methodological guidelines that respond to the commitment to provide innovative tools to facilitate learning, motivate interaction and promote an environment consistent with the needs of students. These guidelines establish the concept of communicative competence as the ability of speakers to communicate successfully and refer four sub-competences to work: grammar (correct use of grammar), discursive (coherence when communicating), sociolinguistics (use of language in context) and strategic (continuity and negotiation in communication), which is a fundamental part of the teaching-learning processes in the Language Center in pursuit of what is called *an effective speaker of the language*.

1.1.1 Population

The students and participants of this research study are 22 primary school children (12 boys and 10 girls) aged 7 to 9. They are EFL Intermediate level learners, who attend classes on Saturdays from 8 am to 12 pm. They all participated in an English proficiency placement

test before taking required English four-skill courses. Their parents are mostly professionals and the neighborhoods where they live are set between 3 and 5 socioeconomic strata, according to the information obtained from the surveys (see Appendix 1). Through this survey, it was identified that most of the students are taking the English course because they like it and because they want to travel to other countries, especially English-speaking ones (see Appendix 2).

Additionally, the surveys also let the researcher to identify that the students consider English as one of their favorite subjects at school, what makes learning English an easy task for them. They state that some of their favorite methodologies to learn English are games, dramatization and song based activities. Regarding physical and psychological matters, none of the students has physical especial needs nor affective or psychological issues; most of them affirm they are happy because of different reasons, including the fact of having a lovely family, friends and pets.

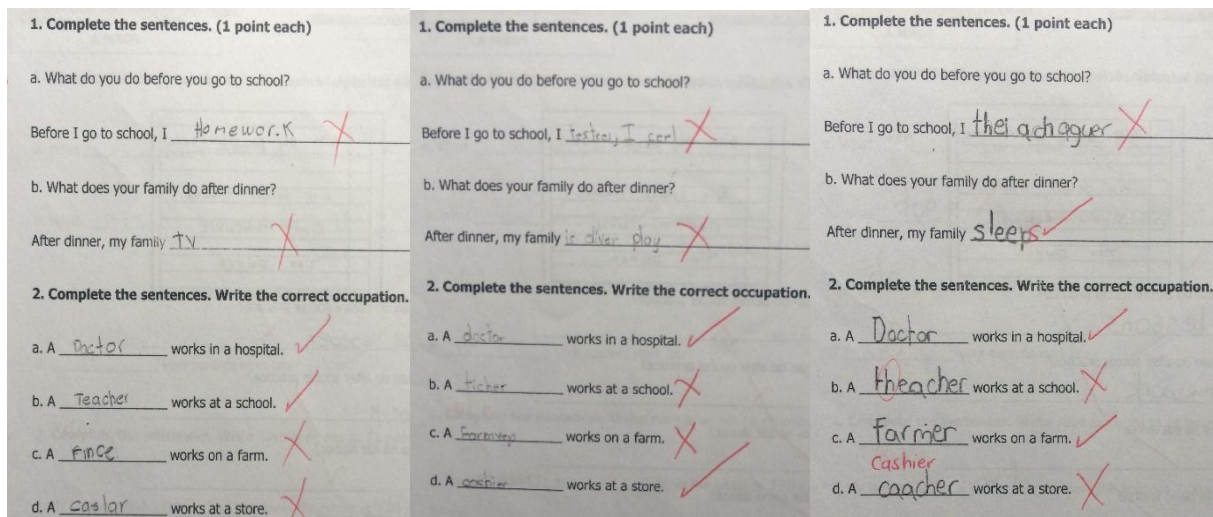
1.1.2. Diagnosis

In order to establish a diagnosis to figure out the main learning needs the students had, it was required the use of field notes (see Appendix 3), the analysis and review of students' artifacts (see Appendix 4) and an interview to the teacher that was in charge before the assisted and autonomous practicum (see Appendix 5). This diagnosis had two phases; the first one was carried out during the semester corresponding to the research project or proposal (2017-1) and the second phase was carried out in the semester 2017-2. With the aim of determining the students' knowledge, strengths, difficulties and needs regarding ELF learning, the researcher checked the first exam the students had, which was based on the contents they had been studying so far on semester 2017-1, where writing, reading, grammar, listening and speaking skills were evaluated. It was necessary to use the exams as instrument

for data collection and analysis because the researcher was not allowed to apply a diagnosis test because of the Language Center policies.

The results of the test showed that students are good at listening and reading but have issues with writing and speaking skills at an intermediate level. In the writing section of the test, for instance, the students were asked to write some words to test their vocabulary knowledge. The following figure shows that one of the most common writing issues evidenced is spelling words and provide complete answers. It is possible to identify through these answers that students probably did not know how to write complete or coherent sentences:

Figure 1. Example of writing difficulties identified.



On the reading section, they were able to mark the correct answers to the questionnaire given about the text they had read (most of the questions were multiple choice questions) and on the listening section, they were able to mark on the answer sheet the correct answers to the questionnaire they were asked about the recording they heard. On the speaking section, the students were asked random questions about their lives, hobbies and likes and then is when they started to have issues, since whenever they were asked any question, they asked back: “*what teacher?*” and whenever they wanted to say something, they asked: “*teacher, how do*

you say (x) in English?” What most of them did, then, was to say some words they already knew, for example: *I go the park my family, I do...* (“*how do you say tareas?*”) ..., *I play videogames.*

During the Assisted Practicum (semester 2017.2), the students had a second test, which was checked and analyzed by the researcher to make sure they had some progress on the ability they were having issues with. This test had more demands since it included more complex writing, reading, listening and speaking exercises but the results were very similar to the ones obtained from the first exam results checked. They still showed a lot of writing and spelling issues and demonstrated to have limitations to communicate their ideas using EFL, since they were not able to produce short speeches, probably because of the lack of vocabulary or knowledge about lexical and grammar structures or because they did not have the confidence to speak in this foreign language.

1.2. Statement of the Problem

The concept of communicative competence (Hymes, 1972) arises from the differentiation established by Chomsky (1965) between competence and performance, which considers that learning a language is not confined to mere linguistic competence, since when using the language non-cognitive factors are combined, which are determined by the situational context where speech acts occur. Other authors (Canale and Swain, 1980, Van Ek, 1984, Lomas and Osoro, 1994, Medina, 1998, Oliveras, 2000, Pulido and Pérez, 2004) have expanded the concept of communicative competence, since it is recognized that in communication not only cognitive aspects intervene, but other aspects such as linguistic, sociolinguistic, discursive, strategic, psychological, affective, behavioral, sociocultural and intercultural factors also are important.

After examining the results of the diagnosis and analyzing the information obtained from the field notes, diaries, interviews and surveys, it was evidenced that students had difficulties with writing but mostly with speaking in English. In the classroom, the interaction in English is almost absent or even non-existent, because students are not able to communicate successfully their ideas or opinions in English and this is, probably, because of the lack of vocabulary or general knowledge about this language or probably because they have insecurities when speaking in English, since they are not used to interact with other people in this language.

In addition to the above, it was evidenced that, frequently, the use of Spanish was significantly greater than the use of English in the class; instead of speaking or communicating in the target language, both students and the teacher preferred to communicate in Spanish. The teacher, on the one hand, spoke in Spanish because, according to the interview (see Appendix 5), the students did not answer when she talked to them or asked them any question, so she had to speak in Spanish to catch their attention and to make them understand successfully what she was teaching. On the other hand, the students spoke in Spanish because they seemed to have limitations when speaking in English, they were often struggling with translating what they had in mind and, therefore, with producing short speeches because they were always missing the words they were trying to say and they ended up communicating in the mother tongue. This behavior makes English learning a more lasting and complex process for students and even for teachers and, as a consequence, it makes the communicative competence of the students not strengthened.

1.3. Rationale

According to Krashen (1982), the learning of a language requires the student to get a large amount of information obtained from listening and reading, which is called *input*. Once

this information is acquired, the student begins to implement it for communicative purposes, which can be given orally or in writing *output*. Based on this postulation, this research study aims to analyze how songs as a didactic tool and authentic material are able to provide the students with the necessary information *input*, as well as the oral production *output* in a natural way.

In relation to the above, one of the reasons that justifies the realization of this research study is the need to strengthen students' oral production and make them adopt a culture of permanent communication and interaction inside and outside the classroom; by adopting such communicative behaviors, the students can certainly achieve one of the goals that motivated them to take the English course, that has to do with having the capacity to interact with other people when traveling to other countries, according to what they expressed in the surveys (see Appendix 2).

On the other hand, as EFL intermediate students, the participants of this research study are supposed to perform well at the four English skills, according to what the pedagogical and methodological guidelines proposed by the Language Center establishes. These guidelines state that students should have a well-developed communicative competence and should be effective speakers of the foreign language but the reality is that they have issues to successfully communicate with the community where they are immersed.

From that point of view, the students should be approached to a teaching-learning methodology that allows them to develop their communicative competence in a natural and pleasurable way. For this aim, songs may turn out to be that natural and enjoyable method since, according to Cassany, Luna and Sanz (1994), being a powerful teaching- learning instrument, songs can help the students to promote communication because they provide both the input and output required to foster it: the students get the input through the messages, cultural contributions and general information or knowledge that they can find in the lyrics of

the songs; and they can get the output when they reproduce what they learn from the lyrics, not only when they read them but when they sing the songs. Once they are familiarized with the content of the song and when they associate it to their own context and later when they start singing it, they suddenly acquire new vocabulary knowledge without even noticing it, thanks to the power that songs have to stay in our memory, that is, naturally.

Based on the previous reasons, this research study was carried out with the aim to help students to shape EFL speaking skills through songs and, therefore, to foster their communicative competence in a natural way. Taking this into account, the following research question and objectives are set in order to start the research.

1.4. Research Question and Objectives

1.4.1 Research Question

How to foster Intermediate students' communicative competence and EFL acquisition through the use of songs, as a didactic tool, at UPN Language Center?

1.4.2. General Objective

In order to resolve the research question, this project sets as general objective: to analyze the influence of songs on the promotion of Intermediate students' communicative competence and EFL acquisition.

1.4.3. Specific Objectives

Along with the general objective, the specific objects set for this research are presented below:

- To demonstrate the didactic value of songs when promoting EFL Intermediate students' communicative competence.

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- To identify how the students' communicative competence is fostered through the use of songs.
- To determine how songs as a didactic tool influence EFL acquisition.

Chapter 2: Theoretical Framework

This chapter includes two sections: the first one presents the State of the Art, which exposes some recent national and international studies that support this research study; the second section comprises the Theoretical Framework, which includes the constructs implied in the research study, supported by key influential authors.

2.1. State of the Art

For the State of Art, this research is supported with eight studies closely related to the research issue. The following chart presents the title along with the publishing year and the place of origin or development of the research:

Title	Year	Place of Development
Fostering speaking and intercultural awareness through songs in an EFL ninth grade Angulo, J.	2016	Universidad Pedagógica Nacional
Songs as a Source of Vocabulary and Classroom Speaking Promoter Mejorano, H.	2016	Universidad Pedagógica Nacional
Songs: a tool for developing the speaking skills of a group of third graders at San José de Castilla School Molina, H.	2015	Universidad Pedagógica Nacional
El Karaoke como herramienta mediadora para fortalecer la oralidad en la clase de Inglés como Lengua Extranjera Pedraza, S.	2015	Universidad Libre de Colombia
El uso de canciones populares en el aula de Inglés para mejorar las habilidades de escucha y habla de estudiantes de secundaria Salas, J	2017	Universidad de Costa Rica
Uso de las canciones para desarrollar las destrezas orales en el aula de Inglés en 4° de Educación Secundaria Obligatoria Arruti, L	2015	Universidad Internacional de la Rioja Spain
El uso de la Música para la enseñanza del Inglés. El Lipdub De Castro, N.	2014	Universidad de Valladolid Spain

The effectiveness of using songs incorporated with other activities to increase students' motivation and confidence to speak English in an EFL environment Lam, R.	2012	The University of Hong Kong
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The first research study used as a support for the current research is *Fostering speaking and intercultural awareness through songs in an EFL ninth grade*. This study was carried out with ninth graders students at Institución Educativa Prado Veraniego. It aimed to identify how the use of songs contributes to foster EFL speaking skills and intercultural awareness of the target language. It approached the promotion of oral production as well as the intercultural knowledge acquisition while improving or shaping language elements, such as grammar, vocabulary and pronunciation through the implementation of activities based on songs with cultural content. Through the implementation of those activities, the students were provided with real settings of communication, which allowed them to communicate and develop an intercultural awareness by contrasting the cultural information found in the songs with the Colombian culture. Although this study is focused on the enhancement of speaking skills, it is a great help to the research being carried out in terms of the theories as well as the methodology that support the promotion of communication through songs.

In the second study, *Songs as a Source of Vocabulary and Classroom Speaking Promoter*, Mejorano (2016) worked with 7-9 year-old EFL Intermediate students at UPN Centro de Lenguas. The study aimed to analyze the impact of songs to promote classroom speaking performance through vocabulary games; it was centered on the application of song based activities and games to facilitate the English vocabulary acquisition and the promotion of speaking skills in the classroom. This research study also supports the current project with the theories related to the promotion of speaking skills and communication in the classroom through songs.

The next study, conducted by Molina in 2015, *Songs: a tool for developing the speaking skills of a group of third graders at San José de Castilla School*, was based on the

use of songs as an instrument to develop English learning, focusing mainly on fostering speaking skills. It aimed to describe the effects of using songs as a tool to develop the speaking skills and explains how the information, vocabulary and linguistic structures obtained from the songs are adapted by the students in real speaking contexts, allowing them acquire the target language in a natural way. This study serves as a support to the current study because it provides with useful theoretical information regarding English natural acquisition through songs.

With a communicative approach, the fourth study by Pedraza (2015), *El Karaoke como herramienta mediadora para fortalecer la oralidad en la clase de Inglés como Lengua Extranjera*, is based on the use of TIC and songs as authentic material to encourage interest and motivation in students towards English communication, accomplishing through that the strengthening of speaking skills and communicative competence. This study is useful for the current project because it supports it with theoretical information regarding speaking skills and communicative competence promotion and it is useful as a guidance when selecting and applying a methodology in order to work with songs to foster communication.

The fifth study, developed by Salas (2017), *El uso de canciones populares en el aula de Inglés para mejorar las habilidades de escucha y habla de estudiantes de secundaria* is based on the use of popular songs as a stimulating source of knowledge that provides the students with all the elements required to approach the target language and helps them to enhance both listening and speaking skills. The study demonstrates, through a series of teaching-learning methodologies, that popular songs motivate students to autonomously learn, what implies that songs turn out to be a source of significant learning. This study is a great help for the current project because it works as a guidance to select the type of music or songs appropriate to work in class, in order to encourage students' motivation or interest towards EFL learning and get positive results at the end of the study.

In the sixth study, *Uso de las canciones para desarrollar las destrezas orales en el aula de Inglés en 4° de Educación Secundaria Obligatoria*, Arruti (2015), focuses on analyzing how songs facilitate the development of speaking skills emphasizing in both oral expression and speech comprehension. The study seeks to prove, mainly, if songs are favorable or not when it comes to the enhancement of speaking skills and EFL learning or acquisition and it proposes different practical methodologies to encourage students' motivation towards EFL learning. This study contributes to the current project in terms of the theoretical information useful to justify whether songs are favorable or not regarding EFL acquisition.

The seventh study by De Castro (2014), *El uso de la Música para la enseñanza del Inglés. El Lipdub*, is centered on the implementation of the Lipdub, a pedagogical instrument which has been recently introduced into the world of education with didactic purposes. The study aims to analyze the effect of songs in the natural EFL acquisition and it uses the previously mentioned instruments along with other methodologies to make students acquire the language naturally. This study is definitely useful for the project being carried out because it provides with valuable theoretical information regarding EFL natural acquisition through songs.

Last but not least, the eighth study, conducted by Lam (2014), *The effectiveness of using songs incorporated with other activities to increase students' motivation and confidence to speak English in an EFL environment*, shows the effectiveness of using songs incorporated with other activities such as body movements, dance and mini-drama to motivate students and develop their confidence in speaking. This study contributes to the study being carried out because it provides with different ideas about activities to enhance students' speaking skills and promote the initiative in the students to participate verbally in the activities to be developed in class.

2.2. Theoretical Framework

For this research, the theoretical framework approaches three constructs, which are presented below with their respective supporting theories. Based on the research question set for this study, the three constructs to define that emerge from such question are communicative competence, songs and EFL natural acquisition.

2.2.1. Communicative competence

Based on what is stated in the Language Center pedagogical and methodological guidelines, and according to the purpose of this research, the researcher aims to work on the strengthening of the communicative competence, since it is expected that the students be capable to communicate effectively in the foreign language and at the same time, improve their speaking skills. It is essential to take into account that the strengthening of the communicative competence implies to design activities and develop methodologies that promote students' active participation and that make students adopt a culture of communication in the classroom.

In order to support theoretically the construct of communicative competence, it is necessary to refer to the communicative approach, which has its beginnings in the 70's with Chomsky and is raised by authors such as Halliday and Widdowson (Fruns, 2002). For these authors, learning processes cease to be simply conditioning, and begin to be part of a series of advances that the students are surpassing as they perform in the context in which they are immersed. This allows the understanding of many of the reasons for which, in the current times, the pragmatic competence is so important in the languages learning, since giving priority to such competence permits to achieve a more natural internalization and, therefore, a more significant and contextualized learning.

Nowadays, the communicative competence is constituted of four types of components or skills for learning a foreign language, which are related as follows: the first one is the grammatical competence, which gives the individual a good dominance of both lexicon and the structural rules. The second one is the sociolinguistic competence, which is responsible for the correct use of the language in a specific context and its meanings depending on it. The third one is the discursive competence, which is related to the handling of the different types of texts that are given in such language. Finally, the fourth competence is the strategic competence, which seeks to level and compensate the difficulties that arise in some of the skills using those in which there is better control of. (Canale and Swain,1980).

According to Hymes (1972), the communicative competence is the most general term for the communicative capacity of a person, a capacity that encompasses both the knowledge of the language and the ability to use it. The acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at the same time a renewed source of motivations, needs and experiences. Following Hymes (1972), during the development of the communicative competence, both the teacher and the students (especially these last ones) are real and active agents of the language learning process, since the teacher guides the students in the process of acquisition, establishing activities where the students are the ones who produce and actively interact during the development of such activities and the tasks that provide with the necessary tools to make the process more dynamic and significant.

Taking into account the previous expositions, approaching the communicative competence requires resources that help the teacher to create a context of interaction as real as possible, introducing a motivating element that also offers an appealing input, as music. This resource offers a wide variety of possibilities that help students to develop their communicative competence in all its manifestations, while entertaining them, making their learning process a motivational and affective experience.

2.2.2. Use of Songs as a didactic tool

The process of teaching foreign languages often becomes, indisputably, in a more complex task than the teaching of mother tongue and this often happens due to the lack of intimacy of the student with the foreign language. This process results also complex because, on the one hand, learners can find a lot of obstacles while learning, such as not having daily contact with the target language or not having an appropriate learning environment and, on the other hand, because they do not find motivation in learning a foreign language since it, sometimes, seems to be a monotonous and exhausting practice.

For foreign language teachers, it is necessary to look for pleasant strategies for the students and that also attract them or bring them closer to the target language. According to Cassany et al. (1994), one of those strategies is, definitely, the use of music, specifically English songs, which are cultural representations with a strong cognitive potential that can be explored and analyzed in and out of the classroom. Highlighting that the songs are more attractive texts to be studied, because of their rhythm and their capacity to engage students and call their attention more than simple written texts, Cassany et al. (1994) state that listening, learning and singing songs is a practice of incalculable didactic value that can become into an extraordinary tool to shape the four competences or skills to work in foreign language learning: speaking, listening, writing and reading.

With respect to the reasons that Cassany et al. (1994) argue to defend the didactic potential of music, these authors point out that there are multiple and very diverse. Some of these reasons are of a communicative nature both because they allow to work at the same time the speaking, listening, reading and writing skills, and for the authenticity that the song lyrics present when these ones are chosen according to the target group with which they will be used. The other reasons are of a linguistic nature, because in addition to offering a wide range

of registers and styles, songs usually use simple and repeated structures, what allows to work selectively different grammatical, lexical, syntactic and prosodic aspects (such as accent, tones and intonation) in an internal way.

In addition to the above, following Cassany et al. (1994), the use of music in the teaching of a language also counts with important conceptual, cultural and emotional arguments because every song, as a unit of work, represents itself a different conception of reality subjected to different interpretations and transmits a great cultural and emotional content to the students that can serve as true input that triggers a significant learning process. In relation to this, Larraz (2008), points out that songs content authentic language, provide vocabulary and grammar, allow to work the pronunciation and favor both the knowledge of the target language's cultural background and the association of the language to the culture.

In addition to the above, Larraz (2008), states that music stimulates emotions, sensitivity and imagination without leaving aside the consequences derived from the capacity that songs have to stay in our memories. Cassany et al. (1994), coincide with Larraz when stating that the use of music in foreign language teaching and learning favors memorization, brings relaxation to the classroom, allows a repetitive work without losing motivation and provides unlimited opportunities to discuss several learning themes related to each song, making foreign language learning a natural and enjoyable process.

In this sense, working with music in foreign language teaching contributes to the students' interest in their learning process to be strengthened and to be constantly motivated. Referring the case of EFL teaching- learning, this process has been guided for many years, mostly, in the practice of vocabulary translation and in grammar study, but for students this seems to be a discouraging practice, since they have no motivation for the development of knowledge in the study and learning of this language. In this order of ideas, students'

motivation towards ELF communication and natural acquisition can be encouraged through songs in and out of the classroom.

2.2.3. EFL Acquisition through songs

As can be evidenced, throughout this study, the researcher has mentioned in multiple opportunities language acquisition and not language learning. The language learning process for long time has been a topic of discussion for theorists who establish a differentiation between language acquisition and language learning. According to Richards and Rogers (2001), “acquisition refers to the unconscious development of the target language” (p. 161), which means that the use of language for communicative purposes enhance and foster its own acquisition. On the other hand, they state that learning is “the conscious representation of grammatical knowledge” (2001, p. 162). Based on this postulates, the researcher aims to demonstrate that songs can turn into one of the means through which the language is mainly acquired and not learned, as it is explained below.

Songs usually present a large amount of linguistic material in a natural context; the words in them are meaningful to the student, which influences the acquisition in a very positive way. In accordance with Santos (1996) “In general, the songs use simple conversational language with a lot of repetition” (p.18). Therefore, the songs stick in the student's mind and the words and expressions used are memorized more easily. Songs offer many possibilities for constant repetition and revision as important mechanisms of language acquisition.

In addition to the above, Santos (1996) state that singing not only leaves a deep mark on students' memory but also provides some benefits to the student since singing allows children to participate actively in foreign language acquisition from a very early age because the songs are based on their experiences outside the classroom. There are songs alike for

almost all subjects or occasions; they are not only used for common themes such as numbers, colors, animals or food, but it is possible to explore a wide range of emotions and situations that are part of the child's everyday life. This makes learning a natural process since the students associate the target language to their real life experiences approaching language in every day manifestations.

Following Santos (1996), the use of songs in the classroom has the following advantages: exposure to word families, exposure to language modeling, acquisition of vocabulary, exposure to the target language used in more creative ways and exposure to cultural phenomena:

a) Exposure to word families: words that rhyme are very common in children's songs. They help introduce children to families of common words in English. When children have to learn these combinations of letters and how they are written and spoken, they will have an idea of the general sound patterns of English and its writing system, increasing their vocabulary.

b) Exposure to the modeled language: children's songs are full of a fairly modeled language. The forms of the language are repeated several times in the song. This is very useful for students in their natural acquisition of the language since they can acquire the form of the language unconsciously while they sing the song.

c) The acquisition of vocabulary and rhythm: songs are very natural sources of vocabulary and examples of how rhythm works. In a pleasant way, students build their vocabulary banks and learn to appreciate the rhythmic pattern of English. In that way, they provide the necessary tools for creative speaking and writing while enjoying music.

d) Exposure to the language used in a more creative way: the songs are often composed of a very creative and humorous language. Frequently, the content of the songs deals with topics related to food, toys, animals, relatives and friends. This shows the students the wide range of possibilities they can have and, therefore, stimulates their creativity.

e) Exposure to cultural phenomena: most songs are composed of events of one's own experience or feelings towards a particular person or a particular thing or incident. They are living expressions of traditions, cultural phenomena, and the values of the countries from which they come. Then, teachers can expose students to the cultures of different countries and encourage them to compare other cultures with theirs. In the current knowledge society, this is of vital importance.

Along with the previous advantages, Reid (2000) states that the use of music enhances the motivation to learn a foreign language naturally. This author affirms that the use of songs in the classroom helps to increase the value that the students give to the activities being developed (class enjoyment, communicative utility, for instance) in such a way that, on the one hand, the students start to study the foreign language just for simple curiosity (which is the main component of the activation of motivation) and, on the other hand, they start to keep the interest in their learning process, making it an affective and enjoyable experience.

Since the nature of most of the children is to play, have fun and learn new things, it is possible for teachers to teach them through didactic activities that let them learn naturally. In that sense, the use of songs offers them that powerful tool to carry out the learning task quite successfully in a natural way, based on the previous expositions.

Chapter 3: Research Design

This chapter introduces information about the type of research of the study being carried out, as well as the method of research, the instruments and procedures used to collect information and the ethical issues involved in the study.

3.1. Type of research

This research is situated in the Qualitative Research, which for Yin (2011), involves studying the meaning of people's lives, under real-world conditions. This explains that the events and ideas emerging from qualitative research can represent the meaning given to real-life events by the people who live them, not the values, preconceptions, or meanings held by researchers.

This qualitative study includes descriptions, records, interpretations and clarifications from the point of view of the participants about the problematic situation and the researcher's interpretation of events. To this respect, Johnson (2014) states that rather than using a standardized instrument or measuring device, the qualitative researcher asks the questions, collects the data, makes interpretations, and records what is observed. The qualitative research constantly tries to understand the people he or she is observing from the "participants", or "natives", or actors' viewpoints. (p.36)

This research study takes into account events, situations and descriptions of the participants. All issues descriptions are being collected using different technical tools such as: field notes, interview and survey.

3.2. Method of research

This study is situated in the Participatory Action Research which supposes the necessity of planning, acting, observing and reflecting about the research process identifying

the problematic learning situations in the classroom and choosing the methods and techniques to solve the problem (Burns, 1999). As specified by Phillips and Carr (2010), Action Research is most simply defined as a “practitioner-based” form of research. In other words, it is done by teachers in their own classrooms with the goal of improving pedagogy and student learning. This study has the purpose of improving and facilitating students’ EFL learning, emphasizing on speaking skills; the roll of the teacher-researcher will be to implement pedagogical strategies to achieve that goal.

3.3. Categories of Analysis

Unit	Category	Indicators
Strengthening of the communicative competence	1. Acquisition of necessary elements for communication through songs	1.1. Students acquire vocabulary from songs themes. 1.2. Students internalize grammar structures through the spoken language in the songs. 1.3. Students identify real life topics for communication through songs.
	2. Target language acquisition through the use of songs	2.1. Students acquire EFL pronunciation naturally. 2.2. Students develop listening and speaking skills through songs. 2.3. Students find motivation towards EFL learning, thanks to the songs characteristics (themes, rhythm, style, musical genre)
	3. Adoption of a culture of communication in the classroom through the use of songs	3.1. Students understand multiple themes for communication in the songs. 3.2. Students talk about the cultural background of the target language through the lyrics of the songs. 3.3. Students communicate their individual perceptions about the messages found in the songs.

3.4. Population and Sampling

This research study was developed with 22 students, aged 7 to 9 who attend classes at Universidad Pedagógica Nacional Language Center on Saturday mornings. During the observations (Research Project) the students were coursing Intermediate One level. During the practicum and first part of the study (assisted practicum) the students were coursing

Intermediate Two level and in the second part of the study (autonomous practicum) they were coursing Advanced level. For the sampling population, twelve students (low achievers) were chosen, based on their low level of interaction and communication in the classroom.

3.5. Instruments for data collection

In this study, it is fundamental to set up data triangulation since, according to Phillips and Carr (2010), triangulation suggests that three views of data provide a complete or whole view of the problem and, therefore, of the answer. For this reason, the three perspectives (students, mentor-teacher and researcher) are equally important information sources to provide trustworthiness to the research study.

In order to provide trustworthiness to the research study and with the aim of answering the research question of it, the use of the following information sources address that validity and reliability:

- Observation or field notes: Based on the ideas of Burns (1999), in this study the observation is used to make a conscious notice of the learners' performance and their attitudes, responses, and all the situations related to the issue researched (p.80). The notes of the observation during this study are accompanied by interpretations of each one of the events that provide important information for the resolution of the research question.
- Surveys: One of the advantages of the use of surveys and questionnaires in this study, following Burns (1999), is that they are less time consuming compared with others instruments. The surveys, according to Phillips and Carr (2010), help to gather data about students' attitudes, learning styles, homework habits, interests, and strengths and surveys are also considered interview data, since it takes, somehow, on the voice of the person being interviewed. For this study, the survey will be important to collect

students' opinions, ideas and better practices or strategies to keep improving speaking skills.

- Interview: According to Burns (1999), the interview allows expanding the area the investigator wants to explore. In this study, the interviews are semi structured since this type of interview elicit more information from the students and the teacher.
- Audio -video recording: About this technique, Burns (1999) argues that “captures in detail naturalistic interactions and verbatim utterances” (p.94). In this study, the audio video- recording is useful to revise actions during the class session such as performance, attitude, interaction, or any kind of episode concerning the implementation of the instructional strategies and the performance of pupils. Burns (1999) points out that this is useful for more in-depth analysis of the issues identified giving visual and oral support.
- Artifacts: According to Divita (2011), artifacts are interpreted as symbolic or physical objects that have been produced through human labor to function as mediational (and thereby developmental) tools in social interaction. The students' artifacts contain valuable information about their level of understanding and interpretation of the topics worked in class through the use of songs.

3.6. Ethical Issues

With the aim of avoiding issues with ethics in this research, consent forms (see Appendix 6) are elaborated in order to ask the students' parents for permission to work with their children as participants of the research study and use the information obtained through the data collection instruments, keeping confidentiality by hiding their names.

The ethical issues are the conclusive part of this chapter. Each one of the elements addressed here led to the realization of the next stage of this research that has to do with pedagogical intervention, which designs teaching methodologies, based on the vision of

language and learning and which is organized in a chronogram of activities carried out during the research study.

Chapter 4: Pedagogical Intervention and Implementation

This chapter contains a description of the vision of language and learning, as well as the teaching methodology developed, in order to establish some possible solutions to the problematic identified for this research. This chapter also contains a brief description of the pedagogical intervention and includes a presentation of a chronogram which integrates a chart with the summary of the lessons and procedures developed, according to the approach chosen for the research.

4.1. Vision of Language

According to Tudor (2001), the views of language and learning can be used to provide the foundation of teaching materials, educational programs, and individual conceptions of teaching practices. For the current research study, the vision of language has to do with one of its functions, which is *a means of self-expression*. Taking into account that students are supposed to communicate their ideas, emotions, thoughts, opinions, personal experiences, etc., through the linguistic and cultural information they obtain from the songs, the main purpose of approaching this view of language is to verify throughout students' performance what Tudor (2001) states: "language is the means by which we build up personal relationships, express our emotions and aspirations, and explore our interests". (p.65)

Following Tudor (2001), self-expression is related to personal meaningfulness and how people construct their realities. This means that language, as a self-expression means, has a humanistic perspective where, as an integral part of the program, learners are encouraged to express their feelings and personal experiences in a supportive environment with no fear of judgment or rejection. In this view of language, "the target learning content is specific to each learner as an individual" (p. 67) so that learners find personal meaningfulness while learning

the language. These reasons make this view of language an excellent approach to work with students because they will feel encouraged to communicate real life experiences about themselves in English in improving their communicative competence and therefore, acquiring EFL in a natural way.

Another view of language appropriated for this study is the functional perspective in which, according to Tudor (2001), language is seen as social action whose focus is on the functions and uses of the language in socially defined contexts. Tudor (2001) states that language is the means for achieving certain functional or pragmatic goals such as answering the phone, providing information in specific contexts, or communicating effectively in a foreign language. In this study, the students are supposed to use language through songs to communicate and to provide information about themselves and their context. This makes language functional as they are starting to communicate and interact with their classmates, adopting social practices.

4.2. Vision of Learning

The vision of learning set for this study is Experiential Learning which, according to Tudor (2001), implies a naturalistic form of learning or *picking up* the language which requires direct experience with the language. The use of songs can be considered a natural way of acquiring EFL because since the lyrics of the songs are based on people's personal life events, the students have a direct and natural experience with the language and they apply their knowledge and conceptual understanding to real-world situations, as their own lives, for instance.

Following Tudor (2001), experiential learning entails two key factors: (1) exposure to substantial amounts of input in the target language and (2) use of the language for communicative purposes. It emphasizes the idea of learning by doing, which has five

principles: activities should focus on processing and communicating messages, holistic learning activities should reflect the multi-dimensional nature of communication, authentic materials should be used, the use of communication strategies should be encouraged, and learning activities should involve collaboration among learners. All of those principles can be approached when using songs because they are authentic material that allow students to use language, mostly, for communicative purposes.

Another view of learning appropriated for this study is the Affective Learning, which supposes that learning has a role of affect. For this respect, Tudor (2001) states that students are individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors, and these factors give rise to a certain affective interaction with the learning process.

Considering this perspective, the students can probably build an affective relationship with their leaning process because the material used in class is about their lives, interests and emotions. These aspects make learning an affective process.

4.3. Pedagogical Approach

The pedagogical approach set for this study is the Communicative Approach which, as mentioned in Chapter 2, has its origin in the early years of the 70's. This Approach emerged as a reaction to previous structural methods, replacing audiolingual in the United States and situational in Europe, (Martin, 2009). It is also known as communicative teaching of the language or as a functional approach. From its name it is clear that, with this didactic model, it is intended to train the learner for a real communication -not only in the oral aspect, but also in the written one- with other speakers.

Furthermore, the communicative approach shifts the attention from what is language to what is done with language, determining the content to be taught, the role of apprentices

and teachers, the type of materials and the procedures and techniques that are used. The objectives in the teaching of the language become communication objectives: they aim that the apprentice be able to greet, communicate in a store, write a note, read an advertisement and understand it.

Besides the above, this approach takes into account the daily life and the language and culture of the students. Thanks to it, the four skills (listening comprehension, oral expression, reading comprehension and written expression) are addressed from the beginning and treated in an integrated manner throughout the process, with special emphasis on those of oral nature at the beginning but insisting on the development of all of them.

For this approach, the teacher becomes a provider of resources and learning facilitator. It is a source, among many others, of input and information. The teacher has to pay attention to the learning processes of students and the needs generated. The concept of error must be looked in another way: mistakes give good clues about the learning process of the students. Sometimes the role of the teachers is limited to present the activity without participating and it is the students the one who interacts. The protagonist is always the student.

Besides the above, this approach prioritizes fluency over grammatical correctness as long as communication is not interrupted. Therefore, teachers must be more tolerant to errors, without allowing them to become fossilized. When evaluating, communicative fluency and adaptation to the context is more valued than formal correction. The evaluation tests are based on the principle of communication. This means that not only the comprehension and correction of linguistic structures and vocabulary are measured, but also the ability to respond in certain situations with the appropriate expressions to the communicative function pursued. (Fruns, 2002).

Among the most relevant characteristics of the communicative approach for this study, it is taken into account:

- The use of authentic material is essential, along with the use of sound and visual media. (Hymes, 1972).

- The acquisition of meaning through a notional grammar, that is, the grammatical progressions go hand in hand with a meaning in the real context, so that the students get a clear understanding of the language. (Hymes, 1972).

- The social and pragmatic aspects of communication, which are the main objectives of each lesson; each content is developed in order to achieve a broad knowledge of the topics and subjects that could arise in a real situation, using the foreign language (Hymes, 1972).

Within the different options described above, it is fundamental to focus mainly on authentic documents, taking into account that within the principles that define the communicative approach, the use of authentic documents is required. Guillen and Castro (1994) define authentic documents as “those which belong to the extracurricular world and which do not have a pedagogic intentionality at all” (p. 89), since they have not been elaborated for the classroom but are used as complementary material in the class. Within the different types of authentic documents, it is possible to number the media, movies, publicity, photographs, drawings and literary texts.

In relation to the above, Guillen and Castro (1994) state that the authentic documents, generically constitute the core of work of the teachers for their interventions in the classroom since they condition, in great magnitude, the teaching-learning activities and let the students interrogate, analyze, understand and construct, through them, the knowledge, a critical and informed knowledge of the world that surrounds them. According to this, the authentic documents allow also to strengthen in the students a series of abilities that make them have a

better vision and comprehension of the world and the acquired knowledge in class, providing them with tools that probably they could not obtain in a strictly academic way.

In the case of the English songs, these seek to communicate, entertain, amuse, etc., to the one who listens to them and, besides providing the didactic or dynamic component to have success in the class, these are taken or used as a pedagogic tool since, through them, it is possible to shape and/or improve EFL speaking skills and, therefore, the communicative competence.

4.4. Implementation Phases

The following is a description of the objectives to be achieved by the students, the activities to develop in the classroom and the research categories and indicators that are reached in different periods of time (phases).

Phase	Category	Objective	Indicator	Activity
Observations	Acquisition of necessary elements for communication through songs	To demonstrate the didactic value of songs when promoting EFL Intermediate students' communicative competence.	*Students acquire vocabulary from songs themes. *Students learn grammar structures and sociolinguistics elements through the spoken language in the songs. *Students identify real life topics for communication through songs.	Students are familiar with the vocabulary found in the lyrics of the songs and use it, along with the new words, for communication in the classroom. They also find the right way of saying what they want to communicate through the grammar knowledge acquired.
Songs Exposure	Target language acquisition through the use of songs	To determine how songs as a didactic tool promote EFL acquisition.	*Students acquire EFL pronunciation naturally. *Students develop listening and speaking skills through songs. *Students find motivation towards EFL learning, thanks to the songs characteristics (themes, rhythm, style, musical genre)	Students check the pronunciation of the words and repeat until the lyrics get attached to their minds. They read the lyrics firstly to get new vocabulary, then they listen to the song to know how to pronounce, then they sing the song and later they re-write the lyrics on their own.
Practice	Adoption of a culture of communication in the classroom through the use of songs	To identify how the students' communicative competence is fostered through the use of songs.	*Students understand multiple themes for communication in the songs. *Students learn and talk about the cultural background of the target language through the lyrics of the songs.	Students talk about the different topics they find through the song's lyrics, they communicate their ideas about the intention of the speaker, they are able to interpret the messages of the song.

*Students communicate their individual perceptions about the messages found in the songs.

4.5 Academic Program

The following is the learning objectives plan for the two semesters of the practicum (assisted and autonomous). These schemes contain the learning objectives, central activities to develop, analysis indicators and the respective dates of implementation of such activities.

Centro de Lenguas Universidad Pedagógica Nacional Implementation Phase at Intermediate II Level- Assisted Practicum			
Date	Learning Objective	Activity	Indicator
August 5th 2017 Unit 1: “Kids in my class”	<ul style="list-style-type: none"> • To learn how to describe people. • To learn how to make comparisons. • To talk about the importance of self-esteem and self-love 	To make a drawing of their family members and describe them, using the vocabulary learned from the song <i>Beautiful by Christina Aguilera</i> , as a support. Then, talk about society physical stereotypes and the impact on people’s self-esteem and self-love.	<ul style="list-style-type: none"> *Students acquire vocabulary from songs themes. *Students identify real life topics for communication through songs.
August 12th 2017 Unit 2: “My Schedule”	<ul style="list-style-type: none"> • To talk about what people do at different times. • To talk about where people go at different times. • To say how often people do things. 	To make chart and fill it with the activities and chores they have do during the week. Then they share it with their classmates. The next activity is to listen to the song <i>The lazy song by Bruno Mars</i> and use it as reference source to talk about the things they like to do on their free time and the importance of taking a break from academic or work activities at least once a week.	<ul style="list-style-type: none"> *Students identify real life topics for communication through songs. *Students understand multiple themes for communication in the songs.
August 19th 2017 Unit 3: “I like to eat”	<ul style="list-style-type: none"> • To talk about what people eat. • To make polite requests. 	To invent a recipe or dish they would prepare if they were the owner of a restaurant. Make drawings to illustrate their meals and share with their classmates. The next activity is to listen to the song <i>Too much food by Jason Mraz</i> and then perform a dramatization of a supermarket, where they have to do a check list of the food they have to buy and ask polite requests to the supermarket employees. At the end they talk about the importance of eating health food.	<ul style="list-style-type: none"> *Students understand multiple themes for communication in the songs. *Students learn grammar structures through the spoken language in the songs.
September 9th 2017 Unit 4: “How do you feel?”	<ul style="list-style-type: none"> • To talk about illnesses and ailments. • To give advice and suggest remedies. 	To make a medical prescription with the vocabulary learned about illnesses, then dramatize a situation in a doctor’s office and invent the remedy for the illness. The next activity is to listen to the song <i>Scars by Papa Roach</i> and talk about informal ways to express health and mood states, using some idioms identified in the lyrics of the song.	<ul style="list-style-type: none"> *Students acquire vocabulary from songs themes. *Students learn and talk about the cultural background of the target language through the lyrics of the songs.
September 16th 2017 Unit 5:	<ul style="list-style-type: none"> • To talk about different kinds of animals. 	To listen to a song set in the book about animals’ vocabulary and then identify through its lyrics the different habitats where animals live.	<ul style="list-style-type: none"> *Students acquire vocabulary from songs themes.

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“Weird and wild animals”	<ul style="list-style-type: none"> • To tell why certain animals are endangered. 	The next activity is to watch a video about endangered animals and listen to the song <i>Heal the world by Michael Jackson</i> . Then talk about how to heal the world and protect both animals and human beings from world’s issues.	*Students understand multiple themes for communication in the songs.
September 23rd 2017 Unit 6: “Life long ago”	<ul style="list-style-type: none"> • To talk about the past and the present important events. • To talk about what people used to do. • To talk about modern technology. 	To make a chart and filling it with info about the sources people used in the past when there were not technological devices. Then make a drawing illustrating the advances of technology and their benefits to human beings. The next activity is to listen to the song <i>See you again by Wiz Khalifa</i> and talk about the events set in the song lyrics and describe what is the message that the author of the song wants to transmit. Then play karaoke.	*Students learn grammar structures through the spoken language in the songs. *Students communicate their individual perceptions about the messages found in the songs. *Students identify real life topics for communication through songs.
October 14th Unit 7: “Special Days”	<ul style="list-style-type: none"> • To talk about special days and traditions. • To talk about dates. 	To read twice the lyrics of the song “ <i>Special Days are fun</i> ”. Then, listen to the song and write on a sheet of paper the words or phrases they understand from the song. Then listen to the song again pause it after each sentence, they have to write the sentences on a sheet of paper. The next activity is to perform a celebration without talking in order to make their classmates guess the name of the celebration they try to represent.	*Students acquire vocabulary from songs themes. *Students develop listening and speaking skills through songs.
October 28th Unit 8: “Learning New Things”	<ul style="list-style-type: none"> • To talk about things that people know how to do. • To talk about what you’d like to do. 	To write an email telling their friends about the things they like and the things they want to learn. The next activity was to play karaoke and get ready for the final project of the course which had to do with a karaoke show.	*Students find motivation towards EFL learning, thanks to the songs characteristics (themes, rhythm, style, musical genre)
November 4th Unit 9: “Hobbies”	<ul style="list-style-type: none"> • To talk about people’s hobbies. 	To make a drawing illustrating the things they do in their spare time and share with their parents. Then work on the final activity of the course which has to do with the karaoke show.	*Students find motivation towards EFL learning, thanks to the songs characteristics (themes, rhythm, style, musical genre)

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Date	Learning Objective	Activity	Indicator
February 10th Unit 1: “My interests”	<ul style="list-style-type: none"> • To make suggestions. • To talk about one’s interests. • To talk about being part of a group. 	To make a chart and fill it with information about their interests and then share that information with their classmates, explaining why. Then cut images about the most representative characteristics of a group (art group, sports group, etc.)and paste them on a sheet of paper, explaining why	*Students communicate their personal interests with their classmates and represent non-verbally information about their main interests.

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		they are interested, or not, in joining such groups.	
February 17th Unit 2: “Family Ties”	<ul style="list-style-type: none"> • To talk about the importance of family. • To talk about the different roles that each member of the family performs. 	To identify, through a recording, the different members that form a family. Students are given the picture of a big family and when listening the recording they will mark on the picture the name of each member and the kinship. Then students answer why it is important to have a family and the different roles that each member of the family performs. The next activity is to watch a scene of the movie <i>Coco</i> and answer some questions about the events that occur in the scene. Then they are given the lyrics of the song <i>Remember me</i> (song from that movie soundtrack). After they read it, they are given the lyrics with some words missing so they listen to the song and fill the gaps.	<ul style="list-style-type: none"> *Students develop listening and speaking skills through songs. *Students understand multiple themes for communication in the songs. *Students identify real life topics for communication through songs.
February 24th “My life in a song”	<ul style="list-style-type: none"> • To talk about important life events. • To talk about things that happened in the past, are happening in the present and will happen in the future. 	To make a timeline of the events people do in their childhood, youth and adulthood. Then talk about the important things they have done in the past, the things they do in the present and the things they want to do in the future. The next activity is to read the lyrics of the song <i>7 years by Lukas Graham</i> and watch the video of such song. They will redo the exercise they did before but now with the information obtained from the lyrics of the song, that is, the events that happened to the speaker of the song. Finally, students talk about the message they get from the song.	<ul style="list-style-type: none"> *Students identify real life topics for communication through songs. *Students understand multiple themes for communication in the songs. *Students communicate their individual perceptions about the messages found in the songs.
March 3rd “What’s going on?”	<ul style="list-style-type: none"> • To talk about the social problems that the world is currently facing. • To talk about what the world needs to be a better place. • To describe the social problems that are taking place in Colombia. • To identify possible solutions to fix our country’s social problems. 	To talk about the social problems currently happening in the world and describe possible solutions to such problems. The next activity is to read the lyrics of the song <i>Pray by Justin Bieber</i> and identify the main problems the speaker on the song is talking about. After listening watching the video about the song, the students work in groups and make a drawing illustrating the main social problems happening in Colombia. At the end they describe the problems they try to represent through the drawing.	<ul style="list-style-type: none"> *Students identify real life topics for communication through songs. *Students understand multiple themes for communication in the songs. *Students communicate their individual perceptions about the messages found in the songs.

4.6. Lesson Plans

Taking into account that the Universidad Pedagógica Nacional Language Center demands the elaboration of class planning in order to develop every class, and considering the need to organize the activities to implement during this research, a lesson plan was designed prior to carrying out every class. Such lesson plans contain, mainly, the name or topic for the class, as well as the learning objectives, grammar to be used and vocabulary to be learned. Likewise, the lesson plans include three stages: pre, during and post activities to make sure there is a consultation of previous knowledge regarding the new topics (warming up), then a solid explanation and development of the new lessons and finally an evaluation of the topics presented to assure the students have learned successfully. The following is an example of the elaboration of such lesson plans.

Lesson Plan No. 11	Name: What's going on?
Level: Advanced	Date: March 3 rd 2018
Duration: 60 minutes	Number of students: 22
Grammar used: Present continuous- modal verbs (should, must, have to).	
Vocabulary: values, social issues, human needs.	
Learning objectives: <ol style="list-style-type: none"> 1. To talk about the social problems that the world is currently facing. 2. To talk about what the world needs to be a better place. 3. To describe the social problems that are taking place in Colombia. 4. To identify possible solutions to fix our country's social problems. 	
Materials: <ul style="list-style-type: none"> • Video beam • Song lyrics <i>Pray by Justin Bieber</i> • Cardboard • Markers, colors 	
Procedures: <ol style="list-style-type: none"> 1. Checking previous knowledge: Ask students about the social problems that the world is currently facing. Ask them to describe or explain their answers using the vocabulary they know. Write down their answers on the board so that way their classmates can see and understand everybody's answers. 2. Give students the lyrics of the song <i>Pray by Justin Bieber</i>. Ask students to read and answer some questions regarding the message of the song to make sure they understand it. 3. Introduce the new grammar lesson (present continuous) Then watch the original video of the song. After the video, ask the students about the worldwide social issues presented in the lyrics of the song. Then ask them to describe such social issues with the new vocabulary and grammar learned. After this, talk about the possible solutions to the world's problems. 4. Give an explanation about the class assessment. 	
Assessment: Ask students to make groups of 4 people. Give them a cardboard and markers. They will have to make a drawing illustrating some of the main social problems happening in Colombia and the possible solutions to those problems. After making the drawing, they will explain to their classmates what the drawing is about.	

Chapter 5: Data Analysis

This chapter contains a detailed description of the data analysis that was carried out once the implementation phase was concluded. The gathered data were analyzed in order to understand and demonstrate whether the objectives of the research were achieved or not. For this, the achievements as well as the limitations identified during each category of analysis are exposed. The chapter also contains information about the results of the pedagogical intervention.

5.1 Analysis Management

Taking into account that the reason that led to the realization of this research project was the inability of the observed population to successfully communicate in English, due to the lack of vocabulary, motivation and the absence of the real use of the spoken language in the classroom. The researcher set the objective of finding out how to foster the communicative competence and natural EFL acquisition through a didactic, and at the same time, appealing tool that stimulated the motivation of the students towards the learning of the foreign language. Once the likes and interests of the students were known, it was determined that the songs would become the tool with the power to achieve such objectives.

In order to provide a solution to the previously mentioned issue, several songs based activities were planned and carried out during two semesters, with the purpose of promoting communication in the classroom, what implied to determine strategies to make students develop their speaking skills in English since they were used to speak mostly in Spanish, according to what was observed. To define and design such activities was not an easy task because, in the first place, all the activities must be related to the units of the class book. This implied that the topics of conversation must be the same ones as in the class book, since

according to the Language Center pedagogic guidelines, it is mandatory to elaborate the lessons based on the units and topics of the book and often, students showed disinterest towards those topics. Secondly, it was not easy to design strategies that allowed students to put aside shyness and their fear to make mistakes when speaking in English.

Besides the above, another limitation that arose had to do with some interruptions in the academic calendar. In the semester 2017-2, it was necessary to postpone some activities because of the October break, assessments, exams and meetings with parents, for instance. In the semester 2018-1, it was necessary to finish the activities before expected because of other interruptions that were going to take place soon, such as Easter and elections. In spite of this inconvenience, the lost time was recovered by devoting extra time to the research project activities whenever it was a chance and without affecting the regular development of the book activities or units.

Although there were limitations during the realization of this study, great achievements were also accomplished: it was possible to carry out all the activities planned, the students showed excitement and motivation towards each one of the activities developed and they demonstrated, through their performance, how much they enjoyed the pedagogic implementation. After learning each new song, the students inquired for the next song to learn and the new topics they were going to discuss or talk about.

Overall, the students showed a great commitment towards the strengthening of their communicative competence by involving in all the topics of discussion in the classroom. They often demonstrated how good they felt when having the capacity to express and communicate their ideas, opinion and thoughts in relation to the matters discussed in class. The pedagogic implementation had a positive impact in the foreign language acquisition, since they naturally were increasing their vocabulary or lexicon after working on each song. Besides this they felt

more motivated to participate and learn, leaving aside shyness and the fear to make mistakes when speaking in English.

5.2. Data Analysis

For this data analysis, it was fundamental the incorporation of triangulation as the analysis technique that allows to use different points of view, guaranteeing greater precision in the observation, increasing the validity of the results when obtaining data from different sources. The following are the categories and indicators to analyze and the findings in each one of them.

5.2.1. Category 1: Acquisition of the necessary elements for communication through songs

Communication is the conscious activity of exchanging information between two or more participants in order to transmit or receive meanings through a shared system of signs *words* and semantic norms *grammar structure*. (May, 1995). When it came to communicating in English, taking into account the observations (see Appendix 3), the students barely found or knew the words and grammar structures they needed to communicate their ideas or opinions. Songs played a fundamental role in the acquisition of such elements, necessary for communication. In that sense, the indicators below were established to provide the students with the elements they needed to successfully communicate in the classroom.

5.2.1.1 Indicator 1: Students acquire vocabulary from songs themes

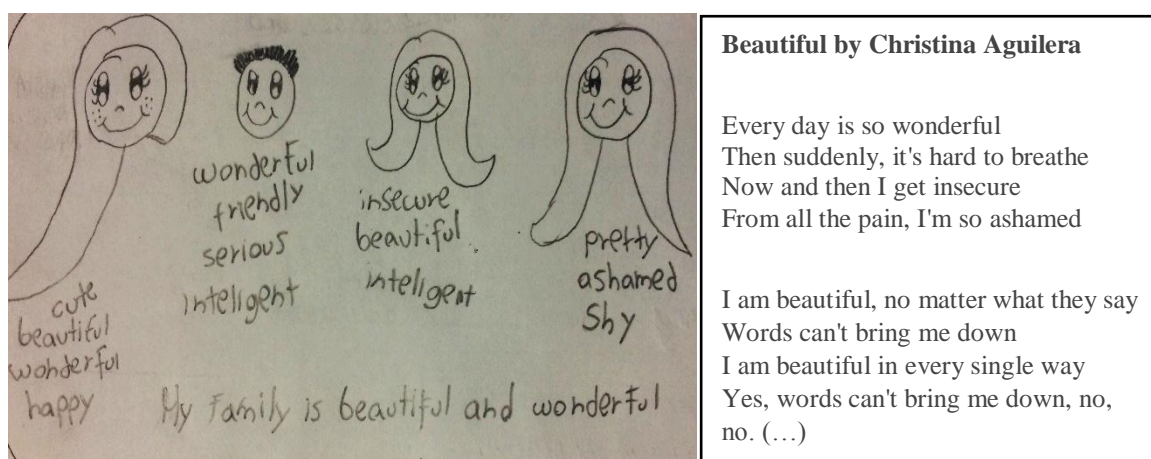
This indicator aimed to demonstrate that through the lyrics of the songs, students were capable to enrich their vocabulary in English. To successfully achieve this indicator, it was important to select an appropriate song for each class, taking into account not only the vocabulary set on it but the students' preferences regarding musical genre and rhythm, for instance. Another important aspect to check prior to choosing a song, was the form of the

language itself on it, since the idea was to provide the students with messages they could understand and later interpret, taking into account what Cassany et al. (1994) suggest:

The appropriate songs for the classroom are characterized for the simplicity of their arguments, their brevity and authenticity, their concrete and coherent communicative message, the structures of a simple and informal language and the use of the closest forms to the conversational and informal language. (p.36).

Based on the above, the strategies to achieve this first indicator were mainly focused on finding songs with simple lyrics, with a concrete and associative lexicon, then make the students read the lyrics and later listen to the song at least twice to assure they could naturally catch the words and engrave them on their minds. One of the activities that exemplifies such indicator had to do the use of the song *Beautiful by Christina Aguilera*, which contained simple descriptions of people.

Figure 2. Artifact of a student using adjectives taken from a song to make descriptions



Throughout this activity, the students were asked to read the lyrics and underline the adjectives they identified on it; after they did this, they had to listen to the song twice. Since the lyrics of the song were simple and repetitive, the students were able to naturally engrave some words in their minds; as a result, they could make descriptions of their families when telling their classmates about their most representative characteristics. In conclusion, this

indicator was successfully achieved because the students demonstrated that songs did provide them with vocabulary to communicate in class.

5.2.1.2. Indicator 2: Students internalize grammar structures through the spoken language in the songs

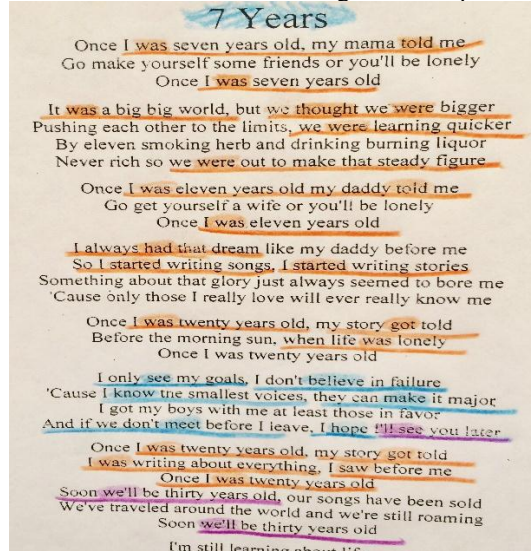
According to what was observed in class, one of the most frequent barriers that the students faced had to do with the insecurity when using grammar in their textual and oral productions. Although the students had a background about the usage of English grammar (simple, past and future tense, for instance), during the development of the classes it was evident that students were confused and insecure about the use of grammar in the foreign language. Rather than using past or future tense, the students were used to speak mostly using verbs in infinitive in present tense.

Thanks to the songs, the students overcame the barrier mentioned above, since they could associate the grammar used in the lyrics of the songs with the spoken language. They could establish a connection between the grammatical elements identified in the songs and their real life speaking, learning significantly how to use grammar with reference to the moment of speaking. Cassany et al (1994) state that music has a didactic potential because it offers a wide range of registers and styles, since songs usually use simple and repeated structures, which allows to selectively learn different grammatical, syntactic, lexical and prosodic aspects.

An activity that demonstrated what is exposed above was the representation of a series of events taken from the song *Seven Years by Lukas Graham*; the students were asked to read the lyrics of the song and identify the present, past and future events set on it. Most of them underlined each one of the tenses with different colors so when they were asked for the events that specifically happened in the past, they answered using the correct tense, then they did the

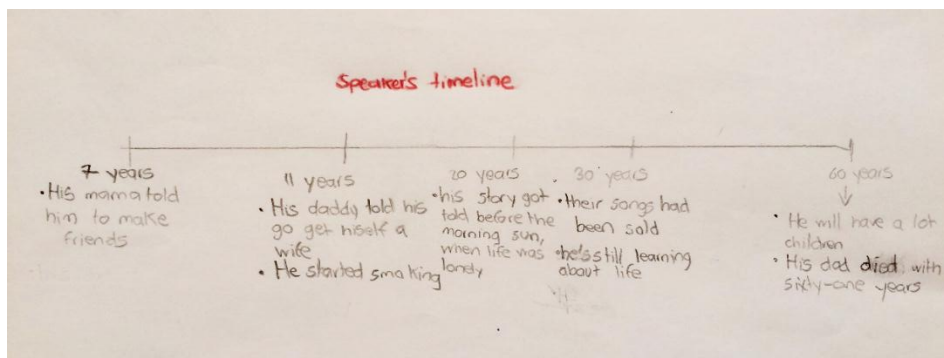
same with all the tenses. It was easier for them to find direct answers by following the color they assigned to each tense, what demonstrated that songs helped them to internalize the appropriate use of grammar.

Figure 3. Students' artifact about underlining events in present, past and future tense



After this was done, the students were asked to make a timeline setting the events that took place when the speaker of the song was 7, 11, 20, 30 and 60 years old. They quickly transcribed the events they had already underlined on the lyrics and, taking into account that they were supposed to mention the speaker's life events, they changed the subject on the sentences from the first person to third person. That is, instead of writing "My mama told me", they wrote "his mama told him", what proves that students could also infer the grammatical gender taking into account who they were speaking about.

Figure 4. Artifact of a student telling events that happened at specific ages.



In conclusion, this indicator was successfully achieved thanks to the positive results obtained, as it was described above. The following pictures illustrate what they students learned regarding grammar, proving this way that songs did provide students with EFL grammar knowledge.

5.2.1.3. Indicator 3: Students identify real life topics for communication through songs

This indicator aimed to demonstrate that songs provide multiple topics to talk about. To give validity to this statement, the researcher relied on Santos (1996), who points out that there are songs alike for almost all subjects or occasions; they are not only used for common themes such as numbers, colors, animals or food, but it is possible to explore a wide range of emotions and situations that are part of the child's everyday life. The researcher took care of finding songs with appealing themes for the students, including friendship, family, human values and social issues, for instance. Working with such topics, fostered students' participation in class, since they wanted to communicate their personal experiences and emotions in relation to the matters to be discussed, as it is explained below.

One of the activities that demonstrated the achievement of this indicator was to work with the song *See you again by Wiz Khalifa*. The activity was focused on talking about the topics and events that took place in the story told through the song. It is important to highlight that this particular song is one of the soundtracks for the film *Fast and Furious* so most of the students had already listened to it or at least were familiarized with its rhythm. This fact made the activity an enjoyable experience because the students showed excitement when reading to the lyrics and later when singing the song (see Appendix 7).

Taking into account that students were familiar with the themes involved in the song, they actively wanted to communicate their opinions about such themes and their personal

experiences related to them. They talked about friendship and the importance of supporting and taking care of their friends. For the ones who did not watch the movie and did not know the song, the students who did watch it explained to their classmates what happened in the movie, in order to make them understand the lyrics of the song.

As a conclusion, the students achieved successfully this indicator since they proved that they could identify different topics through the songs they worked with and they could also use such topics for communication in class. Besides this, the different themes of the songs encouraged students to actively participate in the activities developed in class.

5.2.2. Category 2: Target language acquisition through the use of songs

The most commonly used methods for the teaching-learning of foreign languages have been traditionally, on the one hand, the grammar and translation method and, second, the natural or direct method. From the perspective of the grammar and translation method, according to Preston and Young (2000), the learning of a language is based on the formulation and specific study of its grammar rules, on the memorization of the terms of vocabulary and the corresponding paradigms, and on the use of translation, as fundamental activities.

From the perspective of the natural method, the learning of a language is based on the idea that the meanings should be assimilated directly by the student, through the personal association between such meanings and the linguistic forms used in the different acts of communication. Taking into account that this research aimed to foster not only the students' communicative competence but also natural EFL acquisition, this second category proposed to analyze how songs facilitated such acquisition of the foreign language in a natural way. For it, the indicators below were established to demonstrate how the use of songs could become the means by which the students acquired naturally the target language.

5.2.2.1. Indicator 1: Students acquire EFL pronunciation naturally

According to Moya (2003), the apprentices of foreign languages, like the native children, have a greater ability to perceive and understand sounds than to produce them correctly. Therefore, it is convenient to subject the apprentices to a broad, repetitive and adequate input in real and meaningful situations of communications that allow them to listen and identify the sounds in the new language and correct in a natural way, if any, the pronunciation errors that are produced in the emission of their statements. Songs fulfill all the previous characteristics since, first of all, they provide the students with the real sounds of the foreign language and they also include frequent repetitions, what makes students acquire the language in a natural way since thanks to such repetitions, the sounds are engraved in students' memory.

In order to achieve this indicator, working on pronunciation was required for all the activities developed; the students always checked pronunciation when listening to each song and at the same time, while reading aloud the lyrics since the teacher corrected pronunciation mistakes whenever it was necessary. When reading and listening to the song at the same time, the students could associate the meanings (words) with their respective pronunciation and thanks to the repetitions students could later pronounce the words without even reading the lyrics because they were being engraved in their memories. Songs gave the students perfect pronunciation models. As they learned to sing them, you were practicing their pronunciation, they were imitating native speakers, and learning how to speak better. The rhythm naturally led to better pronunciation, better intonation, and more fluency. (See Appendix 7)

The following pictures shows how students tried to pronounce exactly how the speaker of the song did when listening to the song *See you again by Wiz Khalifa*. In conclusion, they

could successfully achieve this indicator since they could identify through the songs how words were pronounced, acquiring naturally EFL pronunciation.

Figure 5. Students listening and singing a song, mimicing the speaker's pronunciation



5.2.2.2. Indicator 2: Students develop listening and speaking skills through songs

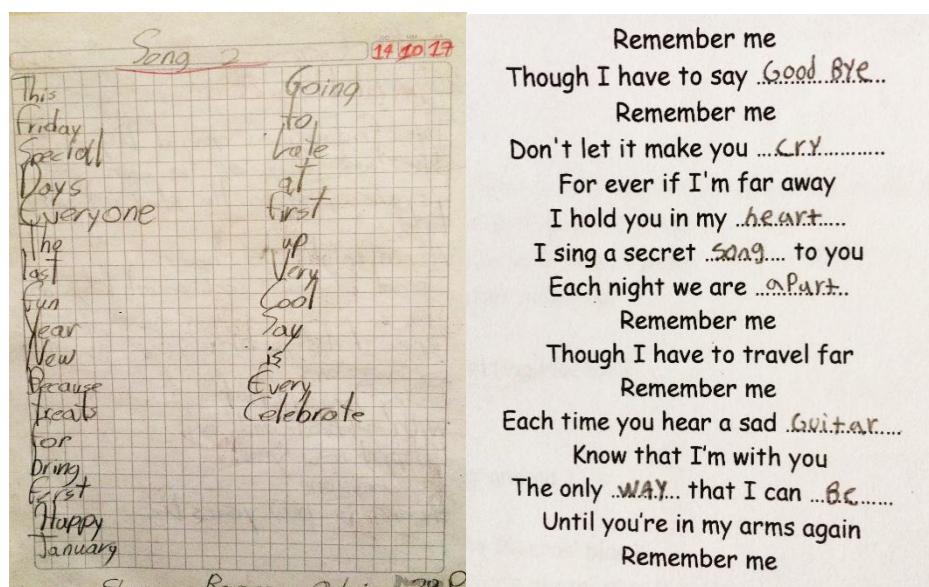
In accordance with Cassany et al. (1994), one of the benefits of using songs as a didactic tool is the strengthening of different skills: writing, speaking and listening. When apprentices start paying attention to the lyrics of a song, their listening skills naturally improve and once they learn a few songs, they soon start gathering an immense repertoire of songs and vocabulary. Just the fact that they start caring about the lyrics activates their listening skills and listening to music in English becomes an enjoyable learning exercise. As a consequence, due to the great amount of vocabulary that students can learn or acquire from songs, they start to feel more confident when speaking because they know the meaning and pronunciation of the words they are using to talk.

In order to analyze this indicator, during the first semester the researcher used the song *Special Days are fun*; the activity was about reading the lyrics, then listen to the song twice while reading, or singing, the lyrics and after that, write on a sheet of paper as many words as they remembered from the song. While doing this exercise, it was evident that students could gather a lot of vocabulary since they wrote a huge list of words. Apparently, such words got

stuck in their memories and they could not forget them. The same exercise was done on the next semester; students watched at home the movie *Coco* and later in class, they worked on the lyrics of the song *Remember me*, which was taken from the movie's soundtrack. The activity developed with this song was to listen to it and fill the gaps with the missing words on the lyrics.

After the listening exercise was completed, the students talked about some of the themes of the song, specifically the importance of family. Thanks to the vocabulary and pronunciation acquired from the song, the students could speak more in English and leave aside the habit of speaking in Spanish. Through these findings, it is concluded that songs definitely facilitate the development of both listening and speaking skills. The following pictures prove how songs allowed students to develop such abilities.

Figure 6. Students artifacts about listening exercises related to the songs *Special Days are fun* and *Remember me*.



5.2.2.3. Indicator 3: Students find motivation towards EFL learning, thanks to the songs characteristics (themes, rhythm, style, musical genre)

According to Williams and Burden (2008), motivation consists on “a status of cognitive and emotional activation that produces a conscious decision of acting and that results in a period of intellectual and/or physical sustained effort with the purpose of

achieving a goal or goals previously established” (p.128). Encouraging motivation towards foreign language learning is possible through songs. One of the reasons that supports this statement has to do with the power that songs have to attract anyone’s attention; EFL students often start enjoying music and singing songs in English because of their rhythm, themes or musical genre so if they like the rhythm and understand what the song is about, for instance, they start looking for more songs to learn and sing.

Another reason that leads students to find motivation towards foreign language learning, following Williams and Burden, has to do with the accomplishment of the linguistic objectives that they have set to themselves. That is, the ability to pronounce in the most similar way possible to the native form, to perfectly dominate the difference between each of the grammatical tenses, for instance. Along with these reasons, it is added the students desire of adapting to the settlement society, that is to the culture in which the target language is spoken (Williams and Burden, 2008. p.125).

In relation to the above, Reid (2000) states that music naturally contributes to increase the motivation to learn a foreign language. This author affirms that the use of songs in the classroom helps to increase the value that the students give to the activities being developed (class enjoyment, communicative utility, for instance) in such a way that, on the one hand, the students start to study the foreign language just for simple curiosity (which is the main component of the activation of motivation) and, on the other hand, they start to keep the interest in their learning process, making it an affective and enjoyable experience.

The previous statements were proven in the practice since it was possible to observe and verify that motivation emerged autonomously in the students for different reasons: some students desired to speak like native English speakers, some others desired to travel overseas and have direct contact with the culture through interaction with foreigners and some others

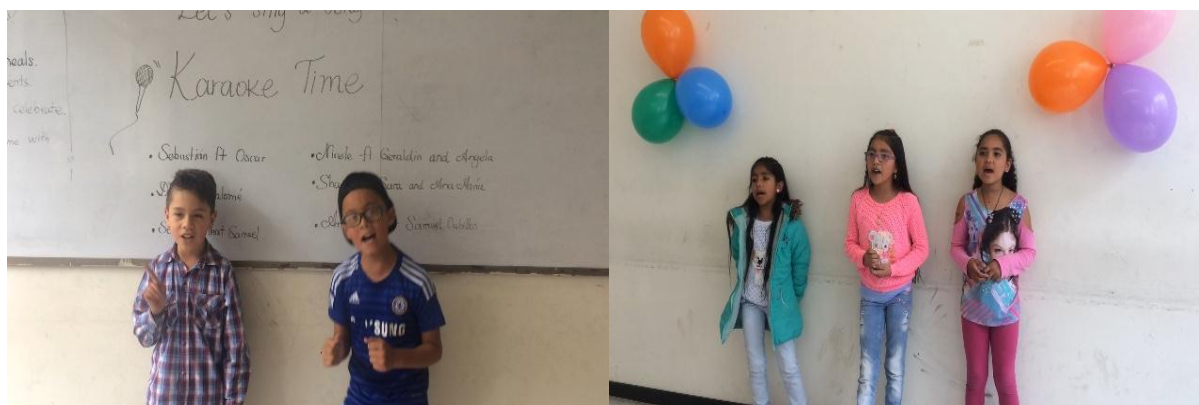
were looking forward to dominate perfectly the language to impress their parents and even their classmates. The students combined their learning expectations with the pleasure of learning through songs, especially with those contemporary or trend ones (pop, rock and rap).

One of the activities that was developed multiple times and that demonstrates how songs encouraged students' motivation was the karaoke. When the students were explained about this activity, most of them agreed and wanted to sing their favorite songs and learn new ones with the purpose of showing their classmates and teacher how good they were at pronouncing and singing in English. Others wanted to show the big repertory of songs they knew and a few students, on the contrary, did not show much interests in relation to the activity because of their shyness to sing in public or because they felt nervous about it, so they just decided to sing quietly.

Although some students did not show excitement for this activity, in comparison with the others who did, all students were motivated to learn more English songs after playing karaoke in class. What they did then, was to select a song of their favorite rhythm and theme (specially hits of the moment), google the lyrics at home and then learn it autonomously. They were asked every Saturday during a month for the songs they had learned and they looked very excited about telling their classmates and teacher the new songs they learned.

In conclusion, students could find motivation towards ELF learning. This motivation emerged in a natural way due to the different reasons that led students to learn English. A great finding is that the more songs they students knew, the more motivation they had to continue learning to the point where the students began to unconsciously acquire the target language: little by little they were acquiring sounds, then grammar and then the ability to speak more in English in a natural way.

Figure 7. Students singing in a karaoke show.



5.2.3. Category 3: Adoption of a culture of communication in the classroom through the use of songs

Taking into account that this research was mainly carried out because of the lack of communication in the classroom, in terms of the students' inability to successfully communicate their ideas and the absence of English speaking, the researcher took care of finding songs with appealing themes for the students, so that way they could talk and discuss several matters about real life experiences and events. In order to make students proactively speak more in English and, consequently, adopt a culture of communication, the following indicators were set. Each indicator presents the activities planned to achieve them.

5.2.3.1. Indicator 1: Students understand multiple themes for communication in the songs

Music can be enjoyed without understanding the lyrics but if the listener does understand, it can be definitely more enjoyable and significant. When students start paying attention to what the speakers of the song are saying, they take advantage of the language since the words start to communicate something to them and they start associating the words and, therefore, the language with their own life.

In accordance with Cassany et al. (1994), music provides unlimited opportunities to discuss several learning themes related to each song, making foreign language learning a

natural and enjoyable process. Considering this statement, this indicator aimed to demonstrate that students could understand meanings and later establish communication regarding the different themes that songs provided to them. During the different activities developed, it was evident that students could identify real life themes like friendship through the song *See you again* by Wiz Khalifa, environmental care through the song *Heal the world* by Michael Jackson or laziness through the song *The lazy song* by Bruno Mars, for instance.

One of the activities that specifically demonstrates what is stated above was related to the song *Heal the world* by Michael Jackson. The students were asked to read the lyrics of the song and after listening to it to work on pronunciation, the students were asked to make a drawing in order to illustrate what they understood about the song. Most of the students made drawings about nature and the human actions that contaminate the planet (see figure 8). After the drawings were done, the students passed to the front of the classroom to explain what their drawing was about and that allowed other students to communicate what they thought about such illustration and the current environmental problems the planet is facing due to contamination or pollution, for instance.

Figure 8. Artifact of a student illustrating what he understood about the song *Heal the world* by Michael Jackson. Theme: environmental care.



The reasons above permitted the researcher to conclude, in the first place, that students could effectively understand different themes from the songs and consequently communicate their ideas about such topics. The wide variety of topics allowed students to actively participate in class and encourage their interest towards EFL acquisition.

5.2.3.2. Indicator 2: Students talk about the cultural background of the target language through the lyrics of the songs

According to Larraz (2008), songs, besides providing vocabulary, grammar and pronunciation, favor both the knowledge of the target language's cultural background and the association of the language to the culture. In the classroom, students often have curiosity about the way speakers of the song speak (use of contractions, idioms, popular expressions), the informal language they find on the lyrics (urban speech, for instance) and the different ways of thinking or behaving of the society where the target language is spoken, presented in the songs.

During the development of the activities to foster communication through songs, students often were concerned about the aspects previously mentioned. They inquired information about the differences between the meanings of the target language in contrast with the mother tongue whenever they did not understand why English speakers say things in a different way, in comparison to the way they say them in their language. The almost permanent use of contractions in the lyrics (*gotta, gonna, gotcha, wanna*), was a topic that always caught students' attention. Due to the repetitive use of these words in the songs, students tried to understand why speakers of the songs use this way and not the one they already knew (*have to, going to, got you, want to*).

After the explanation of this cultural phenomenon, the students were interested in knowing more about this type of aspects in relation to the culture where the target language

was spoken. They also tried to associate such linguistic variables with the mother tongue to better understand why English speakers normally use informal language in the songs. One of the activities that helped to achieve this indicator was focused on the analysis of the song *Seven years by Lukas Graham*. When reading the lyrics of the song, the very first thing that some students did was to ask: “*Teacher, why the singer say mama and not mother or mom?*”. At the beginning, one of the students thought that was a spelling mistake but since that word was repeated in different opportunities throughout the song, the student decided to figure out why the speaker said *mama* instead of *mom* or *mother*.

In order to give an answer to that question, the students were explained about the American culture (taking into account that the singer is from U.S.A). They were explained that in USA a lot of cultures from different countries converge and produce a cultural and linguistic interchange, giving origin to sociolinguistics phenomena as Spanglish, for instance. Then they started a conversation explaining things they knew about it; one of those conversations turned around the use of the word *ok* in the Spanish context (see Appendix 8):

Student: “Teacher, you know what is the meaning of OK?”

Teacher: Do I know the meaning of ok? Yes, I do but please explain to your classmates what is the meaning of that.

Student: OK quiere decir...

Teacher: Hold on! Please say that in English.

Student: Ok teacher: the meaning of OK is “Cero Killed” because in the war the people say that when... how do you say “nadie se moría”?

Teacher: Nobody died.

Student: Nobody died.

In conclusion, it was possible to successfully achieve this indicator since, thanks to the songs, students started talking about the cultural background of the target language. After

learning new information about the culture, they made associations to their culture and native language.

5.2.3.3. Indicator 3: Students communicate their individual perceptions about the messages found in the songs

In line with Cassany et al. (1994), the use of music in the teaching of a language also counts with important conceptual, cultural and emotional arguments because every song, as a unit of work, represents itself a different conception of reality subjected to different interpretations and transmits a great cultural and emotional content to the students that can serve as true input that turns into a significant learning process. Based on this, the indicator to be analyzed aimed to demonstrate how songs fostered the student's capacity to talk about the messages they found in the songs while communicating their personal perspectives or interpretations about them.

In the classroom, after learning each song and understanding the message of it, the students wanted to provide their personal opinions about the themes set on the songs. One of the activities that explains how this indicator was developed was the activity based on the song *Pray by Justin Bieber*. What they students had to do was reading the lyrics watch the video of the song and later identify the message the speaker was trying to communicate; the students associated the themes they understood from the song with the situations shown through video and later some students affirmed the song was about the war and poverty and the message was not support the war and help poor children. Other students indicated that the message was to feed hungry people and others stated that the message was to pray for the sick people.

Taking into account the above, the conclusion of this indicator is that it was successfully achieved because the students had the capacity to communicate their individual

interpretations or perceptions about the messages identified in the songs. Besides this, it was possible to prove that songs provide a concrete and coherent communicative message.

5.3. Summary of the Results

In light of establishing an appropriate solution to the learning issue identified within the observed population, which was the lack of communication in English, the researcher took care of getting to know the students' likes and interests regarding foreign language learning and the different methodologies they like to use when learning. Once the researcher figured out such interests and methodologies, it was necessary to determine which tool would be potentially didactic, as well as entertained, to help students foster their communicative competence and natural EFL acquisition.

Based on the answers provided in the students' initial survey, the researcher designed some activities, including games, debates, dramatizations and songs based activities, in order to analyze the impact of each one of them on the development of communicative competence in the classroom. After analyzing the positive impact of song based activities and the low interest towards the other learning methodologies developed, the researcher concluded that songs could be the means by which students approached language acquisition, naturally and enthusiastically, while developing their communicative competence.

After determining that songs could be an effective didactic tool to promote communication in the classroom, it was necessary to work on the planation and implementation of different song based activities, along with English teaching strategies that stimulated class participation and, therefore, students' capacity to successfully communicate in the target language, leaving aside the native one. For that, it was necessary to figure out the students' favorite music (genre, style, rhythm) and music themes and also make sure that the

themes of the songs were related somehow to the units of work proposed by the language center.

Consecutively, a chronogram of activities for implementation was elaborated, the researcher devoted one hour of each class scheduled on the chronogram to work on the research project, in order to gather data to later analyze. It was important to design lesson plans for each class and count with visual material, as well as teaching strategies to engage students and keep them focus on the different activities and topics of discussion within the class. It was important also to provide students with permanent feedback and give them countless opportunities to speak in English. In this way, all the classes were student centered and the students were encouraged multiple times to communicate their personal perspectives regarding all the topics worked on class. Most of such topics were related to daily life experiences, including social problems, friendship, human values and others.

To continue, throughout the first phase of implementation of the activities, it was evidenced that students had a positive reaction towards song based activities, they started to show motivation with respect to language learning, not only in terms of linguistic aspects but also cultural. Their motivation facilitated English learning because besides the desire of learning more, the students wanted to show how good they were at pronouncing and singing in English. The ability of pronouncing well was developed naturally after exposing students to songs in the target language.

Based on the above, it was necessary to establish the different categories to be analyzed and the indicators to achieve in such categories. While developing all the activities, different data collection instruments were used, including artifacts, videos and field notes and later they were analyzed and interpreted to verify if the pedagogical intervention was useful to both achieve the objectives proposed for the research and to achieve the students learning

objectives set on the academic program. In consequence, once the intervention was finished, it was demonstrated that students could successfully achieve the learning objectives and the research objectives were also accomplished.

On the other hand, it was evidenced that prior the pedagogical intervention, there were some limitations since a few students still had to struggle with shyness and confidence, when communicating in English. However, after the pedagogical implementation, it was evidenced that the use of songs had a positive impact and, through the data analyzed, it was proved that students had a great progress regarding communicative competence and speaking skills mostly in the second semester.

As a result, the findings of the data analyzed proved that students were able to communicate in English thanks to the multiple linguistic and cultural benefits that songs provided them, as well as the motivation that autonomously emerged throughout the different song based activities developed.

Chapter 6: Conclusions

Considering that the reason that led this research study was the students' inability to communicate in English, it was possible to prove, throughout the analysis of the categories and indicators, that the objectives initially proposed for this research were successfully achieved. The outcomes obtained from the pedagogical intervention demonstrate that both the strengthening of the communicative competence and the natural EFL acquisition were accomplished thanks to the use of songs, as a didactic tool. In that sense, through this research study, it was possible to prove that using songs in the classroom had linguistic and cognitive values for strengthening English language acquisition and, therefore, developing the capacity to successfully communicate in the target language.

On the other hand, it is demonstrated that the use of songs in the classroom motivates students towards language learning and speaking, as well as listening, skills become more intense and focused. During the implementation of the activities, students' motivation emerged autonomously because of the power that songs have to attract students' curiosity of figuring out what the songs are about and the intention of the speaker when singing the songs. Besides this, students create an affective connection with the learning process because they identify themselves with the experiences described in the songs and that leads them to continuously keep the interest in learning.

Along with the above, it is possible to establish that song lyrics stimulates vocabulary, improves grammar and allows to naturally acquire phonetics, improving EFL pronunciation. Throughout the research, this was proved every time the students were exposed to songs not only when singing them but when talking about the different themes set on the them. Besides this, it was evident that students find a great empathy with such themes since they were

mostly associated to cultural background, as well as with the different messages provided through them, which give students the chance to communicate their multiple interpretations or perspectives about them, taking into account their own experience as a reference to actively talk, strengthening, as it has been mentioned before, the communicative competence in English.

On top of the above, thanks to the power that songs have to stick in the students' memory, the natural EFL acquisition is developed since the students internalized the use of language thanks to the repetitions of the songs. This was demonstrated throughout the research and the implementation phase, when students in multiple times participated in karaoke.

In summary, this research study proves that using songs in the classroom has a positive impact in students, in terms of the power that songs have to foster the communicative competence and natural EFL acquisition, as well as the stimulation of students' motivation towards their learning process. The rhythm, as well as the different musical genres and appealing lyrics help students to easily acquire vocabulary, pronunciation and intonation. The great variety of themes on the song lyrics encourage students to actively participate in class, providing their multiple perspectives, strengthening interaction and, therefore, communication in the classroom.

General Recommendations

The act of researching is definitely a pleasurable and motivating exercise whenever is done to favor society and specially children. In education, when carrying out this type of projects, it should be fundamental to always work on the contribution of new knowledge and solid bases to improve foreign language teaching, taking into account students' needs and interests.

When it comes to find an appealing teaching instrument, it is recommendable to explore students' likes and innovate on the teaching strategies, that is, to focus on experiential learning rather than traditional ways. It is also recommendable that all classes are student centered and that every single student is given the opportunity to participate and being provided with feedback when necessary.

In regards to the main scopes of this research, that is the communicative competence and natural EFL acquisition, it is necessary to continue emphasizing in promoting communication rather than speaking skills. Teachers often focus more on giving students vocabulary and grammar to speak in the target language but they barely focus on promoting communication of their thoughts and reflection. As educators, our mission should be to prepare our students to transmit messages, stimulate real interaction in the class and have the capacity to communicate what they need or think, so that way when they have direct contact with the culture where the target language is spoken, they have the ability to communicate.

As teacher- researchers, it is important to insist on the necessity to plan activities with songs (or any other cultural instrument) to make students involve in their leaning process in affectively. Only this way, it is possible to accomplish that investigation in the didactic of foreign language, which has to be always based on experience, provide us with critic, analytic and self-reflective tools that help us all to improve the teaching practice to continue helping students that most need us.

Regarding the institutional aspects, it is recommendable to pay attention to the Language Center guidelines in order to connect the objectives of the project with the learning objectives they have set for their community. The pedagogical intervention must be linked to the academic program they have for their language learners and most of all, it is recommendable to organize in advanced the lesson plans and activities to carry out in order to succeed during the different stages of the practicum.

Last but not least, it is recommendable to study all the theoretical material provided by the university during the 3 stages of the practicum, especially *Proyecto de aula*, since it is basically in this stage when a great percent of the project is carried out and it represents a great help for the teacher researcher in terms of the organization of the research and the preparation for the practice. It is important to frequently verify, compare and analyze the before and after the research and make adjustments to the research question and objectives, when necessary. It is important to keep in mind that investigation does not finish here but this research exercise open countless possibilities to keep improving on investigation and, therefore on education.

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List of Appendixes

Appendix 1: Survey

Fecha:



Hola, soy Pipe, quiero hacerte algunas preguntas para saber un poco sobre ti, tu mundo y tu escuela. ¿Me ayudas?

¡Gracias! ¡Sabía que podía contar con tu ayuda!

¿Cómo te llamas?..... ¿Cuántos años tienes?.....

Dime el nombre de tu barrio:

1. Realiza un dibujo donde aparezca tu familia (sólo las personas que viven contigo). Escribe también la profesión de cada uno de ellos.

2. ¿Eres feliz en casa? Sí..... No.....

¿Por qué?

.....
.....

3. ¿Eres feliz en la escuela? Sí..... No.....

¿Por qué?

.....
.....

4. Explícame cómo es tu relación con tus compañeros de clase

.....
.....
5. ¿Cómo te parecen las clases de inglés en el Centro de Lenguas de la Universidad? Explícame.

.....
.....
.....

6. ¿Qué tipo de actividades te gustaría tener en la Clase?

.....
.....
.....

7. De los siguientes recursos para aprender inglés, encierra los que más te gustan:

- | | |
|-----------|-----------------------|
| Libros | Canciones |
| Películas | Aplicaciones en línea |
| Juegos | Otro ¿Cuál?..... |

8. De las siguientes habilidades en inglés, ¿cuál crees que es la más difícil? ¿Por qué?

- Speaking:
Listening:
Reading:.....
Writing:

9. ¿Te sientes cómodo (a) hablando en inglés en clase? Si..... No..... ¿Por qué?

.....
.....
.....

10. ¿Qué crees que te hace falta para poderte comunicar en inglés?

.....
.....
.....

11. ¿Cómo aprendiste a pronunciar en inglés?


.....
.....
.....

12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?

.....
.....

Fostering Communicative Competence and EFL Acquisition through Songs

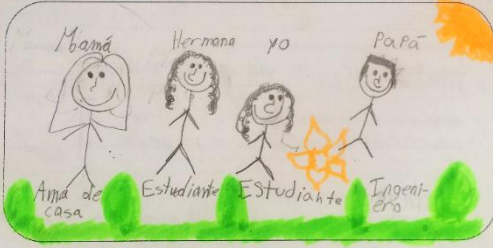
Fecha: 1 Marzo 2017



Hola, soy Pipe, quiero hacerte algunas preguntas para saber un poco sobre ti, tu mundo y tu escuela. ¿Me ayudas?
¡Gracias! ¡Sé que podrás contar con tu ayuda!

¿Cómo te llamas? Sharan ¿Cuántos años tienes? 8 años
Dime el nombre de tu barrio: Re. maraca

1. Realiza un dibujo donde aparezca tu familia (sólo las personas que viven contigo). Escribe también la profesión de cada uno de ellos.




2. ¿Eres feliz en casa? Sí No.....
¿Por qué? porque soy con mi hermana y porque me gusta estar en la casa

3. ¿Eres feliz en la escuela? Sí No.....
¿Por qué? tengo amigos hay un niño del colegio que está en la universidad

4. Explicame cómo es tu relación con tus compañeros de clase
Bueno bueno porque tengo amigos

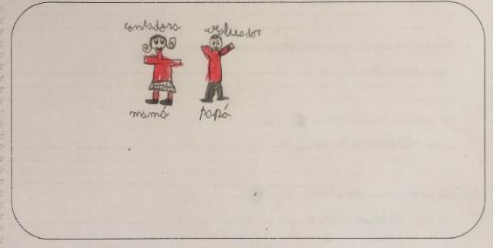
Fecha: 03/03/17



Hola, soy Pipe, quiero hacerte algunas preguntas para saber un poco sobre ti, tu mundo y tu escuela. ¿Me ayudas?
¡Gracias! ¡Sé que podrás contar con tu ayuda!

¿Cómo te llamas? Julian ¿Cuántos años tienes? 8
Dime el nombre de tu barrio: M. maraca de S.

1. Realiza un dibujo donde aparezca tu familia (sólo las personas que viven contigo). Escribe también la profesión de cada uno de ellos.




2. ¿Eres feliz en casa? Sí No.....
¿Por qué? me dan mucho paz y amor

3. ¿Eres feliz en la escuela? Sí No.....
¿Por qué? no me gusta la maestra

4. Explicame cómo es tu relación con tus compañeros de clase
los amigos me ayudan muy bien

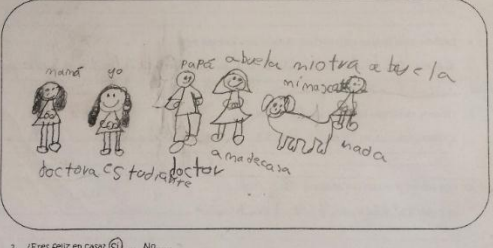
Fecha: 04/03/2017



Hola, soy Pipe, quiero hacerte algunas preguntas para saber un poco sobre ti, tu mundo y tu escuela. ¿Me ayudas?
¡Gracias! ¡Sé que podrás contar con tu ayuda!

¿Cómo te llamas? Sa la me ¿Cuántos años tienes? 8 años
Dime el nombre de tu barrio: Escuela de la Sabla blanca

1. Realiza un dibujo donde aparezca tu familia (sólo las personas que viven contigo). Escribe también la profesión de cada uno de ellos.




2. ¿Eres feliz en casa? Sí No.....
¿Por qué? Porque es muy cómodo porque tengo una familia tengo una mascota

3. ¿Eres feliz en la escuela? Sí No.....
¿Por qué? tengo muchas amigas y muchos

4. Explicame cómo es tu relación con tus compañeros de clase
me ayudan al bueno para y algunos me ayudan

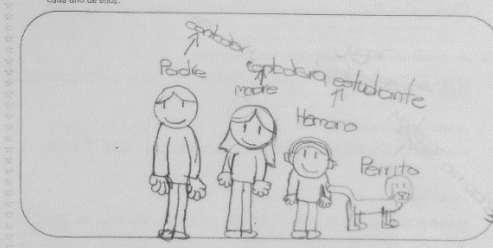
Fecha: 4/3/17



Hola, soy Pipe, quiero hacerte algunas preguntas para saber un poco sobre ti, tu mundo y tu escuela. ¿Me ayudas?
¡Gracias! ¡Sé que podrás contar con tu ayuda!

¿Cómo te llamas? Don Diego ¿Cuántos años tienes? 9 años
Dime el nombre de tu barrio: San Esteban

1. Realiza un dibujo donde aparezca tu familia (sólo las personas que viven contigo). Escribe también la profesión de cada uno de ellos.



2. ¿Eres feliz en casa? Sí No.....
¿Por qué? porque puedo jugar videojuegos y estar con mi familia

3. ¿Eres feliz en la escuela? Sí No.....
¿Por qué? porque puedo aprender cosas nuevas

4. Explicame cómo es tu relación con tus compañeros de clase
en el colegio porque me ayudan en la universidad para aprender y ayudarme

Appendix 2: Students' interests in relation to EFL learning

<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para el día que vaya a estados unidos</p>	<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para ir a otros países</p>
<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>por que ya cuando grande voy ir a australia</p>	<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>quedo en a estados unidos</p>
<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>Para poderme comunicar, Para aprender otro idioma</p>	<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>porque me parece interesante y me sirve para aprender otro idioma</p>
<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para ir a Miami</p>	<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para hablar ingles para viajar como a estados unidos</p>
<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>porque me gusta aprender ingles, para aprender e ir a estados unidos</p>	<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para viajar a otros país</p>
<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para ir a estados unidos y para hablar ingles alla</p>	<p>12. ¿Por qué estás aprendiendo inglés? ¿Para qué te sirve?</p> <p>para ir a otros países.</p>

Appendix 3: Field note

FIELD NOTE # 1 (PROYECTO EN EL AULA)	
PLACE OF DEVELOPMENT: LANGUAGE CENTER UPN	LEVEL: INTERMEDIATE (STUDENTS BETWEEN 7-9 YEARS)
STUDENT– TEACHER : NAYEIRIS FERNANDEZ ROMERO	DATE: FEBRUARY 18TH 2017
TEACHER: ESPERANZA VERA RODRIGUEZ	MENTOR TEACHER: ADRIANA CABRA HERNANDEZ

OBSERVATION/ DESCRIPTION	INTERPRETATION
<p>a.The students were asked to arrange their sits in lines. They were distributed in a specific way because some of them (in the first row) were misbehaving.</p> <p>b.Prior to starting the class activities, the students were reminded about some classroom manners such as being quiet while someone else has the word, using the time indicated (5 minutes before the break) to go to the toilet since she’s the only one adult responsible of their security, not using their mobile phones or devices and last but not least, speaking in English as it is one of the main ground rules. However, the teacher gave all the previous instructions in Spanish and even after she had to speak in Spanish or do simultaneous translation during the whole class.</p> <p>c.Following on, the students were asked to recap what they did on last class and what was their homework. Most of them answered (in Spanish) they were supposed to write down the main activities they do during the week. One by one mentioned a different activity, the teacher started to encourage them by saying: excellent! great job! very good! awesome! and others, and then she wrote down the answers on the board with different colors and sizes.</p> <p>d.About 9am, some of the students started asking <i>what time is it?</i> and actually three of them kept on asking the same question during the whole class. Four boys between the first and the second row were misbehaving, they were talking aloud and interrupting in several opportunities so the teacher had to ask them to split their group and put them one in each corner of the classroom.</p> <p>e.Next, the students were asked to make groups of 3 or maximum 4 to work on a class activity (see paragraph f). At the beginning they did not understand this instruction so the teacher had to speak in Spanish for them to follow her. They were asked specifically to work in peers (boy-girl-boy-girl). Almost all the boys did not want to work with girls and vice versa so most of them preferred to work alone.</p> <p>f.The class activity was to complete a chart with the tasks they do on weekends during the morning, the afternoon and the evening. They went repeatedly to the teacher desk to ask how to write in English the words they were trying to use or say;</p>	<p>a.It seemed like it is important for the teacher to keep distance between students so that way they can focus better on the class or concentrate properly during the instructions given in the class. Being in groups, apparently, does not let the students behave adequately because they prefer to do anything other than paying attention to the class.</p> <p>b.The students seemed to agree with the expectations and rules given because most of them, whenever they wanted to talk, raised their hands to get the word and the others listened to their classmates’ contributions to the class. On the other hand, simultaneous translation was apparently necessary for them to have clarity on the topics being taught, especially on the new vocabulary.</p> <p>c.Making all the students participate might let them feel that all of them are important for the class, all their contributions are useful and valuable. However, it might be better if they are promoted to speak more in English. It seemed that encouraging them after their contributions in English made them feel special and appreciated by the teacher so this allowed them to keep participating. Most of them have active listening because they respond to instructions accurately.</p> <p>d.The students were, apparently, willing to have the break as soon as possible so they could leave the classroom to play with their friends, use their mobile phones or tablets and have something to eat. The four boys in the first row seemed not to be interested in the class so they started talking and playing among them until they were divided by the teacher. It looked like placing them on each corner of the classroom made them feel isolated because they stopped talking and stayed completely quite.</p> <p>e.It seemed like working in groups was supposed to be a good technique for cooperative or collaborative learning. However, most of the students seemed to disagree with the instruction of working in peers because they reacted negatively by complaining and making angry faces. It looked like they did not know to each other because it is a brand new group and boys preferred to work with other boys and vice versa, probably because they are used to be surrounded by the same gender all the time. They seemed to feel forced</p>

others, instead, asked out loud: “*teacher, cómo se dice arreglar la cama?*” and then, she gave the answers and feedback. As soon as some of them finished, they went to the teacher so that she could check their work. She gave feedback and asked them to sit down and stay quiet until the remaining students were done with their work, otherwise they were going to distract their classmates. Three of the kids in the last row kept playing and seemed not to be doing their work.

g.After the time for the activity was up, the students were asked to read aloud their answers and the teacher wrote them down on the board again. Most of them raised their hands to participate. Some of the students did not know how to say some chores in English so the teacher introduced new vocabulary and taught them the way to write and pronounce the new words or expressions. For example: *sacar la basura (take out the garbage), llevar al perro de paseo (take out the dog), lavar la loza (do the dishes), arreglar la mesa (set the table), tender mi cama (make my bed) and recoger el desorden (pick up the mess).*

h.Next, the teacher realized a boy in the last row was doing nothing but playing and asked him to read what he did. He just repeated some of his classmates’ answer and suddenly he said he has to leave the classroom because he had to go to the toilet. Then two more kids asked permission to do the same. The teacher reminded them they may go to the toilet only 5 minutes before the break.

i.Next, the students were asked to arrange the seats in lines again and the first part of the class was over. They had a 30 minute- break. Some of their parents came into the classroom to bring them something to eat. After the break, the teacher had a welcome meeting with the parents. I could not attend to the meeting.

to work with someone they did not like or know because they refused to work with another student.

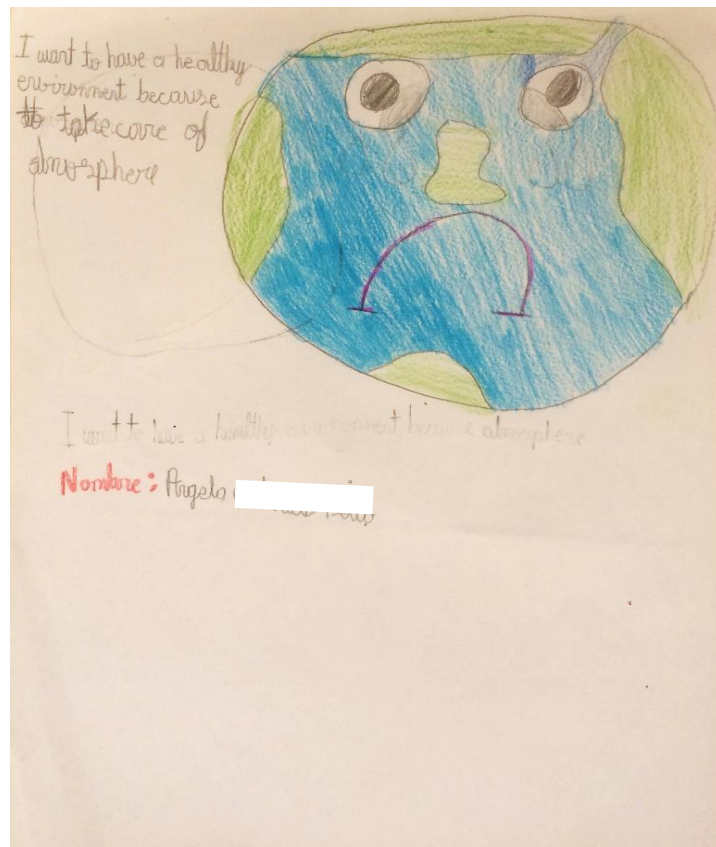
f.It seemed that students had a lack of vocabulary since they frequently kept on asking how to translate from Spanish to English what they were trying to say. On the other hand, it seemed like students enjoyed showing their work to the teacher because they could get a check mark or a happy face and some corrections. Some of them seemed to enjoy the fact of being the first ones completing and delivering the work as they were in a competition.

g.It looked like students like to read aloud because whenever they have to read their exercises, they raise their hands to have the word and read their answers. They seemed to like teacher’s feedback and they also seemed to like giving feedback to other classmates whenever they can help. On the other hand, writing down their answers on the board seemed to be a good idea because that made them feel they did the right job and their questions about the chores were important to learn new vocabulary.

h.The teacher apparently tried to make the student realize the consequences of not doing the work. He looked like he was or felt so embarrassed that he decided to leave the classroom to prevent everyone from looking at him and judging him.

i.The students probably assumed that they should set the classroom the same one they found it as it was their house. Whenever they mess it up, they must pick up their mess.

Appendix 4: Students' Artifacts



Appendix 5: Teacher's Interview (Proyecto de Aula)

Entrevista- Febrero 25- 2017
Profesora: Adriana Cabra Hernández
Docente Nivel Intermedio Jornada Matinal
Centro de Lenguas UPN
Licenciada en Lenguas Modernas
Pontificia Universidad Javeriana

Adriana Cabra: Bueno, mi nombre es Adriana Paola Cabra Hernández, soy licenciada en Lenguas Modernas de la Pontificia Universidad Javeriana... Eh... Eh... Tengo más o menos diez años de experiencia docente con niños, adultos y adolescentes... y ya.

Pregunta 1: ¿Cómo planea las clases de Inglés?

R.1 Adriana Cabra: Bueno, específicamente las clases de Inglés que se dan acá en el... en la Universidad Pedagógica Nacional tienen que seguirse de acuerdo a los lineamientos curriculares que da el... el... eh.. la Universidad. Entonces nosotros tenemos un plan que se nos entrega al comienzo y de acuerdo a ese plan diseñamos las clases; las clases tienen que cubrir más o menos una unidad por... por... por sesión, entonces de acuerdo a eso se hace el.. el plan como tal.

Pregunta 2: ¿Cuáles son algunos de los materiales que se utilizan para hacer las clases?

Adriana Cabra: ¿Materiales de...?

-Materiales para hacer las clases...

R.2 Adriana Cabra: Bueno, acá tenemos.. trabajamos con libro y materiales extra.. hacemos... eh.. trabajamos con el *workbook*, yo les traigo las copias del *workbook* y hacemos exposiciones. Ya cuando los niños han pasado como el primer filtro por decirlo así entonces empezamos a hacer trabajo pero más que todo comunicativo.

Pregunta 3: He notado que los niños no traen diccionario. ¿No está permitido?

R.3 Adriana Cabra: No traen diccionario porque ellos se demoran muchísimo tiempo buscando las palabras y tenemos el tiempo limitado para poder trabajar más o menos diez páginas por clase.

Pregunta 4: ¿Se realizan clases complementarias distintas a las que sugiere el libro?

R.4 Adriana Cabra: Se supone que se tienen que hacer clases distintas al libro desde que tú cubras el libro. Por ejemplo, podemos traer videos, hacer.. canciones, hacer juegos pero desde que se cubra ante todo con lo del libro, lo del libro es primordial porque el libro se tiene que trabajar, los padres exigen que eso sea así.

Pregunta 5: ¿Cómo responden los estudiantes a las actividades que se desarrollan en clase?

R.5 Adriana Cabra: Los pequeñitos muy bien, a ellos les gusta porque trato de hacerla dinámica, que no sea aburrida, que no sea sólo el libro, en algunas ocasiones como hoy que tenemos que adelantar casi tres clases que no hemos tenido libro tenemos que cubrir la cuota del libro para poder hacer otras actividades.

Pregunta 6: ¿Cómo hace para captar la atención de los estudiantes?

R.6 Adriana Cabra: Teniendo en cuenta que son 25 niños eh... para que ellos realmente se conecten conmigo tengo que recurrir al español porque si tú te quedas sólo en inglés ellos no... no responden, entonces hay que llamar su atención con alguna otra palabra en español y ya empezar en Inglés el resto de la clase.

Pregunta 7: ¿Deja trabajos para la casa?

R.7 Adriana Cabra: Siempre. Siempre se deja trabajo para la casa pero la funcionalidad del trabajo en casa es que sea algo corto pero que ellos puedan hacer por ellos mismos, que no implique que los papás tengan que ayudarles sino que pongan en práctica lo que vieron en clase y sea un trabajo completamente autónomo.

Pregunta 8: ¿Cuáles son algunas de las metodologías que utiliza para las clases?

R.8 Adriana Cabra: Depende. A mí me encanta trabajar a través del juego. El juego es maravilloso pero un juego muy bien estructurado. Entonces, en las actividades en las que ya hay que hacer algún tipo de... de internalización por ejemplo del vocabulario, el juego es algo esencial para que ellos puedan recordar. Ellos cuando juegan con alguna palabra la recuerdan más fácilmente que si la ven en un contexto formal, entonces para mí eso es lo mejor.

Pregunta 9: ¿Cuáles considera que son las mayores fortalezas y debilidades de los estudiantes?

R.9 Adriana Cabra: Las fortalezas de los niños es que ellos siempre están muy abiertos al aprendizaje, no tienen miedos y si hay algún tipo de miedo es más fácil trabajarlo siendo pequeños, entonces ellos están muy abiertos al aprendizaje, están muy abiertos a... al trabajo en grupo, están muy abiertos al.. al... al estar en la sintonía con el Inglés. Debilidades... no tanto de los estudiantes, pero sí del espacio que son muchos niños en un espacio muy pequeño, en donde la clasificación que se hace no es tan... ¿Cómo se dice? “*Accurate*”, como tan adecuada de alguna manera porque hay niños que van muy adelantados mientras que van, hay otros que van muy atrasados, entonces en un grupo tan grande hay que saber manejar esa situación.

Pregunta 10: ¿Usted los motiva a usar otras fuentes de aprendizaje diferentes al libro?

R.10 Adriana Cabra: Sí, a ver películas, a escuchar música, a los papás se les hace mucho énfasis en que no se queden con sólo con lo del libro porque el libro es muy sencillo y la vida real y el manejo del Inglés es más complejo.

Appendix 6: Consent Form

**Vicerrectoría de Gestión Universitaria¹
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

<u>Facultad, Departamento o Unidad Académica</u>	<u>Licenciatura en Español-Inglés</u>		
<u>Título del proyecto de investigación</u>	<u>FOSTERING COMMUNICATIVE COMPETENCE AND EFL ACQUISITION THROUGH SONGS</u>		
<u>Descripción breve y clara de la investigación</u>	<u>El presente proyecto tiene como fin llevar a cabo una investigación de tipo cualitativa, en la cual sus hijos participarán y serán el eje central para el desarrollo de la misma; el objetivo es fortalecer la competencia comunicativa en inglés a través de material didáctico como las canciones. Se estima que la participación de su hijo (a) en este proyecto tendrá una duración de un (1) año académico.</u>		
<u>Descripción de los posibles riesgos de participar en la investigación</u>	<u>Uno de los posibles riesgos de este proyecto es que el estudiante no logre adaptarse a las metodologías llevadas a cabo; en ese sentido el maestro guiará su proceso con el fin de facilitarle la comprensión de los contenidos y así poner adaptarse e interactuar durante las actividades en clase.</u>		
<u>Descripción de los posibles beneficios de participar en la investigación.</u>	<u>Uno de los principales beneficios es que su hijo (a) tendrá la oportunidad de mejorar las habilidades de habla en inglés sin la necesidad de recurrir a las prácticas tradicionales. Su hijo (a) mejorará sus prácticas de interacción en contextos reales y su proceso de aprendizaje será significativo puesto que las condiciones afectivas del proyecto lo hacen posible.</u>		
<u>Datos generales del investigador principal</u>	<u>Nombre(s) y Apellido(s) :</u> <u>Nayeiris Fernández Romero</u>		
	<u>N° de Identificación:</u> <u>1127654071</u>	<u>Teléfono:</u>	<u>3002422210</u>
	<u>Correo electrónico:</u> <u>nayeiris.fdez@gmail.com</u>		
	<u>Dirección:</u> <u>Calle 127C No. 5- 28 Bella Suiza</u>		

¹ Documento oficial. Universidad Pedagógica Nacional.

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía
N° _____ de _____, con domicilio en la ciudad de _____

Dirección: _____ Teléfono y N° de celular: _____

Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente.

Nombre del adulto responsable del niño o adolescente: _____

N° Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____

N° de identificación: _____

Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____

Nº Identificación: _____

Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Appendix 7: Observations related to communicative competence

Field note No. 10

PLACE OF DEVELOPMENT: LANGUAGE CENTER UPN	LEVEL: INTERMEDIATE 2
TEACHER: NAYEIRIS FERNANDEZ ROMERO	DATE: SEPTEMBER 23rd
PRATICUM TYPE: ASSISTED	ADVISOR: NELSON MELLIZO

OBSERVATION DESCRIPTION	INTERPRETATION
<p>a. During this class, we worked on the use of verbs in past simple and we talked about technology. I asked them for the things people used to do in the past when they did not have technological devices. One of the students said: “<i>they no have TV</i>”. Then I told her: They did not have TV. This was a key to start the topic of the day so I wrote down on the board the correct way of saying what she tried to say. Then they followed that example and started to say: “<i>They did not have washing machine</i>”, “<i>they did not have computers</i>”, “<i>they did not have microwave, tablets, cellphones, cars</i>”. I wrote down all their examples on the board.</p> <p>b. After they gave all the examples, I asked them: How did they use to replace technological devices? They seemed not to understand my question so I wrote it on the board; they still didn’t understand so I modified my question and asked: If people didn’t have technological devices to do their homework, what do you think they did to survive without using technology? I gave them this example: people didn’t have microwave but they used to cook using wood and fire. Then they started saying: “<i>people didn’t have cars but they used to have horses</i>”, “<i>they didn’t have TV but they used to read newspapers, novels and other books</i>”.</p> <p>c. After the review of the use of past simple tense, I asked them to make groups of three to work on some exercises from the book which included some dialogues that they had to perform. We made the corrections of the mistakes some of them had. I asked them to write down their answers on the board so that way all of them could see the correction. I explained to them the correct use of the verbs in past simple depending on the nature of the verbs (regular and irregular) Then I gave them a list of verbs. They wrote it on their notebooks.</p> <p>d. Now they were given the lyrics of a song: <i>See you again</i> by Wiz Khalifa. Since this is one of the songs played in the movie <i>Fast and furious 7</i>, most of them had already listened to it and they wanted to listen it again. I told them not yet because they had to do some activities about that song before playing it. I asked them to underline the verbs in past they could find in the lyrics, we wrote them down on the board and I set some examples. Then I</p>	<p>a. It seemed that students understand more and better when they are given an example of a specific situation. As soon as they have an example of the right way of saying something, they automatically catch it and they follow it repeatedly until they don’t make any mistakes. This shows they are very visual when learning English since they look at the board before trying to say anything, so they just follow the grammar structure on the board and then they follow it.</p> <p>b. Students seemed to require different teaching methods when learning this topic, so for them successfully learn, they have to repeat and repeat in different ways until they have complete handling of the themes or topics being learned.</p> <p>c. It seemed that students enjoyed being integrated with other classmates because they can interact and interchange ideas or knowledge. They corrected each other when mistaking in pronunciation.</p> <p>d. It seemed that students loved listening to music because when they knew they were going to sing that song they were happy about it. They started telling me about the movie and this song encouraged them to talk in English. Pretty much, when they have background about any topic, they participate more and they show more interest to learn, so it is very important to know about our student’s likes and interests. Additional to this, practicing listening and pronunciation with songs facilitates these skills because they memorize it, learn it and practice it in a pleasurable way.</p>

asked them to give some examples of sentences in past time using the verbs from the song. Then we worked on pronunciation line by line. Then I asked them to hide the lyrics and grab a sheet of paper where they were supposed to write down all the words, phrases or sentences they heard from the song in any order. Then I played the song and they wrote all the words that they could. Then we listened to the song again but with the lyrics handy.

e. After finishing the exercise described above, I asked them what they thought about it and its lyrics. They said *“it is a beautiful song because...”* (teacher, how do I say “habla de la amistad”) – talks about friendship- *“it is a beautiful song because it talks about friendship”*. Another student said: *“I think it is a beautiful song because the singer loved his friend”* and another student added: *“I like this song because I watched the movie with my cousins”*. The class was about to end so I asked them to study for the exam they were going to have next week.

e. Students probably enjoy more talking about something they like such a movie and experiences they live rather than talking about grammar lessons and academic stuff.

Appendix 8: Observation about students' interests for EFL cultural background

FIELD NOTE # 22	
PLACE OF DEVELOPMENT: LANGUAGE CENTER UPN	LEVEL: INTERMEDIATE (STUDENTS BETWEEN 7-9 YEARS)
TEACHER : NAYEIRIS FERNANDEZ ROMERO	DATE: FEBRUARY 24TH 2018
PRACTICUM TYPE: AUTONOMOUS	ADVISOR: NELSON MELLIZO
OBSERVATION/ DESCRIPTION	INTERPRETATION
<p>a.The students were asked for a summary of the topics the learned last class. They checked their notes prior to giving any answer; then one by one, they started to mention the main themes they learned. I wrote their answers on the board (interests, likes, hobbies).</p> <p>b.Right after the review, I asked them for their own and their families' interested. They started talking about it: <i>"I interest play videogames"</i>. Then I gave the feedback immediately: <i>"I am interested in playing videogames"</i> (I wrote this down on the board and reminded them about grammar). As soon as I did this, they followed the example and started giving answers like: <i>"I am interested in playing soccer, my mom is interested in traveling, my brother is interested in watching movies"</i></p> <p>c.Now the students were introduced to a new lesson. It had to do with different stages in a human being's life: childhood, youth and adulthood. I asked them for the things men and women do at all these ages and then we did a checklist based on their answers, as follows: <u>childhood</u>- go to school, stay at home, play games; <u>youth</u>: make friends, go to parties, study at university; <u>adulthood</u>: get a job, have a family, travel. Then I asked them for the things they have done since they were five years old. They told me: <i>"when I have 5 years I go to school"</i>. I gave him the direct feedback: <i>"when I was five years old, I went to school"</i>. I wrote their answers down on the board. Then, the next student said: <i>"when I was 6 l... (teacher, how do you say tener en pasado?)"</i> –had- <i>When I was 6 years old, I had my first tablet.</i></p> <p>d.Now the students were given the lyrics of the song <i>7 Years by Lukas Graham</i>). They were asked to read the lyrics and then make a timeline setting the main events that happened to the speaker at his 7, 11, 20, 30 and 60 years old. While reading, they asked for the meaning of the unknown words. One of the questions they made was: <i>"why he says mama and not mother?"</i> I explained to them a few cultural aspects set in the song. Then they started making the timeline with the most important events.</p> <p>e.After the timeline was made, one of the students asked me to play the song. I told him I brought a video, so we saw the original video of the song and they payed full attention to it. Then I played the song for the second time and then started both reading the lyrics and watching the</p>	<p>a.It seems like students usually require to check their notes to remind themselves about past activities. Once they check what they have written, they can easily remember more information about the topics learned in every lesson.</p> <p>b.Students seemed to require often a model to follow to make sure about how to say something. Once they have a model, they practice more because they are aware they are doing the right things.</p> <p>c.it seemed that students like to talk about real life situations or topics because it is something they are familiar with. Even though they had some limitations to talk, they wanted to participate because they had previous knowledge about the topic being studied.</p> <p>d.It seemed that students have a good time when learning new songs, especially because the song given in this class was a recent hit. They looked very engaged to the rhythm of the song and they were trying to sing it. One of the most important things I could notice is that they were familiar with the message of the song, even with the few words they did not know, they were able to understand the message of the song and talk about it. The song itself gave them enough vocabulary and grammar to talk since it was very rich in these two aspects. Besides this, the song provided them with cultural information and that caught their attention.</p>

<p>video; while doing this, they seemed to be catching the rhythm so they started singing some parts of the songs. I played the video for the third and last time and now they did not focus that much on the video but on the lyrics and the rhythm.</p> <p>f.Once we watched the video for the third time, I asked them: <i>“what happened to the speaker when he was 11?”</i> One of them answered: <i>my dad told me go get a wife.</i> I gave feedback: <i>“it is not MY dad because we are talking about the speaker, so it is: HIS dad told HIM to get a wife”</i> Then I wrote this down on the board. Then I kept on asking what happened to the speaker when he was 20, 30 and 60. They gave me correct answers following the example.</p> <p>g.Now that they were more clear about how to talk about past events, I asked them: <i>“what happened to you when you were five?”</i> One of them answered: <i>“when I was five, my mom told me to go to school”</i>. Another one said: <i>“when I was five, I had my first dog”</i> and another one said: <i>when I was five, I learned to ride my bike and went to Santa Marta and swim in the beach”</i>. I corrected: you swam in the sea.</p>	<p>e.It seemed that students were very interested in the song because they were moving to the rhythm of the song and they were trying to sing it. They memorized some parts of it and they were very engaged to the song.</p> <p>f.It seemed that the song was very useful for the students because it provided them with a lot of examples about how to talk about past events.</p> <p>g.It seemed that the song was very useful for the students because it provided them with a lot of examples about how to talk about past events.</p>
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