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**Abstract**

This research project presents a study where fourteen ninth graders were the participants of a proposal focused on determining the role of music in English language learning and intercultural awareness; for this research the methodology applied was Action Research. Moreover, according to a survey in which this group of students expressed that they would like to learn English by using musical and cultural content, eight EFL lessons framed within TBL approach were planned and applied. In addition, the total implementation of the proposal took two months and then, the data analysis carried out, allowed to know that music and culture can be successfully implemented in EFL lessons since they provide the students with multiple tools that let them get involved in situations with real communicative purposes, giving them a meaningful language learning.

**Resumen**

Este proyecto presenta una investigación donde catorce estudiantes de grado noveno fueron los participantes de una propuesta enfocada en determinar el rol de la música en el aprendizaje de inglés y el fortalecimiento de la conciencia intercultural; para este estudio la metodología aplicada fue Investigación-Acción. Por otra parte, de acuerdo a una encuesta en la cual este grupo de estudiantes expresó que les gustaría aprender inglés a través de la música y la cultura, se aplicaron ocho planeadores de clase basados en el método basado por tareas (por sus siglas en inglés TBL). Adicionalmente, la implementación de la propuesta tomó dos meses y, posteriormente, el análisis de resultados realizado permitió reconocer que la música y la cultura pueden ser implementadas exitosamente en clases de inglés, dado que brindan a los estudiantes múltiples herramientas que les permiten verse envueltos en situaciones con propósitos comunicativos reales, además de darles un aprendizaje significativo de la lengua.

# Introduction

Recently, in terms of current necessities, the management of at least two languages has become truly necessary for the population. Nowadays, communicative competence is one of the most relevant abilities that people need in order to be competent in the real world. Besides this assumption, another important aspect to address is that languages deeply demands interaction with other people and, due to this fact, it becomes totally necessary to be interculturally competent.

Keeping that idea in mind, it is presented *Music and culture in ELT* proposal as a research project framed within action research methodology (Stringer, 2014). In this study, it is developed the idea of using musical and cultural content in EFL lessons in order to develop the learning of a foreign language as well as fostering intercultural awareness. For the proposal, the settings and participants were fourteen ninth graders of a private school in Bogota, who attended to eight EFL lessons based on music and culture. Finally, this research aims to provide new ways to carry out English language learning by making use of didactic tools that students enjoy using and allow them to learn the target language from a communicative and intercultural perspective.

## Justification

Current education in regards to language learning processes has shown that all those new educational contexts that language teachers are facing up, require new strategies to accomplish with the goal of developing communicative competence in a foreign language. Besides that, it is common to think that learning a foreign language only implies the development of four skills such as listening, speaking, reading and writing; however, the fact of having knowledge about these four language skills does not mean that someone can achieve a good interaction with other people because interaction is not only about communication; thus, there is another key aspect to take into account: intercultural competence. In this manner, the development of these two competences becomes the basis for this study.

In addition, the idea of using music as one of the pillars of the proposal is because it has a broad range of benefits for language learning as well as multiple influences within the society; moreover, music can be taken as the medium to start knowing characteristics of a culture and indeed to work on the understanding of them. In this research project, it is recognized that current world globalization requires that people know how to get involved and interact with others properly; therefore, this proposal provides an approach to address English language learning involved in being interculturally competent.

## Statement of the problem

**Music and culture in ELT**

The field of language teaching turns out to be a very complex practice that constantly needs new methodologies to successfully attend multiple language learning issues. Though the following chapter it is stated the problem that *Music and culture in ELT* proposal wants to address. Specifically, it will be described the population, context and the problematic to attend.

Firstly, during my experience as pre-service teacher, I had the opportunity to apply self-monitoring method in order to reflect about my teaching exercise and I could notice that English language teaching methodologies, strategies and techniques needed to be rethought from a different perspective. In too many lessons, my English teaching practices had often become in repetitive processes for learning grammatical tenses and vocabulary; also, while these teaching moments occurred, students were constantly limited to use the target language in simple expressions without having a real communicative learning. Based on this reflection, I started to use other didactic tools related to activities that allowed me to have a more significant approach to the students' learning process.

One of these strategies was the use of songs during English lessons; this didactic tool were firstly used because, through music, I felt that I could develop multiple processes such as engagement, reading, writing,  listening, speaking and also grammatical explanations. As soon as noticed that this tool had good results to my classes, I wanted to go deeper into this proposal of using music in English language teaching.

In order to continue with this idea, in a private school of Bogotá, a group of fourteen ninth graders of the third socioeconomic level and, between the ages of 14 and 16, attended to an interview and a survey (see annex 9) that allowed to know that they would like to learn English by making use of music and cultural content. Also, this information was complemented with data collected through the use of the teacher's journal (see annex 10). In sum, while this information was being gathered, it was noticed that the group of students showed interest in learning English by using multiple resources such as images, videos, songs, among others; this fact resulted appropriated because the proposal will include all these elements. In such way, *Music and culture in ELT* proposal is pretended to be carried out within *Language and human development* research line of Antonio Nariño University since it contributes to develop educational processes of two relevant social aspects: culture and language learning.

## Research questions

According to the information described in the statement of the problem, I established the following research questions that will be addressed during the development of the proposal:

*What is the role of music in English language learning and intercultural awareness?*

*How to enhance intercultural awareness in EFL lessons?*

All the information collected will be presented in further chapters.

## Background

Previous researches about English teaching through music have shown good results when this expression of art is applied in language learning. Indeed, this chapter will present some national and international findings about the role of music in EFL classroom and also, how it can be useful to enhance English learning; specifically, all of these research data were developed following the idea of applying music in order to foster English learning.

The first research to mention in this chapter was developed by Sergio Lopera (2003) from Antioquia University. This research called *Useful ideas when taking song to a class* aimed to determine some key ideas in order to attend to a lack of well-structured activities and tasks when teaching with songs. Following this information, teacher Lopera established some strategies to apply songs in EFL classroom and also, he stated some specific points about the main reasons why music results functional in English lessons; specifically, he points out that music can give a strong contribution in terms of motivation, specific teaching points, interactive and cooperative learning, and authentic material.

Besides that, Lopera adds another topic which is related to the selection of songs to a class; punctually, he determines that it is totally important to take into account students' likes, the message of the song and, if it is possible, music videos. Finally, the author shows in his research specific examples about tasks that can be applied in order to make a good use of songs in a lesson, (these tasks can be reviewed in his research). Teacher Lopera's research is addressed within this new proposal due to the characteristics that they both have in common; what was stated by Lopera (2003) carries useful information that can help supporting this new research.

Another research made by Natalia Orlova (2013) from University of Jan Evangelist Purkyne, Czech Republic, highlights the importance of the use of music in class. In her article called *Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes,* she pointed out that for too many years, EFL methodology has tried to include music in English lessons; this fact is basically presented because teachers usually notice the powerful didactic tool that music can be. Punctually, Orlova's research shows that through music, language learning can be fostered in terms of new vocabulary acquisition, grammar, speaking, listening comprehension and writing skills. In addition, Orlova (2013) stated that "As a cultural phenomenon, songs can introduce students to the musical and cultural patterns typical for the target language community". This aspect is also important because language learners must recognize the importance of the role of culture in language learning. According to this idea, it is remarkable that music can take an important place in ELT and, indeed, it is one of the main focus in this new current research.

Finally, it is included a research made by Suzanne L. Medina (1990). Her paper called *The effects of music upon second language vocabulary acquisition* was based on the idea of determining whether English can be acquired through a musical atmosphere. Following this idea, Medina's research was developed using 48 second graders divided in four groups. One of the groups listened to a story in its sung version, while the second group just listened to the oral version. A third group heard the music but also it was looking at some pictures related to the target vocabulary words; in the meantime, the fourth group used the oral version of the story and it watched the pictures too.

The data analyzed in this research showed that, groups exposed to music or images had better results in terms of vocabulary acquisition; however, the group that was working with both resources at the same time obtained the highest learning results. Taking this into account, the influence of music in English language learning becomes clearer; for that reason *Music and culture in ELT* proposal aims to contribute in this field due to the interest of proposing new strategies to teach English as a foreign language.

## Objectives

In regards to this research project it has been established some specific objectives to accomplish through *Music and culture in ELT* proposal. As it will be shown below, all of the objectives aim to clarify the questions, ideas and interests that have emerged within the research.

**General objective**

To identify the role of music in English language learning and intercultural awareness

**Specific objectives**

To foster English language learning through music as content

To enhance intercultural awareness in English language learning

<center>**Literature review**</center>

**Views and perspectives towards the concepts of music and culture in ELT**

Traditional perspectives of English language learning have been changing little by little due to the specific needs that educational contexts present. Nowadays, EFL teachers are looking for new strategies that help them to improve their English lessons. According to this assumption this chapter of the research will show previous experiences about the use of music and culture in EFL classes

w and how these tools can result useful for language learning.

First of all, in this paper are included the concepts of music and culture within ELT due to the importance of recognizing that teaching a language cannot be a practice separated from its cultural acknowledgment; as Berman stated, the concept of culture and language as both sharing a bond and being bound together with music is one with which most music educators are familiar. Indeed, it is one of the foundations for teaching the music of other cultures (Berman, 2014).

**Music and language learning**

Taking into consideration the acknowledgement of music as one of the most relevant concepts in this paper, it is necessary to address a specific conception about it. The following definition was selected because it involves relevant concepts such as communication, message, sender, receiver and grammar; all of these concepts take a vital place when language learning is addressed. Therefore, that definition will be taken into account for going ahead with the research. In this way, it is used the concept stated by Deva (1995):

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Music, like all gregarious actions, is a form of communication. It is motivated by an urge to 'express' and "communicate" on the part of an individual. The receiver of the message not only "understands" but also, being socially conditioned for ages, learns to 'desire' it. And then there is the 'message'. This is in essence a set of signals arranged in a 'recognisable' pattern. This pattern in one, which has developed -both unconsciously and consciously-by a mutual consent between the "sender" and the "receiver" of the message. This pattern or structure of the message is the "grammar" and the state of mind expressed and excited, when common to the communicators is the meaning of the message.

On the other hand, in other article written by Berman (2014), it is stated the idea that English language learning has a strong connection with music because both, language and music, are surrounding us since we birth and therefore they should be included during English classes. Berman (2014), also says that in ESL classrooms, music can be an essential aid in the memorization of vocabulary; thus, music attaches the student to vocabulary in ways that rote memorization does not. By listening to a song, the text can be infused with an emotional context, and therefore will stay with you longer.

Besides that, according to Lo and Li (1998), songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily (Keskin, Funda. 2014).The inclusion of music in ELT can be seen as an alternative didactic strategy that helps to develop educational practices, changing traditional methods by others much more appropriated with the context's needs. Joined this, every time EFL teachers plan and develop their lessons, these processes are focused on achieving the best

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atmosphere to foster English learning; therefore it is senseless to continue trying to respond appropriately by using traditional methodologies.

At this point, music is presented as a new tool that can be taken by teachers in order to accomplish the goal of their lessons. Specifically, the concept of music results very relevant in this research because there are so many reasons that show the effectiveness of this didactic tool; one of this reasons is pointed out by Berman (2014) who said that music can be seen as a pedagogical tool that adds elements of fun during English lessons; music can capture students' attention and enhance the enjoyment that they could have while they are in class.

Also, through the use of music, a student who is learning a language can develop the four skills (speaking, listening, reading and writing) more easily; as Brown (2006) stated, practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular music and make them more confident in their ability to listen and understand the world around them. Traditional songs can also be used in grammar, vocabulary, and pronunciation exercises. In such a way, speaking and listening can be practiced in a natural way when students are singing and listening to the song, as it is usual, songs use slangs and native pronunciations which is very helpful for students because they learn to pronounce more like native speakers of English. On the other hand, L2 learners can practice reading and writing by using multiple activities related to the lyrics of the song. In addition, another important aspect that Berman (2014) pointed out is that music is the property of every student; it can be accessible to all, just like language. In this manner, it becomes a bit more notorious that the use of music in English classes contributes to enhance language learning positively.

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**Music and Culture**

Going deeper in this research, it is known by a fact that music has a strong bond with every culture in the world; it means that music carries a lot of information related to the cultural identity of a specific place. From that point of view, the management of music in EFL lessons entails the inclusion of culture as another relevant concept that language learning must not ignore. Subsequently, the concept of culture will be described here following the ideas stated by Barrett, Byram, Lázár, Mompoint-Gaillard and Phillippou (2013).

According to these authors, culture is a notoriously difficult term to define. This is because cultural groups are always internally heterogeneous groups that embrace a range of diverse practices and norms that are often contested, change over time and are enacted by individuals in personalised ways (Barrett and Cols, 2013). This first assumption related to culture is not exactly a definition that allows the understanding of it; however, on the bases of the previous idea, the concept of culture is framed within three distinctions: the material, social and subjective aspects of culture. Material culture consists of the physical artifacts which are commonly used by the members of a cultural group (e.g., the tools, goods, foods, clothing, etc.); social culture consists on the social institutions of the group (e.g. the language, religion, laws, rules of social conduct, folklore, cultural icons, etc.); and subjective culture consists on the beliefs, norms, collective memories, attitudes, values, discourses and practices which group members commonly use as a frame of reference for thinking about, making sense of and relating to the world. Culture itself is a composite formed from all three aspects – it consists on a network of material, social and subjective resources. The total set of cultural resources is distributed across the entire group, but each

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individual member of the group appropriates and uses only a subset of the total set of cultural resources potentially available to them (Barrett y Cols, 2013).

With this definition, the concept of culture starts being slightly clearer; however, while this research continues, it will appear additional information that will complement what was described before.

**Culture and language teaching**

According to the previous idea, it is added another study made by Mohamed AbdelWahab Mahmoud (2015) where it is exposed the relationship between culture and ELT in the Arab World. It is presented an idea which says that culture is a broad concept with many implications. It may refer to our way of life as it includes beliefs, concepts, principles, behavior patterns, habits, and everything we learn to do. Culture embraces all aspects of human life such as knowledge, art, traditions, history, religion, customs, norms, and values. (AbdelWahab, M, 2015). During the process of teaching and learning a foreign language, it is important to establish the place that culture takes and its connection with the language, because the learner's culture plays a vital role in determining acceptance or rejection of learning a FL (Mahmoud, 2013); therefore, the importance of cultural context in language teaching cannot be denied. As the emphasis shifts from teaching toward learning, there is a growing awareness of culture's role in the classroom (Sowden, 2007).

From other perspective, learning a language without culture is a recipe for becoming what Bennett (1993) calls a "fluent fool", it means that someone could speak a foreign language well, however that person does not understand the social content of the language and for that reason he could use correct pronunciation and grammar in writing or speaking

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but his communication in a specific situation can be affected due to the inappropriate language that is selected and used. Adding to this issue, Silberstein (2001) believed that grammatical knowledge is not enough to guarantee good and appropriate communication. Therefore, learning a language also entails learning about its culture, as culture reflects and transfers deeply embedded knowledge from one generation to the next through language.

Moreover, culture and language are always functioning jointly; as Brown stated, language is the symbolic representation of people because it entails cultural and historical background as well as an approach to ways of living and thinking. Language and culture are so interwoven that separating one from the other would lose the significance of the other (Brown, 1994). Complementing this idea Jiang says that without culture, language would be dead, and without language, culture would have no shape (Jiang, 2000).

**Intercultural competence and English Language Learning**

What is intercultural competence? To address this question it is taken the definition given by Barrett et al., (2013). According to them, intercultural competence is therefore a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- understand and respect people who are perceived to have different cultural affiliations from oneself

- respond appropriately, effectively and respectfully when interacting and communicating with such people

- establish positive and constructive relationships with such people

- understand oneself and one's own multiple cultural affiliations through

  encounters with cultural 'difference'

(Barrett and Cols, 2013)

The management of this term, related to language learning, has a big importance because through intercultural competence the social interaction between members of different cultures not only would not present a lack of understanding but also their relation and communication could improve significantly.

The field of languages learning entails to address how culture and language are connected to each other, establishing bounds that surround the communicative interactions of people. As a normal phenomenon, the members of a culture construct their own worldview which is determined by the context where they are exposed to; however, when a person gets involved within a culture different from oneself, this person has to interact somehow because it is obviously necessary.

At this point, language and culture play an important role because the language will allow the person to establish communication within the new context and, on the other hand, the mixture of cultures also has a big influence in the communicative process; sometimes, this mixture can affect the communication in terms of acceptance or rejection between the people. Following this idea, all the cultural aspects that the process of learning a language contains should be focused on fostering an intercultural awareness that promote a good interaction between members of different cultures making them intercultural competent.

**Learning English as a foreign language**

The first thing to be addressed here is a punctual concept of foreign language. In the field of languages learning, it has to be pointed out clearly what it is understood as a foreign language because it will also determine an educational framework for languages teaching. In this way, a concrete definition about foreign language is that it is as a language, which is not officially spoken in a given society; in other words, if a speaker is learning a language that is not spoken in its real context, then this language can be considered as a foreign one.

Just to clarify a little bit more this concept, it is shown an example proposed Michael Byram in 2008; basically, he says that in the case of French, in the anglopi provinces of Canada, French is taught as a second language, being one of the two official languages of the country. Across the border in the USA it is a foreign language with no official status but considerable prestige (Byram, M, 2008).As we can notice with this example, a foreign language may have a prestige in a specific context, however, if it is not the official language(or one of them), then it is considered as foreign.

Related to this research, the concept of foreign language results totally appropriated because English is being taught within a context where this language is not used; in Colombia, the official language is Spanish, therefore, all the processes that are in regards to the learning of English aim to develop this target language as a foreign one.

**EFL lesson**

After having the punctual concept of foreign language, now it can be addressed what an EFL lesson means. Specifically, when people get involved in formal or educational contexts that aim to foster the learning of a foreign language, the set of explanations, tasks

and activities made by EFL teachers and received by the learners are considered as an EFL lesson.

With the previous concept, it can be said EFL lessons could be developed in regards to a wide set of contents, trying to make the students learn new vocabulary, pronunciation, grammar, etc. But in every class what is taught is always linked to culture in some way. As Valdes (1990) points out, every lesson is about something, and that something is cultural. Nevertheless, the central question remains regarding which culture to teach. Considering the inseparable interface of culture and language, it is difficult to imagine teaching a FL without dealing with its culture. According to this statement, it turns out to be totally necessary to take into account cultural aspects in ELT and even to know about the people who speak the target language. In such a way, learning language processes must be connected with cultural aspects that underlie the target language. McDevitt (2004) exposes that it is impossible to imagine learning another language independent of its culture, as learning a FL is a challenge to figure out the nature of other people. As language reflects human nature, studying language inherently exposes learners to the target culture.

Throughout all this assumptions, music and culture are shown as one of the most appropriated tools for recent educational contexts where EFL learners are involved; those new methods and strategies that nowadays become necessary for teaching a language can be determined through the use of musical and cultural content in English lessons.

**Methods and approaches**

This section presents a brief description of the methods and approaches that were used in this research; all of them were applied due to the functionality and the advantages

that they give in the process of language learning. Below, it will be presented each one of them.

**Communicative approach:**

In words of Patel, M.F and Jain, Praveen M. "The communicative approach is a learner centered approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim" (Patel, M.F and Jain, Praveen M. 2008). In this work, communicative approach is considered as one of the most relevant approaches that were used since it contributed to develop EFL lessons creating an atmosphere where learners were exposed to the target language and also where they used the language in order to interact not only with their classmates but also with their social context.

In addition, this approach results very useful in languages learning because it contributes to learn the target language in a pragmatic way, it means that learners have the opportunity to interact and experiment with the language improving their communicative, grammatical and socio-linguistic skills every time they get involved in situations where the FL is required.

**Task based language learning**

This approach gives the opportunity to set up communicative activities that make the students get involved in situations where the use of the target language becomes essential. Task based language learning is developed by establishing activities that focus the student towards the achievement of communicative goals. However, in order to

understand this approach better, it is necessary to figure out the concept of task. In doing so, it is taken the concept given by David Nunan (2004) which says that:

A pedagogical task is piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

Through this definition, it is shown how a task fosters communicative language use, involving the learners in moments where they focus on expressing meaningful utterances rather than worry about grammatical forms. The use of task based approach in this work turned out to be very useful since students were developing multiple tasks that allowed them to apply their knowledge in real situations of their own context.

**Whole language approach**

During this work, the tasks that learners were developing aimed to improve their English level without making emphasize in one specific skill, it means that in all the tasks that they did it was necessary to use listening, reading, speaking and writing skills in order to accomplish with the lesson's goal. Then, it makes notorious that the target language was used in a holistic way and, at this point, it is when whole language approach appears. As Ahmet Çekiç (2010) states "from an ELT perspective the Whole Language Approach can be defined as an approach which puts special emphasis on skill integration, learner centeredness and meaning centeredness and which amalgamates in its omniscient nature

cooperative, participatory learning and use of authentic materials and of real language for real purposes" (Çekiç, A, 2010).

By including whole language approach in EFL lessons, students have the opportunity to make use of English language integrating all their knowledge and abilities jointly; also, they start to use their English with real communicative purposes rather than being focused on activities that just make them use the skills separately. Whole language approach in this work represents an important pillar to develop EFL lessons because it gives the students opportunities to improve their communicative skills in a holistic way.

**Collaborative work**

In this proposal collaborative work was one of the most important strategies that allowed developing the lessons' tasks. As Duglas Brown states, to be sure in a cooperative classroom the students and teachers work together to pursue goals and objectives (Brown, D. 2000).In this manner, some of the tasks done during the lessons were planned taking into account collaborative work because it would help students to interact, share, support, and develop the tasks through a more active process. In addition, collaborative work not only functioned to develop tasks but also as the way to give practice in the target language.

**Translanguaging**

This method includes an alternation of both languages (mother and target) in order to communicate messages more easily. In this way, as Christina Celic and Kate Seltzer point out, translanguaging describes the practices of all students and educators who use bilingualism as a resource (Celic, C and Seltzer, K 2011). The main usage that

translanguaging has is a change of code that helps and supports the transmission of messages.

**Pedagogical framework**

**School mission**

Integral Ervid School is a private school that offers education with excellent quality. This school is based on ethic and moral principles that aim to strengthen their students integrally in order to allow them to project themselves competitively in the society.

**School vision**

To continue being leads of integral education with the appropriation of pedagogical advances, technological and infrastructure innovation, causing an impact in the society.

**Curriculum** This proposal also took into account the school's curriculum in order to accomplish with its objectives. According to this, it is presented the curriculum for ninth grade established for the school in order to develop English language learning.

| NINTH GRADE CURRICULUM | | | |
|---|---|---|---|
| **FIRST TERM** | **SECOND TERM** | **THIRD TERM** | **FOURTH TERM** |
| -Routines and habits | -Perfect tenses | -Linkers | -Zero conditional |
| -Present continuous | -Passive voice | -Phrasal verbs | -First conditional |
| -Simple past | -Conditional perfect | -Reported speech | -Writing techniques |
| -Past continuous | -Modals + have | | -Bases for debates |
| -Future tenses | | | |
| -Tag questions | | | |

Following this set of contents for ninth grade, the proposal included the topics that the school established as well as helped to review the ones that were taught at the beginning of the year.

**Legal framework**

For the development of this research it was taken into account the Colombian legal regulations for foreign languages, the national standards established by Ministry of Education and the Common European Framework. All this normativity worked as a guideline for the implementation of this study.

**Colombia's Constitution of 1991**

First of all, Colombia's Constitution of 1991 in its article 67 states that "Education is an individual right and a public service that has a social function. Through education individuals seek access to knowledge, science, technology, and the other benefits and values of knowledge. Education will train the Colombian when it comes to respect for human rights, peace, and democracy, and in the practice of work and recreation for cultural, scientific, and technological improvement and for the protection of the environment". As it is shown in this part of the article, one essential point is the improvement of cultural aspects within the population. In this way, the necessity of acquiring a foreign language becomes a central point in Colombian education since this fact will allow Colombian citizens to get access to other cultures as well as increase their opportunities in multiple fields of the modern society.

**General Law of Education in Colombia; Law 115/ 1994**

This Law is in charge of defining and developing the organization and provision of the formal education in Colombia. Moreover, this Law defines the education as "a permanent training process, personal, cultural and social which is based on an integral conception of the human person, its dignity, its rights and its duties" (Article 1, Law 115 of 1994).Acknowledging that this research is framed within an educative proposal, it becomes mandatory to address the General Law of Education in Colombia. This Law establishes in its articles 21 and 22 the following specific objectives that are focused on guaranteeing the acquisition of a foreign language:

- Artículo 21: La adquisición de elementos de conversación y de lectura al menos en una lengua extranjera. [The acquisition of conversational and reading elements in at least one foreign language]
- Artículo 22: La comprensión y capacidad de expresarse en una lengua extranjera. [The comprehension and capacity of expressing in one foreign language].

(Objectives translated from Spanish)

 In such a way, this research takes into account these objectives in its design and tries to contribute to accomplish them.

**National Bilingual Program**

Ministry of Education (2005), "in times of globalization, Colombia needs to develop its citizens' capacity to manage at least one foreign language. In this context, the Ministry of Education formulates the National bilingual program 2004 – 2019, which includes the

new communicative competent standards of English. The Common European Framework was the reference to set the levels of management that must be achieved. It is a program that strengthens the competitiveness and incorporates the use of new technologies for learning of a second language" (translated from Spanish). In concordance with this information, this proposal gets involved in the objective of giving support to the processes of teaching a foreign language in order to allow Colombian citizens to have access to other cultures and also make them able to face modern social phenomena such as globalization; through the learning of a foreign language Colombian citizens will have more opportunities to improve their quality of life.

**Common European Framework**

An additional aspect that is worth to mention in this proposal is the guideline that the Common European Framework gives to formal education. As the European Council points out the Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency, which allow learners' progress to be measured at each stage of learning and on a life-long basis (European Council, 2002).

Furthermore, according to the previous information it will be shown the Common Reference Levels that the Common European Framework establishes in order to measure

the level of proficiency in the management of a language. Finally, with the guideline of the

Common European Framework this research could be developed following this regulation

that helped to define the set of tasks to apply during the lessons in response to the

improvement of the communicative competence.

| | | | |
|---|---|---|---|
| **Proficient User** | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. | |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. | |
| **Independent User** | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. | |
| **Basic User** | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. | |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. | |

*European Council (2002)*

*Taken from: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf*

**Lineamientos curriculares idiomas extranjeros**

      According to the Colombian Ministry of Education, the elaboration of the curriculum allows having an approach towards the goal of making the education a subject of total interest for the population; moreover, in the current process of globalization that surrounds us it becomes necessary to develop a communicative competence in at least two languages. In this way this proposal is created with the idea of contributing with this goal and also giving new tools to apply in the field of English language teaching and learning.

**Interculturality**

      Interculturality is one of the most relevant concepts that the Ministry of Education takes into account. As it is stated, in our context there is a first assumption of interculturality with unequal conditions. The relations between cultures and languages is not given in advance, there is not a balance in equity (mother native tongues – second or Spanish language). In the case of mother tongue and foreign languages we can also say that there is the same assumption (Ministry of education 2016).

*Translated from Spanish.*

      This proposal takes into account the previous information and establishes that these perspectives towards interculturality must change; therefore, the study involves cultural aspects without believing that one culture is more than other one; thus, the understanding and respect of multiple cultures will be totally relevant for the proposal.

**Communicative competence**

      As the Ministry of Educations points out, in this society of cultural mobility and access to the knowledge, foreign languages become in a primary tool to build up a

representation of the world; in a basic instrument to construct knowledge, to accomplish

learning, to have an optimal management of new technologies and to the achievement of a

full social and cultural interaction (Ministry of education, 2016). This proposal has a strong

relation with the established by the Ministry of Education since it directly works on the

development of a foreign language. Furthermore, the contributions that the proposal aims to

provide are framed within the improvement of communicative competence through the

learning of a foreign language.

**National standards**

Taking into account the national standards for foreign languages, this proposal

included the ones established for ninth grade in order to develop the study. Then, it is

presented the specific standards that the proposal involved.

| Speaking | Writing | Listening | Reading |
|----------|---------|-----------|---------|
| • Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. <br>• Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. <br>• Interactúo con mis compañeros y profesor para tomar decisiones | • Escribo narraciones sobre experiencias personales y hechos a mi alrededor. <br>• Contesto, en forma escrita, preguntas relacionadas con textos que he leído. <br>• Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) | • Sigo las instrucciones dadas en clase para realizar actividades académicas. <br>• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. <br>• Muestro una actitud respetuosa y | • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. <br>• Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. <br>• Identifico elementos culturales presentes en textos sencillos. <br>• Represento, en |

| | | | |
|---|---|---|---|
| sobre temas específicos que conozco.<br>• Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. | sobre temas personales y relacionados con otras asignaturas.<br>• Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. | tolerante al escuchar a otros.<br>• Utilizo mi conocimiento general del mundo para comprender lo que escucho. | forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. |

*Ministry of education (2006)*

# Research methodology

This present chapter will expose the methodology selected for the development of this research. Specifically, it will be shown how the proposal was applied including the integrants of the study, phases, instruments for data collection and all the other the components needed to elaborate and apply the proposal. Through this chapter it will be shown how the idea of teaching English with music and culture was carried out and which outcomes were obtained with the implementation of the proposal.

## Type of study

This research is framed within action research methodology. As Stringer (2014) stated, "action research is a systematic approach that enables people to find effective solutions to problems they confront everyday lives". This methodology also results appropriated for this study because it gives a specific cycle that helps to deal with the issues presented in English lessons. As it will be shown below, action research can work through a routine that enables learners and teachers to deal with the activities and processes that involve English language learning. The following chart is established by Stringer (2014).



**Box 1.1    A Basic Action Research Routine**

In relation to a specified issue or problem

**Look**

- Gather relevant information (Gather data)
- Describe the situation (Define and describe)

**Think**

- Explore and analyze: What is happening here? (Analyze)
- Interpret and explain: How or why are things as they are? (Theorize)

Act

- Plan: Define a course of action based on analysis and interpretation.
- Implement: Implement the plan.
- Evaluate: Assess the effectiveness of actions taken.

*Figure 1 Stringer (2014)*

Following this set of steps, it is described how action research works. However, this methodology does not have to be seen as a lineal process that starts and finishes in a specific moment but rather as a continuous cycle that allows improving every time each English language lesson. Now, addressing action research as a cycle it is included another graphic that Stringer (2014) proposed, this graphic synthesizes the phases of action research in this way:
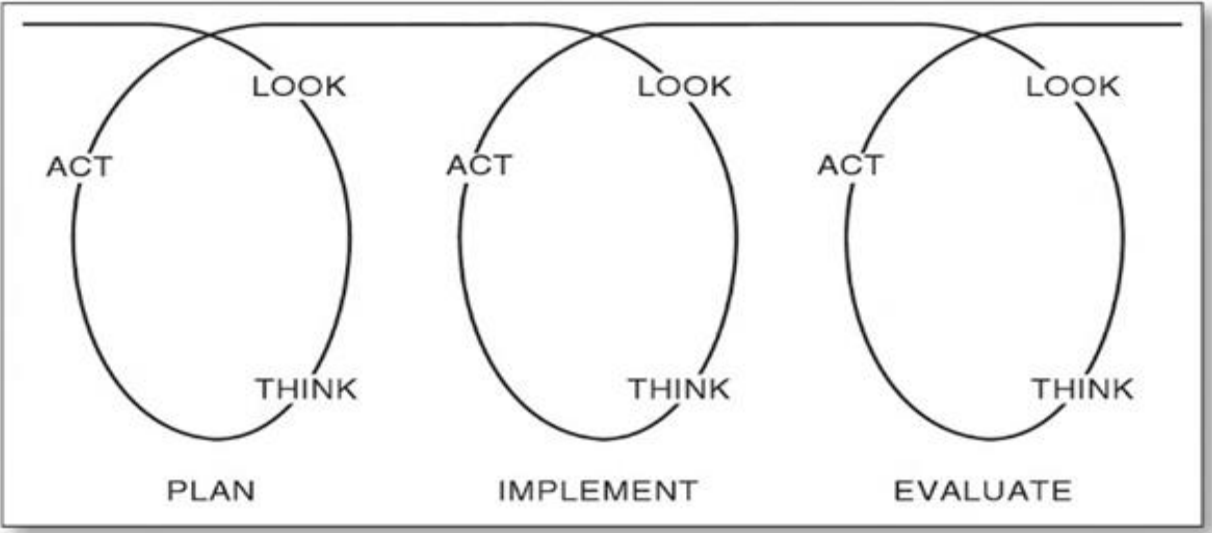


*Figure 2 Stringer (2014).*

Specifically, by using the three phases (Plan, implement and evaluate) with their three corresponding steps (look, think and act) actions research provides a scheme that, when it is applied properly, it brings many advantages for the research; that was one of the

most influent characteristic to choose this methodology. Furthermore, the use of action research in this study allowed having a constant monitoring effect of every lesson; in each activity within the classes the cycle of action research was functioning as the method to observe, gather information and also take actions for subsequent lessons.

**Settings and participants**

The participants of this study were eight boys and six girls with ages between fourteen and fifteen years old; they are ninth graders from a private school of Bogota, Colombia. In addition, according to a survey that they answered, twelve of the students belong to the third socioeconomic strata; just one student belongs to the second and one to the fourth one. Despite of these differences of strata, the group of students presents almost the same characteristics in terms of attitudes, English level and behavior in their academic activities.

**Proposal phases**

When this proposal started to be designed, the first idea included only one phase that would integrate all the lessons with the final objective of making the learners develop a micro research project about culture, studying it from a point of view of musical preferences in different groups of population. However, once the proposal was implemented it was noticed that not all the lessons emphasized in the same purpose and this issue made change the structure of the study. Therefore, the proposal had to be divided into two phases; the first one was more focused on linguistic and communicative competence and the second one worked as a complement for the strengthening of intercultural awareness. Taking this into account, each phase was organized with a certain number of

stages and lessons which involved tasks related to the same purpose. On the other hand, this

proposal was implemented by using two hours of class per week; therefore, the total

development of the study took two months until finishing it. Therefore, the two phases will

be explained, showing the main characteristics in which every lesson was based on.

**Phase one:** Interview

This phase was composed by four stages and five lessons; all of them including

different sub-tasks that helped to accomplish one final task. Then, it is described each stage,

its content and its purpose in regards to the final task.

**Stage one:** collecting information about musical preferences

As the name of the stage shows, the proposal started with the objective of making

the students collect some information about musical preferences of different groups of

people. In this manner, the first task aimed to strengthen the students' competence to ask

questions in order to get specific information; therefore, in regards to the gathering of the

information, it was proposed a task where the learners designed an interview that would

integrate their real context (see annex 1). In addition, this task was developed taking into

account whole language approach and collaborative work method as the way to carry out

the interview's design with the teacher's guide and the students' interaction.

During the lesson, the students used translanguaging strategy because their

interaction was intended to be given by using only the target language, however they had to

use their first language in order to communicate complex messages that they could not

express in English. Finally, the process of the design of the interview made the students

apply learning strategies such as analyzing expressions and translanguaging that allowed

them to accomplish successfully with the task. Furthermore, this pedagogic task not only included linguistic aspects but also had communicative purposes that helped to improve learners' communicative competence.

After designing the interview, the lesson included drilling exercises about the interview's questions; this strategy usefully worked during the application of the interview because each student had to record it and present the audio to the teacher in order to check it. With this task, the learners not only reviewed topics in a grammatical way but also they used them with a real communicative purpose.

**Stage two:** Data analysis

This second stage was implemented with one lesson framed within content based approach as the way to give practice in English language through the use of other subjects. Specifically, collaborative work method was the main resource used for this task. First of all, the lesson aimed to strengthen learners' ability to report information (see annex 2). During this lesson, students used the strategy of taking notes in order to organize information; after having all the interviews completed, the students were ordered in the groups with the same variable of population; then, they shared the results with their classmates and finally they showed the information through graphics.

**Stage three:** writing a report

Focused on writing skill, this lesson included the writing of a descriptive paragraph about the students' favorite music. In this lesson, the main objective was to determine whether the learners were able to produce a short text with coherence and cohesion (see annex 3). While this task was developed, students worked individually to produce a text

that allowed the teacher to notice the students' weaknesses in terms of writing processes. Therefore, this task not only worked as writing practice but also as a diagnosis for the next lesson where the main idea was to improve students' writing skill.

According to the previous lesson the subsequent task for this phase was also related to writing skill; therefore it was used a strategy of practicing with writing systems. On the other hand, the goal of this lesson was to provide the students with new strategies that allowed them to improve their writing skills (see annex 5). In most of the exercise, students were helping each other with opinions, vocabulary and some other ideas about the texts they were producing; it means that collaborative work was once more an effective strategy for the development of the class.

**Stage four:** Oral report

Framed within whole language approach, this lesson was intended to work with the improvement of the four macro skills but especially with the speaking skill. In such way, using resources for receiving and sending messages strategy, this last lesson aimed to improve the oral productions of the students; therefore, the lesson was focused on making the learners present an oral report (companied with the graphic and the paragraph) where they had to explain the results of the interview as well as the experience of using music as a topic for learning English (see annex 5).

**Phase two**

Focused on intercultural awareness, the second phase only had one stage with the objective of fostering intercultural competence. Specifically, this stage included three

lessons, which were based on the use of musical and cultural content. Besides that, the lessons were framed within whole language approach and involving individual work.

**Stage one:** music and culture

In order to start with this phase, it was applied a lesson based on cultural content. For this lesson, the tasks were planned taking into account the intercultural competence as well as the communicative one. In terms of intercultural competence, this lesson aimed to allow the students to know how other cultures celebrate Christmas day and how those traditions can be similar or different to Colombian ones. In addition, through analyzing expressions and taking notes strategies, the tasks of the lesson intended to reinforce the management of expressions related to activities that people usually do in their daily life (see annex 6). Linguistically, the lesson was based on the use of simple present. In such way, learners firstly used imagery technique as the strategy to learn new vocabulary. In sum, it is worth to mention that whole language approach and communicative approach worked usefully since all the activities made the students use their communicative skills jointly for accomplishing the goals of the class.

In the next lesson the tasks were based on music. The main purposes of these tasks were to allow the learners to have an approach to the target language from a different resource in order to improve their intercultural competence. In doing so, the teacher used a song in order to let the students practice their English in a holistic way (see annex 7). With the use of translating strategy combined with the use of the song and some information of the band, students could learn a bit about British culture and also, it was addressed the objective of using a different didactic tool that allowed students to do tasks including the

four macro skills (speaking, listening, reading and writing) for the total development of the activities. In this way, it becomes evident how whole language approach plays an important role in English language learning since it gives to learners the opportunity to improve all the skills at the same time.

Moving forward in this phase, the last lesson was also based on music but, this time, the tasks were done by the learners rather than by the teacher. Basically, the tasks consisted in to explaining a little bit of information about the artist and the song; then, all the group of students started to work on the lyrics and the content of the song. Through this task, taking notes and summarizing strategies allowed the students to give practice with their English; also, another relevant aspect to mention is that learners' musical preferences were totally different, thus, this fact fostered the competence of understanding multiple likes in terms of music but also how different cultures have different musical creations. On the other hand, this task allowed the students to use the target language by using tools that they proposed and enjoyed using. Despite that this activity was similar to the previous one; it adds one more important aspect that is related to autonomous work because the students had to prepare their participation for the class without being helped by the teacher; therefore, this exercise made the students more active in their own learning process.

## Data analysis

This chapter presents the data analysis of the proposal that was done in order to analyze the role of music in English language learning. In this way, there were applied some instruments that allowed gathering the information required for this purpose; among them are included journals, interviews and tasks that students and teacher developed. During the application of the eight lessons of the proposal, it was collected information related to the effects and results that music had in the classes. According to the information gathered, it will be shown the influence that music had in different aspects that surround English language learning.

## Data collection instruments and procedures

### Survey

The concept of survey in words of M.E Thompson (1997) "is meant the process of measuring characteristics of some of the members of an actual population, with the purpose of making quantitative generalizations about the population as a whole or its subpopulations (or, sometimes, its superpopulations)". This instrument for data collection was applied at the beginning of the study in order to determine whether the students showed interest in learning English through culture and music (see annex 9). Once this instrument was applied and the results were analyzed, the teacher could notice that all of the students felt interested into this proposal; thus, the study could continue as it was planned.

**Interviews**

According to Harrell, M and Bradley, M (2009) "Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone. Interviews differ from surveys by the level of structure placed on the interaction". In this proposal, the teacher applied one interview with the goal of gathering information related to the students' music preferences, socioeconomic strata and personal information like their age. In sum, all the information given by the students in the interview also helped to design the proposal's lessons because they were planned taking into account what the students shared with the teacher.

**Students' audio logs**

First of all, it is taken the concept of Stella Hurd and Tim Lewis about learning logs; as they point out, the term "learning log" is generally used to refer to a regular record of language learning or learning related activity which is kept by the learner, together to some form of review of that activity in order to inform future action (Hurd, S and Lewis, T. 2008). Taking that information into account, as another way to collect information it was used some audio logs that students did while they were applying the extra class assignment of the first lesson of the proposal. Through the use of audio logs, students had the opportunity to develop their task, store the information and presented it to the teacher; thanks to this, the teacher could not only grade the students' task but also reflect about the lessons in order to adjust and improve them.

**Students' texts**

These documents are the samples of the tasks developed by the students during the proposal. As Anne Burns states, collecting samples of texts over a period of time enables teachers to assess the progress which students make as well as diagnose areas for further action in classroom research (Burns, A. 1999). In this way, the students' texts allowed the teacher to analyze the results and effects of each lesson; specifically, the documents collected were some written texts, songs' lyrics and tasks such as the interviews.

**Teacher's journal**

Addressing a punctual definition of this instrument for data collection, journal writing is seen as an opportunity for teachers to use the process of writing to describe and explore their own teaching practices (Ho, B and Richards, J. 1993). In this proposal the use of journal writing aimed to help the teacher to reflect about the effects that the lessons were having in their instruction; the use of the journal was focused on examine the students attitude towards the class and the influence of the proposal in the students' language learning process. In sum, it can be said that journal writing was a very important instrument in this study since it helped the teacher to keep in mind relevant information related to the development of the lessons; therefore, each lesson could be planned taking into account what the teacher observed, trying to improve in each one of the lessons (See annex 10).

**Data analysis method**

Taking into account the instruments used during the proposal, the analysis method selected was triangulation. This method, as Ruth Shagoury and Brenda Miller stated, is based on the use of multiple and different sources, methods, investigators, or theories (at

**42**

least three) to confirm findings (Shagoury, R and Miller, B. 1999).Triangulation method in

this proposal was applied by analyzing and comparing the data collected by each one of the

instruments; therefore, this method allowed analyzing the data more accurately.

| OBJECTIVES | INSTRUMENTS | CATEGORIES |
|---|---|---|
| To identify the role of music in English language learning and intercultural awareness | Surveys<br><br>Teacher's Journals<br><br>Students reflections<br><br>Students texts (tasks , test)<br><br>Interviews | RESEARCH CONCLUSIONS |
| To foster English language learning through music as content | Writing Test<br><br>Speaking- presentations<br><br>Students interviews – audios | **Learning attitude**<br>(students preferences, tasks outside classroom)<br>Autonomous learning<br><br>**Language learning**<br>Pronunciation<br>Fluency<br>Writing Techniques<br>Vocabulary acquisition<br>Accents recognition awareness |
| To enhance intercultural awareness in English language learning | Teacher's journals<br><br>Lessons | **Intercultural awareness**<br>Diversity recognition<br>(history, racism)<br><br>Preferences respect<br>(lack of criticism) |

This chart shows the categories that were established for the data analysis of the research.

Besides that, there are presented the set of instruments used for this process.

**Effect of the proposal**

Following the set of categories that were established in the previous chart, the next analysis will expose the results that the proposal had.

**Learning attitude**

This analysis about the students' attitude is based on the triangulation of the teacher's journal, the students' audio logs and the task of the lessons. Moreover, this analysis will include a short descriptive text as well as two graphics about the change of attitude of the students since the beginning of the proposal until the end of it.

First of all, as it can be reviewed in the annex 10, during the proposal there were five students that showed disinterest or rejection in the lessons' tasks; however, once these students developed them they start to get more involved in the class, especially because they felt that the tasks were more interesting than they have thought before (see annex 10, August 2$^{nd)}$. The issue presented with these students, finally was adjusted during the lesson through the use of discussions and explanations, not only given by the teacher but also by their classmates; it means that the motivation that the tasks of the proposal were giving to the students influenced their thinking and made them more active in their learning language process. Besides that, it can be stated that the approaches, methods and strategies applied in the lessons modified the students' attitude since at the end of the proposal the fourteen students were more opened to receive English lessons.

As a final part of the analysis of this category, it will be shown the graphics that noticed the change of the students' attitude since the beginning until the end of the implementation of the proposal.
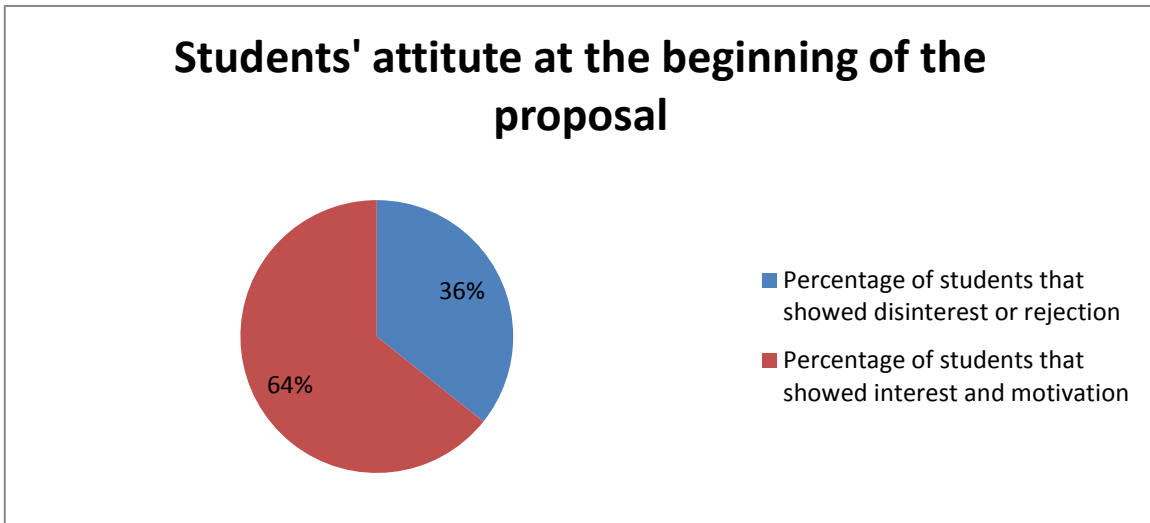
**Students' attitute at the beginning of the proposal**

36%

64%

■ Percentage of students that showed disinterest or rejection

■ Percentage of students that showed interest and motivation

*Figure 1. Students' attitude at the beginning of the proposal*

Based on data related to the students' attitude, the previous graphic showed that in the first lesson of the proposal not all the students had a behavior in favor of the lesson's task; specifically, five of them showed disinterest or rejection towards the class.
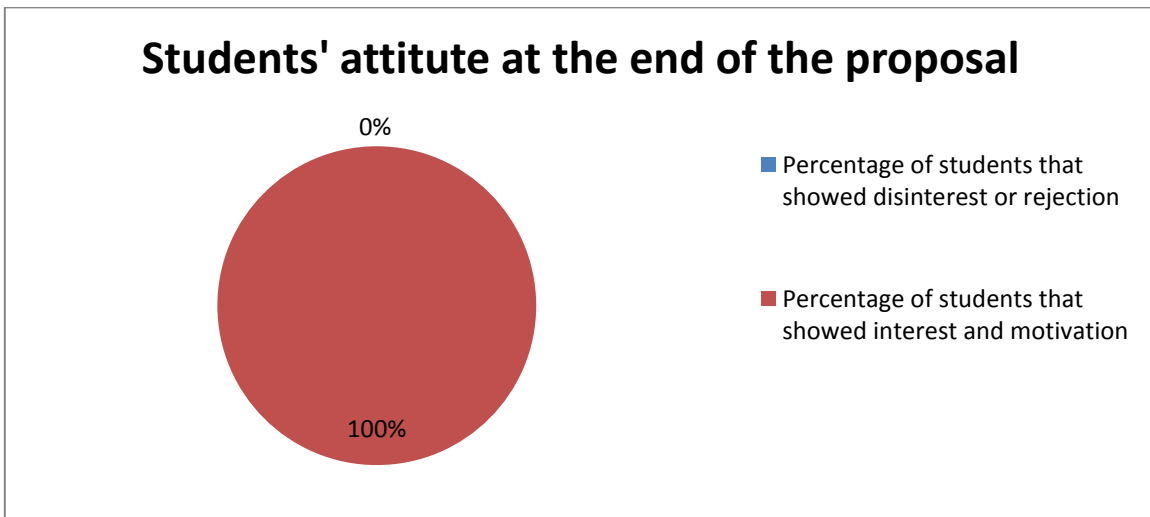


**Students' attitute at the end of the proposal**

0%

100%

■ Percentage of students that showed disinterest or rejection

■ Percentage of students that showed interest and motivation

*Figure 2. Students' attitude at the end of the proposal*

Analyzing the previous graphic it can be seen how the students' attitude changed towards the lessons since the beginning of the proposal until the end of it. In conclusion, at the end of the implementation the fourteen students showed interest and motivation towards the lessons; in addition, they got engaged in the development of the tasks.

**Language learning**

This part of the analysis will show the effect of the proposal in the students' language skills. Within the analysis it will be included skills such as speaking, writing and listening; the information will be exposed through graphics as well as written analysis.

**Speaking**

The first analysis of this category is related to the students' fluency and pronunciation. In this way, it is presented the effect of the proposal in oral tasks in terms of quantity of mistakes of pronunciation that students had at the beginning of the proposal and at the end of it. The data for this analysis were collected through the use of students' audio logs (see annex 10), oral tasks registered in a database table (see annex 12) and teacher's journal (as the way to collect comments and reflections about the lessons' tasks).Then, it is shown the graphics that contain the information.
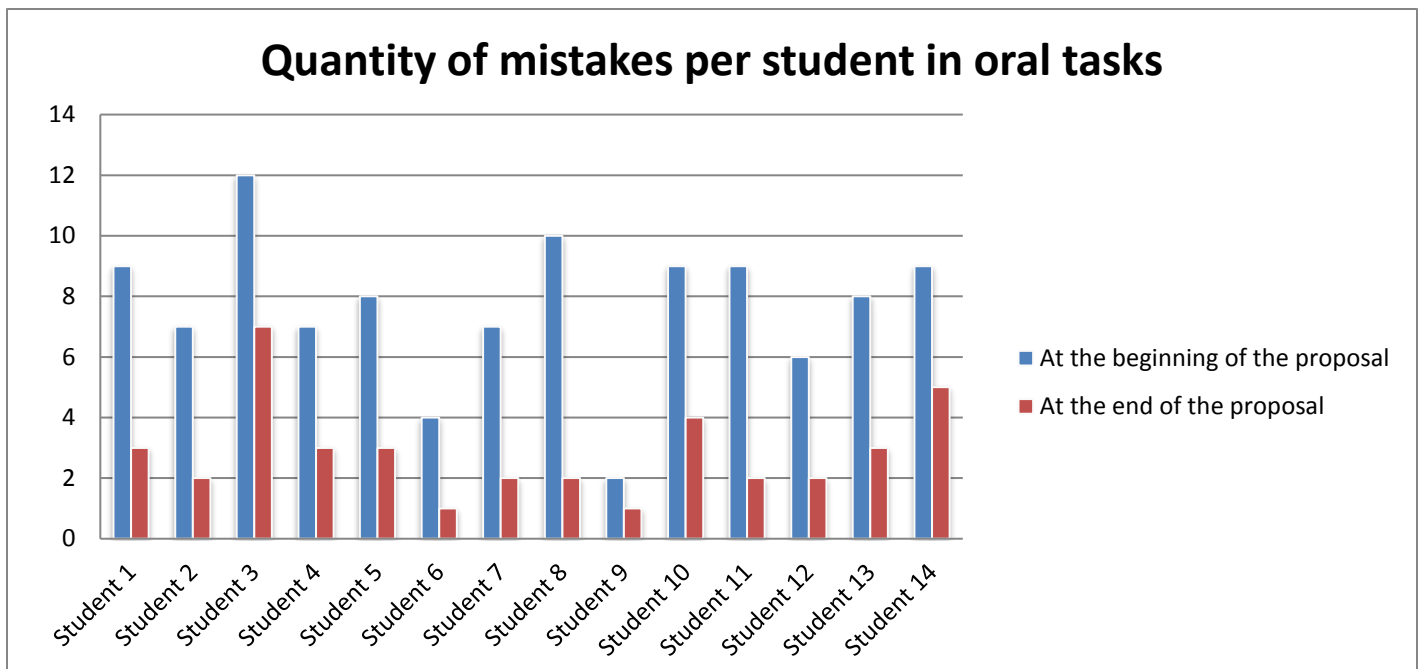
*Figure 3. Quantity of mistakes per student in oral tasks*

According to the previous graphic, it can be observed the effect of the proposal in the improvement of the students' pronunciation skill. Establishing more data about this analysis, it is stated that at the beginning of the proposal the quantity of pronunciation mistakes in oral tasks was of 107. Then, as it is shown in the graphic, this number of mistakes decreased to 40. According to this, at the end of the proposal there was an improvement of 67% in the students' pronunciation.

All these analysis also were developed with the support of the teacher's journal where the information related to speaking skill is shown with color blue (see annex 10, August 23th); the data collected through the comments and reflections helped organizing the information in order to present the analysis. In conclusion, these data represent the effect of the proposal in regards to the improvement of the students' oral skills.

**Writing skill**

The analysis about the effect of the proposal in writing skill was focused on the improvement of coherence and cohesion within the students' texts. Moreover, for this category the data were collected by using the students' writing diagnosis, students' documents (texts, reflections), and finally the written report of the final task (interview). In this way, the analysis of the proposal's effect in this category was developed taking into account two aspects: number of logical connectors within the texts and number of words different from logical connectors. The idea of taking into account logical connectors separately from other words was in order to analyze the use of elements that give cohesion to the texts. In such way, it will be presented three graphics that show the information.
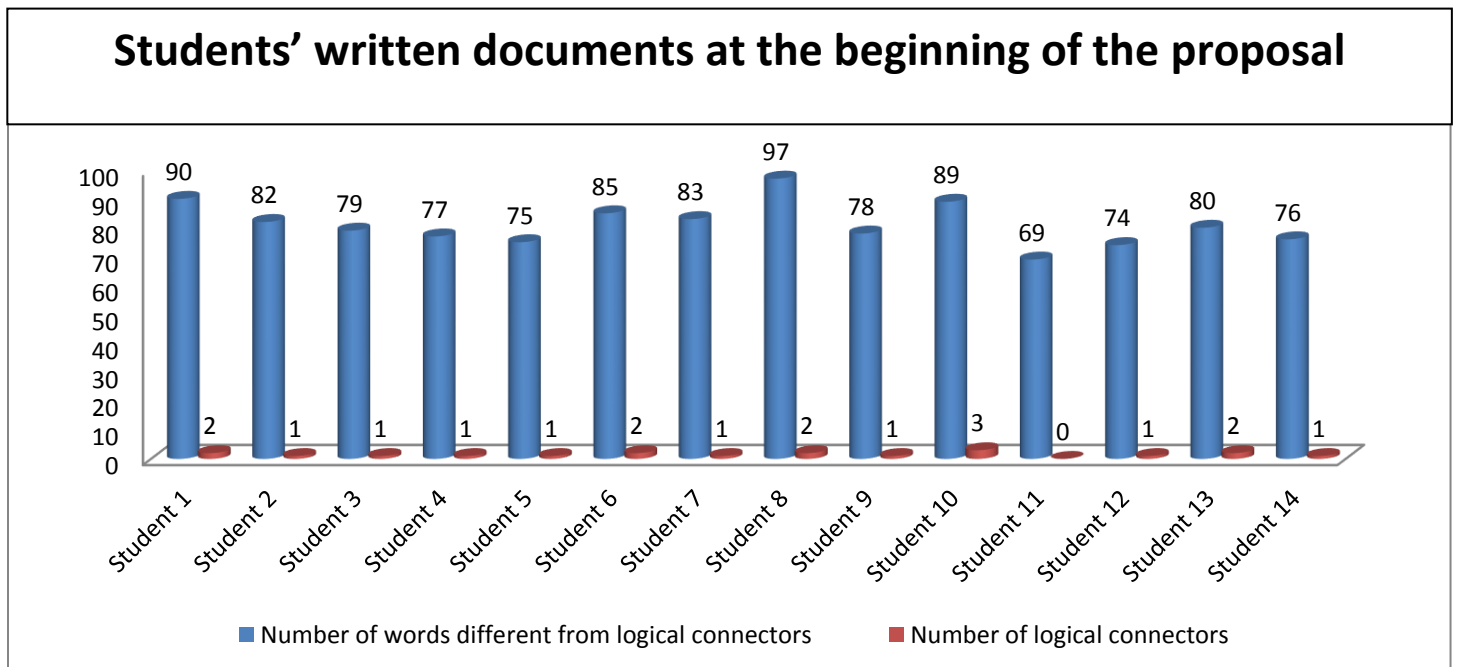
*Photo 1. Sample of students' writing diagnosis*



*Figure 4. Students' written documents at the beginning of the proposal*

According to the previous graphic, it can be pointed out that students' texts had an average of 82 words. However, taking into account that the students' texts were not extremely short, the number of logical connectors (1 connector on average) was not appropriated to give them enough cohesion. Following with this analysis it is presented an additional graphic that shows the effect of the proposal in students' writing skill at the middle of study.

## Students' written documents at the middle of the proposal
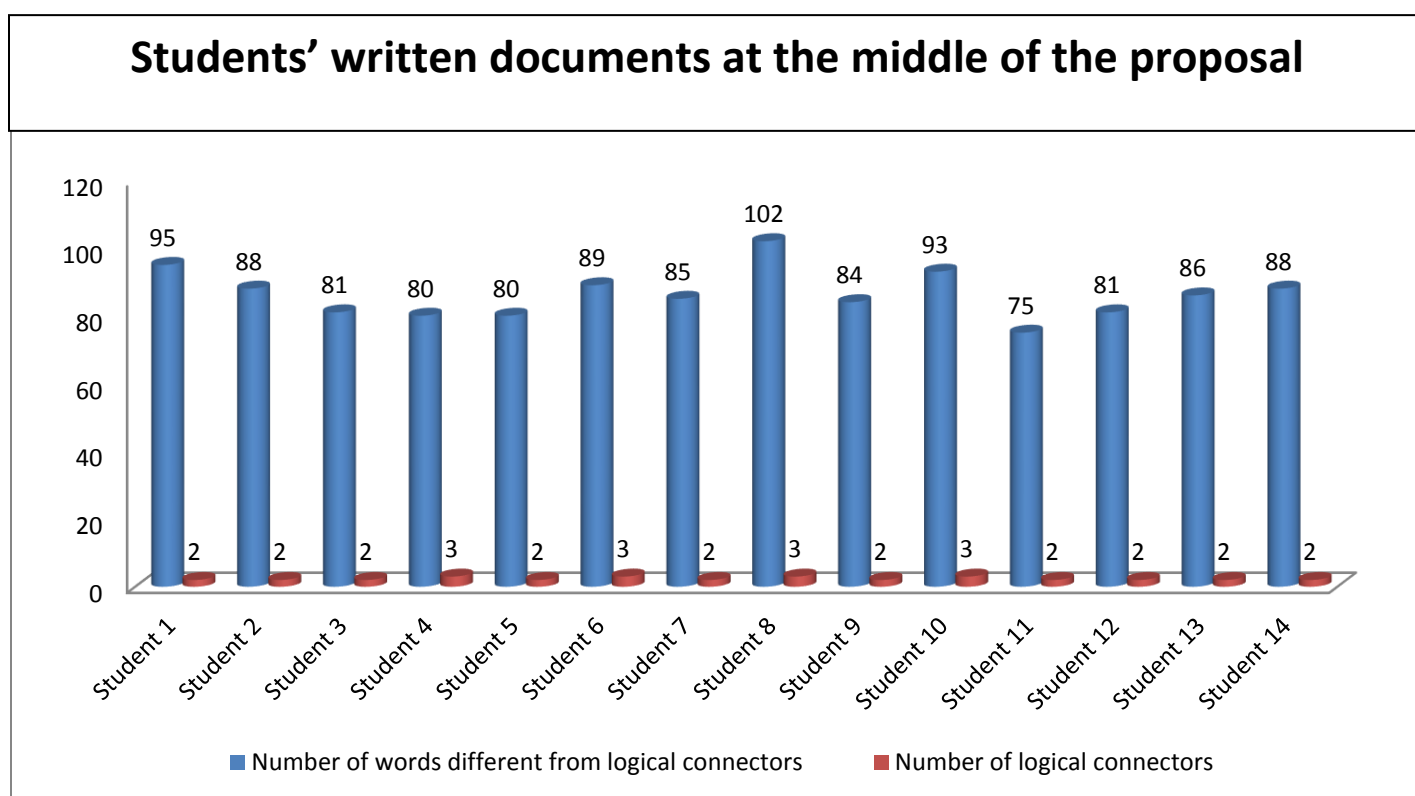


*Figure 5. Students' written documents at the middle of the proposal*

After four lessons of the beginning of the proposal, the students started to use more words in their texts and also they started to use more logical connectors than before. According to the previous graphic it can be stated that the average of words in the students' texts was of 88, it means that they were using 6 more words than in previous texts. On the

other hand, the average of connectors increases to 2; therefore, the cohesion of the students'

also had a little bit of improvement. As a final analysis it is shown the last graphic that

presents the final report about the effect of the proposal in this category.



*Photo 2, sample of students' writing final report. This photo shows an example about the final task that students did in the proposal.*



*Figure 6. Students' written documents at the end of the proposal.*

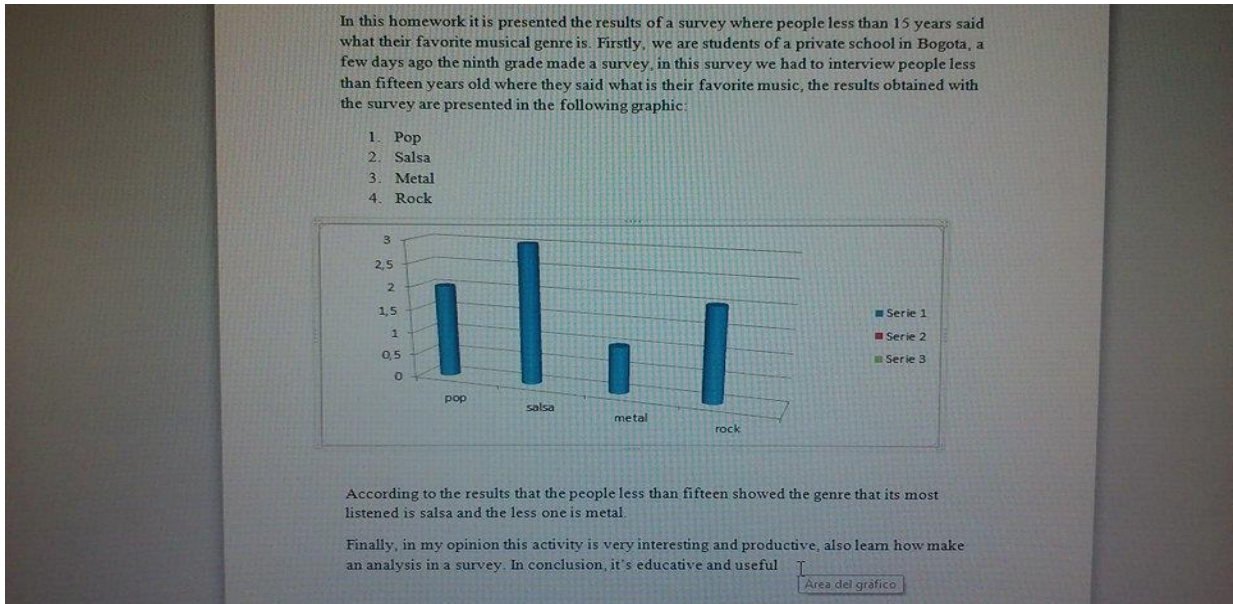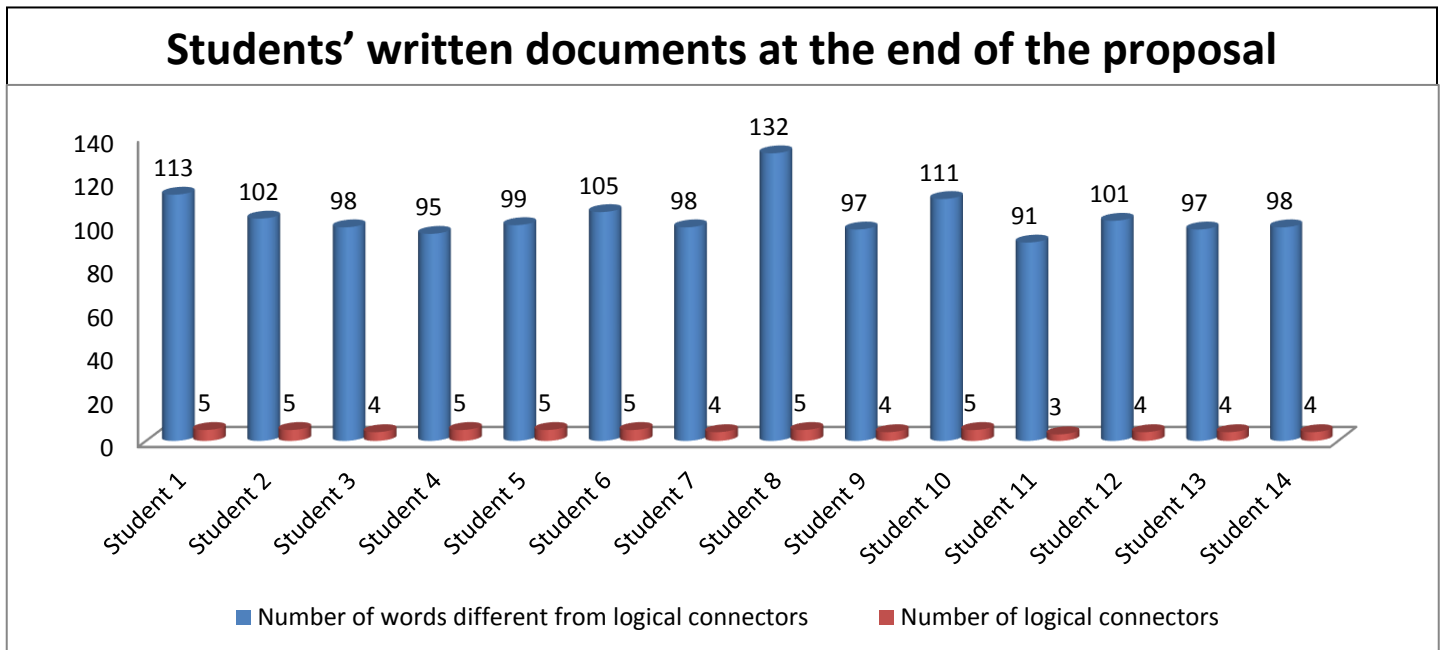Analyzing this final graphic, it can be observed how students increased the management of vocabulary in their texts; in this third analysis the average of words was of 109; it means that, since the beginning of the proposal until the end of it, there was an increase of 29 words in the students' written documents; Moreover, another relevant fact in this analysis is that the average of logical connectors also increased from 1 to 4 by paragraph.

In conclusion, it can be stated that the effect of the proposal in the students' writing skill helped them to produce longer texts with new vocabulary as well as improving the cohesion of their written documents. The difference between the first documents and the final ones become notorious since they have better structure, more vocabulary and more cohesion.

**Listening skill**

For this category it was established three analysis stages during the proposal; In addition, the process of data collection was developed through the use of the, students' documents developed during post-listening tasks (worksheets), students' documents developed during listening tasks (worksheets), and the comments and reflections written with color green in the teacher's journal (see annex 10, July 26th and September 6th). It is worth to mention that this category also had important influence in previous categories such as the students' attitude, speaking skill and writing skill, since it helped the students to improve pronunciation and vocabulary acquisition.

Going forward, the first two stages are about how listening tasks of the proposal improved the students' vocabulary recognition in terms of the understanding of WH

questions; specifically, it will be presented the graphic that shows the comparison between the number of students that understood WH questions at the beginning of the proposal and at the end of it.
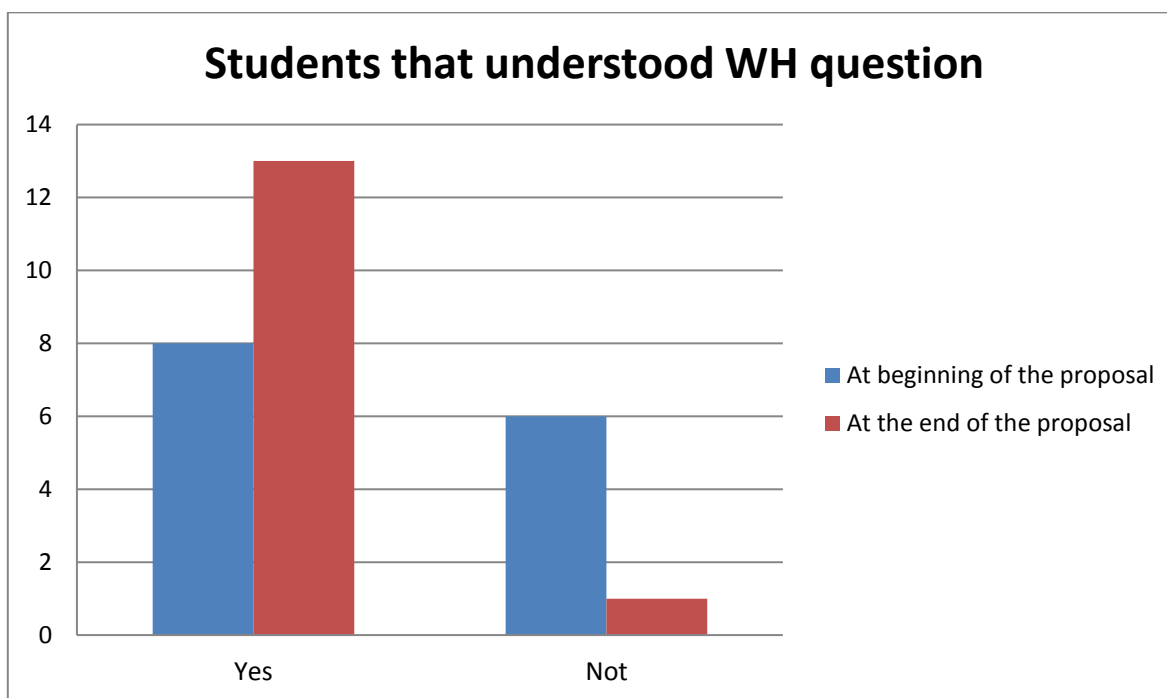


*Figure 7. WH questions understanding.*

According to the previous graphic, the proposal's effect in the recognition of WH questions had an increase of five students; therefore, just one student did not improve the understanding of WH questions as his classmates indeed did it. However, it can be stated that the effect of the proposal had good results since at the end of the proposal the 92.9% of the class could use and understand WH questions with ease.

On the other hand, another important aspect to include in the analysis of this category is about the students' accent recognition awareness. Specifically, through the use of music the students started to learn about different accents of English Language Speakers around the world. At this point, students not only were giving practice to their listening

skill but also they used music in order to learn how English language can vary according to the place where it is spoken.

**Intercultural awareness in English language learning**

As the final part of the proposal's analysis it is described the effect that the study had in the development of students' intercultural awareness; the data for this analysis were collected through the use of students' audio logs, students' reflections and the teacher's journal. Since the beginning of the proposal the inclusion of music and the tasks related to the interaction with different kinds of population allowed the students to noticed how culture influence the thinking of the people; in the case of music, how culture makes people adopt preferences of specific musical genres. In this way, the relevant aspect to take into account is that at the beginning of the proposal the students used to judge or reject with disrespect the music that was out of their own likes. However, once the proposal was moving forward, the students were reducing their disrespect in front of the manifestation of different musical preferences and they started to realize about how every person has different musical likes and how these differences are not a matter to judge and criticize people.

Besides the previous analysis, there is another influent aspect related to the development of intercultural awareness: the lessons' content. Thanks to the use of music and its connection with history, students could be provided with explanations that let them understand why every musical genre was (or is) important in a specific period of time and also the reasons of what people can feel identified with a particular kind of music. In this manner, students change their attitude in front of different manifestations of art; at the end

of the proposal, students react with more respect when they had to listen to other kinds of music. In conclusion, this category concretely helped to make the students aware of the recognition of culture as that social component that gives us different characteristics and also the importance of respect how other people think.

## Findings

At the end of the implementation of the proposal, the results observed show that there were meaningful improvements in several aspects that involve English language learning. As it was shown previously, the first observation allowed noticing that students' attitude towards the lessons changed notoriously; in the last lesson, the whole group of students kept interest and motivation.

Moving forward, it can be stated that speaking was one of the most improved skill during the proposal; it makes notorious since at the end of the research, there was an improvement of 67% in the students' pronunciation.

Besides that, the following relevant outcome obtained was about writing skill. With the development of the proposal, the students could increase the vocabulary for producing written documents until an average of 109 words per paragraph; moreover, the average of logical connectors changed from 1 to 4, in this way the cohesion of the students' texts had a significant improvement.

Addressing listening skill, there were two aspects in which the proposal had an important influence. First of all, at the end of the proposal 92.9% of the students improved the management of WH questions; with the development of the proposal, they could understand and use WH questions accurately. On the other hand, through the use of music in the EFL lessons, the students could complement their knowledge about English language by recognizing different accents that English speaker have.

## Conclusions

Throughout the whole implementation of the proposal, it can be observed how English language learning and intercultural awareness could be fostered and improved notoriously. In this research, the role of music turned out to be an excellent tool to develop EFL lessons since the students felt more engaged with the process of language learning and also they could improve their communicative skills.

In terms of attitude, the students showed an important behavioral change that allowed increasing the engagement towards the EFL lessons; in this way, the students not only kept a better classroom environment but also their attention contributed to their learning processes.

As another important result, it can be stated that musical and cultural content in EFL lessons, turn out to be meaningful for the students. Throughout the implementation of the proposal, relevant aspects such as speaking fluency, textual cohesion and vocabulary acquisition had a significant improvement.

Finally, with the implementation of the project, it was noticed that intercultural awareness played a very important role in English language learning because it allowed the students to have an approach to the target language from a point of view with respect and understanding. During the eight EFL lessons carried out in the research, the classroom atmosphere had a significant change since the students reflect about their attitudes in regards to different cultural manifestations; besides that, they could realize how their behavior is extremely important in order to achieve a successful interaction with other people.

# RECOMMENDATIONS

In subsequent researches, it would be a good exercise to create a routine in which the students have the opportunity to work with songs for a longer time. In this way they could keep a process that let them review and internalize new vocabulary and pronunciation; also, the EFL learners could improve their listening and speaking skill. In sum, a new research could include more EFL lessons that support the process of fostering intercultural awareness, in this way the new proposal would have an effect more notorious.

On the other hand, further researches could take into account more learning strategies in order to work on the improvement of the students' communicative skills. It could be included strategies related to movement, memory, drilling among others. With this, the EFL lessons could be more creative and engaging for the students.

Finally, it would be excellent to apply a new research during a longer period of time. For this current proposal the process of implementation had to be done in less than four months, therefore a new research could be more successful if it were applied with more time.

**Annex 1**

**PHASE ONE-INTERVIEW**
**Stage one: collecting information about musical preferences**
**Lesson plan one**

| |
|---|
| **Pre service teacher: Wilson Leandro Vela Gómez**<br>**Licenciatura en: Lengua Castellana e Inglés**<br>**Date: July 26ᵗʰ of 2016**<br>**Level: 4ᵗʰ cycle**<br>**Number of students: Fourteen**<br>**Time for the session: 100 minutes**<br>**Task to develop:** To design an interview in order to collect information about musical preferences<br>**Standards:**<br><ul><li>Sigo las instrucciones dadas en clase para realizar actividades académicas.</li><li>Muestro una actitud respetuosa y tolerante al escuchar a otros.</li><li>Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.</li></ul><br>**Content:** Interview to ask for information<br>**Objective:** To strengthen the student's competence for doing questions in order to get specific information. |

| |
|---|
| **PRE TASK**<br><br>**Time:** 10 minutes<br>**Pre task's name:** Micro-interview<br>**Pre task's objective:** To provide the students with a short example of an interview<br>**Pre task's description:**<br>1) At the beginning of the class the teacher is going to write in the board the following question "Have you ever been to Medellin".<br>2) While the teacher takes list of the class each student will have to answer the previous question (Students just have to give a short answer such as "**yes, I have" or "No, I haven´t"**<br>3) Students' answers will be organized by the teacher in two columns (yes / no)<br>4) After taking the whole list the teacher will analyze the results about the question and he will represent them in terms of percentage.<br>5) Finally, the teacher will write a short text showing a conclusion about the micro interview. (One example of the text would be like this: "According to the previous results it can be stated that 68% of the ninth graders have been to Medellin") |

This exercise will work as an example for the subsequent tasks that the lessons of the phase will contain.

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**TASK**

**Time:** 70 minutes
**Task's name:** Designing an interview
**Task's objectives:**
- To design an interview about musical preferences of different groups of people
- To review WH questions and simple present tense
- To enhance students' ability for doing questions
- To engage the students with tasks that contain cultural aspects

**Task's description:**
1) With the teacher's guide and through collaborative work, the students will design an interview with the purpose of knowing the most common musical preferences of different kinds of population. The structure of the interview will be developed taking into account the students ideas and the grammatical explanations that the teacher will give.
2) After designing the interview, the students will form three groups and they will establish the target population to apply the interview (some possible populations could be: children less than fifteen years old; young people between fifteen and twenty five years; and people with different professions)

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**POST TASK**

**Time:** 20 minutes
**Post task's name:** Reviewing pronunciation
**Post task's objective:** To give practice with speaking, focusing on pronunciation
**Post task's description:**
1) With the interview finally completed, the students will practice the pronunciation of each question. This drilling exercise will allow them to improve their fluency for the usage of the language.
2) As a final step, it shall be agreed that the interview will be done as an extra class assignment. In doing so, the students will have to interview two people, record the interview, write the answers and deliver both tasks to the teacher in order to be graded.

**PHASE ONE-INTERVIEW**
**Stage two: data analysis**
**Lesson plan two**

**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: August 2nd of 2016**
**Level: 4th cycle**
**Number of students: Fourteen**
**Time for the session: 100 minutes**
**Task to develop:** To represent information using graphics
**Standards:**
- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses.
- Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas.

**Content:** Numbers and statistical analysis.
**Objective:** To strengthen learners' ability to report information.

**PRE TASK**

**Time:** 10 minutes
**Pre task's name:** receiving instructions
**Pre task's objective:** To define the steps to follow during the lesson
**Pre task's description:** The teacher will explain the following steps in order to accomplish with the goal of the lesson:
1) Students will be organized in the groups with the same variable of population
2) They will share their results of the interview with their classmates in order to show them by making use of graphics.

**TASK**

**Time:** 70 minutes
**Task's name:** systematizing information
**Task's objectives:**
- To make a representation of data by using graphics
- To improve the use of numbers and software for statistical analysis

- To develop students' ability for sharing information
- To have an approach towards the acknowledgment of musical preferences in different groups of people

**Task's description:**
1) Students will have to organize groups according to the kind of population that they interviewed; in other words, they will work with other classmates that applied the interview with the same variable of population.
2) Being organized in groups, they will share their results of the interviews in order to have more data to represent through the graphics.
3) Using computers and, specifically the software Word, students will make the graphics with all the data that they collected and shared with the classmates.

## POST TASK

**Time:** 20 minutes

**Post task's name:** What do I observe?

**Post task's objective:** To allow the students realize about the differences of musical preferences within different kinds of population

**Post task's description:**
1) After having all the graphics, students will talk a little bit about the final results of the interviews; they will have to share specific information that they can observe in the graphics. During this task the students have to try to use of the target language most of the time; however, they can use their first language in order to communicate complex ideas that they cannot express in English.

**Phase one-interview**
**Stage three: writing a report**
**Lesson plan three**

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**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: August 9th of 2016**
**Level: 4th cycle**
**Number of students: Fourteen**
**Time for the session: 100 minutes**
**Task to develop:** To produce a descriptive text giving information about musical preferences
**Standards:**
- Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación.
- Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.

**Content:** Musical genres, likes and dislikes
**Objective:** To obtain a diagnosis about students' writing skills

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**PRE TASK**

**Time:** 15 minutes
**Pre task's name:** Teacher's musical preferences
**Pre task's objective:** To provide the students with a concrete example of how to express information about personal musical preferences.
**Pre task's description:** In order to show a punctual example about how to express information about personal musical preferences, the teacher will make a mind map in the board writing the main reasons why he likes a specific kind of music. The mind map will include the following aspects:
1) Expression for likes and dislikes
2) Logical connectors
With this example students will get an idea that will support the next tasks of the lesson.

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**TASK**

**Time:** 70 minutes
**Task's name:** Sharing information in a written way
**Task's objectives:**
- To determine whether the students are able to produce a short descriptive text with coherence and cohesion.

- To structure sentences by using different grammar tenses correctly
- To express a point of view including likes, dislikes and simple arguments
- To share with other people your musical preferences

**Task's description:** Specifically, the students will write a descriptive text about their favorite music; they will have to include the following aspects:

1) Name of the genre
2) Reasons why they like that specific genre
3) Examples of favorite artists
4) Conclusion about the text

Finally, the teacher will check the students' texts and in this way he will be able to determine aspects that need to improve in the writing processes of the students.

## POST TASK

**Time:** 15 minutes

**Post task's name:** My favorite music is…

**Post task's objective:** To give practice of reading skill

**Post task's description:**

2) In a random way, the teacher will make the students read their texts in order to practice their reading skill as well as sharing their opinions related to the musical genres they most like.

**Phase one-interview**
**Stage three: writing a report**
**Lesson plan four**

**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: August 16th of 2016**
**Level: 4th cycle**
**Number of students: Fourteen**
**Time for the session: 100 minutes**
**Task to develop:** To produce a written report explaining the information obtained with the interviews
**Standards:**

- Escribo narraciones sobre experiencias personales y hechos a mi alrededor.
- Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.
- Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales.

**Content:** Outline writing technique, logical connectors
**Objective:** To provide the students a writing technique that allows them to improve their writing skill

**PRE TASK**

**Time:** 15 minutes
**Pre task's name:** Brain storming about texts
**Pre task's objective:** To share opinions about the concept of text
**Pre task's description:**
1) Based on the question "What do you think that a text is?" the students will give ideas or possible answers to this question
2) The teacher will write the students' ideas on the board in order to keep all the information
3) Taking into account those ideas, the teacher will give a short feedback related to the students' ideas

**TASK**

**Time:** 70 minutes

**Task's name:** Improving writing processes

**Task's objectives:**
- To provide the students with a writing technique that will allow them to improve their texts
- To construct a paragraph using logical connectors and the outline technique
- To improve students' ability to communicate through written resources
- To raise students' awareness to understand different musical preferences within different groups of people

**Task's description:**
1) The teacher will explain what outline technique is; he will show the parts of the outline and how this scheme allows people to construct texts
2) In addition, the teacher will provide the students with some logical connectors that will improve the cohesion in the students' texts.
3) After giving the explanation of the writing technique, the teacher will ask the students to write a report about the findings that they could obtained through the whole previous process

**POST TASK**

**Time:** 15 minutes

**Post task's name:** Findings of my interview

**Post task's objective:** To improve reading, listening and speaking skill

**Post task's description:** Taking into account the variables of population in which students were working on, the teacher will choose one student of each group and make him read aloud the text that he has constructed. If another student wants to participate the teacher will assign him a turn to read. While students are reading, the teacher will be correcting the mistakes of the pronunciation in order to improve students' fluency.

**Annex 5**

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**Phase one-interview**
**Stage four: Oral report**
**Lesson plan five**

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**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: August 23th of 2016**
**Level: 4th cycle**
**Number of students: Fourteen**
**Time for the session: 120 minutes**
**Task to develop:** To make an oral presentation about the whole previous tasks, commenting the results obtained and the experience of using music as a topic for learning English
**Standards:**

- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.
- Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales.

**Content:** Speaking exercises for improving fluency
**Objective:** To give students practice in speaking to expose specific information

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**PRE TASK**

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**Time:** 5 minutes
**Pre task's name:** Let's speak
**Pre task's objective:** To reinforce useful expressions for oral productions
**Pre task's description:** The teacher will give a review about the use of expressions such as *"I think that…", "In my opinion…", "According to…"*Then, the students will have to use one the expression while they talk a little bit about music.

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**TASK**

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**Time:** 100 minutes
**Task's name:** Final oral report
**Task's objectives:**

- To make an oral presentation about the results of the whole phase
- To use simple past, simple present and present perfect in oral productions
- To improve students' ability to communicate through oral messages
- To allow the students recognize the differences of musical preferences in different groups of people

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**Task's description:**

4) In this task students will work in the same groups they work during the second lesson of the phase; they will have to prepare an oral presentation in order to expose the following information:

- What the phase was about
- What they have to do during the phase (all the tasks)
- The results of the interviews
- Conclusions in terms of musical preferences of different kinds of population
- Their own opinion about the experience of using music as content for English language learning

For this exercise, students will have 70 minutes; also, they can use billboards or PowerPoint software in order to design the presentation.

5) After finishing the design of the presentation the students will start to expose their task (all the integrants of the groups will have to participate in order to guarantee a successful collaborative work)

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# POST TASK

**Time:** 15 minutes

**Post task's name:** Phase conclusion

**Post task's objective:** To give the students a feedback about the whole process of the phase

**Post task's description:** In order to conclude with this phase students and teacher will talk about the development of the tasks that were done during the five lessons. In addition, students will give an opinion to explain whether the experience was significant for them in terms of learning of English and culture.

**Annex 6**

Phase two – cultural awareness support
**Fostering intercultural awareness**
**Stage one - Lesson plan one**

**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: August 30ᵗʰ of 2016**
**Level: 4ᵗʰ cycle**
**Number of students:**
**Fourteen**
**Time for the session: 100 minutes**
**Task to develop:** The lesson will be about Christmas in two different countries; therefore students will work on some differences between both ways of celebration.
**Standards:**
  • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.
  • Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.
  • Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.
  • Identifico elementos culturales presentes en textos sencillos.

**Content:** Colombian and American Christmas
**Objective:** Be able to make simple expressions.

---

**PRE TASK**

**Time:** 20 minutes
**Pre task's name:** using verbs in sentences
**Pre task's objective:** To engage the students towards the class making use of their previews knowledge of English.
**Pre task's description:**
  1) For this activity the students will work in pairs.

  2) The teacher will use three bags; the first bag contains some cards with personal pronouns (just 1ˢᵗ and 2ⁿᵈperson), the second bag has cards with letters and the third bag has cards with complements of sentences.

  3) Each pair will take two cards from each bag and they will have to writetwo sentences using the personal pronouns they got from the bag; also, within the sentence, use a verb that starts with the letter that the cards say and finally one of the complements they took from the bag.

| | (Card 1) | (Card 2) | (Card 3) | (Sentence) |
|---|---|---|---|---|
| For example: | **THEY** | **J** | **From an airplane** | **They jump from an airplane** |

Finally, the first pair that finishes the activity will get extra points for his grade.

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## TASK

**Time:** 40 minutes
**Task's name:** America Christmas
**Task's objectives:**
- To reinforce the use of present simple tense talking about Christmas.
- To identify differences between American and Colombian Christmas celebration.
- To enhance reading comprehension strategies.

**Task's description:**
1) **Pre reading:**
   - First, students will do a mind map in order to get some vocabulary related with Christmas celebration (worksheet I).
   - Second, students will do another mind map where they will write activities that they usually do on Christmas (worksheet II).
   - Next, the teacher will use two traditional songs of Christmas, one of them is an American song and the second one is Colombian. Students will have to say in which month of the year they think this music is listened to.

   - According to their answers they will identify the most important celebration of this month. Finally, based on the question "**What do you do on Christmas"** students will name activities that Colombian people do during this celebration.

2) **During reading**

- The students will be provided with a text that contains information about how American people celebrate Christmas (worksheet III).

- Each student will read a fragment of the text. Teacher will focus on action meaning.

   Making use some questions such as:

*Do American people decorate their homes?*
*What do they use to decorate their homes?*
*Do American people organize a special meal?*
*What do they eat?*
*Do American people exchange gifts?*
*How do we name Santa Claus here in Colombia?*
*Do they make a nativity display?*

Also, the teacher will explain how to answer to questions with short and long answers.

*For example:*

| *-Do American people believe in Santa Claus?* <br> *-Yes, they do* | *- What do they use to decorate their homes?* <br> *- They use a Christmas tree* |
|---|---|

- Next, the students will underline in the text the activities that American people do on Christmas.

- Finally, the teacher will reinforce how to express actions in present using as examples the activities that students wrote in the mind map at the beginning of the class.

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## POST TASK

**Time:** 40 minutes
**Post task's name:** Comparing
**Post task's objective:**
- To check if the students have reinforced their knowledge about present simple.
- To review if students have learnt about American Christmas celebration.
- To reinforce strategies for writing process.

**Post task's description:**
At the end of the class students will do chart about American and Colombian Christmas celebration; they will write about all the activities they do when they celebrate this day in contrast with American activities (worksheet IV).

To make an evaluation of the topic students will do homework; they will read a text about Christmas celebration in Chinese culture and they will answer some questions.

**Phase two – cultural awareness support**
**Fostering intercultural awareness**
**Stage one - Lesson plan two**

**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: September 6th of 2016**
**Level: 4th cycle**
**Number of students: Fourteen**
**Time for the session: 100 minutes**
**Task to develop:** To make use of a song in order to work on new vocabulary and cultural content
**Standards:**
- Utilizo mi conocimiento general del mundo para comprender lo que escucho.
- Infiero información específica a partir de un texto oral.

**Content:** Language through music
**Objective:** To enhance students' listening skill and cultural knowledge by working with music.

**PRE TASK**

**Time:** 10 minutes
**Pre task's name:** About the artist
**Pre task's objective:** To provide the students with information related to the band and the song.
**Pre task's description:**
1) The teacher will introduce the class mentioning the names of the band and the song
2) He will give information related to the band (Musical genre, background, actuality, etc)

**TASK**

**Time:** 80 minutes
**Task's name:** The song
**Task's objectives:**
- To give practice in listening through the use of a song
- To acquire new vocabulary
- To enhance the understanding of messages from oral resources
- To understand different accents that English speaker can have

**Task's description:**
1) Students will listen to the song once
2) The teacher will provide the students with the lyrics of the song. (Worksheet V).

3) Students will have a look at the lyrics in order to check the content of the song
4) Then, the song will be played again; this time students will try to fill out some vocabulary that is missing on the lyrics
5) While the songs is played some other times the teacher will be clarifying the vocabulary and will make the students practice the reading of the lyrics in order to improve pronunciation.
6) Finally, the reading of the song will also aim to enhance reading comprehension; this task will be addressed with the teacher's guide.

## POST TASK

**Time:** 10 minutes

**Post task's name:** What I learnt

**Post task's objective:**
- To practice with the new things learnt from the song

**Post task's description:** Each one of the students will share to class one new thing that he learnt working with the song (they can write sentences with new vocabulary, show pronunciation of words, etc.)

**Phase two – cultural awareness support**
**Fostering intercultural awareness**
**Stage one - Lesson plan three**

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**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e Inglés**
**Date: September 13th of 2016**
**Level: 4th cycle**
**Number of students: Fourteen**
**Time for the session: 100 minutes**
**Task to develop:** students will use songs in order to give practice in their English and also learn about culture.
**Standards:**
- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.
- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.

**Content:** Language through music
**Objective:** To allow the students to develop their own tasks in order to improve their English.
**Comment:** This lesson will be similar to the previous one; however, the main difference lies in that the tasks will be proposed and developed by the students rather than by the teacher.

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**PRE TASK**

**Time:** 10 minutes
**Pre task's name:** About the artist
**Pre task's objective:** To provide the students with information related to the band and the song.
**Pre task's description:**
3) The students will introduce the class giving information about the artists and the songs

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**TASK**

**Time:** 80 minutes
**Task's name:** The song
**Task's objectives:**
- To give practice in listening through the use of a song
- To acquire new vocabulary
- To enhance the understanding of messages from oral resources

- To understand cultural differences within the songs, their content and origin

**Task's description:**
7) Students and teacher will listen to the song once
8) The students will provide their classmates with the lyrics of the song
9) Students will have a look at the lyrics in order to check the content of the song
10) Then, the song will be played again; this time students will try develop the task proposed by his classmate (fill in the blanks, underlining, translating, etc)
11) While the songs is played some other times the teacher will be supporting the explanation of the song's content and he will make the students practice the reading of the lyrics in order to improve pronunciation.
12) Finally, the reading of the song will also aim to enhance reading comprehension; this task will be addressed with the teacher's guide.

## POST TASK

**Time:** 10 minutes

**Post task's name:** What I learnt

**Post task's objective:**
- To practice with the new things learnt from the song

**Post task's description:** Each one of the students will share to class one new thing that he learnt working with the song (they can write sentences with new vocabulary, show pronunciation of words, etc.)

**Annex 9**

## MUSIC AND CULTURE IN ELT

1) ¿Consideras que saber inglés es importante en la actualidad?

SI X     NO ____

2) ¿Te gustaría mejorar tu nivel de inglés?

SI X     NO ____

3) Con tus palabras explica qué es cultura

Para mi la cultura es un conocimiento de ideas, costumbres que pueden caracterizar a un pueblo, una ciudad o un país.

4) Comenta algunos aspectos que conozcas de la cultura colombiana

Bueno para mi, tenemos muchas costumbres en Colombia, una de ellas y que nos identifica mucho es la comida y la música. En comida el Ajiaco y la cllanqua. Música cumbia y vallenato.

5) ¿Te gustaría aprender sobre cultura colombiana y de otros países?

SI X     NO ____

6) ¿Sobre qué países te gustaría aprender su cultura? Subráyalos

Perú, Brasil, Argentina, Japón, Egipto, Grecia, EE.UU, México, Italia, Francia, Inglaterra.

Otro(s): _____

7) ¿Te gusta la música?   SI X   NO ____

8) ¿Qué tipo de música te gusta?

Pop, Vallenato, Baladas, Salsa, lambada y un poco de rock.

9) ¿Qué sabes de música?

En sí no sé definir que es la música, pero si me preguntaran con (Tan) importante es la música diria que es indispensable para tener una vida tranquila

10) ¿Te gustaría aprender inglés usando la música? SI X    NO ____

**Annex 10**

## Teacher's journal

**Pre service teacher: Wilson Leandro Vela Gómez**
**Licenciatura en: Lengua Castellana e inglés**
**Journal objectives:**
- To gather relevant information about each lesson of the proposal.
- To collect information that allows improving each lesson.
- To reflect about the lessons

| PHASES AND LESSON | DATE | LESSON OBJECTIVE | TEARCHER'S OBSERVATION-REFLECTION |
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| **PHASE ONE** Lesson one | **July 26th of 2016** | To design an interview in order to collect information about musical preferences. (See annex 1) | In this lesson one relevant issue was the effect that the beginning of the proposal had. When I was going to start the class, the students were prepared to take a common lesson with common activities, therefore, while I was explaining them the task for the lesson I felt that I could get their attention with ease because the task resulted estrange (but interesting) for them; there were only two students that did not pay attention until I ask them to do it, anyway it was easy to manage the situation. In this way, I could notice that the proposal could continue using that structure (communicative and interesting new tasks that also require grammatical explanations for their development) which allow to develop the lessons with more interest of the students. Finally, this lesson hoped to be successful depending on the application of the extra class |

| | | | assignment by the students. |
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| **PHASE ONE Lesson two** | **August 2nd of 2016** | To strengthen learners' ability to report information. (See annex 2) | For this lesson, it was very important the extra class assignment of the previous class because it would provide the material for the lesson's task. However, only one of the students did not bring the written report of the interview and he had to do it orally in order to develop the task. While I was collecting the reports I noticed that students showed more interest and pleasure towards the extra class assignment and all of them presented it without any trouble. Going forward, the class started as it was planned and I observed that the interaction flowed better than in other classes because now the purpose of the task was more engaging for the students. It is worth to mention that the class was planned for 100 minutes and the students accomplished with the proposed activities in almost 90 minutes (an important fact since this group of students usually makes spend more time than the planned). Finally, at the end of the lesson all of them started to speak in Spanish, however some of the students keep talking about the lesson's task and it let me notice that the proposal was starting to be more interesting for the students. |

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| **PHASE ONE Lesson plan three** | **August 9th of 2016** | To obtain a diagnosis about students' writing skills (See annex 3) | This lesson had different effects than the others because, after the pre task, when the students were told to write a paragraph all of them felt less interested (and even lazy) about the task. However, once I retake some examples about writing and I told them that they had to write about their favorite music, they (all) change a little bit their attitude and start to write. Eleven of the students wrote the paragraph very quickly and the other three took more time because they were not totally focused on the task. Anyway, after some minutes all of them finished with the task and also they read their paragraphs to the rest of the class. This lesson was not as interesting as the previous ones but, despite that, the aim of getting a writing diagnosis could be achieved. |
| **PHASE ONE Lesson four** | **August 16th of 2016** | To provide the students a writing technique that allows them to improve their writing skill (See annex 4) | With a short feedback about the paragraph that students wrote in the previous lesson, I felt that they got a bit more interested in their writing skill. Taking advantage of this, the lesson was applied and the students responded better in front of tasks related to writing; only one student continue showing less interest in this task. Besides that, one more time the topic for the new text worked well because students developed the task showing again interest; this time I was helping them with their ideas and they could accomplish with the task. |

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| **PHASE ONE Lesson five** | **August 23th of 2016** | To give students practice in speaking to expose specific information (See annex 5) | The group of students have shown good attitude for oral presentations. In this final lesson of the phase one, I could notice that students worked collaboratively in order to have success in their task; there was only one student that tried to reject the task but his group made him contribute to the class. Additionally, despite of the speaking mistakes that I could register during the presentations, I felt that collaborative work allowed them to feel supported for presenting the oral exposition and therefore they did it with more interest and confidence; Finally, I consider that the constant use of some expressions (practiced during the lessons) helped the students a lot to express ideas that they could not communicate before. This task was developed in an excellent way. |
| **PHASE TWO Lesson one** | **August 30th of 2016** | Be able to make simple expressions (See annex 6) | Taking into account that this lesson was focused on intercultural awareness I felt that the learning strategies used were appropriated for the lesson; all of the students liked to use semantic maps, thirteen of the fourteen students participate in the reading of the texts and finally all of them developed charts; in this way, these strategies allowed the students to address the lesson's content with ease. In addition, students enjoyed making comparisons between Colombian and American |

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| | | | Christmas traditions because this way of learning English has not been experimented by them. Additionally, all of the students showed interest in knowing cultural characteristics of other county and their attitude was very respectful. In conclusion, I think that this lesson was a successful way to start working with culture. |
| **PHASE TWO Lesson two** | **September 6th of 2016** | To enhance students' listening skill and cultural knowledge by working with music (See annex 7) | For this lesson the students showed big expectations because they were going to use one resource that, as they mentioned in a survey (see annex 9), they have always liked: The music. Therefore, they start the class being very concentrated; however, three of the students stopped working in class because Rock music was not their favorite one. In this way I took advantage of this fact and explained them the importance of understanding how different cultures create their own manifestations of art and also the way in which they can influence other people around the world. Students also contribute with more interpretations and opinions. Finally, this interaction allowed me to notice that intercultural awareness was indeed addressed and well accepted by the students. |

| PHASE TWO Lesson three | September 13th of 2016 | To allow the students to develop their own tasks in order to improve their English (See annex 8) | As it was planned, this lesson included music proposed by the students. Specifically, this lesson was one of the most important of the proposal because through the use of different musical genres I could conduct the lesson towards the improvement of the intercultural competence as well as the communicative one. Moreover, the students' attitude was another relevant aspect to analyze since they were changing the way to interact or react with different musical genres; this time the fourteen students remember the previous lesson and they could start to recognize that all of us are influenced by different context and cultures, thus, our preferences in aspects such as music can vary a lot, but the important issue is that we must know how to recognize and interact with those differences. In conclusion, through this lesson I could work on all the aims of my proposal obtaining good results. |
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**Annex 11**

Audio logs transcription. (The mistakes in the pronunciation will be underlined):

What is your favorite music?

Why do you like this genre?

**Annex 12**

Database table

| AT THE BEGINNING OF THE PROPOSAL |
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| Students | Quantity of mistakes | Total |
|---|---|---|
| Student 1 | IIIIIIIII | 9 |
| Student 2 | IIIIIII | 7 |
| Student 3 | IIIIIIIIIIII | 12 |
| Student 4 | IIIIIII | 7 |
| Student 5 | IIIIIIII | 8 |
| Student 6 | IIII | 4 |
| Student 7 | IIIIIII | 7 |
| Student 8 | IIIIIIIIII | 10 |
| Student 9 | II | 2 |
| Student 10 | IIIIIIIII | 9 |
| Student 11 | IIIIIIIII | 9 |
| Student 12 | IIIIII | 6 |
| Student 13 | IIIIIIII | 8 |
| Student 14 | IIIIIIIII | 9 |

| AT THE END OF THE PROPOSAL |
|---|

| Students | Quantity of mistakes | Total |
|---|---|---|
| Student 1 | III | 3 |
| Student 2 | II | 2 |
| Student 3 | IIIIIII | 7 |
| Student 4 | III | 3 |
| Student 5 | III | 3 |
| Student 6 | I | 1 |
| Student 7 | II | 2 |
| Student 8 | II | 2 |
| Student 9 | I | 1 |
| Student 10 | IIII | 4 |
| Student 11 | II | 2 |
| Student 12 | II | 2 |
| Student 13 | III | 3 |
| Student 14 | IIIII | 5 |

**Annex 13**

Example of the songs' lyrics applied in the lessons.

**Song: open your heart**

**By: Europe**

Days filled with joy and days filled with sorrow, I don't know just what to do am I happy today? Am I lonely tomorrow? Everything depends on you.

And I've been waiting for the angels to knock on my door; I've been hoping that everything could be like before.

Open your heart and tell me what's wrong; why can't you talk like you used to do before? I don't know if I'm weak, I don't know if I'm strong, hey girl, I can't cope anymore.

And I've been waiting for the angels to knock on my door; I've been hoping that everything could be like before.

Open your heart, let me hear you; make up your mind, I want to hear you call. Open your heart, want to come near you, make up your mind before we lose it all.

Maybe that time has its own way of healing; maybe it dries the tears in your eyes, but never change the way that I'm feeling, only you can answer my cry.

And I've been waiting for the angels to knock on my door; I've been hoping that everything could be like before.

Open your heart, let me hear you; make up your mind, I want to hear you call. Open your heart, want to come near you, make up your mind before we lose it all.

Open your heart, let me hear you; make up your mind, I want to hear you call. Open your heart, want to come near you, make up your mind before we lose it all.

**Song: Dream on**

**By: Aerosmith**

Every time that I look in the mirror, all these lines in my face getting clearer. The past is gone it went by like dusk to dawn, Isn't that the way?

Everybody's got their dues in life to pay, I know, nobody knows where it comes and where it goes I know it's everybody's sin you got to lose to know how to win.

Half my life's in books' written pages lived and learned from fools and from sages you know it's true. All the things you do come back to you.

Sing with me, sing for the year, sing for the laughter n' sing for the tear.

Sing with me, if it's just for today, maybe tomorrow the good lord will take you away.

Sing with me, sing for the year, sing for the laughter n' sing for the tear.

Sing with me, if it's just for today, maybe tomorrow the good lord will take you away.

Dream on, dream on, dream on, dream yourself a dream comes true. Dream on, dream on, dream on, and dream until your dream comes true.

Dream on, dream on, dream on, dream on, dream on, dream on, dream on

Sing with me, sing for the year, sing for the laughter n' sing for the tear.

Sing with me, if it's just for today, maybe tomorrow the good lord will take you away.

Sing with me, sing for the year, sing for the laughter n' sing for the tear.

Sing with me, if it's just for today, maybe tomorrow the good lord will take you away.

## Song: Lose yourself

## By: Eminem

Look, if you had one shot, or one opportunity to seize everything you ever wanted in one moment, would you capture it or just let it slip?

His palms are sweaty, knees weak, arms are heavy, there's vomit on his sweater already, mom's spaghetti he's nervous, but on the surface he looks calm and ready to drop bombs But he keeps on forgetting what he wrote down, the whole crowd goes so loud; he opens his mouth, but the words won't come out, he's choking how, everybody's joking now the clock's run out, time's up over, bloah! Snap back to reality, oh, there goes gravity.

Oh, there goes Rabbit, he choked he's so mad, but he won't give up that easy, no he won't have it, he knows his whole back's to these ropes it don't matter, he's dope he knows that, but he's broke he's so stagnant, he knows when he goes back to his mobile home, that's when it's back to the lab again, yo.

This whole rap shit he better go capture this moment and hope it don't pass him, you better lose yourself in the music, the moment. You own it, you better never let it go; you only get one shot, do not miss your chance to blow this opportunity comes once in a lifetime yo.

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You better lose yourself in the music, the moment; you own it, you better never let it go

You only get one shot, do not miss your chance to blow this opportunity comes once in a lifetime yo.

The soul's escaping, through this hole that is gaping this world is mine for the taking, make me king, as we move toward a new world order, a normal life is boring, but superstardom's close to post mortem it only grows harder, only grows hotter.

He blows us all over these hoes is all on him coast to coast shows, he's known as the globetrotter, lonely roads, God only knows.

*Lyrics taken from https://www.letras.com.*

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