

IMPLEMENTATION OF BASIC ACADEMIC SONGS IN ENGLISH, TO IMPROVE  
AUDITORY COMPETENCE TO FOURTH GRADE STUDENTS OF THE  
ABSALÓN FERNANDEZ DE SOTO SCHOOL

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CON ÉNFASIS EN LENGUAS EXTRANJERAS  
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TULUÁ

2012

Nota de aceptación

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Firma del presidente del jurado

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Firma del jurado

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Firma del jurado

Valle del Cauca, 25 de Julio de 2012

## DEDICATION

I dedicate this work to my parents, for their unconditional support that they gave me during my career. Thanks to people that could collaborate in this project.

*Daiana Lenis Aguirre*

## TABLE OF CONTENTS

	Pág
INTRODUCTION	12
THEORETICAL FRAMEWORK	27
METHODOLOGY	39
RECOMMENDATIONS	141
CONCLUSIONS	142
BIBLIOGRAPHY	148

## LIST OF TABLES

	Pág
Table 1: Elements to guide the English class	50
Table 2: Use of songs in English class .	52
Table 3: Description of the English class. .	53
Table 4: Frequency of the students to sing songs in English.	55
Table 5: Likes to English class.	57
Table 6: Level of desire for the use of songs in English class.	58
Table 7: Level of understanding of English. .	60
Table 8: Teachings received during the school year.	61
Table 9: Level of participation in English class.	62
Table 10: Exercise Part 1, Cambridge questionnaire.	64
Table 11: Exercise Part 2, Cambridge questionnaire.	67
Table 12: Exercise Part 3, Cambridge questionnaire.	69

Table 13: Exercise Part 4, Cambridge questionnaire

## LIST OF GRAPHS

Pág

Graph 1: Motivation of the students in the English class.	47
Graph 2: Percentage of correct answers on the exercises of the Cambridge questionnaire.	48
Graph 3: Elements to guide each English class	51
Graph 4: Use of songs in English class.	52
Graph 5: Description of the English class..	54
Graph 6: Frequency of the students to sing songs in English	55
Graph 7: Likes to English class..	57
Graph 8: Level of desire for the use of songs in English class.	59
Graph 9: Level of understanding of English	60
Graph 10: Teachings received during the school year	61
Graph 11: Level of participation in English class.	63



Graph 12: Exercise Part 1, Cambridge questionnaire.	65
Graph 13: Exercise Part 2, Cambridge questionnaire.	67
Graph 14: Exercise Part 3, Cambridge questionnaire.	70
Graph 15: Exercise Part 4, Cambridge questionnaire.	72
Graph 16: Final Lesson plan.	101
Graph 17: Analysis: Activity #1	104
Graph 18: Analysis: Activity #2	108
Graph 19: Analysis: Activity #3. First stage.	113
Graph 20: Analysis: Activity #3. Second stage.	114
Graph 21: Analysis: Activity # 4	117
Graph 22: Analysis: Activity # 5	121
Graph 23: How was the English class?	133
Graph 24: Do you participate in the English class?	134
Graph 25: What did you like the English class of?	135

## LIST OF ANNEXES

	Pág.
Annexe A: Initial Interview to the head teacher.	152
Annexe B: Survey to Students	155
Annexe C: Cambridge Questionnaire	158
Annexe D: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number One).	166
Annexe E: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Two).	167
Annexe F: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Three).	169
Annexe G: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Four).	171

Annexe H: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Five).	172
Annexe I: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Six).	175
Annexe J: Final lesson plan	176
Annexe K: final interview to the head teacher	177
Annexe L: Survey to students (Final)	179

## INTRODUCTION

Today the English language is essential for the academic and integrated education of the student, since the teaching process of a second language allows large access to globalization and the interaction with other cultures through the progressive advancement of science and technology in the information age.

In this context, it is a necessity to continue to implement and strengthening strategies to produce changes and improvements in the field of English language education, where the teacher's task could be improved and new learning objectives can be considered.

This is why the teaching work must go beyond knowledge, is not enough to leave a concept for the student to capture, analyze and repeat, but also, the educational process and pedagogy intend to search criteria leading to the perfection of education and English language teaching, using a methodology that becomes dynamic and reflected in educational and recreational aspects, that is to say, tools that can allow offer to the teacher to create an optimal orientation of the concepts that allow their better enforcement, looking for then the articulation of education aimed to the individual knowledge and acquisition of the language.

Now this project is based on providing an educational tool for teaching English, which can meet the needs fourth grade students primary school, Institution Gran Colombia, Absalòn Fernandez De Soto, to acquire language and develop listening skills, always looking for new ways to understand and practice the prosodic aspects of English.

For this reason, this work will make during the first semester of 2012, to performance and to evidence the objectives, with a greater motivation for the act

of reading by students, and from it, to improve auditory processes and oral comprehension of the English language.

The process will involve the selection of the songs to plan academic activities, that is to say, they are made to facilitate learning processes, and implement its use through workshops and various activities that are proposed in the methodological framework, with the purpose of improving the process of listening and understanding English phrases and words in the target group. Another objective is obviously to track the actual progress of students, evidencing in this way the impact of the strategy.

According to that, the use of songs increased attention to the development of auditory competition by implementing a qualitative methodology, which consists of knowing the situations, manners and attitudes of target population in order to contribute significantly to learn the English language.

In addition to that, the music is one of the main developments of the human being, by the tone, rhythm and the sounds, it allows a mode of communication, which can be expressed not only a specific language, but the feelings and emotions of students.

This is how music can be a great strategy for teaching and learning a foreign language, which combines a friendly atmosphere and entertainment space, for the student to assimilate the vocabulary and concepts in a practical way, without losing the teaching sequence that must have an English class.

As a result, this project is based on the need to implement the basic academic songs, as a teaching tool, which allows to be used in the classroom to teach English and to strengthen the auditory competence, taking into account the

student's process and the development of the skills, and with a low degree of anxiety, thus building greater interaction with the learning of the language.

Consequently, music and indeed basic academic songs, with melody and intonation can provide an appropriate way to teach and practice the different skills, including pronunciation through repetition of the chorus, thus generating a promising approach, in which progress can be made and supply a different perspective to the teaching of English, strengthening the academic level in reference to auditory competence against the English language.

Otherwise, for the development of auditory competence, spaces should be available in which, it is possible for students to feel more identified with the language and thus generate a greater motivation through communicative interaction. In this direction, it should focus students' attention and desire to learn, through the implementation of activities through the use of basic academic English songs, in which it is possible to emphasize, enhance and strengthen auditory competence, generating cognitive development in other abilities.

Likewise the project will focus on fourth grade students of primary school, Educational institution Gran Colombia, Absalòn Fernandez De Soto of the city of Guadalajara de Buga, taking as its starting point the study, analysis and practice of basic academic English songs.

These students belong to a school with a low socioeconomic stratum, since there are not enough resources to teaching English like a book, a tape recorder or a video beam. For this reason in some occasions is difficult to plan different activities in the classroom.

Moreover, it can be observed how the process of schooling has been interrupted several times or have had untrained teachers in the area of English. Similarly, the

head teacher is not applying a qualitative methodology to strengthen the auditory competence in English, teaching some basic grammatical structures.

However, it is important to say, that despite the problems that students have, the motivation is high, situation which is reflected in the results of the questions raised in the surveys.

It is also notable that school does not have a plan of course to the teaching English, because it does not have a clear policy projection, planning and verification processes of teaching and does not take into account the standards required by the Ministry of Education, which leads to non-recreation-educational plan to enable the improvement of communication skills in English, in this case the auditory competence.

For this reason, a perspective will be addressed, in which can be projected, activities and strategies that lead to improved auditory competence of the student, which will be possible to demonstrate through the results of the survey and diagnosis extracted from the University of Cambridge, (ESOL Examinations) the behavior that children have in front of English class in reference to the auditory competence. These elements will serve to measure, prove and demonstrate the level of performance of students in English language and be able to achieve methodological tools to motivate students to learn from it.

Besides, to carry out such proposal, it must then take into account that the study population are children who are aged between 9 and 12 years of age who have low academic performance and have not resources needed to receive the teaching English that can contribute to strengthening the auditory competence that the language requires.

According to Professor Larry M. Lynch,

"Los profesores de la lengua pueden y deben utilizar canciones como parte de su repertorio de enseñanza de la sala de clase. Las canciones contienen lengua auténtica, son fácilmente obtenibles, proporcionan vocabulario, la gramática y aspectos culturales y son diversión para los estudiantes. Pueden proporcionar práctica valiosa del discurso, el escuchar y de la lengua dentro y fuera de la sala de clase"<sup>1</sup>

In order to this point, it must say that in this study, to implement the basic academic song, it took into account the state of the art, which consisted of two phases, the first, search and transfer the bibliographic sources, contributions and studies of some authors who are cited in the theoretical framework. Meanwhile, in the second phase, carried out a diary to observe and demonstrate the level that students have in reference to English auditory competence, and that way, make an analysis of results, as the basis for implementing this strategy of using basic academic English songs.

Thanks to the highlighted diagnosis, it was found that children have difficulty remembering the content they have received in previous years. However, they show appreciation for receiving teaching guidelines using songs in English, so it is important that students in fourth grade, receive precise demands regarding methodology and guidance in the teaching process, as they are found in one of the most fundamental stages of man in relation to learning proper academic or social, that is, for children to acquire an ability from an early age, which is important and necessary for these children not only to be competent in the academic field itself but also meet those demands involving globalization.

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<sup>1</sup>LYNCH Larry, 9 razones por las que usted debe utilizar canciones para enseñar inglés como idioma extranjero. [online] \_\_\_\_\_. [cited 12 feb, 2012] Available from Internet: <<http://www.exploringabroad.com/es/canciones-para-ensenar.htm>>



Thus, learning the English language, in fourth grade students, will allow the development of activities that provide opportunities for learners to participate in class interactively through the basic academic English songs, and to enhance the student performance, referring to the auditory competence, through short-answer exercises, long follow-up of a written text, visual materials and some instructions or some repetition of texts.

And so, for this exploration is vital the model or strategy that the teacher carried out to obtain satisfactory results in teaching and learning of English, emphasizing practical and fun ways to improve the social factors of students, not only the cognitive but also the integral of the student.

To do this, it proposes the song as a teaching technique, as it not only enhances auditory competence but the child's motivation as it is considered by students a fun and relaxing activity that increases the interest and attention, it will make the implementation of academic basic songs in English, to improve auditory competence to fourth grade students of the Educational institution Gran Colombia, Absalòn Fernandez de Soto. Taking into account the listening process of the students of this school, it is necessary to wonder, how to improve the English auditory competence of students in fourth grade of Absalòn Fernandez de Soto school of Gran Colombia, implementing basic academic songs? This problematic that is presented in the project, pretends to improve not only as a simple task, but also to help to these students to improve the academics levels in the English language.

Consequently, it is necessary to notice how the community that will be favored with this project is and to understand what the educational, economic and social conditions are. The project "Implementation of basic academic songs in English to improve the auditory competence to fourth grade students of the Absalòn Fernandez de Soto school" aims to improve auditory competence in the fourth

grade students of this school, among which is evidenced through surveys, field notes and diagnostic and measurement instruments, a low level of academic performance in reference to the English language.

The study populations are children who have low academic performance among other things, the lack of specialized teacher to teach this subject. Similarly, although it may reveal motivation of students, it has large gaps in their skills in reading, writing, speaking and listening, the latter being, the one with greatest weakness, as they have never received proper means to the development

Therefore, for such research, it was necessary to consult the head teacher, to meet the academic careers that have had these children and to make significant contributions to this community.

When analyzing the survey it was found that children have difficulty remembering the content they have received from former teachers. However, they show appreciation for receiving teaching guidelines using songs in English.

On the contrary, it will possible to evidence that students have little knowledge of English, since the process of education of this subject has been disrupted, students have had several teachers and today, they only have a teacher who does not handle the language, that is to say, is not qualified to teach the subject.

In other words, it should be noted that this institution does not have a subject plan of course since it has no clear policy projection, planning and verification processes of teaching, according to the head teacher who was interviewed to know this aspect.

According to that, it can be demonstrated how students' academic performances are unfavorable, due to several changes to the teaching staff, obstructing the process that each teacher begins.

As well as, according to the results of the diagnosis executed to the entire group, it is determined that of the four skills, students have greater difficulty in listening and speaking, hence the importance of developing these skills through teaching resources and planning of academic activities using songs as a teaching strategy.

For this reason, in this project, the objectives to identify how the use of basic academic songs within the classroom can strengthen the auditory competence. To improve then, auditory competence, it is necessary to show how through the years, the use of songs has taken a very important role in the teaching of English, all this in order to conduct classes more dynamically.

Thus, the use of basic academic English songs, will achieve innovation in teaching practices regarding the teaching of English, this strategy still fairly new in our society. An experiment that will improve English auditory competence at an early age, stimulating language learning.

The get this competence is strictly educational and not only students improve their different practices regarding language, but at the same time one can use different strategies that give students the language acquisition in a more entertaining and communicative way.

This strategy will allow tracking the student emotionally, intellectually and socially, in order to generate methodological ways that can provide feedback on the teaching-learning of English in students who are between 9 and 12 years of age, in school Gran Colombia, Absalòn Fernandez de Soto, which belongs to a low

socioeconomic stratum, which also have few resources and tools for the English area.

Actually, the song, being an emotional and dynamic activity is essential to consider various theories that support the activity to be performed in English. Among them, Gardner's theory which argues that to be considered by students as a fun and relaxing activity increases the interest and attention.

That is why through the basic academic English songs, not only are improved such skills, but can also be used as a methodological strategy to increase motivation in students. The songs and music, with its tone, rhythm and intonation can provide an appropriate way to teach and practice the different abilities, including pronunciation through repetition of the chorus. It seems that our body is prone to repeat what you hear on the environment.

Taking as a starting point listening ability, it will be possible then to immerse students in learning English and thus face the problem of failure and dropout.

To be a school with few resources to the teaching English and to provide to students in the classroom others ways to learn the English language, it can be demonstrated for the first exercise that was developed in class to understand some texts through listening and oral production. (To see the diagnosis)

Similarly, for the purpose of this research, the use of basic academic English songs will provide vocabulary, grammar and cultural aspects for students to progress in their teaching-learning process. In addition, songs can supply a valuable practice to talk among themselves, to feel more motivated to use language in different situations; listening can interfere with the development of the other skills.

The particular interest of this study is to contribute to learning English using a proactive methodology, involving the student to listen and understand songs, and thus anchored to a new language. The most important use is to strengthen the auditory competence in students and make a significant contribution in the performance of language learning, such as knowledge of a culture, and the habit of listening and speaking with the others classmates and to produce what they have listened in class with the basic academic songs in English, taking into account the grammar structure and the given vocabulary.

In other words, it is possible to see in this way, the importance of learning English, and to provide a different perspective to the English teaching helps in strengthening of it being this a topic of interest for the child. It is also notable that through auditory competence, students may achieve a greater sense of language learning, starting with the stage of listening to academic songs, and later to understand and produce conversations in a more interactive way.

Taking into account the Lynch's theory, it is necessary to consider the learning of a foreign language that helps to develop not only different linguistic levels, but also sociocultural and socio-linguistics variables such as reducing anxiety in the process of learning and sociolinguistic.

For this reason, with this project the use of basic academic English songs, will be an excuse to enjoy school life, because to children are very nice the classes with some songs to motivate the class, hence the importance of the project for students to learn to associate emotions to a context determined in a communicative situation.

Nonetheless, it is important to say that the basic academic English songs, perfectly used as a resource can generate a high motivation in students to strengthen the auditory competence, as it may be remembered more easily. The

song also enables the student to learn on a voluntary basis and motivation, which also improves pronunciation and helps familiarize all words within a given context. Also, it will be possible to demonstrate a change in the way to teach English, since, they have the traditional model of teaching English, as the basic academic English songs, allows students to learn in a dynamic space which strengthens the auditory competence. To this end, the songs must be created with the unique purpose of teaching English, where it is possible to make reference to grammar, vocabulary acquisition and later speaking.

The song being an element of teaching and learning, the student develops language unconsciously, since they only see it as a song and not as a resource uses in the English class, that is to say, it is an educational and recreational resource that makes a class more entertaining.

Therefore, to use basic academic English songs, in the foreign language classroom, in this case English, although, can allow the good entertainment for its rhythm and tone, because this will be beneficial to the students of this course. Second, allows to promote the linguistic aspect against the English language, since through songs, not only is exercised the listening activity, and other management activities such as vocabulary and expressions that help improve learning a second language.

It is also possible to state that through the songs, you can motivate different students that make up a group, and how take into account the affective filter, which is so important to develop at this age, because of their economic status they do not have access to resources that other students can have.

However, through this project, which also wants to show how through the use of academic songs it may cover the field of motivation to learning English and to improve the auditory competence, taking as a reference point the understanding of

these songs, since it is not based only in the act of listening but rather understand what is being said and respond to a particular situation using the content learned. For this process, it is necessary to consider then, the theory of Cullen (1999), stating that when a student hears a song produced two decoding processes: one that transforms sounds into words in meaningful sentences, and another that helps people to understand the metaphorical meaning of the song, that is to say, that is not enough to understand the fact about single words of the song, but rather to know what is being said, and what is the specific purpose of the song. Similarly, it is necessary to benefit the learning of children from the English language, so, to strengthen the auditory competence and therefore a larger operation to the other abilities starting by speaking.

So not only the song must be handle as a learning tool, this is possible with some helps like visual materials for the student to be fully involved within the framework of the project, which thus feel more motivated to learn, to share with other classmates the English language, speaking and repeating in every chance inside or outside the English class.

It seems perfectly clear then that, working with basic academic English songs, encourages students with the tones and feelings of it. Thus it will be possible to develop and propose playful activities in which the student cannot just fill in the blanks of a proposed vocabulary in class, but also can predict what the student will hear given the particular context, or simply correct and increase their vocabulary words in reference to the English language.

According to this theory, it is essential to have the student attitude to learning, behavior and positive thinking to cope with situations arising from English, to get caught up in a different language, since it is not their mother language. It is from here the importance of the role of the teacher, in which not only provides a vocabulary and teaching a class while evaluating repetition, but besides that the

teacher can eliminate the paradigm of "dictate" a traditional English class. It is important then, not only the student's attitude but also the teacher to build an ideal setting for learning English as a foreign language.

Within the project there is a disadvantage which is the equipment, materials and classroom resources, since the school does not have high-tech resources, but using the computer room, that can be possible to conduct English class with speakers that help to amplify the sound and have a better quality of the class. It would be nice, on one hand to collective sessions that can incorporate the voice of the students, but the institution cannot do this type of activity due to economic situations this may not be possible.

With the usage of the basic academic English songs, it is possible implement a high level, since at the afternoon time of Absalòn Fernandez De Soto school, in the city of Guadalajara de Buga, there are only two groups in these hours, and is helping the good performance of the rooms. However, in the selection of the songs, it will take into account the level of the student learning, it is also possible to take into account the results of the diagnosis made, as their auditory competence is not in the highest level according to the degree and age with the students. It is worth noting then that the basic academic English songs, used in that project are academic in nature and not a specific genre such as classical, hip-hop, traditional or popular.

To do this, then it must have the motivation that teachers offer their students, because it depends largely on the successful development and quality of teaching and learning of language, in this case with auditory competence. Thus, the teacher has also have the time and number of repetitions for each piece of the song, so that the student will gradually contextualize the learning easier, associating it with the words you hear, recognizing the phonemes and finally succeed in producing and telling himself what he did understand.



Within the material for students, it is necessary to provide options that allow the desire to learn and be motivated to perform the activity fully. Consequently, it is essential that after making the exercise of listening proceed to the oral production, which builds on the learning and acquisition of content to know for use. That is to say, it should be fairly interactive dialogues to be played between them.

As for the methodology to be used, it is intended that students can acquire, to improve the competence not only auditory but also different aspects that are able to enrich the language learning, such as the acquisition of vocabulary, reading comprehension, expression writing, pronunciation, grammar and common expressions and in this way to carry out with the main idea that is to Implement the use of basic academic English songs as a teaching tool to improve the auditory competence for students in fourth grade of Absalòn Fernandez De Soto.

“Además con ellas se adquiere abundante información del contexto social e histórico de la lengua. También son consideradas como vehículo del lenguaje, puesto que ofrecen oportunidades para practicar las áreas que para algunos resultan difíciles, áreas o características suprasegmentales de la comunicación, como son el ritmo y la entonación, y por supuesto son una fuente de vocabulario. Así pues éstas apoyan al contenido para el aprendizaje del lenguaje y al proceso de aprendizaje del lenguaje”<sup>2</sup>

And so, with specific and determined plans to get a good result in this project it is necessary to propose some aims, one of this is to select the songs that lead to core academic listening comprehension of fourth grade students in a specific context, the second one is to provide a setting for strengthening the auditory

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<sup>2</sup> VALDEZ, Sandra. Las canciones en el aprendizaje de lenguas. [online] \_\_\_\_\_. [cited 10 feb, 2012] Available from Internet: <[http://fel.uqroo.mx/adminfile/files/memorias/Articulos\\_Mem\\_FONAEL\\_I/Valdez\\_Sandra.pdf](http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FONAEL_I/Valdez_Sandra.pdf)>

competence, and the last is to demonstrate learning progress in reference to auditory competence from the implementation of basic academic English songs.

Consequently, the main intention with this project will be benefit to the students of fourth grade of the school Gran Colombia, Absalòn Fernandez de Soto, by the use of basic academic English songs, and in this way, they can get the improvement of the auditory competence and to strengthen the diverse abilities that has the English language. In others words, this work, offers the possibility to get better the pedagogic practices in the English language according to auditory competence, because it will extend the affective and cognitive capacities of the students, and in this way are developed the learning process and it will get express the feelings, getting a good interaction in the classroom.

## 2. THEORETICAL FRAMEWORK

It is appropriate to note that in the theoretical framework of this research project entitled “IMPLEMENTATION OF BASIC ACADEMIC SONGS IN ENGLISH, TO IMPROVE AUDITORY COMPETENCE TO FOURTH GRADE STUDENTS OF THE ABSALÓN FERNANDEZ DE SOTO SCHOOL”, some documental studies were performed in which it was considered, at first place, diverse theories proposed by important research authors contributing to learning a foreign language, in this case English, and in a second place several theorists that address the teaching of English through the development of auditory competence.

To raise this research study, it was taken into account at each stage of the process, the general objective, which is where it aims to get fourth grade students of the academic institution Gran Colombia, Absalón Fernandez de Soto, improve their auditory competence through basic academic songs, which, it could be manifested in the learning and knowledge the English language.

Understanding this context, it is important to say that the process of learning English, involves creating situations that allow students to experiment and develop language skills by themselves through participation, such as oral production and auditory comprehension, which refers to listening, this is why one of the first authors that proposed this way of working was who refers to the use of songs as a very important tool that can lead to a practice of pronunciation and a vocabulary acquisition , being the song creative and dynamic for students, “Existe una profunda relación entre ritmo y habla. La sensibilidad del ritmo es básica y necesaria, es el primer paso en el aprendizaje de una lengua. Al usar música y

canciones en el salón de clase exponemos a los estudiantes al ritmo del lenguaje.”<sup>3</sup>

For this reason, the use of songs strengthens the auditory competence of students, since the teacher does not share their knowledge in foreign language in a traditional way, but instead he or she uses this learning resource to recreate the classroom and motivate students to acquire knowledge towards this language in a dynamic and amusing way.

For this study, it is very important to consider pedagogic and didactic theories that contribute to learning a foreign language, in this case English, so that in this way auditory competence can be strengthened, as it is established in the problem statement of the project. Thus, it is necessary to develop the concept of musical intelligence and contribute to the educational path and the learning of a foreign language in the fourth grade students of Academic Institution Gran Colombia Absalon Fernandez De Soto.

However, for students of this institution to strengthen their foreign language learning, musical intelligence is evidenced, defined as the:

“Capacidad de entender y desarrollar técnicas musicales; aprender a través de la música; escuchar música, tararear o chiflar melodías; generalmente, leer y escribir música. Es así como se le otorga a la inteligencia musical, que tradicionalmente era solamente tomada como habilidad específica, un estatus propio en el desarrollo cognitivo integral del ser humano.”<sup>4</sup>

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<sup>3</sup> VALDEZ, Sandra. Las canciones en el aprendizaje de lenguas. [online] \_\_\_\_\_. [cited 10 feb, 2012] Available from Internet: <[http://fel.uqroo.mx/adminfile/files/memorias/Articulos\\_Mem\\_FONAEL\\_I/Valdez\\_Sandra.pdf](http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FONAEL_I/Valdez_Sandra.pdf)>

<sup>4</sup> MORAN, María. Revista Digital Universitaria.[online] Volumen 10 Número 11 • ISSN: 1067-6079 [Cited 10 feb, 2012] Available from internet: <<http://www.revista.unam.mx.pbidi.unam.mx:8080/vol.10/num11/art73/art73.pdf>>

Based on Gardner's theory, it can be said that students then have the opportunity to promote their own learning and make it entertaining for its tone and rhythm; as they must learn to recognize sounds and remember melodies of songs, complemented with visual images and representations that helps to remember phrases and expressions to be used in everyday situations in the educational field.

Nevertheless, it must be said that the development of musical ability is linked logically and coherently in accordance with personal experiences, cultural and social aspects of a person, since these are introduced in a man's life and his formation as a person within the educational environment.

Despite this fact with the development of this intelligence, changes in learning can be generated where attitudinal aspects and talents "skills" are evidenced, covering not only the strengthening of a competence, but also the development of cognitive, emotional and social capacities.

Therefore, the term of ability must be present for the performances of students, in which the learners' age and motivation to learn a foreign language can be used. According to Petrovsky, A.V. (1980), the term "ability" is defined as "the domain of a complex system of psychic actions and practices necessary for the conscious regulation of the activity, using the skills and habits that the person possesses."<sup>5</sup>

So, in this way, the abilities allow humans to adapt their study habits and experiences throughout the school process, allowing it to become a competence.

With the domain of this psychic actions system, it is possible to note how the skills can enable man to adapt their study habits and experiences throughout the school

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<sup>5</sup>Petrovsky A.V. (1980): Psicología general. Editorial Progreso. Moscú. [online] \_\_\_\_\_. [cited 12 feb, 2012]

process, allowing it to make it a competence, since English is a language that can be developed through practice and reinforcement of skills.

For this reason, the teacher should consider all stages of learning that students have to acquire the language, where the methodology and the teaching strategy covers not only academic performance but also the behavior and study activities for an optima learning.

Now, for the student to acquire or strengthen a competence, it is necessary then to implement a method to give the understanding and reception of language, in which the production and communication are the focus of learning.

With the English communication and production, acquisition or strengthening of a language, will only be possible when there is a real comprehension and understanding, where the psyche is connected with the discursive practices that the students develop. This can be clearly demonstrated, when a child is learning their mother tongue, they must first go through a process in which they understand what people say in their environment in order to produce his own speech. So if a child understands what is hearing, can build and strengthen his competence not only the auditory but also listening, improving the process of language.

Now, the theory posed by Stephen Krashen, with his hypothesis of "input", the student must first perceive and assimilate the message to produce their own message.

“According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level

'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence”<sup>6</sup>

Taking as a starting point the theory of input, the student will go through a silent period in the English classes, in which they will begin to understand and decode messages to develop their own competence.

Therefore, it is so important for English classes to be fun and dynamic for students, where they can feel relaxed and with the ability to strengthen from an early age the skills offered by the language.

In these dynamic classes, the teacher's role is how to get the student to strengthen their skills through activities conducted in the classroom, where he has a chance to understand what he hears and orally produce what he understands, first proposing the basic academic songs during English class, as a methodological strategy to acquire language, and secondly strengthening with this, the auditory competence, considering the objectives and requirements of students in terms of their strengths and weaknesses to learn the language.

In contrast to the above, the basic academic songs empower to improve pronunciation of students through exposition made with the tongue, since sounds can be practiced, accentuation of words and the various features offered by the language, where the student achieves to get familiar with the grammatical structures and expand the vocabulary in the language to interact more with classmates.

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<sup>6</sup> KRASHEN'S Stephen, Theory of Second Language Acquisition. [online] \_\_\_\_\_. [cited 16 feb, 2012] Available from Internet: <<http://www.sk.com.br/sk-krash.html>>

With these interactions, it is essential the role performed by the teacher, by being aware of correct pronunciation and intonation, fostering a better effort from all students, to obtain from the use of basic academic songs, a strategy that lead them to a greater communicative relation and interaction with their classmates, using short dialogues and learning techniques to calm the high level of anxiety, which can produce the English language, when not understanding or knowing what to say at certain times.

Therefore, in order to make such dialogue or interaction with the language, it is necessary to propose a strategic plan during the project so that the students will be motivated to learn English, getting to focus their interest in the language through ludic.

Now, to know how the dialogues should be proposed, it is necessary to consider what is the selection of songs in English that will strengthen all of the above, where connecting the skills of speaking, listening, pronunciation and construction of ideas in English can be achieved. So for the auditory competence approach, in the first level was considered the requirements and demands that students must have in fourth grade, in terms of performance level of English in all the skills listed above. According to Carroll (393), its necessary: "1) Discriminate tones and sequences of tones on pitch, intensity, duration, and rhythmic dimensions; 2) Judgments of complex relations among tonal patterns; 3) Discriminate and judge tonal patterns in musicality with respect to melodic, harmonic, and expressive aspects"<sup>7</sup>

By selecting certain songs for English teaching, contributes to the music that is posed to students can generate dynamic learning experiences, since the capacity

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<sup>7</sup>J.B., Carroll, (1993). Human cognitive abilities: A survey of factor-analytic studies. Cambridge, UK: Cambridge University Press. Citado en el libro Running head: THE USE OF MUSIC FOR LEARNING LANGUAGES: A REVIEW. The Use of Music for Learning Languages: A Review of the Literature Jon Weatherford Stansell University of Illinois at Urbana-Champaign Updated September 14, 2005, Carroll 393, Pagina 10.



of appreciation changes from the tones and rhythms that offers the music language. Thus, in accordance with the theory proposed by Gardner in his book “Estructuras de la mente-La teoria de las inteligencias multiples”, there are hypothesis that contribute significantly to this project:

“La música no puede expresar temor, que en verdad constituye una emoción auténtica. Pero su movimiento, en los tonos, acentos y esquemas rítmicos puede ser inquieto, agitado en forma aguda, violento, e incluso puede tener suspenso... No puede expresar desesperación, pero se puede mover lentamente, en una dirección predominante hacia abajo; su textura se puede volver pesada y, como solemos decir, oscura; o se puede desvanecer por completo”<sup>8</sup>

With this, in addition, it can be understand that in music, it is possible to teach students to encourage interaction with English and to develop listening and oral comprehension, to stimulate reading and writing through learning vocabulary, not forgetting the learning styles of students.

Moreover, Howard Gardner’s theory of musical intelligence, confirms the strategy of implementing academic basic songs, to strengthen auditory competition, by stimulating not only the ear but also the verbal, interpersonal and intrapersonal capacities (as a social being), since the musical side, also favors the sharing with others through interaction and dialogue.

“Gardner provides a portrait of early musical competence. In infancy, normal children sing, babble, produce undulating patterns, and imitate tones sung by others. An important transition in their musical lives occurs in the middle of the second year of life when them begin to emit tones that explore small intervals from seconds to fourths. They begin

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<sup>8</sup> GARDNER, Howard. *Questions about Music* [101], p. [online] \_\_\_\_\_. [cited 17 feb, 2012]

to invent spontaneous songs and imitate short patterns from familiar songs. By age three or four, the original tunes and exploratory sound play give way to conformity as they begin to limit themselves to the songs of the dominant culture. By school age, children know what a song should be according to the cultural practice. They can produce a fairly accurate rendition of common melodies”<sup>9</sup>

While taking into account the melodies and tones of the songs, it is essential to target the cognitive approach that suggests musical intelligence to solve problems and create a different cultural environment for the student to practice and define the “ability” which is the aim, without leaving aside the atmosphere of the classroom itself, with the tools and instruments for the implementation of basic academic English songs.

Thus, the dynamics of learning through musical intelligence implies adapting to a context in which the discipline involves the strengthening of auditory competence. Therefore, it’s a need to have a set of activities where the fields and levels of learning are to be related, taking into account that any skill requires a set of disciplines, which involves achieving a skill and conscious control of the activities. With this, it must be said, “la música puede expresar actitudes sociales y procesos cognitivos, pero es útil y eficaz sólo cuando es escuchada por oídos preparados y receptivos de personas que han compartido, o pueden compartir de alguna manera, las experiencias culturales e individuales de sus creadores”<sup>10</sup>

So, every day the activities should be practiced to achieve the skill, which means that a serie of repetitions and educational work have to be done to allow the

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<sup>9</sup> GARDNER, Howard. The Musical Intelligence, Frames of Mind, 1983) [online] \_\_\_\_\_. [cited 16 feb, 2012] Available from Internet: <<http://www.soundpiper.com/mln/mi.htm>>

<sup>10</sup> BLACKING, John, 1973 en la revista, Revista Digital Universitaria, 1 de noviembre 2009 • Volumen 10 Número 11 • ISSN: 1067-6079 ) [online] \_\_\_\_\_. [cited 19 feb, 2012]

student to share with classmates their learning experiences that are acquired with basic academic songs.

Thus, through these educational work and the characteristics of music, students can be benefited from the interaction with classmates, body movements and expressions held in the classroom to cooperate in the acquisition of learning a foreign language.

“Gardner states that the musical intelligence emerges earlier than any of the other intelligences. He emphasizes that positive early childhood experiences, particularly those that explore the creative potential of music, are crucial to the development of the musical intelligence. If the musical/rhythmic intelligence is recognized as an autonomous, separate intelligence, the role of the educator in fostering the development of the musical intelligence is significant. In structuring a music curriculum which has as its goal, the development of the musical intelligence, emphasis needs to be placed on early childhood music education”<sup>11</sup>

So, following the social patterns that enhance language acquisition and for the development of musical ability, the following theory is taken as a sample, which states that”

“Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs.

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<sup>11</sup> GARDNER, Howard. The Musical Intelligence, Frames of Mind, 1983) [online] \_\_\_\_\_. [cited 16 feb, 2012] Available from Internet: <<http://www.soundpiper.com/mln/mi.htm>>

Vygotsky believed that the internalization of these tools led to higher thinking skills.”<sup>12</sup>

The above, is expressed primarily on the activities of children, taking into account their capabilities. “el mejor camino para empezar a comprender la mente humana, consiste en examinar sus distintas estructuras, sus inteligencias individuales, para que, a la postre, sepamos también como vincular tales inteligencias y aprovecharlas con propósitos constructivos”

So, in the following way, the factors of rhythm, tones, sounds and melodies that have the basic academic songs proposed in this project, allow students to strengthen and enhance the ability in learning a foreign language such as English in fourth grade students of the Educational Institution Gran Colombia, Absalón Fernandez de Soto, city of Guadalajara de Buga.

So, in this vein, in order for the social, academic and cognitive factors to be done, the teacher should offer their students a learning style, managing to appropriate the necessary tools for knowledge and strengthening the skill proposed. In this line, learning English should be developed in context, from there, the songs should be academic, where the student is taught themes proposed by the standards of the Ministry of Education, in a ludic way, giving students the opportunity to develop a central theme, integrating skills through fun activities that contribute to the student not only in language acquisition but also to its development as a person within the classroom.

Based on the above, it should be considered the use of vocabulary in context for the student to build their speech when speaking in class. It is important to provide the student with a vocabulary explained with examples, and not isolated from a

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<sup>12</sup>Social Development Theory. Learning-Theories.com Knowledge Base and webliography. [online] \_\_\_\_\_. [cited 20 feb, 2012] Available from Internet: < <http://www.learning-theories.com/vygotskys-social-learning-theory.html>>

sentence, using abundant resources being visual or intangible, as the qualities and emotions. Finally, for the student to adhere to the process of memorization a periodic evaluation of vocabulary must be done, where it can be practiced at different scenarios of the class, as it is the participation in other subjects, promoting listening and understanding English.

Besides this, the teacher should be aware that the student must learn to listen and concentrate on the text, in order to decode and interpret it in a good way. This way, students will learn to distinguish the different sounds that English have, understand the vocabulary, grammatical structures and the intention of the text to developed then the student's oral production.

Developing this, gradually, the students may improve the cognitive process by understanding what they are saying, as the song has the advantage that it can be remembered more easily, to train the students' hearing and memory, so they can familiarize themselves increasingly with English, for its rhythms, its grammar and phonetic level.

Listening then to the songs, the students also develop the psychological factor, since humans naturally feel a high level of satisfaction against tones and rhythms. However, as previously stated, the songs should be chosen according to the needs of students and purposeful. For this reason during the project implementation, the basic academic songs are proposed as a technique to strengthen auditory competence in students.

However, with the use of basic academic songs, students should be educated about the semantic load that exists, so they extract the meaning and context of what they are singing and finally contrasted them with previous subjects to develop oral speech.

Given the semantic value of the songs and the development of these, the songs take the student to make connections, not only academic but also cultural, as they begin to relate differently with others.

For this, the teacher must be innovative and creative achieving in students admiration for what they hear and sing, gaining a wealth of information on the social context of language. It should also be considered the existing link with the language, according to existing features in the communication, rhythm and intonation, supporting the class content and process of learning English.

However, although the song has features in common with speech, it is necessary to consider that they are different in terms of vocal production, which expresses the meaning attached to the tone and pronunciation.

Then, the songs express the sounds available to the person who listens. Thus, it contributes to language development of children, to take advantage and increase the interest and talent of each one. In a sense, it also achieves to acquire significant vocabulary about verb tenses, prepositions, adjectives and nouns which are the most used during the school year of children.

Only in this way and through these theories it can be explained how through music, “basic academic songs,” students learn to design and develop the concepts, singing and repeating with the help of sounds or tools that make learning a ludic way to acquire the language.

Therefore, with the implementation of this type of songs, students develop not only auditory but also the oral competence, by memorizing song lyrics and attending to stories set with visual images that help contextualize this kind of resources.

### 3. METHODOLOGY

This research project is qualitative, as throughout the documentation, it can be shown that the working strategy proposed to teach English and to strengthen the auditory competence may be applied, in this case, having basic academic songs as a fundamental resource. Hence, the importance of different theories exposed in the project to indicate what is done, to whom it is addressed and how it was carried out.

First, it is necessary to clarify that the qualitative approach allows to study in an integrated way a whole, as a person, a society or a particular product, in this case, fourth graders of Educational institution Gran Colombia, Absalón Fernandez de Soto to strengthen auditory competence in the English language.

“Los investigadores cualitativos estudian la realidad en su contexto natural, tal como sucede, intentando sacar sentido de, o interpretar, los fenómenos de acuerdo con los significados que tienen para las personas implicadas. La investigación cualitativa implica la utilización y recogida de una gran variedad de materiales que describen la rutina y las situaciones problemáticas y los significados en la vida de las personas”<sup>13</sup>

Therefore, with this approach, it is possible to take into account the links and relationships that students have with the social, cultural and economic environment to which they belong. Thus, the focus favors the possibilities of research that this project aims, having as elements of data collection, surveys,

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<sup>13</sup> RODRÍGUEZ Gómez Gregorio, Metodología Cualitativa 1996:72), [online] \_\_\_\_\_. [cited 12 feb, 2012] Available from Internet: <<http://metodoinvestigacion.wordpress.com/2008/02/29/investigacion-cualitativa/>>

interviews and active participation of the researcher, interfering in the process with the experiences of students and the implementation of the proposed teaching of English to strengthen auditory competence and thereby contribute to the formation of individual learners.

As soon as, the qualitative approach offers the possibility of having a detailed knowledge of cases or events that occur during the research process, to identify understand and analyze how they happen and what is the reality of the study population to intervene with the proposal and implementation of academic basic songs as a didactic resource in English teaching.

“Creswell (1998) defines it as “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting”<sup>14</sup>

Moreover, it is very important to say that, the kind of research to this project is based on applied study, because this allows to see the problematic, to intervene in the problematic of the study population, to modify implementing the strategy and to analyze the results. According to this theory it is possible to reassert that: “Basic research is experimental and theoretical work undertaken to primarily acquire new knowledge of the underlying foundations of phenomena and observable facts”<sup>15</sup>

So, in this way, with the proposal of using basic academic songs, this type of research covers the opportunities, needs and requirements that are observed in students as the study population, taking into account that in this type of research,

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<sup>14</sup> Qualitative Research in Adult, Career and career-Technical Education. [Cited 10 feb, 2012] Available from internet: < <http://www.calpro-online.org/eric/docs/pfile05.htm>>

<sup>15</sup> Basic and applied research in the university – have they changed? (PDF)[Cited 06 July, 2012] Available from internet: < <http://www.oecd.org/dataoecd/39/33/2674543.pdf>>



the mass population are people with whom it is intended to train and educate to strengthen a competence, in this case the auditory competence. Thus, it should also be noted that for performing a research with people, the focus of data collection it is on the integral study of the individual, cultural background against English, their thinking, behavior and activities performed with their classmates as a social being.

Meanwhile, according to the classification made by the author Dankhe (1986), this project “Implementation of basic academic songs in English, to improve the auditory competence to fourth grade students of the Absalón Fernandez Soto school,” is to conduct a descriptive research, in which is exposed the reality experienced by the population under study, learners from a low socioeconomic stratum (1) that therefore does not have resources and elements for English language learning in this institution.

In spite of, taking into account the problem statement, how to improve English auditory competence in four grade students of Absalón Fernandez De Soto of the Educational Institution Gran Colombia, implementing basic academic songs? With the descriptive approach it was possible to understand how through exercises and basic audio activities, such as basic academic songs, auditory competence can be strengthen in a practical way, due to that students can participate without fear, as this is a way in which the student can enjoy learning English by its rhythms and tones that entertain and make the class a recreational setting, but especially the development of a competence as important as the auditory.

Actually, is very important to say, that for the collection of information, it is considered the structure and objectives outlined in the proposal to carry out this strategy.

- Initial Observation
- Initial Interview to head teacher

- Survey to students
- Cambridge Questionnaire.
- Analysis and classification of the information provided by respondents.  
(Students and Teacher)
- Identification of the problem (Low level of development of auditory competence in fourth graders)
- Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English.
- Final lesson plan.
- Evaluation of the classes
- Final interview to head teacher
- Survey to students (final)

However, to know the problems of students, it was necessary to observe the population and see what were their greatest difficulties or facilities facing the language.

## DIAGNOSIS

In this way, the process of observation was carried out taking into account some facts that happened in the classroom, because it was very important to know the students' behavior and the way to be in the classroom. Actually, during this process, it will carry out the observation, one in each class (in total six weeks) using the field diary instrument to collect the perceived information in the classroom, with the objective to know the students' progress with the propose strategy.

In this way, the findings from the initial observation of the fourth grade students were as follow

- The group consisted of 26 students.
- Their ages ranged between 9 and 12 years old.
- The interest in English had an average level, as there were some students who showed lack of motivation and apathy on the subject, because the students did not want to do the activities proposed by the head teacher.
- The communication level was low, since the pronunciation of the students was incorrect in some words, which means that if their pronunciation was struggling, their listening skills would also be low.
- Students did not use the English language within the classroom.
- During the class, there was no structured plan for students to strengthen language skills (writing, reading, speaking and listening)
- The teacher only practiced vocabulary, which was explained on the board, due to lack of teaching resources to guide the course.
- The methodology to teach English, was always the same, there was no dynamic strategy to apply to students.

All the same, when the survey was conducted to fourth grade students, it was possible to know the real existing information on the context, in which it was meant to apply the implementation of basic academic songs in order to take into account the strengths, weaknesses, likes and dislikes of students and to contribute to the education of fourth grade students forming in them a fun and didactic teaching strategy of learning English, focusing on auditory competence.

Regarding the subject matter, it was also conducted a Interview to the head teacher of the Educational institution Gran Colombia, Absalón Fernandez de Soto, which confirms that the institution does not have an English subject plan to guide the course, that is why the fourth grade head teacher, does not have a particular structure from the beginning of the year, targeting the subjects according to the

standards required by the Ministry of Education. This aspect is showed in the interview made to the head teacher.

Moreover, thanks to the information collected from the teacher, it was found which the methodology was, the weekly intensity, resources and teaching strategies that the head teacher holds in the classroom. So, in this way it can be analyzed whether the use of academic basic songs have a positive influence on learning and acquiring a language in the fourth grade students of that institution.

Afterwards, with the survey to students, it was possible to know the perceptions that they had about the class given by the head teacher and with the Cambridge Questionnaire, it was possible to do the diagnosis of the English auditory competence in these students. For this purpose, the questionnaire took into account:

“(Listening for words and prepositions, Listening for number and spelling, Listening for specific information of various kinds and Listening for words, colours and prepositions, Picture and dialogue, Illustrated comprehension questions and dialogue, 3 options multiple-choice pictures an dialogues and Picture and dialogue, carry out instructions and position thing correctly on a picture, write the number and names, Tick correct box under picture, carry out instructions, locate objects, and colour correctly (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)”<sup>16</sup>

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<sup>16</sup> J.B Carroll, (1993). Human cognitive abilities: A survey of factor-analytic studies. Cambridge, UK: Cambridge University Press. Citado en el libro Running head: THE USE OF MUSIC FOR LEARNING LANGUAGES: A REVIEW. The Use of Music for Learning Languages: A Review of the Literature Jon Weatherford Stansell University of Illinois at Urbana-Champaign Updated September 14, 2005, Carroll 393, Pagina 10.

As well as, it was very important to know the English level of fourth grade students to carry out the questionnaire, and that way implement the basic academic songs and teaching strategy to strengthen the auditory competence.

Thus, the basic academic songs, included topics those students should know in fourth grade, during 6 classes in the implementation of this project, but taking into account the English standards proposed by the Ministry of Education.

In addition, it was also necessary to show, through observation, the experiences of students in each class, to show progress and / or setbacks that students had against the strengthening of auditory competence, using basic academic songs. For this reason, the observation was made in each class registering the students' behaviors and the academic aspects in the journal of the class.

INITIAL OBSERVATION DURING ENGLISH CLASS, OF THE TEACHER OF THE EDUCATIONAL INSTITUTION GRAN COLOMBIA, ABSALÓN FERNANDEZ DE SOTO.

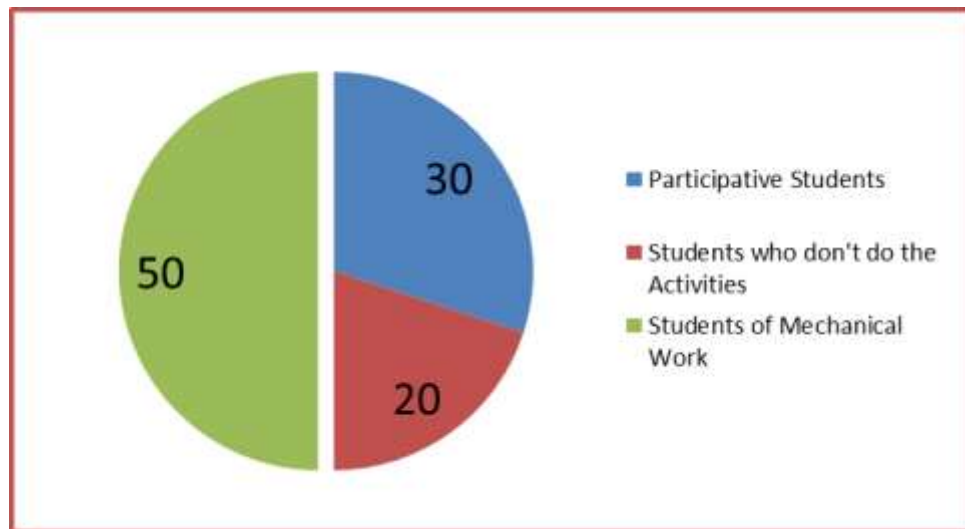
To carry out the process of observation, it is necessary to note that this is an essential tool for the research process, allowing supporting theories and information collected in surveys and / or diagnostics performed to students. It is also a tool that offers the possibility of setting objectives, intentions and goals to achieve with the study population. For this reason, the observation process was done, which allowed knowing the reality that students live in within the educational environment.

In this investigation was found the following:

- Educational institution Gran Colombia: It is located in the City of Guadalajara de Buga. In addition, it is a public establishment, which has a low socioeconomic level (1).
- Absalón Fernández De Soto: Place where the implementation of the proposed strategy was done, with academic basic songs to strengthen auditory competence in English students in fourth grade.
- Fourth grade classroom: A covered space designed to meet the basic needs of students, with a board in acrylic, wood desks, and two closets to storage basic elements of the class. They do not have visual material on the classroom walls to acclimate the classes proposed by the teacher.
- Fourth grade students: These are children who are aged between 9 and 12 years and with these were possible to notice the motivation that they had to the English class. For this reason to know the students motivation it is necessary to say that this factor is a completely subjective concept that cannot be measured accurately, it can be analyzed from behaviors and the perception that students attitudes demonstrate in front of the various activities. In this way, it is possible to say that, **the integrative motivation** was the conception used to explain this aspect, since according to Gardner in 1959, in the article written by Dorit Sasson, Israel, this motivation refers to “the combination of effort and desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”

Accordingly, it is used the graph resource, which shows basically the students attitudes to the exercise, directly observed, and systematized by this instrument.

Graph 1: Motivation of the students in the English class.

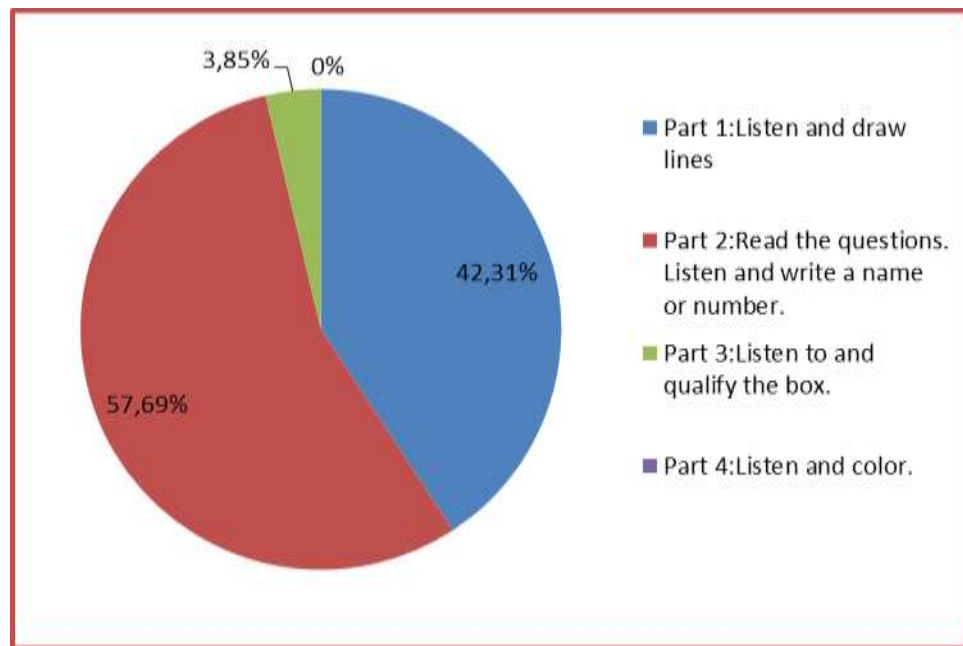


Source: Author

Finally, it is important to note that their auditory competence was at a low level because the pronunciation in most of the words was wrong, so when listening to a song or a video their understanding was not the best.

For this reason, when performing the Cambridge questionnaire, students were surprised and confused, because they did not understand the dialogues and exercises proposed by this, allowing knowing that their level of auditory competence was in a low range. In this way, the explanation about this will be presented after.

Graph 2: Percentage of correct answers on the exercises of the Cambridge questionnaire.



Source: Author

In this activity, the 57.69% answered correctly in the second part, because the students must read the questions, to listen and to write a name o number according to the questions. This part was easier to them, because some words they recognized in a simple way. However, in these questions was necessary to explain them the procedure to do the exercise.



INITIAL INTERVIEW TO HEAD TEACHER OF EDUCATIONAL INSTITUTION  
GRAN COLOMBIA, ABSALÓN FERNANDEZ DE SOTO. (Annexe A)

This type of tool allows to the research, the ability to have clear information about the reality of the object of study as it provides in each of the answers, the gathering of information in order to advance to the objectives.

Thus, with the teacher survey, it was found the methods and strategies used in English class, guided by herself.

In the teacher interview, was found that: The head teacher does not have specialized studies to guide the course of English to students in fourth grade, however, performed her studies in Bachelor of basic primary education. Furthermore, the kind of methodology applied during all the classes is used to teach vocabulary and pronunciation, after that, asks each student for the subject taught. Indeed the teacher believes that children have learned English vocabulary, but not with correct pronunciation, as it only makes a few questions about the topic she is guiding, without using enough resources or educational materials. However, the teacher said that children are motivated by the English class, by illustrating the theme with pieces on the board.

All the same, the head teacher said that the institution does not have a plan of course of the English subject, because every time the proposal is made, it is not approved for the school year, which is why the group leaders agree on subjects for the course.

The head teacher recommendation states that there must be a professional English language, to guide the course of the fourth grade students, with more teaching resources and technology, to strengthen the various language skills.

SURVEYS TO FOURTH GRADE STUDENTS OF EDUCATIONAL INSTITUTION GRAN COLOMBIA, ABSALÓN FERNANDEZ DE SOTO. (ANNEXE B)

The findings on the results of surveys of students were:

1. What elements does the teacher use for the English class?

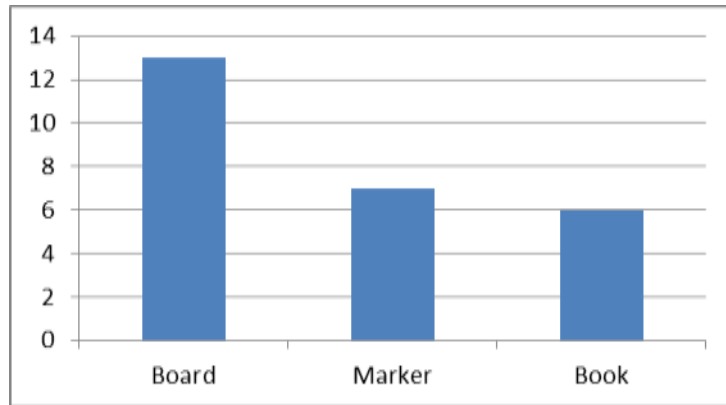
Students answered in the following way:

Table 1: Elements to guide the English class.

	Quantity	Percentage (%)
Board	13	50,00
Marker	7	26,92
Book	6	23,08
Total	26	100,00

Source: Author

Graph 3: Elements to guide each English class



Source: Author

As noted in the previous question, designed to know the educational reality of fourth grade students of Educational Institution Gran Colombia, Absalón Fernandez de Soto, compared to teaching resources used in class-oriented by the head teacher, it was found what is the methodology used in teaching and what are the materials used to illustrate the class and that way, be able to give students the opportunity to strengthen every day their English skills.

Thus, it was noted that one of the most used elements in the first place is the board, because that is where the concepts are explained and the contents of the class are related. In a second place, are the markers (indispensable tool used with the board) and thirdly, the book, even though they do not have a textbook, the teacher has her own pedagogical support booklet to develop English class subjects.

Finally, it is noteworthy that only three items were recorded in the statistical table, since the option that students had to place another element, no student found another type of material.

2. Does your teacher use songs in English?

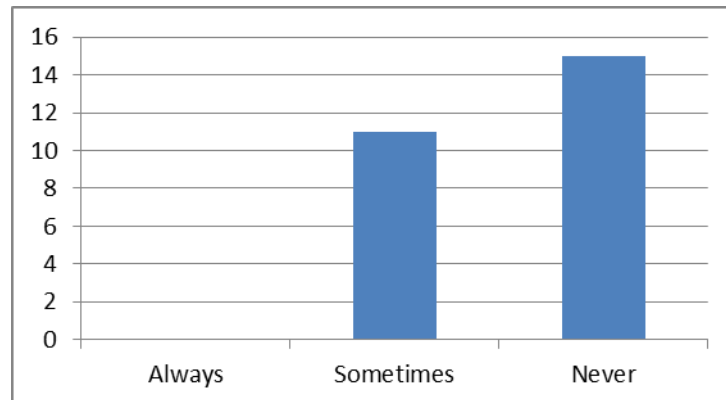
Students answered in the following way:

Table 2: Use of songs in English class.

	Quantity	Percentage (%)
Always	0	0,00
Sometimes	11	42,31
Never	15	57,69
Total	26	100,00

Source: Author

Graph 4: Use of songs in English class.



Source: Author

To determine whether the implementation of the strategy to strengthen auditory competence with basic academic songs, could be innovative to fourth grade students of that institution, it was necessary to ask if they had known this type of

methodology. Thus, this kind of proposal would be much more attractive, being a new experience in education.

Now, with this question, it became clear that during the English classes, not always is used the source of the song to teach the language, which allows to infer the absence of educational resources that promote a different way (dynamic) to guide the classes. However, noting that there was a 42.31% of students who answered yes to the option (sometimes) the song was used to conduct classes, did not match the information already obtained, therefore, the situation was investigated with the teacher, to clarify statements made by students, finding then that sometimes the teacher has taken a close relative to English classes for some kind of game or song. This is why the students were confused by the answer of this question and responded positively.

### 3. How is the English class?

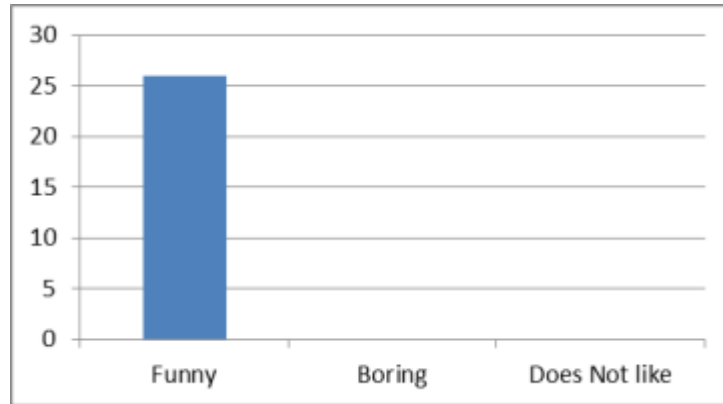
Students answered in the following way:

Table 3: Description of the English class.

	Quantity	Percentage (%)
Funny	26	100,00
Boring	0	0,00
Does Not like	0	0,00
Total	26	100,00

Source: Author

Graph 5: Description of the English class.



Source: Author

With these questions, it was found that although students do not have resources other than the traditional (board and marker), they have expressed appreciation to the English class. From this, it can conclude that, although during the observations students have been poorly motivated and some very hyperactive, they are able to express that this is not a subject that will generate difficulties and obstacles in the way of learning.

4. Do you know and sing songs in English?

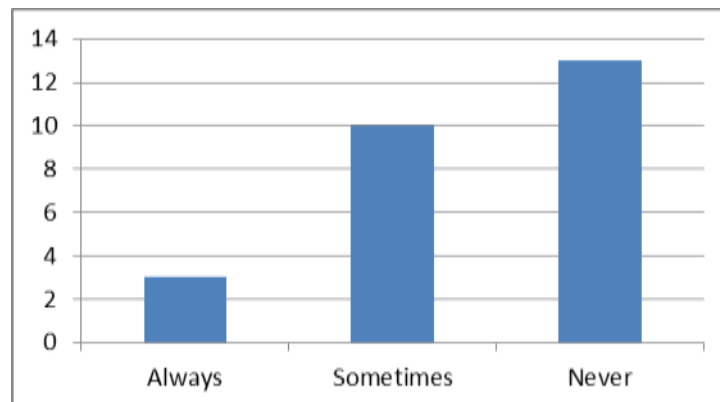
Students answered in the following way:

Table 4: Frequency of the students to sing songs in English

	Quantity	Percentage (%)
Always	3	11,54
Sometimes	10	38,46
Never	13	50,00
Total	26	100,00

Source: Author

Graph 6: Frequency of the students to sing songs in English



Source: Author

When answering the 11.54% of fourth grade students, with the option to sing songs in English, It can be said that percentage is a bit in reference to the other two results obtained from the survey, because on one side there was a 38, 46% of students responded positively to the choice of (sometimes), and 50% who answered yes to the option (never), therefore, is much higher than the overall

percentage of the study population that do not know or do not sing songs in English.

One factor that affects this result, as was said above, is that in the Educational institution there are not enough resources or tools to teach the English language using songs, because the school does not have a video beam, a tape recorder or cd's about the music in English, for this reason is possible to say, that the students do not have the opportunity in the school to learn the English language with songs in their educative context, as result some students do not transfer what they learn in the school to the own house. This is possible to reassert according to Miriam Ballesteros Egea, who explains that, in her article "La didáctica de las canciones en inglés desde una metodología musical y de la lengua inglesa:"

"Es decir, todo lo aprendido en el colegio se traslada fuera del horario escolar a su contexto original auténtico, donde los contenidos aprendidos en clase se siguen reforzando con gran asiduidad en su vida cotidiana. Los alumnos siguen cantando en sus casas y otros lugares de ocio sus canciones preferidas de la cultura anglosajona, asimilando los contenidos vistos en el aula."<sup>17</sup>

5. What would you like to do in English class?

Students answered in the following way:

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<sup>17</sup> BALLESTEROS EGEA, M.: "La didáctica de las canciones en Inglés desde una metodología musical y de la lengua inglesa ", en ENSAYOS, Revista de la Facultad de Educación de Albacete, Nº 24, 2009. (Enlace web: <http://www.uclm.es/ab/educacion/ensayos> - [online] \_\_\_\_\_ . [cited 04 July, 2012] ISSN

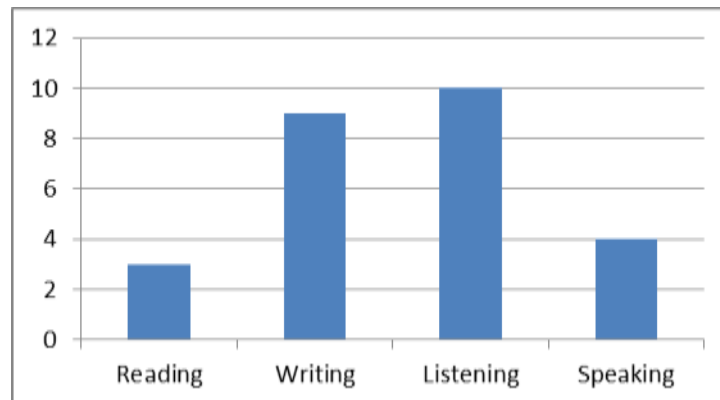


Table 5: Likes to English class.

	Quantity	Percentage (%)
Reading	3	11,54
Writing	9	34,62
Listening	10	38,46
Speaking	4	15,38
Total	26	100,00

Source: Author

Graph 7: Likes to English class.



Source: Author

In the previous question, can be said that for fourth grade students of the Educational Institution Gran Colombia, are very important the skills of writing and listening in their learning process. This may be due to lack of activities and teaching resources to strengthen and develop these skills according to the English level of the group.

Therefore, it was so important to make these questions to students to know their tastes and preferences towards skills offered by the language.

Thus, the use of basic academic songs is not only to develop the auditory competence, but also to strengthen their skills in reading, writing and speaking.

6. Would you like your teacher uses songs in English class?

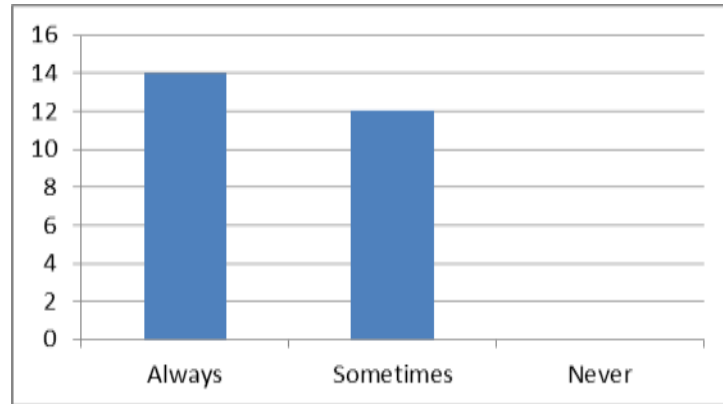
Students answered in the following way:

Table 6: Level of desire for the use of songs in English class.

	Quantity	Percentage (%)
Always	14	53,85
Sometimes	12	46,15
Never	0	0,00
Total	26	100,00

Source: Author

Graph 8: Level of desire for the use of songs in English class.



Source: Author

With this type of question, it was possible to clarify the uncertainty regarding the acceptance of the implementation of basic academic English songs, as students, are attracted to certain methods of teaching, which makes it fun and easy to learn.

With the acceptance of this strategy, is possible to innovate in the education area of these students, being this a new proposal, which will generate motivation to strengthen their auditory competence and improving the acquisition of language itself.

7. When the teacher speaks English, Do you understand?

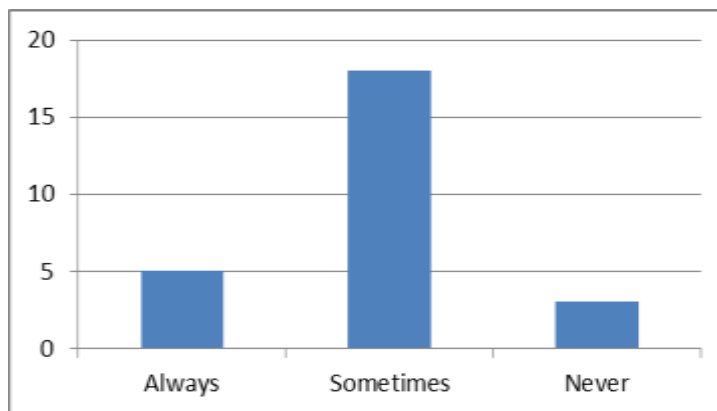
Students answered in the following way:

Table 7: Level of understanding of English.

	Quantity	Percentage (%)
Always	5	19,23
Sometimes	18	69,23
Never	3	11,54
Total	26	100,00

Source: Author

Graph 9: Level of understanding of English.



Source: Author

This question can support two concepts; since 69.23% of students answered that sometimes understand what the teacher says in English. In a first step, this may be, as the head teacher only teaches vocabulary written on the board, and her pronunciation of most of the words is not the best, therefore, students may be confused at the time of listening to their teacher in English class. Furthermore, with this result, it is possible to notice the gap that exists in terms of percentages of students that understand what their teacher says, inferring then that only some

students are fully prepared for the class of the subject, acquiring the language with responsibility and motivation.

8. Do you remember the topics that your teacher has taught in English class?

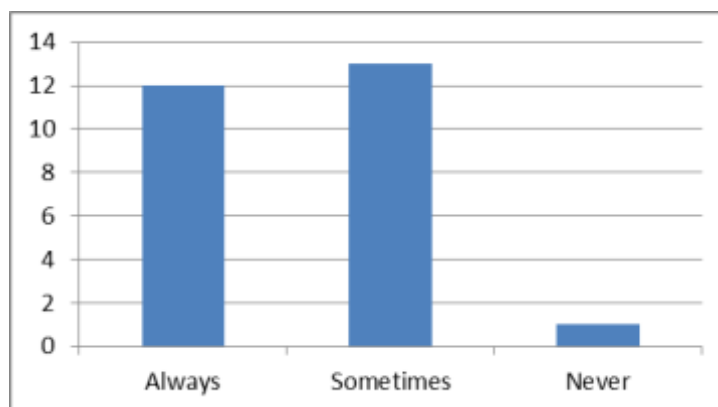
Students answered in the following way:

Table 8: Teachings received during the school year.

	Quantity	Percentage (%)
Always	12	46,15
Sometimes	13	50,00
Never	1	3,85
Total	26	100,00

Source: Author

Graph 10: Teachings received during the school year.



Source: Author

With this question, it can be noticed that students, mostly remember the topics covered in English classes during their school process. However, the academic

level of students against English is not the best, as their knowledge does not belong to the level a fourth grade should be in. This can be seen in the Cambridge questionnaire, which was applied to meet and / or observe their true level of English auditory competence. (See results of the Cambridge questionnaire)

9. Do you participate in English class?

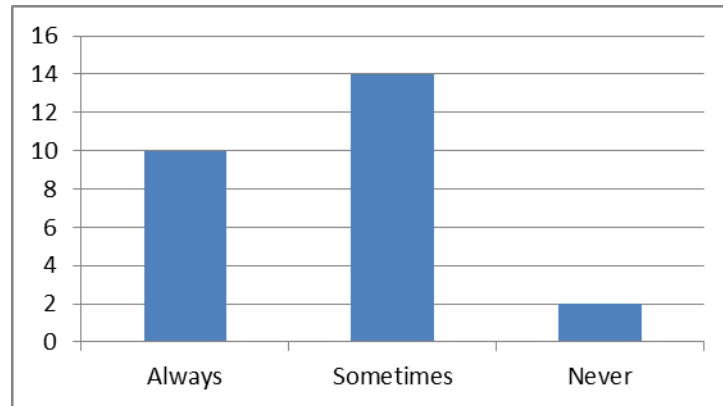
Students answered in the following way:

Table 9: Level of participation in English class.

	Quantity	Percentage (%)
Always	10	38,46
Sometimes	14	53,85
Never	2	7,69
Total	26	100,00

Source: Author

Graph 11: Level of participation in English class.



Source: Author

On this last question, it was possible to determine the degree of participation of students in English class, because the percentage of students involved positively in English classes is medium-high, which confirms that students in vast majority are motivated to learn the language, but they need only the use of learning resources and to acclimate the classes to get the most out of them.

If students have more opportunities of material resources, the motivation would not be in a medium, on the contrary would be at a high level, demonstrating it in their academic progress and strengthening of different competences that allow developing the language.

## CAMBRIDGE QUESTIONNAIRE (Annexe C )

With the following test, taken from the University of Cambridge, English auditory competence is intended to diagnose in the fourth grade students of the Educational Institution Gran Colombia, Absalón Fernandez De Soto, taking as a starting point if students have acquired or understand the English language through listening. In this test, we found that:

Part 1: Listen and draw lines (5 questions)

Students answered in the following way:

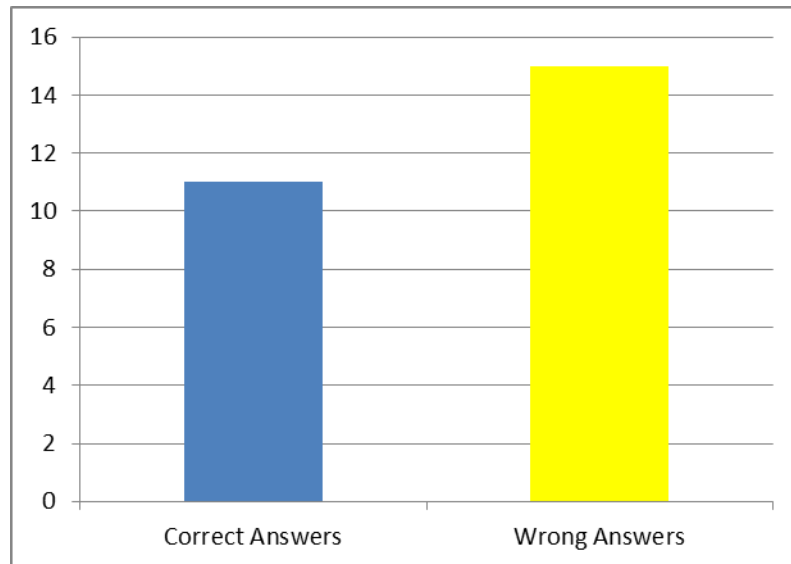
Table 10: Exercise Part 1, Cambridge questionnaire.

	Quantity	Percentage (%)
Correct Answers	11	42,31
Wrong Answers	15	57,69
Total	26	100

Source: Author



Graph 12: Exercise Part 1, Cambridge questionnaire.



Source: Author

This type of exercise was one of the easiest to the students, since students had to match with a line the item and the site which referred to the preposition (specific location) that offered the dialogue exercise recording.

For that, it was necessary to have a basic understanding of prepositions as (in-on-next-to-between under-in)

For example: Put the book under the table.

“A preposition expresses a relationship of meaning between two parts of a sentence, most often showing how the two parts are related in space or time: We sat on the bench, they left at three. Most of the common prepositions consist of only one word; they have no distinctive

ending, and do not vary. Several prepositions consist of more than one word”<sup>18</sup>

This is why it is very important for fourth graders to know how to handle and distinguish the most common prepositions of place, direction and time, with the aim of knowing how to use them depending on the context. Thus, the student will be able to create links between sentences, knowing the sentences with a grammatical sense and may be able to establish relationships between elements, words and even phrases.

“This is a good start, as it gives a clear syntactic criterio. The definition needs tightening up, though, as preposition really go before noun phrases, rather than just nouns, and may also be used in other parts of the sentence. (p.213).As with nouns above, more than just persons and things are involved”<sup>19</sup>

Finally, it is important to note that the proper use of prepositions help to clarify an idea and give a different grammatical sense. For this reason, in this questionnaire was essential to assess the fourth grade students about the most common prepositions, because the proposal to strengthen auditory competence through basic academic songs, uses this type of elements that lead the students to find the semantic relation between the verses and parts of a sentence, noting that each of them allows the students to contextualize about the place, time or direction of what is being said.

Part 2: Read the questions. Listen and write a name or number.

Students answered in the following way:

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<sup>18</sup> GRUBIC, Bob Those Problematic English Prepositions. [cited 07 June, 2012] Available from Internet: <<http://bobgrubic.com/Seminar%20Handout%20Final.pdf>>

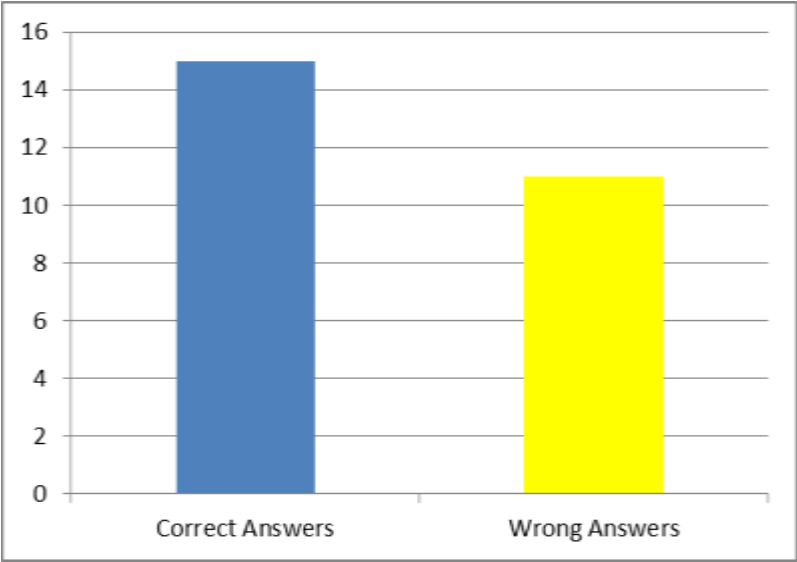
<sup>19</sup> Ibid.

Table 11: Exercise Part 2, Cambridge questionnaire.

	Quantity	Percentage (%)
Correct Answers	15	57,69
Wrong Answers	11	42,31
Total	26	100

Source: Authors

Graph 13: Exercise Part 2, Cambridge questionnaire.



Source: Author

For this exercise, students had to read and type a name or number to each sentence taking into account the question that was made in the text. Thus, they should follow the recording dialogue of the questionnaire. However, this activity had the example for the exercise in full and gave the student the opportunity to learn how they should answer the questions.

For example:

What is the girl's name? .....Lucy

How old is she.....7

Thus, it was possible to know if students knew how to answer questions with (wh-questions) and know if they could identify the numbers of sentences to each character.

With the completion of this exercise, not only could assess the student as to the good use of questions but also answers to bring answers with numbers. It was therefore important to know whether the student was in the ability to use this type of grammar, to interfere with the use of basic academic songs achieving to strengthen auditory competence and the ability of oral production.

“Wh-questions are used for a variety of communicative purposes. For English language learners who attend public schools in the United States, the most important use of wh-questions is in the classroom. Byrd (2005) notes that question and answer sessions are central to many classroom sessions. Because wh-questions are essentially statements that contain an information gap (Celce-Murcia & Larsen-Freeman, 1999), they are often employed in these question and answer

sessions where teachers seek to activate, engage, and expand students' knowledge”<sup>20</sup>

Therefore, the student who is in the ability to know how to handle this type of questions will have the facility to recreate the dialogue and interaction with the language, knowing that they will be able to sustain a basic conversation, questioning simple and easily information framed in an everyday context. Finally, the student will be able to distinguish the questions in the offered pragmatic speech, generating specific information and social interaction with others.

### 3. Part Three: Listen to and qualify the box.

Students answered in the following way:

Table 12: Exercise Part 3, Cambridge questionnaire.

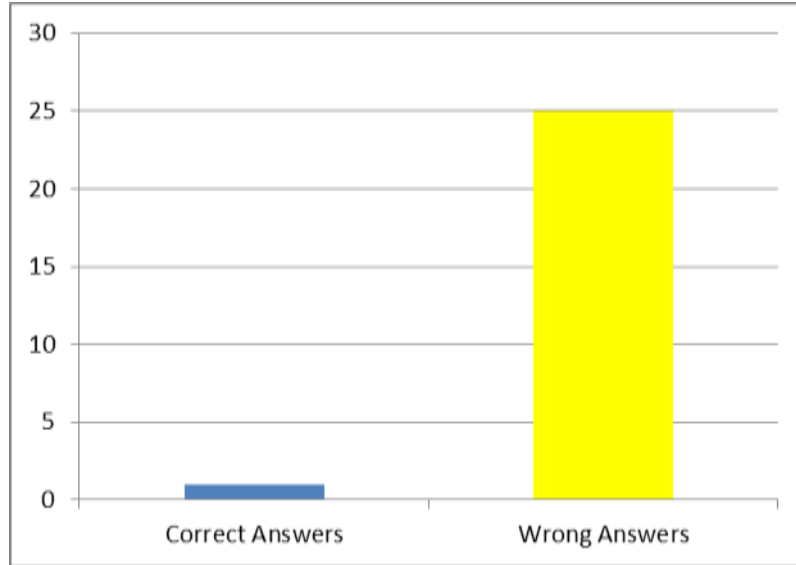
	Quantity	Percentage (%)
Correct Answers	1	3,85
Wrong Answers	25	96,15
Total	26	100

Source: Author

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<sup>20</sup> FELLMAN Southern Nathan Teaching Wh-questions to English Language Learners: A review of current research with practical suggestions. New Hampshire University EFL 503. [online] \_\_\_\_\_. [cited 10 feb, 2012]

Graph 14: Exercise Part 3, Cambridge questionnaire.



Source: Author

In this part of the activity, the exercise had a greater degree of complexity, since students should listen and mark correctly the picture corresponding to the dialogue that was offered in the questionnaire audio. With the exercise, not only valued the student's auditory competence, but also, you could see if the student knew some actions, description of a person, fruit vocabulary, prepositions of place (again) and daily activities, obtaining a 96.15% resulted in bad responses, therefore they did not reach the goal proposed by the Cambridge questionnaire.

Due to the high percentage, it is possible to indicate that the student's auditory competence was in a very low level, because they did not understand the dialogue proposed in the survey. Similarly, it is necessary to clarify that if the student is not in the ability to recognize these kinds of topics, the level of language acquisition is below grade level of the Basic skills standards proposed in Foreign Languages: English.

This fact allows saying that students showed a great weakness when listen to short dialogues, and did not managed wh-questions, prepositions and even some actions. Thus, during the development of the proposal to use the basic academic songs, it should be essential to develop in students these topics so they can take ownership of knowledge and meaning of a text and produce everyday conversations using these types of elements.

#### 4. Part 4: Listen and color.

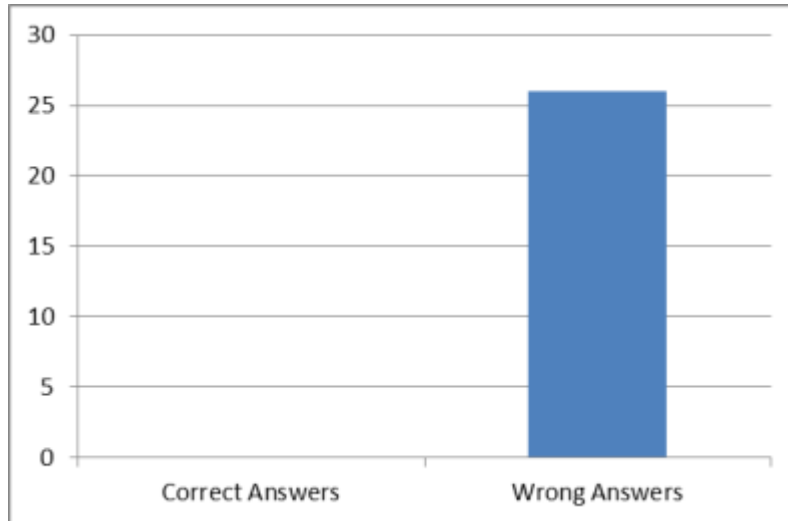
Students answered in the following way:

Table 13: Exercise Part 4, Cambridge questionnaire.

	Quantity	Percentage (%)
Correct Answers	0	0
Wrong Answers	26	100
Total	26	100

Source: Author

Graph 15: Exercise Part 4, Cambridge questionnaire.



Source: Author

Finally, it was possible to perform the activity number 4, in which students had to listen and color. To do so, an example was provided in which the student had the opportunity to observe how the exercise was to be done. Given that, this was one of the more complex exercises, the recording was repeated several times, so that students could answer and succeed in their answers, but unfortunately, 100% of students did not answered correctly.

Here, in the end, is where it was determined the level of English of students in fourth grade, Educational institution Gran Colombia, Absalón Fernandez de Soto, in accordance with the Basic Skills Standards in Foreign Languages: English, Series Guide No. 22, the students of that grade in that institution, should be at level A2, but unfortunately their level was at A1 level.



NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA.	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación superior	-Nivel mínimo para docentes de inglés. -Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		Nivel mínimo para los nuevos egresados de licenciaturas en Idiomas.
C2	Avanzado		

## GRADOS 4 A 5 BÁSICA PRIMARIA (BÁSICO 1 A 2.1)

Además de lo que logré en el nivel anterior, en este nivel:

- Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios.
- Comprendo cuentos cortos, o lo que me dice mi profesor en clase.
- Participo en conversaciones cortas usando oraciones con estructuras predecibles.
- Mi pronunciación es comprensible y hablo de manera lenta y pausada.
- Escribo pequeños textos sencillos sobre temas de mi entorno.
- Mi vocabulario se limita a temas y referencias cercanos y conocidos.
- Hablo de mí, de mis compañeros y de nuestras actividades cotidianas con oraciones simples, encadenadas lógicamente y a veces memorizadas. Aún se me dificulta hablar de temas que se salen de mi rutina familiar o escolar.<sup>21</sup>

### IMPLEMENTATION OF A PLAN TO IMPROVE THE AUDITORY COMPETENCE IN FOURTH GRADE STUDENTS USING ACADEMIC SONGS IN ENGLISH.

This project is presented as a teaching strategy to strengthen the auditory competence in the students in fourth grade, Educational institution Gran Colombia, Absalón Fernandez de Soto. This theme is developed, in order to provide to students a didactic way to learn the language, being the hearing, a skill that is acquired through of communicative skill and which is achieved regulating the

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<sup>21</sup> Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, **SERIE** GUÍAS N° 22. cited 12 June, 2012] Available from Internet: <[http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-115375\\_archivo.pdf](http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-115375_archivo.pdf)>

communicative activity, taking into account the practice what is listened, giving a positive response to other skills such as oral production.

To implement the strategy that proposes the author, it was necessary to work with 26 students. These, were exposed in six activities, which these are observed during 6 weeks.

Similarly, at the end of each session's class, it was made an evaluation to weigh up the performance and the progress in the auditory competence strengthening, and finally, it was presented the received results, the conclusions of each of the classes and the students' strengths and weaknesses in front of this pedagogic propose.

ACTIVITY NUMBER 1 (Annexe D)

<b>ACTIVITY</b>	<b>To improve the auditory competence with basic academic songs</b>
<b>SONG</b>	“Good morning”  Manual de ambientación -Transición 1  Guía para el docente.NET INTERNATIONAL  Guerrero-Rugins-Manzano-Betancourt.
<b>LEVEL</b>	A1 Beginner
<b>AGE</b>	9-12 Years old
<b>TIME</b>	2 hours.
<b>RESOURCES</b>	Song on CD, flashcards, posters and pictures.
<b>OBJECTIVE</b>	<ul style="list-style-type: none"><li>• To know the group's students</li><li>• To make the presentation.</li></ul>
<b>LANGUAGE FOCUS</b>	<ul style="list-style-type: none"><li>• Some greetings</li></ul>
<b>SKILLS TO PRACTICE</b>	<ul style="list-style-type: none"><li>• Speaking</li></ul>

<p><b>CONTEXTUALIZATION</b></p>	<ul style="list-style-type: none"> <li>• Individual work Listening</li> <li>• Feedback</li> </ul> <p>With this activity, the students will have the opportunity to know the topics to be developed during the class and rules to be taken into account.</p>
	<p><b>PROCEDURE</b></p>

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<b>ASSESSMENT</b>	<p>which they are going to learn in the next classes.</p> <ul style="list-style-type: none"><li>• The teacher makes some groups to do the dialogue and to express what they learn in this day.</li><li>• The students make the dialogues, taking into account the greetings.</li><li>• To finish the class, the teacher stimulates the students with a happy face and makes a feedback about the learned.</li></ul>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<ul style="list-style-type: none"><li>• The process of the students will be observed each class, for this it will take into account the development of the activities.</li><li>• The qualifications will be for levels: Superior, High, Basic and low.</li></ul>
	<p>It will take into account the oral and written valuations, speaking, practical activities and listening comprehension.</p>

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ACTIVITY NUMBER 2 (Annexe E)

<b>ACTIVITY</b>	<b>To improve the auditory competence with basic academic songs</b>
<b>SONG</b>	“What do you do” <sup>1</sup>  Joan Saslow-Allen Asher  (Pearson-Longman)- TOP NOTCH POP-Songbook
<b>LEVEL</b>	A1 Beginner
<b>AGE</b>	9-12 Years old
<b>TIME</b>	2 HOURS
<b>RESOURCES</b>	Song on CD, a photocopy of lyrics of the song in English, a photocopy of the activity, flashcards and posters or pictures.
<b>OBJECTIVE</b>	To learn by means the song “What do you do” Be statements and questions, nouns: singular and plural and some occupations.
<b>LANGUAGE FOCUS</b>	<ul style="list-style-type: none"><li>• Subject pronouns</li><li>• Be: statements and questions</li><li>• Nouns: Singular and plural</li><li>• Occupations</li></ul>

## SKILLS TO PRACTICE

- Speaking
- Reading Comprehension
- Individual work (What will you be when you grow up?)
- Listening
- Listening Comprehension
- Song of Songs to improve pronunciation.
- Oral comprehension
- Response method
- Feedback


## CONTEXTUALIZATION

With this activity, the students will know the vocabulary about some occupations, be statements and questions. During the class, the students must do some repetitions about the given vocabulary's song.


## PROCEDURE

- Greeting: presentation of the classroom's set rules.
- To start the class, it is necessary to motivate the students with the new topic.
- The teacher will explain the topic with examples and with questions.

 I am teacher...What do you do?

 What do you do?.....I am doctor

 Where do you study?

 I study...



- 
- ✚ What do you like about your occupation?
  - ✚ I like...
  - ✚ What don't you like about your occupation?
  - ✚ I don't like...

- To continue with the class, the students must read the reading about "What will I be when I grow up". However, while everybody are reading, the teacher explains the vocabulary, the grammar and the be statements questions.
  - To contextualize the song, the teacher asks to the students about the topic what will they when grow up?
  - After the reading, It is necessary asks to students, if they have understood the reading, using some questions.
  - When the teacher has contextualized the song, it is possible to continue with the class, for this:
    - ✓ The students listen to a song, and after, they must complete the song with the words that appears in the box. This can help to students to identify the words' sounds of the song.
    - ✓ Then, the students must identify the subject pronouns and some occupations.
    - ✓ The song is repeated again to improve the pronunciation, and to be able to sing everybody.
    - ✓ Finally, the teacher asks to the students, what they have understood about it, and they have to
-

	<p>answer according to the song.</p> <p>✓ The teacher repeats the questions, what do you do? With the objective the students can answer correctly.</p> <p>✓ And to final the class, the teacher asks the questions to students about the song to evaluate the class. However, the teacher does a feedback about the vocabulary learnt.</p>
<p><b>ASSESSMENT</b></p>	<ul style="list-style-type: none"> <li>• The process of the students will be observed each class, for this it will take into account the development of the activities.</li> <li>• The qualifications will be for levels: Superior, High, Basic and low.</li> </ul>
<p><b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b></p>	<p>It will take into account the oral and written valuations, speaking, practical activities and listening comprehension.</p>

ACTIVITY NUMBER 3 (Annexe F)

<b>ACTIVITY</b>	<b>To improve the auditory competence with basic academic songs</b>
<b>SONG</b>	“What do you do” <sup>2</sup>  Joan Saslow-Allen Asher  (Pearson-Longman)- TOP NOTCH POP-Songbook
<b>LEVEL</b>	A1 Beginner
<b>AGE</b>	9-12 Years old
<b>TIME</b>	2 hours
<b>RESOURCES</b>	Song on CD, Photocopy of lyrics of the song in English, a photocopy of the activity, flashcards and posters or pictures.
<b>OBJECTIVE</b>	To continue learning by means the song “What do you do”. Be statements and questions, nouns: singular and plural and some occupations.
<b>LANGUAGE</b>	<ul style="list-style-type: none"><li>• Subject pronouns</li><li>• Be: statements and questions</li><li>• Nouns: Singular and plural</li></ul>

<b>SKILLS TO PRACTICE</b>	<ul style="list-style-type: none"> <li>• Occupations</li> </ul>
	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading Comprehension</li> <li>• Individual work (What will you be when you grow up?)</li> <li>• Listening</li> <li>• Listening Comprehension</li> <li>• Song of Songs to improve pronunciation.</li> <li>• Oral comprehension</li> <li>• Response method</li> <li>• Feedback</li> </ul>
<b>CONTEXTUALIZATION</b>	<p>With this activity, the students will practice the vocabulary about some occupations, be statements and questions. During the class, the teacher will propose some activities to remember the topic and to understand very well the Be statements.</p>
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• Greeting: presentation of the classroom's set rules.</li> <li>• To start the class, it is necessary to engage the student with the topic and to explain why is important to understand that.</li> <li>• The teacher will explain again the Be statements, and question, nouns: singular and plural and some occupations. However, to begin the class, the teacher proposes to students look up some pictures about the vocabulary given in the last class.</li> </ul>

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The students must point the occupation and the expression that they know.

- After, the teacher invites them, to remember subject pronouns, because the teacher explains the topic with a summary table.

During this activity, the teacher tells them, that they have to choose some subject pronouns, and to say some sentences using it.

- Then, the teacher proposes to students a play in the classroom. They have to tell to another person one occupation, but using the grammar sentence structure. For example: He is a doctor

She is a singer.

- Then, the teacher teaches to students some pictures about some occupations, and they have to recognize according to the characteristics.
  - After that; the students must listen to the song and repeat it. In this way, the pronunciation it will be improved.
  - The students must do some exercises about the song, with the objective that be able to recognize correctly the occupations and the subject pronouns.
  - In this part of the exercise, the students have to complete some sentences with parts of the song.
  - The teacher proposes to students sing the song in subgroups, for this, each subgroup must sing in front of the class with a good pronunciation.
  - To final the class, it is necessary to do a feedback about the vocabulary learnt.
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**ASSESSMENT**

- The process of the students will be observed each class, for this it will take into account the development of the activities.
- The qualifications will be for levels: Superior, High, Basic and low.

**THE PRESENTATIONS  
WILL BE EVALUATED  
ACCORDING TO:**

It will take into account the oral and written valuations, speaking, practical activities and listening comprehension.

ACTIVITY NUMBER 4 (Annexe G)

<b>ACTIVITY</b>	<b>To improve the auditory competence with basic academic songs</b>
<b>SONG</b>	“Excuse me, please” <sup>1</sup>  Joan Saslow-Allen Asher  (Pearson-Longman)- TOP NOTCH POP-Songbook
<b>LEVEL</b>	A1 Beginner
<b>AGE</b>	9-12 Years old
<b>TIME</b>	2 hours
<b>RESOURCES</b>	Song on CD, Photocopy of lyrics of the song in English, a photocopy of the activity, flashcards and posters or pictures.
<b>OBJECTIVE</b>	To understand what the possessive adjectives and the possessive nouns are.
<b>LANGUAGE</b>	<ul style="list-style-type: none"><li>• Possessive adjectives</li><li>• Possessive nouns.</li><li>• Be: questions with what</li></ul>

<b>SKILLS TO PRACTICE</b>	<ul style="list-style-type: none"> <li>• Addresses</li> <li>• Phone numbers</li> </ul>
	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading Comprehension</li> <li>• Individual work (What will you be when you grow up?)</li> <li>• Listening</li> <li>• Listening Comprehension</li> <li>• Song of Songs to improve pronunciation.</li> <li>• Oral comprehension</li> <li>• Response method</li> <li>• Feedback</li> </ul>
<b>CONTEXTUALIZATION</b>	<ul style="list-style-type: none"> <li>• With this activity, the students will recognize the possessive adjectives, the possessive nouns, Be: questions with what, and Addresses and Phone numbers by means the listening comprehension and materials like flashcards and posters.</li> </ul>
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• Greeting: presentation of the classroom's set rules.</li> <li>• To start the class, it is necessary to tell the student the importance of this topic.</li> <li>• In this part of the activity is very good to ask to students what they remember of the last class, with the purpose of to know if they have learnt. To do this, is important to use the last questions like "What's your number? And "what's your name?" to be answered by</li> </ul>



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students without fear.

- After, the teacher explains possessive nouns, Be: questions with what, and Addresses and Phone numbers, (seen in the songs). In this part of the exercise, it is necessary to ask the students if they understand the purpose of the class and the topic to continue with the class.
- The teacher says to students look at the map and writes directions to the places in the town, and answer the question... How do I get to the cinema?

Example:

-You go straight on and take the third street on the left...it's on the left.

- Then, the students read the song, and the teacher proposes some examples to understand the possessive nouns.
- To continue with the class, the teacher put on the board some visual materials to the students. In this way, they can associate the vocabulary with the pictures.
- After, everybody sings the song and complete the sentences working in couples.

In this part of the exercise is easier, because the students have understood the topic and how answer the questions.

- The teacher repeats the song, and proposes the
-

	<p>following activity:</p> <ul style="list-style-type: none"> <li>-The group will be divided in two subgroups, women and men, with the objective to know who has the better pronunciation</li> <li>-The first group are women.</li> <li>-The second group are men.</li> </ul> <ul style="list-style-type: none"> <li>• In this part of the exercise, the students have listened their classmates and they have had the opportunity to see how to do a better pronunciation.</li> <li>• To final the class, the teacher makes a feedback and has the possibility to correct the student's mistakes.</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• The process of the students will be observed each class, for this it will take into account the development of the activities.</li> <li>• The qualifications will be for levels: Superior, High, Basic and low.</li> </ul>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<p>It will take into account the oral and written valuations, speaking, practical activities and listening comprehension.</p>

ACTIVITY NUMBER 5 (Annexe H)

<b>ACTIVITY</b>	<b>To improve the auditory competence with basic academic songs</b>
<b>SONG</b>	“Tell me All about it”  Joan Saslow-Allen Asher  (Pearson-Longman)- TOP NOTCH POP-Songbook
<b>LEVEL</b>	A1 Beginner
<b>AGE</b>	9-12 Years old
<b>TIME</b>	2 hours
<b>RESOURCES</b>	Song on CD, Photocopy of lyrics of the song in English, a photocopy of the activity, flashcards and posters or pictures.
<b>OBJECTIVE</b>	To know some adjectives to describe people and to learn what the family relationship are.
<b>LANGUAGE</b>	<ul style="list-style-type: none"><li>• Be: Questions with Who</li><li>• Have and Has</li><li>• Family relationships</li><li>• Descriptive adjectives</li></ul>

<p><b>SKILLS TO PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading Comprehension</li> <li>• Individual work (What will you be when you grow up?)</li> <li>• Listening</li> <li>• Listening Comprehension</li> <li>• Song of Songs to improve pronunciation.</li> <li>• Oral comprehension</li> <li>• Response method</li> <li>• Feedback</li> </ul>
<p><b>CONTEXTUALIZATION</b></p>	<p>With this activity, the students will understand how to do sentences using have and has, questions with whom, descriptive adjectives and to know vocabulary about the family relationships.</p>
<p><b>PROCEDURE</b></p>	<ul style="list-style-type: none"> <li>• Greeting: presentation of the classroom's set rules.</li> <li>• To have a good class, it is necessary to tell the student the importance of this topic, with this the student can express without fear.</li> <li>• The teacher asks to students the following questions: <ul style="list-style-type: none"> <li>-Do you have a family?</li> <li>-Do you have a mother?</li> <li>-Do you have a father?</li> <li>-Do you have sisters?</li> <li>-Do you have brothers?</li> </ul> </li> </ul>

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In this exercise they have to use “have and has” and they can practice the questions with “Do and Does”

- After, the teacher proposes another exercise, but this is oral practice

Example:

-Who has three sisters?

-Who has two brothers?

And the students have to raise their hand to answer the given questions.

- After that, the teacher explains to the students, that the new topic allow describe people, using adjectives. For this reason, the teacher proposes a new reading to understand the descriptions.
  - To final, the reading, the teacher asks to the students if they have understood with the purpose to continue with the class or to repeat the explanation.
  - The students must answer the question made by the teacher, about the reading (reading comprehension)
  - The teacher explains to students the list of the descriptive adjectives to be learnt and describe the classmates.
  - Then, the teacher proposes the song “Tell me All about it”, which, there is more complicated, because the level of demand has increased in these students.
  - In this activity the students can found the
-

adjectives and the Family relationships.

- In this way, the students can sing knowing all the Family relationships.
- To this activity, the students must complete the song, for this reason, it is necessary to the teacher, explains this part with the grammar structure.
- Furthermore, the teacher tells to students about the meaning of some expressions like: “You look so cute” “Oh, that picture makes me laugh” “Tell me about it”...With these meanings, the students get the idea of the song, because there are some words that they know.
- After that, the teacher asks to students for some expressions that they remember without to see the photocopy.
- The teacher makes the feedback and correct the mistakes if is necessary.

## **ASSESSMENT**

- The process of the students will be observed each class, for this it will take into account the development of the activities.
- The qualifications will be for levels: Superior, High, Basic and low.

**THE PRESENTATIONS  
WILL BE EVALUATED  
ACCORDING TO:**

It will take into account the oral and written valuations, speaking, practical activities and listening comprehension.

ACTIVITY NUMBER 6 (Annexe I)

<b>ACTIVITY</b>	<b>To improve the auditory competence with basic academic songs</b>
<b>SONG</b>	“Tell me All about it”  Joan Saslow-Allen Asher  (Pearson-Longman)- TOP NOTCH POP-Songbook
<b>LEVEL</b>	A1 Beginner
<b>AGE</b>	9-12 Years old
<b>TIME</b>	2 hours
<b>RESOURCES</b>	Song on CD, Photocopy of lyrics of the song in English, a photocopy of the activity, flashcards and posters or pictures.
<b>OBJECTIVE</b>	✓ To practice the grammar structure. ✓ To reinforce the auditory competence.
<b>LANGUAGE</b>	<ul style="list-style-type: none"><li>• Be: Questions with Who</li><li>• Have and Has</li><li>• Family relationships</li></ul>



<b>SKILLS TO PRACTICE</b>	<ul style="list-style-type: none"> <li>• Descriptive adjectives</li> <li>• Speaking</li> <li>• Reading Comprehension</li> <li>• Individual work (What will you be when you grow up?)</li> <li>• Listening</li> <li>• Listening Comprehension</li> <li>• Song of Songs to improve pronunciation.</li> <li>• Oral comprehension</li> <li>• Response method</li> <li>• Feedback</li> </ul>
<b>CONTEXTUALIZATION</b>	<p>With this activity, the students will practice the pronunciation, the reading and listening comprehension, because they have to organize the song “Tell me all about it”</p>
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• Greeting: presentation of the classroom’s set rules.</li> <li>• To start the class, the teacher engages the students, tells them the importance to practice this topic and to remember the vocabulary given in the classes.</li> <li>• In this section, the activity will be different, because the students won’t have photocopies to each one. Contrary, they will have the opportunity to practice the vocabulary but without to see the song’s lyric.</li> </ul>

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- To this activity, the song is the same the last class “Tell me all about it”. For this reason, the teacher invites to the students to do questions to other classmates or to the teacher, questions that they were learning. (Pre-hearing step)

Example: What’s your number?

What’s your name?

- Then, when the teacher has realized this activity, play the song, and the students have to listen to the song “Tell me all about it”. With this, teacher proposes to divide the group in small subgroups and to sit down on the floor.
  - The teacher gives to the students some papers to organize the song, and tell them, that the first group to complete correctly the song is the winner and will have a prize.
  - In this part of the activity is very good to ask to students what they remember of the last class, with the purpose of to know if they have learnt.
  - The teacher plays the song again, and the students must start to organize the song perfectly.
  - In the third audition, the students have to finish the activity to sing completely.
  - The winner received the prize, and they corrected the mistake to others groups.
  - After that, everybody sing the song with a good pronunciation.
  - To finish the class, the teacher asks to students
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<b>ASSESSMENT</b>	<p>again about the song's opinions or what they have learned.</p> <ul style="list-style-type: none"><li>• And made a feedback about all the class.</li><li>• The process of the students will be observed each class, for this it will take into account the development of the activities.</li><li>• The qualifications will be for levels: Superior, High, Basic and low.</li></ul>
<b>THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:</b>	<p>It will take into account the oral and written valuations, speaking, practical activities and listening comprehension.</p>

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## FINAL LESSON PLAN (Annexe J)

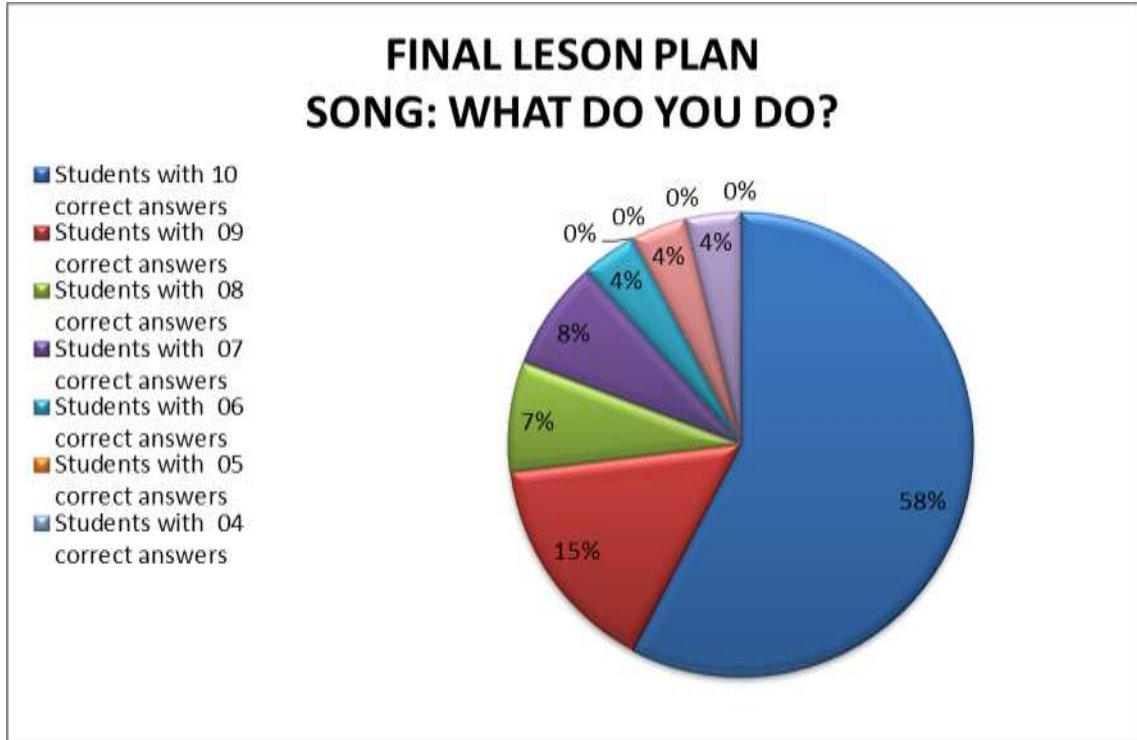
It was very important to carry out the final lesson plan to know the condition, the performance, the level of motivation, and the strengthening of the auditory competence of the fourth grade students of the educational Institution Gran Colombia, sede Absalón Fernandez de Soto, with the implementation of the basic academic songs, with the objective to check if the practice of this strategy had a positive or negative effect in these students in front of the English language.

Consequently, it was made the activity about the song by the fourth grade students "What do you do? ". This song, it was selected in order to know if the students had strengthened their auditory competence, since this song was the second activity that was implemented by these students, where it was measuring up, their capacity of perception and audio of the topics (Subject pronouns, be: statements and questions, nouns: singular, plural and some occupations) that were seen in class. In this way the students had to complete some spaces, taking into account the context and the audio that the song presented.

- The song contained 10 spaces to complete
- The words to complete the activity were in a box.
- The test was made to the totality of the group: 26 students.

In this test, it was possible to demonstrate the results, of the following way:

Graph 16: Final Lesson plan.



Source: Author

From the previous graph, it is possible to conclude then, that 58 % of the fourth grade students got the top level in the auditory competence, based on the song " What do you do? ", of the authors Joan Saslow and Allen Asher, of the publishing house (Pearson-Longman) - TOP NOTCH POP-Songbook.

Nevertheless, 15 % of the students, answered the exercises with one mistake, which it wants to say then, 73 % children reached a good level of auditory competence taking into account the basic academic song.

Furthermore, it is possible to say that, the fourth grade students of the Educational Institution Gran Colombia, sede Absalón Fernandez of Soto, had a good

performance in front of the auditory competence showing a major interest and motivation to the classes. Besides it, their attention was centered directly on the class, since the students were more interested to participate in the different situations that the song was offered.

Finally, it is very important to say that the final comparison for measuring the impact of the activities was not based on the initial Cambridge questionnaire, but based on one of the first activities that incorporated the use of academic songs. This variation that was sought to identify progress towards a practical activity, where students get in touch with a real event known and not based on a survey plan, which, although it was useful as an initial diagnostic tool, it was not possible to identify the progress made in such an assertive way as with the training tools already used.

## EVALUATION OF THE CLASSES.

### ACTIVITY NUMBER 1

With this activity, the students began the process of the implementation of basic academic songs in English, to strengthen the auditory competence.

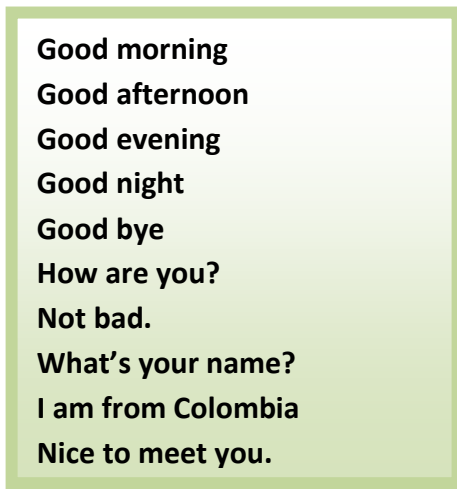
The kind of song allowed setting the class, since the greetings and the presentation were made of each one. This class of activity generated in the student's major motivation in front of the English language to be a new exercise for them.

In addition, this exercise offered to the students the opportunity to know another way of English learning, using resources as a tape recorder, a CD, some

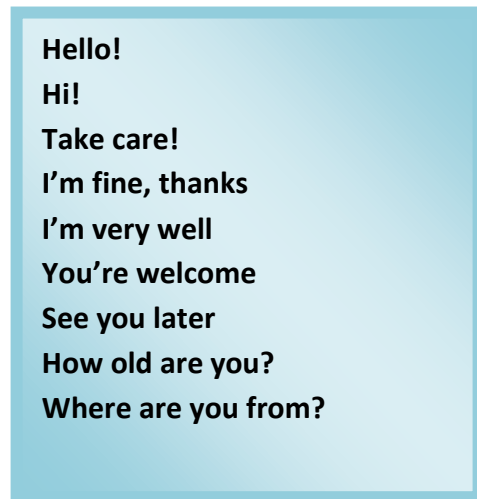
photocopies of basic academic songs in English and visual material (posters and flashcards).

The used song was "Good morning " a song of a level "beginner", but this served to set and to sensitize the student towards the sounds of the other language, with rhythm and tones that were stimulating the phonetic production of some greetings.

Consequently, in this stage, it began a training of the skill of the listening, taking into account the students previous knowledge, after to made the diagnoses stage. Furthermore, it was realized an oral practice, where the students made 4 questions, in 5 repetitions, to evaluate at the end of the class and to obtain the final result:



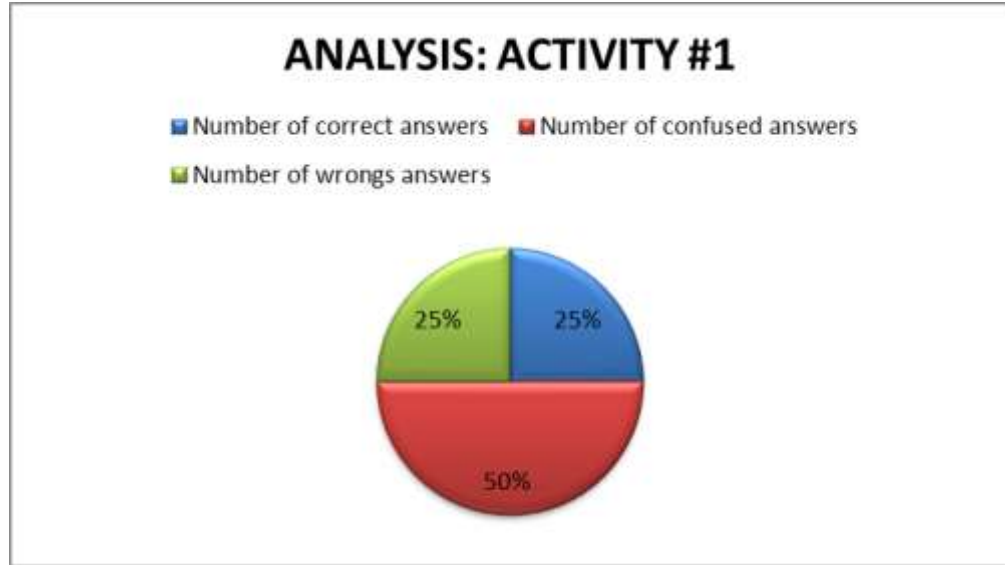
**Good morning**  
**Good afternoon**  
**Good evening**  
**Good night**  
**Good bye**  
**How are you?**  
**Not bad.**  
**What's your name?**  
**I am from Colombia**  
**Nice to meet you.**



**Hello!**  
**Hi!**  
**Take care!**  
**I'm fine, thanks**  
**I'm very well**  
**You're welcome**  
**See you later**  
**How old are you?**  
**Where are you from?**

In this way, the result was obtained in the following way:

Graph 17: Analysis: Activity #1



Source: Author

With the previous graph, it is possible to notice then, that 50 % of the questions realized to the students was confused, since they had some mistakes in their answers, because English and Spanish language were mixing. Besides it, they were confusing the answers to certain questions, for this reason it was necessary to apply several tests to have a final evaluation.

There were several conclusions showed by the application of each instrument: In the first activity, the song Good morning we can evaluate as very positive, since in the song and its contextualization by mean questions that the teacher did, oriented to remember as uttered some regards, allowed the students to repeat and improve their pronunciation this facilitated the exercise of the dialogues that they did in the group. Some of them said that thanks to the song and the initial exercise were losing their shyness. Furthermore, on feedback from the class, some, showing how motivated they were, they wanted to repeat his dialogues.



## ACTIVITY NUMBER 1

<b>DATE</b>	March 16, 2012
<b>TIME</b>	2 hours
<b>SONG</b>	“Good morning”
<b>OBSERVATION</b>	<p>To be the first activity, it was possible to observe that the students of the fourth grade of the Educational Institution Gran Colombia, sede Absalón Fernandez of Soto, they demonstrated to have an middle level in their motivation, due to a few knowledge that they had in front of English language, since many people were thinking that the English language always was taught of the same way, using simply resources like the board and the scoreboard.</p> <p>However, since the first class, it was feeling a positive attitude, because already they were much more attentive to the teacher's explanations, getting to improve their performance in front of to the English language.</p> <p>Furthermore, it can be observed that the students were very receptive and surprised to the usage of new resources, which were allowing to enrich the class and the academic performance of all group, because they were noticing that they were learning by means of a song, which had not been used it before.</p> <p>With the song's implementation "Good morning" the</p>

students made questions about the next classes, demonstrating a great interest to continue learning in the same way, since for them, it was the first time that they had an English teacher, for this reason in some occasions the understanding of the explanations to students was becoming complicated.

It is necessary to say, that this class was a great help to the students and to the teacher, since this allowed to know the students, to establish the rules to the class and to practice the vocabulary about some greetings.

To finish, when the workgroups made the short dialogs in English, the students showed to be very eager and some students did not know if they would do the exercise in a good way. For this reason, it was necessary to stimulate them and to tell them that, it was the first class, and they have the opportunity to improve the auditory and speaking competence.

After, with the activity about the dialogs in English, it was possible to notice, that some students were presenting mistakes in their pronunciation, and in the answers to the questions.

For this, it was possible to correct them and it was possible to congratulate to others.

## ACTIVITY NUMBER 2

For this activity, the students were more interested to participate in comparison with the first class, because already they knew the method of work.

However in this exercise, the methodology was different, since, for this class it would begin definitively with the application of the strategy. The name of the song to this activity was " What do you do? ", which the students were working, some topics like: (Subject pronouns, Be: statements and questions, nouns: singular plural and some occupations.)

This song was selected, taking into account the contents of the Marco Común Europeo, to the languages: Learning, Education and Evaluation, since the topics proposed in the activity, were adapted at the level of auditory comprehension of the students in the level A1. "Reconozco palabras y expresiones muy básicas que se usan habitualmente, relativas a mí mismo, a mi familia y a mi entorno inmediato cuando se habla despacio y con claridad."

For this reason, it was very important to treat the topic about the occupations, since, this level gave the opportunity to the student, to speaking about themselves or about the others, using the subject of a determine situation.

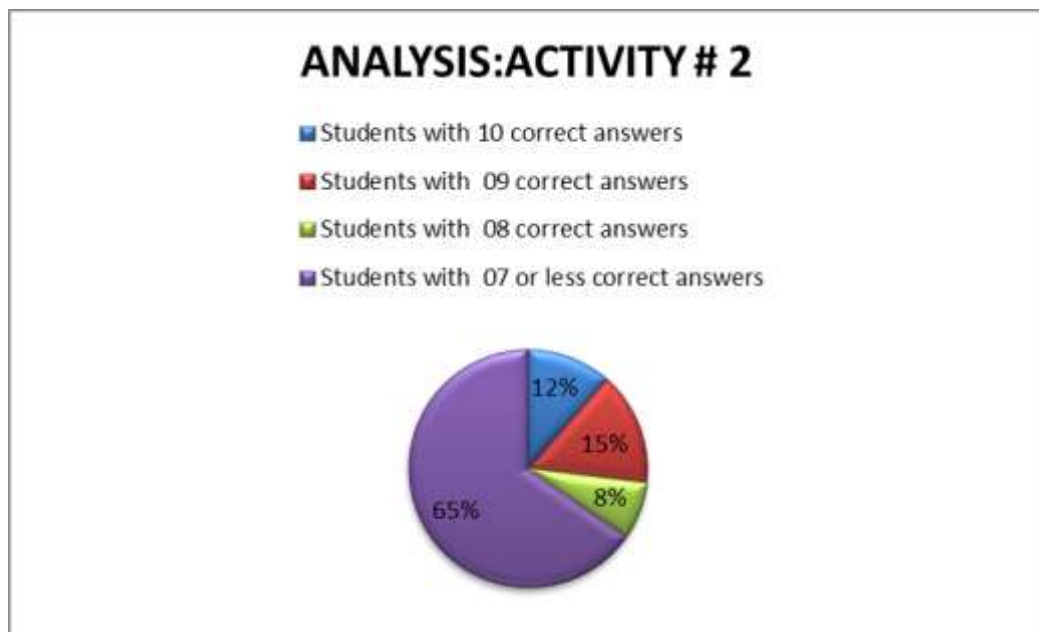
On the other hand, in the activity, it was possible to include some questions to explain it:

- What do you do?
- Where do you study?
- What do you like about your occupation?
- What don't you like about your occupation?

Therefore, the students could participate and understand the topic that was going to treat in the class. Also there was made a reading comprehension, in which the teacher read and the students were continuing in their text, nevertheless, when it was the moment to explain, the teacher had the possibility to use flashcards, posters, gestures or movements to explain the topic.

The results obtained in the test, were the following:

Graph 18: Analysis: Activity #2



Source: Author

From the previous graph, it is possible to conclude that only 12 % answered in a perfect way the exercise and 65 % had several difficulties to solve it, due to the students were writing in the answers in the incorrect spaces, that is to say, they were listening the sounds in English and they wrote in Spanish.

For this reason, it was necessary to explain to them that the sounds in English language and the Spanish language sound different, for this, to write in English language it is necessary to pay attention to the English's sounds.

Finally, for the next activity it will be evaluated by the same song, but the activity will be proposed in a different way.

To the second activity the students were more motivated than the first, thus showing that they felt some pleasure of learning English through songs. Achievement and is one of the objectives of the project: to make more fun and enjoyable English class. It was noted a more positive attitude towards learning the students were more responsive and participatory than in the first class. Students showed interest in hearing the song and complete the words that were needed. At the end of the class the teacher asked to four students what was more they liked about the class and three of them replied that the activity of the song.

### ACTIVITY NUMBER 2

<b>DATE</b>	<b>March 23, 2012</b>
<b>TIME</b>	<b>2 hours</b>
<b>SONG</b>	<b>“What do you do?”</b>
<b>OBSERVATION</b>	To the second class, the students were more animated than in the first class, they were waiting for the moment of the class in which the process was beginning with the song.  To star the class, when the teacher begun the class with the greetings, they answered positively.

Nevertheless some of them were insisting on answering, repeating what the teacher was asking, for it, the teacher corrected them, but using as example to other classmates in the same classroom.

Then, in the moment in which it was possible to tell them about the topic that they were going to learn, they showed to be very satisfied, because it was an emotive topic, since from children, every human being has some dreams and some goals to the future.

However, to answer to the questions, they were showed to be confused, because they did not how to answer the questions, since only a small part of the students understood correctly what the teacher was saying. For this reason, it was necessary to use as strategy to ask the students who were understood correctly, to interact with the teacher like example in order that the others were getting to understand the purpose of the exercise.

Later, in the moment to attend to the story about the topic, the teacher tried to explain to them with pictures and with posters put on the board, without explain in Spanish language, but finally, the students were getting to understand the principal idea of the text. Immediately, the students answered of a better way the questions made by teacher, since there was a better practice with the exercises.

To finish the class, the students had the work to listening to the song and complete the lyric, taking into account the

words that were appearing in the box. Then, they had to identify the subject pronouns and some occupations in the song; everything in order that the students have understood the topic and the content of the topic to improve the pronunciation and the development of the class.

To conclude, it was possible to notice, that some students completed correctly the song's lyric and others students had mistaken in the spelling or simply they were getting lost in the song. With this exercise was possible to see the development of the students, because though, the most of the students did not answer correctly the whole exercise, they were showing their advances that were allowing to demonstrate the performance about the class.

### ACTIVITY NUMBER 3

For this activity, the song to develop the activity was the same "What do you do?", of the authors, Joan Saslow and Allen Asher, of the publishing house (Pearson-Longman) - TOP NOTCH POP-Songbook. Nevertheless, this activity was proposed to the student had the the opportunity to understand better the subject pronouns the occupations and some expressions that are used in the daily language.

For this reason, the students made the following activities:

- a. To listen to the song without seeing the lyric of the activity.

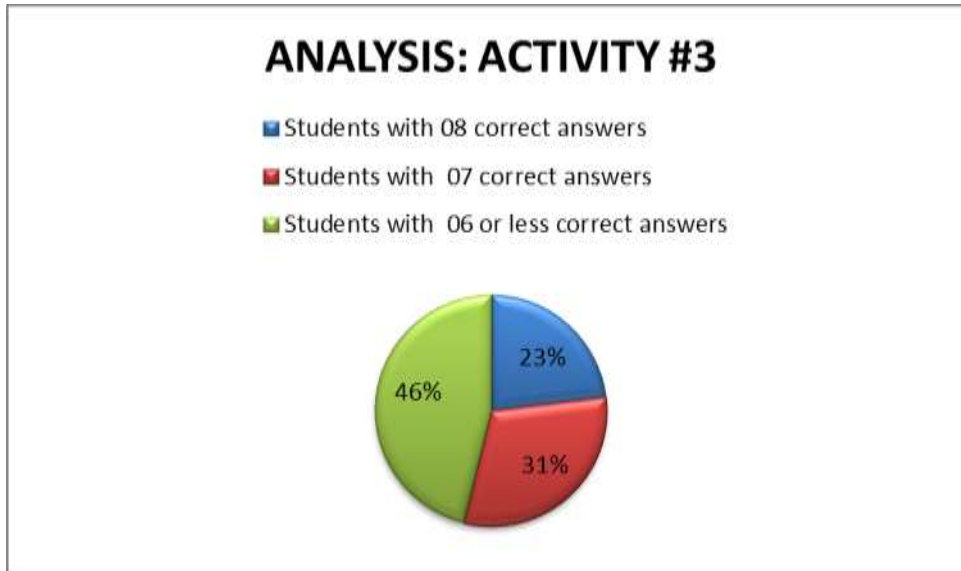
- b. To listen again to the song and to complete the exercise, using (subject pronouns)
- c. To listen to the song again and to complete the phrases and expressions in the song, which they do part of the daily language.
- d. To listen again the song and to intone it and to correct the possible mistakes and to pay attention to the sounds of the words to acquire a good pronunciation.
- e. Finally, the whole group listens and intones the song, taking into account the correct pronunciation of the words and the phrases.
- f. At the end of the activity, the teacher makes some questions about the song to all the fourth grade students, in order which they could improve their oral production.
- g. It proposes some dialogs to make with the vocabulary given in the class. Moreover, to the evaluation of this activity, it was taking into account the answers of all the students of the group. (26 students.)

The workshop was divided in two stages. In the first stage it proposed 8 exercises to complete and in the second stage it proposed 19 exercises obtaining the following results:

First Stage, 8 exercises.



Graph 19: Analysis: Activity #3. First stage.

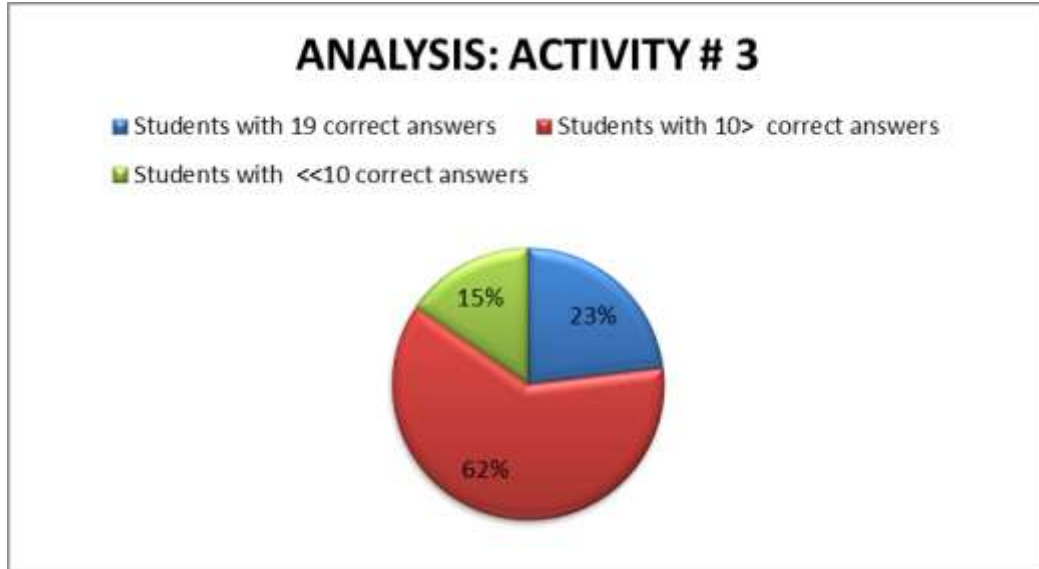


Source: Author

In the first stage, it is possible to observe the level was increased about the good answers, with a percentage of 23 %. Nevertheless, though there were students who were answering in an erroneous way, it is necessary to clarify, that for this activity, the students did not have the help to see the words - answers to complete the exercise. That is to say, there was a major exigency, since the mistakes were due to the spelling.

Second stage, 19 exercises.

Graph 20: Analysis: Activity #3. Second stage.



Source: Author

In the previous graph, it is possible to notice, that though the students did not acquire the maximum level of the proposed exercise, 62 % of the students, got in a satisfactory way more than 10 good answers, which it wants to say that as for the use of expressions and complete phrases, in this way they could understand when and how they must be used, generating a great strength.

To the third class was used the song What do you do? As in the previous class the expectation of the students was great, some of them sang the song before and others came to express it to the teacher. During the class were very attentive to the teacher's explanations. The song used allowed as previous songs focus attention and interest them. Learning often isn't the same to some students, each individual learns at their own pace hence the need to motivate them with a playful strategy as are the songs. It was proved once more that the song used had encouraged learning in them and had facilitated the understanding of the issues in

a funnier and more dynamic way. The use of some images reinforced the understand of the vocabulary, thus helping to develop a better environment to encourage and motivate children

### ACTIVITY NUMBER 3

<b>DATE</b>	<b>March 30, 2012</b>
<b>TIME</b>	<b>2 hours</b>
<b>SONG</b>	<b>“What do you do?”</b>
<b>OBSERVATION</b>	<p>When the third class began, some students were nervous but animated, since each one knew that the development of the class, and they were very excited. In order, they had a good performance. For this reason, it was necessary to tell them about their advances and weaknesses, with the purpose to improve the auditory competence.</p> <p>Therefore, they were still very attentive to the explanations orientated by teacher, and they asked about what did not know it.</p> <p>On the other hand, in the socialization of the class, (Using some images and pointed to the pictures that they did not know) it was possible to notice that their attention was more centered, since they were getting to remember it with the previous classes.</p> <p>Consequently, when the teacher started the class and to continue with the listening of the song, the most students</p>

could made the activity in a better way.

There were some students with some questions about the topic, and these were solving and in this way, it was increasing the motivation to improve the word's pronunciation.

In this way, it was necessary to indicated them that they had to organized in groups, in order that they could share with other classmates and to socialize with others, that is to say to interact with others. Nevertheless, in some occasions, they were showing to be aggressive to some of their classmates, for this reason, it was very important to explain the opportunity given by the teacher to know better their classmates and to have a good relation with them.

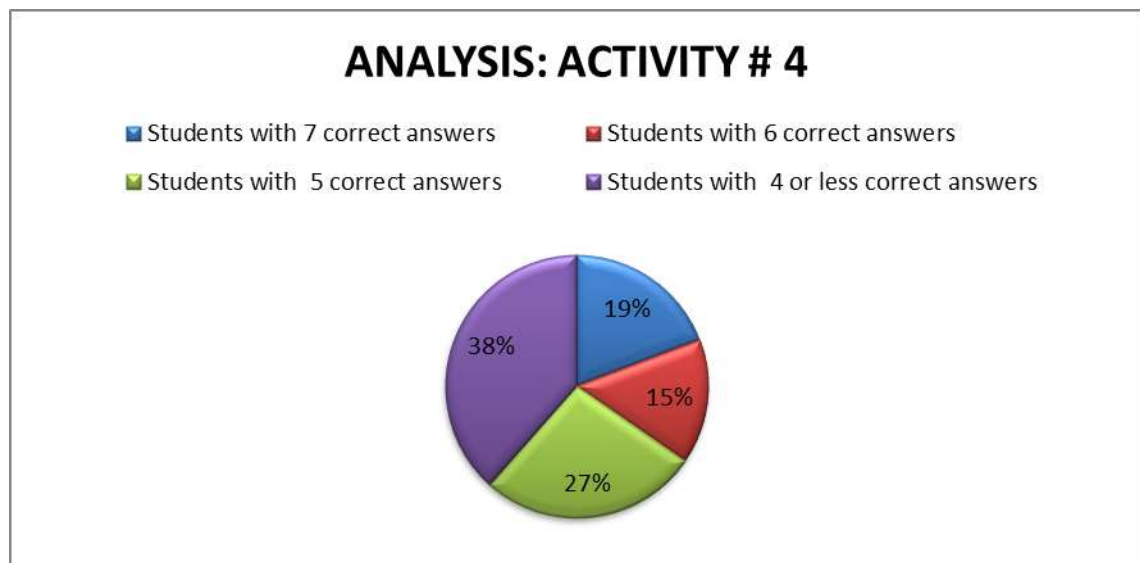
## ACTIVITY NUMBER 4

In this activity, the students of the fourth grade, they were more motivated. The student's development was better than the first, because they were more motivated and interested with the determined activity.

In this opportunity, the results changed, since they had the song a an low level of complexity, but they were adapting to the needs of the group. Actually, even if the results were not so goods, it is possible to notice the agreement, that the students have.

Nevertheless, it was major employment of vocabulary and use of expressions that were allowing to enrich the learning inside the class.

Graph 21: Analysis: Activity # 4



Source: Author

For the fourth activity was used the song Excuse me please 1, a map of a city and questions of how to get to some directions. From the beginning of class the students were free of tension, both the activity of the song in the search of the map, due to children working in pairs were more relaxed, forgetting their fears. This allows concluding that the music used in class played an important role in learning new vocabulary. It is a good strategy for teaching English. Some students said that they had enjoyed this different way of teaching, just as the teacher group's director said it was very motivating and enjoyable for both the students and the teacher. It was demonstrated that the use of songs surfaced emotions in all participants, allowing for easier recall the relationship is with the intonation and rhythm.

#### ACTIVITY NUMBER 4

<b>DATE</b>	<b>April 13, 2012</b>
<b>TIME</b>	<b>2 hours</b>
<b>SONG</b>	<b>“Excuse me, Please”</b>
<b>OBSERVATION</b>	<p>To be the fourth activity, they had a good level about the auditory competence, but it was necessary to have a major exigency and complexity in the classes, in which, the student could be in the aptitude to pronounce and to be able to identify sounds, words, phrases and expressions.</p> <p>Beginning the class, some students were feeling a bit of rejection to the class, because some students had a better level in these competences than others. For this reason,</p>

the teacher decided to integrate the group to have a better relation and with the purpose who have understood more than others, they could explain and to share the knowledge.

Some students, who were having a good leadership in the groups, were stimulated with some happy faces or with didactic material.

This allowed getting more responsibility to students, because they enjoyed the English language. Other classmates were observing this situation and also they were straining for improving. For this, to finish the class, it was necessary to congratulate the good students and to invite to others students to continue in this process to improve the auditory competence.

The main teacher observed this situation and told to the students, that they had very good opportunities to improve, and that she was very happy because she saw that the students had enormous capabilities to learn.

Furthermore, they were very receptive to remember the vocabulary. On the other hand, with the students that did not want to sing the songs, it was important to tell with them and to invite to improve the auditory and speaking competence, for this, it was fundamental to have safety and confidence to yourself.

Nevertheless, when they saw that their classmates were

	starting to make in a better way the activities, they were showing a major determination and interest to do the things. To finish the class, the most of the students were intoning the song, with some difficulties, but these were corrected at time.
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### ACTIVITY NUMBER 5

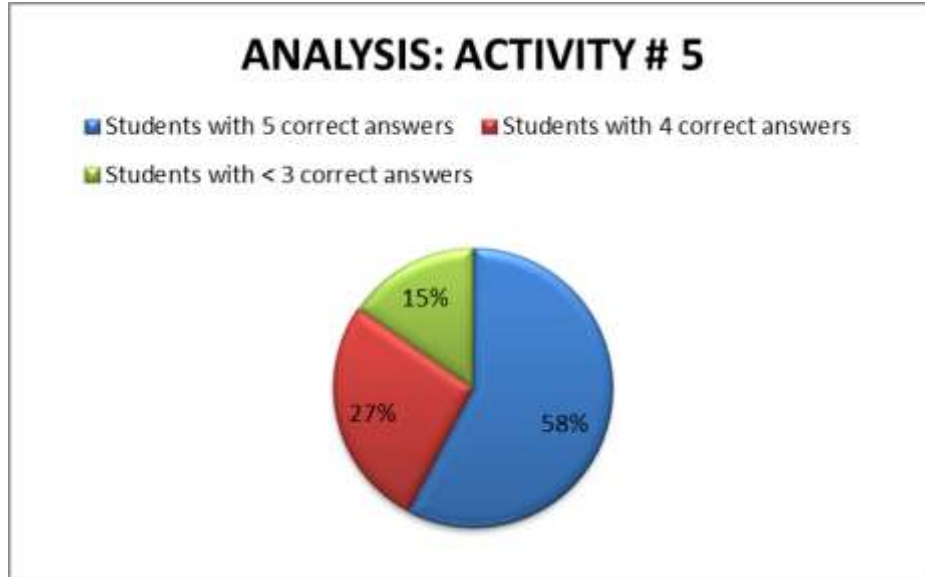
For the execution of this exercise, though it was a question of a different song, the students had to complete the song with the occupations that they already knew.

To make the activity, the students already knew about it. It was the last class, therefore, it was surprising to notice that they strained very much and second strategy:

This strategy was carried out in 6 weeks,



Graph 22: Analysis: Activity # 5



Source: Author

Of the previous graph, it is possible to say that 58 % of the students reached a good level in their auditory competence, since they executed with the whole exercise of a correct way and 27 % of students it had a good level, since they presented a mistake in the accomplishment of the workshop, which allows to demonstrate the advances and the strengths along the educational process.

To the fifth activity with the song Tell me all about it 1The students had to complete the song, making it necessary that the teacher explain the grammatical structure have / has, do / does. The activity was more difficult than before. At first the teacher asked some questions that some students answered incorrectly, but then corrected. When they heard the song could understand a lot of words. They felt more comfortable and enjoyed. We conclude that the song fell by insecurity and stress of seeing a new theme and more difficult than before. Also was reduced the deficit of attention of some students.

## ACTIVITY NUMBER 5

<b>DATE</b>	<b>April 20, 2012</b>
<b>TIME</b>	<b>2 hours</b>
<b>SONG</b>	<b>“Tell me All About it”</b>
<b>OBSERVATION</b>	<p>To start the class, it was possible to notice that the students were prepared for the class. They knew the dynamics to strengthen the auditory competence, but they did not know that the teacher changed the activities.</p> <p>For example, in this class, they must play with the given vocabulary and with that the teacher could know what students were learning about it.</p> <p>To initiate with the activity, the teacher asked some questions to the students, which were answered in a good way, but it was difficult to them to have the ability to write in a correct way.</p> <p>Nevertheless, some students were answering incoherently, but rapidly they were getting themselves to understand the mistake and to correct it. For such a motive, the teacher was explaining some words with help of visual material or indicating the pictures pasted on the board.</p> <p>After it, the teacher read a story about the topic and explained the vocabulary to continue with the class. In that time, the students were achieving associate the topic with the vocabulary given in the last classes to be used in different situations.</p> <p>According to the reading, the students were expressing</p>

clearly in some questions made by teacher, also they were asking when they did not understand one a word, but the teacher always explained the student's doubts. In some occasions the teacher used some gestures and movements to explain the meaning of the words.

Later, the students started to intonate the basic academic song, which they were estimating very much, because several words that appeared in the song, they knew them, for this reason, they were enjoying very much the song for the pronunciation that was clear for them.

## ACTIVITY NUMBER 6

For this activity, the students did not have to complete any exercise, since the work that was to be carried out was of practical character, in which, the educational teacher gave them the parts of the song lyrics and they had to organize it. For this reason, they had to be very attentive to the whole lyric of the song, since they did not have a guide to check if the order was correct.

During the exercise, it was possible to notice that their attention was centred on the activity, since it was the same lyric used in the previous, so called class, " Tell me All About it " of the authors Joan Saslow-Allen Asher, of the publishing house (Pearson-Longman) - TOP NOTCH POP-Songbook.

To make the activity, the students had 15 minutes, with 6 repetitions, which they were made in a good way.

To finish the activity all the group of students had to prepare a dialog and present it before his companions, hereby the auditory competition could practise him not only but also the oral production.

At the end of the class, it was possible to do the feedback, in order which they could understand the order of the lyric of the song. Nevertheless, it is necessary to clarify that it was a very dynamic work, which allowed a great advance in the students, because the results were very positive in front of the to the language acquisition.

With this exercise, it concluded then the process of the implementation of basic academic songs in English to strengthen the auditory competence in the students

of the fourth degree, of the Educational institution Gran Colombia, sede Absalón Fernandez de Soto.

To the sixth activity was proven that the use of an educational tool like the song Tell me all about it 2 allowed the students to learn in a more meaningful, less superficial, given the high degree of motivation it provides, strengthens pronunciation, intonation and vocabulary. The results demonstrated that.

### ACTIVITY NUMBER 6

<b>DATE</b>	April 27, 2012
<b>TIME</b>	2 hours
<b>SONG</b>	“Tell me All About it”
<b>OBSERVATION</b>	<p>This activity was just practice, with the purpose to bring to students another kind of activities, which was allowing interacting using the language in another situation. For this time, the students were divided in groups and were sitting at the floor for subgroups.</p> <p>In this way, the teacher proposed an activity to them, with parts of the song's which they had to organize. For it, it was necessary to offered them a certain time and a few prizes to the winner group.</p> <p>For this activity, the students showed to be very satisfied and animated, since they did not have copies to see the song's lyric. Therefore, they could be much more relaxed and fresh with other positions making the activity, but</p>

	especially learning. Finishing the activity, the winner group got the (candies). Furthermore, it was possible to notice, that the student had a better intonation about the songs and obviously a better pronunciation. Finishing the class, several students commented that in this class they have enjoyed a lot.
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### ANALYSIS OF THE CLASSES.

After to carry out the project "implementation of academic basic songs in English, to improve auditory competence to fourth grade students of the Academic Institution Gran Colombia, sede Absalón Ferndadez de Soto" it is opportune to indicate the information obtained during the research to verify if the raised objectives in a beginning had a positive incident in the students learning.

In a general way, it was possible to observe that the whole beneficiary population had a strengthening in a low, average and high percentage, taking into account the scale proposed by the Department of Education. In this way, during each lesson plan, the evaluation of the group was carried out to know the level of strengthening of the auditory competence.

To begin, it is important to say that in the results of this research, it was possible to demonstrate the positive effect that had the usage of the basic academic songs to strengthen the auditory competence in the students of fourth degree, since during this process, 6 activities were carried out by 26 students, which, they were evaluated to know the performance and the strengthening in this skill.

So that, in the first activity, it was possible to observe that just 25 % of the students answered correctly to the exercises proposed to the class, where different greetings were practiced.

This wants to say, that the level of auditory initial competence in the fourth grade students was very low, due to the lack of practice of this skill. Furthermore, it was the first time that the students were in this learning situation, with new visual and auditory resources, since during the class, it was possible to create a dynamic scene, which was allowing immersing the student in the learning of the English language and strengthening of this competence. This way was possible, using the basic academic songs, where it included the greetings to engage or motivate the class and to have a dynamic class. Many times learning isn't the same to every student, each person learns according to his/ her skills therefore it is important to motivate them through music.

On the other hand, in the second activity, it proposed the song called What do you do?, with which they had to learn the subject pronouns, Be: statements and questions, nouns: singular plural and some occupations. There was preference of the students to listen to music, they were quieter than the first time, they were more motivated and there was less indiscipline and more participation, also more attention and better answer to the class objectives. Moreover, the students would strengthen their auditory competence taking into account the Reading comprehension and the listening comprehension, which there could be demonstrated that only 12 % of the students answered perfectly the activity, and 15 % of the population object of study had one mistake in the execution of the exercise, which it wants to say then, that 27 % of the students of the group answered adequately the activity proposed for this day.

“The results previously obtained can be explained as the result of the communicative activities that allow the songs for their tones and rhythm,

and for the interaction that the student were generating with the language, which is mentioned by Sandra Valdez in the theoretical framework. (p. 14)<sup>22</sup>

For the third activity, the conclusions were obtained taking into account the criteria with which there were formulated the specific objectives of the project, which reached significantly to reach the general objective of this work. The rhythm and the pronunciation of the sounds in the basic academic songs allowed to student a good strengthening in the auditory competence.

In this case, the statistical level was divided in two phases, to be able to evaluate the students about the vocabulary acquired about some occupations, some expressions, and the subject pronouns. For it, the activity was based on a basic academic song, where there was developing the pronunciation and the intonation of each student.

Consequently, in the first phase, there was obtained as result the 23 % of the students answered correctly to the proposed activity and 31 % of the students presented a mistake in the execution of the activity, which wants to say then, that the percentage for this evaluation increased, obtaining the 54% as final result during the first activity.

In the second phase, there was obtained as result, which only 23 % of students that answered correctly in the execution of this test, what it wants to say then that the level of auditory competence still was low, but the suitable use of the structures of the English language and the capacity to listen in comparison with

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<sup>22</sup> VALDEZ, Sandra. Las canciones en el aprendizaje de lenguas. [online] \_\_\_\_\_. [cited 10 feb, 2012] Available from Internet: <[http://fel.uqroo.mx/adminfile/files/memorias/Articulos\\_Mem\\_FONAEL\\_I/Valdez\\_Sandra.pdf](http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FONAEL_I/Valdez_Sandra.pdf)>



the initial diagnosis that was realized with a result very low, now it was possible to say that level have been increased.

In this order of ideas, the decrease of the mistakes still was not becoming very evident, but if it was achieved to determine the improvement of the percentage of students who had strengthened in their auditory comprehension, since they could recognize some expressions, the use of personal pronouns and some occupations in the English language.

In addition to the execution of the activity number 4, the students had learned the possessive adjectives, the possessive nouns, be: questions with what, the addresses and phone numbers. This way, the students obtained as result that, 19 % of students reached the top level as for the auditory competence since they answered all the exercises written correctly. Nevertheless, 15 % of the students of the group had made one mistake in the execution of the activity, which it wants to say that for this lesson plan, the 34 % of students got to demonstrate an improvement in this skill.

In spite of, it was possible to notice during the educational process of the implementation of basic academic songs, the students could demonstrate the strengthening in the listening comprehension, Reading comprehension and response method. On the other hand, with the execution of the activity number 5, it was achieved to demonstrate that 58 % of students answered correctly in the proposed exercises, since the students already knew some occupations, some adjective to describe people and the family relationships.

With this test, it was possible to demonstrate then, that the students had improved their auditory competence, since to this activity, the words to complete the activity were not in the piece of paper, that is to say there was not existed a guide for the student, everything with the objective to increase the exigency level of the basic

academic songs. Besides it, at the end of the activity, it was proposing that the students should make a dialog using the vocabulary learned in class, in order they could produce in an oral way and demonstrate the learned during the class.

To end, with the activity number 6 carried out with the students; they did not have to complete the phrase of a sentences, but they had to organize the parts of a certain song and at the end of the class it was proposing to realize a dialog with the vocabulary learned in the class. This way, it was possible to demonstrate that the auditory competence was strengthened but also the speaking.

In addition to this activity was enjoyed by the students since the musical tones, the intonation and the type of exercise allowed to the students to recognizing better the sounds of the words, complete the sentences and understand the daily phrases, to get a good interaction in social situations.

On the other hand, the execution of the dialogs, it allowed to children sharing with their classmates, to interact in a dynamic way, respecting the thoughts and ideas of the classmates and expressing in front of the class the acquired knowledge. Hereby, this result can be obtained of John Blacking's theory, in the theoretical framework (p 20)<sup>23</sup>, In which the music is determine as the opportunity to express the social attitudes and the cognitive processes.

In order to conclude with the results and the contribution that have the basic academic songs for the strengthening of the auditory competence, it was carried out, the last lessons plan, based on a song that the students already had seen and listened in the class, in this way, it was possible to see if the percentage of students had improved in this skill, what weaknesses and strengths they had it.

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<sup>23</sup> BLACKING, John, 1973 en la revista, Revista Digital Universitaria, 1 de noviembre 2009 • Volumen 10 Número 11 • ISSN: 1067-6079 ) [online] \_\_\_\_\_. [cited 19 feb, 2012]

For this, the song used for this, is called "What do you do? ", which, there was obtained the 58 % of the students who answered correctly in the whole activity and 15 % of students had one mistake, therefore in total, it is possible to say that 73 % of the students could improve their auditory competence in the English language, taking into the account occupations and the subject pronouns.

#### FINAL INTERVIEW TO HEAD TEACHER OF EDUCATIONAL INSTITUTION GRAN COLOMBIA, ABSALÓN FERNANDEZ DE SOTO. (Annexe K)

With this kind of instrument, it was possible to demonstrate the perception of the head teacher of the fourth grade students according to the implementation of basic academic songs in English for the English language learning.

In this way, with her opinions to the process of education - learning, the teacher could give some thinking about this process.

In addition, her answers were a great contribution to this project, because this allowed checking the information from another point of view, contributing and being focused always in the well-being of the students.

For it, the teacher answered to five questions, in which she commented, that the didactic strategies used for the English language learning allowed strengthening the auditory competence in the fourth grade students, since they were motivated enough, answering to the questions that the teacher proposed to them.

In addition, it was possible to carry out a better pronunciation, which was favoring the understanding and confidence of the students.

On the other hand, the teacher express her gratitude to the implementation of this offer, since the students were feeling highly motivated, when they could use of different material as a tape recorder and the pictures to illustrate the topic.

However, and in spite of the advantages found on the part of teacher, to continue carrying out this strategy, it is necessary to have the needed materials, since this institution needs more resources to have inside of the class.

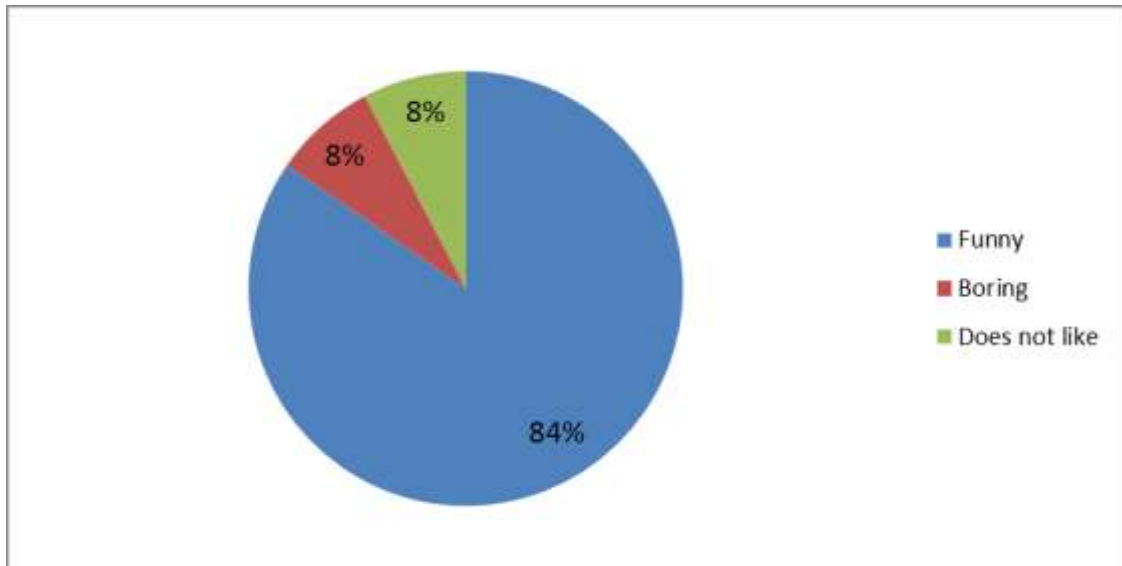
As well as recommendation, the teacher will request to the Educational institution more helps to the implementation of materials for the English language learning.

To end, the head teacher expressed that, using the basic academic songs, the students could improve the auditory competence and consequently their oral production, since the level of motivation was great, the anxiety and the dread of the students was minor and their performance in class increased during the whole process and accomplishment of the proposed strategy.

#### SURVEYS TO FOURTH GRADE STUDENTS OF EDUCATIONAL INSTITUTION GRAN COLOMBIA, ABSALÓN FERNANDEZ DE SOTO. (Annexe L)

With the application of this instrument, it was possible to demonstrate the following:

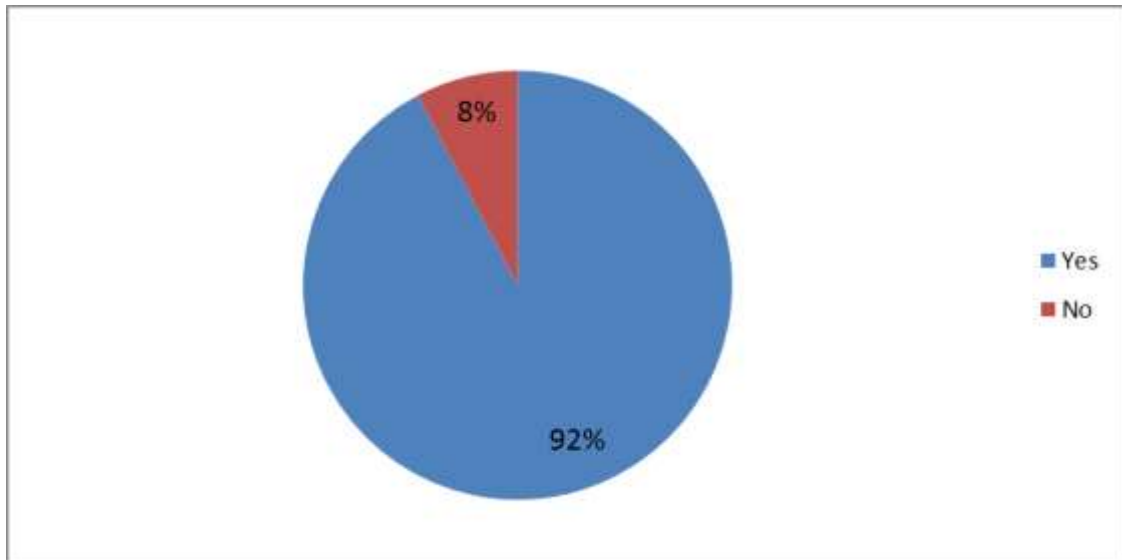
Graph 23 : How was the English class?



Source: Author

The percentage of student who enjoyed the English class was 84%, for this reason, the students enjoyed to developing the exercises in the classroom, because the class was very dynamic. Moreover, the students felt very excited because they thought that they can learn about the proposed topics.

Graph 24: Do you participate in the English class?

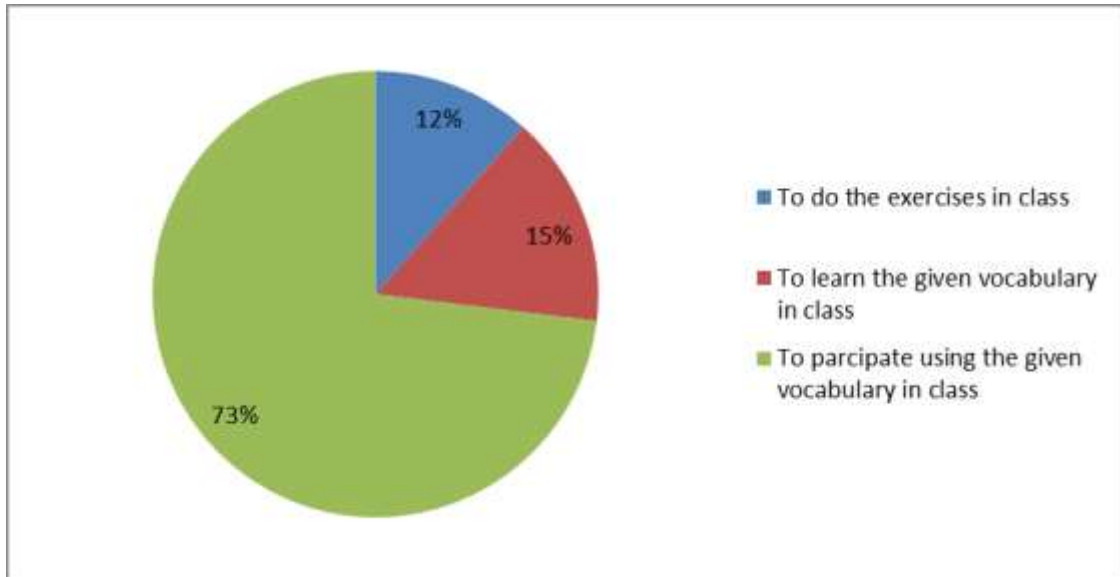


Source: Author

The percentage of student who participate in the English class was 92%,for this reason, it is possible to say that the students were very motivated with the implementation of basic academic songs and they thought that was very important to use basic academic songs in class, because they answer the questions taking into account the song or the reading made before the song.

To the students, the music was very enjoyable, because these have tone, rhythms and pronunciation easy to learn.

Graph 25: What did you like the English class of?



Source: Author

The percentage of student who likes participate using the given vocabulary in class was 73%, for this reason, it is possible to say that children enjoy to learn the topics but produce in an oral way what they have learned.

“All children love rhymes and like to repeat them again and again. Here you can use either traditional rhymes or moderns rhymes, and you really don’t have to worry too much about the grading. Rhymes are repetitive, they have natural rhythm and they have an element of fun, of playing with the language. Children play with language in their mother tongue, so this is a familiar part of their world, and it has an important part to play in their learning process”<sup>24</sup>

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<sup>24</sup> SCOTT Wendy. Longman keys to language teaching. Teaching English to children, pag 27. ) [online] \_\_\_\_\_ . [cited 19 feb, 2012]

According to this theory, it is very important to take into account the spaces of learning that the students have to enjoy the language learning in the classroom and to improve in this case, the auditory competence. It could be shown how the students who participated in this project, were found in the first place, surprised that their English class had shifted due to the implementation of this tool; being these children of low socioeconomic status and besides that institution does not possess the necessary resources for the implementation of technological activities, such as the use of a recorder, a video beam or a computer. Secondly, they were confused in reference to the pronunciation of phrases that at their level, they should properly handle, like "hello, how are you" "fine, thank you", which they did not know, how to answer and only repeated once the teacher finished saying it.

Furthermore, there were some practices that were carried out with students, greatly influenced the recognition and understanding of the daily sentences and communicative situations that are generated in a class, since, in addition of teaching a song with an academic purpose, students are taught how from a subject and a standard proposed by the Ministry of Education against the English language, rather than just learning the pronunciation of a sentence, the auditory competence of this language is strengthened through a good use of songs, in which it is necessary that the students can learn to make associations and interact in a more participatory way, feeling that this resource fosters security on learning.

Moreover, it was possible to achieve throughout the educational process that the student could know what was learned in class and therefore there was a close relationship between theory and praxis, that is to say that the knowledge acquired in class became even in more participatory actions with other classmates. According to the Richard's and Lockart Theory; "The dynamic of interaction of a class can be described as the result of contact between the interactive styles of



the teacher and students, the demands that arise along the way in the process, and the grouping that has been established to facilitate teaching and learning.”<sup>25</sup>

Like Valdez, these authors recommend that within the classroom, there should be more interaction and contact with other students so that in this way it fosters not only auditory competence but also oral production by having students get involved in the context of language teaching.

In this matter, the teacher considered the auditory competence, such as the ability to establish an effective and efficient pedagogical communication with their students developing in-class a teaching mode in which the students were much more active and developing in them the desired educational outcome. Having as aim, to exercise the discursive practices developing the auditive comprehension of a second language through short dialogues and questions, once finished the session of the implementation of the academic track as an educational resource.

This is why the strategy that was implemented to strengthen the auditory competence was conducted through a procedure in which after exposing a particular subject and the relevant vocabulary was presented, this was asked students contextualize the subject so that the student could associate it with everyday life and respond to questions through interactive dialogues teacher-student and student-student, taking into account the focus of this project, that is to improve the auditory competence in the fourth grade, taking into account the the grammatical structure and purpose of the class.

“This way it can be contrasted with the following theory, according to Long, in his interaction hypothesis, the key element in learning is the process of negotiation of meaning: the modifications of the interactive structure of the conversation such as strategies and tactics which is

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<sup>25</sup> Richards y Lockhart (1998:142) (PDF) [online] \_\_\_\_\_. [cited 19 feb, 2012]

comprehension, clarification requests, the repetitions and the show of comprehension, and conversational adjustments favor the acquisition.”<sup>26</sup>

If there is a good interaction between the teacher and the student, it can create a suitable scenario and environment to generate a significant learning. Therefore, after each exercise, an analysis was performed to evaluate the process that students had and that way achieve the goals outlined in this research, having as a common factor, the motivation and strengthening of auditory competence orienting and taking students to the understanding of the language, according to the level of English they have and should have, without pressuring and causing limitations in their learning.

Consequently, the student should be included, rather than isolated by their deficiencies, providing them with an entertainment space, in order for them to assimilate the vocabulary and concepts in a practical way without losing the teaching sequence that an English class must have. So, Stephen Krashen proposes that “The best methods are therefore, those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production”<sup>27</sup>

Therefore, the teacher corrected the mistakes of oral production and auditory comprehension, practicing short dialogues in English, and listening to their own

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<sup>26</sup>GARCÍA, M. La Interacción oral Alumno / Alumno en el aula de Lenguas ( PDF). [online] \_\_\_\_\_. [cited 12 feb, 2012]

<sup>27</sup>KRASHEN'S Stephen, Theory of Second Language Acquisition. [online] \_\_\_\_\_. [cited 16 feb, 2012] Available from Internet: <<http://www.sk.com.br/sk-krash.html>>

phrases and sentences using basic academic songs. In such practices then, it was very important for the teacher to create situations for students in which communication was to be the main factor and the axis of the class. By understanding and comprehending the grammatical structures, expressions and sentences in English, it gave the student the opportunity to play with language and learn to use the tools that songs have to improve in the auditory competence.

In other words, it was essential to carry out activities with visual resources so that the student could associate and understand the language and in that way avoiding the translation made by the teacher. In this way manners some stories were implemented with the same purpose as the song, which handled the same subject illustrated to the student in a fun way, a topic and a standard that should be achieved, depending on the grade and according to the standard proposed by the Ministry of Education. According to Claudia Smith Salcedo

“Unlike spoken conversation, music contains pitches, melodies, rhymes, beats, and measured phrases that may help students remember vocabulary or grammatical structures and aid in comprehending the general meaning. Practically all grammar points and a wide variety of vocabulary can be found in musical texts”<sup>28</sup>

Thus, students are encouraged to participate actively in the exercises, placing them in the strategy of wanting to learn, taking into account the safety to the class.

For this reason, the activities using basic academic songs were performed in class, taking as a some theories like the Salvador Montaner's theory, which exposes particularly in the first step that students must demonstrate attraction and motivation to the songs, that is to say, that these songs should have rhythms and

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<sup>28</sup>SMITH Salcedo Claudia The Effects of Songs in the foreign Language Classroom on Text Recall And Involuntary Mental Rehearsal (PDF). [online] \_\_\_\_\_. [cited 19 feb, 2012]

tones that students enjoy and should have an easy language to understand. Moreover, the songs must have a very good pronunciation and accent, factors in phrases and expressions for students to understand according to their level of English. On the other hand, the songs must be carefully selected, according to the need of the student and to the content it must be known for students in fourth grade by the standards of the Ministry of Education.

In a second step, it is proposed by the same author that students must go through some stages on the auditory comprehension of the songs, such as (Pre-listening activities, Listening activities and Post-listening activities.) From the previous practices, some activities should be performed such as fill in the blanks, recognize keywords, know which words have more accents, sort lines (lines of the songs) and write an additional verse to the song.

For this reason, “Nowadays we have to consider pop songs as a highly motivating teaching resource, but ungraded language and unclear diction can often pose problems and limit our choices”<sup>29</sup>.

In other words, according to the comment, there were several activities were developed to demonstrate the work done by students and interact in English with the knowledge acquired during each class.

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<sup>29</sup>SALVADOR Montaner. SONGS IN THE EFL CLASSROOM. (PDF). [online] \_\_\_\_\_. [cited 12 feb, 2012]

### 3. RECOMMENDATIONS

- The head teacher must continue implementing the basic academic songs, to the English subject, in order to the students could continue strengthening the auditory competence.
- To generate other spaces to strengthen this competence, where the class could be carried out with different conversations and songs practice club.
- To continue using the tics for the teaching of the English language.
- It is important to continue with the propose to implement playful spaces in order that the students enjoy the learning of the English language.

#### 4. CONCLUSIONS

According to the specific objectives that have been considered in the beginning of the project, it is important to determine if during the process of this work, it was possible to notice that these were thoughtful.

Furthermore, it is necessary to say that the selection of the basic academic songs allowed improve the auditory competence in the fourth grade students, since, these were chosen from the TOP book NOTCH POP-Songbook, of the publishing house (Pearson-Longman) of the authors Joan Saslow and Allen Asher.

In this way, the type of songs which the project was carried out, for six weeks, by 26 students, they allowed to focus student's attention and the practice of the students by singing, reading, doing the proposed exercises, improving the pronunciation and helping to remember the topics seen during the last classes.

In addition, it was possible to get with this kind of songs, the students motivation, because the whole group could sing without problem, to improve the safety of some students. Then, the students got to express the thoughts, the feelings and the ideas in front of the class.

As for the second objective, it was possible to propose a dynamic scene adapted for the strengthening of the auditory competence, in which the students could have some pictures put in the board, to set the song with readings before the songs, to locate the song about the topic and to propose to the students to change of positions, to sing standing on or to make some exercises on the floor.

On the other hand, with this type of exercises, it proposed several class of activities like, to answer questions before listening to the song, socializing what

each student have understood during the song and to make a feedback at the end of the song. After that, the students had organizing to work in couples and to make some dialogs before, in order to be able to express what they had learned.

All in all, as for the third objective, it was achieved to demonstrate the progress of the students learning about the auditory competence, by using the basic academic songs, since after to finish with each class the evaluation was made and it was analyzed statistically, taking into account the percentage of students who had improved in this competence.

Moreover, it is possible to conclude that by means of the usage of basic academic songs, the students could improve their auditory competence according to the initial situation of the students to start with the implementation of this strategy.

During the project of " implementation of academic basic songs in English, to improve auditory competence to fourth grade students of the Academic Institution Gran Colombia, sede Abasalón Fernández de Soto" it noticed that the students improved their auditory competence on 73 % with reference to the raised initial diagnosis.

Nevertheless, it is necessary to implement more practice exists to the learning of the English language, is important to say that music should be taken like an educative means for the complete development of intellectual, social and personal levels, of the students since though there was a great improvement, it was necessary to immerse into the study and to do a good development of the topics, this due to the short time to implement this offer.

It is important that activities can be make using different technological materials, where the student has the opportunity to study and practice the intonation, rhythm

pronunciation of the words, taking into account that when the student get to improve the auditory competence is be able to improve the speaking

Furthermore, the propose to use basic academic songs for the English language learning had a great importance in the strengthening of the auditory competence in the fourth grade student of the Educational Institution Gran Colombia, sede Absalón Fernandez de Soto, since the students during the process of the implementation of this project, demonstrated their motivation for the rhythms and the tones that the songs were presenting.

Moreover, it was explained in the musical intelligence defined by Gardner, the students could strengthen their knowledge, but also the auditory competence in the English language having some dynamic, happy and constructive classes with topic like the greetings, the subject pronouns, Be: statements and questions, nouns: singular plural and, occupations, the phone numbers, possessive adjectives, possessive nouns, family relationships and descriptive adjectives.

In this way and in a very didactic way the students were very explained and acquainted with the topics who were proposing in the songs, they were managing to associate the topics seen in class to produce short dialogs with other classmates, presenting very good results in the activities and using visual and auditory materials.

In the same way, the student's fear to express with others, diminished during the development of the basic academic songs, since in the different exercises it was proposing to sing to the unison, for this reason, when the student was producing participating in the classroom, telling what he or she have understood, it was doing in group, in the first part and in second part was made in an individual way.



In fact, the motivation was a great factor that was demonstrated in this learning process, since the students were demonstrating interest to want to learn for this way, and there was no a pressure to participate in classes, but also, the student by means of the didactic resources, as the pointing to the pictures, method response, and interaction with the others, could communicate, expressing their ideas and thoughts.

For this reason, it is important to say that the learning English language, it is necessary to have scenes adapted to work, where each student could have their material and could focus the attention and the interest in what it is made.

Having the attention focused in the activities to realize, it is easier to develop different skills as the pronunciation, some grammatical structures, the writing process and the oral comprehension, due to the practice that the students reach inside the classroom.

In this way, it was possible to demonstrate the progress of the students in relation to the strengthening of the auditory competence by means of the results obtained in the activities that children made, since each student had a portfolio where it was filing their exercises made in the classroom.

These exercises were evaluated to each student. In this way, they knew their results during the test. Later to this, it was implemented a lesson plan, which it was proposed a song " What do you do? (Elaborated to the beginning of the process of this research), to evaluate if the students had learned and reminding the topics and elements exposed in the course of the period.

With this test, it was possible then demonstrated the results obtained by the students, since in the first test, children got 12 % in correct answers, and 88 % presented different mistakes in the execution of the test. On the other hand, for the

second and last application of the test, the students got 58 % in correct answers and 42 % in incorrect answers, which it wants to say then, that the students obtained a good level in the strengthening of the auditory competence, taking into account the time to develop this project using the basic academic songs in English language.

For this reason it is possible to say then the fourth grade students of the Educational Institution Gran Colombia, sede Absalón Fernandez de Soto, obtained a good level in this competence since the music served as complement to increase the interest of the students, using the song as part of the effective communication, having a language with rhythms, a good vocabulary with a meaning inside a context according to the topic.

Finally, with the intonation, the students practiced the retentive skill, since in several activities they had to remember the topics seen in class.

## CHRONOGRAM OF ACTIVITIES

<b>Activities</b>	<b>Feb</b>	<b>March</b>				<b>April</b>				<b>May</b>			
<b>Weeks</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Initial Observation	x												
Initial Interview to head teacher		x											
Survey to Students			x										
Cambridge Questionaire				x									
Analysis and classification of the information provided by respondents. (Students and Teacher)					x								
Identification of the problem (Low level of development of auditory competence in fourth graders)							x						
Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English.								x					
Final lesson plan									x				
Evaluation of the classes										x			
Final Interview to head teacher											x		
Survey to students (final)												x	

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# ANNEXE

Annexe A: Initial Interview to the head teacher.

ENTREVISTA PARA LA DOCENTE TITULAR DEL GRADO CUARTO DE  
BÁSICA PRIMARIA DE LA INSTITUCIÓN EDUCATIVA GRAN COLOMBIA  
SEDE ABSALÓN FERNÁNDEZ DE SOTO

Ésta entrevista será realizada con el fin de recolectar información a la docente titular de la población objeto de estudio (Estudiantes de cuarto grado de básica primaria de la Institución Educativa Gran Colombia, Sede Absalón Fernández de Soto). Dicha indagación está formada por 10 preguntas, diseñadas para conocer los métodos y estrategias utilizadas en la clase de inglés, orientados por la docente.

1. ¿Cuenta con estudios especializados para orientar la asignatura de inglés a los estudiantes de cuarto grado de la Institución Educativa Gran Colombia, sede Absalón Fernández de Soto?

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2. ¿Qué tipo de metodología o estrategia didáctica, emplea con los estudiantes de cuarto grado de la institución Educativa Gran Colombia, sede Absalón Fernández de Soto para la enseñanza del inglés?

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3. ¿Considera que las estrategias didácticas utilizadas hasta el momento han permitido el progreso académico de los estudiantes frente al inglés?



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4. ¿Realiza diferentes actividades en la clase de inglés, para propiciar el aprendizaje de todos y cada uno de los estudiantes?

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5. ¿Considera que los estudiantes se sienten motivados por las actividades propuestas en la asignatura del inglés?

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6. ¿Cuáles son los materiales o recursos didácticos que utiliza para fortalecer las habilidades comunicativas del inglés (escucha, producción oral, escritura y lectura)?

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7. En las clases de inglés, ¿Alguna vez, ha utilizado canciones como estrategia didáctica para la enseñanza y fortalecimiento de las competencias del idioma?

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8. ¿Cuenta la institución con un plan de asignatura para el desarrollo y efectución de las actividades académicas en inglés?

9. Como docente titular del grado cuarto de básica primaria. ¿Conoce y aplica los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, propuestos por el Ministerio de Educación?

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10. Según su criterio ¿Qué podría mejorar la adquisición del idioma inglés en los estudiantes de cuarto grado de la institución Educativa Gran Colombia, sede Absalón Fernández de Soto?

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Annexe B: Survey to Students

ENCUESTA PARA LOS ESTUDIANTES DE CUARTO GRADO DE BÁSICA  
PRIMARIA DE LA INSTITUCIÓN EDUCATIVA GRAN COLOMBIA  
SEDE ABSALÓN FERNÁNDEZ DE SOTO

Ésta encuesta será realizada con el fin de recolectar información en los estudiantes de cuarto grado de básica primaria de la Institución Educativa Gran Colombia, Sede Absalón Fernández de Soto.

Dicha indagación está formada por 09 preguntas, con el objetivo de conocer qué métodos y estrategias se utilizan en la clase de inglés, para implementar una herramienta pedagógica a través del proyecto a realizar.

Lee atentamente las preguntas y responde:

1. ¿Qué elementos utiliza su profesor para la clase de inglés?

- Grabadora-cd
- Televisor
- Computador
- Otro ¿Cuál? \_\_\_\_\_

2. ¿Su profesor utiliza canciones en la clase de inglés?

- Siempre       Algunas veces       Nunca

3. ¿Cómo es la clase de inglés?

- Divertida
- Aburrida
- No le gusta

4. ¿Conoce y canta canciones en Inglés?

- Siempre       Algunas veces       Nunca

5. ¿Qué le gustaría hacer en la clase de Inglés?



6. ¿Le gustaría que su profesor usara canciones en la clase de inglés?

- Siempre       Algunas veces       Nunca

7. Cuando el profesor habla en inglés ¿Entiende lo que dice?

- Siempre       Algunas veces       Nunca

8. ¿Recuerda los temas que su profesor le ha enseñado en la clase de Inglés?

Siempre

Algunas veces

Nunca

9. ¿Participa en la clase de Inglés?

Siempre

Algunas veces


Nunca

Annexe C: Cambridge Questionnaire

**Starters Listening**


Centre Number	Candidate Number
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**Cambridge Young Learners English**  
**Starters**  
**Listening**  
*Sample Paper*

 UNIVERSITY of CAMBRIDGE  
ESOL Examinations  
*English for Speakers of Other Languages*

There are 20 questions.  
You will need coloured pens or pencils.

My name is: \_\_\_\_\_

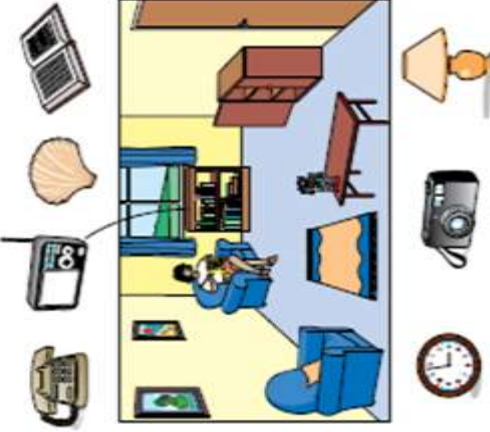


Cambridge Young Learners English Tests Starters Page 1

Starters *Listening*

Part 1  
- 5 questions -

Listen and draw lines. There is one example.




Blank Page

**Questions**

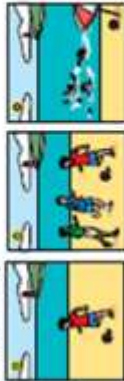
1. What is Lucy's friend's name? \_\_\_\_\_
2. Which class are the two children in at school? \_\_\_\_\_
3. How many days are there at Lucy's house? \_\_\_\_\_
4. What's the name of Lucy's favourite dog? \_\_\_\_\_
5. How many fish has Lucy's friend got? \_\_\_\_\_


**Part 2**  
- 5 questions -  
Read the questions. Listen and write a name or a number.  
Here are two examples.




**Example 1**  
What is the girl's name? \_\_\_\_\_ Lucy  
How old is she? \_\_\_\_\_ 7




3. Where Ben is?  A  B  C


4. Where Ben is?  A  B  C

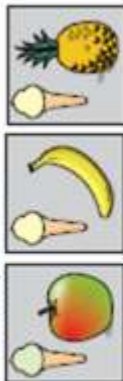
5. Where Dad is?  A  B  C

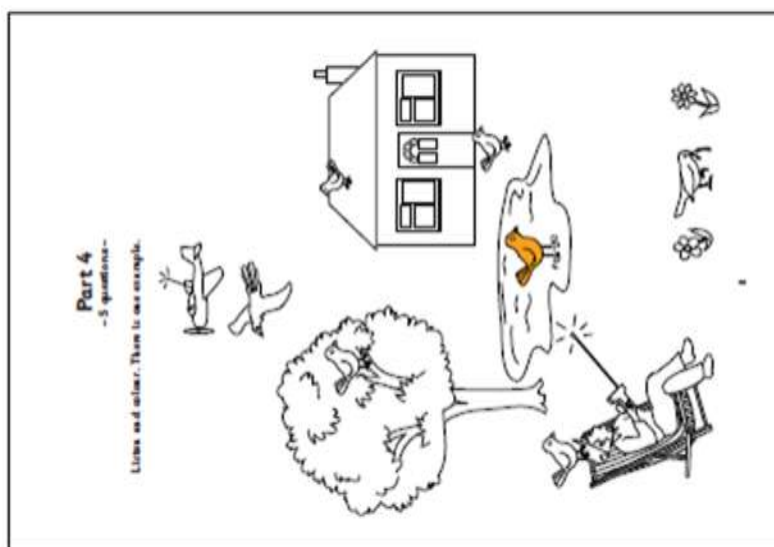
**Part 3**  
- 5 questions -

Use words 1(a) - (c) below. There is one example.

Where is Mum?  A  B  C

1. Where is Mum?  A  B  C

2. Which is Mum's favourite fruit?  A  B  C



## Starters Listening Marking Key

- |     |  |
|-----|--|
| ( ) | - Acceptable extra words are placed in brackets                                  |
| /   | - A single slash is placed between acceptable alternative words within an answer |
| //  | - A double slash is placed between acceptable alternative complete answers       |

### Part 1 5 marks

Lines should be drawn between:

- 1 Clock and between two pictures on wall
- 2 Book and under table
- 3 Phone and on mat
- 4 Camera and in cupboard
- 5 Shell and on table next to robot

### Part 2 5 marks

- 1 ALEX
- 2 8/eight
- 3 3/three
- 4 SO-C&S
- 5 12//twelve

### Part 3 5 marks

- 1 A
- 2 B
- 3 B
- 4 C
- 5 A

### Part 4 5 marks

- 1 Colour bird on man's head - pink
- 2 Colour bird in tree - yellow
- 3 Colour bird next to plane - green
- 4 Colour bird in front of door - brown
- 5 Colour bird between flowers - red

Starters Listening  
Tapescript

R = rabbit	Fcb = female child
F = female adult	Mcb = male child
M = male adult	

- R Hello. This is the University of Cambridge Starters Listening Test.
- Look at Part One. Now look at the pictures.  
Listen and look. There is one example.  
Put the radio on the bookcase.
- F Sorry? Put the radio where?
- M On the bookcase.
- F Right.
- R Can you see the line? This is an example. Now you listen and draw lines.
- One
- F Put the clock between the two pictures.
- M Pardon? Where do I put the clock?
- F On the wall, between the two pictures.
- M OK.
- R Two
- F Now put the book under the table.
- M Sorry? Put the book where?
- F Put it under the small table.
- M Right, I can do that.
- R Three
- F And now, please put the phone on the mat.
- M The phone?
- F Yes. Put it on the mat.
- M All right. I'm drawing that line now.
- R Four
- F Now the camera. Put it in the cupboard.
- M Where?
- F Put the camera in the cupboard.
- M OK.
- R Five
- F And now put the shell on the table, next to the robot.
- M Sorry? Put the shell where?
- F Put it on the table, next to the robot.
- M Yes, OK.
- R Now listen to Part One again.  
That is the end of Part One.
- Part Two. Look at the pictures. Listen and write a name or a number. There are two examples.
- M Hello. Are you the girl in this picture?
- Fcb Yes. My name's Lucy.
- M And how do you spell your name?
- Fcb L-U-C-Y.
- M And how old are you, Lucy?
- Fcb I'm seven.
- M Seven?
- Fcb Yes.
- R Can you see the answer? Now you listen and write a name or a number.
- One
- M Is this your friend in the picture with you?
- Fcb Yes, it is.
- M What's his name?
- Fcb His name's Alex.
- M How do you spell that?
- Fcb A-L-E-X.
- R Two
- M Is he in your class at school?
- Fcb Yes. We're in class eight.
- M Sorry?
- Fcb In class eight. And we've got a great teacher.
- R Three
- M And have you got a dog, Lucy?
- Fcb Oh yes. There are three dogs at our house.
- M Three dogs?
- Fcb Yes. That's right. They're small dogs, not big dogs.
- R Four
- M And which is your favourite dog, Lucy?
- Fcb Oh, Seeks is my favourite. He's very funny.
- M And how do you spell that?
- Fcb S-E-E-K-S.
- M That's a good name for a dog!
- R Five
- M And has your friend got any animals?
- Fcb Yes. He's got some beautiful fish.
- M Fish? How many?
- Fcb He's got twelve.
- M Twelve fish?
- Fcb Yes.
- R Now listen to Part Two again.  
That is the end of Part Two.
- Part Three. Look at the pictures. Now listen and look.  
There is one example. What's Pat doing?
- Fcb Is Pat at your house?
- Mcb Yes, she is.
- Fcb Is she playing in the garden?
- Mcb No. She's reading in the living room.
- R Can you see the fish? Now you listen and tick the box.
- One. Which is May?

## Starters Listening

- Mch: Where's May, Mum?  
F: Is that her, wearing trousers?  
Mch: No, she's wearing a skirt.  
F: Oh yes, and a T-shirt. She looks great.  
R: Two. Which is Nick's favourite ice-cream?  
Fch: Is that an apple ice-cream, Nick?  
Mch: No, it's pineapple.  
Fch: Is that your favourite?  
Mch: No. My favourite's banana.
- R: Three. What's Ben doing?  
F: Is Ben on the beach?  
Mch: Yes. He's with his friends.  
F: Are they swimming?  
Mch: No, they're kicking a ball.
- R: Four. Where's Kim's doll?  
M: Why are you sad, Kim?  
Fch: I can't find my doll.  
M: Is it in the toy box?  
Fch: No! Oh look. I can see it. It's behind the chair.
- R: Five. What's Dad doing?  
Fch: Is Dad in the bedroom?  
F: No, he's in the bathroom.  
Fch: Oh yes, he's listening to the radio.  
F: No, he's singing. That's nice.
- R: Now listen to Part Three again.  
That is the end of Part Three.
- Part Four.  
Look at the picture. Listen and look. There is one example.
- F: Can you see the bird in the water?  
Mch: Yes, I can.  
F: Right. Now colour it orange.  
Mch: Pardon?  
F: Colour the bird in the water orange.
- R: Can you see the orange bird in the water?  
This is an example. Now you listen and colour.
- One
- F: Now find the bird on the man.  
Mch: It's sitting on the man's head!  
F: (Laughing) Yes it is. What a funny bird! Can you colour it pink?  
Mch: Pink?  
F: That's right.
- R: Two
- F: Look at the bird in the tree.  
Mch: OK, I can see it. Can I colour it?  
F: Yes. Colour it yellow.  
Mch: OK. A yellow bird in the tree.
- R: Three
- F: Can you see the bird next to the plane?  
Mch: Pardon? Which bird?  
F: The bird next to the plane. It's got a very long tail.  
Mch: Oh yes. I can see it.  
F: Colour it green.  
Mch: Right. I'm colouring it green now.
- R: Four
- Mch: Look. There's a bird in front of the door.  
F: Yes there is. Colour it brown.  
Mch: A brown bird in front of the door.  
F: Yes, that's nice.
- R: Five
- F: Can you see the bird between the flowers?  
Mch: Yes. It's eating.  
F: Colour it red.  
Mch: A red bird between the flowers?  
F: That's right. Well done! The picture looks good now.
- R: Now listen to Part Four again.  
That is the end of the Starters Listening Test.

Annexe D: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number One).

**THE GREETINGS**

Good morning  
Good afternoon  
Good evening  
Good night


**GOOD MORNING**

Good morning teacher,  
Good morning teacher  
How are you?  
How are you?  
Very, well I thank you  
Very well, I thank you

Hello! Hi!

Illustrations include: two men shaking hands, two children holding hands, a man in a uniform waving, and a woman hugging a child.

Annexe E: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Two).



## THE OCCUPATIONS AND SUBJECT PRONOUNS

By DAIANA LENIS AGUIRRE

Date: March 23<sup>rd</sup> 2012  
Grade: 4<sup>th</sup>  
Full Name: \_\_\_\_\_



**Objective:** To learn by means the song "what do you do" Be statements and questions, nouns: singular and plural and some occupations.

ACTIVITIES

1. Answer these questions.

- What do you do?
- Where do you study?
- What do you like about your occupation?
- What don't you like about your occupation?


2. READING:

**WHAT WILL I BE WHEN I GROW UP?**  

When I grow up I'll work with animals. I don't know which job yet. Maybe like my brother, he's a special vet. He looks after scary snakes, some just out of eggs. He says that they are easy as they don't have any legs. My father is a scientist. He works to save rare birds. Some are really clever, and can even say some words. My mother is a dog groomer. She loves dogs, big or small. Once she styled a poodle, it looked just like a ball. My sister, she trains dolphins. They practice in the pool. She hears them talk and sing - that sounds really cool! So many, so many jobs to choose, but which one's right for me? Because I'm only 10 years old, I'll have to wait and see.

Read and learn the story on the [LessonDoppleKids website](http://learnenglishkids.britishcouncil.org/level3/learn/what-will-i-be-when-i-grow-up)  
<http://learnenglishkids.britishcouncil.org/level3/learn/what-will-i-be-when-i-grow-up>

**ACCORDING TO THE TEXT... What will YOU be when YOU grow up?**

3. You are going to listen a song "What do you do". Identify the subject pronouns and some occupations.  Use Gaps 1

## WHAT DO YOU DO?

What do You Do?  
What Do You Do?

I'm a \_\_\_\_\_  
You're a \_\_\_\_\_  
She's a Doctor.  
What about you?  
What do you do?

I'm a forrest.  
You're a \_\_\_\_\_  
He's a waiter.  
\_\_\_\_\_ a chef.

Do-do-do-do ...  
That's what we do.

It's nice to meet you.  
What's your \_\_\_\_\_?  
Can you spell that, please?  
Thank you.  
Yes, it's nice to meet you, too.

What do You Do?  
What Do You Do?

We are \_\_\_\_\_ and  
\_\_\_\_\_ and electricians.  
How about you?  
What do you do?

We are bankers,  
\_\_\_\_\_ ecplians, and flight attendants.

Do-do-do-do ...  
That's what we do.

Hi, I'm Linda.  
No, he's right over there.  
Excuse me. Thank you very much.  
Good-bye.

Do-do-do-do ...  
Do-do-do-do ...  
Do-do-do-do ...

Subject pronouns  
Be: statements and  
questions Nouns:  
Singular and plural  
Occupations




Listen to the **audio** on the  
audio cd and complete the  
lyrics with the following  
words:

1. Teacher
2. She's
3. Name
4. student
5. Artist
6. Dentist
7. He's
8. Musicians
9. Are you
10. Gardener





Annexe F: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Three).






### THE OCCUPATIONS AND SUBJECT PRONOUNS




By DAIANA LENIS AGUIRRE



Date: March 30<sup>th</sup> 2012  
 Grade: 4<sup>o</sup>  
 Full Name: \_\_\_\_\_  
 Objective: To continue learning by means the song "what do you do" Be statements and questions, nouns: singular and plural and some occupations.

**ACTIVITIES**

1. Look up the following pictures. Point to the occupations and the expressions that you know.





what do you do? Thank you very much!

2. Let's go to remember what the subject pronouns are.

PRONOMBRES PERSONALES - PERSONAL PRONOUNS					
NUMERO	PERSONA	SUJETO	PRONOUN	GENERO	TRADUC.
SINGULAR	1 <sup>o</sup>	I	[aɪ]	Male / Fem.	You
	2 <sup>o</sup>	YOU	[ju:]	Male / Fem.	You / Misma
	3 <sup>o</sup>	HE	[hi:]	Male / Fem.	He
SHE		[ʃi:]	Female	She	
PLURAL	1 <sup>o</sup>	WE	[wi:]	Male / Fem.	We / Ellos
	2 <sup>o</sup>	YOU	[ju:]	Male / Fem.	They / Ellos
	3 <sup>o</sup>	THEY	[ði:]	M / F / N	They / Ellos

3. You are going to listen the song again "What do you do" and you must answer the questions according to the song.



## What do you Do?

**A. Listen to the song on the audio CD. Complete the lyrics with subject pronouns and a form of be. Use contractions when possible.**

What do you do?  
What do you do?

- (1) \_\_\_\_\_ a student.  
(2) \_\_\_\_\_ a teacher.  
(3) \_\_\_\_\_ a doctor.  
(4) \_\_\_\_\_ a nurse.

What about you?  
What do you do?

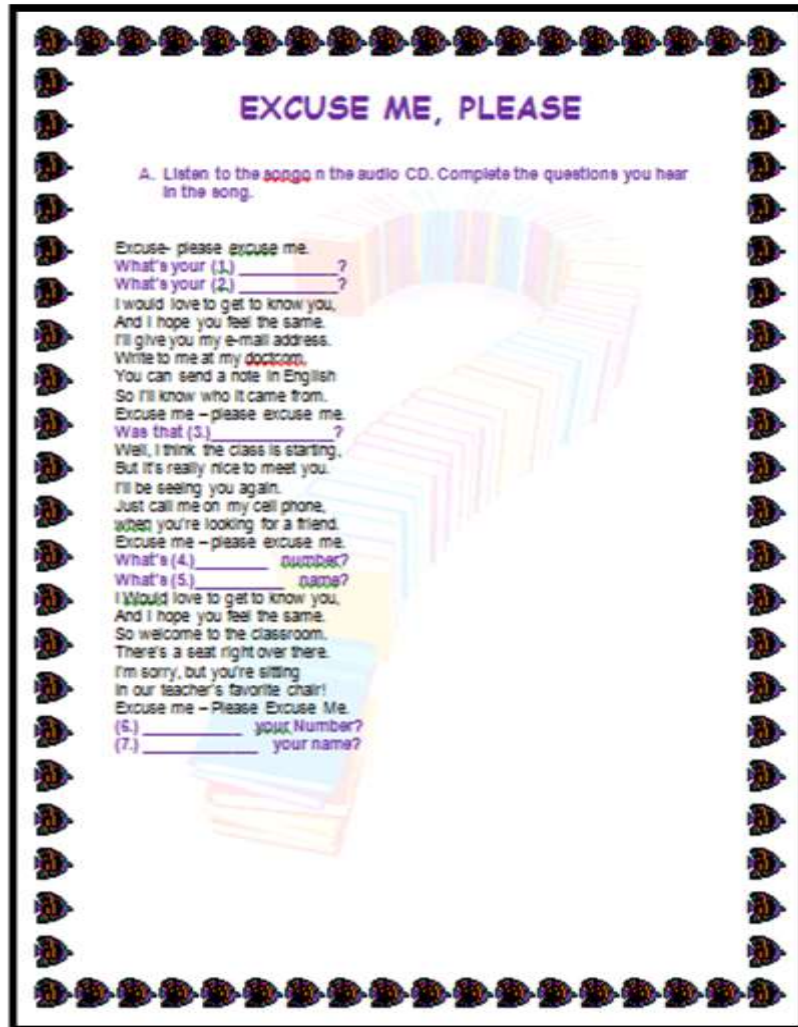
- (5) \_\_\_\_\_ a forst.  
(6) \_\_\_\_\_ a gardener.  
(7) \_\_\_\_\_ a waiter.  
(8) \_\_\_\_\_ a chef.

Do-do-do-do...  
That's what we do.

**B. Listen to the song again. Complete the lyrics with the social language and vocabulary you hear.**

- |                           |                                |
|---------------------------|--------------------------------|
| It's (1) _____            | Do-do-do-do...                 |
| What's (2) _____?         | That's what we do.             |
| Can you (3) _____?        | Hi, (16) _____ I'm Linda       |
| (4) _____                 | (17) _____ John?               |
| Yes, it's (5) _____       | No, he's (18) _____            |
| What (6) _____?           | Excuse me (19) _____ Very Much |
| What (7) _____?           | Good - Bye                     |
| We are (8) _____ and      | Do-do-do-do                    |
| (10) _____ and (11) _____ | do-do-do-do                    |
| How about you?            |                                |
| We are (12) _____         |                                |
| We are (13) _____         |                                |
| (14) _____ and (15) _____ |                                |

Annexe G: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Four).




### EXCUSE ME, PLEASE

A. Listen to the song on the audio CD. Complete the questions you hear in the song.

Excuse- please excuse me.  
What's your (1.) \_\_\_\_\_ ?  
What's your (2.) \_\_\_\_\_ ?  
I would love to get to know you,  
And I hope you feel the same.  
I'll give you my e-mail address.  
Write to me at my doctortop.  
You can send a note in English  
So I'll know who it came from.  
Excuse me - please excuse me.  
Was that (3.) \_\_\_\_\_ ?  
Well, I think the class is starting,  
But it's really nice to meet you.  
I'll be seeing you again.  
Just call me on my cell phone,  
when you're looking for a friend.  
Excuse me - please excuse me.  
What's (4.) \_\_\_\_\_ number?  
What's (5.) \_\_\_\_\_ name?  
I would love to get to know you,  
And I hope you feel the same.  
So welcome to the classroom.  
There's a seat right over there.  
I'm sorry, but you're sitting  
in our teacher's favorite chair!  
Excuse me - Please Excuse Me.  
(6.) \_\_\_\_\_ your Number?  
(7.) \_\_\_\_\_ your name?

Annexe H: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Five).



**FAMILY RELATIONSHIPS AND DESCRIPTIVE ADJECTIVES**  
**By DAIANA LENIS AGUIRRE**

Date: April 20<sup>th</sup> 2012  
Grade: 4<sup>th</sup>  
Full Name: \_\_\_\_\_

**Objective:** To know some adjectives to describe people and to learn what the family relationship are.

**ACTIVITIES**

1. Answer these questions.

- Do you have a family?
- Do you have a mother?
- Do you have a father?
- Do you have sisters?
- Do you have brothers?

2. Listen to the following story about the family. You must identify how Lottie's father is.

**My Dad**

Hello, I'm Lottie. I'm 10 years old. I live with my dad and my sister in England. I'm going to tell you about my dad.  
This is my dad. His name is Paul. He's 46 years old. His hair is black and grey. He's got green eyes.  
I've got green eyes too!  
My dad gets up early most days. He makes our breakfast, and sometimes he takes me to school. My dad's making my breakfast in this picture.  
My dad is a teacher. He doesn't teach children. He teaches other people who work with him. Dad's at work in this picture.  
My dad gets home at 5 o'clock. Sometimes I help him cook our tea. In this picture I'm helping to make a pasta sauce.  
After tea my dad sometimes helps me with my homework. He's helping me with maths here -  
I like maths!

In the evening we sometimes watch TV. Or my dad reads. He loves reading. I love reading too!

At the weekends we do different things. Sometimes we go to the library. I'm choosing some books

back.

Sometimes at the weekend we go to the cinema, or to a concert. My dad loves music.

Sometimes the concerts are a bit boring.

It's great living with my dad and my sister.

<http://www.englishkids.com/sounds.org/short-stories/my-dad>

3. You are going to listen a song "Tell me All About It". Identify the **DESCRIPTIVE ADJECTIVES** and members of the family.



LOOK UP THE FOLLOWING LIST OF THE DESCRIPTIVE ADJECTIVES:



admirable  
adventurous  
aggravated  
alert  
attractive  
awfully  
beautiful  
black-eyed  
bloody  
blushing  
bright  
clean

clear  
cloudy  
colourful  
crowded  
cute  
dark  
dumb  
distinct  
dull  
elegant  
excited  
fancy  
fuzzy



## TELL ME ALL ABOUT IT

Tell me about your father.  
He's a \_\_\_\_\_ and he's very tall.  
Add how about your mother?  
She's a \_\_\_\_\_ That's her picture on the wall.

Tell me about your brother.  
He's \_\_\_\_\_ and he's twenty-three.  
Add how about your sister?  
She's \_\_\_\_\_ Don't you think she looks like me?

Tell me about your family—  
Who they are and what they do.  
Tell me all about it.  
It's so nice to talk with you.

Tell me about your family.  
I have a brother and a sister, too.  
Add what about your parents?  
Dad's a \_\_\_\_\_ and my mother's eyes are blue.

Tell me about your family—  
Who they are and what they do.  
Tell me all about it.  
It's so nice to talk with you.

Who's the pretty girl in that photograph?

That one's me!  
You look so cute!

Oh, that picture makes me laugh!  
And who are the people there, right below that one?

Let me see . . . that's my mom and dad.  
They both look very young.

Tell me about your family—  
Who they are and what they do.  
Tell me all about it.  
It's so nice to talk with you.

Tell me all about it.  
Tell me all about it.

Be: Questions with  
Who  
Have and Has  
Family relationships  
Descriptive adjectives




Listen to the song on  
the audio CD.  
Complete with  
occupations you hear.

Annexe I: Implementation of a plan to improve the auditory competence in fourth-grade students using academic basic songs in English (Activity Number Six).

**PRACTICAL WORK**

**TELL ME ALL ABOUT IT**



- Students did a practical work. This consisted in to organize the lyric in a correct order.

Tell me about your father.  
He's a doctor and he's very tall.  
And now about your mother?  
She's a lawyer. That's her picture on the wall.

Tell me about your brother.  
He's an actor, and he's twenty-three.  
And now about your sister?  
She's an artist. Don't you think she looks like me?

Tell me about your family—  
who they are and what they do.  
Tell me all about it.  
It's so nice to talk with you.

Tell me about your family.  
I have a brother and a sister, too.  
And what about your parents?  
Dad's a teacher, and my mother's eyes are blue.

Tell me about your family—  
who they are and what they do.  
Tell me all about it.  
It's so nice to talk with you.

Who's the pretty girl in that photograph?  
That one's me!  
You look so cute!  
Oh, that picture makes me laugh!  
And who are the people there, right below that one?  
Let me see... that's my mom and dad.

They both look very young.  
Tell me about your family—  
who they are and what they do.  
Tell me all about it.  
It's so nice to talk with you.

Annexe J: Final lesson plan

UNIDAD CENTRAL DEL VALLE DEL CAUCA | 2012  
DAIANA LÉNIS AGUIRRE

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**FINAL LESSON PLAN**  
**CANCIÓN: "WHAT DO YOU DO?"**  
CUARTO GRADO DE BÁSICA PRIMARIA DE LA INSTITUCIÓN EDUCATIVA  
GRAN COLOMBIA SEDE ABALÓN FERNÁNDEZ DE SOTO

**WHAT DO YOU DO?**

What do you do?  
What do \_\_\_\_ do?

I am a \_\_\_\_  
You're a teacher  
She's a \_\_\_\_  
He's a \_\_\_\_  
What about you?  
What do you do?

I am a \_\_\_\_  
You're a gardener  
He's a \_\_\_\_  
She's a chef

Do-do-do-do...  
That's what we do.

It's nice to meet you  
What's your \_\_\_\_?  
Can you spell that, please?  
Thank you.  
Yes, it's nice to meet you, too

What do you do?  
What do you do?

We are artists and \_\_\_\_  
Architects, and electricians  
How about you?  
What do you do?  
We are bankers,  
We are dentists,  
\_\_\_\_ and flight attendants

Do-do-do-do...  
That's what we do

Hi, I'm Linda. Are you John?  
No, he's right over there  
\_\_\_\_. Me. Thank you very much  
Goodbye

Do-do-do-do...  
Do-do-do-do...

**LISTEN AND COMPLETE  
THE SENTENCES  
SING IT!**



<p>You</p> <p>Student</p> <p>Nurse</p> <p>Writer</p> <p>Excuse</p>	<p>Doctor</p> <p>Florist</p> <p>Nano</p> <p>Musicians</p> <p>Engineers</p>
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Annexe K: final interview to the head teacher

ENTREVISTA FINAL PARA LA DOCENTE TITULAR HILDA COLONIA AYALA  
DEL GRADO CUARTO DE BÁSICA PRIMARIA DE LA INSTITUCIÓN  
EDUCATIVA GRAN COLOMBIA SEDE ABSALÓN FERNÁNDEZ DE SOTO

Ésta encuesta será realizada con el fin de recolectar información a la docente titular de la población objeto de estudio (Estudiantes de cuarto grado de básica primaria de la Institución Educativa Gran Colombia, Sede Absalón Fernández de Soto). Dicha indagación está formada por 5 preguntas, diseñadas para conocer su percepción frente a la implementación de canciones básicas académicas, luego de culminar con el ciclo de enseñanza a los estudiantes mencionados.

1. ¿Considera usted que las estrategias didácticas utilizadas para la enseñanza del inglés permitieron fortalecer la competencia auditiva de los estudiantes de cuarto grado de la institución Educativa Gran Colombia, sede Absalón Fernández de Soto?

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2. A partir de la metodología aplicada en la enseñanza del inglés con la implementación de canciones básicas académicas ¿utilizará dicha metodología para sus clases?

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3. Según su criterio ¿cree usted que los estudiantes se sintieron motivados frente a la enseñanza del inglés, implementando canciones básicas académicas?

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4. ¿Qué ventajas encuentra implementando canciones básicas académicas para la enseñanza del inglés?

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5¿Considera usted que los recursos utilizados para la enseñanza del inglés con canciones básicas académicas, aportaron al fortalecimiento de la competencia auditiva de los estudiantes?

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Annexe L: Survery to students (Final)

ENCUESTA PARA LOS ESTUDIANTES DE CUARTO GRADO DE BÁSICA PRIMARIA  
DE LA INSTITUCIÓN EDUCATIVA GRAN COLOMBIA SEDE ABSALÓN FERNÁNDEZ  
DE SOTO

Ésta encuesta será realizada con el fin de recolectar información en los estudiantes de cuarto grado, de básica primaria de la Institución Educativa Gran Colombia, Sede Absalón Fernández de Soto.

Dicha indagación está formada por 03 preguntas para conocer la motivación de los estudiantes en cuanto a la clase de inglés.

1. ¿Cómo considera usted la clase de inglés?

Divertida

Aburrida

No le gusta

2. ¿Participó en la clase de inglés?

SI

NO

3. ¿Qué es lo más le gusta de la clase de inglés?

Realizar los ejercicios en la clase.

Aprender el vocabulario propuesto para la clase.

O Participar en clase con el vocabulario aprendido.