



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The Use Of Music And Songs As An Input Strategy To develop
Listening K

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**QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN ENSEÑANZA Y
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PRESENTA:

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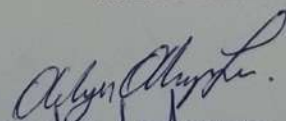
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INTRODUCTION

"Music is the soul of language." Max Heindel

This document is a pedagogical report that records the analysis and evaluation carried out during my fourth and final year as a student. This process culminates in the bachelor's degree in "Enseñanza y Aprendizaje del Inglés en Secundaria", at the school Benemérita y Centenaria Escuela Normal del Estado De San Luis Potosí.

The document at hand is a research project conducted in the school year 2023 - 2024. It focuses on the use of music and songs as input information within four strategies: active listening, pronunciation and intonation, vocabulary and grammar, and motivation in students. These strategies were implemented through different class activities in order to engage students and develop their English during the class. This document records the actions carried out within the schools "Escuela Secundaria Vicente Rivera" and "Escuela Secundaria Potosinos Ilustres".

Having this process within two different schools is not the typical situation, therefore, this document describes the events that took place and the adaptations that were made to comply with my practices.

I was originally assigned to carry out my practice in "Escuela Secundaria Vicente Rivera" with five third-grade groups. Considering the shortage of English teachers, my head teachers within this school were in the process of receiving professional training to be able to attend the linguistic as well academic and pedagogical needs of the groups. This led to administrative situations and multiple school suspensions which propelled my practice teacher to move me from this school and place me in another secondary school. Which was "Escuela Secundaria Potosinos Ilustres" with six groups. This allowed me to complete my practice experience.

This document addresses the experience lived in both schools to identify an academic problem, create a proposal, have an intervention practice with the

proposal, and document the results obtained. It is important to emphasize that the problem detected was at the Escuela Secundaria Vicente Rivera during the practice period from August 21st to September 8th, 2023. As I mentioned already and due to different administrative needs, I continued implementing the intervention proposal at the “Escuela Secundaria Potosinos Ilustres” from February 19th, 2024 to June 28th, 2024. Adjusting the objective of the intervention to engage students and possibly trigger learning of the English language.

My research started on August 21st of the year 2023, at the “Escuela Secundaria Vicente Rivera” located at Av Salk S/N, Progreso, 78370 San Luis Potosí, S.L.P. CCT 24DES0027G (Appendix A).

At the moment when this research took place the school had a total of 18 classrooms (six per grade), one general office, one principal’s office, and a teacher’s lounge. There was only one main bathroom for male students and another for female students; as well for the teacher's bathroom. It also had two laboratories, two telematic areas, and two sports fields. The school had a total of five buildings, three of which were two floors. The farthest building was the one in first grade. This building had workshops, one telematic classroom, a girls' restroom, and a male teachers' restroom on the ground floor.

In front of the first-grade classrooms, there was the third-grade building. Besides the six groups of third graders, there was a first-grade classroom and the teacher’s lounge which was on the ground floor. The second-grade building was beside the third-grade classrooms. This building had six groups and the general office on the ground floor. In front of this building, you could find the principal’s office, two laboratories, and the boy’s restroom. The second telematic area and the teacher’s restroom were on the other side of the building.

The classroom held forty to forty-five students and it was equipped with a teacher’s desk, blackboard, and enough desks for the students. The only electronic device they had in the classroom was a small TV, which allowed some teachers to

project their classes. Since there were no curtains in the classrooms, the light dazzled the students and enabled them to see the blackboard or the TV. Therefore, teachers used computers as working tools and had to carry their equipment.

The school offered students electricity, carpentry, office automation, tailoring, and drawing workshops. This meant that once the students finished middle school, they would be able to work. It also promoted cultural events and athletic activities by having a dance class, a musical class, a marching band, and specific Physical Education.

At the beginning of my practice, I had five groups of third grade, which were 3°B, C, D, E, and F. Thanks to the interview that I had with head teacher, which is better explained in the next paragraphs, I decided to work with 3°B, which in that moment had forty-four students. There were twenty-two girls and twenty-two boys, all with an age range of 13 to 15 years old. Only two students from the whole group attended to private English classes. The other 42 students did not. Based on the results of the student survey (Appendix B) that I had the opportunity to apply, I could conclude that their only contact with English was at school, in video games, or because they liked English music.

According to the teachers' interviews, (Appendix C) this group had the reputation of being the best and well-behaved group of third graders. Despite the efforts to encourage students' participation, the group tended to be quiet until they created a link with the teacher. Once they felt comfortable with the teacher, the students began to participate actively.

As for the student's behavior and attitude, my teacher's interview indicated that the group possessed many qualities such as responsibility, respect, interest in most of them, leadership, and friendship.

At the “Escuela Secundaria Vicente Rivera”, my head teacher started the school year by applying a diagnostic test and a learning style test. Unfortunately, I could not have the diagnosis results, since I was refused by the confidentiality of the

students and because of the school orders. When I had the opportunity to do my observations, I detected that the student's English level was low since the students' participation was entirely in their mother tongue and because the class was carried out in Spanish. Moreover, students did not carry out any communicative or listening activities since the head teacher focused on vocabulary drills and the logistics of the class. In addition, students did not identify a need to learn a second language considering their life plans and conditions, which for the majority was not to continue their studies but instead, they would need to enter jobs in the physical labor workforce. That was why students showed more interest in the workshops they had since they could use them to develop the skills needed to find a job.

The reasons previously mentioned and my personal interest in music gave me the idea to implement strategies that used music and songs to motivate students and analyze the results to identify any change in students' learning, language perception, and listening skills.

The school that I was reassigned to on February 19th of the year 2024 was “Escuela Secundaria Potosinos Ilustres”. This school was located in Fuente del Olimpo 100, Balcones del Valle 3ra Secc, 78369 San Luis Potosí, S.L.P. with the CCT of 24DES0074R (Appendix D).

The “Escuela Secundaria Potosinos Ilustres”, within the framework of the Nueva Escuela Mexicana system, had the mission of promoting critical thinking, social responsibility, and respect for diversity, preparing the students to face the challenges of the 21st century with integrity and leadership, thus contributing to the positive development of Mexican society.

The school's vision was to inspire academic excellence and the development of socio-emotional skills, promote diversity and respect for human rights, and build responsible and supportive citizens, thereby contributing to the progress and well-being of Mexican society.

The school had basic services, such as water, light, security, paved roads,

whiteboards, and benches, in good condition. It had 18 classrooms (six per grade), four buildings, one complete auditory, a library, covered courts, media classrooms, dental care, psychological care, and provides the service of the “Unidad de Servicios de Apoyo a la educación regular” (USAER).

There were two restrooms for students with six toilets in use and three sinks, two teacher’s restrooms, and a kitchen. Additionally, the school offered 5 workshops, such as graphic design, informatics, architectural design, electronics, and clothing manufacturing in the textile industry.

At the entrance was the main three-story building. On the first floor was, the office of social work, the teacher’s room (with a sofa, table and chairs, lockers, microwave, and refrigerator), one science laboratory, and the main office. On the second floor, it was located 3°A, B, and C, and on the third floor, 3° D and E were located, and there were two extra offices as well as a graphic design workshop.

Behind the main building was a two-story building with all first-grade classrooms and one student’s restroom. In front of the main building was located the two-story building of all second-grade students, except for one-third grade, which was 3°F and another science laboratory. All the workshops were located next to the three buildings. Next to them was located the cafeteria. They offered cookies, juice, fast food, and homemade food, all at affordable prices for students. The courts were located on the left side of the cafeteria, and the auditory was in front of it.

It is important to mention that even though the infrastructure was not new, it had a few electronic facilities, such as TV, projectors, speakers, equipped computer lab or English Lab, the school was in good condition.

Rationale

The next part is about the theoretical justification of why I decided to work with music and songs to improve students' listening skills.

Sadiku (2015) explains that “for the teaching of English to be successful the four skills—reading, listening, speaking, and writing should be integrated effectively” (p. 29). In addition, Sadiku (2015) states that as a result of integrating all these skills, people can communicate in an effective way. Based on my previous observations and practices during the time that I studied at the BECENE (2020-2024), I noticed that one of the problems in both middle schools was that the listening was not considered due to time constraints, equipment, and the general availability of books and audio resources.

To initiate, it is important to say that it is very common for people to like singing, dancing, and listening to music, in different situations, for example, ‘cleaning, washing the car, driving the car’ (Gabrielsson, 2011). In addition, when we listen to music, our brains release dopamine, which eventually makes us happy and alert (Resnick, 2016). Integrating these feelings and emotions in an English class helps to reduce anxiety and lowers the effective filter, placing the learning in a safe learning environment. “Success in language learning depends less on materials, techniques and linguistic analyses and more on what goes on inside and between the people in the classroom” (Stevick, 1980, p. 4). According to Simons (2021) the affective vision of the language classroom encompasses both individual factors and relational dynamics. Inside goes to personal elements like self-concept, anxiety, and motivation that affect language learning, while between addresses interactions among students, and between students and teachers, as well as their relationship with the target language and culture.

Building on this, Vygotsky’s (1978) sociocultural theory highlights the social nature of learning and development as a shared cultural experience. Music provides adolescents with a medium for social connection and bonding with peers. It can also be a way for them to connect with broader cultural trends and values.

This concept highlights the role of music in helping adolescents acquire a second language. The process of learning a second language is not solely an individual process, but it is deeply embedded in social interactions and cultural

contexts. For example, Lave and Wenger's (1991) concept of situated learning, which involves learning that occurs through participation in social communities, underscores that knowledge is constructed in social and cultural contexts rather than in isolation. These interactions enhance the educational experience of adolescents as they listen to, compose, and discuss music with their peers. In short, music frequently reflects and changes societal norms, attitudes, and trends, allowing adolescents to interact with other cultures and beliefs.

Talking about the educational field, Orlova (2003) states that music is a fun way for students to improve their second language by practicing the rhythm, stress, and intonation patterns of the second language, learning new vocabulary and grammar, developing listening and comprehension, and of course improving writing and speaking skills. In addition, if students enjoy listening to music or songs, they will probably enjoy using them as educational resources as well. It is important to mention that they will use music or songs in class as many times as necessary if they feel happy.

Eken (1996) describes the different ways in which songs can be integrated into the classroom for language learning: "songs can be used to present a topic, a language point, or lexis, to practice a language point, to focus on common learner errors more directly, to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, and to bring variety and fun to learning" (p.2).

Likewise, according to my main goal, music can be used in an English class since it naturally catches student's attention, motivates students (which plays a crucial role in language learning), develops listening skills, discover more about a culture, students will be exposed to real-world language, inspiration, free expression, culture, and a relaxed environment.

Personal Interest

The next part talks about my personal interest in applying the strategy of music and songs in the English classroom to enhance listening skills. Also, my strengths, weaknesses, and professional profile will be described.

Listening to music and singing are two of my favorite hobbies and are fundamental parts of my life because expressing my feelings has been difficult for me since I was a child. Little by little, I have been improving thanks to the music. The school has always been difficult for me, especially when my classes were in a lecturing style, just listening to the teacher, copying what was on the board, and answering exercises. If I wanted to study anything about any subject, my method was creating a song and trying to learn it or finding something that rhymed.

In middle school, English was not a problem for me, except for grammar. Nevertheless, I remember (that is where I got inspired) when I had one class at the English laboratory, it began with the regular exercises, but the teacher introduced the song “Happy- Pharrell Williams,” which was a very popular song in those days, she asked us to applause every time we heard the word “Happy” I cannot forget that all my classmates and I were excited with the activity because we were singing and applauding and unconsciously improving our listening skills. Since we were looking for specific information and information in detail. Up to now, that was one of my favorite classes. That is one of my reasons for deciding to use music and songs as part of my strategy to address the low English level in my group.

My strengths are that I can transmit energy to my students and that I am extroverted. I am fun, and my tone of voice is loud enough to catch students' attention. Also, I possess kindness and exhibit attentive listening skills. These strengths allowed me to incorporate different strategies within my lessons.

My main weaknesses are that I have trouble with my grammar abilities and have problems creating useful classes, not just fun classes. This brought a couple of problems at the time of my practice because I used fun activities to entertain my students, but sometimes these activities did not help my students acquire useful

information, and of course, that was not the goal of the class. I must keep improving how I involve my students in the class so that they can learn.

Talking about my professional profile, the generic skills that are my strengths are solving problems and making decisions using critical thinking and creativity, collaborating with various actors to generate innovative projects of social and educational impact, and applying linguistic and communication skills in various contexts. However, I need to work on keep improving the use of technology because, up until today, I have not had the opportunity to use technology with my students because of external situations, like school conditions and lack of resources.

My professional skills are seen in how I design teaching and learning material according to the approaches and current provisions of the English language, considering the context and characteristics of the students to achieve meaningful learning. I evaluate the teaching and learning processes from a formative approach to analyze my professional practice. I manage collaborative and inclusive learning environments to foster the comprehensive development of students and last for not least I act with civic, ethical, and legal values and principles inherent to social responsibility and their professional work with an intercultural perspective and humanism.

Problem Contextualization

The next part describes the problem that was detected in both schools where this document took place. The first school was “Escuela Secundaria Vicente Rivera” and the second one was “Escuela Secundaria Potosinos Ilustres”

The main opportunity area that I detected in both schools was the lack of input information through listening and reading. The context of this is because as I mentioned previously in the school “Escuela Secundaria Vicente Rivera” the students were used to practice vocabulary without a communicative approach leaving aside the input skills which are listening and reading. Besides that, students

did not have an interest in the subject.

In the second school “Escuela Secundaria Potosinos Ilustres” At the time that I arrived, the students did not had an English teacher for a considerable time, resulting in no contact with English, causing disinterest towards the subject and a significant educational gap in the subject.

Having this information in mind, and my personal interest in music, I decided to propose using music and songs to improve listening skills, as Rost (2011) said, “listening is essential for language acquisition and proficiency, making it the cornerstone of communication” (p. 25).

1.2 Main Aim

The general objective of this document is to enhance listening skills through the use of songs in middle school learners within a public school in San Luis Potosi, S.L.P. Mexico.

1.3 Subsidiary Aim

- To enhance students' listening comprehension skills such as skimming and scanning and in songs.

1.4 Competences

The competences that I tried to improve during this document took place were the next ones.

- To identify the educational needs of students based on their developmental and learning processes based on new pedagogical approaches.
- Establish connections between the principles, disciplinary concepts, and curriculum content to achieve student learning, ensuring coherence and continuity across different educational levels and grades.

- Select strategies that promote students' intellectual, physical, social, and emotional development to facilitate learning achievement.
- To construct learning scenarios and experiences using various methodological and technological resources to promote inclusive education.

Within this research document, you will find the context of the groups where this document is focused on, the contextualization of the problem with my proposal, and the theoretical support which is a fundamental part for this document since it will help me to have greater support in my proposals and actions, my action plan where I stated what I wanted to do, the analysis of my interventions and finally my results.

ACTION PLAN

“If learners do not receive exposure to the target language, they cannot acquire it.” (Ellis, 2014, p.38)

2.1 Action Plan Stages

The next information is about the experiential learning cycle of Kolb, which I decided to use in order to follow my action plan during this research.

The action plan is a comprehensive plan that tells how the teacher or school will apply a proposal within a classroom. This could mean the goals of the proposal, what it will take to get there, from steps to resources and even a timeline.

Given the circumstances in that moment I decided to use as a guide Kolb's experiential Learning cycle. Kolb (1984) defined learning as “the process whereby knowledge is created through the transformation of experience” (p. 38).

The learning experience consists in four different stages: first; Concrete experience (CE). Second, Reflective observation (RO). Third; Abstract conceptualization (AC). Fourth; Active experimentation (AE). All these steps move through a cycle that begins with a concrete experience and ends with them actively experimenting with the new knowledge.

In my case, the four stages will be seen in the following way. First, my CE is to select songs that target specific listening subskills, such as identifying key vocabulary, understanding rhythm and intonation, or recognizing sentence stress. Second, my RO is after the music activity, I reflect on how the students engaged with the song. Did they enjoy it? Were they able to follow the rhythm and lyrics? Did the music enhance their ability to recognize keywords or phrases? Third, my AC, based on my observations, I analyze the effectiveness of using music. And the fourth, my AE is, to design a follow-up listening activity using music, but this time, incorporate elements that were successful (e.g., more songs with clear enunciation, different genres). I, also adjust the task by adding more challenging subskills like listening for specific grammar structures or inferencing meaning from context.

2.2 Group Diagnosis

The next part describes both schools where this document took place in order to have my group's diagnosis and be able to adapt my material to students' needs.

Table 1 describes the stages that I had to face with the most important information gathered in each part.

Table 1

Action Plan schedule

Stage	Date	School	Technique/ instrument	Main results
Diagnosis	29/8/2023	V.R.	Observation Interview Survey	Disinterest No equipment Behavior problems Use of mother tongue
Intervention 1	27/11/2023	V.R.	Pop Song Sign language Listening for gist Discussion Alphabet Sing	Interest Active participation Use of sign language and use of the second language
Diagnosis	19/02/2024	P.I.	Cambridge test	No vocabulary No reading comprehension No input information
Intervention 1	28/ 02/2024	P.I.	Kids Song Discuss Specific information Write a letter Sing Roulette	Boring song Easy Vocabulary Writing activity done
Intervention 2	13/03/2024	P.I.	Song Sing Listening for gist Listening for specific information Worksheet Applauding Discuss Sketch	Positive attitude Interest Hard song Finish the worksheet Lack of final product
Intervention 3	02/05/2024	P.I.	Pop Song Listening for specific information Clapping Participative dollars Drawing	Enthusiasm Participation Interest Emotional class

Note: In this chart, you will find the abbreviations of "V.R." which means "Escuela Secundaria Vicente Rivera" and "P.I." which means "Escuela Secundaria Potosinos Ilustres".

Escuela Secundaria Vicente Rivera (August 29th, 2023)

In order to have more information from the groups at the “Escuela Secundaria Vicente Rivera” I had an interview with the head teacher (Appendix C).

The first answer of the head teacher was related to the reflective teaching in second language classrooms which according to the teacher is divided into two parts; the first is focused on teaching styles and beliefs, and the second is focused on students' general information.

The head teacher's idea is that effective teaching is when a teacher knows the correct strategies to apply according to students' needs. She also underlines the activities that are carried out during her classes. The material she used the most was Canva. However, the head teacher recognized that the resources needed to be improved, since she needed an alternative plan to give the class. Worksheets were given to students instead of notebook exercises. She used games to have a good class environment and help students relax and learn easily. She believed that teaching with compassion would lead to positive outcomes.

The head teacher said that all the changes that the “Nueva Escuela Mexicana” have done, have been radical for her and that it takes a lot for her to adapt and to develop resilience. She also mentioned that she was willing to endure all these changes or sacrifices to keep teaching teens because she knew she was doing things right when the students said that they were learning another language, thanks to her.

My reflection from this first part was that since the teacher was concluding her professional preparation, she kept on looking for a grounded philosophy, and a clear objective at the time of teaching. I also considered that the school's strict rules had not allow the teacher to try different types of strategies and activities.

In the second part, the head teacher began by saying that the students' roles in the classes depended completely on the group since their characteristics were completely different. The class had to be teacher-centered in most groups since they tend to exhibit bad behavior and not work. Except for one group, 3°B, she mentioned that this group was a good option to work on since they can work by themselves. The head teacher mentioned that she always tried to implement different activities

for all learning styles and skills. She also mentioned that even though students misbehave most of the time they react correctly once it is time to participate. She mentioned that her technique at the time of participation was just to say “participations” and write who participates. In the case of students with bad behavior, a report was sent to them, and they were told to have an appointment with their parents.

I observed that it may be a good idea to implement a specific strategy for participations to improve students' contributions to the class. In addition, this may be a good way to control students' behavior.

In addition, in the “Escuela Secundaria Vicente Rivera”, I did not had the opportunity to carry out a diagnostic test. Nonetheless, I incorporated an observation task in the first days (Appendix E) to learn more about the group and have a general perspective of their academic needs.

This observation task helped to analyze students' interactions during the class. Since I wanted to know how students react and behave during different types of activities.

I perceived that the students worked well, since most of them delivered the task that the teacher asked for. Despite this, not all the students were involved in the class since I observed them to be bored or distracted with their classmates. This is because they did not have much time to talk since the class was teacher centered and the role of the students was only to listen actively and to occasionally participate. The question that received active participation was related to naming animals. For this, the students responded by giving correct and concise answers. Students were copying what the teacher was writing on the board, but they did not create a writing of their own. I considered that the activities applied were appropriate for the level that the students had, nonetheless, I noticed that there were many opportunities to let students practice on their own, to use reading and listening activities, and even to play games during the class.

Once I had the opportunity to be with the groups, I conducted a survey to know more about the students. The questions were related to the use of songs during the class except for one question (Appendix B). The results from the group

3°B were like this: 55% of the students said that they frequently listened to English songs in their daily life, while the rest of the group answered occasionally and almost never. Then 77% of the students answered that they like to use songs during class, the rest of the students are divided into no and I do not care. In the next question, 56% of the students answered that they believed that the use of songs may help them to learn and understand better English. The students answered that only 2% of the group had been in private English classes.

This and the interview with the teacher helped me decide to focus the document on 3°B. The reason for this was because of the group's reputation, some characteristics that my head teacher and I found in the group like responsibility, respect, interest in most of them, leadership, and friendship. The group had 44 students, out of which there were 22 girls and 22 boys. All had a range between 13 and 15 years of age. In this group, I just had two students who had the opportunity to attend or had attended to private English classes. Apart from that, most students showed interest in the subject. To facilitate student participation, I had to give them the participative dollar and always be aware in case someone uttered the answer.

It is essential to mention that this group was very creative. They responded well when I left them projects in which they had to make crafts or posters. Even though they could not expose them to the rest of the school, the students showed a positive attitude toward this type of activities.

The group was divided into 5 or 6 rows (this is because sometimes the janitors change the chairs). Students were used to sitting wherever they like unless a teacher gives specific instructions about it. The room had limited space and doing other activities in the classroom was difficult. I also needed to have better tools to project or play audio.

Escuela Secundaria Potosinos Ilustres (February 19th, 2024)

When I arrived at this school, I had to work immediately with all third graders, with a total of 6 groups because the evaluation period was about to conclude, and the authorities asked me to grade students as soon as possible.

Since I did not had prior knowledge of the groups and nor a head teacher who could support me in the group, I based myself on the performance of the students

and their attitude to decide on a group to work on. Thanks to this, I took the decision to work with 3°B. Based on my interaction with the group, also because it is an active but noisy group; they showed a good attitude towards the teachers but not to the subjects. Also, students tend to speak Spanish, and they refuse to talk or listen to the English language.

To keep the group under control and to improve participation, I had to give considerable participative dollars and take them away when necessary. The participative dollars were my strategy to keep the group working, control participation, and improve students' responsibility in homework (Appendix F). I took away one participative dollar if the student did not do the homework or behaved badly.

In addition, the classes were dynamic, thanks to my students' energy and enthusiasm. Most of the students participated at the time of requiring it in the activities, but they were very used to letting four students take the lead. Six students from the group were attending or attended private English classes. There are also two students from the USAER program; one of them has an attention deficit, and the other has learning problems. These 2 boys rarely handed in work; one of them participated a lot, and he seldom sat down, while the other rarely participated and was always sitting in his place trying to not get into trouble.

The classroom had enough space to have other types of activities inside it, and I could easily move students to the library, where I could have a projector, and speakers if I had previously asked for it, as well the fields or other areas.

Given the circumstances, I decided to carry out a diagnosis test (Appendix G). The exam was an adaptation from Cambridge. This exam included four skills: speaking, listening, writing, reading, and use of English. The objective of the test was to determine the level that most of the students had. This with the objective of having a more specific diagnosis of the group and more information to adapt my material for the students' needs and interests.

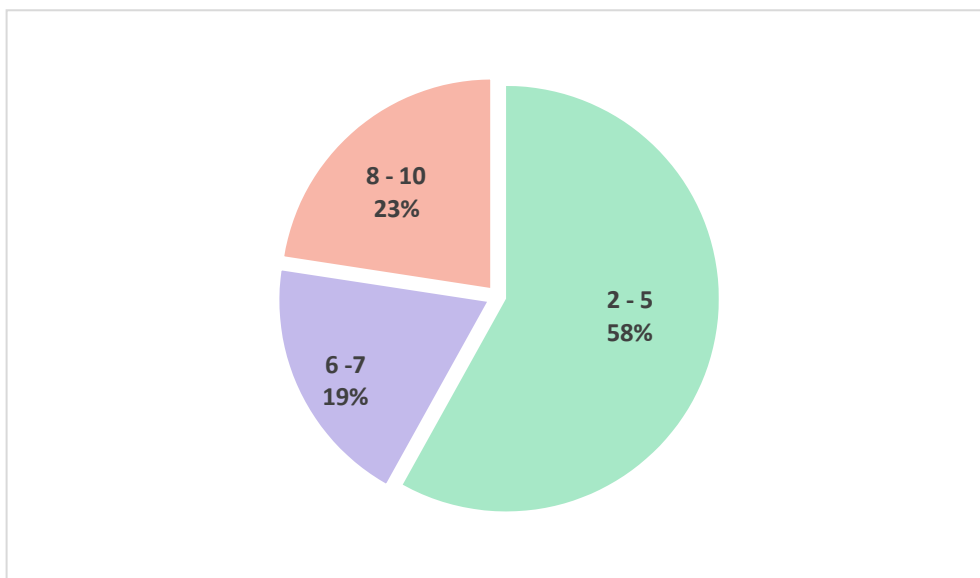
The adaptations that I did to the exam was to divide it into listening, reading, and use of English. The listening section had 3 parts in which they were told to identify numbers, colors, people, descriptions, and animals.

In the reading and use of English, students were told to write yes or no according to a picture, spell correctly the names of some animals, and use the vocabulary.

The results of the test were this way: 18 students failed the test, with 2 - 5 as their final grade on the test. Having the lowest part in listening and use of English. 6 students got a regular grade, which is 6-7, as the final grade on the test. Once again, the lowest part was listening. 7 students had good grades, which were 8 -10 in the final test. In general, this means that the lowest and the hardest part for students was the listening part (Figure 1).

Figure 1

Results of the diagnosis test.

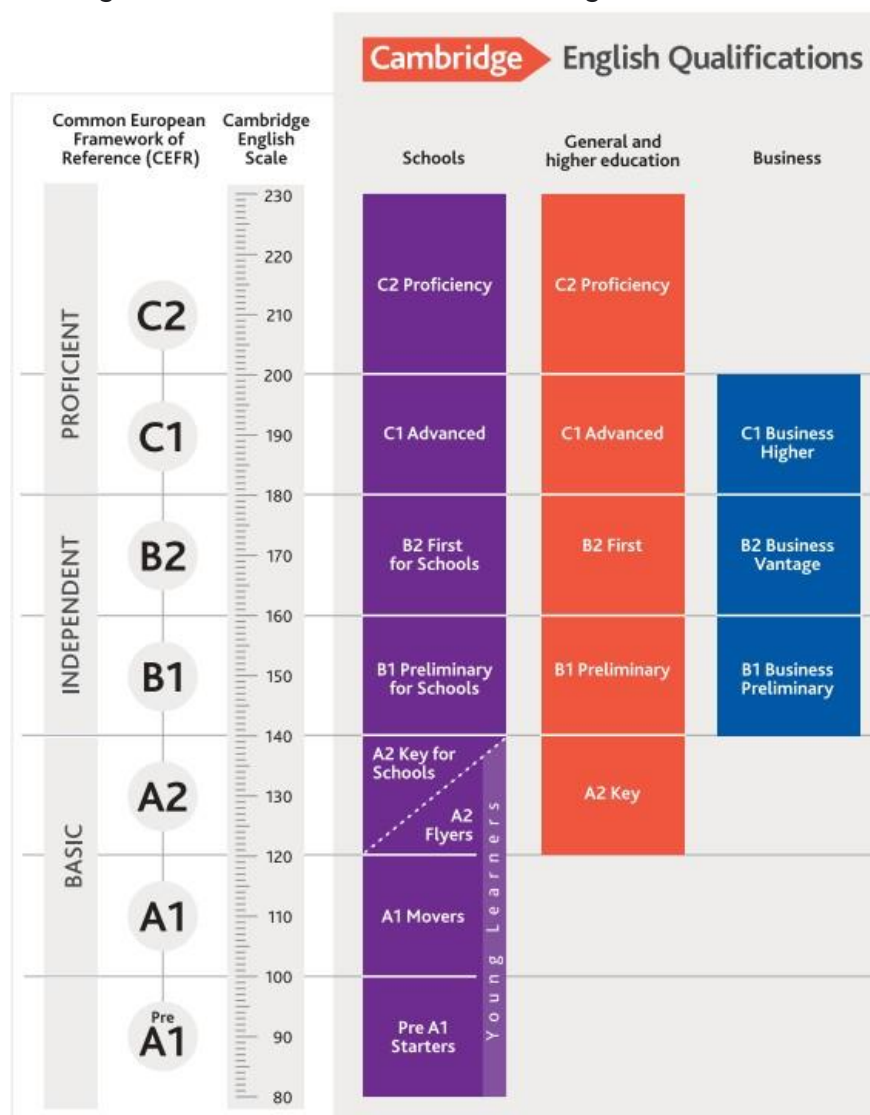


The results of the information gathered means that 58% of the group did not reach the first level of English which according to the common European Framework of Reference of Languages (CEFR) is “Pre A1 Starter”. 19% of the group was hardly entering the level “Pre A1 Starter” and 23% of the group had the level of “Pre A1 Starter”.

Personally, when I saw the results, did not surprise me since unfortunately it is the truth that students live.

Figure 2

The diagram shows all the levels according to CEFR



Note. Image taken from Cambridge Assessment English. (n.d.). International language standards | Cambridge English.

<https://www.cambridgeenglish.org/exams-and-tests/cefr/>

2.3 Description of The Problem

Due to the circumstances that I just mentioned, the interview with my head teacher at the “Escuela Secundaria Vicente Rivera”, my observations, and the diagnostic test that I applied at “Escuela Secundaria Potosinos Ilustres” I deduced that in both schools the problem was the low level of English, mainly because of the lack of input information through listening, readings, and use of the foreign language during the classes. Therefore, that was the reason why they had low interest and use in language acquisition.

Thus, based on the diagnostic exam that I applied in the “Escuela Secundaria Potosinos Ilustres” and as I mentioned before, I concluded that most of my students belong to the level of A1- . According to British Council (n.d.) students can take part in basic, factual listening or conversations. For example, ‘*Where does your rabbit live?*’ ‘*It lives in my garden.*’ Students can also talk about basic personal information, name basic animals, and spell their names. When it is assumed that in 2009, according to the “Secretaria de Educación Publica (SEP) a *National English Program in Basic Education* (PNIEB) was implemented, the objective of this was for students to complete the third year of middle school with an intermediate level of English proficiency, which, according to the “Common European Framework of Reference for Languages” corresponds to level B1 (SEP, 2015, p. 5).

In this school, students also faced the problem of not having an English teacher. If students continued by not having enough input information, in a short future they will have consequences like limited exposure to language, reduced reading comprehension, and cultural awareness, their language fluency will stop, students are not going to have good communication, and even at some point, they may feel frustrated with the language especially with the listening skill since students tend not to like listening activities because most students get bored during the traditional audio. “Students tend to feel bored by repeatedly listening to a narrative or dialogue when they are trying to understand the meaning of new words or phrases in context” (Purcell, 1992, p. 203).

Taking into consideration all the information previously mentioned, the level

where students should be, students' real level and my personal perception, I decided to help my students to improve their listening skills since as I have been mentioning throughout the document Listening is arguably the most important skill for language learning, as it lays the foundation for other language skills

2.4. Action Plan Objectives

In this section, my action plan objectives are described and supported by theoretical information.

According to Rost (1994) and Ziane (2011), listening comprehension is important because it is a process through which we get input, and without comprehending it, learning does not happen. This is the main reason why I want to improve the listening skill of my students through the use of music and songs, because it is a fundamental part in the acquisition of a new language. By using music and song, I plan to engage and motivate my students in their English Learning process.

2.5 Literature Review

In the next part, I will present my investigation and compilation of information related to my topic, which is the use of music and songs as an input strategy to develop listening skills. This in order to have theoretical support for my investigation.

2.5.1 Language Skills

This section talks about the skills people need to be able to speak a foreign language, in this English.

Communication is the key factor when learning a language. Mueller (2023) reported that 45% of good communication belongs to the listening area, 30% to speaking, 16% to reading, and 9% to writing. Nowadays, we have many languages in the world that we can use to communicate with others. In order to have good communication, all people must master the four skills, which are the abilities that allow you to give and receive different types of information.

Brown and Lee, (2015) emphasize that these skills are divided into receptive skills (when students acquire new information, which is auditory/ aural or reading) and productive skills (when students can produce something, which is writing or speaking) skills.

2.5.2 The Importance Of Input Information

The next part mentions the reasons of why is important for students to have input information to acquire a second language.

The receptive skills are listening and reading. According to Rost (2005), another way to call this is to have input information about the language because these two skills help students acquire information about grammar, phonology, vocabulary, and language use to learn the new language. They are also essential parts of producing language correctly.

If students do not have enough input information, they cannot communicate successfully. Students need to be exposed to the language in order to acquire new vocabulary, understand grammatical points, understand different accents, and improve their comprehension and communication skills by observing how native speakers express themselves. Consequently, if students can observe their improvements, they will feel motivated and enthusiastic towards the English class.

2.5.3 Listening

The next part describes what listening is and why is it important at the time of learning a second language.

The listening process is when students can listen to a conversation and recognize multiple things. For example, intonation which is used to understand mood and meaning, as well as specific information, like time, numbers, people, etc., and general information (Harmer, 1998).

According to Markström (2019), there is a natural link between speaking and

listening, as these skills are both based on spoken communication and, therefore, have a considerable overlap in teaching.

On the report of Fauzana (2015), the listening comprehension process consists of three steps: receiving, attending, and understanding in sequence. The understanding step may be followed by responding and remembering, as listeners may respond immediately or remember the message to respond later.

2.5.4 Sub-Skills

The next part describes the listening sub-skills since they are a fundamental part of this document.

As previously stated, to learn and communicate a new language with others, people must develop their four skills: listening, reading, writing, and speaking. However, within these, there are other areas called subskills. Nguyen (2018) defines sub-skills “as the abilities mastered by native speakers that L2 learners must possess in order to learn a new language” (p.269).

The listening sub-skills are listening for gist, listening for specific information, listening for detail, listening for text or discourse patterns, scanning listening, and listening for language items.

In this case, I used three sub-skills, which are listening for gist, listening for specific information and listening in detail. Cambridge (2013) defines listening for gist when the student listens to an audio or an instruction and gets a general idea of the audio or the instruction. Students do not need to understand every word. The other sub skill is listening for specific information, which is when the student listens to an audio or an instruction and needs to discover or get a particular piece of information. And last, the listening in detail is when the student listens to an audio or an instruction, and the students must pay enough attention in order to catch as many details and words and try to understand as much information as possible.

2.5.5 Definition Of Music And Songs

Since the music and songs are a fundamental part of this document, in the following part I will describe the meaning of them.

To begin with, there is a big difference between music and songs. Sarrazin (2016) defines music as the tones or sounds employed, occurring in a single line (melody) or multiple lines (harmony), and sounded or sounded by one or more voices or instruments, or both. Also, the musicologist Charles (1992, as cited in Sarrazin, 2016) mentions that “music is a system of communication involving structured sounds produced by members of a community that communicate with other members” (p. 89). Even all new technological resources exist music is a hard word to define, since the world and people change, and so do people's beliefs and culture. As a consequence of this, music changes as well.

Now, as I already mentioned, music is sometimes created by one or more voices singing a song, as a secondary view (Dallin, 1994, as cited in Firdaus, 2013). Firdaus (2013) mentions that lyrics are the medium where the author transmits the message of the song.

Therefore, Murphey (1992) names songs as adolescent motherese, since through music, adolescents are exposed to different languages, cultures, feelings and context.

2.5.6 The Importance Of Music In a Daily Life And An English Class

In the next part I describe how important is music in an English classroom, in order to implement it in my research.

Music may be found in every human culture. Namely, we can hear it almost everywhere: while listening to the radio, while watching television, and on different family occasions, such as birthday parties, wedding ceremonies, at

a funeral, in restaurants, shops, cars, and even in the streets (Kuśnierek, 2016, p. 22).

Music is deeply rooted in life, for many generations, this has a significant impact on people's lives in many emotional ways.

Therefore, using songs in an EFL class can be highly effective and an interesting way to teach a new language. This song can be of any gender. However, according to my observations and the context of my practice school, pop songs are more attractive to students.

It is also important to mention that Eken (1996) lists eight reasons for using songs in a language classroom: a song may be used to present a topic, new vocabulary, or language point; it is also useful for practicing lexis, because it is material for extensive and intensive listening; it can be used to focus more indirectly on frequent learner errors; it stimulates discussions about feelings and attitudes, it is useful to share ideas with the class, it also helps to have a relaxing classroom atmosphere, and it encourages the use of imagination and creativity during the class.

2.5.7 Advantages And Disadvantages Of Using Songs In An English Class

The use of music and songs in an EFL class is an important and useful tool. In the next text, I will mention some advantages and disadvantages of using them.

First, according to Bobomurod (2023), it is a good tool for the presentation of new topics, vocabulary, or language points. It can be used to practice lexis and language skills, it is a good material for extensive and intensive listening, and it indirectly focuses on frequent learners' errors. It can improve stimulating discussions about feelings and attitudes, it helps with the arrangement of a relaxed classroom atmosphere and contribution to fun and variety in language teaching, it encourages the use of imagination and creativity during foreign language lessons, it develops automaticity, which is the main cognitive reason for using songs.

All these advantages can help my group of study to acquire the English language more easily. It will also create a good environment, and it is normal to hook the attention of those students who are more scattered.

Even though songs are a great tool, Murphey (1992) mentions some other aspects to worry about if we want to apply music/song during the class. These may be the disturbance to neighboring classes if played loudly, the potential for students to become too excited and forget about discipline, the use of inappropriate songs for classes with discipline problems, reluctance or chaos among students when it comes to singing, some songs may be perceived as old-fashioned or unappealing to modern learners and the language could be improper in some songs.

2.5.8 How To Apply Listening Activities Using Songs/Music

In the next part the procedure to apply listening activities will be described.

The procedure to apply music and songs is similar to everyday listening because it has to be introduced in a way that helps students understand the song and the instruction (Ornerová, 2009).

Pre-listening activities: This first step is the same type of activity that is used in ordinary listening. The most common activities are the following ones: Discussions. This activity is where the teacher introduces the topic through the title or a short part of the song, trying to encourage students to discuss what they think that part of the title is about. This can be done in pairs or as a group picture, this activity is when the teacher introduces the topic of the song through pictures. Here, students have to describe them or match them with specific parts of the song's vocabulary; this activity is where the teacher goes directly to the keywords of the songs to make the activity more accessible for students (Ornerová, 2009).

While - listening: This part is choosing an activity during the song. Ornerová (2009) mentioned that worksheets usually work this part in different stages. For example, in gap-filling, learners are provided with a listening, in this case, a song

from which certain words have been removed, leaving blank spaces or "gaps." The objective is for learners to fill in the missing words based on context clues, their understanding of grammar and vocabulary, and overall their comprehension of the text. Word spotting, learners listen attentively to audio recordings or spoken passages and focus on identifying predetermined target words or phrases. These target words or phrases may be relevant vocabulary items, key terms, or expressions that the learners are expected to recognize and comprehend within the context of the listening material. Error finding involves identifying and correcting mistakes in what was heard. This can include errors in understanding the main idea, specific details, vocabulary, grammar, or pronunciation. Sequencing involves organizing information or events in the order they occur or are presented. This could include understanding the chronological order of a story, following the progression of steps in a process, or identifying the sequence of events in a historical timeline or a conversation. Dictation students listen to a passage or sentences being read aloud by a speaker and then transcribe what they hear.

Post- listening activities: This part normally ends with answering questions or singing. However, this phase is where teachers can apply activities where students can use the song in a natural way. For example, in a role-play, letter writing, reading comprehension or cultural reflection (Ornerová, 2009).

2.5.9 Activities related to listening

After checking how to apply listening activities, the next part is about recommended activities to apply during

In the pre-listening stage, Macháčková (2009) recommends activities such as song title prediction, lyrics jumble, prediction activity based on melody, vocabulary preview, discussion questions, image associations, gender exploration activity, prediction activity based on melody, the standard fill-in-the-blanks and personal connection.

Therefore, I decided to work especially with discussion questions because

this is the moment where students activate their prior knowledge and they begin to be aware of specific information. I decided to put aside the other options because even though the songs used were popular, the students did not have the vocabulary, provoking them to take out their cell phones and search the song, which led to losing group control. In my opinion Gender exploration was not an option once again because of the lack of vocabulary and personal connection because I considered that students could easily lose interest.

In the case of the while-listening stage, the recommended activities were the activity of putting pictures in order, text completion, making models/arranging items in patterns, Marking/checking items in pictures, multiple choice questions; true or false exercises, identifying specific parts, filling the gaps, identify instruments in this activity.

In this part, the activities that I used the most were activities like identifying specific parts and things, and the common filling the gaps like in (Appendix P) this because what I wanted was to improve the sub skill of listening for specific information and listening in detail. Which were the most complex sub-skills for the students. The rest of the activities were good options, but I decided to use the common ones to make it easier for students and for me, since I needed to have something to grade.

To conclude with the post-listening activities, the recommended activities were singing the song, role-playing, summarizing, author's contextualization, and letter writing. In this part, I decided to work with letter writing and singing the song like in (appendix M). This is because I wanted my students to have a different finishing class with something that could help them in learning something. In the case of singing, they could improve their pronunciation and diction, and the letter, it will help them in the grammar and writing part.

2.6 Action plan

This section describes the classes I took during the school year 2023 - 2024 in the

“Escuela Secundaria Potosinos Ilustres”.

2.6.1 Proposal

“The teacher has to decide what the song is best suited for, design appropriate learning tasks, and integrate the activities with the aims of the lesson into the curriculum” (Ornerová, 2009, p. 33). Taking this into account the plan to do this correctly is to divide it into two parts, which it is thought that it will help students to improve their skills.

1) To set a day as “Song Day” where the teacher will select a random but interesting song in English in which students will finish several tasks.

2) Use songs as a way to have group control and to have control of the activity time.

To apply the first part of the “song day” the plan was to apply tasks that students completed. For this, the four strategies were used which are first, active listening with music and songs through listening for gist, listening for specific information, and listening in detail. The material used for this included the lyrics of the song, worksheets, a big dice to play games or russian roulette. This helped students feel more comfortable and in a fun environment when working on their listening skills avoiding having a typical class.

The second strategy involves pronunciation and intonation strategies through singing along to the song because music helps students to improve their pronunciation and intonation at the time of imitating the songs and singing along with them.

The third strategy was vocabulary and grammar through the use of flashcards and music, because "Songs can be a valuable resource for teaching vocabulary and grammar, as they present language in a memorable and enjoyable format" (Medina, 1993, p. 7). The objective of this was to help students to learn new vocabulary and at the same time new grammatical information in an indirect way.

Music in the classroom can increase student motivation and create a positive learning atmosphere, making students more willing to participate (Lake, 2003) is the fourth technique, which involves using music to motivate students. Having a playlist of songs that the kids enjoy listening to that is suitable for the class and age group is the greatest option for this. They may first object to listening to English-language music, but they will eventually become accustomed to it.

To use the music and songs as a way to control the time of the activities. The proposal was to play music or songs during the activities or free moments. The teacher had to control the volume depending on the students' tone of voice. If the students became too noisy or talkative, the music had to be turned down until it was stopped. Now, it was a similar dynamic for the time activities, since the teacher had to tell the students that the activity lasted a certain number of songs.

The first sessions held in both schools was the starting point to analyze and adapt the material as well as to formulate further interventions. Therefore, it is essential to provide a clear picture of the interactions between teacher and students and all the work in these two very different contexts but with similar objectives.

DEVELOPMENT AND REFLECTION, PER CLASS

Escuela Secundaria Vicente Rivera.

In the next part I am describing my first intervention at the “Escuela Secundaria Vicente Rivera” using the song you are my sunshine.

Class 1: “You Are My Sunshine”

The following class was developed at the “Escuela Secundaria Vicente Rivera”, the practice period spanned from November 13th to December 1st. This initial attempt to apply my strategy belongs to lesson number 6, which took place on November 27th of the year 2023. Based on the initially detected problem of the lack of listening activities, this class had the goal for students to be able to use basic signs in American Sign Language (ASL) to introduce themselves and to sing the song “You Are My Sunshine” (Appendix H). This, consequently, helped students in the acquisition of vocabulary and in the use of ASL. The sub-skill that this class was focused on was on listening for gist. This will be achieved through the group discussion strategy since Conley (2024) indicates that the discussion is used so that students can analyze their classmates' ideas and thus reach a conclusion about the song's meaning in addition, it is important to mention that I did some questions that improved student discussion.

I decided to follow the methodology in this first intervention of Presentation Practice and Production (PPP). The reason for this, is because, according to Widyantoro (n.d) this methodology is more teacher-centered than student-centered. In addition, as I mentioned previously, the stages that PPP has are almost the same stages that Ornerová (2009) recommended, which are pre-listening- while-listening, and post-listening. In this instance, I sought to fully guide my students through each phase, discarding all free activities, thus preventing group disorder.

I entered the class around 8 minutes late due to my time in another group. As I walked in, I greeted the students and confronted technical issues common in

the school. At first, I inquired whether the students were acquainted with the topic or possessed any knowledge of ASL. Students responded with an evident lack of knowledge and cultural respect, which I had to address immediately.

Secondly, I presented the ASL alphabet. The students showed interest in the alphabet following my ASL movements. I did the alphabet with them twice; at the third time, they did it on their own, repeating the alphabet in English out loud. After the students presented the alphabet, they were ready to continue to introduce themselves and say how to abbreviate it. The dynamic involved me performing and vocalizing while the students imitated my actions; this part took around 10 minutes. Thanks to this activity, I facilitate my students' vocabulary acquisition by introducing themselves.

Continuing with the class and according to what Kuśnierek (2016) recommended to introduce (pre-listening) a song, I presented the name of the song "you are my sunshine" I asked my students if they knew that song or if they had an idea of what was the song about. Most of the students answered yes and made some comments related to the meaning of the song. For example "esa canción habla como de amor, dice que es su rayo de sol, etc." I began a short discussion of the meaning. Students showed interest in what we were doing. After this, I asked students if they could sing the song with me.

The activities that I used in the next stage, which belonged to the while-listening part, did not follow the recommendations that Kuśnierek (2016) gave to use in the while-listing stage. Since her suggested activities did not help the students achieve the class goal. In this case, my students had to use sign language while I sang the song. I continued by teaching my students how to make vocabulary words using ASL. Once students were able to perform the movements without my help, I played the song. We sang it and signed appropriately so that students could identify the previously practiced vocabulary words. This activity took around 10 – 15 minutes. I initially believed it would take them longer to learn; however, we progressed swiftly due to their attentive listening and positive attitude towards the work.

In the post-listening stage, students had to sing the song and make the ASL language by themselves. I noticed that some students were singing and doing the ASL language excitedly, others were shy, and a few did not show interest. Some students asked if they could sing the song by themselves, and some others wanted to sign it as a group (Appendix I).

I used some fundamental tools that helped me reflect on this class. In this school, I did have a head English teacher, but she tended to avoid giving feedback. Therefore, the tools I decided to use were the observation sheet and the checklist, which I made according to the class goal. The observation document helped me to analyze and reflect on the conditions for learning, which were divided into positive and negative factors. The positive factors were that I had the opportunity to ensure that the light did not dazzle the students since it occasionally dazzled them, preventing them from seeing what I was presenting or seeing the blackboard where I was explaining. This means that it had exactly the correct light time. Besides that, the classroom had good environment. The activities hook my student's attention almost instantly. The activities that I implemented were not just fun; they did have a straightforward communicative approach that enhanced their acquisition of English. I considered that my work as a teacher at that moment was optimum since I always tried to give the instructions clearly, and I also tried to guide my students. Apart from that, my attitude helped the class to have a fun and relaxing environment. My students' attitude was quite positive and they did follow my instructions.

The negative factors I noticed in the classroom were, technical problems that took me class time. The activities could have been more organized in the planning that I was following; I had to re-organize them, I used more than 60% of the class's mother tongue. Also, another negative thing was that I lost significant time in achieving group control.

After the class, I had the opportunity to reflect on what I had on my checklist (Appendix J). At the beginning of this checklist, it was established whether the students showed interest at the start of the class if they had prior knowledge of self-

introduction, and if they had previous knowledge of ASL. The answer to this first part is that the students did show interest in the class as it represented a complete change of activity for them. As I had mentioned earlier, the school requests teachers to keep students seated, listening to the teacher, and as quiet as possible. It is important to note that everyone was paying attention, and most were making comments about ASL topics and how to introduce themselves. The students' curiosity began to increase as I asked more discussion questions. Regarding prior knowledge, I can say that the students participated by saying a few things, but the vast majority did not contribute much prior knowledge.

The next part of the checklist focused on whether the students were able to say the alphabet and spell their names using ASL while saying it in English. The answer is that the students did manage to say the alphabet by themselves while performing the correct ASL movements. Consequently, they also succeeded in spelling their names and later introducing themselves, although they had more difficulties with pronunciation and coordination in this latter part. The quick solution I provided was to offer constant help.

Subsequently, the checklist focused on the song using ASL. The response to this is that the students effectively practiced the vocabulary that would be in the song using ASL. After practicing the vocabulary, they proceeded to practice the song without pronunciation problems since the song's English level was appropriate for them, and the more difficult vocabulary had already been covered. The only problem encountered was the coordination required to sing the song in English and perform the ASL movements, as these were very fast but not impossible.

To conclude the checklist, although the students presented the song by themselves, it is important to emphasize that some preferred to do it in pairs, teams, or even as a group for greater security. Overall, the song helped the students feel more motivated since, as mentioned earlier, it was a change in activity.

The outcomes I noticed in the class were mainly my students' motivation, participation, and interest. Previously, I needed help to have students' attention and make them participate. But in this class, the students participated on their own. As I already mentioned, the most effective strategy was the discussion strategy. Since students were expressing their thoughts and having a discussion to argue who was right. It is important to mention that this discussion was in Spanish, but this was expected due to my students' English level. This reaction is supported by Quinn (2019) since she mentions that "the use of Spanish in an English class for beginners is entirely justifiable because the students are not able to fully understand what is being said in English, which can lead to frustration and a lack of learning" (p.85). The same situation applies to their attempts at self-expression; as beginners, they will struggle to express themselves in English, become frustrated, and eventually abandon their learning. As I already mentioned, my student's motivation did change mainly due to the change of activity.

In conclusion, the main goal of the intervention was achieved, and it allowed me to identify the areas and aspects that I need to address in order to attend to the objective of this research project. Even though I was not focused on listening improvement because it was my first intervention and I did not have a clear goal for my document, I can say that the way that Ornerová (2009) recommended implementing songs in English classes works. The reason for this is because the use of songs helped my students to improve their listening skills, in this case specifically the sub skill of listening for gist and they had fun, with the activities that Kuśnierek (2016) recommended. In addition, the aspects I aim to enhance include fostering a more communicative approach among my students, improving organization in my activities, integrating physical activities to reinforce the importance of writing and attentiveness, and ensuring that my classes are conducted primarily in English, thereby reducing the percentage of Spanish usage within the classroom. In addition, It is important to add that the way I planned my lesson was also helpful since I was guiding my students part by part, and the discussions we had provided a different view, as from that moment on, many words from the

vocabulary were identified and they could contribute more to the meaning of the song. Furthermore, while we were singing it, the students recognized the words and associated them with the ASL movements.

Escuela Secundaria Potosinos Ilustres

In the next part I am describing my proposal class number two, nonetheless, is important to mention that this is my first intervention in the “Escuela Secundaria Potosinos Ilustres”.

Class 2: You Are Special – Grover

The following class was first planned according to the needs and conditions that the students from the school “Vicente Rivera” presented. Due to the sudden change of schools, it was decided to apply for this class exactly how was planned it at first, at my new school, “Potosinos Ilustres.” This attempt to apply my strategy belongs to lesson number 3, which took place on February 28th, 2024. According to the diagnostic test results and based on the initially detected problems of the lack of listening activities, this class had the main goal to discuss the song and write a letter to someone asking why she/he especially used the present simple (Appendix K). In addition, students had to improve their sub-skills of listening for specific information and gist since they needed to identify specific things in the song and its general ideas. This was done through activities like writing and playing.

As I walked into the class, I greeted the students, and students were telling me how they felt in their Spanish project. To begin the class, I took attendance, wrote the date, and started.

The first time, I followed the class following the description that Ornerová (2009) recommended: pre-listening, listening while listening, and post-listening. In addition, it is important to mention that most of the activities that I used in the class were the ones that Kuśnierek (2016) recommended.

To begin the class and as a pre-listening activity, I showed a picture of the singer, which in this case is “Grover.” I asked the students if they knew who it was.

Students were trying to guess, but no one got it. After this activity, I wrote the song's name on the board and began asking my students why they were special. At first, they answered in Spanish and, at some point, were messing around.

Then, the activity continued in the while-listening phase. The students were instructed to work in teams, they had to identify at least three things that made Grover special, which means listening for specific information. In addition, I told students that they had just three opportunities to listen to the song. At this point, students were interested because of the topic, and the dynamic caught their attention. At the moment they heard the song, all their interest went down. Most of the class grimace when they listened to the song for the first time, making it challenging to identify the aspects of what I had asked them. Consequently, my students asked me to play the song twice. Around a minute after, most of the students had identified the three things that made Grover special.

Upon the completion of this section, I continued with the post-listening. The first thing the students did once we changed the activity was discussing the correct spelling of some words. I helped my students by putting them in the vocabulary section on the blackboard. Then, with the help of a roulette of questions related to the song and random things, I changed the dynamic where the selected student had to answer what the roulette indicated. The selected student team could assist him, but if they did not answer the question within 30 seconds, they had to give me one instead of participating in the team. Referring to my previous activity, I proposed this activity as my objective was for students to start producing the language in a fun and interesting way.

Then, I ask students to write a letter to someone special on a white sheet, saying at least 6 things that make him special using the structures correctly. Most of the students finished before the class ended. I checked it, and then some students participated by reading their letters. In this case, both tasks will be graded and taken into account to evaluate if the listening did work. It is important to mention that most

of the students were able to finish the task easily. As I mentioned, their only problem was at the time of spelling new vocabulary words seen in the song (Appendix L).

This information gave me the perception that my class goal was reached since students identified three things that made Grover special and correctly answered questions related to the song. In addition, my students produced their letter entirely on their own, and they managed to finish it thanks to the vocabulary and phrases they heard in the song. This happened because the activities I planned were easy for them.

Once again the class interaction was first teacher to students and then it changed to students to students, this, because first I was the one that was speaking the most and guiding my students, but then my students started to discuss and share ideas as I mentioned in the first class, I used some fundamental tools that helped me during the class reflection since, at the school Potosinos Ilustres, I needed a headteacher who could give me feedback on my cases. These tools were the observation sheet and the checklist, which I designed and adapted to the class goal.

The observation document helped me analyze and reflect on the learning conditions. Which were divided into two. Positive and negative factors. The only positive factors I could find in the classroom were that the students had enough space, well-ventilated, and I had a whiteboard. Giving me the opportunity to write easily in case students need help. Talking about the activities, the students completed the requested activities without difficulty and demonstrated engagement and enthusiasm. I considered my work as a teacher to be acceptable because I always endeavored to motivate the students, I used more English than the first time, my explanations were easier, and I promoted respect, healthy coexistence, and self-love.

Now, talking about the negative factors of the classroom, we did not have a projector to play Russian roulette. Despite the classroom being ventilated, it felt stuffy. In the case of the activities, I do not believe they were wrong. Instead, the

song seemed easy for the students, making the activities predictable and dull. Now, I am not saying I know exactly what I am doing or that I am a great teacher. Still, in this case, I consider that there were no negative aspects on my part since I use the target language, I promote participation, I explain slowly and if it was necessary to re-explain the activity. The same situation for the students was not that they had a negative attitude or misbehaved but rather that the song did not help them feel motivated.

The modifications I would like to this class are, first and foremost, to change the song. Additionally, I would like to incorporate semi-controlled activities and free activities. This is because, according to Quinn (2019) these activities help students personalize their learning and gradually build confidence before moving on to free practice, where they can fully experiment with the language in meaningful contexts. It is also essential to include more activities within a shorter time frame, as this group is very active and gets bored quickly. Also, I noticed to be a good idea to change the methodology since my students were more active and faster than in the “Escuela Secundaria Vicente Rivera.”

Going over the aspects of the checklist (Appendix M) the first part focused on prior knowledge, such as whether the students knew the singer. The answer was negative because this character is from a very old cartoon. After writing the name on the board, the students started to speculate about the song's content, and most of the time, they guessed correctly since the title was very predictable. This led to the question of whether the students had reasons why they considered themselves special. The answer was yes, but they gave short responses in Spanish. Next, we moved to the analysis part during the song. The answer was not when asked if the students showed interest at the beginning of the song. Since the song is from a very old cartoon aimed at children, they found it too childish and didn't capture their attention. However, they still managed to identify the three things that made Grover special, an activity I had asked them to complete. We continued with the last part of the checklist, which centered on the end of the class. For example, the response

was mixed when asked if the students actively participated in the Russian roulette game. The students' engagement varied due to previously established circumstances. The final question was whether the students succeeded in writing a letter to someone, explaining why that person is special, and if they faced any difficulties. The truth is that the students needed some help, mainly with spelling. Consequently, 50% of the group submitted their letters correctly. The remaining 50% was divided as follows: 30% submitted letters with spelling errors, 15% did not submit the letter, and the last 5% were absent from class.

The outcome that I could observe in the implementation of music and songs to improve listening was that my students could use complete sentences to explain why someone else is special using new vocabulary. The strategy that helped students the most was roulette since the activity caught their attention. In this case, the song did not have a good impact on students since it was slow and childish for them. This means that on this occasion, the motivations of my students did not change.

In short and easy words, using the strategies of writing and games to improve the listening for specific information and listening for gist when using songs are useful, but in this case, I need to change the dynamic of the class since it can get boring.

In conclusion, Eken (1996) was right since he mentions that a song can be used to present or practice a language point and songs are great material for extensive and intensive listening. As well as Ornerová (2009), since without her recommendations on how to use songs in an EFL class, the objective of the song could not have been achieved. Once again it is important to mention that most of the activities I used in the class were the ones Kušnírek (2016) recommended to have useful fun activities. For example, discuss if students know the singer and song's name discussion, identify specific things, and write a letter. Even though this was not my best class, the results of the class were acceptable, since this class was

useful to observe their reaction to this type of activity with this methodology while not disregarding that it was initially planned for another group.

Class 3: Never Say Never – Justin Bieber and Jaden Smith

In the next part I am describing my proposal intervention number 3. This class belongs to lesson 15, it was applied at the “Escuela Secundaria Potosinos Ilustres” on March 13th, 2024.

The objective of this class was to elucidate the meaning of the song and create a scenario in which students could apply the phrase Never say never (Appendix N).

Considering the group's characteristics, needs, and my previous personal feedback, I opted to change the methodology to Task – Based Learning (TBL). According to Corwin (2022), TBL emphasizes on students' active creation, production, or design of something during class, focusing on the completion of meaningful tasks, such as creating posters, producing newsletters, videos, pamphlets, or maps.

Once again, I used Ornerová (2009) theory to use the three stages, which essentially mirrors the PPP methodology. However, with TBL methodology I incorporated more student-centered activities where the teacher acts as a guide. Furthermore, I will integrate activities recommended by Kuśnierek (2016) to facilitate meaningful learning through music and songs.

In this class, I aimed to enhance vocabulary acquisition and develop listening skills for gist and specific information using the strategy of a worksheet of gap filling, applauding when students listen to particular words, and making students discuss the singers and the song.

When I entered the classroom, I was met with the usual noise and excitement from the students. After greeting them and taking attendance, some students submitted missing homework due to suspensions for external activities.

I researched the song's meaning to help my students understand it. According to my perception, Justin Bieber—Never Say Never Lyrics Meaning, the song conveys the message of perseverance and resilience, encouraging listeners not to give up despite obstacles. It emphasizes staying true to oneself, pursuing passions, and disregarding negative influences.

With this in mind, I started by presenting a picture of Justin Bieber and Jaden Smith to gauge students' prior knowledge of the song. Despite some noise and jokes about the singers, I engaged students by asking if they liked them, prompting responses with raised or lowered fingers indicating "yes" or "no." I then encouraged them to articulate their reasons for their preferences. It is noteworthy that students responded in Spanish, occasionally interjecting humor. Following this discussion, I displayed the song's title, prompting speculation about its content.

Subsequently, I played a brief segment of the song for students to express the emotions and feelings evoked. To facilitate comprehension, I supplemented the activity with flashcards containing vocabulary words from the song. I pronounced each word, and students repeated it aloud.

Next, using the provided vocabulary words, students identified and applauded each word as it was heard in the song. This exercise fostered a joyful atmosphere, with classmates assisting one another if anyone missed a word.

Following this activity, I provided instructions for a team-based worksheet task (Appendix O), allowing students only two listens of the song. While one student proficient in English initially attempted to translate the instructions, I intervened, directing them to focus solely on the task. Initially, some students expressed concern, but as the song played, they engaged in collaborative work, discussing answers. Some students requested to replay certain song sections to confirm their

responses. Notably, most students displayed enthusiasm at this juncture, with some even singing along with the chorus.

Finally, I told students to affix tape over their answers and exchange worksheets with peers for further discussion and question-answering.

To conclude the class, I tasked the students with creating a brief scenario where they could use the phrase "Never say never." However, this final activity proved unsuccessful as students needed more clear examples and sufficient prior knowledge and vocabulary. Moreover, due to time constraints, this segment lasted only around 3 to 5 minutes before the class ended. Nevertheless, it is noteworthy that the song notably improved my students' listening skills, as evidenced by their focused discussion while completing the worksheet. Recognizing this, I decided to change the activity and encouraged the students to sing along with me. Initially hesitant, they gradually gained confidence and participated without inhibition.

The main objective of this class, unfortunately, was not successful since what I was expecting the students to do was to come up with a situation where they could apply the phrase "never say never." However, when planning the lesson, I never considered the students' limitations and failed to provide them with an example they could use as a reference.

As in previous classes, I employed different tools for reflection since I needed to reflect on this class deeply. The observation sheet facilitated analysis of learning conditions, identifying positive factors such as classroom amenities and engaging activities focused on post-listening and while-listening. Additionally, the competitive nature of the group fostered active participation. As a teacher, my positive attributes included maintaining energy, providing clear instructions, and fostering a positive attitude. Likewise, my students exhibited a commendable attitude, actively participating in discussions related to the song and demonstrating curiosity.

Identified negative aspects in the classroom included a power outage, which affected the lighting and necessitated a brief interruption. However, a student

provided a Bluetooth speaker to resolve the issue. Another negative aspect was the rushed nature of the post-listening activity, leading to vocabulary difficulties for some students. As a teacher, I should have provided a clear example for the final activity, hindering student comprehension. Students predominantly used their mother tongue during this class, neglecting English usage.

Moving forward, I aim to improve the activities, considering factors such as time constraints, prior knowledge, and class conditions. After the observation sheet, I completed by answering the checklist (Appendix P). Once again, the checklist began with the first section, which was focused on activities before listening to the song. The students discussed the singers, whether they knew them, if they had ever heard their songs, and even if they liked them. Subsequently, when I played a small excerpt of the song, most, if not all, students told me at least one adjective describing how it made them feel. I say "almost all" because in previous classes we had covered adjectives, so the students referred to their notes from that day and started providing adjectives accordingly.

Afterward, I continued checking whether the students understood the instructions to begin the activity. I was concerned they might not grasp the directions necessary to complete the worksheet and discuss the correct and incorrect answers. The students did understand, but I had to repeatedly remind them of our progress, which allowed them to complete the worksheet but sometimes caused delays. Next, we discussed the mistakes and correct answers. At this stage, when a student gave an incorrect answer, another student corrected them, and we discussed what the correct answer was and why.

I had to reflect whether the final product of the class was achieved. The answer was no, as I mentioned earlier, the students lacked sufficient prior knowledge to complete it, and there was not enough time. Therefore, we only managed the part where the students sang the song with the help of the worksheet completed in class. The students responded very well when we began singing the song, as everyone participated actively, showing much more interest during the rap section.

In conclusion of the class, even though this class lacked the final product as the TBL methodology requires, the class significantly enhanced students' listening skills. Students' positive feedback underscores the effectiveness of the activities recommended by Kuśnierek (2016) and supports the theories proposed by Ornerová (2009). Moving forward, I will ensure that final activities are concise and prepared for unforeseen circumstances in the classroom. Adding to this, I believe I was not able to follow the TBL methodology effectively. I will be more careful in my next class with the types of activities I propose, ensuring they lead to a conclusion where students provide feedback to each other.

Class 4: I'm Still Standing – Elton John

The next class was the last proposal intervention that I applied. This class was applied at the “Escuela Secundaria Potosinos Ilustres” on May 2nd, 2024. It was the 3rd lesson, aiming to explore themes of resilience, perseverance, and empowerment through the analysis of the song "I'm Still Standing" by Elton John (Appendix. Q).

Considering the group's characteristics and needs, along with my previous feedback and personal observations from the last class, I decided to continue using the TBL methodology.

Once again, I followed Ornerová (2009) theory, which employs the three stages similar to the PPP methodology but in this case I used TBL methodology since I needed more activities incorporated. I also used activities recommended by Kuśnierek (2016) to facilitate meaningful learning through music and songs.

As is recurrent with this group, I had to modify the class due to a school event, which took approximately 15-20 minutes of class time. Now I will present the planning format that I had to follow in this school. In this short class, the sub-skill I wanted my students to improve was listening for specific information by clapping once students listened to the vocabulary word.

Before beginning the class, I had to give a short introduction and tell the story of the song "I'm Still Standing" in English, of course using mimic in order to make it easier for students to understand. Many students wanted clarification on certain words, like "cheated." I just made gestures in response, or simply repeated, "What does that sound like to you," back. Translation was avoided in this method. This could often lead question-askers to answer their own question with a little assistance from the group.

Instead of distributing the planned worksheet, I gave the students different words to identify in the song by clapping. The words were: clown, kid, survivor, hard, mask, and life. I reviewed these words with the students, who actively participated and discussed their meanings. The instructions were to clap at the correct moment when any of the vocabulary words were mentioned, with correct claps earning participation points. This excited the students, as they always strive for more participation points. At one point, a student clapped randomly, disrupting others' listening. The rest of the students rudely told him to stop. I had to take away two participation points from him and then continued with the song.

After this incident, I was pleased to see the students' enthusiasm in identifying the words and earning participation points. I moved around the classroom to award points, which further motivated the students. When the song ended, they asked to play another song with the same activity, but I had to proceed with the lesson.

With 10 minutes remaining, I initiated a discussion about the song's meaning. Unfortunately, the answers were superficial due to the lack of time. Finally, I instructed the students to make a simple drawing with some words expressing a situation that significantly affected them, similar to the singer's experience, and how they remained standing despite the challenges (Appendix R).

This brief segment was my favorite part of my entire practice period because students shared their demanding situations with me. Some of these were critical, allowing me to listen to them, laugh with them, and offer words of encouragement. I

noticed that my students were applying what I taught them when, after registering their work and sharing their sad situations, they would conclude by saying, "I am still standing, teacher." I would respond, "Of course, you are still standing."

In this class, I consider that students achieved the goal, as they understood when they could use the phrase "I'm still standing" in personal situations about resilience, self-love, etc.

Thanks to my evaluation tools, I could reflect on various aspects of my class during this final intervention. The observation document led me to conclude that the positive factors in the classroom included the facilities such as space, ventilation, and the whiteboard. The positive aspects of my activities were the dynamism and the meaningful learning focused on listening and vocabulary. As a teacher, my positive factors were my attitude and my flexibility to adapt to the conditions I faced. The positive factors of my students were their attitude, approach to work, and enthusiasm.

The negative factor in the classroom was the limited time due to external activities. The downside of my activities was the lack of physical evidence of their results. On this occasion, I did not identify any negative aspects from my students or myself as a teacher, as we both adapted to the situation we faced at that moment.

What I could have changed in the class is that, in the end, I should have conducted a survey or something that would help me obtain tangible results. Also, instead of just asking my students to make a drawing with some words, I could ask them for a comic as homework where it explains what happened. Additionally, I should have provided feedback on the final product as required by the TBL methodology.

After the first reflection, I answered and reflected according to what the checklist said (Appendix S). This checklist begins by making me reflect on whether the students were genuinely interested in the context of the song. From the start, the students showed a lot of interest and were making comments among themselves

about it. Since the class time was very limited, the students practiced the vocabulary words, but they had trouble identifying them on their own or understanding their meaning because I did not translate them at any point during this class. This made it more difficult for them to identify the words when listening to the song, and sometimes they did not recognize them. The final product of the class was presented not as I had wished, but it was presented quickly. The students showed a lot of openness and willingness to discuss what situation made them say, "I'm still standing."

In this class, I observed lots of changes in students' attitudes and motivation. Since the beginning of the class, students showed a positive attitude, mainly demonstrated a strong willingness to work, and were very cooperative. When they listened to the song, they became excited, and the majority were able to identify the vocabulary words. The strategy of clapping to pinpoint specific information proved to be very useful for this class and setting. In short, the strategy of applauding to improve the listening skill for gist is fun, students' favorite, and useful.

In conclusion, although it was a relatively short class without as much work as the TBL methodology requires, it was a fun class and provided useful auditory experiences for the students. Listening to the various situations that troubled the students was very moving for me as they opened and shared their complex situations. Apart from trying to teach them a second language, I also always seek to promote self-love and resilience.

CONCLUSIONS AND RECOMMENDATIONS

In the next part you will find my conclusions of this research and the recommendations that I was able to identify to apply in future.

Through the process of the creation this document, I learned many meaningful things that helped me grow personally and professionally. Due to the resilience, I had to have, the hard work this document represented, the patience I needed with both my students and myself, and the doubts about my vocation to be a teacher due to the excessive workload required to produce this document and evaluate the students.

As a graduate, I will have the generic competence of problem-solving and decision-making using critical and creative thinking. As I mentioned, for instance, in class four, I had to face the problem of needing more time to have the lesson as planned. Consequently, I had to adapt to the situation creatively, and I was satisfied with the class results.

One of the competencies that I improved was using innovation as part of my teaching practice, to develop competencies in students, in this case, through the use of music and songs. As I have been mentioned throughout this document, the use of music or songs is not a commonly utilized resource in English teaching.

Another competence is the application of language and communication skills in various contexts. I always endeavored, both inside and outside the classroom, to speak or provide small phrases in English, thus promoting English among my students. Thus, encouraging them to get used to hearing English and having more contact with it.

In order to have a better vision for this proposed strategy I recommend applying a small survey about likes and dislikes, topics of interest, and, in this case, favorite music to organize activities that would aid in motivation and learning. In addition, is important to apply two test the first one to have a diagnosis of the group

and the last one to have physical evidence to know whether there was improvement or not. Since in my case, unfortunately, I am only left with my observations and the work of my students.

The competence referred to collaborative and inclusive learning environments to foster the integral development of all my students. For example, I always have to implement all learning styles for my students, foster an inclusive and respectful environment, and promote interpersonal relationships conducive to healthy interactions. For example, in the production of one of my classes, the students express why they are special and why another person is special.

As a teacher trainee I always acted with values and civic, ethical, and legal principles inherent in my social responsibility and professional work with an intercultural and humanistic perspective through the values of autonomy, freedom, equality, solidarity, and the common good.

In terms of my professional growth, through this strategy I was able to incorporate contextual material for the creation of scenario-based learning exercises, enabling students to demonstrate new learning and further foster teamwork, equity, respect, independence, respect, and community. I worked on social impact projects. One of those was the learning outcome that I was seeing in my courses. I still have some room for improvement, but this time was better. As a 7th Grade language teacher, I learned and reminded myself of the huge impact music and songs can have on students in the acquisition of key information, life lessons, and a way to build vocabulary and grammar skills.

Thanks to this experience, I gained experience in dealing with parents, grading administrative tasks, planning school activities, related to English or celebrations, delicate student interactions (behavioral and personal), working in diverse environments, and realizing a class will never be perfect. Even the lesson planning seems to be perfect, everything can and will change. But, if you work with love, your point of view will have changed.

I have spoken about the plans I followed to improve sub-skills all throughout the classes. For example, listening for gist: In the first class, I started by trying to get students to listen for gist by employing the discussion strategy that Conley (2024) proposed. I crafted a very playful idea for listening for specific information by using this writing on worksheets and games. In the third class, I wanted to improve my listening skills using a searchable listening style. Then, with my fourth class, I focused on my gist listening.

I chose to stick with the same sub-skill of listening for gist and strategy of the applause because I observed better results with this strategy. Despite not involving writing or reading, the students engaged by listening and applauding whenever they heard the designated word or phrase. It is important to mention that, both hemispheres of the brain were used: the left for language processing and grammar, and the right for motor coordination and spatial skills.

As my last recommendations, I can set this as a laboratory day once per week or every two weeks, being aware of the time to conclude the class using the dynamic of two stars and one wish, in which students present their production and the rest of the class gives the student two good things and one recommendation of the work, keep on working the participation with the participative dollars. Apply a survey to students where they are asked about their favorite and less favorite activities so that the material can be adapted to suit their needs and interests. Apply a survey to other teachers to see if the strategy had interrupted or caused any discomfort during the implementation. The last recommendation for myself will be to trust yourself, listen to the recommendations that others give you, and enjoy. Nobody is perfect.

As evidenced in this document, I achieved and had narrow circumstances in various aspects. I succeeded in exposing my students to English through different situations, altering the perception that English class must be dull, encouraging presentations in English and ASL, and fostering self-expression, resilience, and diverse music preferences among students. These accomplishments posed challenges but were rewarding. Nonetheless, there were unmet goals, such as

incomplete utilization of the TBL methodology, unimplemented final projects, and missed opportunities for certain classes. Despite these setbacks, I view them as areas for future improvement.

Having applied this input strategy I affirm the effectiveness of Ornerová (2009) three-step approach with the recommended activities that Kuśnierek (2016) gives in order to improve listening skills through music. Though tangible evidence remains limited, I observed positive changes in student behavior, work ethic, listening skills, and motivation.

Despite the demanding workload, compounded by my additional responsibilities as headteacher, I am happy with the results achieved. In the future, I will come back to this document, possibly transforming it into a thesis to offer alternative methods for enhancing students' listening skills in an engaging way for example using the music and songs with lyrics, games with the songs, and small tests to have tangible evidence.

I proudly graduate from BECENE with the professional competencies of designing teaching and learning processes according to current English language approaches and considering my students' context and characteristics to achieve meaningful learning.

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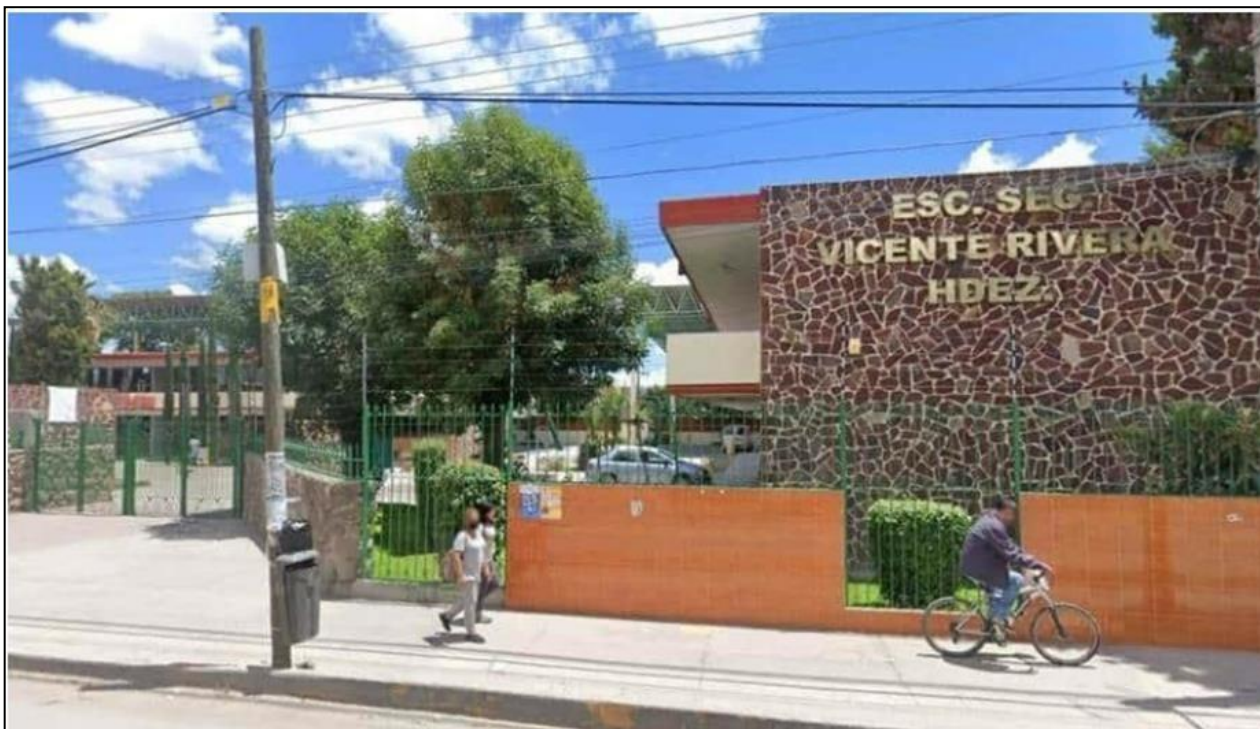
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APPENDIX

Appendix A. Facade of the “Escuela Secundaria Vicente Rivera” in the year 2024.



Source: El pulso (2024) <https://pulsoslp.com.mx/slp/determinan-cese-definitivo-del-director-de-secundaria-vicente-rivera/1759716>

Appendix B. Survey to students

¿Las canciones en el idioma inglés forma parte de sus hábitos musicales? *

- ☐ Muy frecuentemente
 - ☐ Frecuentemente
 - ☐ Ocasionalmente
 - ☐ Casi nunca
 - ☐ Nunca
-

¿Te gusta que se use canciones en el idioma inglés durante la clase? *

- ☐ Si
 - ☐ No
 - ☐ Me da igual
-

¿Crees que se te haria más fácil aprender si te enseñan con música en el idioma inglés? *

- ☐ Sí
 - ☐ No
 - ☐ Tal vez
-

¿ Te sientes relajado y motivado cuando la profesora te enseña el idioma inglés mediante la música? *

- ☐ Muy frecuentemente
 - ☐ Frecuentemente
 - ☐ Ocasionalmente
 - ☐ Casi nunca
 - ☐ Nunca
-

¿ Que cancion te gustaria escuchar en clase de ingles? (en ingles) *

Texto de respuesta larga

¿Asistes a clases particulares de Ingles? *

☐ Sí

☐ No

En que luagres tienes contacto con el idioma Ingles? *

☐ Casa/ Familia

☐ Escuela

☐ Musica

☐ Video Juegos

☐ No tengo contacto con el Ingles

☐ Otro: _____

Appendix C. Interview with the head teacher



Benemerita y Centenaria Escuela Normal Del Estado De San Luis Potosi

Interview with teachers.

Interview: Ailyn Ledezma Alvarez



Teacher

1. Full name.
2. How do you decide what you will teach?
3. How would you define effective teaching?
4. What types of teaching material do you use and why?
5. Why do you teach in the way you do?
6. Do you have a philosophy of teaching?
7. What was the biggest change you face during “la Nueva Escuela Mexicana”?
8. What has been your greatest discovery of yourself as a teacher during your classes?
9. What changes do you think are necessary in the language teaching profession?
10. What is the most rewarding aspect of teaching for you?

Students

11. What roles do learners play in your classes?
12. What kinds of learning styles and strategies do you encourage in learners?
13. What techniques do you use?
14. Students contribute actively to the class?
15. How do you handle behavior problems?

Adapted from: Richards, J.C., & Lockhart, C. (1994). Reflective teaching in second language classrooms. <https://www.scirp.org/reference/referencespapers?referenceid=3734319>

Appendix D. Facade of the “Escuela Secundaria Potosinos Ilustres” in the year 2024



Appendix E. Observation task

Giving instructions

Task: *Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.*

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)		
Use of simple language		
Use of short sentences		
Logic and clarity		
Use of target language		
Voice quality		
Eye-contact		
Mime, gesture, body language		
Repeating instruction in a different way		
Not stating the obvious		
Use of visual aids		
Demonstration rather than explanation		
Checking understanding		
Signalling end of activity		

Source: Tanner, R and Green, C. (1998) Tasks For Teacher Education. Longman

<https://www.scribd.com/document/317154852/Observation-Giving-Instructions>

Appendix F. Evidence of participations



Appendix G. Cambridge test with adaptations made by me.

DIAGNOSTIC TEST

TEACHER TRAINEE: AILYN ALEJANDRA LEDEZMA ALVAREZ

Name: _____

Date : _____

LISTENING: PART 1

Listen and draw lines. There is one example.

Sue Ann Lucy Nick

Pat Jill Dan

LISTENING: PART 2

Read the question. Listen and write NAME or A NUMBER.

There are two examples.

Examples

What is the new girl's name? Kim

How old is the new girl? 8

QUESTIONS.

1 What is Kim's family name?

2 Where does Kim live? inStreet

3 What number is Kim's house?

4 What is the name of Kim's horse?

5 How old is Kim's horse?

LISTENING: PART 3

Listen and tick (✓) the box. There is one example.

What animal has Alex got in his bedroom?



A ☐ B ☒ C ☐

1 Which picture are May and Sam looking at?



A ☐ B ☐ C ☐

2 What are ~~May~~ Good's class doing this afternoon?



A ☐ B ☐ C ☐

3 What is Mum's ~~favourite~~ fruit?



A ☐ B ☐ C ☐

4 Which dog is Anna's?



A ☐ B ☐ C ☐

5 What is Lucy wearing?



A ☐ B ☐ C ☐

READING AND USE OF ENGLISH: PART 1

Look and read. Put a tick or a cross in the box. There are two examples.

Examples.



These are grapes.



This is a mouse.



Questions.

1



This is a helicopter.



2



This is a clock.



3



These are shells.



4



This is a sock.



5



These are chairs.



READING AND USE OF ENGLISH: PART 2

Look and read. Write YES or NO



Examples

There are two armchairs in the living room. YES

The big window is open. NO

Questions

- The man has got black hair and glasses.
- There is a lamp on the bookcase.
- Some of the children are singing.
- The woman is holding some drinks.
- The cat is sleeping under an armchair.

READING AND USE OF ENGLISH: PART 4

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lizards



Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1) and some like eating fruit. A lizard can run on its four (2) and it has a long (3) at the end of its body. Many lizards live in (4) but, at the beach, you can find some lizards on the (5) . ~~Lizards love sleeping in the sun.~~

Example

			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand

Listening: ____/21

Reading and use of English: ____/20

READING AND USE OF ENGLISH: PART 3

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e



Questions

- 


- 


- 



Source: Cambridge. (2018). *Pre A1 Starters, A1 Movers and A2 Flyers Sample Papers*. Cambridgeenglish.org.

<https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf>.

Appendix H. Planning ASL language

Class 6: By the end of the class students will be able to use basic signs in	Presentation: <ol style="list-style-type: none"> 1. Tt will ask sts if they know the ASL 2. Discuss about it. 3. Present the Alphabet 4. Tt gave time to sts to spell their names 	<ul style="list-style-type: none"> • Song ASL
American Sign Language to sing a song and to introduce them.	<ol style="list-style-type: none"> 5. Tt showed sts how to introduce themselves using sign language. Practice: <ol style="list-style-type: none"> 1. Tt will put on a song (YOU ARE MY SUNSHINE) and discuss if sts know it. 2. Tt will show sts how to sing the song using ASL 3. Sts will practice. Production: <ol style="list-style-type: none"> 1. Sts will sing the song and use ASL by their own. 	

Appendix I. Students using ASL



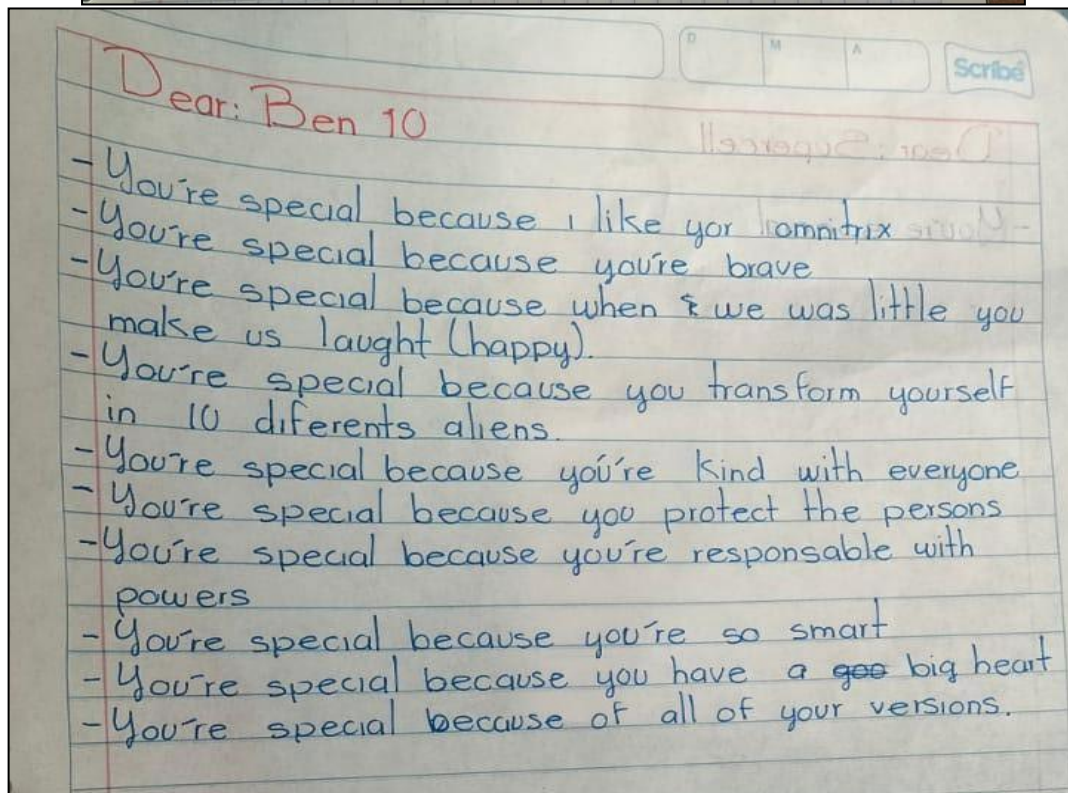
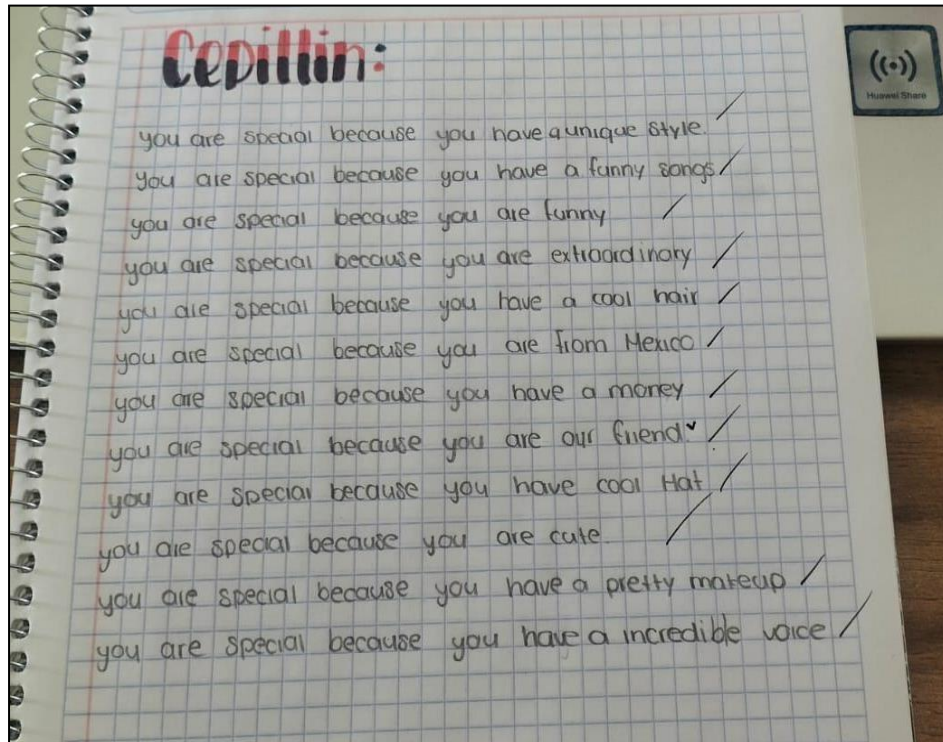
Appendix J. Checklist

Aspects	Yes	No	Sometimes
The students showed interest at the beginning of the class.?	✓		
The students mentioned aspects to introduce them?			✓
Did the students have prior knowledge of the ASL?			✓
The students did the alphabet using ASL on their own?	✓		
The students spelled their names using ASL?	✓		
The students achieved the goal of presenting themselves in English using ASL on their own?			✓
The students practiced the vocabulary of the song using ASL?	✓		
The students practiced the entire song using ASL?	✓		
The students had problems pronouncing words or parts of the song?		✓	
The students had problems making ASL movements?			✓
The students presented the song using ASL without teacher's help.			✓
Did students motivation change by incorporating a song?	✓		

Appendix K. Planning of I'm special.

<p>6</p> <p>By the end of the class students will be able to discuss what the song is about and write a letter to someone</p>	<p>Presentation</p> <ul style="list-style-type: none"> • Tt will ask sts to grab their notebook and pencil. • Tt will take sts to a different classroom. <p>PRE - LISTENING</p> <ul style="list-style-type: none"> • Ask if they know the character. (Grover has just realized that he is special. There is no one just like him! Celebrate the things that make you 	<ul style="list-style-type: none"> • Words of the song. • Letter.
<p>saying why is she/he special using present simple.</p>	<p>special, or unique, <u>with this song all</u> about being proud of who you are. APPENDIX 6.1</p> <ul style="list-style-type: none"> • Give the vocabulary (I'm special, You are special, we are special.) <p>WHILE - LISTENING</p> <ul style="list-style-type: none"> • Tt will ask sts to make short groups and <u>ask sts to</u> write the 3 reasons <u>of</u> being special <u>grover</u> mentions. • The group with those words will have extra participation <p>POST - LISTENING</p> <ul style="list-style-type: none"> • Discuss them (try to encourage sts to say <u>in</u> a sentence and drill them out.) • Using the big <u>dice</u> sts will answer the questions from there. <p>Production</p> <ul style="list-style-type: none"> • Tt will present a letter to someone else saying why he is special APPENDIX 6.2 • Tt will ask sts to work individually and write a letter <u>so</u> someone special saying why he/she is special 	

Appendix L. Student's production of "I'm special."



Dear: Natanael Cano ♡

You're special because...

- *You're special because you sing beautiful.
- *You're special because you are handsome.
- *You're special because you have ~~tattoos~~
neck tattoos

in your neck.

- *You're special because you are cool.

*You're special because you sing

"Corridos tumbados"

- *You're special because you are rich.

*You're special because you are "chulo,
precioso"

*You're special because your smile is
beautiful.

*You're special because your hair is
soft.

*You're special because your eyes are
pretty.

Appendix M. Checklist

Aspect	Yes	No	Sometimes
The students identified who the singer was.		●	
The students investigated what the song was about.	●		
The students gave examples of what made them special.	●		
The students showed interest at the beginning of the song.		●	
Did the students identify the three things that make Grover special?	●		
Did the students actively participate in the game?			●
Did the students hand the letter?			●
Did the students have difficulties completing the letter?			●

Appendix N. Planning “Never say never”

Objective: At the end of the class, students will be able to explain what the song is about and create a situation in which they can apply it.

Check if they bring their tape

Pre-Listening: 5 minutes

Students will be asked if they know Justin Bieber and Jaden Smith. [Appendix 3.1](#)

They will be given the title of the song and the students will guess what the song is about or if they already know what it is about.

They will be played a few seconds of the song and the students will be asked to say emotions or feelings that the song conveys to them.

While - Listening: 20 minutes

Students will be asked to make teams, and images that represent parts of the song will be distributed to them. (these words will be previously reviewed with the help of the teacher so that it will be easier for the students to identify them) [Appendix 3.2](#)

Students will have to arrange these images according to the order of the song.

Later they will listen to the song again and answer a worksheet [Appendix 3.3](#). As soon as they finish and are sure of their answers, they will be asked to put some tape over their answers.

Post listening: 7 minutes

In teams they will be asked to show the arrangement of the images according to the song. the answers will be discussed

The response time will be reviewed later.

The answers will be discussed.


Appendix O. Never say never worksheet.

Never Say Never, by Justin Bieber (with Jaden Smith)

1) Listen and put the sentences in the correct order:

I never thought that I could take the burn. ()
 Until I reached the point of no return. ()
 I never had the strength to take it higher. ()
 See. I never thought that I could walk through fire ()


It's n y destiny. ()
 And there's just no turning back, ()
 Gonna give everything I have. ()
 When your heart's under attack, ()



2) Listen to the song and form the sentence correctly :
CHORUS:
 will/ say/ I never / never!

 forever/ I / fight/will / till!

Whene'ver you knock me down. I will not stay on the ground
 Pick it up,
 Pick it up. Pick it up,
 Pick it up up up,
 And never say never.




3) Listen to the song and write the correct word that hidden inside the parenthesis

I never _____ (hatguht) that I could feel this power.
 I never thought that I _____ (clduo) feel this free.
 I'm _____ (onstrg) enpugh to climb the highest tower And I'm fast enough to run
 across the _____ (sae).

And there's just no turning _____ (acbk), When your heart's under
 attack, Gonna give everything I have.
 Cause this 's my _____ (dienyst).

CHORUS

Here we go! Guess who? JSmith and Jb! I
 gotcha lil bra
 I can handle him. Hold up. aight*
 I can handle him.



4) Complete the gaps with the comparative form of the adjective in parenthesis:

Now he's _____ (big) than me,
 _____ (Tall) than me.
 And he's _____ (old) than me. And _____ (strong) than me.
 And his arms 9 little bit _____ (long) than me But be ain't on a JB song
 with me!

ESOURCE: *Never Say Never* by Justin
 Bieber - ESL worksheet by ayetiana.

Never Say Never, by Justin Bieber (with Jaden Smith)

1) Listen and put the sentences in the correct order:

I never thought that I could take the burn. (2)
 Until I reached the point of no return. (4)
 I never had the strength to take it higher. (3)
 See, I never thought that I could walk through fire. (1)

It's n y destiny. (5)
 And there's just no turning back. (6)
 Gonna give everything I have. (7)
 When your heart's under attack. (8)

2) Listen to the song and form the sentence correctly:

CHORUS:
 will say I never / never
 I will never say never
 forever / I fight till / till
 I will fight till forever.

Wherever you knock me down, I will not stay on the ground
 Pick it up, Pick it up, Pick it up, Pick it up,
 Pick it up up up,
 And never say never.

3) Listen to the song and write the correct word that hidden inside the parenthesis

I never thought (thought) that I could feel this power.
 I never thought that I could (could) feel this free.
 I'm strong (strong) enough to climb the highest tower And I'm fast enough to run
 across the sea (sea).

And there's just no turning back (back), When your heart's under
 attack, Gonna give everything I have.
 Cause this is my destiny (destiny).

CHORUS

Here we go! Guess who? JSmith and Jbl I
 gotcha ill bra
 I can handle him. Hold up, aight*
 I can handle him.

4) Complete the gaps with the comparative form of the adjective in parenthesis:

Now he's bigger (big) than me.
taller (Tall) than me.
 And he's older (old) than me. And stronger (strong) than me.
 And his arms a little bit longer (long) than me But be ain't on a JB song
 with me!

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 with me!

RESOURCE: Never Say Never by Justin Bieber - ESL worksheet by natashad
 (6.4.)
https://www.eslprintables.com/worksheet/never_say_never_by_justin_bieber
 whenNever_Say_Never_by_Justin_Bieber_18130001

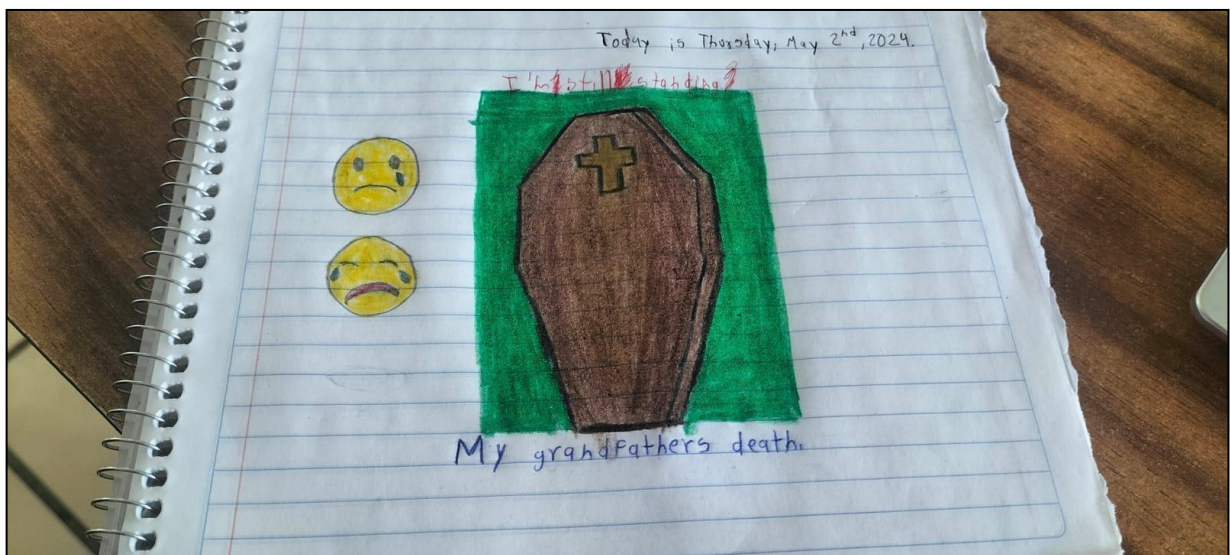
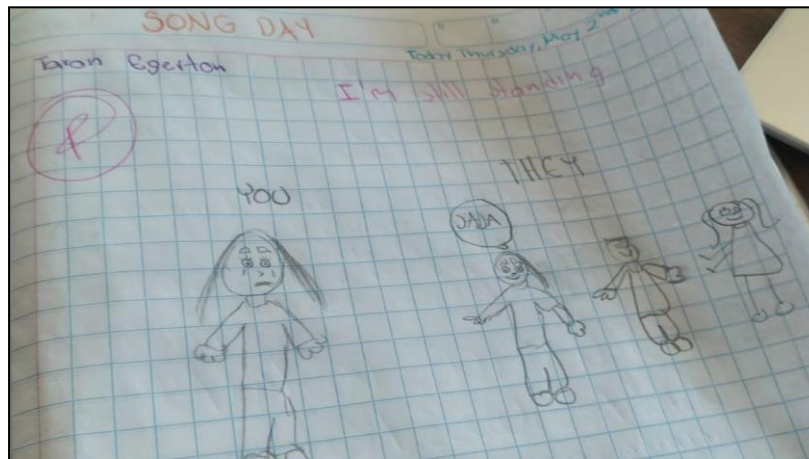
Appendix P. Checklist

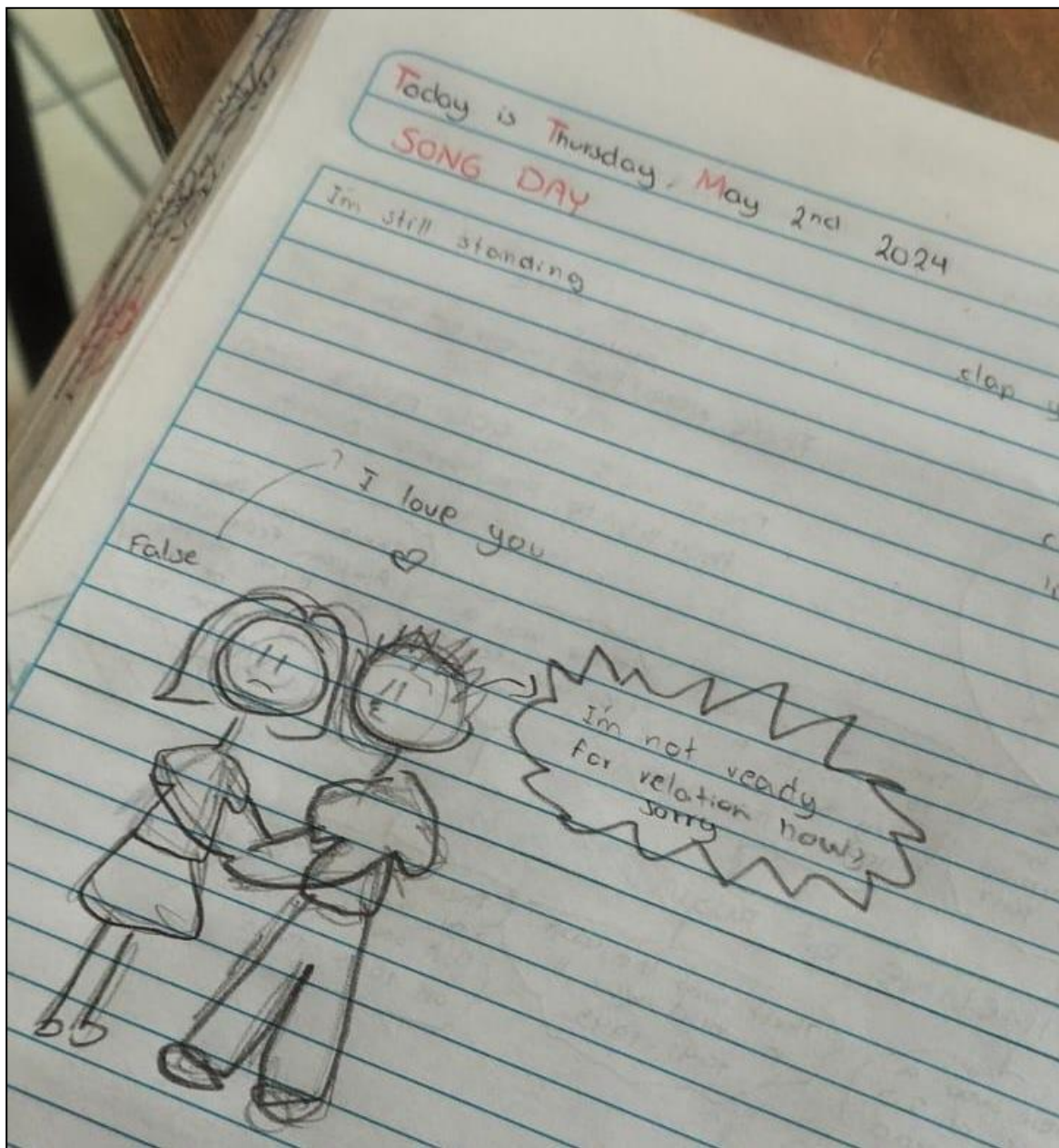
Aspect	Yes	No	Sometimes
The students discussed the singers.	●		
The students said how the song made them feel?	●		
The students understood the instructions for the while-listening activity?			●
The students completed the song worksheet.?			●
The students discussed the answers and corrected the mistakes.?	●		
The students created a situation where the phrase “Never say never” could be applied.?		●	
The students sang the song.?	●		

Appendix Q. I'm still standing planning.

<p style="text-align: center;">Song day</p> <p>Objective: At the end of the class, students will be able to explore themes resilience, perseverance and empowerment through the analysis of the song "I'm Still Standing" by Elton John.</p> <p>Pre-listening: 10 - 15 minutes</p> <ul style="list-style-type: none">• Change rooms• The teacher will play 4 seconds of the song for the students and the students will have to guess the song.• The teacher will put the title on the board and, as a brainstorming session, the students will say the meaning. <p>Listen: 10 minutes</p> <ul style="list-style-type: none">• The teacher will play the video of the song• The teacher will give the students a sheet on which the students will have to order the song. For this, the song will only be played once.• The teacher will ask the students what message you think the song is trying to convey.• <p>After listening: 25 minutes</p> <ul style="list-style-type: none">• The song will be discussed and doubts about words that the students do not understand will be cleared up.• Students will be asked if they know the meaning of resilience.• Students will be asked to think about a time when they were resilient, and then make a poster with the title in large.• The posters will be displayed and the song will be sung	<p style="text-align: center;">3 I</p>
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Appendix R Students work if I'm still standing.





Appendix S. Checklist

Aspect	Yes	No	Sometimes
The students showed interest in the context of the song.	●		
The students understood and practiced the vocabulary words.			●
The students identified the vocabulary words in the song.			●
The students answered the worksheet effectively.		●	
The students corrected the errors they found in the worksheet.		●	
The students presented the final product.	●		