

RESEARCH LINE

This project was aimed at human development and language.

In terms of human development, the idea was to improve the quality of student life through activities that generated in each one of the students human values, mutual respect, solidarity, friendship, equality, participation, commitment and cooperativeness a for enforce the rights that have as individuals and as members of society, the students. There, students had been the opportunity to express themselves and participated and improved their educational quality. Idealhy was that in each activity the students in English class enjoyed their participation and learning.

In the same way, the language is part of the communication between the environment and context, taking into account the social function of language which is the expression and manipulation of the environment, that for this case was necessary implement it at the Ciudad de Fomeque School.

There was consistently an interaction where students generated language in different ways, not just through words but different expressions with which they had the ability to defend and respond to questions about society and their environment.

PROBLEM STATEMENT

Eighth grade students at the Ciudad de Fomeque School, located south of Bogotá D.C., had been difficulties in learning English. The above statement was generated by diagnostic results through the following instruments: a survey, field notes and workshops in two sessions diagnostics.

The students reflected a lack of security there to participate, for fear of being criticized and insulted by their classmates. The above can be seen in the surveys. In the same way this can be seen in the field diary, which describes the offensive attitude some students have to those who participate in different activities.

The activities showed a large difference from the first activity, six or seven students talked and questioned, other students were limited to listening, the students looked for new vocabulary in the dictionary, they had little oral production.

Similarly in the activity diagnosed the music video “When the Children

Cry (*See annex 1*)” American group (White Lion, 1983), this song was worke for carry out this research project. There, students from of new vocabulary, long phrases, images and the music

video, had many problems for developed activities that led written and oral production, through listening and reading and some students were laughing for the shyness and insecurity.

After that, an analysis of the situation raised here, determined that eighth grade students need to develop English communication skills in general doing emphasis on listening (*see field diaries*). It was also necessary to implement activities that were interesting to students and that, in turn, generated awareness for the phenomenon of school violence, called bullying by Dan Olweus (2005).

On the other hand it was worth mentioning that while students were in eighth grade; their English proficiency was not commensurate to the level established by national standards of competence of a foreign language. It required students to demonstrate what they learnt and not to felt self-conscious to express their skills because for their own classmates or environment.

1.3.QUESTION

How to promote the English learning as a foreign language in the eighth grade students through reflective music videos?

1.4. JUSTIFICATION

This research was generated from the gaps and failures that occur in the teaching of English, students in eighth grade Ciudad de Fomeque School, from kindergarten to grade current stage in which the students began by learning a second language, but unfortunately had demonstrated more prolonged fruitless learning (*seen survey*).

In the same way, this research was done to help the students of Ciudad de Fomeque School to improve quality education, for those students and young people who had the same weaknesses in learning English which had not been treated by an adequate teaching method. On the other hand, it was important to encourage safe and active participation to the learner, in order to avoid feelings of fear, shyness and distrust, and give rise to the interest, effort and confidence in students when they came to performing an activity and had been being part of a generated group that was constantly learning. Since most of the eighth grade students were not involved for fear of be sabotaged or ridiculed in front of their classmates when they had their turn to speak.

It fit, in accordance with previous observations by Olweus (2005), who uses bullying and harassment that occurs in an individual or a group steadily because of other individuals who demonstrate offensive and aggressive attitudes and generate feelings of fear, nuisance, threat and

impotence in intimidated young. In addition it should be added that bullying also occurs through taunts, threats, name calling, jokes, etc. according to Alvarez & Valencia (2005) in the interview with Olweus. Therefore and contextualized in the field of education and this research project, the possible symptoms that had presented eighth grade students had been shyness, repression and avoidance of conflicts. But students had also been seen making jokes, humiliating and using nicknames, as well as physically and verbally assaulting other students, who were the victims of bullying.

In the same way the value and benefit to be gained by solving the problems that arise was relevant as linguistic, sociolinguistic and socio cultural as this research, which were used through music videos as a teaching tool to generate human values and reduction of bullying on students. The idea was facilitated the teaching English as a foreign language, developing the four skills on the student: listening, speaking, reading and writing, doing emphasis on listening and the sharing of an activity, as was mentioned above. In this sense the claim was timely Murphey (1992) who describes the songs as “ESP of Youth” (English for specific purposes of the Youth), quoted in the dissertation by Silva Ros (2006, P.: 2).

Based on the above considerations this research project generated personal, attitudinal and cognitive change on the student. In this purpose, the desired result was to fill the void that students had in their knowledge through an educational tool, such as music videos, which the students finds a thoughtful message in real and everyday situations. It entails rethinking again and again the affective, ethical-moral and emotional bringing about a transformation in their personality that demonstrates security, autonomy and awareness towards life.

1.5. OBJECTIVE

1.5.1. General objective

To strengthen learning through teaching English as a foreign language using reflective music videos as a didactic tool for eighth grade students.

1.5.2. Specific objectives

To analyze the needs and preferences in eighth grade students through many surveys and diagnostic activities in order to improve the weaknesses of each one.

To design activities that influence on the affective and cognitive form, immersed in the language through reflective music videos in order to generate changes in the language and skills of students, which promote human values.

To evaluate and analyze the results for implement the activities proposed strengthen the skills and human values.

1.6. BACKGROUND

This research was taken from the diagnostic results achieved with the eighth grade students at the Ciudad de Fomeque School and some authors that talk about the teaching English as a foreign language about music videos:

As the essential axis reference was taken from the doctoral thesis of Maria Teresa Silva Ros teacher of the Málaga University, designed in 2006 and entitled. *“La enseñanza del inglés como lengua extranjera en la titulación de filología inglesa: el uso de canciones de música popular no sexistas como recurso didáctico”*.

The doctoral thesis quoted above, makes emphasis in the use and importance of differences that exist between language and music towards education and training an individual process. For the foregoing, it was important the several factors involved provide great support for this project, such as music videos and learning process of English as a foreign language from the four skills (listening, writing, speaking and Reading), give that this research project is developed the listening.

In this way, the thesis referred to various aspects, one of which was on track to music, where it influenced different aspects during the learning process of an individual, as emotional as attitudinal and behavioral. Here was taken into account the context and the society to use folk, classical, rock and roll music.

Over the statements made, there are quoted Lozanov and Tomatis in the thesis of Silva Ros (2006: pag. 67), who by the scope of the learning process facilitate memory retention and learning. It highlights the affective in the individual, as from emotion comes into play the formation process of the person.

On the other hand, the argument is quoted Tim Murphey (1990), in the thesis of Silva Ros (2006), who focuses on education both primary and secondary education, which served as a reference to the doctoral thesis, for higher education, and that this project aims to teaching high school, considering that they were working with seventh and eighth graders. For this reason it was necessary quoting the following passage, which states that “the songs can be made finite with activities which develop listening and reading comprehension and oral and written expression, where the songs to help relax reduce anxiety and decreased anxiety in the individual. (P.: 326).

There are three reasons exposed for the realization of the doctoral thesis of the teacher Silva Ros (2006), expressing the importance of using songs as a teaching resource in the learning of English as a foreign language, however here are write some:

They use oral canal and also written, allowing work on the four language skills (listening and reading comprehension, speaking and writing), critical in the process of learning a new language.

They are suitable for its extension to analyze the different linguistic levels, especially suprasegmental elements of language, an aspect usually neglected in the teaching of foreign languages.

Develop not only linguistic competence, discursive and strategic, but also the sociolinguistic and sociocultural. (p.: 328 - 329)

Later in the chapter No. 3 titled “*Teaching English as a foreign language*” mentioned methods, resources and activities, which revolve around the three major paradigms of the twentieth century mentioned above, to the individual learning process.

Meanwhile, in the chapter number 4 entitled “*The songs of popular music as a teaching nonsexist English as a Foreign Language*”, focuses on the teaching of foreign languages, and what great fun for young people, that for such it is music. To illustrate this consider the following fragment “... *the songs are a mixed blessing because, although generally reproduce patterns of inequality, can also be used to convey messages of change*” Silva Ros, (2006, p. 9)

On the other hand it presents the abstract *The Use of Foreign Language Learning Strategies in English and French* according to Orrego & Diaz Monsalve (2010).

To identify conceptions about learning held by students and teachers in the undergraduate Foreign Language Teaching program at the Antioquia School University of Languages and the frequency with which students used learning strategies to develop communicative competence in English and French.

Method: An exploratory and descriptive study was conducted using qualitative and quantitative method. Students and teachers participated in semi-structured interviews individually and in groups, and the students self-assessment of their learning process was analyzed. Students learning strategies were described using the questionnaire “Strategy Inventory for Language Learning” (version 5.1, Oxford, 1990).

Results: For the students, learning is an intellectual development process that requires the use of skills specific to a foreign language. Teachers conceptions can be classified under four theories of learning: behaviorist, psycholinguistic, pragmatic, and sociocultural. Regarding the use of learning strategies, results show that affective and memory strategies are the least frequently used, whereas cognitive, social, and compensation strategies are the most frequently used. Conclusions: The qualitative analysis of the students and teachers conceptions indicates that there are differences in the use of learning strategies between the two languages. However, the quantitative

results of the study evidence that, in both English and French, students use learning strategies with the same frequency and in the same way.

Orrego & Diaz Monsalve (2010).

That project has been taken as an example because it shares the idea that the student turned on through psycholinguistic, pragmatic, and sociocultural.

In another context as the fundamental axis reference is taken of a magazine in its essay, Journal of the Faculty of Education at Albacete, No. 24, 2009, by Mirian Ballesteros Egea (2010), “*La didáctica de las canciones en inglés desde una metodología musical y de la lengua inglesa*” Egea (2010).

The essay quoted above, emphasizes in the teaching methodology of songs in English. There is referenced to something very important to this research project is that the songs are a “*link, which develops the expression and communication of people, and generate meaningful learning in education*” (2010, page 123). Needless to say, this research seeks to create an education that will create in the student knowledge and different views according assume learning, ie what the student will learn to assist it in their context, daily life, society and future.

Although the trial has been designed for children in primary and secondary, has been considered in this project as students of the Ciudad de Fomeque School in eighth grade have a basic

level in their knowledge compared to their foreign language, ie English, even high school. Which leads to choose different methodologies that enable them to acquire new learning and prior learning front to develop four skills of English.

As the rhythm, melody, lyrics and musical form are necessary components to work the music videos chosen here because the students are teenagers between 13 to 16 years old, which is not different with the current essay since these elements are essential for any research who uses music as a teaching tool, where is observed details such as age, sex, socio-cultural context, the age and tastes of the study population. The test offered by Miriam Egea (2010), is to unite these components to generate a better understanding and assimilation in the songs, which also influences learning and simultaneously, to develop the four skills of English, considering that for the present research project had been doing emphasis on listening.

The last research says that *“the school musical activity is important and it encompasses a number of aspects such as sensitivity, affectivity, rhythm and tonal education. Hence the importance of selecting a suitable repertoire”* (page 124), this phrase has led to consider these aspects to carry out this educational project and conduct a survey diagnosed (see *data analysis*) to choose the music videos that requires the study population according to their needs and tastes.

On the other hand the research offer different objectives seeking to bring about through music, some are relevant to this project, including:

Expressing feelings, desires and ideas by vocal expression and singing.

Use vocal expression, chanting as a form of expression to evoke situations, actions, desires and feelings, whether real or imagined kind.

Assess the standards that are required to sing, be quiet, listen-char, attend to, not scream, to respect the voices of their peers. (page 125).

For the above processes in this research project were taken into account in the development of the pedagogical proposal, since the student needs to develop different patterns through listening to their classmates, thinking on the message left by the song in an effective manner, and so on.

Later did emphasis on pronunciation and it was indispensable to develop the listening, some students wrote as they spoke and their pronunciation were not right, so when the students tried to listen to native speaker or hear a song and see films in English or their foreign language fail to understand the content or the message, because they had not a good pronunciation of their vocabulary. The songs help them increased their vocabulary, to acquired a good pronunciation, in where the student were sensitized for their socio-cultural context, to developed fluency, learnt grammar, etc...

It should be mentioned in this essay had been very helpful to this project, the design of the activities and the proposal pedagogical.

on the other hand in regard to the fundamental axis reference, is taken from the research by Sandra Raquel Medina Perez and Floricely Dzay Chulim (2007) called “*Material auténtico de audio en la enseñanza del inglés*”.

The research above, does emphasizes on the use didactic tools that develop listening in young university, there mentions the importance of “*listening to different audio to enhance hearing and to know different accents of English speakers to facilitate understanding of conversations with people of different nationalities*” (page 230).

The research by Medina Perez and Chulim (2007) was designed especially for teachers, therefore, is necessary for this research project in educational materials and support in the teaching English as a foreign language. There, according to essay by Ballesteros (2010), does emphasis in language learning the which requires an understanding of hear and may to developed through different stools, but mainly music. In the research of Medina Perez and Chulim (2007) was used different audio materials, which help the present research, as mentioned above, was necessary to take into account population, age, socio - cultural context, needs and tastes of each individual in the population studied. There mentioned that students had difficulties in learning a second language for their grammar, speaking, writing and pronunciation for listening.

Then according to the previous backgrounds and experiences gained through research, Medina Perez and Chulim (2007), said that the skill of listening can not be separated from the other skills involved in language teaching.

CHAPTER TWO

2. THEORETICAL FRAMEWORK

2.1. Disciplinary framework

2.1.1. Whole language teaching

This project is characterized by whole language according to the curricular guidelines created in the United States of America in the decade of the 80 guided learning the mother tongue.

Mother tongue and second language learning takes place similarly. A child begins by listening, by the sounds, then responds to stimuli, then begins to produce words, phrases, sentences, conversations and speeches from what heard, then begins to take shape in leaves feelings, thoughts, images, pictures, lyrics, syllables, words, etc, from what they see, and then read what is written according to my experience and the national standards.

In this way, children from infancy acquire their first language and they develop, just as learning is presented a second language, because the child is constantly interacting in their second language as well as in the first, is meaning that it occurs naturally and spontaneously, but when it

comes to learning a foreign language is presented differently, it does not occur naturally and spontaneously as the boy is not interacting all the time in another language, on the contrary always practice and develops their mother tongue and foreign language practice in a space and place, either in the classroom, in an institute, across internet or in a language where they offer abroad as an extracurricular learning.

However, although the language is learned from sounds and words, learning a foreign language according to curriculum guidelines is necessary to start with the biggest and then follow the details, for example by starting with full texts and so learning takes place effectively, but it is also necessary to note that these texts must be meaningful and useful to the learner. On the other hand, although the young worry about listening and speaking in a foreign language should not be left to one side looking like reading and writing, it is necessary to remember that in situations of acquisition and language learning situations of bilingualism foreign school, or social.

On the other hand according the whole language method it is appropriate for this project precisely because the principles are based; one of them is that the language should be social and personal as no individual is equal, on the other aside the principle that any activity should be useful and meaningful in here and now. Secondly which refers to that reading and writing should never be put aside, which compete for the four skills in this project. In addition, oral and written compositions are reading and what this entails. And finally, where learning takes place in a holistic manner from different topics and areas.

The four skills must be integrated for learning a second language, as each one brings something for the construction of each of the other skills and more when each is used in a useful way meaningful and effective for the learner.

2.1.2. The language as a way for the communication

According to the educational environment at present, individuals must make use of both practice and theory in their daily lives. Although the practice may lead to the observation and perhaps more effective learning, it is true that the theory is necessary to defend themselves in any field (Stern, 1984), quoted by Gomes (2005).

For this project, it is necessary to consider the theory of psychology, one that is central to learning theory in psycholinguistics (indicates whether the statement has the features that facilitate processing and understanding, as their size, internal organization among information already known and new information (Hymes, 1972), which is essential to verbal learning theory, where the individual uses the power to symbolize verbal signs, ie signs and employees using a company for communication, the general linguistic theory and linguistic description language and ultimately sociolinguistics (indicates whether the statement is appropriate according to their set) for the theory of language use in society.

Communication is the dynamic aspect of every human society, but the essential component of any society is the language according to Gomes (2005). People need to learn to live with one another in a given context, but to be present together; it is necessary interaction and understanding between members or community members. If there is no such communication between an individual and another, a society simply would not exist. There, it is important to note that over time society evolves

and therefore also communication Individuals can not be limited to a single space, it is necessary to expand throughout the world to know, learn and interact with other cultures, to understand the ideologies and customs of other people and make possible the development and evolution of their culture.

According to Silva Ros (2006), languages allow users to unfold in knowledge and verbal actions. For her, language is a systematic set of signs that lead to communication and language is the communication system of signs or manage members of a community. The English in this case is presented as a living language as it is a language that has expanded globally in the different language communities around the world, both in verbal and written communication.

In the same order and direction of communication strategies as Selinker (1972) quoted by Gomes (2005), must arise when there are problems in the interaction and interpretation due to empty syntactic, morphological, semantic, lexical, pragmatic and / or discursive . There suggests that there is interaction between the individual who is learning and between native speakers of the language. However, to Faerch and Kasper (1983) quoted by Gomes (2005), there are several strategies such as formal reduction (avoid long communication not using rules and structures that still does not handle), functional reduction (reducing the target communication to avoid problems of action, mode and preposition) and expansion increases the resources to solve those problems of communication).

For Hymes (2010) is important to link knowledge with the actual use of language which dominates communicative competence. He considers that from childhood and from the mother tongue (L1) is acquired speech acts, is able to form grammatical sentences, know when to speak and when not to speak, and know what to talk about according to the occasion , place and the partner. From there the idea of teaching a second language (L2), but when LE is an aspect change, because this does not occur naturally and spontaneously as the L1, there are cited by different authors concerning the learning theories of LE according to TESOL QUARTERLY (2006).

2.1.3. Learning as a foreign language

In the order of the above ideas, this project focuses on teaching English as a Foreign Language (LE), bearing in mind that learning takes place through a process of language development consent. It is noteworthy that there are different kinds of learning according to commodity type of learning, which learning is the motor, verbal, social - emotional and learning goal, according to the process responsible for learning, is the formation of habits, imitation, problem solving and according to basic learning agent occurs naturally or informal learning, formal or instruction, learning and school self.

2.1.4. Four skills (listening, speaking, writing and reading)

Given that this research project involves the four skills of English teaching and learning has taken account of the author Jakobson, quoted by Gomes (2005). Are discusses six essential functions that are important for a given message as a communicative act according to all the above, these six functions: referential function (it operates according to the context and convey meaning, e. g. Mary English speaking), emotional function (direct expression of emotions and attitudes are used interjections, e.g. Mary is very smart!), conative function (influence the behavior of the recipient or recipient, e.g. Mary, lend attention, please!), phatic function (attract attention, establish a rapprochement with the interlocutor, e.g. How are you?), metalinguistic function (using the tongue to speak their own language, e.g. language performance is the linguistic behavior according to Chomsky, (1968), poetic function (relapses in the message itself).

After the above, now entered into with according to Silva (2006), in her doctoral thesis, mentions that “*the use of songs for language learning foreign aid to developing not only different linguistic levels (suprasegmental, phonetic, phonological, grammatical and semantic), but also psycholinguistic aspects such as reducing anxiety in the process of learning and sociolinguistic (varieties and registers)*”. (2006, page 5)

the development of perception over time, where the set of speakers to adulthood using music to express their ideas, emotions, thoughts and criticisms.

2.1.5. Music and language

To Sloboda (1987: 17-65) quoted by Silva (2006) there are other similarities between music and languages are as follows:

The children learn skills naturally, being exposed to the same, and are progressing in a similar way as they grow. On the other hand the music and language share audio vocal aspects, remembering that the system has written a language, a music notation system, which require that the person knows to interpret it.

Is necessary take into account that just as every culture has its own language, also has own music and taht the language includes three main components: phonology (the focuses on the basic units of sound), syntax (rules for combine the words) and semantic (form in which it assigns the meaning to sound clips), the music seems to share these three elements, being able to talk about musical phonology, syntax and semantics musical. (p.: 26).

Finally with the help of this project is expected to seventh and eighth graders, with the support of music videos as a didactic tool, students generated with the values that facilitate learning and interaction and communication through the four skills in English in an educational environment,

doing emphasis on listening. Given that the project worked with music videos that generated changes positive in the students as attitudes and human values but at the same time allowing the development and evolution of the four skills in learning as a foreign language that for the present case is English.

2.1.6. *Information and Communications Technology*

In regard to ICT (Information and Communications Technology), students in eighth grade Ciudad de Fomeque School faced several workshops, applied through various technological tools, such as animation, images, sounds, videos, photos and music through the Internet and various web pages, without leaving aside storage devices such as USB (Universal Serial Bus).

According to Colin Lankshear (2008) the Internet to create and design innovation activities, to develop them in the classroom and outside it, at formal and virtual. Today, in educational environments, students have a thirst for learning and teaching should be educated in a modern, pleasant, friendly and creative, in order to exploit and maximize new learning and autonomy. Similarly, the Internet is accessible, current and easy to handle.

Actually mobile learning Naismith quoted by Lankshear (2008), has been very handy as it several times, allowed the eighth grade students to go from one place to another without any problem, i.e., some sessions were developed English in the laboratory, multiple classroom, in the classroom and / or the computer room, depending on the complexity of each of the workshops designed in the pedagogical

2.2. Pedagogical framework

According to community needs presented transversal projects were designed to present advice and solutions to members to find happiness in their everyday life.

On the social self was developed for the cultural historical development that is productive to train students, comprehensive and independent to be able to function in a society actively on the workplace and the needs that the country wants, involving the entire community.

The contents of the curriculum were organized according to the area, curriculum guidelines and the needs of students according to their level and age. These contents were from a holistic vision, meaning that embraces concepts such as traditional, conceptual, behavioral, constructivist, social, EPC and significant, as yet leans toward the constructivist and significant.

The methodology is based on a conceptual pedagogy, using concepts from a hierarchical and organized, students will have the ability to comprehend, interpret, manage and perform specific topic according to the objectives proposed and developed in each cross-cutting projects existing in the school.

Based on the above considerations and in relation to pedagogical activities are designed to involve both significant as the constructivist approach. These activities are related to the student cognitive, social and emotional aspects, which allow learners to build its own identity in a specific socio-cultural context, which leads the student to make meaningful learning by themselves.

With reference to this in “*La aproximación constructivista del aprendizaje y la enseñanza*”, written by Diaz Barriga, A. F. & Hernandez Rojas, G. (1999), mentioned the importance of student participation in “intentional activities, planned and systematic actions that achieve fostering in them a constructive mental activity “(Coll, 1988).

Thus, according Rigo Lemini (1992) describes the genesis of behavior and learning, which can be emphasis on the mechanisms of influence socio-cultural (Vygotsky), socio-affective (Wallon) or predominantly intellectual and endogenous (Piaget).

In this sense, the construction of school knowledge is a process, which means that the student selects, organizes and transforms the information from various sources, making a relationship between information and prior knowledge.

2.3. Legal framework

According to the Basic Standards for Foreign Language eighth grade (Basic School), pre-intermediate I, (B I), students must understand short, simple and argumentative texts, understand the general ideas if the language is clear and participate in discussions in expressing opinions and exchange information on personal issues of daily life according to M.E.N. (2006).

However, in this project have worked together with a coordinated and the four English skills (listening, Reading, speaking and writing, doing emphasis on listening). Each activity is designed for a specific skill following basic standards, but it is necessary to specify that the four skills are involved in each of the workshops implemented in the classroom with student's eighth grade.

Chart 1: Standards in Foreign Languages: English

EIGHTH GRADE		
SKILLS	BASIC STANDARDS FOR FOREIGN LANGUAGE	COMMUNICATION SKILLS
Listening	I follow the instructions given in class for academic activities.	Pragmatic
	I identify general ideas and specific oral texts, if I have knowledge of the topic and the vocabulary used.	Linguistic and pragmatic
	I show a respectful and tolerant to listen to others.	Sociolinguistic
	I use my general world knowledge to understand what I hear	Sociolinguistic

	I identify key information in conversations brief taken from real life, if they are accompanied by images.	Pragmatic and sociolinguistic
Reading	I recognize the purpose of a description narrative of medium length.	Pragmatic
	I understand relationships of addition, contrast, and spatial and temporal order of cause and effect between simple statements.	Linguistic and pragmatic
	I identify relationships of meaning expressed in texts on topics which are familiar.	Linguistic and pragmatic
	I value reading as an important activity for all areas of my life.	Pragmatic
	I understand the information implicit in texts related to issues of interest to me.	Pragmatic
	I identify cultural elements in simple texts.	Sociolinguistic
Writing	I answer, in writing, questions about texts I read.	Linguistic and pragmatic
	I organize coherent paragraphs short, given the formal elements of language such as spelling and punctuation.	Linguistic and pragmatic
	I edit my writing in class, taking into account spelling, appropriateness of vocabulary and grammatical structures.	Linguistic, pragmatic and sociolinguistic
Speaking	I do short presentations on familiar topics and personal.	Linguistic and pragmatic
	I express my opinion on matters of general interest to me and my companions.	Linguistic, pragmatic and sociolinguistic
	I make simple descriptions on various everyday matters around me.	Linguistic and pragmatic
	I express my opinions, tastes and preferences on issues that I have worked in class, using strategies to monitor my pronunciation.	Linguistic, pragmatic and sociolinguistic
	I participate in a conversation when my partner gives me time to think about my answers.	Linguistic and pragmatic
	I dare to participate in a conversation with my classmates and my teacher	Pragmatic and sociolinguistic
	I rely on my general knowledge of the world to participate in a conversation.	Pragmatic and sociolinguistic

CHAPTER THREE

3. METHODOLOGY

3.1. Population characteristics

This research was conducted in Ciudad de Fomeque School which was founded by Miguel de Ibarra, in the year 1993, 18 years ago, located at Carrera 92nd B 42nd F-13rd South No Quarter Sumapaz (New) - Location 8th Kennedy, sector Patio Bonito. It has one grade as eighth that is the grade of study. The students there are old by public and private agreements.

3.1.1. School



The campus has a full-time on Monday to Friday from 6:45 am to 2.30 pm, serving kindergarten until eleventh grade. The school is private, 95 percent of students are by agreement.

On Wednesday of each week the teachers leave at five o'clock for the construction of modules for 2012, on Thursday of each week the teachers leave at 3:30 because there is attention to parents to inform academic and disciplinary status their child during the week. The school has about thirty teachers, four directors, and two psychologists, two secretaries, three employees of service, a guardian, three cooks and two vendors of the school shop.

On the other hand, the school also has two multipurpose classrooms, an English laboratory, a computer room, a room for chemistry, a library, a room for teachers, a rectory, secretary, school cafeteria, three large yards, two entrances for students and for teachers and two for parents and five bathrooms for students, one on each floor, the station also has the infirmary and psychology clinic, and finally the recreation and band room. In total there are eighteen rooms.

3.1.2. *PEI*

“Hacia la formación de un ser integral humano integral y autónomo, socialmente activo y laboralmente competente”. Is constitutive educational development as a social and community level is an alternative of progress for students with stable and productive future.

3.1.3. *Vision and mission*

This School has the mission to train students from a comprehensive education. Through the various educational projects on the other hand it has a great responsibility to society and the environment and it want to build towards future students with an entrepreneurial mindset and are able to function in the workplace, production and business.

The ideal is that the year 2015, the Ciudad de Fomeque School provide the service of education from preschool to career average with a view both work towards the human quality and create a “quality management system to be certified under ISO - 9001, with an emphasis on excellence in occupational training for a productive human being integral and independent, socially active and competent labor to serve the country, Fomeque (2011).

3.1.4. *Philosophy*

The campus focuses on both Christian principles, ethical, spiritual and moral, are constantly looking for respect, coexistence and autonomy within the educational community.

3.1.5. Pedagogical model

The pedagogical models are traditional, conceptual, behavioral, constructivist, social, EPC and significant, as learns toward the constructivist and significant. The school is concerned that the student learns from useful and meaningful can not so they can build knowledge.

The resources which are currently used are texts, tics and reinforcements, but the school is in the process of building guidelines in 2012, where academic reduce mortality according to the notes and facilitate economic the parent or guardian of the student to acquire the materials necessary and indispensable for the development of a kind. Here the student is evaluated consistently from the beginning to the end of the class, but in the end of each quarter is a general assessment where includes everything seen during two months in writing and / or oral, according to the methodology of the teacher and teaching perspective.

3.1.6. Population

For the present study the population studied was the eighth grade which had a group of 16 women and 7 men for a total of 23 students, whose are between ages 13 and 16 years of age. The students receive seven hours of class daily for a total of thirty-five hours in the week. English class four hours per week they see where is relates as practice as theory, the school has a laboratory of

English. Their teacher is Abel Gutierrez, who is a specialist teacher in the field of philosophy and social sciences. The teacher had taught in grades eighth, ninth, tenth and eleventh.

Is necessary to know that the students in their free time were in the house without a companion, as the guardian or parent who works during the day and therefore the student did not have how to practice with and strengthen English and some students attending an institute. Other students practiced English during their class of English.

3.2. Type of research

The type of research for this project, is part of “*Action research*”

3.2.1. *Action research*

Given that the research project has as focus the research – action were sought out and found several sources for use and implement appropriate tools for gathering and preparation the research project.

However, according to Cardenas Beltran & Nieto (2010) surveys or questionnaires, field notes, audio recordings and interviews are central to the completion of a project; however in this research project were used surveys and field notes. Surveys were conducted to students for answer the questions anonymously, to provide the safety and freedom in the students, in their opinions and the answers to each of the questions, is important to note that surveys allowed the diagnosis of the weaknesses of students at the Ciudad de Fomeque School and thus, to formulate the research problem and provide the data for research question.

On the other hand the field diaries are part of the research and innovation of the research project, where field diaries were designed for this project at the end of the sessions, for reflect on

what happened in each session on the strengths and weaknesses, and thus perfecting the activities further to be performed. In total, nine field notes in eight sessions to nine workshops in order to get out conclusions from the pedagogical proposal and "*detect patterns and significant events*" (2010: p.51).

As the validity and reliability according to Cardenas Beltran, & Nieto (2010), is necessary that qualitative research do part of study to analyze the information obtained and to achieve "confront, confirm and validate" (2010: p.52) the research.

For the validity and reliability have been considered the procedures and strategies by Wiseman (1970) quoted by Casilimas Sandoval (2002): check, reflective questions about procedures, description, explicit discussion and details of study procedures , proof of concepts important identified or developed in the research study, contrasting the findings, results and conclusions that had been obtained through observation.

According to Sandoval Casilimas (December 2002). There are three important elements for the formulation and design of the qualitative research process: exploration, mapping and sampling.

The first element is the exploration, which aims to *document the reality that will analyze and refine the most appropriate framework to advance the task*. (2002: p.118)

The second element is the mapping for this case was used when choosing the study population such as the students, level, age and sex of each one of them, all the students, the characteristics found in each one of them in their English skills as a Foreign Language, situations and events that characterized the eighth grade students from Ciudad de Fomeque School, the schedule in where students attended English classes and schedule that they could implement the activities for each of the sessions at the pedagogical proposal for this research project, the topics of interest and the problems they face in their socio cultural context, which affects their learning.

And the third and end element is sampling, which is *progressive and is subject to the dynamics derived from the research findings own. Select situations, events, actors, places, times and topics to be discussed at first instance in the investigation.* (2002: p.120).

According to Patton (1988) quoted by Casilimas Sandoval (2002), identifies 10 types of sampling: *Extreme or deviant cases, maximum variation, homogenous, the typical case, the critical case, chain or snowball as a logical, or disconfirmatorios confirmatory case of politically sensitive cases and case for convenience.* (2002, p.122), for the present research sampling was done using the homogeneous case, which allowed students describe the eighth grade students at the Ciudad de Fomeque School as their strengths and weaknesses in EFL. Is worth mentioning that, the way chosen for implementing the research project was through the implementation of workshops.

3.2.2. Instruments to use

Data for each student in the return were to get an idea of how many students are in that age and disability was one for learning. in addition to track overall attendance and participation.

Diagnostic surveys are ICFES rate and where the student has several response options and must select one or more, as specified in the statement, there are open-type questions which the student has the right to express their opinion. The goal of each survey is to diagnose the problem that occurs in Ciudad de Fomeque School with seventh grade student from a problematic to carry out the research project.

3.2.3. *Appendix*

3.2.3.1. *Data*

Data for each student in the return will be to get an idea of how many students are in that age and disability is one for learning. in addition to track overall attendance and participation.

3.2.3.1.1. Information *for the research project*

Chart number 2: Information for the research project

SCHOOL: Ciudad de Fomeque

YEAR: 2011 and 2012

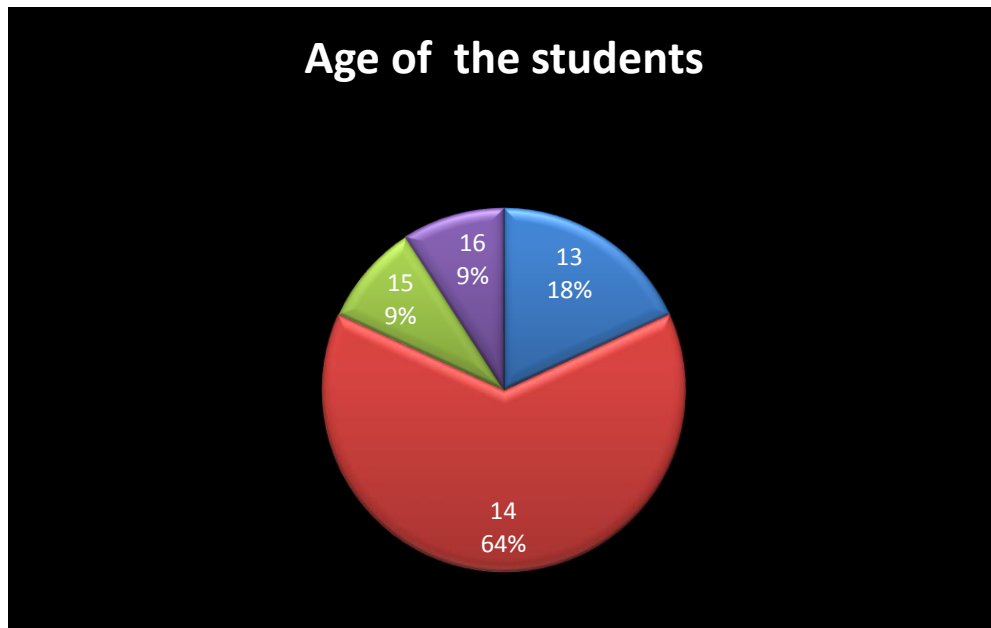
GRADE: 7th and 8th



STUDENTS NUMBER	AGE	IS REPEATING?	HAVE DISABILITY?
Student 1	13 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 2	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 3	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability

Student 4	13 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 5	16 years old	Yes, he or she is repeating the school year	No, he or she has not a disability
Student 6	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 7	15 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 8	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 9	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 10	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 11	13 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 12	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 13	16 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 14	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 15	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 16	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 17	15 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 18	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 19	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 20	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 21	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 22	14 years old	No, he or she is not repeating the school year	No, he or she has not a disability
Student 23	13 years old	No, he or she is not repeating the school year	No, he or she has not a disability

Graph number. 1: Age of the students



64 % percent of the students are fourteen years old, 18 % percent of the students are thirteen years old and 18 % percent of the students are between fifteen and sixteen years old.

3.2.3.2. *Surveys*

Proposal according to the needs and weaknesses of individual students were apparent causes for developing the research project, which allowed an alternative readily available, although considerable time and dedication to work different activities and guides to students, such as music videos, considering that the songs are a communication system for youth and population in general.

On the other hand, is necessary to know that the field diary will take place through the different activities proposed for each session; there will take note of every detail in foil and magnetic media as the computer from the beginning to the end of each activity and course of each session. Also be taken pictures and videos that will contribute to the field diary.

3.2.3.4.1.. *Vocabulary about professions, actions, animals and Christmas.*

Teaching English as a foreign language through music videos that generate reflective and human values as a didactic tool.

1st Field diary

DATE: August 16TH, 2011

TIME: 2:30 PM - 3:30 PM

VENUE: Ciudad de Fomeque School, (Multiple Classroom)

PURPOSE: To motivate students to speak English

DESCRIPTION	REFLECCIÓN	CONTEXTUALIZACIÓN
<p>Students came to multiple class at 2:30, sat on individual chairs at the board, there observed an activity undertaken by their faculty, where they requested in the first instance the participation and collaboration of all students in seventh grade, was called assistance and only 26 students attended a group of 32 students, whose will be part of the research project.</p> <p>Then was carried out the activity where the teacher asked them to students who read the question that was on the slide and they did, then they talked about each of these questions according to the image and environment of them, unfortunately included only six students, others were restricted to listen and copy the question in the book, but did not speak or participate on activity.</p> <p>Most students used the dictionary to answer the question, because according to what was observed and heard, they had words they did not know and that with the help of the dictionary could solve their problem.</p> <p>At the end of the activity was left a little homework on the slide view, in which students had to create a story about the images presented in English.</p>	<p>The activity leads me to reflect on the few students involved and the need to use the dictionary to succeed in producing a sentence, a word or phrase.</p>	<p>It is necessary to find a strategy that encourages students to participate and lead to respect each other at the time say or express an opinion. Also find the best alternative for them but don't resort to the dictionary when necessary.</p> <p>The activity leads me to reflect on the few students involved and the need to use the dictionary to succeed in producing a sentence, a word or phrase.</p>

<p>The teacher handed out a survey missing them 10 minutes to 3:30 pm and they filled it, of course that the teacher reads the questions and explains each one before they answered.</p>		
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3.2.3.4.2. Listening, speaking and fluency

human values as a didactic tool

DATE: August 22nd, 2011

TIME: 2:30 PM - 4:00 PM

VENUE: Ciudad de Fomeque School, (English Lab)

PURPOSE: To teach a song and talk about the reflection.

DESCRIPTION	REFLECCIÓN	CONTEXTUALIZACIÓN
<p>Students arrived at the laboratory at 2:30 PM, sat on cushions in front of the screen, and greeted the teacher and call list.</p> <p>the students and the teacher proceeded with activity, showed a slide with a vocabulary in English and images for each word, students read them in the company of the teacher and told them what was the translation of that word in Spanish. Then the teacher would ask other students if word X which was remembered and they should respond as they said in English.</p> <p>Then came some sentences that they had to copy in the notebook and make a drawing of what they understood, some students read aloud the sentence in English and teaching at the end they</p>	<p>I think that the activities have moved students a powerful way, many of them wept with the song; others learned new vocabulary and especially pronunciation through listening and images. Students became aware and involved; they were relaxed and motivated during the activity.</p>	<p>To continue developing activities in the same way with songs that leaves a message on each student. On the other hand continue to teach more vocabulary and pronunciation in each student.</p>

ACTIVITY		
Four skills	Estimated time	A session
	Grade	Seventh
	Topic	Interaction between teacher and student
	Description	<p>The teacher speaks with the students about their life, their experiences at the school and after this they see slides and they speak on it.</p> <p>The students read a survey on learning English as a foreign language and complete it for find strengths and weaknesses in each one of them in their foreign language.</p>
	Goals	<p>To diagnose strengths and weaknesses in the student</p> <p>To motivate students to speak English</p>
	Resources	Slides; survey; vocabulary about professions, actions, animals and Christmas. (<i>See annex 8</i>)
	Test	Active participation by each student for diagnostic strengths and weaknesses in the student
Listening, speaking and fluency	Estimated time	A session
	Grade	Seventh
	Topic	Learning English with the song “ <i>when the children cry</i> by White Lion” (<i>see annex No 1</i>)
	Description	<p>Students watch a slide showed (<i>see annex 8</i>) with vocabulary and images, each student will learn new vocabulary, and then write a few sentences in their notebook with their own meaning according to the image.</p> <p>They will meet in groups and discuss the meaning of each phrase.</p> <p>Then the teacher puts the music video “<i>when the children cry</i> (White Lion)” with its corresponding lyric and each student read the song and the correct pronunciation teaching them when they say a word improperly, then they will return to hear the song and they sing using a microphone.</p>

		<p>The teacher asked that understood and they will have the opportunity for speak in front of their classmates.</p> <p>Is important to participate without fear of the opinions and criticism of their classmates, learning to be safe and acquiring foreign language skills.</p> <p>At the end answer a survey for the formulation of the problem</p> <p>The survey consists of 10 questions from question one to question 10 are type ICFES each one with multiple choice response in where students may choose one or more answer choices and where the question 10 is opened with the type so that the student of their opinion.</p>
	Goals	<p>To teach the song “When The Children Cry” by White Lion and to talk on this reflection.</p> <p>Analyze strengths and weaknesses in the student</p>
	Resources	<p>Music video, slides, microphone, diagnostic survey, lyric the song on a sheet, dictionary and video.</p>
	Test	<p>Answer the survey, to sing the song, to work in groups and to discuss the meaning of each phrase with their classmates. Is important an active participation by each student.</p>
Listening workshop	Estimated time	A session
	Grade	Eighth
	Topic	Promote the English learning as a foreign language through reflective reaction music videos.
	Description	<p>The teacher shows a short slide and gives an explanation about the workshop to develop in this session. The students see some pictures, each with its corresponding word, the teacher pronounce properly each and they repeated it in disarray after she asks students about their different translations and they make according to their learning and skills.</p> <p>After having connected the picture with the word they hear the song “<i>Earth song</i>, by Michael Jackson” (<i>see annex No. 1</i>)</p> <p>Delivery of a copy with the song for students to fill in the blanks and they observe the leaf. The students listen to</p>

		<p>the song and fill in the blanks. They read aloud the song in the order requested by the teacher</p> <p>Students goes to the board and write the first word right and so on, then come the song and properly corrected. They return to sing the song, answer some questions in the notebook about the song found on the slides and speak about it in front of their classmates.</p> <p>Finally they make an exhibition on violence in Colombia in groups or individual form, for the next session</p>
	Goal	<p>To develop changes in the students' language and socio-cultural skills which promotes human values.</p> <p>To improve listening to acquire views and information as well as achieving in communication with others.</p>
	Resources	Slides, music video, lyric on the sheet, exhibition and video.
	Test	To reflect on the planet, on earth and what it has and we have left to take advantage and have destroyed over time.
Listening workshop	Estimated time	A session
	Grade	Eighth
	Topic	Improve listening comprehension through popular songs
	Description	<p>The students will be divided into three groups equally, the teacher shows a picture and the three groups form a competition, students observe the image (<i>see annex No. 2</i>), analyze and formulate a sentence with the picture, the first group to do so, raise hand and write on the board, if the sentence is correct, the group wins a points, and so on until to complete three pictures.</p> <p>The winning team gets five points, the next group four and the last group three, for their efforts.</p> <p>Then students are going to be in pairs and are going to listen to a song piece by piece, they listen the song twice.</p> <p>After this, then all the groups organize the song watching the music video on the computer with respective lyric, then highlight the new vocabulary and look at the dictionary, and they copy the words in the notebook.</p>

		<p>They need to paste the song in full form into an eighth of cardboard with tape and the winning couple that finish in first place organizing parts of the song following the sequence has five points for this skill. The song is heard as often as necessary until a couple to achieve organized. They watch the video again and sing the song.</p> <p>They form groups and again in eighth cardboard draw a picture on the video and explain it, in front of their classmates which they understood them.</p> <p>Ultimately they answer two questions individually on music video “<i>Black or white</i>” by Michael Jackson” (See annex NO. 1)</p> <p>Michael Jackson speak about the EQUALITY?</p> <p>Is matter if you are black or white? Why?</p> <p>The idea is that everyone has the answer in their notebook.</p> <p>Only will work the underlined parts of the song</p>
	Goal	To participate by providing information, answering questions and leading group discussions. Taking into account race and equality between humans being and evaluate their listening comprehension through oral presentations
	Resources	Pictures, music video, lyric song, dictionary, notebook, cardboard and video.
	Test	oral presentation and an active participation by each student.
Listening workshop	Estimated time	A session
	Grade	Eighth
	Topic	Promote the English learning as a foreign language through reflective reaction music videos with emphasis on listening
	Description	The teacher gives twelve words about the song “Imagine” by John Lennon (See annex No. 1); the students copy in the notebook with pen. The teacher says the first word in

To identify the general and specifics ideas, acquiring knowledge of topic and of vocabulary used.

		To use their knowledge and learning for do comprehension about the that listen the student
	Resources	Crossword puzzle, lyric song, music video, sentences, slides, images and video.
	Test	Sing the song, complete the lyric ans speak about the message on the song
Listening workshop	Estimated time	Two sessions
	Grade	Eighth
	Topic	Promote the English learning as a foreing language through reflective reaction of music videos.
	Description	<p>The teacher shows a billboard with images of everyday life, especially on the rights and duties as human beings have in society, the teacher will give several examples of each of the images there appear. After listening to the teacher the students observed each of the images and according to what they understood and what they see in each one of the images and the students make five sentences in their notebook.</p> <p>From their comprehension of each of the images involved, students are going to express their ideas and opinions about the billboard and the presentation made by the teacher, the goal is to create interaction between teacher and student on issues of society and daily life that one way or another affect the living and human development from a society.</p> <p>After that, students will organize in groups of three, the teacher will give to each group a sentence and they read quietly. Each group will have the opportunity to interact about the message with the sentences for three minutes. <i>(See annex No 4)</i></p> <p>After this activity, the students in the groups must perform a specific role, the student number one, should read the sentence in front of their classmates, the student number two must explain the sentence and the student number three should perform the message of the sentence and so on. The group that better does the role plays, will win points.</p> <p>When each group has completed the last activity, the students will analyze a slide, which will be shown with</p>

		<p>images and vocabulary of the song “<i>The Sounds Of Silence</i> by Simon and Garfunkel” (See annex No. 1), the students will repeat the pronunciation correctly, following the teacher; then the students will learn through the display of images and words written. After each student has to do with a classmate in a dialogue with the words displayed there and come forward and speak. The students have fifteen minutes to prepare their dialogue with dictionary support, slides and exposition by the teacher.</p> <p>Given the proposed activities students observe the music video of the song “<i>The Sounds Of Silence</i> by Simon and Garfunkel”, with the lyrics, then they will have the opportunity to watch the video, listen to the song and read the lyric, while also have the opportunity to sing, memorize, correct pronunciation and get the message of the music video.</p> <p>Each student will receive the lyric of the song “<i>The Sounds Of Silence</i> by Simon and Garfunkel”, with spaces (See annex No. 4), the teacher will put the song again but no video, no lyric, students only have the opportunity to listen to complete the song with the missing words in the spaces of the lyric, they will have a piece of paper with some verbs on the song. (See appendix No. 4)</p> <p>When finished, the students will have a debate. The topic for discussion is the message that leaves the song and the relationship between the video and real life and the experiences of each student. All the students must participate. They express their feelings, beliefs and opinions.</p>
	Goal	To create a spontaneous interaction between teacher and students through the content of the song: <i>The Sounds Of Silence</i> by Simon and Garfunkel (See annex No. 1)
	Resources	billboard with images, sentences, lyric song, verbs on a sheet, dictionary, notebook, music video, slides (see annex 9) and video.
	Test	To express their feelings, beliefs and opinions on the song. To sing the song, and to learn the verbs and use it for the explanation.
	Estimated time	A session

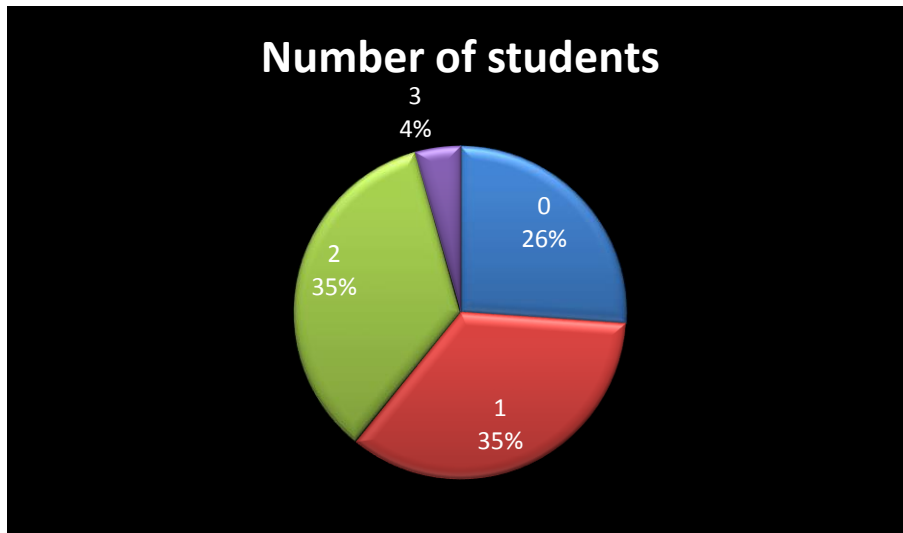
Listening workshop	Grade	Eighth
	Topic	Promote the English learning as a foreign language through reflective reaction of music videos doing emphasis on listening.
	Description	<p>The teacher through the Internet will put four sounds which will be listening by the students with their close eyes (<i>See annex No 5</i>). Each sound will have a time of one minute. After the minute, the teacher will stop the sound and gives to their students the opportunity to guess: what kind of sound is? And what feeling cause that sound in each one of their.</p> <p>Participation of the students will be voluntary. After the first sound and have guessed the word and actively involved, students have the opportunity to hear the sound again and watch the moving image corresponding to the sound heard through the internet and verify if they heard that sound that they would guess. And so will the second, third and fourth sound. (<i>fifteen minutes</i>)</p> <p>Students will observe five pictures through a slide, they will analyze each of the images and the students are going to give an order to each one of the pictures, so that they can create a consecutive story involving all images, (<i>See annex No. 5</i>). Students will write and read the story in front of their classmates. (twenty five minutes)</p> <p>Students will observe the video music without a part of the lyrics of the song “<i>We Want Peace</i> by Emmanuel Jal” (<i>See annex No. 1</i>), they should describe the characters that appear there, talking about the places and objects involved in the music video. (Ten minutes)</p> <p>The teacher gives a sheet with the lyrics of the song “<i>We Want Peace</i> by Emmanuel Jal” and the students will listen to the song again in order to correct pronunciation, while they can sing the song. From there, they should to choose phrases to build a dialogue in a group and represent it in front of their classmates. This activity is done in order to express feelings, ideas, opinions and experiences of real life, also about the peace which is the issue of the song. (twenty five minutes)</p>

	Goal	To know and understand the world through listening activities in an environment and social interaction, promoting respect, the value of life and individual growth in each one of the students.
	Resources	Lyric song, slides, pictures, sounds by internet and video.
	Test	Guess the sounds, learn the song, speak about the message.

Wallace, and et al (2004)

This research project was adjusted to the changing needs of the population studied; involved students in each of the activities, showed a great advance according to the results obtained from the analysis or data.

Graph number 2:



It is important to analyze that attendance is part of learning process, and that if a student have constantly absences, will submit empty and their process will not be satisfactory. The theory is not enough, the practice is necessary to deepen and exercise, as well as being necessary to achieve the achievements, so in the above chart, is observe that:

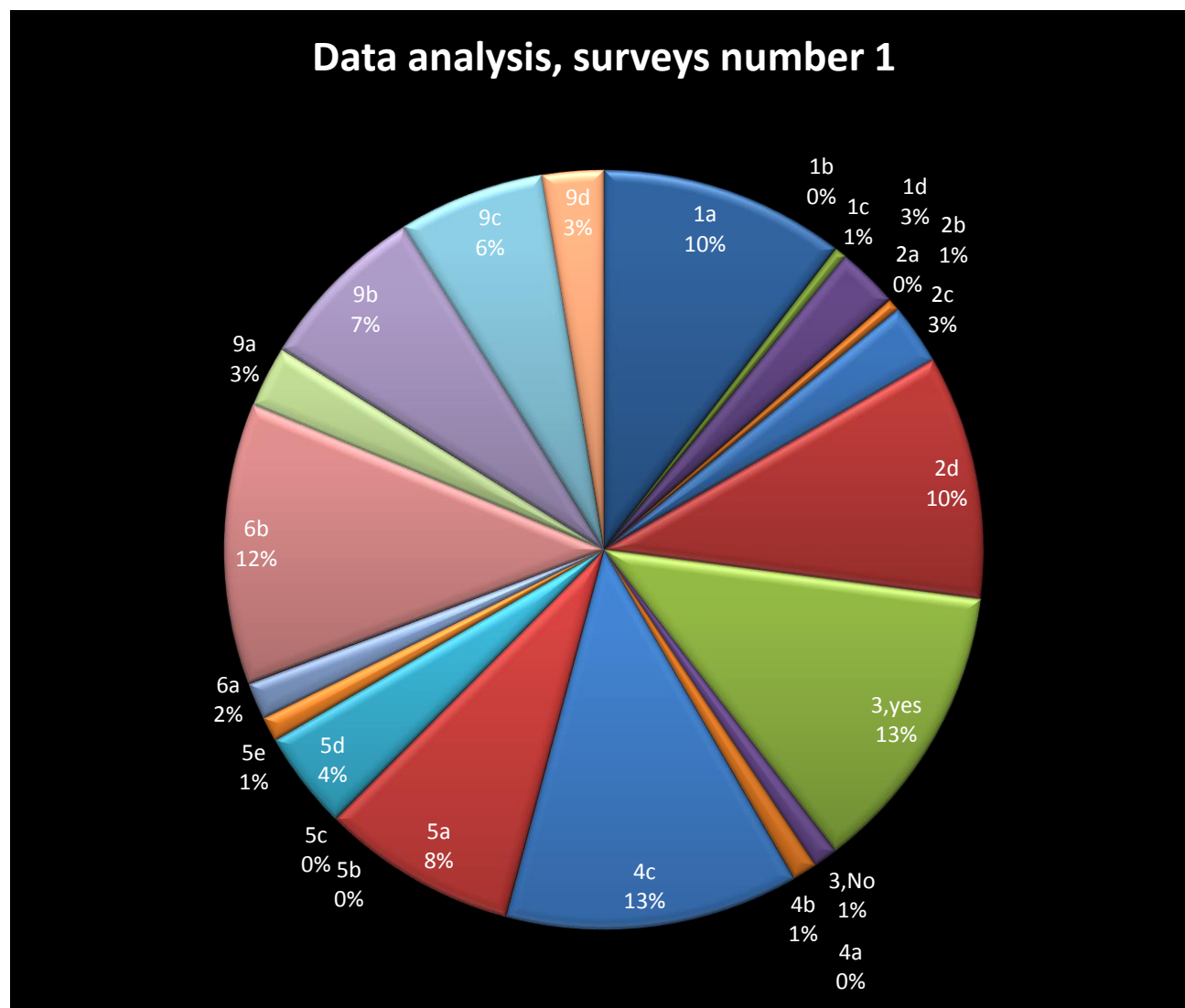
26 % percent of the students had continuity in all activities and sessions; 35 % percent once had absence of all sessions and activities proposed, but another 35 % had two absences during the entire worth of research and four percent, which is satisfactory, they had three absences during the session, taking into account that there had been nine sessions. Although there

	¿Cuál?	Viendo películas en casa
	b	23
	¿Cuál?	Ninguno
7	Desde que entro al colegio/ desde el tercer grado/ desde el jardín.	
8	4 horas / si, es suficiente porque he aprendido durante ese tiempo / No es suficiente porque no alcanza la clase, se debe incrementar la intensidad, se aprende poco.	
9	a	5
	b	14
	c	12
	d	5
10	Escuchar y hablar de otras cosas/ para enseñarle a alguien/ para ser un buen profesional y que se sientan orgullosos/ traducir, hacer diálogos/ para viajar a otro país,/ componer canciones en ingles/ para hablar con un extranjero.	
11	Soy fastidioso y mis compañeros buscan el juego/ porque mis familiares no me ayudan con los materiales/ porque no escribo en la clase/ pocos materiales/ me distraen los compañeros/ no presto atención en clase.	
12	Escuchando, hablando, con imagines y señas, escribiendo, con actividades, con cuentos o películas, viendo videos en ingles y traduciendo, usando el diccionario y el libro, con una buena explicación, practicando el vocabulario.	

The diagnostic survey was conducted with the eighth graders which allowed to carry out this research project, yielding results in the need of an educational tool chosen by the students, as the music videos. It also evident, the need to increase the intensity time in the teaching of a foreign language, since students only practice English at the school, during the class. And that influences the level of individual students in their language.

Taking into account according to Silva (2006, Málaga), is important to note the tastes on the activities of students, the type of music they like, the degree to which it is working and the age of each one or the student to take account of the musical genre, as the learning a foreign

language not only requires dedication and effort, but pleased. In this survey, the students chose as an activity of interest, for the songs, which were worked on the actually research project, in the next graph the data analysis is clear: Graph number 3: Data analysis, surveys 1



No. Question		Frequency	Percentage
1	What are your activities of interest?		
	a) Music	20	76,92
	b) The stories	0	0,0

	c) The texts d) Films	1 5	3,84 19,23
2	What is English? a) A substance b) A taste c) A Necessity d) A language	0 1 5 20	0,0 3,84 19,23 76,92
3	Do you like English? a) yes b)no	24 2	92,30 7,69
4	Do you speak and understand English? a) yes b) no c) More or less	0 2 24	0,0 7,69 92,30
5	Who practice English? a) Teaching b) Partners c) Relatives d) All of the above e) No	16 0 9 8 2	61,53 0,0 34,61 30,76 7,69
6	What part of the English school practice elsewhere? a) yes b)no	3 23	11,53 88,46
9	Which of the four English skills makes you more? Why? a) Speaking b) Listen c) Write d) Read	5 14 12 5	19,23 53,84 46,15 19,23

There was found that, students had weaknesses in the four English skills, but those weaknesses were presented mainly in the listening, which led to an emphasis on listening. In addition, students had fear and insecurity in themselves when participating, lack of values and aggression by the same classmates, which meant to choose music videos that generate reflection,

changing attitudes, and values in each of the students at the same time that they learned their language.

It is important to note that students see English as a need and fun in their life, as it offers a good opportunity to find a good future as personally as professionally. Students practice English only during the school day and they say that they must increase the intensity time to develop English skills.

To give continuity, now there is the data analysis on a survey (*see annex 7*) for the formulation of the problem:

Chart number 4: Data analysis, survey 2

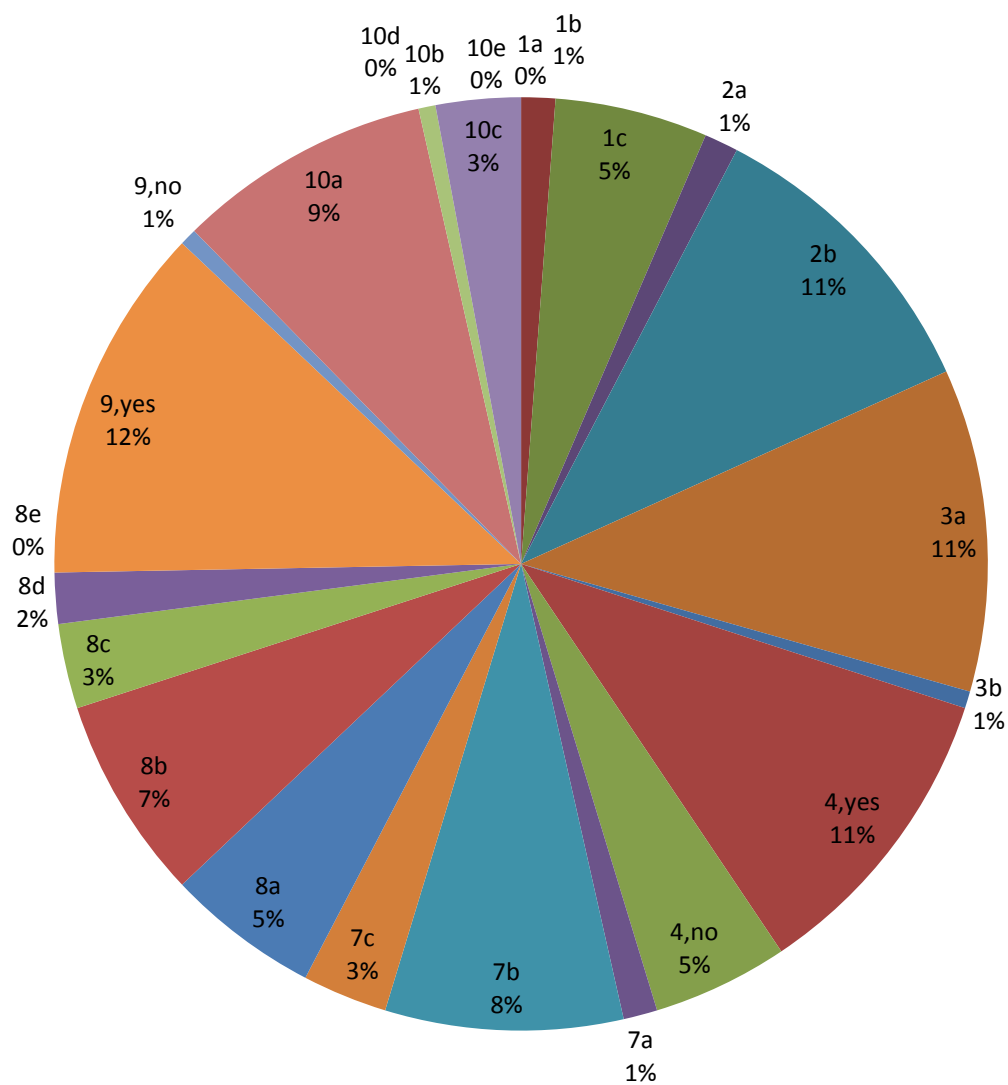
1	A	9
	B	2
	C	9
	¿Por qué?	Algunos permiten que el desarrollo de la clase sea eficaz prestando atención, ayudando con la explicación a los que no entienden, porque participan y saben trabajar en grupo Algunos compañeros impiden que el desarrollo de la clase sea eficaz porque hablan demasiado, juegan durante la explicación, lo molestan a uno,
2	a	2
	b	18
	¿En qué forma?	Si yo no molesto ellos no me molestan / Porque hay agresión física.
3	a	19
	b	10
	¿Por qué?	Ingles: porque es lo que estoy aprendiendo, para pronunciar, es más importante, para perfeccionar el ingles Español: porque no sé las palabras en inglés,
4	Si	18

In the above chart is evident lack of self esteem and respect for themselves and their classmates, which has led to look for songs that improve coexistence among students, that are songs reflective to generate human values.

As cognitive as sociocultural at the level and results from the diagnostic survey was that the students feel fear and fear by participating in public for the behavior and attitudes of some classmates. As in the classroom as in other areas the students are being victims of bullying, which affects in the process of student learning and making it difficult to teach a foreign language that for the present context is, English. Students want to learn, but the insecurity dominate them and others little effort and dedication they have to get ahead, because they express that lack of economic resources have not the right material for the development of their learning. However is important to analyze in on the graph to understand the results:

Graph 3: Data analysis, surveys 2

Data analysis, survey No. 2



No. Question		Frequency	Percentage
1	Considers classmates influence their learning? a) yes b)no c) More or less	9 2 9	45 10 45
2	Have been bothered by any of their classmates during the activity? a) yes b)no	2 18	10 90
3	you prefer to participate in: a) English b) Spanish	19 1	95 5
4	Do you use the dictionary? yes No	18 8	69,23 30,76
7	What has difficulty speaking in English? a) Vocabulary b) pronunciation c) Fluency	2 14 5	9,52 66,66 23,80
8	What have you learned with the activity? a) Vocabulary b) pronunciation c) Fluency d) Grammar e) Other	9 12 5 3 0	31,03 41,37 17,24 10,34 0,0
9	He feels that something should reinforce their learning		

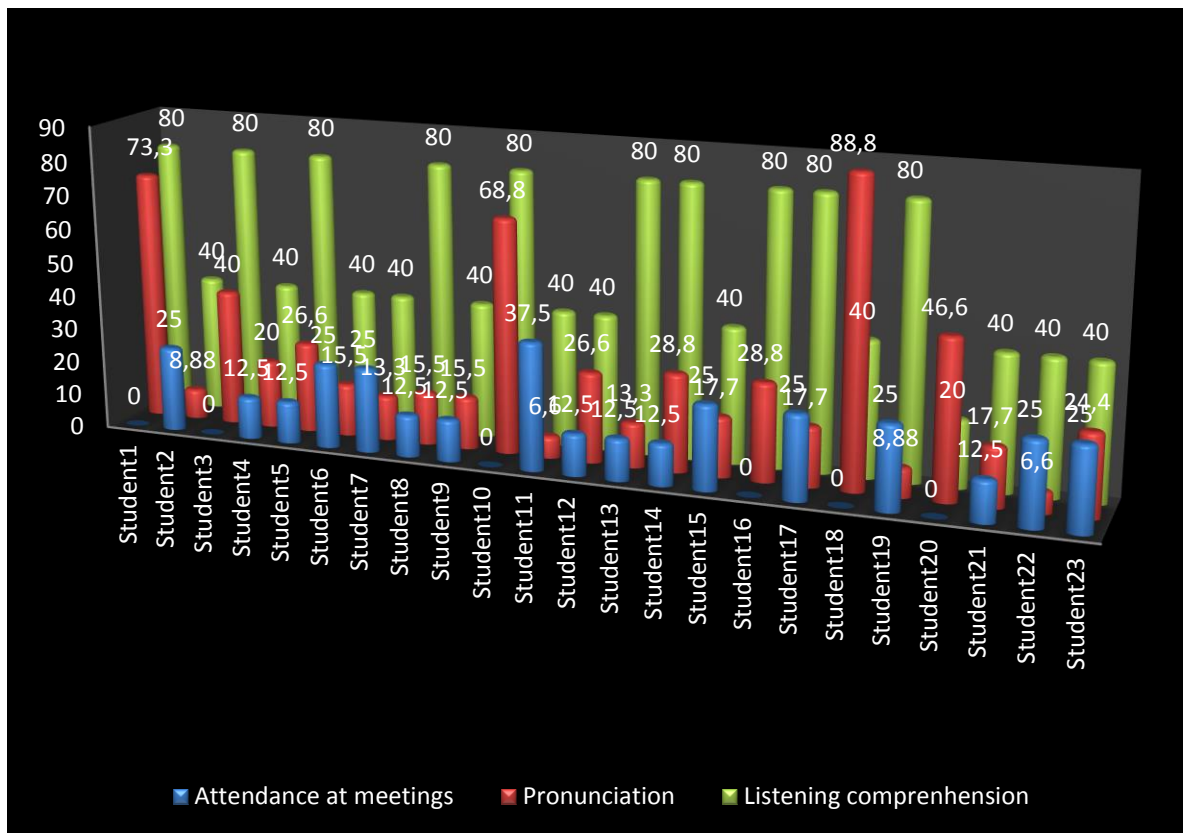
	a) yes	21	95,45
	b) no	1	4,54
10	How do you feel whit the activity?		
	a) Very nice	15	71,42
	b) City	1	14,28
	c) He was indifferent	5	23,80
	d) Nasty	0	0,0
	e) Very unpleasant	0	0,0

There is evidence that classmates are influential factors in student learning, only 10% think the opposite, on the other hand 65% of students prefer to participate in English even when they make mistakes, 69% students need to do use of the dictionary due to lack of vocabulary that each one of them to the view in front of an activity, here is where it becomes necessary to implement activities to increase the vocabulary in students, as Perez and Chulim (2007), share the idea that through the audio material students increase vocabulary, improve pronunciation and develop listening skills.

According to the analysis of data 66% of students have difficulty in pronunciation, according to Egea, 2009, the songs reinforce the students prior learning, as well as increase vocabulary, allowing improvement in pronunciation and diction in English, it is important to note that music videos used to know the stress of new grammatical structures while that promotes interest in the language (2009).

The 95% of the students shared the idea of enhancing their learning, they are aware of level assume elementary against foreign language, which for this case is English, and 71% of the students enjoy the activities that take place during actually rearch which is satisfactory according to the objectives.

On the other hand, is presented a graph with the appropriate percentage according to attendance at meetings, listening comprehension:



	Attendance at meetings	Pronunciation	Listening comprehension
Student1	0	73,3	80

Student2	25	8,88	40
Student3	0	40	80
Student4	12,5	20	40
Student5	12,5	26,6	80
Student6	25	15,5	40
Student7	25	13,3	40
Student8	12,5	15,5	80
Student9	12,5	15,5	40
Student10	0	68,8	80
Student11	37,5	6,6	40
Student12	12,5	26,6	40
Student13	12,5	13,3	80
Student14	12,5	28,8	80
Student15	25	17,7	40
Student16	0	28,8	80
Student17	25	17,7	80
Student18	0	88,8	40
Student19	25	8,88	80
Student20	0	46,6	20
Student21	12,5	17,7	40
Student22	25	6,6	40
Student23	25	24,4	40

understood that each want to express and the best is still that the other fellow students included to their and gave their views according to what they heard.

Then it must be noticed that students had a change of attitude toward behavior and self-assurance, music videos were very helpful, considering that rhythm, melody and lyrics fit the tastes of each them.

This project has met the objectives resulted in a favorable although students have presented difficulties during the research process were solved in the subsequent workshops and sessions. It should be mentioned that students had difficulties from the outset to express themselves and at the end of the research project are naturally expressed by relating the message of the song with aspects of their environment and socio-cultural context through the experiences that have had in real life.

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8. ANNEXES

Annex 1

Song's lyrics

When the children cry (white Lion)

Little child
Dry you crying eyes

How can I explain the fear you feel inside?
'Cause you were born into this evil world
Where man is killing' man but no one knows
just why.
What ever we become
Just look what we have done

All that we destroyed you must build again.

When the children cry
Let them know we tried

'Cause when the children sing
Then the new world begins.

Little child
You must show the way
To a better day for all the young.
'Cause you were born for the world to see

That we all can live with love and peace.
No more presidents and all the wars will end

One united world under God.

When the children cry
Let them know we tried...

What have we become
Just look what we have done

All that we destroyed you must build again.
No more presidents and all the wars will end
One united world under God.

When the children cry
Let them know we tried
'Cause when the children fight
Let them know it isn't right.
When the children pray
Let them know the way

'Cause when the children sing
Then the new world begins

Earth song (Michael Jackson)

What about sunrise,
What about rain,
What about all the things,
That you said we were to gain.

What about killing fields,
Is there a time,
What about all the things,
That you said was yours and mine.

Did you ever stop to notice,
All the blood we've shed before,
Did you ever stop to notice,
The crying Earth the weeping shores?.

Aaaaaaaaaah Aaaaaaaaaah.

What have we done to the world,

Look what we've done,
What about all the peace,
That you pledge your only son.

What about flowering fields,
Is there a time,
What about all the dreams,
That you said was yours and mine.

Did you ever stop to notice,
All the children dead from war,
Did you ever stop to notice,
The crying Earth the weeping shores.

Aaaaaaaaaah Aaaaaaaaaah.

I used to dream,
I used to glance beyond the stars,
Now I don't know where we are,
Although I know we've drifted far.

Aaaaaaaaaah Aaaaaaaaaah
Aaaaaaaaaah Aaaaaaaaaah

Black or white (Michael Jackson)

and i told about equality
an it's true
either you're wrong
or you're right

but, if
you're thinking'
about my baby
it don't matter if you're
black or white

I am tired of this devil
I am tired of this stuff
I am tired of this business
saw when the
going gets rough
I ain't scared of
your brother
I ain't scared of no sheets
I ain't scare of nobody
girl when the
going' gets mean

protection
for gangs, clubs
and nations
causing grief in
human relations
it's a turf war
on a global scale
I'd rather hear both sides
of the tale
see, it's not about races
just places

faces
where your blood
comes from
is where your space is
I've seen the bright
get duller
I'm not going to spend
my life being a color

Imagine (Jhon Lennon)

imagine there's no heaven
it's easy if you try
no hell below us
above us only sky
imagine all the people
living forday...
imagine there's no countries
it isn't hard to do
nothing to kill or die for
and no religion too
imagine all the people
living life in peace...
you may say I'm a dreamer
but I'm not the only one
I hope someday you'll join us
and the world will be as one
imagine no possessions
I wonder if you can
no need for greed or hunger
a brotherhood of man
imagine all the people
sharing all the world...
you may say I'm a dreamer
but I'm not the only one

I hope someday you'll join us
and the world will live as one

The Sounds Of Silence

By (Simon And Garfunkel)

Hello darkness, my old friend,
I've come to talk with you again.
Because a vision softly creeping
left its seeds while I was sleeping.
And the vision that was planted in my brain
still remains within the sounds of silence.

In restless dreams I walked alone
narrow streets of cobblestone,
'Neath the halo of a street lamp
I turned my collar to the cold and damp
when my eyes were stabbed
by the flash of the neon light, that split the
night
and touch the sounds of silence.

And in the naked light I saw
ten thousand people, maybe more.
People talking without speaking,
people hearing without listening.
People writing songs those voices never
share
and no one dared disturb the sounds of
silence.

'fools, ' said I, 'you do not know
silence like a cancer grows.
Hear my words that I might teach you,
take my arms that I might reach you.'
but my words like silent raindrops fell,
and echoed in the wells of silence.

And the people bowed and prayed
to the neon god they made.
And the sign flashed out its warning
in the words that it was forming.
And the signs said, the words of the prophets
are written on the subway walls and
tenement halls.
And whispered in the sounds of silence.

We Want Peace
(Emmanuel Jal)

Oh Yeah, Oh Yeah, I'm Looking For Some
People Who's Looking For Peace
Maybe Together We Could Make The War
Seas
Now We Can Send Mankind To The Moon
And We Can Reach To The Bottom Of The
Sea
That's Why It's Really Gone And That Hurts
Me
That We Can Only End Wars And Bring
Peace
And We Can No Chain Away People Act
And We Can No Chain The Way People
Think
So You Could Sit Back Chill Out And Relax
Socialization Will Soon Be Extinct
That's Why I Am

I'm Calling On, I'm Calling On The Whole
Wide World
On The Home I Go
Come On People, Would You Help Me?
Let's Scream And Shout, Let's Scream And
Shout Cause We Want Peace
And We Won't Be, Who Said At Least

I Dedicate This Song To The Common
People
Caught In The Middle Of This Common Evil
I Wish The World Was The Letter Man's ...
Time Is About Looking At The Man In The
Mirror
Fear Is The Devil's Police There
And They Go Down Side With Him So He
Cares
.... Cause Nobody Was Speaking, That's
Why I Am

... Rwanda, Never Again, And After
Rwanda, What's Happening?
Not Far From The ...
Who's Gonna Shout For The People Living
In The ...?

The War Going That, The War Going By
The War Is ... Down ...
Nobody Care About The Poor And The
Needy
To Be Exactly ... To The Rich And The

Greedy
 For Every Year ... I Am...
 ... One More Time, We Got No More Time
 We Gotta Figure Out A Way To Make It All
 Combine
 Like Jericho The Work ...
 ...Voices Out Of City Surround
 You Know What Is Wrong I'm Put Your
 Voice To Work
 We Gonna Shut Down Heaven And Earth
 That's Why I Am

I'm Calling On; I'm Calling On The Whole
 Wide World
 On The Home I Go
 Come On People, Would You Help Me?
 Let's Scream And Shout, Let's Scream And
 Shout Cause We Want Peace, And We Want
 Piece
 And We Won't Be, Who Said At Least

Come On, Everybody Come On, Stand Up,
 Stand Up, Stand Up
 You Want Peace And I Want Peace, Stand
 Up
 You Want Peace And I Want Peace, Stand
 Up
 Come On, Everybody Come On, Stand Up,
 Stand Up, Stand Up

[Chorus]
 I'm Calling On, I'm Calling On The Whole
 Wide World
 On The Home I Go
 Come On People, Would You Help Me?
 Let's Scream And Shout, Let's Scream And
 Shout Cause We Want Peace, And We Want
 Piece
 And We Won't Be, Who Said At Least

I Want Peace And You Want Peace, Stand
 Up
 You Want Peace And I Want Peace, Stand
 Up
 Come On, Stand Up, Stand Up, Stand Up,
 We Want Peace, We Want Peace, We Want

Peace, We Want Peace
 I'm Calling On, I'm Calling On The Whole
 Wide World
 On The Home I Go
 Come On People, Would You Help Me?
 Let's Scream And Shout, Let's Scream And
 Shout Cause We Want Peace
 And We Won't Be, Who Said At Least

I Dedicate This Song To The Common
 People
 Caught In The Middle Of This Common Evil
 I Wish The World Was The Letter Man's ...
 Time Is About Looking At The Man In The
 Mirror
 Fear Is The Devil's Police There
 And They Go Down Side With Him So He
 Cares
 Cause Nobody Was Speaking, That's
 Why I Am

... Rwanda, Never Again, And After
 Rwanda, What's Happening?
 Not Far From The ...
 Who's Gonna Shout For The People Living
 In The ...?

The War Going That, The War Going By
 The War Is ... Down ...
 Nobody Care About The Poor And The
 Needy
 To Be Exactly ... To The Rich And The
 Greedy

For Every Year ... I Am...
 ... One More Time, We Got No More Time
 We Gotta Figure Out A Way To Make It All
 Combine
 Like Jericho The Work ...
 ...Voices Out Of City Surround
 You Know What Is Wrong I'm a Put Your
 Voice To Work
 We Gonna Shut Down Heaven And Earth
 That's Why I Am

I'm Calling On, I'm Calling On The Whole
 Wide World
 On The Home I Go
 Come On People, Would You Help Me?

Let's Scream And Shout, Let's Scream And
Shout Cause We Want Peace, And We Want
Piece

And We Won't Be, Who Said At Least

Come On, Everybody Come On, Stand Up,
Stand Up, Stand Up

You Want Peace And I Want Peace, Stand
Up

You Want Peace And I Want Peace, Stand
Up

Come On, Everybody Come On, Stand Up,
Stand Up, Stand Up

[Chorus]

I'm Calling On, I'm Calling On The Whole
Wide World

On The Home I Go

Come On People, Would You Help Me?

Let's Scream And Shout, Let's Scream And
Shout Cause We Want Peace, And We Want
Piece

And We Won't Be, Who Said At Least

I Want Peace And You Want Peace, Stand
Up

You Want Peace And I Want Peace, Stand
Up

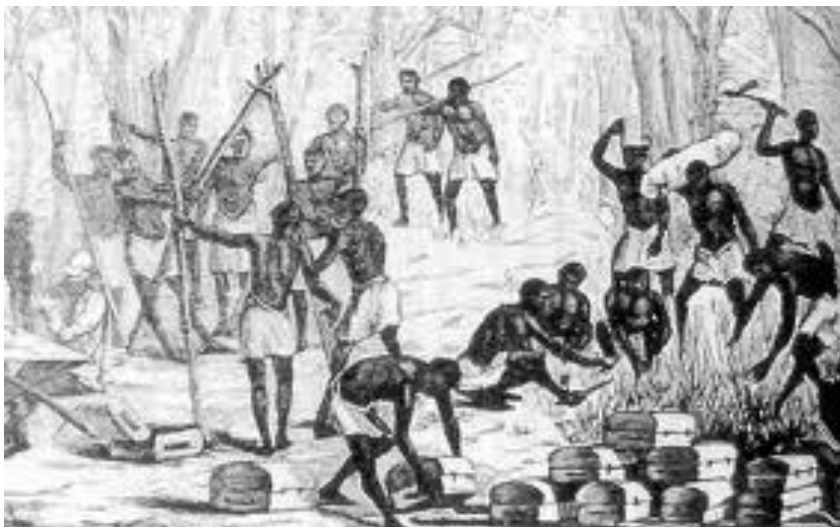
Come On, Stand Up, Stand Up, Stand Up,
We Want Peace, We Want Peace, We Want
Peace, We Want Peace.

Annex 2

To improve listening comprehension through popular songs

Listening workshop	Description	<p>The teacher shows a short slide and gives an explanation about the workshop to develop in this session. The students see some pictures, each with its corresponding word, the teacher pronounce properly each and they repeated it in disarray after she asks students about their different translations and they make according to their learning and skills.</p> <p>After having connected the picture with the word they hear the song “<i>Earth song</i>, by Michael Jackson” (<i>see annex No. 1</i>)</p> <p>Delivery of a copy with the song for students to fill in the blanks and they observe the leaf. The students listen to the song and fill in the blanks. They read aloud the song in the order requested by the teacher</p> <p>Students goes to the board and write the first word right and so on, then come the song and properly corrected. They return to sing the song, answer some questions in the notebook about the song found on the slides and speak about it in front of their classmates.</p> <p>Finally they make an exhibition on violence in Colombia in groups or individual form, for the next session</p>
	Test	<p>To reflect on the planet, on earth and what it has and we have left to take advantage and have destroyed over time.</p>

PICTURES



Annex 3

Crossword and lyric song

Description	<p>The teacher gives twelve words about the song “Imagine” by John Lennon (<i>See annex No. 1</i>); the students copy in the notebook with pen. The teacher says the first word in English, after the second and so on until the students write the twelve words.</p> <p>The students watch a slide on the computer with the words dictated by the teacher and with an image for each word; they change the mistakes and compare the written word with the words of the computer.</p> <p>The students are going to resolve a crossword (<i>see annex No. 3</i>) because is a fun and interactive way to practice vocabulary at the level of English learning for them. The words found in the crossword puzzle are the same as those worked in the dictation.</p> <p>The students are going to read four sentences through some slides on the computer; the teacher reads the sentences and then the teacher asks them to repeat in order to correct pronunciation. The student are going to then analyze each one and they have the opportunity to establish a discussion of the meaning of its. The students are going to start in order, from the first sentence until the fifth one; each intervention will be from one to three minutes. The teacher is going to support the concerns of the student and listening to other students achieves capture the idea or opinion of other students, they can use the dictionary during the workshop for found the words that they don’t know and they need to say for the activity.</p> <p>~~~~~ \ SENTENCES /~~~~~ \ Imagine there’s no countries it isn’t hard to do nothing to kill or die /~~~~~</p>
-------------	--

ds, or any such system of belief and
 orship
 . A very strong wish to continuously get
 ore of something, especially food or
 oney
 . Freedom from war and violence,
 epecially when people live and work
 gether happily without disagreements
 . The feeling you have when you need to
 :

IMAGINE

_____ there's no _____
 It's easy if you try
 No hell below us
 Above us only sky
 _____ all the _____
 Living for day...
 _____ there's no _____
 It isn't hard to do
 Nothing to kill or die for
 And no _____ too
 _____ all the _____
 Living life in _____

You may say I'm a _____
 But I'm not the only one
 I hope someday you'll join us
 And the _____ will be as one

_____ no possessions
 I wonder if you can
 No need for _____ or _____
 A brotherhood of _____
 _____ all the _____
 Sharing all the _____

You may say I'm a _____
 But I'm not the only one
 I hope someday you'll join us
 And the world will live as one

1PEOPLE	2WORLD	3DREAMER	4COUNTRY	5HEAVEN	6,MAN
7IMAGINE	8LIFE	9RELIGION	10GREED	11PEACE	12HUNGER

Annexes 4

Spontaneous interaction through the content of the song: *The Sounds Of Silence* by Simon and Garfunkel.

Description	<p>The teacher shows a billboard with images of everyday life, especially on the rights and duties as human beings have in society, the teacher will give several examples of each of the images there appear. After listening to the teacher the students observed each of the images and according to what they understood and what they see in each one of the images and the students make five sentences in their notebook.</p> <p>From their comprehension of each of the images involved, students are going to express their ideas and opinions about the billboard and the presentation made by the teacher, the goal is to create interaction between teacher and student on issues of society and daily life that one way or another affect the living and human development from a society.</p> <p>After that, students will organize in groups of three, the teacher will give to each group a sentence and they read quietly. Each group will have the opportunity to interact about the message with the sentences for three minutes. (<i>See annex No 4</i>)</p> <p>After this activity, the students in the groups must perform a specific role, the student number one, should read the sentence in front of their classmates, the student number two must explain the sentence and the student number three should perform the message of the sentence and so on. The group that better does the role plays, will win points.</p> <p>When each group has completed the last activity, the students will analyze a slide, which will be shown with images and vocabulary of the song “<i>The Sounds Of Silence</i> by Simon and Garfunkel” (<i>See annex No. 1</i>), the students will repeat the pronunciation correctly, following the</p>
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	<p>teacher; then the students will learn through the display of images and words written. After each student has to do with a classmate in a dialogue with the words displayed there and come forward and speak. The students have fifteen minutes to prepare their dialogue with dictionary support, slides and exposition by the teacher.</p> <p>Given the proposed activities students observe the music video of the song “<i>The Sounds Of Silence</i> by Simon and Garfunkel”, with the lyrics, then they will have the opportunity to watch the video, listen to the song and read the lyric, while also have the opportunity to sing, memorize, correct pronunciation and get the message of the music video.</p> <p>Each student will receive the lyric of the song “<i>The Sounds Of Silence</i> by Simon and Garfunkel”, with spaces (<i>See annex No. 4</i>), the teacher will put the song again but no video, no lyric, students only have the opportunity to listen to complete the song with the missing words in the spaces of the lyric, they will have a piece of paper with some verbs on the song. (<i>See appendix No. 4</i>)</p> <p>When finished, the students will have a debate. The topic for discussion is the message that leaves the song and the relationship between the video and real life and the experiences of each student. All the students must participate. They express their feelings, beliefs and opinions.</p>
Test	To express their feelings, beliefs and opinions on the song. To sing the song, and to learn the verbs and use it for the explanation.

NUMBER OF GROUP	SENTENCE
First	fools, ‘ said I, ‘you do not know silence like a cancer grows
Second	People talking without speaking
Third	People hearing without listening
Fourth	People writing songs those voices never share
Fifth	But my words like silent raindrops fell, and echoed in the wells of silence.

The Sounds Of Silence

By (Simon And Garfunkel)

Hello _____, my old _____
I've come to talk with you again.
Because a _____ softly **creeping**
left its seeds while I was **sleeping**.
And the _____ that was planted in my brain
still remains within the sounds of silence.

In restless _____ I walked alone
_____ of cobblestone,
'Neath the halo of a _____ lamp
I turned my collar to the _____ and _____
when my eyes were stabbed
by the flash of the neon light, that split the night
and touch the sounds of silence.

And in the naked light I saw
_____, maybe more.
_____ **talking** without **speaking**,
_____ **hearing** without **listening**.
People **writing** songs those voices never share
and no one dared disturb the sounds of silence.

'fools, ' said I, 'you do not know
silence like a cancer grows.
Hear my words that I might teach you,
take my _____ that I might reach you.'
but my words like silent raindrops fell,
and echoed in the wells of silence.

And the _____ and _____
to the neon god they made.
And the sign flashed out its warning
in the words that it was **forming**.
And the signs said, the words of the _____
are written on the subway _____ and _____
And whispered in the sounds of silence

TEACHING ENGLISH AS A FOREIGN LANGUAGE

VERBS	
Talk (hablar)	Talking (hablando)
Speak (conversar)	Speaking (conversando)
Hear (oir)	Hearing (oyendo)
Listen (escuchar)	Listening (escuchando)
Write (escribir)	Writing (escribiendo)
Creep (arrastrar)	Creeping (arrastrandose)
Form (formar)	Forming (formando)

Annex 5

The world in an environment and social interaction, promoting respect, the value of life and individual growth, (Sounds and pictures)

Description	<p>The teacher through the Internet will put four sounds which will be listening by the students with their close eyes (<i>See annex No 5</i>). Each sound will have a time of one minute. After the minute, the teacher will stop the sound and gives to their students the opportunity to guess: what kind of sound is? And what feeling cause that sound in each one of their.</p> <p>Participation of the students will be voluntary. After the first sound and have guessed the word and actively involved, students have the opportunity to hear the sound again and watch the moving image corresponding to the sound heard through the internet and verify if they heard that sound that they would guess. And so will the second, third and fourth sound. (<i>fifteen minutes</i>)</p> <p>Students will observe five pictures through a slide, they will analyze each of the images and the students are going to give an order to each one of the pictures, so that they can create a consecutive story involving all images, (<i>See annex No. 5</i>). Students will write and read the story in front of their classmates. (<i>twenty five minutes</i>)</p> <p>Students will observe the video music without a part of the lyrics of the song “<i>We Want Peace</i> by Emmanuel Jal” (<i>See annex No. 1</i>), they should describe the characters that appear there, talking about the places and objects involved in the music video. (<i>Ten minutes</i>)</p> <p>The teacher gives a sheet with the lyrics of the song “<i>We Want Peace</i> by Emmanuel Jal” and the students will listen to the song again in order to correct pronunciation, while they can sing the song. From there, they</p>
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	should to choose phrases to build a dialogue in a group and represent it in front of their classmates. This activity is done in order to express feelings, ideas, opinions and experiences of real life, also about the peace which is the issue of the song. (twenty five minutes)
Test	Guess the sounds, learn the song, speak about the message.

SOUND	URL
war	http://www.youtube.com/watch?v=vs6B0BXi4Fw
sea	http://www.youtube.com/watch?v=GEl-Qu7ApGQ
peace	http://www.youtube.com/watch?v=E2RxxhuvOTIw
shout	http://www.youtube.com/watch?v=jy11xq0KKeo





Annex 6



REPUBLICA DE COLOMBIA
COLEGIO CIUDAD DE FOMEQUE
EDUCACIÓN PREESCOLAR, BÁSICA PRIMARIA Y BÁSICA SECUNDARIA
Resoluciones No. 1224 Marzo 17/1994, 8457 Nov. 14 /2001,
1148 Abril 10/ 2003 y 059 Enero 11/2002
DANE 31100190861

“Hacia la formación de un ser humano integral y autónomo, socialmente activo y laboralmente competente”

DOCENTE: Arias Franco Claudia Patricia
GRADO: Séptimo A
JORNADA: Única

1.¿Cuáles son sus actividades de interés?

La música
Los cuentos
Los textos
Las películas

2.¿Qué es el inglés?

Una materia
Un gusto
Una necesidad
Un idioma

3.¿Le gusta el inglés? ¿Por qué?

Si
No

4.¿Habla y entiende el inglés?

Si

No

Más o menos

5.¿Con quién practica el inglés?

Docente

Compañeros

Familiares

Todas las anteriores

Nadie

6.¿A parte del colegio practica el inglés en otro lugar? ¿Cuál? _____

Si

No

7.¿Desde hace cuánto tiempo ha adquirido una lengua extranjera (inglés)?

8.¿Cuántas horas a la semana recibe la clase de inglés? ¿Considera qué es suficiente? ¿Por qué?

9.¿Cuál de las cuatro habilidades de inglés se le facilita más? ¿Por qué?

Hablar

Escuchar

Escribir

Leer

10.¿Cuáles son sus expectativas al aprender una lengua extranjera (inglés)? Argumente su respuesta

11.¿Cuáles han sido los principales factores en usted, para qué el aprendizaje en la lengua extranjera no haya sido eficaz?

12.¿Cómo aprende más fácil la lengua extranjera (inglés)?

Annex 7



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COLEGIO CIUDAD DE FOMEQUE
EDUCACIÓN PREESCOLAR, BÁSICA PRIMARIA Y BÁSICA
SECUNDARIA

Resoluciones No. 1224 Marzo 17/1994, 8457 Nov. 14 /2001,
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JORNADA: Única

1. considera que sus compañeros de clase influyen en su aprendizaje

Si
No
Más o menos

¿Por qué?

_____.

2. Ha sido molestado por alguno de sus compañeros durante la actividad

Si
No

En qué forma:

_____.

Annex 8

Slides:

<p>Let's talk a little</p> <p>Take risks</p> 	<p>What are they doing?</p>  <p>What is this time? What brings you memories? What are will you doing for Christmas?</p> 
<p>Describes the action of each animal</p> 	<p>What is the best profession for you and why?</p> <p>Speak about each one of this professions</p> 

Annex 9

Slides:

WHEN THE CHILDREN CRY

(WHITE LION)



LEARNING
ENGLISH



NEW
WORDS
FOR
YOU



CHILD 	CHILDREN 
EYES 	WORLD 

SING 	YOUNG 
LOVE 	PEACE 

GOD 	PRAY 	CRY 
DESTROYED 	LIVE 	WARS 

PHRASES

but no one knows just why



pero sin saber por qué

TEACHING ENGLISH AS A FOREIGN LANGUAGE

'cause you were born into this evil world



porque tu naciste dentro de este mundo inicuo

what have we become



en que nos hemos convertido

just look what we have done



solo mira lo que hemos hecho

let them know we tried



haganles saber que lo hemos intentado

