

Karaoke: Fostering speaking skills in tenth-grade EFL learners

Proposal of Didactic and Pedagogical Innovation

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This innovative proposal aims for the title of Bachelor's in English and Spanish

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Abstract

This document presents a proposal that integrates a string of didactic and innovative activities, by using Karaoke in a blended learning environment presented in a website and a booklet with an explanation of the activities, directed to reinforce tenth-grade EFL learners' speaking skills. This proposal was created for students whose ages are around 15 and 18 years old from public schools located in Bogotá, Colombia. After some research about the population and the implementation of Karaoke in other projects, it was remarkable the lack of students' motivation and difficulty to express and speak English. In return, this proposal promotes the development of speaking skills in this target population by implementing the use of Karaoke as a means to situate the context and meaning of songs in class discussions. In connection with the aforementioned, 4 cycles, with a total of 14 lesson plans of 120 min each, were created. This material was designed to help and guide teachers to develop the activities with students to foster their speaking skills through the implementation of Karaoke.

Keywords: Karaoke, Blended learning, Speaking skills, Situated Learning.

Resumen

Este documento presenta una propuesta que integra una serie de actividades didácticas e innovadoras, mediante el uso de Karaoke en un ambiente de aprendizaje combinado presentado en un sitio web y un folleto con una explicación de las actividades, dirigido a reforzar las habilidades orales de los estudiantes de inglés como lengua extranjera de décimo grado. Esta propuesta fue creada para estudiantes entre 15 y 18 años de edad de colegios públicos ubicados en Bogotá, Colombia. Después de algunas investigaciones sobre la población y la implementación de Karaoke en otros proyectos, fue notable la falta de motivación de los estudiantes y la dificultad para expresarse y hablar inglés. A cambio, esta propuesta promueve el desarrollo de habilidades orales en esta población objetivo al

implementar el uso del Karaoke como medio para situar el contexto y el significado de las canciones en las discusiones de clase. En relación con lo anterior, se crearon 4 ciclos, con un total de 14 planes de lecciones de 120 min cada uno. Este material fue diseñado para ayudar y guiar a los docentes a desarrollar las actividades con los estudiantes para fomentar sus habilidades orales a través de la implementación de Karaoke.

Palabras clave: Karaoke, Aprendizaje remoto, habilidades del habla, aprendizaje situado.

Chapter I: The problem

Context: Target population

This proposal was designed for tenth-grade students from 15 to 18 years old at a public school in Colombia. According to the American Psychological Association (2002), individuals who belong to this group of ages are in their adolescence chronologically speaking. However, adolescence encloses people from 10 to 18 years old. Therefore, students from 15 to 18 are specifically known as teenagers. In Colombia, this group of learners is mostly in the Tenth grade of High School. Piccolo, L. (2017) states that teenagers are willing to learn through context activities that help them see what is happening in their lives at the moment. This means that students are well-disposed to connect their learning process with their lives by talking and expressing their feelings and thoughts.

Moreover, at this age students are keen to perform activities such as listening to music, watching TV and series, and painting, among others (Alfonso, 2020). On that account, the role of music in their daily lives is very important for the development of this proposal since they use music and its meaning to build their personality. At the same time, this aspect makes them the best target population to implement what has been designed in the current document.

Regarding their socio-economic status, students from public schools mostly belong to 1, 2, and 3 socioeconomic strata depending on their neighborhood. Additionally, classrooms in public schools are up to 30 or 40 students, although the number of students per classroom has been reduced due to the covid-19. Currently, most public schools count on technology such as TV, radios, computers, and an internet connection, to perform the activities carried out by the teachers.

Regarding students' behavior, Alfonso (2020) states that, in tenth grade, teenagers cooperate and self-behave when they are requested by their teachers, despite occasionally drawing away and chit-chatting with each other. By doing so, the time of the lesson takes longer and makes it harder for the teacher. It is also mentioned that they listen to each other and generally participate and express their opinion with ease.

Statement of the problem

As stated before, tenth-grade students, who are the target population of this proposal, must develop different skills to prove they hold B1 level proficiency in English, in which they are supposed to be able to speak and express themselves in English with some pauses and reformulate what they say. Although they happen to get control of expressions and vocabulary, they still find it difficult to express deep and thoughtful ideas (Council of Europe, 2001). In addition, according to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (MEN, 2006), a person with a B1 level can interact naturally in an English basic conversation, uses a basic vocabulary to express hopes, dreams, wishes, and the pronunciation is understandable enough for the receptor. However, in 2021 an English exam was implemented by EF (Education First) in 112 countries in which Colombia positioned the 81st place with a low level of English. This shows the necessity for students to improve their English skills and incorporate new learning strategies so they can improve their level. Additionally, it was observed by Vanegas (2020) that students struggle at the time of speaking English due to grammar-focused activities with little or no oral production and a lack of confidence when speaking in front of their classmates.

It is important to highlight that, at this age, students find it easier to express feelings and thoughts in their native language. According to Abril (2020), students tend to speak Spanish with their classmates and teacher during English classes because they are afraid of not having

enough vocabulary or accurate pronunciation to express themselves. Additionally, the teacher might also speak Spanish in class to make instructions clear for students who still struggle with basic classroom commands. These conditions may affect the frequent practice of communication skills and lower motivation to speak English in class.

On the other hand, Vanegas (2020), based on her research experience with tenth-grade students, stated that speaking skill was one of the most challenging for the students since English was not required to be used in the classes for students. Then, they used to speak Spanish most of the time. Also, she mentions that students did not feel confident when speaking English in front of their classmates. This evidenced that speaking skills were an important concern for both researchers and learners, and they were not being worked as much as they should.

All in all, considering the current requirements for students to meet academic standards and the notorious demand to improve tenth-grade students' speaking skills, it is necessary to work on the spotted weaknesses by orienting the activities towards frequent interaction and pronunciation practice. Therefore, after observation and research, the lack of speaking skills was identified as the problem that needs to be tackled in this proposal.

Rationale

To start with, globalization and modern technologies have enabled people to communicate with each other online. That being the case, the English language has been established as the means of communication for most people on those websites and spaces created to share ideas, feelings, and thoughts. In fact, because of the use of English for both international exchange and intercultural communication, students are compelled to cope with the new requirements of a globalized world that constrains people to speak two or more

languages. Thus, the demand for English speakers in both the academy and the world of work establishes a challenge for nowadays' students.

Consequently, speaking skills are important for students when learning a foreign language. According to Mahbub-ul-Alam, & Islam (2014) "Speaking necessitates that learners not only know how to fabricate specific points of language such as grammar, pronunciation, or vocabulary (linguistic aptitude), but also that they understand when, why, and in what ways to produce language (sociolinguistic aptitude)." (page 135) This exhibits the importance of this skill and the need of finding strategies to help learners find it easier to learn the target language and enjoy the process at the same time.

Moreover, thanks to modern technologies, people enjoy interacting through websites or apps where they exchange feelings, ideas, and thoughts with others online. Therefore, the implementation of karaoke in EFL might bring many benefits to students' learning processes. Firstly, listening to music is one of the most common activities performed by teenagers as stated before, and there are platforms such as YouTube and Spotify that allow them to easily have access to a wide variety of songs situated in English-speaking contexts from around the world. Secondly, remote or autonomous work will increase students' practice, working on study habits as well. Thirdly, studying and learning not only the lyrics but the sociocultural aspect and history behind the song will eventually lead to discussion finding differences or similarities promoting students' insight. Finally, when listening, practicing, and recording themselves while singing, they also might improve their pronunciation and analyze the mistakes they are making by comparing their recording with the original video.

By exploring this need, the teacher-researcher finds an opportunity to design and provide strategies and tools to overcome students' challenges and help them gain confidence when speaking English. Therefore, the purpose of this project was to design an innovative proposal that helps learners catch up with the globalization requirements previously mentioned, in a

way that allows them to express their feelings and ideas while enhancing their speaking skills. Thus, taking into consideration that having classes in a non-native English environment would require the use of a strategy to make the most of materials such as worksheets, web tools, music videos, etc. this project is based on a blended learning approach to turning Karaoke into a strategy to foster the learners' speaking skills.

In other words, learning through music and karaoke could be a good strategy to help people enjoy their learning process, feel more confident to express themselves in a foreign language, and improve their vocabulary, pronunciation, and fluency at the same time. Hence, this is the strategy chosen to be applied for this proposal to provide teachers and EFL learners with the materials in order to develop their speaking skills through situated learning practice.

Objectives

- To promote the development of speaking skills of tenth-grade EFL learners from public schools by implementing the use of Karaoke.
- To elaborate a set of situated activities focused on oral production with the implementation of Karaoke in a blended-learning space.

Chapter II: Theoretical framework

In this chapter, two main sections will be addressed: The state of the **art** and the theoretical framework. First, five national and international research studies, related to the implementation of Karaoke in an EFL environment, will be described and connected to the current proposal from a critical point of view. Afterwards, in the theoretical framework, the four constructs that underpin the proposal which are Blended learning, Music in the EFL classroom, speaking skills, and situated literacy, will be thoroughly developed along with their relevance for the project.

State of the art

In this section, five national and international research reviews will be presented to see how this proposal has been implemented and studied through different contexts, and as a background to support and provide research-based information associated with the implementation of Karaoke in an EFL classroom for the current proposal.

The first study considered relevant for the current proposal was developed by Cuestas (2006) and was titled 'Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production'. The research questions were: "How can songs in English promote students' oral production? How do students react towards the proposed activities using songs in English? And what changes can we observe in students' oral production when they are engaged in such activities?" (Cuestas, 2006, p. 48). The project was developed with a group of 45 students, divided into small groups, at León de Greiff public school located in Bogotá Colombia. Interviews, field notes, and surveys were used to collect the data. The findings of this project showed that the use of songs help students to gain confidence, participate, and feel more motivated and relaxed in classes. Although the fact that students freely selected the

songs and it increased their willingness to participate, the songs were not connected. This contributes to the project by realizing the importance of connecting somehow students' interests to the selected songs, attempting that they feel encouraged to participate by relating the themes and topics of the songs to their personal lives. Consequently, a set of activities was designed so the songs are related and connected to each other, to finally present a song proposed by students themselves following the activities previously worked with other tracks and having everything clear since they will have enough time to solve doubts and understand how the songs are developed and their purposes.

Secondly, Rengifo (2009) developed a research project, titled 'Improving Pronunciation through the Use of Karaoke in an Adult English Class,' with a group of 12-15 learners from an English institute, located in Bogotá, Colombia. In this project, the researcher wanted to know the effectiveness of using karaoke in order to improve learners' pronunciation. Therefore, the research question was: "To what extent can the use of karaoke help students improve their pronunciation skills in the English classroom?" (Rengifo, 2009, p. 3). The project was qualitative action research with interviews and questionnaires as the instruments. The findings showed, first, that students may find the use of karaoke monotonous, and that was the reason why other activities that complemented the karaoke were included, and second, through the implementation of these activities, students were able to speak and improve their pronunciation in EFL. (p. 93). This project is considered relevant for the current proposal because it helps understand the importance of creating previous activities that anticipate students and prepare them for Karaoke; and closure activities to share thoughts and feelings about their experiences before, during, and after the recording of the video.

Thirdly, Buitrago, Serrador, and Ulloa (2018) developed a research project titled ‘English karaoke: a speaking strategy to improve pronunciation and oral fluency skills’ whose objective was “to determine the effects of English karaoke songs activities on pronunciation and oral fluency” and the research question was “What is the effect of English song activities on pronunciation and oral fluency in a group of learners of the promotion course to colonel rank at Advanced Studies School of Colombian National Police during the second half of 2017?” (Buitrago, Serrador, et. al, 2018, p. 8). The participants of this quantitative research were fifteen officers of the National Police of Colombia. The objective of the study was to improve the speaking skills of the learners since it was important for them to develop their orality. In order to collect data, it was necessary the use of pronunciation and oral fluency rubric. This research contributes to the current project because although the population was not easily motivated to participate in the karaoke at first, they were able to develop the activity successfully in the end by making the environment comfortable enough for students to be willing to participate. Therefore, this current project will develop some preparation activities to involve students with the songs and help them feel more confident at the time of participating.

Furthermore, there is a project, which was considered relevant for the design of the current proposal, developed by Hermansyah, Handayani, and Wulandari in 2018, entitled ‘The effectiveness of English Songs in teaching pronunciation to Elementary school students at SD Bintang Pertiwi’, located in Indonesia. The objective of this study was “to find out the effectiveness of using English songs in teaching pronunciation to elementary students with descriptive method” (Hermansyah et al., 2018, p. 841); it was an action research design that proposed the use of songs for students to improve their pronunciation; according to the authors, learners could memorize the lyrics more easily than a text, which made the experience better for them. Additionally, through the observation of the activities, the

researchers noticed an improvement in comprehending the lyrics of the songs. The above-mentioned research shows that the implementation of Karaoke improved students' oral production, which helps the current project to demonstrate the fact that students are capable of learning the lyrics and internalizing the song. To this effect, this current proposal attempts for students to engage with the songs and allow them to construct a critical opinion in relation to them.

Finally, Torres and Cartagena (2019) carried out a research project, titled 'Karaoke as a tool in the speaking skill in learners of English', they worked for 8 weeks with first *Bachillerato General Unificado* parallels A and B at Francisco de Orellana High School in Puyo city, Ecuador. The research question that guided the study was: "How does karaoke as a teaching tool affect the development of English speaking skills of learners in the first grade of High School at Francisco de Orellana High School?" (Torres, & Cartagena, 2019, p. 9) and the purpose of the project was to use Karaoke as a way to improve students' speaking skills. The project was based on the communicative approach to learning EFL, and it followed an action research design and mixed methods approach. The instruments used to collect data were a survey, a pre-test, a post-test, and the observation of classes. According to the authors, the four elements of the speaking skill were developed during the project. The researcher emphasized the importance of listening to students' preferences when choosing the songs for the project, and also mentioned that through Karaoke students felt more motivated to participate. According to the aforementioned, it is crucial to look for songs that are connected or related to the students' environment, so that they feel completely involved with the activities. In this respect, the research fostered the current proposal to come up with songs that have controversial topics such as violence, education, and abuse of power, among others which also aims to help students feel related and connected with the songs and their topics, looking forward to stimulating discussion. Additionally, this proposal aims to use different

web tools that are attractive and entertaining to guide students' reflections on the songs by easily interacting through a webpage.

Finally, these deep quests about previous attempts and experiences of using music in the classroom created a realistic panorama for the researchers that triggered brainstorming and problem-solving skills during the design of the proposal.

Theoretical Framework

Blended Learning

During the last years, the new technologies along with the internet have had a big impact on society, involving and transforming most of the activities performed by human beings. On the internet, it is possible to find many games, websites, and educational resources that help students and teachers to practice and find additional ads to complement their learning process. Undoubtedly, one of the most important contributions from new technologies to education is blended learning.

As Bonk & Graham (2006) state, Blended Learning is the combination of the two learning environments such as Face-to-face classes and virtual classes with the use of media. Although it has been generally described as the mix of these two environments, its meaning has evolved through time. This means Blended Learning goes deeply as a pedagogical strategy designed to help students develop activities in and out of the classroom (Bartolomé-Pina, García-Ruiz, & Aguaded, 2018). Blended Learning is suitable for this proposal since it demands students to work autonomously, encouraging them to review their study habits. In doing so, it allows the teacher to complement their learning process by designing activities directed to provide vocabulary and pronunciation practice.

The use of technology and media in educational contexts has considerably increased in the last years due to COVID-19, facing a new challenge for both learners and teachers but at the same time opening a window for innovation and updating. First, Blended Learning is well known and used in teaching since it provides a wide range of possibilities to bond with the learner's interests. These types of multimedia encourage students to be more participative because they are very involved and aware of this type of technology. It helps teachers to get closer to learners, so that they catch their attention through games and activities prepared through this (Patarroyo, 2021; Moncada, 2021). Therefore, this project aims to design online activities combined with face-to-face interactions engaging students in constant practice. Thence, Blended Learning is key for the development of the project since different platforms, such as video streaming websites, interactive games, social and public forums, among others, will be used for the development of the Karaoke activities.

Music in the EFL classroom

Before addressing the importance of music as a learning resource in the EFL classroom, it is vital to first understand what music is and its impact on human activities. Although music varies geographically and culturally, it can be interpreted in different ways depending on people's experiences. Over the years, music has been perceived as a way to express human feelings, character, behavior, thoughts, and identity, and even used for portraying social issues and beliefs (Juslin, 2013). Hence, in this work, music is not only a vocal or instrumental sound that shares a "rhythm, melody or harmony" (Merriam-Webster, n.d.). What is more, music will be seen and used as a thought-provoking strategy in the EFL classroom, as it is explained as follows.

The use of music in the classroom involves many benefits. Firstly, using a song is very similar to using a text; it means a song is rich in vocabulary, grammar structures, and

figurative expressions. Besides, it carries out a cultural and historical context that provides useful information for the learner (Vishnevskaja & Zhou, 2019). Furthermore, music is used by most of the population around the world every day; it helps people improve skills like their memory, spatial learning, literacy, etc. (Pardede, 2019). Therefore, while it is beneficial to listen to music, it combines both language input and real-life situated aspects that engage the student in discussion and at the same time help them enjoy their learning process.

In addition, Palacios & Chapetón (2014) claim that implementing songs in the classroom helped students relate the songs to their own cultures, increasing their confidence to speak about their experiences and realities in the target language. Moreover, Karsono, (2019) states that the use of karaoke improves and increases students' learning in terms of grammar, vocabulary, and pronunciation (Karsono, 2019).

Furthermore, music plays an important role in education, especially in foreign language learning. According to Pérez & Leganés (2012), music not only helps learners to comprehend different contexts and cultures, but also enhances vocabulary, pronunciation, accent, and even grammar. They also explain that the matter of repeating and imitating what students listen to generates significant learning. Consequently, the use of music in the EFL classroom, in the current proposal, helps learners to have direct contact with the language since they receive input from a native speaker in a way that only music can joyfully deliver the message. This is to provide them with spaces where they can practice the language even while outside of the classroom (Schoepp, 2001). Thence, in the repetition and constant practice of the target song questions emerge and these drive the learner through exploration.

Karaoke in the EFL classroom. There is a common social practice known as Karaoke which is a worldwide activity in which participants enjoy their favorite “jams” regardless of the language barrier. Although most of the theory found about the

implementation of Karaoke in the classroom is more related to face-to-face classes, some points stated are important to consider. First, learning a song implies a group of practices that improve memory and many other aspects. Also, students must follow some steps to make the learning not only a repetitive performance, but a way to improve their language skills (Erten, 2015); finally, it also increases students' autonomy because they have to take time out of the class to practice the lyrics.

What is more, the application of music through Karaoke activities has been an important strategy for EFL teachers and learners. According to Erten (2015) "Karaoke as a pastime activity involves singing, which itself entails articulation of language. Therefore, it may lend itself as an activity that aims at language practice" (p. 592). Besides, the use of karaoke for pedagogical purposes has been well accepted by students who find it interesting and useful to learn the language (Erten, 2015). Furthermore, Karsono (2019) states that Karaoke is a way to entertain people through audio-visual and textual sources. Consequently, Karaoke, while being attractive as a past-time activity, is a tool that provides learners with a way to have fun while practicing. It can increase motivation and confidence towards speaking in front of others overcoming shyness and fluency. Additionally, through the development of Karaoke, students will be able to express their opinions about the songs and make it situated learning by relating the theme of the song with students' own contexts.

Speaking skills

To start with, in this proposal, speaking skills are defined as a set of tools to develop the complex task of speaking. These gather vocabulary, grammar, pronunciation, and fluency. They develop simultaneously during the learning process and often unconsciously. Through the acquisition of speaking skills, people are able to communicate, exchange knowledge, and express themselves with others. According to Qureshi (2012), if people do not use language

for communicative purposes, its use merely becomes a script. Therefore, to take over a foreign language, in terms of speaking, is what allows people not only to talk to each other in daily conversations, but to better understand what the other person wants to say, even when there are language devices involved in the intention of the speaker.

In the context of EFL, speaking skills are needed for students to start thinking in the target language. In real life and contexts, speakers do not repeat what others say, but they construct their own ideas about their own thoughts and feelings; therefore, L2 students need to learn to speak in the target language so they are confident enough to use it out of the classroom (Baker & Westrup, 2003). According to Baker & Westrup (2003), a person who is able to speak English is the one who acquires both accuracy and fluency. In other words, accurate speakers are able to use grammar, vocabulary, and pronunciation in a fluent way. Likewise, fluent EFL speakers can express their thoughts and ideas without hesitating.

As previously mentioned, speaking skills are divided into four main elements which are *fluency*, *grammar*, *vocabulary*, and *pronunciation*. Firstly, it is important to clarify that speaking fast is not what *fluency* is about; pauses when speaking are important to be considered fluent at the time of speaking as well (Thornbury, 2005). A fluent person is able to speak without having to find the words to use in his or her “speech” so listeners can easily understand the message (Albino, 2017). Then, speaking fluently implies the following characteristics: the speed the speaker uses, an effortless and smooth speech, and their ability to express themselves without many pauses to have a clear communication purpose (Simensen, 2010). Thereupon, the goal of the proposal is to guide students into spontaneous conversation exercises where opinion and deep thought are required at class sharing moments.

In terms of accuracy, although *grammar* is an important element to consider when developing speaking skills, the use of grammar in speaking production is not mainly focused on the structure of a sentence and small particles like prepositions, pronouns, and articles. But, because it tends to change due to the lack of time speakers have when expressing an idea, it seems to be more natural and informal. (Thornbury, 2005); basically, they could not follow a perfect grammar structure and still have correct use of it. Meaning for example, when answering a greeting, a mere “doing great!” would do just as fine as its formal version “I am doing great, thanks!”. Besides, speakers must be able to use time expressions easily and tag questions. Also, learners should remark a preference for direct speech rather than reported speech, therefore “ellipsis” and “vagueness” are accepted. Consequently, spoken grammar is different from written grammar. (Thornbury, 2005). Then, grammar is seen as a set of social conventions and rules that can also be learned through imitation.

Another element related to accuracy is *vocabulary*. It represents those words students acquire, understand, and apply either orally or printed (Al-Dersi, 2013). According to Kacani and Cyfeku (2015):

Knowing and learning a word from the viewpoint of receptive and productive language includes knowing and learning its: form (spoken and written form, word-parts), meaning (form and meaning, concepts and referents, associations) and use (grammatical functions, collocations, and constraints on use). (p. 390)

Consequently, vocabulary encloses not only the fact of knowing the meaning of words, but their use in context, and is learned when it is seen and practiced many times (Al-Dersi, 2013). For that reason, the proposal situates the vocabulary by providing socio-historical background and requesting students to use it as a bank of words for further discussion.

Last but not least, *pronunciation* is the third component of speaking skills.

Pronunciation is a group of sounds used with the purpose to communicate or transmit a message (Tlazalo & Basurto, 2014). However, pronunciation is not only focused on sound but also involves other aspects. Hamidova & Ganiyeva (2020) affirm that pronunciation encloses intonation, stress, rhythm, and connection of the speech given.

Furthermore, it is important to understand what stress, rhythm, and intonation are.

Firstly, Yangklang (2013) states that stress is the force with which a word or phrase is pronounced and that force is mainly focused on a syllable. Secondly, intonation is the music in which something is said through movements. Lastly, Díaz (2020) states that Rhythm “is a set of perception and production patterns of different accentuations which operate on words and phrases.” (p. 72). Hence, these concepts gather the characteristics required to pronounce in a comprehensible way reassuring understanding from the receptors. Notwithstanding, the constant repetition of expressions and the ability of imitation itself help the learner by speeding up the acquisition of the language. In this proposal, pronunciation is seen as the practice output that will eventually develop the capacity to use the language freely.

Literacy as a situated social practice

This proposal understands Literacy as a situated social practice. Barton et al (2000) define it as the process that connects people with one another in order to share ideologies, and represent social identities. They also explain that literacy practices are “the general cultural ways of utilizing written language which people draw upon in their lives” (p. 7). This means that Literacy as a situated social practice allows learners to exchange experiences with others by discussing social problems and situations that directly affect them through the relation of texts. In this sense, this project will use the lyrics of songs as those texts that allow students to share ideas about their contexts and experiences as individuals that they also share as a

society. The implementation of Karaoke intends not only to help students speak a foreign language, but to express their ideas and feelings in relation to their own contexts.

Furthermore, Palacios and Chapetón (2014) state the importance of providing to EFL Classrooms an environment where they are allowed to express their feelings, be heard, and listen to others, and by implementing this approach to Literacy, students are able to reflect upon the problems that surround society. Hence, the purpose of this project is to encourage students to actively participate in analyzing the lyrics of the songs and providing a critical opinion and idea about what they have to do with their own reality. The vision of Literacy as a situated practice allows teachers to use songs as a resource to motivate EFL learners to go deeply into the lyrics, so the exercise does not focus on repetition itself, but it complements with a deeper connection between the song and the learners' life experiences.

Additionally, Abdallah (2015) claims that in Situated Language Literacy, learning is connected to the context of the population that is being studied. That is to say that knowledge is created and constructed through interaction with one another. This type of learning provides students with the opportunity to learn about their classmates' context and feel related to what they are doing or talking about. Moreover, it not only encourages learners to interact with each other, but also allows them to gain experience through practice. While being closely related to learners' life experiences, one more possible advantage of situated literacy is to increase students' interest in talking about situations that may affect their reality in order to offer possible solutions.

Figure 1 shows the relation among the constructs previously defined and characterized. Firstly, it shows *Speaking Skills* in the top center of the infographic because it connects all the constructs by establishing the main goal. Meanwhile, the arrows connecting the three remaining constructs with one another, *Music in the EFL classroom*, *Situated*

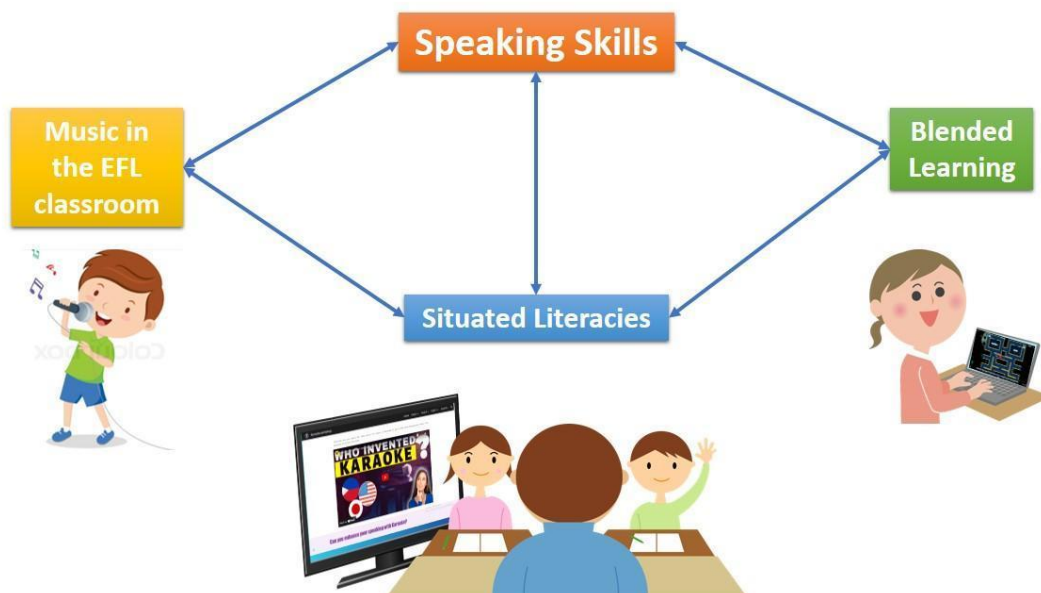
Literacies, and *Blended Learning*, represent the path to follow in the design of this proposal.

It is essential to establish that, first, students will approach a specific song by obtaining vocabulary from the context and meaning of the song, and then autonomous practice exercises attempt to reinforce pronunciation from the lyrics by identifying a specific sound.

Finally, the ideas subtracted from the songs will be shared and discussed in classroom guided communicative activities.

Figure 1.

Visual representation of the constructs



Chapter III: Methodological design

Pedagogical and didactic innovation proposal

A pedagogical and didactic innovation is the implementation of changes in students' learning process that influence them positively (Walder, 2014). Walder emphasizes on how an innovative purpose is to provide students with a better understanding, being, and doing to get responses, attitudes, and conducts. Considering this, the current proposal aims to motivate students to speak and express ideas and feelings by integrating Karaoke with thematic songs, so they can analyze them and relate them to the learners' contexts improving at the same time their speaking skills in terms of fluency and pronunciation. Consequently, the implementation of this proposal attempts to break with the conventional grammar-focused activities by implementing technological aids in a Blended classroom environment. The aforesaid intends students' speaking skills to be developed from a different perspective.

The constant change in people causes a change in education as well. Therefore, this brings a big challenge for teachers to look for the best ways to improve the style of teaching students. Walder (2014) states that innovation is mainly associated with technology, but pedagogical and didactic innovation is perceived as the idea of introducing new ways and activities to students, in order to improve their learning. However, it is pedagogical because it requires it to be designed following a sequence. Thus, this proposal focuses on the implementation of activities that follow a specific sequence with the purpose of connecting and familiarizing students with the songs, so that they feel confident enough to speak.

Furthermore, technology is constantly evolving as the years go by and so is education. Therefore, a need for improvement in the way of teaching emerged. Weitze (2017) presents the importance of involving technological tools in the development of classes, and how teachers need to be constantly learning about those useful mechanisms to apply them to

learners. However, for the implementation of these tools, it is necessary to involve important aspects of teaching which are planning, designing, and relating the tools to the problems and contexts in which students are involved. Thereby, this proposal aims to articulate technological tools, music, and students' contexts for the development of the classes in order to catch their attention and foster their speaking skills.

Vision of curriculum

The curricular vision of this project aims to be adequate to students' needs through a communicative and experiential learning process, with the combination of English speaking skills, music, and students' reality. Thus, by integrating these aspects students are able to build knowledge. Campbell (2020) emphasizes the fact that the role of the curriculum is to provide the best elements for children's development, growth, and social interaction. The reform of the curriculum is key for the author, since it helps and updates according to the students' needs. This proposal shares Campbell's idea of the curriculum because its purpose is to help students communicate with each other, socialize, and improve their speaking skills in EFL while providing them with opportunities to share their opinions regarding social issues that affect their reality.

Additionally, Habiburrahim (2021) states that curriculum "as a vehicle for teaching and learning can be created around specific objectives and in accordance with a given society's culture" (p. 51). Considering the aforesaid, this proposal seeks to combine EFL learning with students' life experiences through the implementation of Karaoke, in order to accomplish some specific objectives, so they are able to experience, understand, get closer and connect the songs with their own contexts. In consequence, this proposal addresses students' learning process from a worldwide point of view to a personal and more contextualized one, so they can adapt the information received to communicate with it.

Vision of language

The vision of language that this project glances at is language as a tool for communication and thought sharing. As stated by Rabiah (2012), language cannot be separated from its context because through language, people communicate ideas, feelings, thoughts, and concepts from their world. Through language, individuals are able to show their identity. That is to say, language is key for the current project because it helps the speaker to convey a message taken from a personal experience. The purpose of this message is to be presented and communicated to others, in order to discuss their opinions and experiences related to the songs and activities developed.

Furthermore, in accordance with Sirbu (2015) “as a tool of communication among the members of a society, language is influenced by the very society where it functions” (p. 405). In consequence, when the context is considered at the time of learning a foreign language, learners might find a way to express their ideas and thoughts in the target language easily because it is something related to what they have known and experienced. That is why, the current project aims to encourage students to use language in order to communicate those thoughts, feelings, and ideas through the use of music and karaoke.

Vision of learning

The vision of learning that underpins this proposal is centered on Experiential Learning. Through this theory of learning, students reflect upon their own experiences developed during the development of the classes, which are designed to put them into their own contexts. According to Itin (as cited by Seaman, Brown & Quay, 2017), experiential learning encloses aspects such as action, reflection, abstraction, and application. This means that learners participate and reflect upon the experiences they are having, and apply them to

their own contexts. In doing so, students use language in context, which makes learning meaningful.

In addition, Burch et al. (2019), claim that Experiential Learning seeks active participation from students. They process the experience leading them to the creation of new knowledge. This is so students are allowed to make connections, think about emotions and feelings they might feel related to, and build this new knowledge. In doing so, students put the language that is being learned in a real context, which might increase their interest in it. Hence, this project pursues the idea of providing students with experiences related to their own realities, so they feel the need of expressing their own thoughts, ideas, and feelings about something they understand.

Vision of classroom

In this proposal, the classroom is understood as two different but entirely connected spaces. First, as an open space where students are able to communicate, share their thoughts and perhaps previous knowledge with others, and use the English language as a target language. Second, as a blended classroom where they integrate different web tools proposed for the development of the activities. In a Blended Classroom, teachers must adapt the classroom space to an online environment by using technology as a facilitator to help teachers accomplish the objectives, and students carry out the development of the classes (Nicholes, 2014). This allows students to experience innovation with the activities proposed.

Furthermore, a communicative classroom also plays a fundamental role in students' learning. Through this type of classroom, students will be involved in real communication situations that are meaningful in their learning process. This can be developed through the implementation of Karaoke because they will discuss the differences and similarities found in the songs, and not only sing them, but deeply understand their real message and relate it with

their reality, to generate a communicative environment where they discuss their feelings and thoughts through the lessons and activities applied. Therefore, the implementation of a blended and communicative classroom for the project, helps teachers to facilitate instructions for students and provide a more comfortable environment for students' interaction.

Role of the Teacher

The teacher plays an important role during the development of the activities, but it is not the center of the classroom. In experiential learning, the teacher is a facilitator who provides students with well-designed instructions. A teacher is commonly related as the person who knows it all and shares their knowledge. However, in this project, the role of the teacher is more of a leader who guides students throughout their learning experience and allows them to be themselves in the classroom. The purpose of the teacher is to enhance communication among students, so they feel completely involved in the activities performed. The teacher gives the instructions, solves doubts regarding the activities, and guides the development of the classes. Rani, Gandhi & Patil (2020) state that the teacher's role in blended learning involves motivating, guiding, managing, facilitating, and communicating, among others, to provide students with different strategies to learn. However, they describe teachers as co-learners since they are constantly learning as the years go by. This makes teachers collaborators and listeners who get to know students from what they express about thoughts, feelings, and ideas.

Chapter IV: Pedagogical instruction

Proposal of pedagogical and didactic innovation

This innovative pedagogical proposal consists in developing speaking skills in tenth-grade learners by implementing Karaoke through a blended learning approach within a framework of literacy as a situated practice. In efforts to achieve this, it was necessary to design and incorporate a set of activities using striking web tools for students to learn about the meaning of the song and its author's socio-cultural context. On that account, guided questions will lead students to express their ideas in situated scenarios that might favor students' participation and autonomous practice. Accordingly, the remote activities will be directed in face-to-face sessions that will promote thought sharing and discussion.

Considering the aforementioned, the proposal is organized in four cycles with a total of seven songs and fourteen lessons, meaning two lessons per song. Accordingly, in cycle one, songs one and two will be revised; in cycle two, songs three and four are checked; and in cycle three, songs five and six. Furthermore, the fourth cycle encourages students to work autonomously with a free-choice song. Thereupon, each lesson was designed to last about 120 minutes and be complemented with autonomous work that is assigned through the online site where evidence will be posted and shared by the participants. It is important to mention that time plays a highly important role in the activities, since students are expected to learn about the piece's context and enrich its interpretation when finding the distances with their own. In an attempt to guide the learner through the activities, the lesson plans entail a step-by-step on how to present the information preparing the student with the information and the vocabulary required, to complete the task of recording a Karaoke video of the corresponding song. Additionally, the video concludes with a reflection comment about the message of the song and how it is connected to the students' context.

Consequently, Table 1 displays the four cycles proposed, as well as the corresponding objectives, lesson plans, autonomous work, and suggested language and speaking tasks.

Afterwards, a detailed explanation of cycles 1, 2, 3, and 4 will be presented. Additionally, a website was designed to present the songs and activities planned to apply in the classroom.

To access the webpage, go to the following link:

<https://sites.google.com/view/karaoke-workshop/home>

Table 1

Cycles of the pedagogical proposal

Cycle 1	Lesson Plans	Objectives	Karaoke videos (autonomous task)	Suggested language and speaking tasks
<p>“Where we come from”</p> <p>Duration: 4 lessons of 120 minutes each.</p>	<p><i>Lesson 1: Education or Indoctrination</i></p>	<p>GENERAL</p> <ul style="list-style-type: none"> To identify the role of education and government in the construction of society through the songs <i>"Another brick in the wall"</i> by Pink Floyd and <i>"They don't care about us"</i> by Michael Jackson. <p>SPECIFIC</p> <ul style="list-style-type: none"> To recognize the authors' contexts and background of the songs. To spot the main topic of the songs and connect it with students' contexts. To reflect upon the topics discussed through a video karaoke. 	<p><i>"Another brick in the wall"</i> by Pink Floyd</p> <p>- Students record a video karaoke of the song.</p>	<p>Suggested language and Vocabulary:</p> <ul style="list-style-type: none"> Expressions for giving opinion and debate. Related to education, politics, government, and society. <p>Functions:</p> <ul style="list-style-type: none"> Sharing thoughts and experiences in situated scenarios. The use of expressions and sentences in the past, present, and future tenses. <p>Speaking task:</p> <ul style="list-style-type: none"> Sharing insights from the analysis of the song. Participating and discussing in class about the topics of the songs.
	<p><i>Lesson 2: My experience with education</i></p>		<p><i>"They don't care about us"</i> by Michael Jackson.</p> <p>- Students record a video karaoke of the song.</p>	
	<p><i>Lesson 3: We are not criminals</i></p>			
	<p><i>Lesson 4: Colombia's protestants</i></p>			

Cycle 2	Lessons	Objectives	Karaoke video (autonomous task)	Suggested language and speaking task
<p>“Where we are”</p> <p>Duration: 4 lessons of 120 minutes each.</p>	<p><i>Lesson 5: The ashes of history</i></p>	<p>GENERAL</p> <ul style="list-style-type: none"> To identify how violence and indifference are shown in society nowadays through the song "Zombie" by the Cranberries and "Another day in paradise" by Phil Collins. <p>SPECIFIC</p> <ul style="list-style-type: none"> To recognize the authors' contexts and the background of the songs. To spot the main topic of the songs and connect it with students' contexts. To reflect upon the topics discussed through a video karaoke. 	<p>"Zombie" by The Cranberries. - Students record a video karaoke of the song.</p>	<p>Suggested language and Vocabulary:</p> <ul style="list-style-type: none"> Expressions for giving opinion and debate. Related to violence, war, forced migration, and poverty. <p>Functions:</p> <ul style="list-style-type: none"> Sharing thoughts and experiences in situated scenarios. The use of expressions and sentences in the past, present, and future tenses. <p>Speaking task:</p> <ul style="list-style-type: none"> Sharing insights from the analysis of the song. Participating and discussing in class about the topics of the songs.
	<p><i>Lesson 6: Can we heal?</i></p>		<p>"Another day in paradise" by Phil Collins. - Students record a video karaoke of the song.</p>	
	<p><i>Lesson 7: Indifference</i></p>			
	<p><i>Lesson 8: In someone else's shoes</i></p>			

Cycle 3	Lessons	Objectives	Karaoke video (autonomous task)	Suggested language and speaking task
<p>“Where we are going”</p> <p>Duration: 4 lessons of 120 minutes each.</p>	<p><i>Lesson 9: Where are the children?</i></p>	<p>GENERAL</p> <ul style="list-style-type: none"> To express what people expect the world to be in the future through the song <i>"We are the world"</i> by U.S.A. for Africa and <i>"Imagine"</i> by John Lennon. <p>SPECIFIC</p> <ul style="list-style-type: none"> To recognize the authors' contexts and the background of the songs. To spot the main topic of the songs and connect it with students' contexts. To reflect upon the topics discussed through a video karaoke. 	<p><i>"We are the world"</i> by U.S.A. for Africa. - Students record a video karaoke of the song.</p>	<p>Suggested language and Vocabulary:</p> <ul style="list-style-type: none"> Expressions for giving opinion and debate. Related to solidarity, charity, helping others, hope, and a better world. <p>Functions:</p> <ul style="list-style-type: none"> Sharing thoughts and experiences in situated scenarios. The use of expressions and sentences in the past, present, and future tenses. <p>Speaking task:</p> <ul style="list-style-type: none"> Sharing insights from the analysis of the song. Participating and discussing in class about the topics of the songs.
	<p><i>Lesson 10: We are the world</i></p>		<p><i>"Imagine"</i> by John Lennon. - Students record a video karaoke of the song.</p>	
	<p><i>Lesson 11: Too perfect to be true</i></p>			
	<p><i>Lesson 12: Give peace a chance</i></p>			

Cycle 4	Lessons	Objectives	Karaoke video (autonomous task)	Suggested language and speaking task
<p>“Here we are!”</p> <p>Duration: 2 lessons of 120 minutes each.</p>	<p><i>Lesson 13: Time for some action</i></p>	<p>GENERAL</p> <ul style="list-style-type: none"> To select and study a song that portrays a problem identified in your country. <p>SPECIFIC</p> <ul style="list-style-type: none"> To recognize the authors' contexts and background of the songs. To spot the main topic of the songs and connect it with students' contexts. To reflect upon the topics discussed through a video karaoke. 	<p>Student’s record a video karaoke of a song of their choice by briefly introducing the artist’s background.</p>	<p>Suggested language and Vocabulary:</p> <ul style="list-style-type: none"> Expressions for giving opinion and debate. Related to social problems depicted in songs. <p>Functions:</p> <ul style="list-style-type: none"> Sharing thoughts and experiences in situated scenarios. The use of expressions and sentences in the past, present, and future tenses. <p>Speaking task:</p> <ul style="list-style-type: none"> Sharing insights from the analysis of the song. Participating and discussing in class about the topics of the songs.
	<p><i>Lesson 14: Here’s my message</i></p>			

Cycle 1: Where we come from

The first cycle, named “*where we come from*”, is the starting point of discussion where activities will promote reflectiveness. Thus, students will study two songs that portray social matters and relate them to the role of society in facing those issues. Hence, each song will be presented and studied first in an introductory lesson, followed by autonomous practice assignments, ending with the situated discussion at the end of every second lesson, and repeating this order all along with the proposal. Thereupon, students are expected to share thoughts about how the problem depicted in the song is perceived in their reality. In these lessons, students will revise topics that often generate controversy and debate. Therefore, the vocabulary selected for the first cycle is related to education, politics, government, and society.

To start with, the first selected song is “*Another brick in the wall*” by Pink Floyd which will be studied during lesson plans one, entitled “*education or indoctrination*”, and two, a discussion dubbed “*my experience with education*”. In the first lesson, students will gradually approach the masterpiece by studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment. According to the aforementioned, once the song has been presented and studied in class, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Subsequently, in the second lesson plan, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used

for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song.

Consequently, the third lesson plan "*Who's in charge?*" and the fourth lesson plan "*Colombia's protestants*" are both connected to the second song "*They don't care about us*" by Michael Jackson. In the third lesson, parallel with lesson one, students will gradually approach the composition by first studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment. According to the aforementioned, once the song has been presented and studied in class, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Similarly, in the fourth lesson, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song and particularly comparing and connecting the two songs of the cycle.

Cycle 2: Where we are

The second cycle, named “*where we are*”, is the second point of discussion where activities will promote reflectiveness. Thus, students will study two songs that portray social matters and relate them to the role of society in facing those issues. Hence, as stated before, each song will be presented and studied first in an introductory lesson, followed by autonomous practice assignments, ending likewise with the situated discussion at the end of every second lesson. Consequently, students are expected to share thoughts about how the problem depicted in the song is perceived in their reality. In these lessons, students will revise topics that often generate controversy and debate. Therefore, the vocabulary selected for the second cycle is related to the violence of war, forced displacement, indifference, and poverty.

To continue, the third selected song is “*Zombie*” by The Cranberries which will be studied during lesson plans five, entitled “*The ashes of history*”, and six, a discussion dubbed “*Can we heal?*”. Similarly, in the fifth lesson, students will gradually approach the masterpiece by studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment. According to the aforementioned, once the song has been presented and studied in class, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Subsequently, in the sixth lesson, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local

context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song.

Consequently, the seventh lesson plan "*Indifference*" and the eighth lesson plan "*In someone else's shoes*" are both connected to the fourth song "*Another day in paradise*" by Phill Collins. In the seventh lesson, parallel with the previous songs, students will gradually approach the composition by first studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment.

According to the aforementioned, once the song has been presented and studied in class, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Similarly, in the eighth lesson, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song and particularly comparing and connecting the two songs of the cycle.

Cycle 3: Where we are going

The third cycle, named "*where we are going*", is the third point of discussion where activities will promote reflectiveness. Thus, students will study two songs that portray social matters and relate them to the role of society in facing those issues. Hence, as stated before,

each song will be presented and studied first in an introductory lesson, followed by autonomous practice assignments, ending likewise with the situated discussion at the end of every second lesson. Consequently, students are expected to share thoughts about how the problem depicted in the song is perceived in their reality. In these lessons, students will revise topics that often generate controversy and debate. Therefore, the vocabulary selected for the third cycle is related to solidarity, charity, helping others, hope, and a better world.

To continue, the fifth song is "*We are the world*" by U.S.A. for Africa which will be studied during lesson plans nine, entitled "*Where are the children?*," and ten, a discussion dubbed "*We are the world.*" Similarly, in the ninth lesson, students will gradually approach the masterpiece by studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment. According to the aforementioned, once the song has been presented and studied in class, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Subsequently, in the tenth lesson, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song.

Consequently, the eleventh lesson plan "*Too perfect to be true*" and the twelfth lesson plan "*Give peace a chance*" are both connected to the sixth song "*Imagine*" by John Lennon.

In the eleventh lesson, parallel with the previous songs, students will gradually approach the composition by first studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment. According to the aforementioned, once the song has been presented and studied in class, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Similarly, in the twelfth lesson, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song and particularly comparing and connecting the two songs of the cycle.

Cycle 4: Here we are!

The fourth and last cycle of the proposal, entitled "*Here we are,!*" is the ending point of discussion where activities promote reflectiveness, and it aims for students to be autonomous in the selection and development of the song. Thus, students will find and prepare one song that portrays social matters and relate them to the role of society in facing those issues. Hence, following the previous pattern, each song will be presented and studied first in an introductory lesson, followed by autonomous practice assignments, ending likewise with the situated discussion at the end of every second lesson. Consequently, students are expected to share thoughts about how the problem depicted in the song is perceived in their

reality. In these lessons, students will revise topics that often generate controversy and debate. However, the vocabulary selected for the fourth cycle is open for students to explore different social obstacles.

Consequently, the seventh song is students' free choice which will be studied during lesson plans thirteenth, entitled "*Time for some action,*" and fourteenth, a discussion dubbed "*Here's is my message.*" Similarly, in the thirteenth lesson, students will gradually approach the masterpiece by studying the author's life and background, then the socio-cultural context and possible meaning of the song, to finally engage with pronunciation practice exercises while preparing the lyrics for the Karaoke autonomous assignment. According to the aforementioned, this time students will be requested to research and comment on the author's background and the meaning of the song. Additionally, students will also have to put into practice their new knowledge regarding pronunciation practice exercises in order to identify, from the lyrics of the selected song, a list of words that include the sound. Therefore, learners will be requested to complete autonomous exercises to reinforce pronunciation while preparing a Karaoke video where they must symbolically depict the hidden message of the song. It is relevant to mention that they will include a reflection either with a drawing, phrase, or anything they want to express and show the relation to what they understand from the message of the song. Subsequently, in the fourteenth lesson, students will start by sharing their experiences recording the video, and explaining or supporting the symbol used for the interpretation of the song. Then, the videos will be presented in class, and after that, a final discussion will lead students to connect the reality portrayed in the video with the local context in Colombia. Finally, the cycle closes with class opinion sharing about their new learnings and the impacts of the activity on the perception of the song.

In the following section, the first cycle will be explained in detail. The corresponding lesson plans and materials will be included. To check the whole booklet go to the following link: [Click here to view Karaoke Booklet PDF](#).

Universidad Pedagógica Nacional

KARAOKE

{ fostering Speaking Skills in
. . . . tenth-grade EFL learners



Instructional design
Lesson plan - Booklet



Valentina Soler
Juan Pablo Valencia

Preface

This booklet complements the proposal presented in "*Karaoke: fostering speaking skills in tenth-grade EFL learners*" by Soler V. and Valencia J. from Universidad Pedagógica Nacional. It provides instructions and materials for those who are willing to encourage their students into practicing Karaoke in a blended learning environment with innovative web tools. Thus, providing them with vocabulary, pronunciation practice exercises, and situated scenarios designed to boost constant interaction, discussion, and thought sharing among students.

Hence, the proposal consists of four cycles with a total of 14 lessons that present seven songs, six of them selected by the teacher and the last freely chosen by the student. Finally, students will document and share their experiences in videos that will be posted on the website created for this proposal.

Visit our Karaoke workshop at:

<https://sites.google.com/view/karaoke-workshop/home>

Legal disclaimer

First of all, expressing immense gratitude to the entire online community that compiles, edits, and uploads all sorts of materials and information sources in order to share them with the world. Without them, this work would have never been possible. Second of all, recognizing this proposal as a compilation of those available resources and information used under the fair use policy, displayed for illustrative purposes only, where individuals are shown as models with non-profitable purposes but to contribute to education by taking advantage of the striking tools that can be found online while innovating and transforming the conventional classroom.

Instructions

This booklet instructs the teacher on how to navigate the website created for this proposal. Simultaneously, it presents the activities and times for each lesson to guide both teachers and students in developing and submitting the assignments on the platform. Being projected in a blended learning environment, it makes important that teachers, as well as students, understand the sequence of the activities either in-class or remote work.

Consequently, from cycles 1 to 3, two songs per cycle are presented and developed, these six songs being previously selected by the teacher. Each song will be worked on in two lessons with an autonomous assignment as follow:

The first lesson presents the selected song introducing the author's life and sociocultural context, followed by a short interpretation of the song exploring vocabulary. Then, the song will work on a specific phoneme to reinforce students' pronunciation while studying and preparing the lyrics for the Karaoke exercise. After the presentation of the song in lesson one, students are requested to develop the autonomous exercises and submit the recorded video for the second lesson.

Therefore, due dates must be arranged at the end of lesson 1 establishing the time that students will have to prepare and submit their videos. Thereby, at the moment of lesson 2, all students must have already delivered their products and they will be available on the website and ready to be shared in class.

Thereupon, the second lesson is used for the presentations of the videos and the situated discussion where students will communicate and share ideas while connecting the message portrayed in the song with their reality. It is important to highlight the fact that this lesson provides the teacher with the opportunity to assess students' speaking performance. Consequently, this sequence repeats all along with the six songs until cycle 4 as is shown in the infographic below.

Finally, the fourth cycle intends to motivate students to follow the same pattern of approach to the song and gives them the possibility to freely work on a song of their choice which they will use to give a message likewise the ones previously studied and reflected on.



Speaking skills

To begin with, Speaking Skills are defined as a set of abilities to develop the complex task of speaking. These gather Vocabulary, Grammar, Pronunciation, and Fluency. They develop simultaneously during the learning process and often unconsciously. Through the acquisition of speaking skills, people are able to communicate, exchange knowledge and express themselves with others fluently and coherently. However, they often represent a huge challenge to EFL learners who struggle when engaging in conversations where they are asked to give their opinion or support it naturally and spontaneously.

Assessment

The speaking rubric found on the next page was found, chosen, and adapted from TFU Foreign Language Assessment Rubrics at:

https://www.tfu.ac.jp/students/arprn890000001rch-att/rubric_languages_english.pdf

This rubric describes the criteria that help the teacher evaluate students' performance at the moment of speaking. Therefore, this will be used during the in-class interactions and discussions in order to deliver accurate feedback on students' aspects to improve. In addition, it provides a quantitative grade for such a difficult task of evaluating students when venturing to talk in a foreign language.

Hence, the teacher will assign a score to each category described in the chart from 0 to 4. Thus, resulting in an overall score between zero, being the lowest, and twenty being the highest score.

Speaking Assessment Rubric

Score Categories	0-Not able to perform	1-Inadequate	2-Needs improvement	3-Meets expectation	4-Exceeds expectations
Vocabulary	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall Fluency	Speaks very little or doesn't speak at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Interaction	Can hardly communicate; always misses questions from the teacher and can't respond.	Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating.	Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand.	Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction.	Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions.

Opening (Suggested activity for new groups)

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Personal and possessive pronouns.

Personal information.

Functions:

Introducing themselves

Asking and giving personal information.

Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the present, past, and future tense.

INTRODUCTION 10 - 20 minutes

Instruction: Go to the website and click "**Home**" on the navigation panel.

This activity intends to work as an ice-breaker for the teacher and students to get to know each other (when necessary only). As stated on the previous page, teachers may need to adapt or modify the activities proposed in this work to match their students' needs and the class objectives.

On the homepage of the website, the teacher will find a presentation entitled "**Getting to know each other**". There will find questions such as name, age, and hobbies, among others. Take turns to answer each question (see appendix 1).

PRESENTATION OK THE KARAOKE

40 - 60 minutes

First, it is important to talk about what is karaoke as a social practice around the world to further relate it with its implementations and results in the EFL classroom.

Therefore, the next four titles of the homepage present and develop these ideas, in order to make students aware of the benefits this may bring to them.

"What is Karaoke?"

Explore students' previous knowledge and perceptions by asking this question. Let students express their ideas and provide instant feedback on possible pronunciation mistakes. Then, provide a short explanation of Karaoke as a social practice around the world or watch the video entitled "Who invented Karaoke? |American, Japanese or Filipino?" by News Bizz Youtube channel (see appendix 2). After watching, discuss the questions asked at the end of the video to have them constantly interacting with each other.

Finally, highlight the fact that Karaoke does not lean on singing skills or talent but rather on knowing the lyrics of the song and the emotional connection to it.

"Can you enhance your speaking with Karaoke?"

Ask students about their perception of karaoke as a way to foster speaking skills. Questions to consider for this section are: How do you think Karaoke can help you work on your speaking skills? Do you think singing can improve your pronunciation?

Let students express their ideas and provide instant feedback on possible pronunciation mistakes. After students share their ideas, talk about previous implementations of Karaoke and its results (see appendix 3). On this wise, students become aware of the possible benefits this implementation may bring to their learning process, especially to their speaking skills.

Furthermore, introduce the question "**Why use songs?**" and highlight the fact that songs carry a message sometimes hidden in the lyrics and the imagery used in the video. Therefore, studying the song may provide a perspective of the author's reality. At the same time, multiples interpretations are allowed to promote interaction and discussion reinforcing communication (see appendix 4).

Finally, the fourth question entitled "**How to use this site?**" intends to briefly instruct students on how to navigate this site. Show students how to use the navigation panel (see appendix 5), and how to use the embedded sites to launch interactive slides, class games, and autonomous work activities.

CLOSURE 20 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What new things have they learned during the lesson?
- Has your perception of Karaoke changed after this lesson?
- Did the lesson contribute somehow to your learning?

After sharing their answers, ask students to explore the website and encourage them to bring questions for the next lesson.

Cycle One

Where we come from

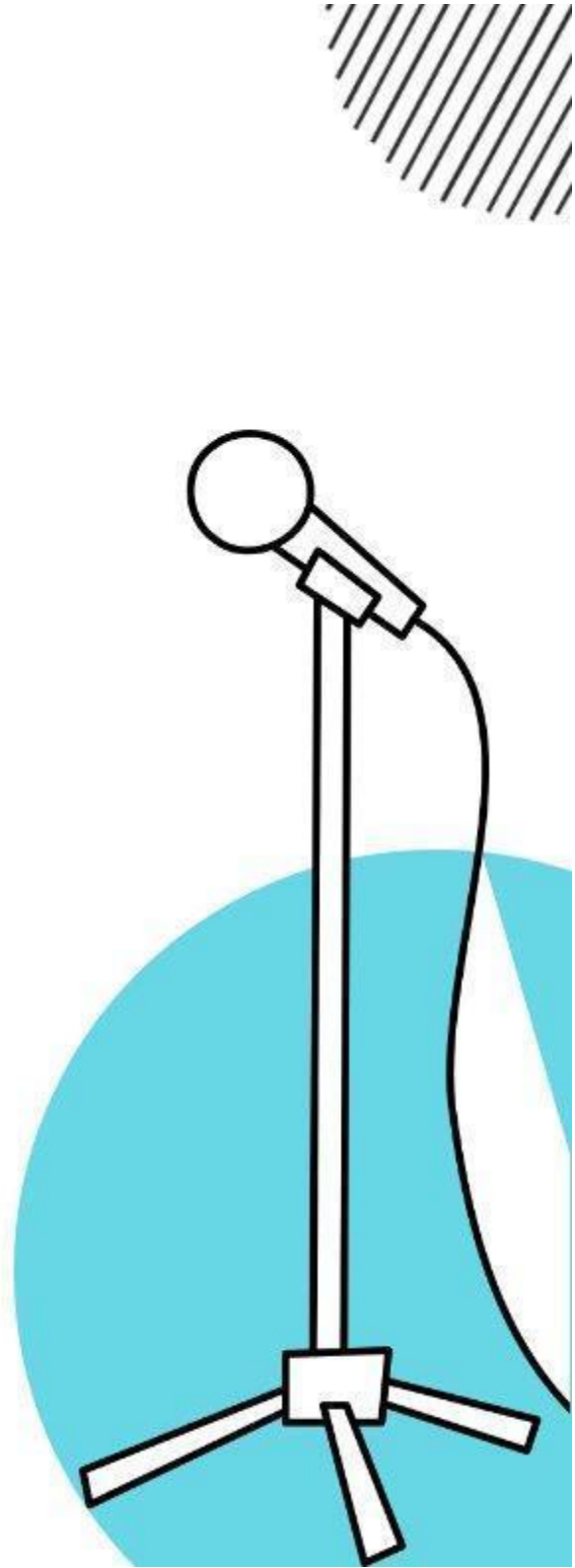
Lesson plans 1 to 4

General objective:

To identify and discuss the role of education and politics in the construction of society through the songs "Another brick in the wall" by Pink Floyd and "They don't care about us" by Michael Jackson.

Specific objectives:

1. To recognize the authors' contexts and background of the songs.
2. To spot the main topic of the songs and connect it with students' contexts.
3. To reflect upon the topics discussed through a video karaoke.



Song 1

Lesson 1 *Education or Indoctrination*

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Expressions for giving opinions and debating.

Related to education, politics, government, and society.

Functions:

Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the past tense.

INTRODUCTION • 5 - 10 minutes

Instruction: Go to:

<https://sites.google.com/view/karaoke-workshop/home>

After briefly introducing themselves (when necessary only), the teacher will introduce Karaoke as a way to foster speaking skills in the EFL classroom its importance, and its possible benefits. These are some questions to consider for the intro.

- What is your favorite music genre?
- Is music important in your life, tell us why?
- How do you feel when you listen to your favorite "Jams"?

This is to elicit the impact that music can have on students' lives.

PRESENTATION OF THE ACTIVITY


30 - 40 minutes

Taking into account that the activity intends for students to engage with each selected song, it is important to gradually approach the song by providing them with useful information about the author's socio-cultural context and the meaning of the song before studying the lyrics and working on pronunciation. Therefore, provide instructions while exploring the website with the students altogether.

Instruction: Click "**Song 1**" on the navigation panel.

First, the teacher will introduce the name of the first song which is "Another brick in the wall" by Pink Floyd (see appendix 6), and ask them: "Have you listened to this song before?" If not, ask students what they understand by the title. If yes, ask them what they know about it and what they think the song is about. This is so the teacher explores the possible previous knowledge of the song. First, encourage people who haven't heard the song to infer its meaning, and after that, let the ones who have listened to it share what they know with the class.





Instruction: • Scroll down and go to the section entitled "**What is Pink Floyd?**" on the content panel.

1) Presentation of the artists' life and background:

Ask students now what they know about the author(s) of the song. Ask them:

- What do you know about Pink Floyd?
- Have you heard about this group before?

• What are the names of the members?" Continue exploring their previous knowledge while providing instant feedback on possible mistakes at the moment of speaking.

Then, the teacher guides the discussion towards the importance of the author's life in the process of making the song. Thus, introducing some relevant biographical information about the author or group and the socio-historical context of the song (see appendix 7). Explore the embedded links and activities for each section (see appendix 8)

Instruction: • Continue scrolling down and go to the section entitled "**Which one is Pink?**" on the content panel.

2) Contextualization of the meaning of the song:

This section intends to situate and recognize the context of the song and its real meaning.

The website includes material that can be used as aids for both teachers and students such as video documentaries retrieved from different sources and activities designed to interact in class (see appendix 9). These activities vary according to the song. Explore the embedded links and activities for each section (see appendix 10)

3) Presentation of the song and pronunciation practice:

Then, the teacher focuses on one specific phoneme in this case /əʊ/ or long vowel o.

Instruction: Explore the interactive slide created with genial.ly.

Watch the video (appendix 11) with the students, listen and repeat the example words. Then, have the students practice their pronunciation by playing the game (appendix 12) with the whole class. Ergo, students will pronounce the words that contain the sound out loud while playing. Finally, ask students to identify the sound in the lyrics.



Read the lyrics altogether or watch and listen to the original video of the song on Youtube (appendix 13). The teacher then works as a linguistic model, provides feedback, and checks general pronunciation. Additionally, suggest students use [toPhonetics](#) website.

CLOSURE • 30 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What feelings do you have now towards the message of the song?
- Did the message contribute somehow to your learning?

After sharing their points of view, the teacher must indicate to students how to access the website to search for autonomous assignments and set a due date for the delivery of the Karaoke video (see appendix 14).

Instruction: Click "**Autonomous Work**" on the navigation panel.

Autonomous Practice

AUTONOMOUS WORK 1

20 - 40 minutes suggested

This part of the lesson complements the students learning by providing exercises to practice pronunciation and intonation, reinforcing vocabulary, and an opportunity for the student to organize and work on studying habits.

On this account, the student will play a game that consists of completing the lyrics of the song on the website [lyricstraining.com](#), which can be developed on their cellphones or a computer (See appendix 15). They will practice the singing and pronunciation while completing the lyrics of the song. The idea is to start with a starter level and then move to a more difficult level to learn the lyrics by heart. Thus, preparing the student for the recording and uploading of a Karaoke video of himself/herself singing the song and sharing a short comment about her interpretation of the video in the Colombian context.

AUTONOMOUS WORK 2

20 - 40 minutes suggested

The students have the task to record a karaoke video where they symbolically, by performing, dancing, or using visual aids, relate the message of the song to the Colombian context. In this video, the student must record his/her face while singing the song. Also, it is not allowed to do lipsync since it is important to listen to the students' pronunciation. Therefore, only karaoke versions of the soundtrack are allowed while recording the video. They can use any type of props, for example, drawings or posters, costumes (as long as they don't cover the face/mouth completely) or accessories, a dance or a short message, etc. where relating the message to the local context. The video must include a final comment from the student explaining the symbolism in the video. Finally, the video must be uploaded to the website before the due date and will be presented in class in the second lesson plan (see appendix 16).

ASSESSMENT

First, these videos must be uploaded according to the corresponding due date giving the teacher the time to watch and assess them. Besides on-time delivery, aspects to consider at the moment of assessing the video are pronunciation, intonation, and the symbolism chosen by the student.

This video also works as evidence of the students' practice and study habits. The rubric will mainly evaluate vocabulary, pronunciation, and overall fluency but also simple grammar in the construction of sentences and ideas with the final reflection. It also attempts to provide feedback to students and teachers about the progress found in the activity.

APPENDIXES

Appendix 6



Appendix 7

What is Pink Floyd?



Pink Floyd is a British rock band of the late 1960s and early 1970s. The band's original members were bass guitarist Syd Barrett (original name Roger Keith Barrett), born January 6, 1946, Cambridge, Cambridgeshire, England; Alex Nicholls (born January 4, 1948, Cambridge), guitarist Roger Waters (born September 4, 1945, Great Westwood, Surrey, England), and Nick Mason (born January 27, 1928, Birmingham, West Midlands), keyboard player. Syd Barrett left the band in July 1968, replaced by David Gilmour (born September 16, 1946, Cambridge) and guitarist David Gilmour (born March 24, 1946, Cambridge).

Formed in 1965, their initial direction came from rockabilly guitarist companion Barrett, whose stature of blues, rock, and jazz, with a countercultural and chaotic sensibility established the band as a caricature of the British underground scene. They signed with EMI and early in 1967 had their first British hit with the experimental "Syd Barrett" single "See Emily Play". This was followed by their debut album, *The Piper at the Gates of Dawn*, a lush, experimental record that has since become a rock classic. Their sound was becoming increasingly adventurous, incorporating sound effects, space guitar, and tape loops, and extended improvisation, such as "Interstellar Overdrive".

Appendix 10

These are some concepts to bear in mind



Tell us an acronym of alone.

Appendix 8

Test your knowledge!

How much do you know about **PINK FLOYD**?



START

SKIP QUIZ

Appendix 11

Time to check out the lyrics

Long vowel Pronunciation



O /əʊ/

Appendix 9

Which one is Pink?



Appendix 12



another seed no

Select the word that has the Long O pronunciation.

Appendix 13



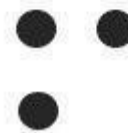
Appendix 16



Appendix 14



Appendix 15



Lesson 2 Discussion

My experience with education

Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Related to education, and society.
Useful expressions such as I think, In my opinion,

Functions:

Sharing thoughts and experiences in situations scenarios.

The use of expressions and sentences in the past tense. E.g. I used to, When I was a child, etc.

WARM-UP 10 - 20 minutes

Instruction: Click "**Discussion**" on the navigation panel.

Students voluntarily share their experiences while studying, practicing, and recording the video. It is a great opportunity to talk about challenges and difficulties. Then, The teacher will ask open questions focused on students' contexts, the relation between the main topic of the song, and their own life experiences (see appendix 17).

PRESENTATION OF THE VIDEOS

50 - 60 minutes

Instruction: Watch all Karaoke videos uploaded to padlet.com by the students. At this point, it is crucial to previously talk to the participants and share feeling about sharing the video in class and receiving feedback. Encourage them to share their creation. It is important to know whether or not students are willing to share, discuss, or clear doubts about their videos. The time of this activity varies in the number of students/videos and the interaction with the audience during the presentation.

DISCUSSION

50 - 60 minutes

Instruction: Explore the interactive slide made with [genially](https://genially.com) and take turns to answer the questions.

Once students have learnt about the socio-cultural background of the clip, ask students to connect the things that happened in the video and relate them with their context. (see appendix 18)



Questions to consider for this session are:

- What was the main topic of the song?
- How does the song relate to your context?
- Is there a similar situation like the one described in the song, happening in your country?
- Who or what group from your country would you dedicate this son to?
- What would you change to improve that aspect, taken from the song, in your country?
- Is there a concept or idea you want to highlight about this song?
- What comes to your mind now when you hear this song?
- Do you consider there is a possible solution to overcome this problem in your country?

Always let students express their ideas and provide instant feedback on possible pronunciation mistakes.

CLOSURE

5 - 10 minutes

Motivate students to talk about how they feel about recording and sharing a video singing in English. At this point, the class closes with a discussion about students' thoughts and opinions they want to share about their classmates' videos and reflections and support with arguments the symbolic choice made to present the relationship with the song. (see appendix 19)

APPENDIXES

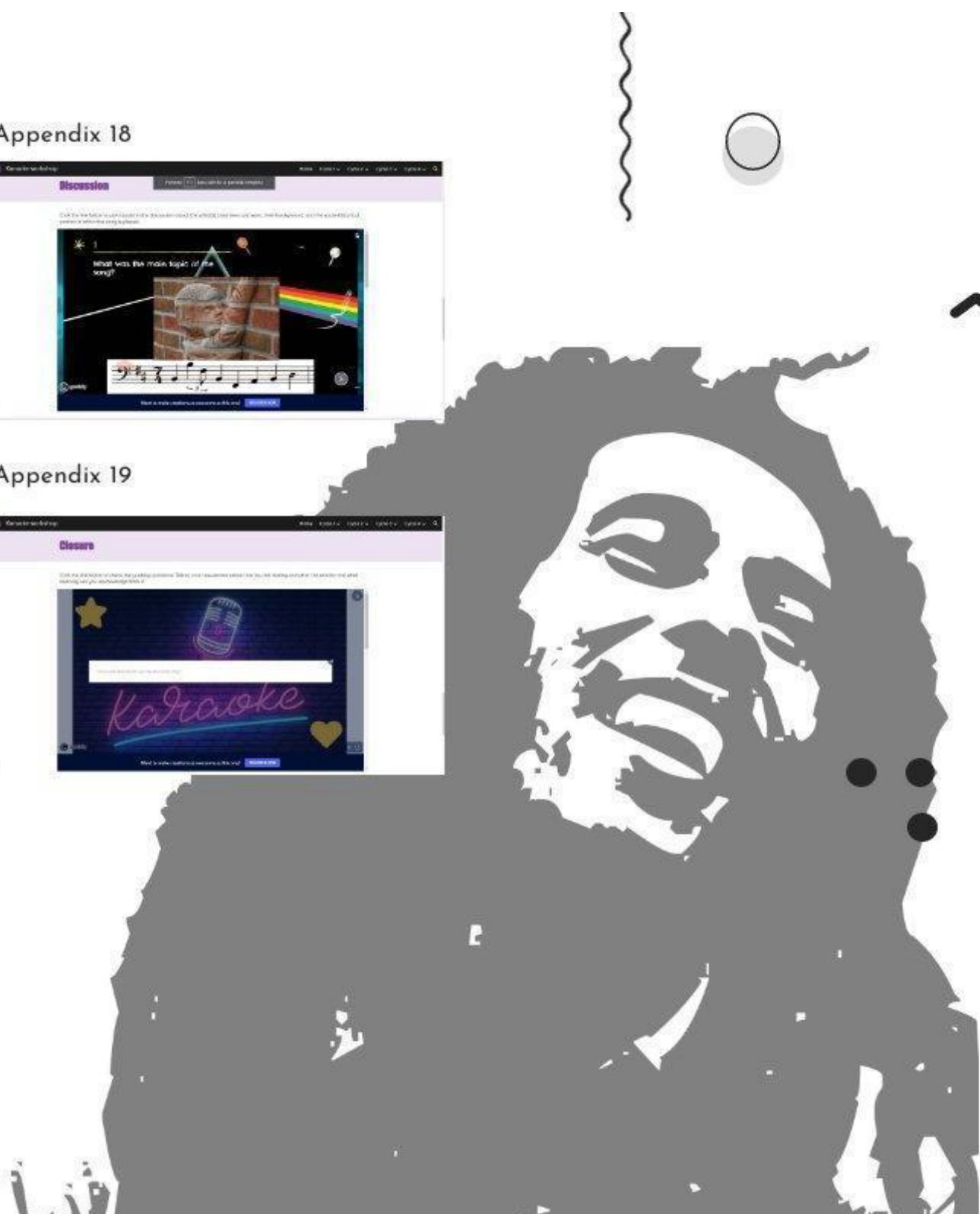
Appendix 17



Appendix 18



Appendix 19



Song 2

Lesson 3 *We are not criminals*

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Expressions for giving opinions and debating.

Related to education, politics, government, and society.

Functions:

Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the past, present, and future tense.

INTRODUCTION • 5 - 10 minutes

Instruction: Click "**Cycle 1**" on the navigation panel.

Similar to lesson 1, the teacher will start preparing students for the tasks to come similar to the previous classes. In this section, it is important to establish the sequence in which the songs are approached. First, by reviewing the **Author's life** and **socio-historical context**.

Then, studying and analyzing the **lyrics of the song** along with the message. Finally, connecting the reality reflected in the song to the **students' context** trying to find differences and similitudes. Thus, allowing them to better understand the activity.

(see appendix 20)

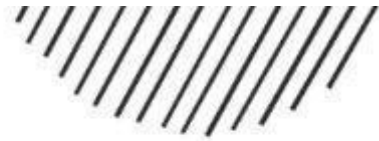
PRESENTATION OF THE ACTIVITY

30 - 40 minutes

Taking into account that the activity intends for students to engage with each selected song, it is important to gradually approach the song by providing them with useful information about the author's socio-cultural context and the meaning of the song before studying the lyrics and working on pronunciation. Therefore, provide instructions while exploring the website with the students altogether.

Instruction: Click "**Song 2**" on the navigation panel.

First, the teacher will introduce the name of the first song which is "They don't care about us" by Michale Jackson (see appendix 21), and ask them: "Have you listened to this song before?" If not, ask students what they understand by the title. If yes, ask them what they know about it and what they think the song is about. This is so the teacher explores the possible previous knowledge of the song. First, encourage people who haven't heard the song to infer its meaning, and after that, let the ones who have listened to it share what they know with the class.



Instruction: • Scroll down and go to the section entitled "**Who was Michael Jackson?**" on the content panel.

1) Presentation of the artists' life and background:

Ask students now what they know about the author(s) of the song. Ask them:

- What do you know about Michael Jackson?
- Have you heard about this artist before?

Continue exploring their previous knowledge while providing instant feedback on possible mistakes at the moment of speaking.

Then, the teacher guides the discussion towards the importance of the author's life in the process of making the song. Thus, introducing some relevant biographical information about the author or group and the socio-historical context of the song (see appendix 22). Explore the embedded links and activities for each section (see appendix 23)

Instruction: Continue scrolling down and go to the section entitled "**They [still] don't care about us!**" on the content panel.

2) Contextualization of the meaning of the song:

This section intends to situate and recognize the context of the song and its real meaning.

The website includes material that can be used as aids for both teachers and students such as video documentaries retrieved from different sources and activities designed to interact in class (see appendix 24). These activities vary according to the song. Explore the embedded links and activities for each section (see appendix 25)

3) Presentation of the song and pronunciation practice:

Then, the teacher focuses on one specific phoneme in this case /ɛ/ or short vowel e.

Instruction: Explore the interactive slide created with genial.ly.

Watch the video (appendix 26) with the students, listen and repeat the example words. Then, have the students practice their pronunciation by playing the game (appendix 27) with the whole class. Ergo, students will pronounce the words that contain the sound out loud while playing.

Finally, ask students to identify the sound in the lyrics.



Read the lyrics altogether or watch and listen to the original video of the song on Youtube (appendix 28). The teacher then works as a linguistic model, provides feedback, and checks general pronunciation. Additionally, suggest students use [toPhonetics](#) website.

CLOSURE • 30 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What feelings do you have now towards the message of the song?
- Did the message contribute somehow to your learning?

After sharing their points of view, the teacher must indicate to students how to access the website to search for autonomous assignments and set a due date for the delivery of the video (see appendix 29).

Instruction: Click "**Autonomous Work**" on the navigation panel.

Autonomous Practice

AUTONOMOUS WORK 1

20 - 40 minutes suggested

This part of the lesson complements the students learning by providing exercises to practice pronunciation and intonation, reinforcing vocabulary, and an opportunity for the student to organize and work on studying habits.

On this account, the student will play a game that consists of completing the lyrics of the song on the website [lyricstraining.com](#), which can be developed on their cellphones or a computer (See appendix 30). They will practice the singing and pronunciation while completing the lyrics of the song. The idea is to start with a starter level and then move to a more difficult level to learn the lyrics by heart. Thus, preparing the student for the recording and uploading of a Karaoke video of himself/herself singing the song and sharing a short comment about her interpretation of the video in the Colombian context.

AUTONOMOUS WORK 2

20 - 40 minutes suggested

The students have the task to record a karaoke video where they symbolically, by performing, dancing, or using visual aids, relate the message of the song to the Colombian context. In this video, the student must record his/her face while singing the song. Also, it is not allowed to do lipsync since it is important to listen to the students' pronunciation. Therefore, only karaoke versions of the soundtrack are allowed while recording the video. They can use any type of props, for example, drawings or posters, costumes (as long as they don't cover the face/mouth completely) or accessories, a dance or a short message, etc. where relating the message to the local context. The video must include a final comment from the student explaining the symbolism in the video. Finally, the video must be uploaded to the website before the due date and will be presented in class in the second lesson plan (see appendix 31).

ASSESSMENT

First, these videos must be uploaded according to the corresponding due date giving the teacher the time to watch and assess them. Besides on-time delivery, aspects to consider at the moment of assessing the video are pronunciation, intonation, and the symbolism chosen by the student.

This video also works as evidence of the students' practice and study habits. The rubric will mainly evaluate vocabulary, pronunciation, and overall fluency but also simple grammar in the construction of sentences and ideas with the final reflection. It also attempts to provide feedback to students and teachers about the progress found in the activity.

APPENDIXES

Appendix 20



Appendix 27



Appendix 30



Appendix 28



Appendix 31



Appendix 29



Lesson 4 Discussion

Colombia's protestants

Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Related to education, and society.

Useful expressions such as I think, In my opinion,

Functions:

Sharing thoughts and experiences in situations scenarios.

The use of expressions and sentences in the past tense. E.g. I used to, When I was a child, etc.

WARM-UP 10 - 20 minutes

Instruction: Click "**Discussion**" on the navigation panel.

Students voluntarily share their experiences while studying, practicing, and recording the video. It is a great opportunity to talk about challenges and difficulties. Then, The teacher will ask open questions focused on students' contexts, the relation between the main topic of the song, and their own life experiences (see appendix 31).

PRESENTATION OF THE VIDEOS

50 - 60 minutes

Instruction: Watch all Karaoke videos uploaded to padlet.com by the students. At this point, it is crucial to previously talk to the participants and share feeling about sharing the video in class and receiving feedback. Encourage them to share their creation. It is important to know whether or not students are willing to share, discuss, or clear doubts about their videos. The time of this activity varies in the number of students/videos and the interaction with the audience during the presentation.

DISCUSSION

50 - 60 minutes

Instruction: Explore the interactive slide made with genial.ly and take turns to answer the questions.

Once students have learnt about the socio-cultural background of the clip, ask students to connect the things that happened in the video and relate them with their context. (see appendix 32)





Questions to consider for this session are:

- What was the main topic of the song?
- How does the song relate to your context?
- Is there a similar situation like the one described in the song, happening in your country?
- Who or what group from your country would you dedicate this song to?
- What would you change to improve that aspect, taken from the song, in your country?
- Is there a concept or idea you want to highlight about this song?
- What comes to your mind now when you hear this song?
- Do you consider there is a possible solution to overcome this problem in your country?

Always let students express their ideas and provide instant feedback on possible pronunciation mistakes.

CLOSURE

5 - 10 minutes

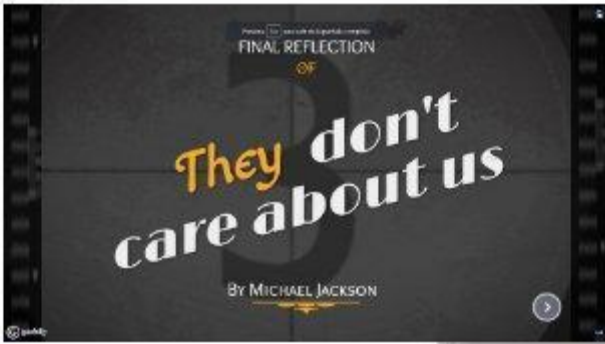
Motivate students to talk about how they feel about recording and sharing a video singing in English. At this point, the class closes with a discussion about students' thoughts and opinions they want to share about their classmates' videos and reflections and support with arguments the symbolic choice made to present the relationship with the song. (see appendix 33)

APPENDIXES

Appendix 31



Appendix 32



Appendix 33



Chapter V: Conclusions and implications

This type of innovative proposal comes along with new challenges and opportunities to learn, explore, and even adapt or modify the content to fit students' interests or needs. In this chapter, the implications of its implementation and conclusions based on the design of the proposal will be addressed along with its possible limitations and some suggestions for further research.

Implications and conclusions

To begin with, not only the implementation but also the preparation and design required to carry out this proposal challenges the teacher and students giving them the opportunity to share ideas and thoughts while re-signifying the society they live in.

The aforementioned implies increasing participation in students which is one of the hardest tasks of the teaching labor. Thus, it is highly recommended that the teacher engages with the proposal before even thinking about implementing it. On the point of classes and materials being planned and designed, teachers must review the content in advance, so they can decide how to present the information about the song's author and context. It is also important to highlight that, even though the focus of the proposal is centered on Karaoke, it is not required for students to have any experience or training for its development. Instead, students are expected to explore and test their singing ability while commenting on the message and the possible relation found with their reality.

In addition, employing a Blended Learning approach also implies having certain resources starting with an Internet Connection in both scenarios the classroom and the students' study place. It is important to be aware of the possibility that some students do not count on access to the internet at home becoming a problem to keep up with the autonomous

work and completing the assignments. Therefore, teachers should evaluate available resources in advance in order to design strategies that could help them overcome those particular situations. For example, when the institution has a computer lab, the school should provide this space to develop the classes and also during after-school hours for students to practice in case they don't have access at home to develop the autonomous practice. Moreover, the institution could even host Karaoke events for entertainment and motivation in case there is an auditorium with equipment that could be used by the students.

Last but not less important, students must take responsibility for their process and complete the autonomous work in order to be able to participate in the discussions proposed for the classes. This also implies overcoming shyness and other negative feelings toward sharing opinions with others as well as being open to listening to others' thoughts. The students will be guided through the story behind the song and the content of its lyrics but interest plays a very important role in this game since interpretation allows them to express freely what they understand after going over the song.

Finally, as stated before, teachers must face challenges during the implementation but it is important to recognize that those situations always take them further to understand their students and the way they think and perceive the world. Although students sometimes prefer to remain silent and save their opinion to themselves, sometimes they talk freely about certain topics that affect them directly. Therefore, beyond the pretext of studying the lyrics and the message or even the connection with the context, this proposal intends to focus all the activities on oral production and practice exercises that aim at enhancing speaking skills.

Limitations

To start with, due to the pandemic that started in 2019, there was no possibility of implementing this proposal and validating its effectiveness. For this reason, it is necessary to

observe students' reactions when implementing this strategy, so any change can be implemented based on students' needs and possibilities.

Additionally, having access to the internet is key to achieving the blended learning approach. However, it should not limit the teacher from adopting this proposal according to the available resources. When facing a situation of few or non-resource, questions can be printed and music can be played with an MP3 player and a speaker. Nevertheless, intending to reach its maximum potential, it makes necessary the use of technologies so that it preserves its innovative essence.

One more attainable limitation is the lack of interest in the activity, which can easily happen if the teacher does not feel comfortable with it and students might feel they are doing the activities because of the grades. Hence, the teacher should do as much as possible to understand, read and apply the classes in order to fit students' needs and motivation, but also inspire themselves with the objective of improving students' oral skills.

Furthermore, another possible limitation might be the time and amount of classes that students have per week. Although the classes are specifically designed to be developed during an amount of time and weeks, the school program, extracurricular activities, or not having enough classes, might cause the lesson plans to extend or the program not to be totally developed. There is where the teacher must adapt and organize activities in order to develop them without seriously affecting the main purpose and considering students' needs, contexts and interests.

Further research

The idea of implementing Karaoke in an EFL classroom in order to improve their speaking skills through blended learning, came up thanks to the information found in different articles and projects. These articles and projects show the importance of speaking English in

Colombia and the low level that students currently have shown by different resources presented by MEN. However, the implementation of this project might bring deep knowledge about students' experiences and reactions through the development of the classes. By doing this, the proposal could have further research on students and their process of learning through the implementation of Karaoke. Additionally, it might be interesting to see students' reactions to the implementation of Karaoke to improve not only speaking skills but also listening, writing, and reading skills, in the use of English as a Foreign Language in the classroom. Additionally, by implementing Karaoke in a completely virtual environment might emerge new results that help students and teachers to have more resources and strategies to learn this tool.

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Annexes

Annex 1: Cycles 2, 3

Cycle Two

Where we are

Lesson plans 5 to 8

General objective:

To identify how violence and indifference are shown in society nowadays through the song "Zombie" by the Cranberries and "Another day in paradise" by Phil Collins.

Specific objectives:

1. To recognize the authors' contexts and background of the songs.
2. To spot the main topic of the songs and connect it with students' contexts.
3. To reflect upon the topics discussed through a video karaoke.



Song 3

Lesson 5 *The ashes of history*

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Expressions for giving opinions and debating.

Related to education, politics, government, and society.

Functions:

Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the past, present, and future tense.

INTRODUCTION • 5 - 10 minutes

Instruction: Click "**Cycle 2**" on the navigation panel.

Exactly the same as the previous cycle, the teacher will start preparing students for the tasks to come similar to the previous classes. In this section, it is important to establish the sequence in which the songs are approached. First, by reviewing the **Author's life** and **socio-historical context**. Then, studying and analyzing the **lyrics of the song** along with the message. Finally, connecting the reality reflected in the song to the **students' context** trying to find differences and similitudes. Thus, allowing them to better understand the activity. (see appendix 34)

PRESENTATION OF THE ACTIVITY

30 - 40 minutes

Taking into account that the activity intends for students to engage with each selected song, it is important to gradually approach the song by providing them with useful information about the author's socio-cultural context and the meaning of the song before studying the lyrics and working on pronunciation. Therefore, provide instructions while exploring the website with the students altogether.

Instruction: Click "**Song 3**" on the navigation panel.

First, the teacher will introduce the name of the first song which is "Zombie" by The Cranberries (see appendix 35), and ask them: "Have you listened to this song before?" If not, ask students what they understand by the title. If yes, ask them what they know about it and what they think the song is about. This is so the teacher explores the possible previous knowledge of the song. First, encourage people who haven't heard the song to infer its meaning, and after that, let the ones who have listened to it share what they know with the class.

Instruction: Scroll down and go to the section entitled "What is The Cranberries?" on the content panel.

1) Presentation of the artists' life and background:

Ask students now what they know about the author(s) of the song. Ask them:

- What do you know about the cranberries?
- Have you heard about this group before?
- What are the names of the members?

Continue exploring their previous knowledge while providing instant feedback on possible mistakes at the moment of speaking.

Then, the teacher guides the discussion towards the importance of the author's life in the process of making the song. Thus, introducing some relevant biographical information about the author or group and the socio-historical context of the song (see appendix 36). Explore the embedded links and activities for each section (see appendix 37)

Instruction: Continue scrolling down and go to the section entitled "Are zombies real?" on the content panel.

2) Contextualization of the meaning of the song:

This section intends to situate and recognize the context of the song and its real meaning.

The website includes material that can be used as aids for both teachers and students such as video documentaries retrieved from different sources and activities designed to interact in class (see appendix 38). These activities vary according to the song. Explore the embedded links and activities for each section (see appendix 39)

3) Presentation of the song and pronunciation practice:

Then, the teacher focuses on one specific phoneme in this case /t/ or short vowel i.

Instruction: Explore the interactive slide created with [genially](#).

Watch the video (appendix 40) with the students, listen and repeat the example words. Then, have the students practice their pronunciation by playing the game (appendix 41) with the whole class. Ergo, students will pronounce the words that contain the sound out loud while playing. Finally, ask students to identify the sound in the lyrics.



Read the lyrics altogether or watch and listen to the original video of the song on Youtube (appendix 42). The teacher then works as a linguistic model, provides feedback, and checks general pronunciation. Additionally, suggest students use [toPhonetics](#) website.

CLOSURE • 30 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What feelings do you have now towards the message of the song?
- Did the message contribute somehow to your learning?

After sharing their points of view, the teacher must indicate to students how to access the website to search for autonomous assignments and set a due date for the delivery of the video (see appendix 43).

Instruction: Click "Autonomous Work" on the navigation panel.

Autonomous Practice

AUTONOMOUS WORK 1

20 - 40 minutes suggested

This part of the lesson complements the students learning by providing exercises to practice pronunciation and intonation, reinforcing vocabulary, and an opportunity for the student to organize and work on studying habits.

On this account, the student will play a game that consists of completing the lyrics of the song on the website [lyricstraining.com](#), which can be developed on their cellphones or a computer (See appendix 44). They will practice the singing and pronunciation while completing the lyrics of the song. The idea is to start with a starter level and then move to a more difficult level to learn the lyrics by heart. Thus, preparing the student for the recording and uploading of a Karaoke video of himself/herself singing the song and sharing a short comment about her interpretation of the video in the Colombian context.



AUTONOMOUS WORK 2

20 - 40 minutes suggested

The students have the task to record a karaoke video where they symbolically, by performing, dancing, or using visual aids, relate the message of the song to the Colombian context. In this video, the student must record his/her face while singing the song. Also, it is not allowed to do lipsync since it is important to listen to the students' pronunciation. Therefore, only karaoke versions of the soundtrack are allowed while recording the video. They can use any type of props, for example, drawings or posters, costumes (as long as they don't cover the face/mouth completely) or accessories, a dance or a short message, etc. where relating the message to the local context. The video must include a final comment from the student explaining the symbolism in the video. Finally, the video must be uploaded to the website before the due date and will be presented in class in the second lesson plan (see appendix 45).

ASSESSMENT

First, these videos must be uploaded according to the corresponding due date giving the teacher the time to watch and assess them. Besides on-time delivery, aspects to consider at the moment of assessing the video are pronunciation, intonation, and the symbolism chosen by the student.

This video also works as evidence of the students' practice and study habits. The rubric will mainly evaluate vocabulary, pronunciation, and overall fluency but also simple grammar in the construction of sentences and ideas with the final reflection. It also attempts to provide feedback to students and teachers about the progress found in the activity.

APPENDICES

Appendix 34



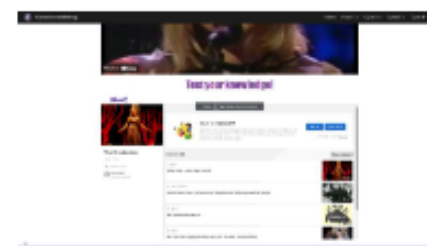
Appendix 35



Appendix 36



Appendix 37



Appendix 38



Appendix 39



Appendix 40



Appendix 41



Appendix 42



Appendix 43



Appendix 44



Appendix 45



Lesson 6 Discussion

Can we heal?

Time: 120 minutes

Suggested language and Vocabulary Vocabulary:

Related to education, and society. Useful expressions such as I think, In my opinion,

Functions:

Sharing thoughts and experiences in situates scenarios.

The use of expressions and sentences in the past tense. E.g. I used to, When I was a child, etc.

WARM-UP 10 - 20 minutes

Instruction: Click "Discussion" on the navigation panel.

Students voluntarily share their experiences while studying, practicing, and recording the video. It is a great opportunity to talk about challenges and difficulties. Then, The teacher will ask open questions focused on students' contexts, the relation between the main topic of the song, and their own life experiences (see appendix 46).

PRESENTATION OF THE VIDEOS

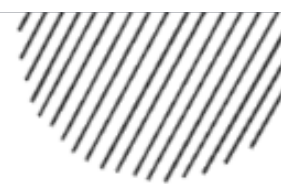
50 - 60 minutes

Instruction: Watch all Karaoke videos uploaded to padlet.com by the students. At this point, it is crucial to previously talk to the participants and share feeling about sharing the video in class and receiving feedback. Encourage them to share their creation. It is important to know whether or not students are willing to share, discuss, or clear doubts about their videos. The time of this activity varies in the number of students/videos and the interaction with the audience during the presentation.

DISCUSSION

50 - 60 minutes

Instruction: Explore the interative slide made with genial.ly and take turns to answer the questions. Once students have learnt about the socio-cultural background of the clip, ask students to connect the things that happened in the video and relate them with their context. (see appendix 47)





Questions to consider for this session are:

- What was the main topic of the song?
- How does the song relate to your context?
- Is there a similar situation like the one described in the song, happening in your country?
- Who or what group from your country would you dedicate this song to?
- What would you change to improve that aspect, taken from the song, in your country?
- Is there a concept or idea you want to highlight about this song?
- What comes to your mind now when you hear this song?
- Do you consider there is a possible solution to overcome this problem in your country?

Always let students express their ideas and provide instant feedback on possible pronunciation mistakes.

CLOSURE

5 - 10 minutes

Motivate students to talk about how they feel about recording and sharing a video singing in English. At this point, the class closes with a discussion about students' thoughts and opinions they want to share about their classmates' videos and reflections and support with arguments the symbolic choice made to present the relationship with the song. (see appendix 48)

APPENDICES

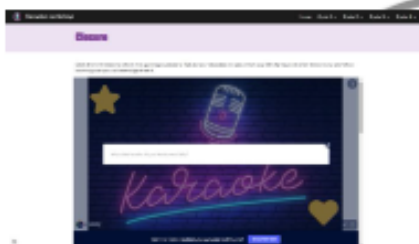
Appendix 46



Appendix 47



Appendix 48



Song 4

Lesson 7 *Indifference*

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Expressions for giving opinions and debating.

Related to education, politics, government, and society.

Functions:

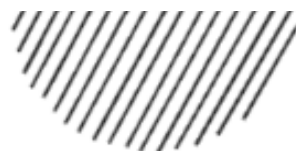
Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the past, present, and future tense.

INTRODUCTION • 5 - 10 minutes

Instruction: Click "**Cycle 2**" on the navigation panel.

Similarly, the teacher will start preparing students for the tasks to come similar to the previous classes. In this section, it is important to establish the sequence in which the songs are approached. First, by reviewing the **Author's life** and **socio-historical context**. Then, studying and analyzing the **lyrics of the song** along with the message. Finally, connecting the reality reflected in the song to the **students' context** trying to find differences and similitudes. Thus, allowing them to better understand the activity. (see appendix 49)



PRESENTATION OF THE ACTIVITY

30 - 40 minutes

Taking into account that the activity intends for students to engage with each selected song, it is important to gradually approach the song by providing them with useful information about the author's socio-cultural context and the meaning of the song before studying the lyrics and working on pronunciation. Therefore, provide instructions while exploring the website with the students altogether.

Instruction: Click "**Song 4**" on the navigation panel.

First, the teacher will introduce the name of the first song which is "Another day in paradise" by Phill Collins (see appendix 50), and ask them: "Have you listened to this song before?" If not, ask students what they understand by the title. If yes, ask them what they know about it and what they think the song is about. This is so the teacher explores the possible previous knowledge of the song. First, encourage people who haven't heard the song to infer its meaning, and after that, let the ones who have listened to it share what they know with the class.

Instruction: Scroll down and go to the section entitled "**Who is Phill Collins?**" on the content panel.

1) Presentation of the artists' life and background:

Ask students now what they know about the author(s) of the song. Ask them:

- What do you know about Phill Collins?
- Have you heard about this author before?

Continue exploring their previous knowledge while providing instant feedback on possible mistakes at the moment of speaking.

Then, the teacher guides the discussion towards the importance of the author's life in the process of making the song. Thus, introducing some relevant biographical information about the author or group and the socio-historical context of the song (see appendix 51). Explore the embedded links and activities for each section (see appendix 52)

Instruction: Continue scrolling down and go to the section entitled "**Are we in heaven or hell?**" on the content panel.

2) Contextualization of the meaning of the song:

This section intends to situate and recognize the context of the song and its real meaning.

The website includes material that can be used as aids for both teachers and students such as video documentaries retrieved from different sources and activities designed to interact in class (see appendix 53). These activities vary according to the song. Explore the embedded links and activities for each section (see appendix 54)

3) Presentation of the song and pronunciation practice:

Then, the teacher focuses on one specific phoneme in this case /æ/ or short vowel a.

Instruction: Explore the interactive slide created with genially.

Watch the video (appendix 55) with the students, listen and repeat the example words. Then, have the students practice their pronunciation by playing the game (appendix 56) with the whole class. Ergo, students will pronounce the words that contain the sound out loud while playing. Finally, ask students to identify the sound in the lyrics.



Read the lyrics altogether or watch and listen to the original video of the song on Youtube (appendix 57). The teacher then works as a linguistic model, provides feedback, and checks general pronunciation. Additionally, suggest students use toPhonetics website.

CLOSURE • 30 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What feelings do you have now towards the message of the song?
- Did the message contribute somehow to your learning?

After sharing their points of view, the teacher must indicate to students how to access the website to search for autonomous assignments and set a due date for the delivery of the video (see appendix 58).

Instruction: Click "Autonomous Work" on the navigation panel.

Autonomous Practice

AUTONOMOUS WORK 1

20 - 40 minutes suggested

This part of the lesson complements the students learning by providing exercises to practice pronunciation and intonation, reinforcing vocabulary, and an opportunity for the student to organize and work on studying habits.

On this account, the student will play a game that consists of completing the lyrics of the song on the website lyricstraining.com, which can be developed on their cellphones or a computer (See appendix 59). They will practice the singing and pronunciation while completing the lyrics of the song. The idea is to start with a starter level and then move to a more difficult level to learn the lyrics by heart. Thus, preparing the student for the recording and uploading of a Karaoke video of himself/herself singing the song and sharing a short comment about her interpretation of the video in the Colombian context.

AUTONOMOUS WORK 2

20 - 40 minutes suggested

The students have the task to record a karaoke video where they symbolically, by performing, dancing, or using visual aids, relate the message of the song to the Colombian context. In this video, the student must record his/her face while singing the song. Also, it is not allowed to do lipsync since it is important to listen to the students' pronunciation. Therefore, only karaoke versions of the soundtrack are allowed while recording the video. They can use any type of props, for example, drawings or posters, costumes (as long as they don't cover the face/mouth completely) or accessories, a dance or a short message, etc. where relating the message to the local context. The video must include a final comment from the student explaining the symbolism in the video. Finally, the video must be uploaded to the website before the due date and will be presented in class in the second lesson plan (see appendix 60).

ASSESSMENT

First, these videos must be uploaded according to the corresponding due date giving the teacher the time to watch and assess them. Besides on-time delivery, aspects to consider at the moment of assessing the video are pronunciation, intonation, and the symbolism chosen by the student.

This video also works as evidence of the students' practice and study habits. The rubric will mainly evaluate vocabulary, pronunciation, and overall fluency but also simple grammar in the construction of sentences and ideas with the final reflection. It also attempts to provide feedback to students and teachers about the progress found in the activity.

APPENDIXES

Appendix 49



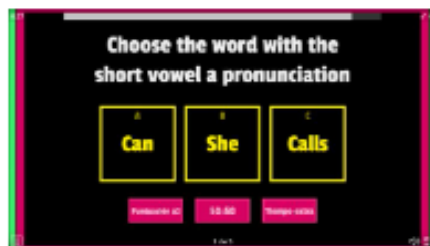
Appendix 50



Appendix 53



Appendix 56



Appendix 59



Appendix 51



Appendix 54



Appendix 57



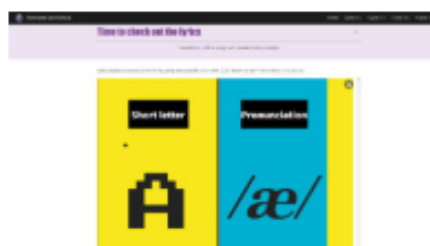
Appendix 60



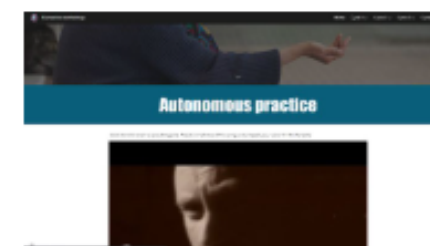
Appendix 52



Appendix 55



Appendix 58



Lesson 8 Discussion

In someone else's shoes

Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Related to education, and society.

Useful expressions such as I think, In my opinion,

Functions:

Sharing thoughts and experiences in situations scenarios.

The use of expressions and sentences in the past tense. E.g. I used to, When I was a child, etc.

WARM-UP 10 - 20 minutes

Instruction: Click "Discussion" on the navigation panel.

Students voluntarily share their experiences while studying, practicing, and recording the video. It is a great opportunity to talk about challenges and difficulties. Then, The teacher will ask open questions focused on students' contexts, the relation between the main topic of the song, and their own life experiences (see appendix 61).



PRESENTATION OF THE VIDEOS

50 - 60 minutes

Instruction: Watch all Karaoke videos uploaded to padlet.com by the students. At this point, it is crucial to previously talk to the participants and share feeling about sharing the video in class and receiving feedback. Encourage them to share their creation. It is important to know whether or not students are willing to share, discuss, or clear doubts about their videos. The time of this activity varies in the number of students/videos and the interaction with the audience during the presentation.

DISCUSSION

50 - 60 minutes

Instruction: Explore the interactive slide made with genially and take turns to answer the questions. Once students have learnt about the socio-cultural background of the clip, ask students to connect the things that happened in the video and relate them with their context. (see appendix 62)

Questions to consider for this session are:

- What was the main topic of the song?
- How does the song relate to your context?
- Is there a similar situation like the one described in the song, happening in your country?
- Who or what group from your country would you dedicate this son to?
- What would you change to improve that aspect, taken from the song, in your country?
- Is there a concept or idea you want to highlight about this song?
- What comes to your mind now when you hear this song?
- Do you consider there is a possible solution to overcome this problem in your country?

Always let students express their ideas and provide instant feedback on possible pronunciation mistakes.

CLOSURE

5 - 10 minutes

Motivate students to talk about how they feel about recording and sharing a video singing in English. At this point, the class closes with a discussion about students' thoughts and opinions they want to share about their classmates' videos and reflections and support with arguments the symbolic choice made to present the relationship with the song. (see appendix 63)

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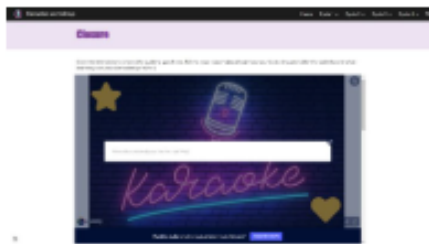
Appendix 61



Appendix 62



Appendix 63



Cycle Three

Where we are going
Lesson plans 9 to 12

General objective:

To identify how violence and indifference are shown in society nowadays through the song "We are the world" by U.S.A. for Africa and "Imagine" by John Lennon.

Specific objectives:

1. To recognize the authors' contexts and background of the songs.
2. To spot the main topic of the songs and connect it with students' contexts.
3. To reflect upon the topics discussed through a video karaoke.



Song 5

Lesson 9 *Where are the children?*

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Expressions for giving opinions and debating.

Related to education, politics, government, and society.

Functions:

Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the past, present, and future tense.

INTRODUCTION • 5 - 10 minutes

Instruction: Click "**Cycle 3**" on the navigation panel.

Similarly, the teacher will start preparing students for the tasks to come similar to the previous classes. In this section, it is important to establish the sequence in which the songs are approached. First, by reviewing the **Author's life** and **socio-historical context**. Then, studying and analyzing the **lyrics of the song** along with the message. Finally, connecting the reality reflected in the song to the **students' context** trying to find differences and similitudes. Thus, allowing them to better understand the activity. (see appendix 64)

PRESENTATION OF THE ACTIVITY

30 - 40 minutes

Taking into account that the activity intends for students to engage with each selected song, it is important to gradually approach the song by providing them with useful information about the author's socio-cultural context and the meaning of the song before studying the lyrics and working on pronunciation. Therefore, provide instructions while exploring the website with the students altogether.

Instruction: Click "**Song 5**" on the navigation panel.

First, the teacher will introduce the name of the first song which is "We are the world" by U.S.A. for Africa (see appendix 65), and ask them: "Have you listened to this song before?" If not, ask students what they understand by the title. If yes, ask them what they know about it and what they think the song is about. This is so the teacher explores the possible previous knowledge of the song. First, encourage people who haven't heard the song to infer its meaning, and after that, let the ones who have listened to it share what they know with the class.

Instruction: Scroll down and go to the section entitled "**What is U.S.A. for Africa?**" on the content panel.

1) **Presentation of the artists' life and background:**

Ask students now what they know about the author(s) of the song. Ask them:

- What do you know about U.S.A. for Africa?
- Have you heard about this group before?
- What are the names of the members?

Continue exploring their previous knowledge while providing instant feedback on possible mistakes at the moment of speaking.

Then, the teacher guides the discussion towards the importance of the author's life in the process of making the song. Thus, introducing some relevant biographical information about the author or group and the socio-historical context of the song (see appendix 66). Explore the embedded links and activities for each section (see appendix 67)

Instruction: Continue scrolling down and go to the section entitled "**We are the world**" on the content panel.

2) **Contextualization of the meaning of the song:**

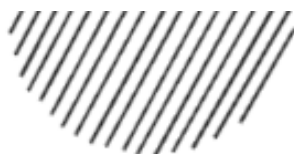
This section intends to situate and recognize the context of the song and its real meaning.

The website includes material that can be used as aids for both teachers and students such as video documentaries retrieved from different sources and activities designed to interact in class (see appendix 68). These activities vary according to the song. Explore the embedded links and activities for each section (see appendix 69)

3) **Presentation of the song and pronunciation practice:**

Then, the teacher focuses on one specific phoneme in this case /ð/ or TH sound. **Instruction:** Explore the interactive slide created with [genial.ly](#).

Watch the video (appendix 70) with the students, listen and repeat the example words. Then, have the students practice their pronunciation by playing the game (appendix 71) with the whole class. Ergo, students will pronounce the words that contain the sound out loud while playing. Finally, ask students to identify the sound in the lyrics.





Read the lyrics altogether or watch and listen to the original video of the song on Youtube (appendix 72). The teacher then works as a linguistic model, provides feedback, and checks general pronunciation. Additionally, suggest students use [toPhonetics](#) website.

CLOSURE • 30 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What feelings do you have now towards the message of the song?
- Did the message contribute somehow to your learning?

After sharing their points of view, the teacher must indicate to students how to access the website to search for autonomous assignments and set a due date for the delivery of the video (see appendix 73).

Instruction: Click **"Autonomous Work"** on the navigation panel.

Autonomous Practice

AUTONOMOUS WORK 1

20 - 40 minutes suggested

This part of the lesson complements the students learning by providing exercises to practice pronunciation and intonation, reinforcing vocabulary, and an opportunity for the student to organize and work on studying habits.

On this account, the student will play a game that consists of completing the lyrics of the song on the website [lyricstraining.com](#), which can be developed on their cellphones or a computer (See appendix 74). They will practice the singing and pronunciation while completing the lyrics of the song. The idea is to start with a starter level and then move to a more difficult level to learn the lyrics by heart. Thus, preparing the student for the recording and uploading of a Karaoke video of himself/herself singing the song and sharing a short comment about her interpretation of the video in the Colombian context.

AUTONOMOUS WORK 2

20 - 40 minutes suggested

The students have the task to record a karaoke video where they symbolically, by performing, dancing, or using visual aids, relate the message of the song to the Colombian context. In this video, the student must record his/her face while singing the song. Also, it is not allowed to do lipsync since it is important to listen to the students' pronunciation. Therefore, only karaoke versions of the soundtrack are allowed while recording the video. They can use any type of props, for example, drawings or posters, costumes (as long as they don't cover the face/mouth completely) or accessories, a dance or a short message, etc. where relating the message to the local context. The video must include a final comment from the student explaining the symbolism in the video. Finally, the video must be uploaded to the website before the due date and will be presented in class in the second lesson plan (see appendix 75).

ASSESSMENT

First, these videos must be uploaded according to the corresponding due date giving the teacher the time to watch and assess them. Besides on-time delivery, aspects to consider at the moment of assessing the video are pronunciation, intonation, and the symbolism chosen by the student.

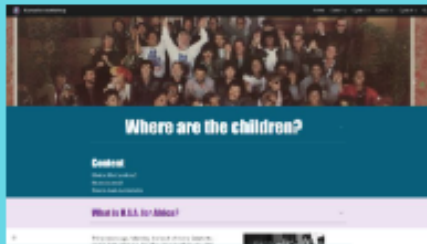
This video also works as evidence of the students' practice and study habits. The rubric will mainly evaluate vocabulary, pronunciation, and overall fluency but also simple grammar in the construction of sentences and ideas with the final reflection. It also attempts to provide feedback to students and teachers about the progress found in the activity.

APPENDIXES

Appendix 64



Appendix 65



Appendix 68



Appendix 71



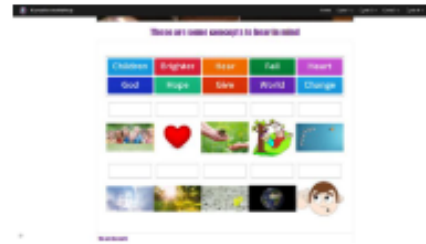
Appendix 74



Appendix 66



Appendix 69



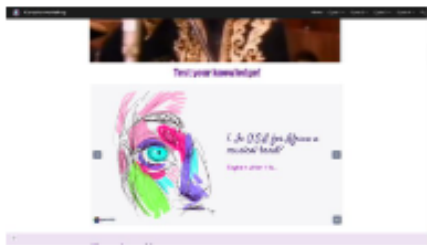
Appendix 72



Appendix 75



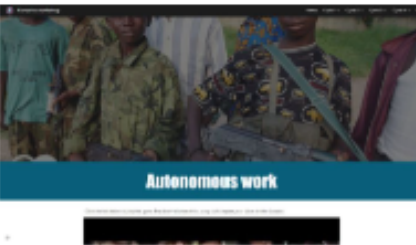
Appendix 67



Appendix 70



Appendix 73



Lesson 10 Discussion

We are the world

Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Related to education, and society.

Useful expressions such as I think, In my opinion,

Functions:

Sharing thoughts and experiences in situations scenarios.

The use of expressions and sentences in the past tense. E.g. I used to, When I was a child, etc.

WARM-UP 10 - 20 minutes

Instruction: Click "Discussion" on the navigation panel.

Students voluntarily share their experiences while studying, practicing, and recording the video. It is a great opportunity to talk about challenges and difficulties. Then, The teacher will ask open questions focused on students' contexts, the relation between the main topic of the song, and their own life experiences (see appendix 76).



PRESENTATION OF THE VIDEOS

50 - 60 minutes

Instruction: Watch all Karaoke videos uploaded to padlet.com by the students. At this point, it is crucial to previously talk to the participants and share feeling about sharing the video in class and receiving feedback. Encourage them to share their creation. It is important to know whether or not students are willing to share, discuss, or clear doubts about their videos. The time of this activity varies in the number of students/videos and the interaction with the audience during the presentation.

DISCUSSION

50 - 60 minutes

Instruction: Explore the interactive slide made with genial.ly and take turns to answer the questions. Once students have learnt about the socio-cultural background of the clip, ask students to connect the things that happened in the video and relate them with their context. (see appendix 77)

Questions to consider for this session are:

- What was the main topic of the song?
- How does the song relate to your context?
- Is there a similar situation like the one described in the song, happening in your country?
- Who or what group from your country would you dedicate this song to?
- What would you change to improve that aspect, taken from the song, in your country?
- Is there a concept or idea you want to highlight about this song?
- What comes to your mind now when you hear this song?
- Do you consider there is a possible solution to overcome this problem in your country?

Always let students express their ideas and provide instant feedback on possible pronunciation mistakes.

CLOSURE

5 - 10 minutes

Motivate students to talk about how they feel about recording and sharing a video singing in English. At this point, the class closes with a discussion about students' thoughts and opinions they want to share about their classmates' videos and reflections and support with arguments the symbolic choice made to present the relationship with the song. (see appendix 78)

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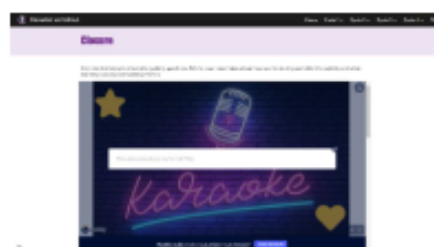
Appendix 76



Appendix 77



Appendix 78



Song 6

Lesson 11 *Too perfect to be true*

Estimated Lesson Time: 120 minutes

Suggested language and Vocabulary

Vocabulary:

Expressions for giving opinions and debating.

Related to education, politics, government, and society.

Functions:

Sharing thoughts and experiences in situated scenarios.

The use of expressions and sentences in the past, present, and future tense.

INTRODUCTION • 5 - 10 minutes

Instruction: Click "Cycle 3" on the navigation panel.

Similarly, the teacher will start preparing students for the tasks to come similar to the previous classes. In this section, it is important to establish the sequence in which the songs are approached. First, by reviewing the **Author's life** and **socio-historical context**. Then, studying and analyzing the **lyrics of the song** along with the message. Finally, connecting the reality reflected in the song to the **students' context** trying to find differences and similitudes. Thus, allowing them to better understand the activity.

(see appendix 79)

PRESENTATION OF THE ACTIVITY

30 - 40 minutes

Taking into account that the activity intends for students to engage with each selected song, it is important to gradually approach the song by providing them with useful information about the author's socio-cultural context and the meaning of the song before studying the lyrics and working on pronunciation. Therefore, provide instructions while exploring the website with the students altogether.

Instruction: Click "Song 6" on the navigation panel.

First, the teacher will introduce the name of the first song which is "Imagine" by John Lennon (see appendix 80), and ask them: "Have you listened to this song before?" If not, ask students what they understand by the title. If yes, ask them what they know about it and what they think the song is about. This is so the teacher explores the possible previous knowledge of the song. First, encourage people who haven't heard the song to infer its meaning, and after that, let the ones who have listened to it share what they know with the class.

Instruction: Scroll down and go to the section entitled "**Who was John Lennon?**" on the content panel.

1) Presentation of the artists' life and background:

Ask students now what they know about the author(s) of the song. Ask them:

- What do you know about John Lennon?
- Have you heard about this artist before?

Continue exploring their previous knowledge while providing instant feedback on possible mistakes at the moment of speaking.

Then, the teacher guides the discussion towards the importance of the author's life in the process of making the song. Thus, introducing some relevant biographical information about the author or group and the socio-historical context of the song (see appendix 81). Explore the embedded links and activities for each section (see appendix 82)

Instruction: Continue scrolling down and go to the section entitled "**Can you imagine?**" on the content panel.

2) Contextualization of the meaning of the song:

This section intends to situate and recognize the context of the song and its real meaning.

The website includes material that can be used as aids for both teachers and students such as video documentaries retrieved from different sources and activities designed to interact in class (see appendix 83). These activities vary according to the song. Explore the embedded links and activities for each section (see appendix 84)

3) Presentation of the song and pronunciation practice:

Then, the teacher focuses on one specific phoneme in this case /əʒ/ or consonants j-g.

Instruction: Explore the interactive slide created with [genially](#).

Watch the video (appendix 85) with the students, listen and repeat the example words. Then, have the students practice their pronunciation by playing the game (appendix 86) with the whole class. Ergo, students will pronounce the words that contain the sound out loud while playing.

Finally, ask students to identify the sound in the lyrics.



Read the lyrics altogether or watch and listen to the original video of the song on Youtube (appendix 87). The teacher then works as a linguistic model, provides feedback, and checks general pronunciation. Additionally, suggest students use [Phonetics](#) website.

CLOSURE • 30 - 40 minutes

Finally, the teacher will ask students about how they felt and what new things did they learn during the lesson. This will create an opportunity for the student to share feelings and emotions while reinforcing interaction. Questions to consider for this closure are:

- What feelings do you have now towards the message of the song?
- Did the message contribute somehow to your learning?

After sharing their points of view, the teacher must indicate to students how to access the website to search for autonomous assignments and set a due date for the delivery of the video (see appendix 88).

Instruction: Click "**Autonomous Work**" on the navigation panel.

Autonomous Practice

AUTONOMOUS WORK 1

20 - 40 minutes suggested

This part of the lesson complements the students learning by providing exercises to practice pronunciation and intonation, reinforcing vocabulary, and an opportunity for the student to organize and work on studying habits.

On this account, the student will play a game that consists of completing the lyrics of the song on the website [lyricstraining.com](#), which can be developed on their cellphones or a computer (See appendix 89). They will practice the singing and pronunciation while completing the lyrics of the song. The idea is to start with a starter level and then move to a more difficult level to learn the lyrics by heart. Thus, preparing the student for the recording and uploading of a Karaoke video of himself/herself singing the song and sharing a short comment about her interpretation of the video in the Colombian context.



AUTONOMOUS WORK 2

20 - 40 minutes suggested

The students have the task to record a karaoke video where they symbolically, by performing, dancing, or using visual aids, relate the message of the song to the Colombian context. In this video, the student must record his/her face while singing the song. Also, it is not allowed to do lipsync since it is important to listen to the students' pronunciation. Therefore, only karaoke versions of the soundtrack are allowed while recording the video. They can use any type of props, for example, drawings or posters, costumes (as long as they don't cover the face/mouth completely) or accessories, a dance or a short message, etc. where relating the message to the local context. The video must include a final comment from the student explaining the symbolism in the video. Finally, the video must be uploaded to the website before the due date and will be presented in class in the second lesson plan (see appendix 90).

ASSESSMENT

First, these videos must be uploaded according to the corresponding due date giving the teacher the time to watch and assess them. Besides on-time delivery, aspects to consider at the moment of assessing the video are pronunciation, intonation, and the symbolism chosen by the student.

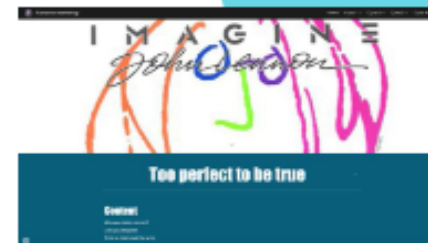
This video also works as evidence of the students' practice and study habits. The rubric will mainly evaluate vocabulary, pronunciation, and overall fluency but also simple grammar in the construction of sentences and ideas with the final reflection. It also attempts to provide feedback to students and teachers about the progress found in the activity.

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Appendix 79



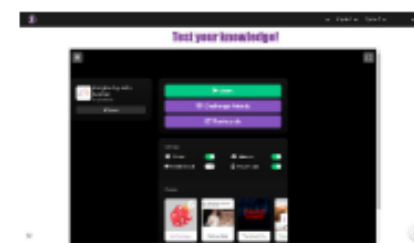
Appendix 80



Appendix 81



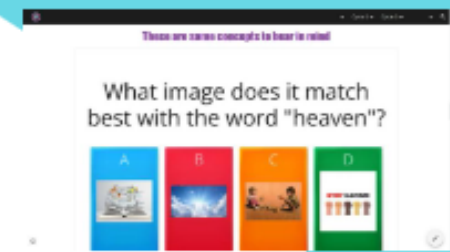
Appendix 82



Appendix 83



Appendix 84



Appendix 85



Appendix 86



Appendix 87



Appendix 88



Appendix 89



Appendix 90



Lesson 12 Discussion

Give peace a chance

Time: 120 minutes

Suggested language and Vocabulary Vocabulary:

Related to education, and society. Useful expressions such as I think, In my opinion,

Functions:

Sharing thoughts and experiences in situates scenarios.

The use of expressions and sentences in the past tense. E.g. I used to, When I was a child, etc.

WARM-UP 10 - 20 minutes

Instruction: Click "Discussion" on the navigation panel.

Students voluntarily share their experiences while studying, practicing, and recording the video. It is a great opportunity to talk about challenges and difficulties. Then, The teacher will ask open questions focused on students' contexts, the relation between the main topic of the song, and their own life experiences (see appendix 91).

PRESENTATION OF THE VIDEOS

50 - 60 minutes

Instruction: Watch all Karaoke videos uploaded to padlet.com by the students. At this point, it is crucial to previously talk to the participants and share feeling about sharing the video in class and receiving feedback. Encourage them to share their creation. It is important to know whether or not students are willing to share, discuss, or clear doubts about their videos. The time of this activity varies in the number of students/videos and the interaction with the audience during the presentation.

DISCUSSION

50 - 60 minutes

Instruction: Explore the interative slide made with genially and take turns to answer the questions. Once students have learnt about the socio-cultural background of the clip, ask students to connect the things that happened in the video and relate them with their context. (see appendix 92)





Questions to consider for this session are:

- What was the main topic of the song?
- How does the song relate to your context?
- Is there a similar situation like the one described in the song, happening in your country?
- Who or what group from your country would you dedicate this song to?
- What would you change to improve that aspect, taken from the song, in your country?
- Is there a concept or idea you want to highlight about this song?
- What comes to your mind now when you hear this song?
- Do you consider there is a possible solution to overcome this problem in your country?

Always let students express their ideas and provide instant feedback on possible pronunciation mistakes.

CLOSURE

5 - 10 minutes

Motivate students to talk about how they feel about recording and sharing a video singing in English. At this point, the class closes with a discussion about students' thoughts and opinions they want to share about their classmates' videos and reflections and support with arguments the symbolic choice made to present the relationship with the song. (see appendix 93)

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Appendix 91



Appendix 92



Appendix 93

