

Enhancing critical listening through the use of songs with social content: a situated literacy study.

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ABSTRACT

This action research is aimed at implementing song-based materials for the purpose of fostering listening within a framework of learning as situated practice in EFL classroom. The sample group for the current research were tenth grade learners between 14 and 18 years old from the public institution *CEDID Guillermo Cano Isaza* located in Bogotá, Colombia. Different data collection instruments were employed during the pedagogical intervention such as surveys, interviews, field notes, diagnostic test and artifacts. The proposal was carried out in three cycles and different songs were used in ESL classes with a critical and linguistic approach. In terms of analysis and organization of information, the triangulation method and grounded approach for data analysis were adopted to explore the results and findings, leading to the corresponding conclusions, limitations.

Key words: song-based materials, critical listening, situated practice, EFL classroom.

RESUMEN

Esta investigación-acción tiene como objetivo implementar materiales basados en canciones para fomentar la comprensión auditiva dentro de un marco de aprendizaje como práctica situada en el aula de inglés como lengua extranjera (EFL). El grupo de muestra para la presente investigación estuvo compuesto por estudiantes de décimo grado, con edades entre 14 y 18 años, de la institución pública CEDID Guillermo Cano Isaza, ubicada en Bogotá, Colombia. Fueron empleados diferentes instrumentos de recolección de datos durante la intervención pedagógica, como encuestas, entrevistas, notas de campo, prueba diagnóstica y artefactos. La propuesta se llevó a cabo en tres ciclos y se usaron diferentes canciones en las clases de inglés con un enfoque crítico y lingüístico. En cuanto al análisis y organización de la información, se adoptaron el método de triangulación y el enfoque de teoría fundamentada para explorar los resultados y hallazgos, lo que condujo a las conclusiones además de las limitaciones correspondientes.

Palabras clave: materiales basados en canciones, escucha crítica, práctica situada, aula de EFL.

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CHAPTER 1

THE PROBLEM

Institutional Context

This study was developed at the educational institution “IED CEDID Guillermo Cano Isaza” which is a school located at Carrera 16C No. 62 – 35 Sur, Tunjuelito locality in Bogotá. The institution has been in operation since 1987 as a response to some problems of the community such as public health, education, road system, and security. Due to these difficulties the “Banco Interamericano de Desarrollo” (BID) created five complexes along with the educational plan, which ended with the creation of the CEDID (Centros de Enseñanza Diversificada), “CEDID Guillermo Cano Isaza” is one of those complexes. Its philosophy is based on care, dignity, and respect for others, all with the purpose of a healthy coexistence. Also, since 2015 it promotes technical careers in association with SENA in areas like accounting and finances, food agribusiness, and electromechanics and design.

The school is located in a vulnerable sector of the city, near Meissen hospital. In the south, there are some houses, stores, and a highway near the institution. In the north it is a desertic field, leading to the Tunjuelito river where many wanderers and homeless people frequently pass through.

In relation to the student community, the CEDID Guillermo Cano Isaza consists of 3200 students divided into 42 courses, at the same time the institution provides educative services in initial education, elementary, secondary, and middle education with three schedules: morning, afternoon, and night only for middle education and adults. In initial education (pre-school) there

are 163 students, while in primary school there are 892 students and in secondary and middle education there are approximately 1492 students.

Focusing on *Proyecto Educativo Institucional* (PEI) of the educational institution, it is important to mention that it is named *Comunidad Guillermita, un proyecto de Vida*, and it follows pedagogical models leading to work agreements and, abilities and attitudes for research. In addition, the PEI establishes six important objectives: the first, is to deepen in the disciplines offered by the institution, the second, attempts to integrate the academic and technical education to support students' formation, the third, intends to develop projects in benefit of the surrounding community, the fourth, aims to value the human, physical and technological resources of the institution to support the mission and the vision of the establishment, the fifth refers to educate students with a reflexive vision towards the current social structures, and the sixth, is focused on developing actions to promote the institutional unity incorporating curriculum and educational projects. In general terms, CEDID Guillermo Cano Isaza is bent to raise students to build up academic and technical formation, merging disciplines and projects in convenience of community and social reflection.

Considering the CEDID Guillermo Cano Isaza's mission, it contemplates the education of children and young learners fostering autonomy, regarding the development of academic, technical, and humanistic competencies in favor of social responsibility and healthy cohabitation. In other matters, the vision pursues eventually to be recognized for its educational process in terms of quality, efficiency and efficacy supported on constant development at a district level.

Population.

This research was initially conducted with 903. It was formed by thirty-nine students, 15 girls and 24 boys, between 13 and 16 years of age. They took the English class 3 hours per week; Tuesday, Wednesday, and Friday from 8:00 a.m. to 10:00 a.m. They usually took classes in two classrooms; one of them was the regular classroom, decorated with forms according to a monthly holiday such as Easter or Valentine's day. In addition, the topics were prepared around the holidays during the month as well. Also, the classroom was equipped with a T.V. in which reading activities and supportive videos were projected. Furthermore, they attended classes in the computer lab decorated with posters about computers' correct use and rules. Also, the space included a video beam device which was used to display different activities. However, the computers were not available for use because they lacked internet access.

Eventually, the apprentices were promoted to tenth grade. The group consisted of 40 students, 27 boys and 13 girls aged between 14 and 18. In tenth grade, they took English classes on Mondays and Wednesdays from 8:00 a.m. to 10 a.m. Additionally, the classroom presented a T.V. screen where activities and videos were shown. Nevertheless, the space was simpler since there were no decorations or posters in the classroom.

The students who attended the classes mostly lived in Ciudad Bolivar, Usme, Kennedy and Sumapaz, who spent between 20 and 40 minutes to arrive at the school by walking or one hour by public transportation or school bus. Taking into account these considerations, socioeconomic strata 1 and 2 predominated in the school's population.

Based on the observed behaviors of the students, the group maintained a healthy relationship, being a united group that managed to develop academic and recreational activities through teamwork or cooperation. Nevertheless, the group was divided into small social crews

determined by similar shared interests such as music or hobbies. In addition, the classes were interrupted by the noise of the students' conversation and music. Also, it was evidenced the constant use of smartphones. The students did not have access to different resources in the school including WIFI, library or computers outside the technology class; the students used mobile internet by their own means. They also showed a lack of interest in English classes due to frustration or limited understanding of the language; the students preferred to keep the classes in Spanish. Even in EFL activities the students were focused on accomplishing the activities using web translator or copying from other classmates.

Problem Statement

As evidenced in the diagnostic test (see annex 1) and field notes taken during the observation process in the period of 2023-1 (see annex 2), ninth grade students were facing several difficulties in relation to the EFL skills, especially listening, which presented more drawbacks and difficulties regarding students' proficiency when it came to understanding spoken language and audio exercises. According to the curricular program of the institution, ninth and tenth grade students are expected to achieve B1 level of English in listening domain, which implies to understand main ideas in long discussions, recognize studied topics and structures in spoken context, and identify daily vocabulary in conversations. (CEDID Guillermo Cano Isaza, 2023, p.29)

However, in terms of listening skills, students seemed not to understand simple sentences, structures or the message of the audio exercises; only a few students were able to understand basic words, such as yes, please, house, among others. Moreover, they could not understand oral instructions, as "raise your hand", "ask questions", "speak louder", etc. When an instruction was given, the students asked to speak back in Spanish or kept quiet with dubious expressions. In this

regard, it is important to highlight that listening abilities are essential to develop communication skills from conversational situations. Nonetheless, the class observations showed that listening skills were left aside. The lessons were explained in Spanish owing to an understanding barrier of EFL; the students were not able to comprehend oral expressions or keep conversations using English language with teachers or classmates.

Furthermore, students' responses and motivation towards the English class activities were insufficient, as learners seemed to be frustrated because of the complexity of the structures. The previous was especially evident in listening skills, when some instructions were given in English and the learners did not give any response back because they could not understand vocabulary and most of the time remained silent, so teachers had to switch to the students native language. In addition, the students preferred to avoid oral English questions or refused to answer because of the understanding barrier and weak skills.

All in all, the students were only limited to grammatical activities or written exercises without the possibility to enhance other skills such as listening using more didactic strategies. As the Ministry of Education of Colombia (MEN) with the Basic Standards of Competences (BSC) in English language affirms regarding listening skills (2006), students must intertwine their previous knowledge to understand oral expressions supported by images, tools, and context for a deeper understanding of oral productions as well as identifying people, situations, and messages in simple but significant oral contents (p. 26). In contrast to the aforementioned points, the activities conducted in English classes were focused on filling gaps or creating sentences, but it was evident the lack of progress in the language development. Moreover, the few listening exercises conducted were limited to isolated audio activities attached to text, which did not

encourage the students to think, analyze or start conversations to train oral skills for the benefit of understanding spoken language.

As stated by the Common European Framework of Reference for Languages, learners must develop competences to face communicative situations. Thus, the constant participation in those situations leads learners to improve their abilities in immediate and long-term use (p. 101). Nonetheless, the diagnosis revealed the absence of contextualized activities in the classroom which focused solely on grammatical structure which might be resulting in a lack of interest and motivation.

In conclusion, the implementation of new learning strategies to address the obstacles previously mentioned, such as the decontextualized language approach and the limited development of listening proficiency is needed.

Rationale

A high proficiency level of English goes beyond mastering grammatical structures; it also means understanding the cultural and social components behind linguistic conventions. In terms of EFL learners, it is important to recognize the context inherent to the language, even how it intersects with their own culture. In the words of Amer (2022) language contextualization refers to the understanding that signs or words cannot be comprehended outside of context (p. 52). He also affirms that contextualization involves permeating language with real and significant background. Contextualization plays an important role in helping us understand discourse considering the social, political, and historical settings, looking even for the behavior of speakers and context of different periods of time (p. 53). Therefore, a contextual approach to language provides EFL students with the opportunity to explore and learn English apart from an

instrumental standpoint, discovering new ways of improving language competences with social and cultural materials.

As previously discussed, the context is important for enhancing learners' linguistic competences. However, students' own context needs to be addressed as a way to familiarize language skills in daily experiences and well-known surroundings. Lave and Wenger (1991) express that learning is not distant from social systems or connections, as such constructs help generate meaning through social interaction. So, learning and understanding are not possible in isolation. Therefore, contextualization is necessary to learn how and why these concepts behave (p.53); in terms of language, the meaning of words and their influence in reality. Thus, it is important to consider the learner's context as an important part of language training, providing means and purpose in learning EFL to students, as a way to develop linguistic competences, in an experienced culture and familiar social conditions.

According to Bastidas et al. (1992) some problems are evident in terms of students' application of theoretical knowledge and grammar learning. Moreover, teaching approaches tend to be theoretical and rarely applied in real classes or communicative situations (p. 18). These issues are related to the college preparation of students before their labor life. In the universities the teachers' education is still narrowed by traditional methodologies of teaching, only theory and speech, highlighting the need for new strategies to explore components of the foreign language, prioritizing the communicative use of language in real-life situations. So, nowadays the teaching of English remains focused solely on grammar, mechanized writing, and paper-based activities. Taking this into consideration, it was established that developing critical or situated competences alongside the improvement of language skills such as listening must break away from traditional mechanisms attached to instrumental application of language, which do

not allow active engagement and participation of the students. Thus, it is necessary to develop listening skills from critical and contextualized strategies in terms of comprehending not only words, but also different meanings, bias and discourses presented on oral discourse, preventing passive analysis and promoting a reflexive interpretation. Therefore, the implementation of an innovative learning strategy is vital to enhance students' language learning skills such as listening, context awareness and interculturality; for this purpose, to exploring song-based materials is an alternative to work with situated perspective; as it allows learners to comprehend sociocultural background of the lyrics, in the same way as analyzing phenomena of the respective period of time as well.

In addition, addressing song-based material with social content within a framework of situated literacy might expand the EFL improvement for other linguistic competences such as writing. Indeed, through contact with oral language activities in which listening is understood as a situated practice and deal with problematics that are close to the students' reality, they can not only acquire new vocabulary and use structures mediated by the songs' lyrics; but also communicate new ideas using the social or cultural messages and metaphors after actively analyzing the musical material, allowing them to support their opinions and perspectives.

To conclude, this study is relevant because it aims to address different drawbacks in active and contextualized language learning, considering the academic process in 1003 in CEDID Guillermo Cano Isaza, emphasizing critical and situated competences in EFL learning. This study encourages the participatory learning of the learners by improving and fostering listening competences allowing them to express without restriction through familiar and contextualized content. Thus, the activities were designed in this research along with song

materials to contribute to new attractive strategies of EFL learning, fostering not only grammar appliance but also a deeper and more contextualized study of literacies in foreign language.

Research question

How might a set of listening activities based on songs with social content enhance students' critical listening skills within a framework of situated literacy?

General objective.

To explore the impact of listening activities based on songs with social content enhancing students' critical listening skills within a framework of situated literacy.

Specific objectives

- To identify the roles of songs with social content in the development of students' critical listening skills.
- To analyze students' responses to the use of songs as a tool for developing listening skills through a critical and situated perspective.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter introduces a research review in terms of the use of music in the learning of English and the fostering of critical listening in the school environment and how songs have been proved to work as an effective tool for learning. In addition, a theoretical framework composed of the four constructs, which support this research, will be defined and characterized. The first one is *Songs to teach English to young learners*, the second one is *Learning as a situated practice*, the third is *Critical listening*, and the fourth construct is *Critical pedagogy*.

The first investigation contemplated for the current research was conducted by Saenz (2020) named as “A methodology for the sonic analysis of modern pop music: Critical listening and its application in four top mixes from 2020”. The research question was: How can one, in a systematic way, unfold and describe the sonic elements that characterize pop songs? This descriptive research focused on studying different pop songs, using as a reference a theoretical support and an internal analysis of the songs. The data gathering of this document was focused on pure analysis of the songs, dividing them into three parts: structural parts, scenes and subscenes. Each piece of data was classified and analyzed in a descriptive table.

This research focused on the musical narrative of the songs and the production and the emotional component. It demonstrated the influence of melody, lyrics and arrangements in the individual perception and feelings. Also, how the making and production of a pop song can convey the meaning of the song, and the details or effects provided significance to the songs. This research is important for the current investigation due to it shows the elements that can influence the perspectives from the students, their possible perceptions and thoughts towards the lyrics and the melody at the same time; in addition, it is important to remark how the melody of

the lyrics and background elements of the songs converge to elaborate an idea or point of view in the learners. Consequently, the materials and activities proposed in this research were elaborated taking into account elements that relate to each other but most importantly, according to some concepts presented in our lives and reality.

The second research considered for this document is elaborated by Becerra (2017) titled “Game-Based Learning and Songs in the EFL Classroom”. The main goal of the research was determining and analyzing the effect of ludic material and songs in the development of English skills in the students. This research was supported under the next research question: how might be influenced the EL, RL, and SL skills of seventh graders with A1 (CEFR) level of English by the use of songs in game-based learning? This research was conducted with twenty-nine students from a seventh grade, but it was taking into account only ten samples to analyze; this project was developed at the institution Instituto Pedagógico Nacional (IPN), from Bogota. The data collection instruments contemplated in the document were surveys, field notes and artifacts.

The findings demonstrated that it is essential for the students to develop and to reinforce listening skills. At the same time, their disposition, motivation, and the development of activities are conditioned by various aspects inside the classroom such as the environment organization, the resources, and the chosen songs. Additionally, students found it difficult to comprehend the content of the songs due to the presence of various elements, such as contextual and cultural references, as well as rhetorical devices inherent to the language. This research is important for the current investigation due to it helps to structure the activities regarding the songs, taking into consideration aspects of the language and culture itself to make the students’ comprehension much easier and enjoyable.

Thirdly, the next investigation was developed by Hadian (2015) called “The use of song lyrics in teaching listening (A Case Study of Junior High School Grade 8 in Bandung)”. This research was guided by the following research objective: the EFL students toward using songs in teaching listening and investigate some challenges that faced by teacher when using songs in teaching listening in the classroom. For this study, the sample was composed by 38 second grade students from the Junior High School, in Bandung; Indonesia. The data collection instruments used in this document were participant observations and questionnaires.

The findings revealed that songs and their lyrics contribute positively to the development of listening skills, as well as to students’ motivations in relation to the activities. Although, there were some limitations such as the general comprehension in the songs, specifically the individual words. Some difficulties presented in the activities had to do with pronunciation, intonation, and limited vocabulary. In addition, the students were used to follow indications in their mother language; So, a class with only pure use of English was challenging. This research is relevant for the current research because it helps to identify some limitations and potential difficulties related to the use of English. However, it also contributes to understanding students’ reception and response to song-based activities. Still, it is necessary to consider the students’ limitations and their level of language proficiency. According to this idea, it is required to use strategies and activities that respond to the students’ capabilities, to encourage trust and avoid frustration, considering the knowledge of the students and their contributions in EFL activities.

The fourth research reviewed was elaborated by Arias (2017) named as “Critical thinking development by using the implicit content of songs”. The research was developed under the next research question: How does the use of the implicit content of songs through problem-based activities reflects the critical thinking development of third English students in a Languages

Institute at a public university? The population involved in this research consisted of 21 students, 13 men and 8 women, from the Universidad Pedagógica y Tecnológica de Colombia, in Tunja. The data collection instruments chosen for this investigation were video recordings, artifacts, a group interview and a final survey. The type of research presented in the document is centered on a qualitative research design; aimed at the interactions and behaviors involved in the context.

The findings showed that music helped to set off students' critical analysis and development. Additionally, collaborative work contributed to the improvement of their communicative skills as they share different perspectives and analyses based on the support materials used alongside the songs. In addition, it was important to design activities focused on real-life situations and social issues. The relevance of this study in the current research lies in its emphasis on the problematic scenarios connected to the contextual background of the songs, which allowed for the construction of materials and artifacts centered on students' thoughts and perspectives. These songs were analyzed through their social and contextual aspects that can be processed through the song's message.

The last research was held by Palacios and Chapeton (2014), and it was named "The use of English songs with social content as a situated literacy practice: factors that influence student participation in the EFL classroom". The research was developed with the purpose of identifying and characterizing the factors that may influence students' participation when songs with social content are used in the EFL classroom within a framework of literacy as a situated social practice and using a critical view of pedagogy. The population involved in this study consisted of 42 students 11th grade students from IED Fabio Lozano Simonelli school in Bogota. The instruments implemented in this research were questionnaires, field notes, semi-structured

interviews and students' artifacts. This study followed a qualitative paradigm, which involved immersion in the individuals' environment and the analysis of behaviors and situations.

This research demonstrated, through its findings, the factors that contribute to the improvement of English skills according to the students themselves and evidenced through the use of songs. In addition, it was found that musical genre and personal taste influenced learners' disposition and engagement in EFL activities. The study also showed that the songs' themes motivated students to analyze and participate, as the content reflected aspects of their own context and reality. This study is particularly important to current research because it establishes how significant the contents of the songs are, as well as which components make students more engaged to the activities as they see them reflected in their realities, and possibly the challenges they witness in daily life. Therefore, it is fundamental to design activities that respond to students' needs, realities, and context through the use of songs, allowing them to learn the foreign language while questioning and reflecting on social and contextual phenomena.

Theoretical Framework

Songs to teach English to young learners.

Within the teaching of foreign languages, there have always been tools to support each learning process with students and teachers; one of these tools is songs. Projected as an oral production of language, songs are loaded with different meanings from emotional to social representations. Musical material supports the practice of EFL not only in terms of grammatical competences, but also by allowing students to delve into daily experiences, environment, and personal identity. Hence, different musical productions with their messages and interpretations serve as forms of both individual and social expression. Therefore, songs might contribute to English learning and social understanding.

Songs for teaching and learning English have become a valuable tool for improving language skills and allow to adapt even other materials and contents proposed in traditional methodologies. As Millington (2011) affirms, one of the advantages of using songs in teaching English is their flexibility. Songs can enhance most language skills, including listening, speaking, pronunciation, vocabulary and sentence structures. All of this, while making learning enjoyable and motivating (p. 134). However, the use of songs by itself does not guarantee progress; it is necessary to attach them with tasks that guide learning and maximize their impact across English language activities or materials.

Songs with social content.

In this project, the use of songs as a tool for English language learning is fundamental. However, it is necessary to go beyond the definition of songs as a resource loaded with vocabulary and real English in terms of language structures. Songs also allow us to study the social content, whether implicit or explicit they convey. According to Palacios and Chapeton (2014) songs are forms of text that represent a view real word allowing individuals to connect with their own context, society and reality (p. 21). Therefore, it is important to understand songs not only as part of an instrumental approach to EFL that focuses on grammatical and structural learning. Songs with social content provide students with opportunities to build a worldview from a critical stance, turning them into active agents in their own environments (p. 21). Thus, implementing songs with a critical focus in the class is preponderant in this research, as it aims to explore songs not only in terms of linguistic structure of language, but also through their meaning and context, which allow students to reflect on and analyze their own contextual environment.

In addition, songs become a tool to encounter and review foreign cultures. Nowadays, with the world permeated by globalization, it has been unavoidable for all people to meet other communities and their traditions or cultures. Music as a cultural production permits us to learn the behaviors, lifestyles and contexts owned by other communities which also applies to language; the latter involved in their own identity and history. This is remarkable, due to the fact that this new knowledge about other cultures and communities, obtained from a cultural and artistic expression such as a song, encourages students to make comparisons and recognize that people in the world have differences, but that our realities and problematics have a lot in common. In this regard, Kumar et al. (2022) claim that using songs in EFL represents some advantages in the pedagogical exercise in terms of learning language and culture (p. 5). They mention that the narrative or text of the lyrics are imbued with a lot of information regarding common background, history and the philosophical background in the authors' life. In terms of linguistic learning, they present a large amount of vocabulary, grammatical structures and semantic background; all of these items and expressions presented become easier to memorize and learn due to the familiar ground of music, as the melody or rhythm gives a better ambient of learning oral expressions (p. 5). This is why music is a relevant factor in the current research because it offers learners the opportunity to explore foreign language songs in contact with grammar components from a more engaging activities, according to their preferences and tastes.

But most importantly, English songs as cultural productions reflect different values, beliefs, contextual events and social struggles. Bearing this in mind, English songs encourage students to not only to work on oral comprehension exercises but also, open a possibility to questions different social phenomena presented and the deep critical exploration of their contextual background. This is why this project required song-based material adapted to the

songs' context aligned with the learners' needs, experience and context; in addition, the material was proposed to be worked under critical listening for a deep, meaningful and active listening comprehension and learning environment.

Learning as a situated practice.

A learning environment should provide learners with the tools and knowledge to solve exercises and in theory, real-life problems. However, some of these environments, when they are traditional, are limited to reach only requirements in assessment and accomplishment of academic goals. On the contrary, learning as a situated practice considers that the relevance of the learning process relies on studying problems and conditions in real life, and that the knowledge might be centered on the objective of applying it in the students' context as the resolution of real problems.

According to Lave and Wenger (1991) situated learning refers to the exploration of human comprehension of the phenomena around it and their communication. But specifically, the relation between the learning process and the social states or situations that the individuals perceive. Situated learning also invites individuals to participate in social processes and transformations, since the social engagements provide learners with the propitious environment for their academic and social growth (p. 14). The authors also mention that situated learning is permeated by a concept called "legitimate peripheral participation" which consists of a cycle of participation and practice in which learners are immersed constantly, exchanging knowledge with other learners. This allows the students to set their learning processes considering themselves part of a sociocultural practice (p. 29). Besides, situated learning is focused on learning from the own context and reality of the students, in most of the cases permeated by the

community, therefore activities and contents are looking for the reflection of the learners from their own perspectives and reality.

Furthermore, Sagastegui (2004) suggests that culture and society are closely related to the educational institutions. Thus, it is fundamental that these institutions encourage critical perspectives in the students. Therefore, it is necessary that these individuals expand their knowledge about their context and needs of their own environment, aimed to apply knowledge and academic learning towards social issues, individual experiences and transformation of their own reality (p. 30). According to this idea, situated learning promotes the creative exercise in service of the students unfolded in real life situations as the learning process responds to daily and social study, permeated by a culture and social demands (p. 33). Furthermore, situated practice allows students to face English learning within their own context and circumstances, applying the language practice with situations they have experienced. Given these conditions, for the current project, a contextualized and situated EFL classroom was key in the development of song-based materials from a bidimensional focus. First, context was important to engage students in the use of EFL competences to explore in more depth social messages, meanings and cultural traits presented in English songs; context granted students the possibility to use language structures to discover how reality is reflected behind songs' meanings. Second, for this research, contextualized classroom is important in terms of design musical activities according to experiences inherent for learners' background, applying EFL competences that appeal to their local reality and improving EFL skills such as listening within personal preferences.

Critical Listening

Listening has been one of the most important abilities inside English learning, because it allows to comprehend spoken language from conversational partners. This skill is one of the

most difficult to master by non-native speakers due to some factors such as talking speed, pronunciation, first language habits, among others. Nowadays, a new factor comes to have relevance apart from the others, which is the reflexive aspect of listening which leads us to understand this skill as something more than the act of receiving a message without any further analysis.

Before talking about critical listening in depth, we need to define what listening as a language skill is. According to Kutlu and Aslanoglu (2008) listening is the operation which the subject receives aural information, giving comprehension and meaning to the oral message (p. 2014). The authors emphasize the importance of listening skills in communicative processes but also remark on how important it is for communitarian relationships (p. 2015). Although it is one of the most important skills to develop, it is not given the deserved importance. In the schools, it is expected that listening skills can be properly learned in a less suitable environment and the teachers are focused on writing activities looking for the students to develop listening skills by themselves. Consequently, considering the contexts of public education, students are never exposed to any listening practice in the schools nor in their homes.

In this study, listening is understood from a critical perspective. It means that students are exposed to songs in English which were selected because their contents which might allow reflections and analysis of the students' problems and contexts. According to Basyoni et al. (2020) critical listening is defined as listening intentionally and attentively to the oral expressions in order to reach the distinct levels of interpretation, analysis and criticism alongside the different personal and contextual experiences (p. 64). In addition, the authors mention different levels of critical listening which represent a sequenced process with different difficulty degrees. Thus, the mentioned levels and their importance in the current research are: *reception*,

which it determines the student reception or how engaging are the songs and the activities; *discrimination*, in this level the learners identify familiar components, vocabulary and structures; *comprehension*, where it states the literal comprehension of words and sentences presented in the songs' lyrics; *analysis*, in which it relates to setting off and establish a connecting thread between the different ideas expressed in the songs' sentences; and *interpretation*, focusing on how learners understand the authors perspectives, explicit messages and main ideas in the songs. In addition, the following levels are the most relevant in the current research because they grant the possibility to develop song activities beyond a plain comprehension of language, fostering a deeper and more reflexive use of listening skills. First of all, *inference* level consists of deducing implicit messages in the song; attached to contextual information of the music material, it challenges students to connect song metaphors and verses to a specific cultural phenomenon. Then, *judgement* level refers to criticize not only the explicit content of the songs but also to evaluate the contextual events referenced in the songs' lyrics. And finally, the *response* level encourages students to express their own insights based on their reflection and understanding of the songs, as a result of the different levels of critical listening process.

Basyoni et al. (2020) remark that improving critical listening not only enhances other skills but also contributes to comprehension and analysis. In this sense, it facilitates the production of meaning and the integration of prior knowledge, creating new learning or reinforcing what has been learned (p. 65). Moreover, they emphasize the importance of using and comprehending information effectively—interpreting and critically evaluating new knowledge in order to reach well-structured judgments (p. 65). Hence, critical listening is crucial in current research, as it supports not only instrumental and grammatical understanding but also

the development of a meaningful grasp of the discursive meaning embedded in oral representations of language.

Critical Pedagogy.

Nowadays the world still faces issues that affect the social development of individuals. With the traditional pedagogy being dominant in the mechanisms of education, these issues seem to be perpetuated and replied to in terms of precarious systems with a sectional and framed education. With the objective of transforming this paradigm, Critical pedagogy becomes an alternative that is not only centered on repeating and memorizing knowledge; it is important to implement a pedagogy that fosters a critical perspective towards of social issues and a social change.

According to Kincheloe (2008) critical pedagogy not only contemplates pedagogical techniques or contents. It is supported by political perspectives within the school such as how education participates in the culture, marginalized groups, the mechanisms of power in society, among others. Thus, Critical pedagogy means a challenge in handling and mastering knowledge in terms of social action (p. 8-9). The author (according to Freire and his concept of “Radical Love”) emphasizes that critical education strengthens our capacity for empathy and love. Following this idea, such capacity empowers individuals to take action regarding perceived issues in their reality and to challenge dominant systems. Additionally, critical pedagogy places academic focus and the learning process as pivotal for fostering positive impacts in social contexts and influencing the transformation of society and human actions. (p. 9).

In other hand, McLaren (2002) affirms that critical pedagogy unfolds a key role of education as it is permeated by a social interest. Therefore, Critical pedagogy analyses how

society and the world constructs knowledge, but also it determines how study plans and curriculums are set in service of particular hegemonies or dominant cultures. However, Critical education is essential in order to foster and comprehend different subjectivities that are beneficial for social change; with the aim of encouraging learners in criticizing dominant systems, exclusion mechanisms, practices of power, among others (p. 63-64). Thus, critical pedagogy encourages students to rethink their learning process in their own academic spaces, it is beneficial to promote social transformations and motivate students in using their knowledge, abilities and skills regarding social challenges and issues.

Based on the previous aforementioned points, critical pedagogy provides to this research an active and significant learning support of EFL learning from a social perspective attached to linguistic competences. Critical pedagogy encourages students to take on the contents that reflected their own ideological and collective perspectives. Songs as cultural and social representations are allowed to be analyzed not only by linguistic signs, but also by their cultural items and contextual meaning. Thus, the learners can reflect, interpret and discuss the songs based on the background, and furthermore, meditate how lyrics can express social phenomena and issues. Critical pedagogy along with Critical listening permits us to approach audio exercises from deeper deductions, understanding social meanings or discourses from reality not only to understand oral vocabulary.

The following figure illustrates how it is represented the relationship between the four different concepts, songs to teach English to young learners, critical pedagogy, critical listening and as the main basis, situated practice:

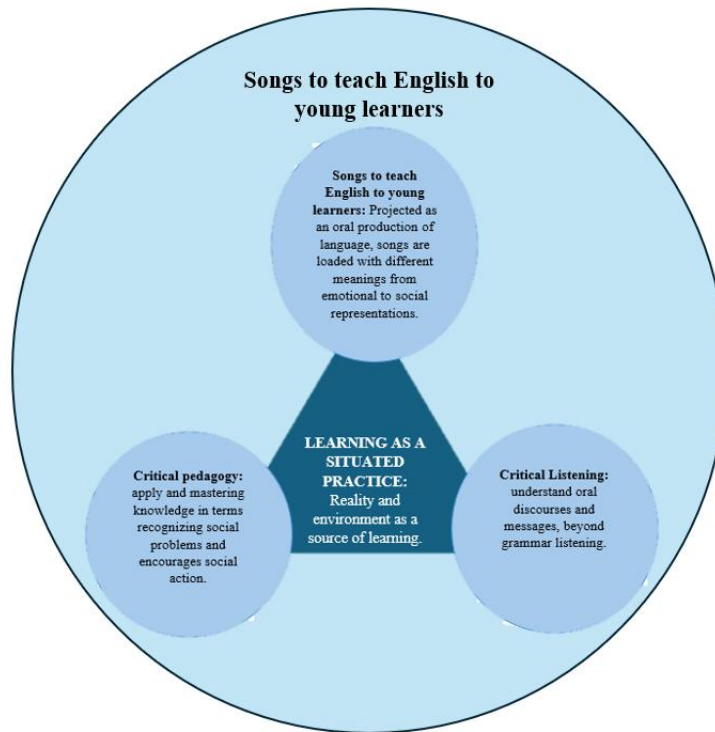


Figure #1. Visual description of the relation of the different conceptual framework. Own source.

CHAPTER III:

RESEARCH DESIGN

This chapter describes relevant aspects related to research design. First, the research paradigm and the type of research are introduced. Second, the data collection instruments and procedures are described in detail.

Research paradigm

Qualitative research is the most appropriate paradigm for the current investigation due to it aligns with our specific context and the objectives of the project. In words of Vega et al.(2014) qualitative research goes hand in hand with studies of social sciences focusing on measuring social behaviors and describing, the qualitative research is attached to what is perceived in the environment and consider subjectivities as a part to comprehend the studied object; hence, this paradigm fits this project since it attempts to explore and discover manifestations of the selected group, but also provides analysis of daily life events from the students granting the recognition of issues, progress or limitations within their language learning process when it is considered situated.

The qualitative research allows to consider other variables and conceptions that are “irrelevant” on the quantitative research and are away of the positivistic eye. Some of these variables are the experiences and individual actions of the studied population, taken as information that influences and changes the possible results on the research.

Besides, qualitative research gathers experiences from the background, going to the place of action; the researcher testifies in presence the actions and situations in the individuals’ own context, without personal prejudices. Also, qualitative research tells us about the construction of

subjective realities conceiving a multiplicity and branches of experiences that composes a social organization.

All in all, the principles of qualitative research guide this study since its objective is to explore a specific phenomenon which is the development of critical skills within a framework of situated learning in which songs with social content work as a mediator for reflection and the analysis of the reality.

Type of research

The current study is formulated under the model of action research. Martinez (2000) states that action research constructs new valuable scientific resources at the same time as it creates or conceives new strategies and solutions for certain problems. Also, the author refers to how the action research methodology is aimed at human complexity, being a compromise to social and scientific development. In addition, in action research the subjects in the study are considered as co-researchers, most of them being active in planning and analysis, to determine the problem. More of the fact that they are aware of the situation, which is why it may affect or involve them more (Martinez, 2000)

In light of this proposal, this is the most suitable type of research, since it is focused on offering alternatives to solve observed issues and transform limited practices, in this case in EFL learning, such as insufficient development of EFL skills and decontextualization of foreign language contents. Rodriguez et al. (2010) briefly explain that in action research, the first step is planification, established by an initial idea in terms of solving a presented problem. It presents a sequence of phases among which are the problem as the determined issue to address, the problem diagnosis which consists of what is the impact of the issue in the current situation or

environment, and as final phase is named as action hypothesis considered as the alternative or solution intended for solving the studied issue. Thus, the research must focus on constructing and studying the strategies that will compose the action/solution. Consequently, it is important to gather information that contributes to the composition and support of the action, such as the context itself.

The next step is called observation and goes side by side with the action in terms of evidence of reflecting how the action works, discovering new information and applications. Observation goes beyond watching and taking information, it implies reflecting, assessing, and connecting. For observation it is necessary to use instruments or techniques for information gathering as support for the research and how the action has influenced both negatively and positively.

And finally, the last step is reflection. This phase focuses on the purpose of the collected evidence and information, as well as their analysis. The reflection stage encourages the identification of the most relevant findings within the compiled data and in relation to the action plan results. At the same time, it involves describing, questioning, and examining the addressed context in order to conceptualize the evidence and facilitate its effective dissemination and discussion (Rodríguez et al., 2010).

Data collection instruments and procedures

Since this is qualitative research, the data collection and procedures were contemplated according to the concepts of reliability and validity. In the words of Briggs et al. (2012) Reliability refers to the possibility of gathering or producing similar results repeating or applying procedures during the research (p. 76). At the same time, the authors define validity as the

research accuracy regarding whether procedures analyze or explain what is meant to be studied in the investigation (p. 81). On the other hand, triangulation in words of Briggs et. al. (2012) consists of the comparison of different material and resources to establish the veracity of the collected data (p. 84). All this considered, in this study different data collection instruments were used to provide validity and reliability through a careful triangulation process compiling different perspectives.

Table 1 presents the different data collection instruments used in this proposal.

Research specific objectives.	Data collection source #1	Data collection source #2	Data collection source #3	Data collection source #4	Data collection source #5
To identify the roles of songs with social content in the development of listening skills.	Field notes	Students' interviews	Students' surveys	Artifacts	Diagnostic Test.
To analyze student's responses towards the use of songs as a tool to encourage critical thinking and situated learning.	Field notes	Students' interviews	Students' surveys	Artifacts	

Table 1. triangulation plan

Diagnostic test. The diagnostic test is the starting point at the time of being involved in the studied population. It is determined as a tool to find and check the conditions of a specific sample. In the case of being testing students in a classroom, it contributes to ascertain the level, skills and capabilities of the students, as the dominion in this case of English as well. According to Lara-Freire et al. (2020) the diagnostic test is made at the beginning of the learning process of the students, with the objective of determining the current knowledge of the students (p. 317). This test must not only measure the initial approach of the students; it is a process of constant evolution that invites them to adapt strategies to strengthen or improve the students' learning

based on early results (p. 318-319). For the current project, it was preponderant to elaborate an initial test to discover students' weaknesses and strengths in terms of language skills. (see annex 1)

Survey. This instrument is expressly valuable when it is necessary to gather general information from a group of individuals. In this case, a series of specific, research-aligned questions will be used to explore participants' perceptions, which will contribute meaningfully to the current research. In words of Ponto (2015) referencing Check and Schutt (2012) a survey is a collection of information based on the answers made by a specific group or sample (p. 168). For the current project, surveys were meant to monitor the progress of the research intervention allowing to ask students about their process, successes and points to improve. Also, it allows identifying the most frequent weaknesses that interfere with the process as part of the intervention and to adapt new strategies.

The creation of the survey was planned for three moments during the research, at the end of each intervention cycle. The purpose of the first survey (annex 3) was intended to characterize the population, the perspectives about their English classes and find out their preferences, specifically in songs and music. For the next two surveys (annex 3), they were focused on assessing the progress and the reception of the activities. The second survey was implemented at the end of the second cycle of intervention, and it was proposed to be conducted on a virtual platform, to take advantage of technological devices and a better collection of information. The final survey was conducted to obtain general information on all the research and the final impact and response of the research. This survey determined how all the processes have changed throughout the development of the activities and the execution of the students.

Field notes. Field notes are considered as one of the most important data collection instruments in this research due to it is necessary to track down the information, behaviors and process of the research within the group. The field notes grant keeping records of the phenomena presented in the classroom, the dynamics between the students, the teacher-students relation, and most important, the development of activities and artifacts. According to Lauderdale and Phillippi (2017), the most predominant function of field notes is to construct rich records and descriptions in the research environment since interviews, group behaviors, data documents, among others (p. 381).

In this research field notes were implemented in each moment of the intervention, it was necessary to take notes about all the moments in the classroom, even the relation between the students, some issues or confrontations, the behavior of the students, among others. Field notes will be divided into three parts: the narrative description of the sessions, the successes and the failures (see annex 4).

Interview. In the words of Taherdoost (2021) interview is understood as the mechanisms of providing questions, to acquire interviewee response to different questions (p. 39). In addition, interviews are focused on collecting extensive information according to the population's experiences, thoughts, ideas and perceptions that subsequently are going to be analyzed and interpreted. (p. 40). Based on what has been stated, interviews are considered as an efficient technique for primary data collection in qualitative research because they involve participants into authentic environments and gather natural answers.

According to Alsaawi (2014) it is stated that there exist four types of interviews: structured interviews, which consist of pre-elaborated questionnaires to be implemented in a conducted session. Furthermore, unstructured interviews, where the set of questions is open;

giving possibilities to interviewees to extend facts or being free of expressing any kind of information. Moreover, the semi-structured interviews consists of pre-designed questions, but the participants are free to express an opinion using open-ended questions. And finally, focus group interviews based on a specific topic discussed by a small group, mainly used in market research. Regarding this research, a semi-structured interview (annex 5) was implemented only at the end of the third cycle of the pedagogical intervention. The type of questions planned for this questionnaire are open-ended questions only, with purpose that the participants give answers freely, without any limitations.

Artifacts. Peppler et. al. (2021) claim that artifacts are productions created to impulse the learner's attention, perception and awareness. Also, artifacts impact between the connection of context and production of the learners themselves (p. 4). For this research, the students' evidence were considered as artifacts. These artifacts were particularly focused on listening but also, other skills production were taken into account as students' forms of expression in EFL (annex 6). At the same time, artifacts were focused on students' creations in terms of situated practice and reflective compositions. Artifacts are an important resource concerning whether the objectives of the project were accomplished and evidence of improvement in their language learning process.

Data collection procedures.

First of all, before the implementation of the data collection instruments, an informed consent format was delivered in the month of May 2023 (see Annex. 7). This format described in detail the use and processing of personal data, as well as the artifacts and students' production were only intended for pedagogical and research purposes. As all the students were minor aged, it was necessary that parents and legal tutors fill the document. It is important to mention that observation exercises started on April 11th, during these sessions field notes throughout 13

sessions were collected taking notes about the learning sessions, teaching strategies, students' behaviors and group dynamics, institutional context, responses to EFL classes and the diagnostic test. Thereafter, the diagnostic test was carried out on May 22nd. After the observation period, the process of pedagogical implementation took place from August 2023 until June 2024, divided into three cycles and reflected on field notes, students' artifacts and interviews.

Concerning artifacts (See Annex 6), they were implemented during all the cycles. On the one hand, the students developed writing skills while also developing listening skills focused on situated practice based on song material developed during the sessions. The students were attentive to perform EFL competences with different activities and contextual approaches. During the performance of activities, the learners' behaviors and actions were recorded in field notes (see Annex 4) as their attitude towards the activities, their opinions and perspectives about the songs and social situations displayed in class. To conclude, in terms of surveys (see Annex 3) they were implemented as an indicator to assess each cycle determining drawbacks, improvements, learners' opinions, suggestions to develop better strategies and new varied activities. For interviews were only conducted with students during the third cycle. Interviews were transcribed (see Annex 5) for better and effective access, and they fulfilled a similar purpose with the surveys; evaluating and determining limitations, accomplishments and reception by the students. However, the interviews were carried out in the last cycle as a comprehensive evaluation of the pedagogical intervention.

CHAPTER IV:

PEDAGOGICAL INSTRUCTION

This chapter will introduce the theory that underpins the instructional design considering the visions of curriculum, vision of language, vision of learning, and vision of classroom. All of

these visions will be relevant to create and focus the materials and pedagogical design in the present action research. Moreover, the proposal of intervention will be explained in detail.

Curricular vision

The vision of curriculum followed in the current project is centered on the needs of the students, but also on their contexts and experiences; all of these are attached to music. According to Grundy (1987) two curriculum models are established consists on developing on learners autonomy: one of them is the practical curriculum aimed to understand the context by the interaction of the teacher with students' needs and behaviors. Also, practical curriculum proposes the suitable application of learning and understand concepts providing them with purpose within their surrounding environments (p. 32-33). According to this proposal, this research underscores that practical curriculum supports methodologies, strategies, and activities supporting individuals' needs. At the same time, learning process and topics are centered in their use in their reality or specific context; following this idea, song-based activities and situated methodology seek to appeal learners' experiences but also to adapt EFL according to their immediate reality.

The other one is called emancipatory curriculum. In words of Grundy (1987) emancipatory curriculum consists of developing learners' autonomy and personal responsibility, subsequently fostering independent action with active participation as well with influence in their reality but also encouraging freedom to rethink and discern through multiple world perspectives (p. 38-39). Moreover, this curriculum breaks with traditional methodologies, allowing students to question the different learning contents and strategies criticizing their impact in meaningful education or whether learning objectives are reproducing harmful discourses. This curriculum is important for the current project because it motivates students to reflect and explore in depth EFL material, in this instance, contextualized song-based content. By means of emancipatory

curriculum, students identify different discourses and meanings behind songs' content, reflecting topics, methodologies, objectives and preferences in terms of using EFL not only to discriminate structures but also discover different contextual meanings.

Vision of language

The vision of language presented in the current research alludes to language as a means of expression toward social criticism permeated by a reflective perspective of the context. According to Fairclough (1992), language or discourses are considered structured areas of social practice. Following this idea language constitutes different social entities, mechanism and relationships (p. 4). In line with the previous, critical linguistics allow speakers to select component and use language in terms of a specific social circumstance to express contrast to unfamiliar meanings. Broadening this idea, the author emphasizes in the use of “transitivity” as a particular aspect in language that allows comprehension from the ideational meaning beyond instrumental understanding (p. 27). In other hand, the author mentions how language contributes to create different social structures and identities of individuals signifying world processes and relations; proposal that are key for social transformation (p. 64-66). Bearing this in mind, this project conceives language as a means to critique social phenomena through its behavior in reality and development of persons subjectivities, at the same time issues are identified and changes are proposed.

Moreover, the relation between language and context according to Nagy (1995) context is essential as a source of comprehension in terms of words meanings and use of linguistic representations in specific environments. Contextual background is key as individuals internalize language representations in terms of how words and structures behave beyond verbal understanding (p.16). Consequently, this instructional design grasps language practice as a tool

encouraging learners to understand social phenomena through different linguistic expressions. Also, this proposal of language foster students to encounter meaningful EFL applications to express different alternatives to evidenced contextual issues. In addition, bringing EFL language into learners' context opens a new alternative of expression of individual perspectives and learning about new cultural visions.

Vision of learning.

This project follows a vision of active learning. Active learning grants learners the possibility to reflect on the information and contents given, allowing the entrance of new learning and relation with previous ideas. As the students engage in their own learning, they can take reference of their contextual and academic learning to encounter the proposed classes. Referencing Záes (2018), active learning is evident when the student is aware of his own experience of learning, recognizing the successes and challenges of his learning process. The learners dialogue with themselves about their own learning, as this allows them to take control of their own instruction and teaching (p. 12). According to this idea, the students realize about their own learning, apply it or reflect on it according to their own context or previous learning, attached to their own interests.

Additionally, one crucial element to consider in current research is critical thinking. The learners under an active learning methodology may be more prone to analyze and internalize the contents in their learning process, going deeper about what the information is about and how it is its influence. According to Moreno and Velasquez (2017) referencing Tovar critical thinking requires skills such as analysis, evaluation, self-regulation, among others to question why or how it applies to society, conducting also to self-assess their own process and learning (p. 54). Following the same idea, critical thinking needs a self-monitoring process to comprehend and

take positions in terms of certain information or questioning. Due to this, active learning is necessary; the learners criticize and oversee their own knowledge and learning, take what is necessary for their own interests, they perceive what contents are suitable for them and their reality. That is why situated learning is essential to support active learning. As Lave and Wenger mention (referenced by Edmonds and Sosulski, 2012), situated learning transforms students' mindset, exploring more active participation in real life social involvement (p. 48). In addition, situated learning develops empathy if exercises are proposed where simulated disadvantage situations are taken into account, encouraging students to act or propose alternatives (p. 56). Regarding this project, active learning is supported by situated practice in terms of fostering students to take part actively in exercises appealing their individual experiences, but also to guide their learning process to more real and contextualize focus.

Vision of Classroom

In the current project, the classroom is understood as the area where the learners share their experiences as they improve their skills to apply in their environment. According to Fragoso (1999), classroom is considered as the space where interpersonal relationships take place. These relationships come with different contextual frameworks that represent advances and challenges in their learning process. In this proposal, it is beneficial to take into consideration these contextual frameworks to appeal learner's environment, but also it supports to break certain prejudices inside these same environments, along with song material the learner in the classroom takes positions according to the messages and relate them with their own context, as of their partners as well. In the same line, Fragoso (1999) supported by Charles, states that communication in the classroom is permeated by different voices and sounds that the learners express according to some social mechanisms. The learners are frequently producing

and receiving a range of meanings and interpretations which they own, which compose the social relations in the class that endow them in the classroom. For this project, it is fundamental that students assume position according to the messages in the songs, and express their own voices, as a result of their comprehension having their previous experiences as a support.

Instructional design

This action research was conducted under the proposal of describing the impact of listening activities based on songs with social content enhancing students' critical listening skills within a framework of situated literacy. In order to do so, a collection of exercises composed of different elements such as technological tools, workshops, and joint work for the contextual comprehension in the songs' messages was designed. All the activities were guided by questions and background situations that the students explored and related to their own context. In addition, the activities were executed in face-to-face classes to encourage students to share their experiences and ideas with their partners as they develop new perspectives in a dialogical way.

The plan of intervention was organized in 3 cycles where 8 songs with social content were proposed. These songs were attached to eight lessons, ergo one lesson per song in the first and second cycle, whereas in the third cycle, two songs were worked on each lesson. In the first and second cycles three songs were implemented, while in the third and final cycle four songs were explored. Each lesson (See Annex #8) was planned for two hours (120 minutes) in face-to-face classes, around different activities such as writing, drawing, debating, group work, exploring own and unaffiliated context, but most importantly listening to each prepared song which was the focus of the project.

Table 2 displays the cycles of intervention considering relevant aspects such as name of the lesson, objectives, suggested language, and critical listening focus.

Cycle	Lesson	Objectives	Songs with social content	Suggested language	Critical Listening strategies.
Cycle: 1 Modern musical jewels: Duration: 120 minutes each lesson.	Lesson plan #1: cosmetic friendship Song: “That’s how we do” from the motion picture “teen beach 2.”	To determine the subtext meaning of the song, considering aspect such as consumerism. To identify vocabulary regarding consumerism To elaborate short sentences describing main ideas about the song using simple past and prepositions	Song: “That’s how we do” from the motion picture “teen beach 2.” Social approach topic: consumerism and superficial relationships in teenagers.	State sentences using past simple and prepositions. -The teenagers danced on... -The guy played the guitar with... -The woman used make up over... Vocabulary related to consumerism: materialism, retail therapy, mass production, consumption, etc.	Reformulation: The learners identify new messages listening to the song using their previous knowledge. And paraphrase perceived content.
	Lesson plan #2: Mental health: a personal or social struggle? Song: “radioactive” by imagine dragons.	To identify different messages presented in the songs referencing mental health. To identify vocabulary about mental health and emotional intelligence To elaborate different questions using WH- words.	Song: “radioactive” by imagine dragons. Social approach topic: mental health.	wh-questions to elaborate questions: -What, why, who, when, which. Vocabulary about mental health and emotional intelligence: mental illness, depression, therapy, resilience, stress, psychology, etc.	Song’s video support: the learners attach familiar sounds with no-verbal signs presented in the situations of the musical video.
	Lesson plan #3 Drugs and desire Song: “Blinding lights” by the weekend	To criticize different metaphors and lyrics regarding drug issues To identify different words about drug issues	Song: “Blinding lights” by the weekend Social approach topic: drug issue.	Comparatives and superlatives: -er/more than. -est/most the. Vocabulary about drugs issues: drug abuse, substance, illicit, addiction, tolerance, etc.	Perspective and visions: learners use the song as support to give their insights.

		To create different phrases using comparatives and superlatives.			
Cycle 2 Acoustic Melodies from the past Duration: 3 lessons 120 minutes each.	Lesson plan #4: Knowing the remnants of war “Sunday bloody Sunday” by U2.	To appraise the story of the north-Irish war described in the song. To identify vocabulary about war To use different suggestion structures to question partner insights about war.	“Sunday bloody Sunday” by U2. Social approach topic: North-Irish War.	Propose alternatives using suggestions words (would you like to, why don’t we, shall we, etc.) Vocabulary about war: bodies, battle, wall, dead-end street, bullets, suffering, etc.	Intention analysis and visual association: the learners listen to the song and determine what the intention of the author is (inform an issue, manipulate, protest, among others). -use of images of north Irish war. -War contextualization video: “What were the troubles” northern Ireland spotlight.
	Lesson plan #5 What do we know about love? It’s Friday I’m in love” by the cure.	To determine the personal dimension of the students according the concept of love presented in the song. To identify vocabulary about love and emotions, To elaborate different type of questions (open and WH) about classmates’ feelings	It’s Friday I’m in love” by the cure. Social approach topic: Love and individual emotions.	WH questions and open questions: what do you think about love? how you feel when..., is love only limited to couples (examples) Vocabulary about love: cuddle, heart, honey, kiss, happiness, etc.	Active listening: raw listening of the song to determine familiar sounds and words. -Flashcards with personal questions about love, individuality and emotions, according song’s message. -Support video: “Why do we love? A philosophical inquiry”
	Lesson plan #6: The society we are living in. “The land of confusion” by Genesis.	To contrast the students’ local context from the songs’ context. To identify vocabulary regarding society.	“The land of confusion” by Genesis. Social approach topic: society, components and issues.	Adjectives, mixed tenses (verb to be, past and present, simple and continuous forms) Vocabulary about society and surrounding terms.	Contextualization: students determine how is the context of the song. What emotions are perceived within the lyrics.

		To determine issues and stereotypes in the learners' local context.			Activity: Identify stereotypes in the Colombian context, proposed different solution using mixed tenses. Use the song to reflect the different social drawback from a social context. -Flashcards to write stereotypes and solutions.
Cycle 3 Timeless melodies: Past and now. Duration: 120 minutes each.	Lesson plan #7: Are people different since then? Human” by Rag n’ Bone “Everybody wants to rule the world” by Tears for Fears	To recognize the social and human dimensions trough the song’s lyrics To contrast both periods of time according to the dimensions, and what things persisted or changed. To elaborate middle-length compositions using structures to express ideas based on songs.	Songs: “Human” by Rag n’ Bone “Everybody wants to rule the world” by Tears for Fears Social approach topic: human dimension in reality.	Use collocations in function to talk about individuality and human behaviors. Vocabulary crossword about human dimension and behavior: life, personality, behavior, beliefs, etc.	Perspective and vision: The students identify in both songs phrases and meanings regarding the behavior and challenges of humankind. -group work: compare both song meanings according to recognizable listened structures. At the same time, use both songs to answer an assigned question about the perception of humanity in ages and challenges.
	Lesson plan #8: How much has the American society changed? This is America by Childish Gambino. Washington bullets by the clash	To criticize the American culture according the songs’ messages. To determine issues attached to the American culture and their persistence in time.	Songs: This is America by Childish Gambino. Washington bullets by the clash Social approach topic: USA culture then and now.	Mixed tenses (verb to be, past and present (simple and progressive) and comparatives/superlatives. Vocabulary puzzle: bullets, revolution, racism, discrimination. Money, among others.	Intention analysis and visual association: -In a big card paper or other material, create a mural using the song background and lyrics to criticize and build perspectives regarding issues in American society.

Table 2. *Plan of pedagogical intervention.*

Cycle 1: Modern classical jewels

The first cycle is named “Modern classical jewels”. The objective of this cycle is to listen to songs from the modern time, more or less 10 to 15 years until now, and examine them determining the superficial and deeper meaning, taking into consideration some concepts such as mental health, American stereotypes and drug consumption, all of these supported by the reflection of the students in the same period of time as the perception of their context and environment. The vocabulary implemented in this cycle is centered on mental health, emotional intelligence, and drugs issues.

The first lesson plan is “cosmetic friendship” and has as a resource the song “that’s how we do” from the Motion Picture Teen Beach 2 by Disney. The objective is to identify possible stereotypes of young people but also to break and critique the plastic environment comparing the friendship dynamics in the songs and in real life. In addition, through the activities, students are invited to analyze the impact of consumerism. The second lesson plan is called “Mental health: a personal or social struggle?” and the song selected is “Radioactive” by Imagine Dragons. The objective is to rethink potential mental health mechanisms and issues in reality. In addition, the song activity motivates students to perceive how mental health is marginalized in the current global world and in the big technology age when learners are enveloped. The last lesson plan will be focused on the song “blinding lights” by The Weekend. Attached to the song, the third lesson plan is called as “Drugs and desire.”, which objective is to criticize the drug issues presented in the message and metaphors of the song. Moreover, this lesson plan is aimed to challenge students' deep comprehension regarding subtextual discourses, as the song reflects more superficial situations. In addition, through activities students are encouraged to bring personal experiences about drug issues and their impact on their own society.

Cycle 2: Acoustic melodies from the past.

The cycle number two is called “Acoustic melodies from the past”. In this cycle, students will have contact with songs from the last century, approximately forty years old until now. The main focus of discussion in this cycle is on appraising different social and personal dimensions such as love, society, and war according to the own reflection of the students being permeated by a different period of time facing a new context and predominant traits from the past. The vocabulary used in this cycle is focused on individual emotions, conflict, and society. Coming in punctually to talk about the songs, the first song of this cycle is “Sunday bloody Sunday” by U2 attached to the first lesson plan of this cycle named as “Knowing the remnants of war”. This proposal is aimed to appraise the context of the song, analyzing the war phenomena through the north Irish conflict. Following this idea, through the activities the students are motivated to delve into different conflicts in other cultures or criticize violence towards their own reality. Furthermore, we have the next lesson plan known as “What do we know about love? This lesson proposal is focused on the song “it’s Friday I’m in love” by The Cure. The objective is to encourage students to express and explore individual insights, taking into account their own emotions; but most importantly, determine their personal concept of love. To support this proposition, the activities were planned to share their perception of love but also to understand how their own reality forms diverse meanings regarding a specific concept, belief, or feelings. And the last lesson for this cycle, is “The society we are living in”. For this lesson it is considered the song “the land of confusion” by the band, Genesis. This lesson is centered on comparing and analyzing the current state of the local societies, using the song as a pivotal to identify social issues in their own context. In addition, during the activities, learners are invited to identify different issues such as stereotypes and actively propose solutions.

Cycle 3: Timeless melodies: Past and now.

The third and final cycle is named as “Timeless melodies: Past and now.”. The focus of this cycle is to compare or contrast different songs about the same topic or concept, but the songs belong to different periods of time. In addition, the cycle is aimed to criticize songs’ background regarding concepts such as the human condition and the issues of the American society. All of these are supported by deeper considerations of the learners about their worldwide visions and individual insights. The vocabulary implemented in this cycle is focused on the human dimension and most prevalent social issues such as violence, racism, discrimination, among others. The first lesson plan in this cycle is called “Are people different since then?”. This plan is developed under the songs “Human” by Rag n’ Bone and “Everybody wants to rule the world” by Tears For Fears. The aim is to recognize the own individual and human dimension into society, as it is perceived how human influence and mechanisms has changed in context. To support this proposal, through activities, the learners are fostered to evaluate the individuals’ participation in reality and contrast the contextual challenges of then and now. The last lesson plan is named as “How much has the American society changed?” and has as a resource two new songs: “This is America” by Childish Gambino and “Washington bullets” by the clash. The purpose of this lesson is to describe the different issues in the American context that have persisted or evolved over time. In addition, in the activities, learners are fostered to delve into the different social issues in American society, their impact in other communities and drawbacks in social change.

CHAPTER V:

DATA ANALYSIS AND RESULTS

This chapter presents the analysis of the data collected as well as the findings of the current study. First, there is a description of the approach used for data analysis, and the procedures carried out. Then, the categories that emerged from the analysis and a discussion of the findings are displayed.

Data analysis procedures

First of all, it is important to explain how the data collected during the intervention of this project was stored. The information contemplated during 2023-1 and 2024-1 was organized in two ways: with physical materials, the artifacts, physical surveys, diagnostic test and field notes were stapled in order to separating them by the related information and similar content. In a similar way, it was divided into digital scanning. In the words of Isambard and Panescu (2019), digitalization of data gives the opportunity to access content easier and quicker. But also, to be stored and preserved (p. 3). Therefore, digital information was stored in four folders: the first folder is called as “*language production and performance*”, the second folder is named as “*songs approaches*” and the third one as “*situated and critical focus*”. For the interviews it was especially important to transcribe all of them, with the purpose of displaying the information clearly and written in the current document. Also, the interviews were placed in a fourth folder called “interviews” and subdivided into two more folders named “interviews recordings” and “transcribed interviews”.

Taking into consideration the data collection instruments implemented in the current investigation, grounded approach was used. According to Khan (2014), referencing Glaser and Strauss, the grounded approach is a method for discovering, as different categories emerge from

data exploration, which provides a meaningful guide for theory building or stating. Also, in the grounded approach, the statement or theory is provided by the data gathered and tested during the research (p.226). In addition, the author mention that an inductive approach is crucial in grounded theory due to the first contact with simple concepts that will be developed and analyzed into the collected data (p.227). Regarding the current investigation, the grounded approach for data analysis is preponderant to interpret and bind the collected data into different categories, considering that they emerged from the data leading to interpretations and conclusions.

As a complement to the above, the perspective selected in this research was emic, due to, as of Mostowlanski and Rota states (2020) emic approach goal or aim is to find and explore the different behavioral patterns of the individuals of a culture. Also, how favorable or distinct can these behaviors be in a social system or culture regarding how meaningful or useful individuals or actors are(p. 3). Concerning the research and the activities implemented attached to situated practice, the emic focus is relevant since the activities and lessons will be arranged for the question and explore their context and the world's reality with their contact with musical material and their content. Another important aspect of emic perspective is the insider researcher. In words of Byrne et. al. (2015) the insider researcher become part, and is involved in the community, considered as a participant as well. Also, the insider researcher is permeated by direct context with the study group, allowing to gather information in first contact. Concerning the research and the activities implemented within a situated practice framework, the emic focus is relevant, as the pre-service teacher observed various behaviors and attitudes in the classroom. This approach not only allowed for recognition of the impact of the designed activities, but also

enabled a deeper understanding of students' motivations, feelings, and perspectives, as well as how these influenced their academic experiences.

In light of this, different categories and subcategories resulted from the gathered data using the different data collection instruments in which were analyzed by the coding process. It is important to mention that coding makes it possible to connect and coordinate the different categories and subcategories that were displayed from the data collected, but also, they were closely related to the research questions and the objectives of the current research. Referencing Vives y Hamui (2021) coding of data consists of the labeling codes, to identify the relationship between the gathered data. (p. 100) In terms of categorization, it is the exercise of compiling the codes created to a specific situation, context, behavior, or in other words a specific labeled code(p. 101). Also, stated by Gibbs (2007) coding is essential in qualitative research allowing that each idea, , or topic can be linked leading to different codes building them into common particularities or concepts. Attached to coding, Gibbs also mentions that categorizing the information or the data using thematic coding enables us to group the ideas building different hierarchies of analysis and supportive categories to concrete the research. (p.54) In the current investigation, coding permitted specific data and information correlated in the different production during the pedagogical intervention such as artifacts, interviews, surveys and field notes compiled in similar themes concerning the use of musical material and situated activities.

Before the previous point, the use of the mechanism of *Coloring data* was necessary to gather the common information in the students' productions. According to Saldaña (2009), highlighting or coloring participants information considered as worthy leads to select essential features that set up the research. As mentioned before, according to the common ideas and figures found in the collected material the colors were divided into three main concepts: orange,

related to the linguistic performance; blue, towards the situated analysis or critical production of the student in terms of cultural, social, and individual conceptions; and green, related to answers, interpretations and productions related to the song material. For the current investigation, the data collection instruments were determined by the next resources: artifacts, field notes, surveys and interviews. Each resource was divided into different colors. For the surveys it was necessary to use fine liner markers to gather information with similar approaches, based on the three statements already mentioned as well.

Categories of analysis

According to the general and specific objectives of the current research, a series of categories and subcategories emerged to relate and analyze the different information and data collected during the pedagogical intervention. The first objective, *to identify the roles of songs with social content in the development of listening skills*, is attached to the next categories: *Developing socio-cultural awareness through the use of songs* and *The supportive role of songs to improve language skills and proficiency*. The second objective, *to analyze students' responses towards the use of songs as a tool to build new strategies in EFL learning* is connected only to the category: *Influential factors in the implementation of the proposal*.

Bearing that in mind, for the first category, two subcategories emerged, namely *Encouraging socio-critical awareness with the social/cultural background of the songs* and *Comparing the local context with the social background of the songs*. The second category is composed of the next two subcategories: *Developing critical listening skills* and *Improving writing skills through creativity and lyrics analysis*. Finally, the third category is concretized by the last three subcategories: *The importance of selection of songs and genres*, *Type of activities*

and innovative strategies as crucial factors and Level of proficiency as a barrier. The next table displays the categories and subcategories of analysis.

RESEARCH QUESTION		
How might a set of listening activities based on songs with social content enhance students' critical listening skills within a framework of situated literacy?		
Research objective #1		Research objective #2
To identify the roles of songs with social content in the development of students' critical listening skills.		To analyze students' responses to the use of songs as a tool for developing listening skills through a critical and situated perspective..
Category #1	Category #2	Category #3
Developing socio-cultural awareness	The supportive role of songs to improve language skills and proficiency.	Influential factors in the implementation of the proposal.
Subcategories		
Subcategory #1 Encourage socio-critical awareness with the social/cultural background of the songs.	Subcategory #1 Improving writing skills through creativity and lyrics analysis.	Subcategory #1 The importance of the selection of songs and genres.
Subcategory #2 Comparing the local context with the social background of the songs.	Subcategory #2 Developing listening skills.	Subcategory #2 Type of activities and innovative strategies as crucial factors.
		Subcategory #3 Level of proficiency as a barrier.

Table 2. Categories of analysis.

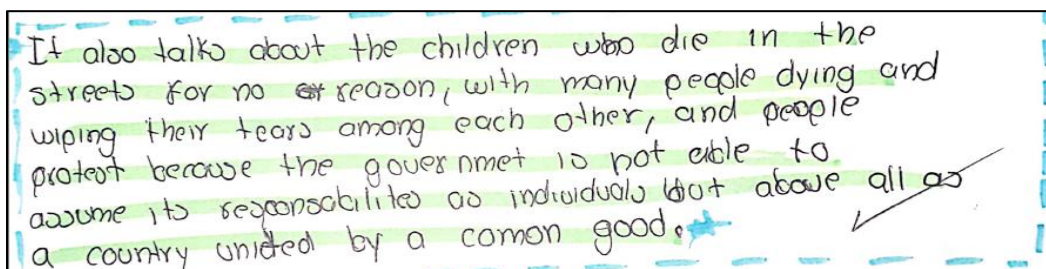
Category #1 Developing socio-cultural awareness.

This category refers to songs as a tool to develop socio-cultural awareness, allowing students to explore, criticize, and analyze them within the background in which they were conceived. Songs taken from a contextual approach granted to students the opportunity of delving into language from social and cultural phenomena, discussing about different issues displayed in the lyrics reflecting a condition or feelings contrasted even in learners' local context. As McConachy states (2009) it is important that the students be aware of the socio-cultural dimensions of language due to it reflects different social structures such as speakers' own

identities, context and behaviors (p. 117). That is to say, socio-cultural awareness is a means to understand how language, imbued by different social manifestations, is developed in a contextualized learning environment. This allows students not only to study EFL from specific use of linguistic structures , but also to understand and contrast events and issues in anglophone societies. To support these ideas, this category is supported by two subcategories: *Encouraging socio-critical awareness with the social/cultural background of the songs* and *Comparing the local context with the social background of the songs*.

Encouraging socio-critical awareness with the social/cultural background of the songs. This subcategory points out the importance of considering learners not only as mere passive agents, but rather as active participants within a particular context. Following this idea, the students might be able to critique and explore different contexts, using English as a means to understand different worlds and realities. If the students could not find a purpose or context for learning English, it results in lack of interest and barriers to understand and apply foreign languages. That is why materials based on songs were used in the lessons to explore worldwide and local contexts. The following fragment of data was taken from an activity in which the song “Sunday Bloody Sunday” was used. This song addresses the north-Irish conflict:





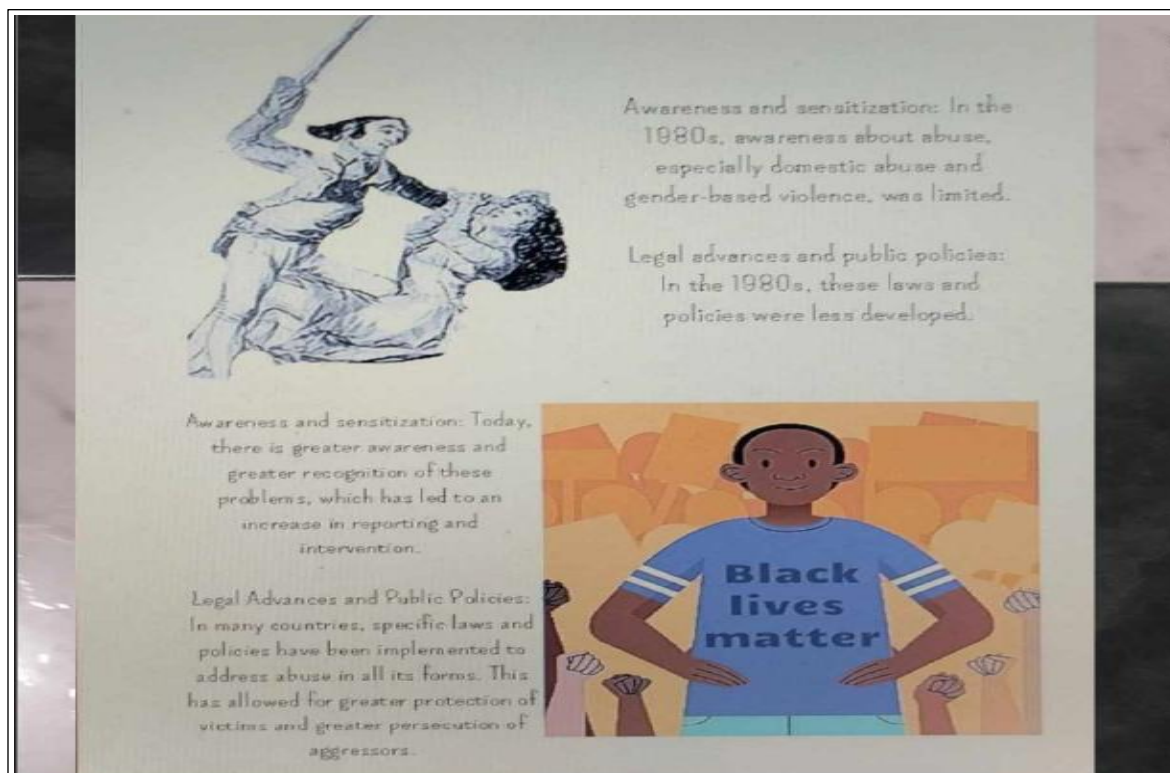
[Artifact #1. Second Cycle: March 13th, 2024. Page about the relation of the song and image. Group #5]

In this activity, students were shown a series of images related to different documented moments during the North-Irish conflict. It was needed that the students relate the song messages and events with photographs taken throughout the violent events in the war or representative images of the conflict. Data revealed that students were able to recognize and relate different contextual patterns using the song as support; for instance, the previous artifact illustrates that the learners connected the suffering of children and people dying on the streets, as expressed in the song and reflected in the image of a victim of a conflict. These data highlight that with the song activities, students demonstrated that they were able to recognize social phenomena in the song's content, at the same time they reflect it in the visual and historical content, using EFL to share their insights.

In today's lesson the students worked on the song "Sunday bloody Sunday" by U2, the song was written an apology for the Northern Irish conflict in the 90s. The main activity consisted of working in groups, analyzing different images or pictures from the north-Irish war taking the song as base or support for their ideas. Before the main activity, the students were questioned with some related questions; one of them was: do you think there are reasons that justify this or other wars? One of the students answered: war is a bad thing, which causes terror in children and women, dying in the streets. Or being forced to go to a war and being killed is not a happy idea. Meanwhile the learners were working on the images I was passing by each group, and I asked them, what do you perceive in that image? One of the members answered me: war destroys childhoods and affects families and societies. all of the learners' oral interventions were in Spanish (...)

[Field note #14 Second cycle: March 13th, 2024. Line 9-18]

The previous segment emphasizes the use of the context of the song, supported or connected to images and visual situations to develop an idea or challenge students' perspectives, approaching language learning from a social perspective. To support this assumption, the group of students used parts of song to highlight the idea of children dying as result of a conflict, but it also extends their idea of bringing government participation and impact in communities. To put it in another way, the gathered data shows that tackling the foreign language songs worked from social phenomena open many possibilities to actively use English language structures to communicate their opinions, feelings and experiences in terms of social or personal issues. The significance of the previous statement is also observed in the next excerpt:



[Artifact #2 Third cycle May 29th, 2024. American issues poster. Group #5]

In the activity illustrated before two songs were used “this is America” and “Washington bullets”. The main purpose of this activity was to compare both that criticize American culture,

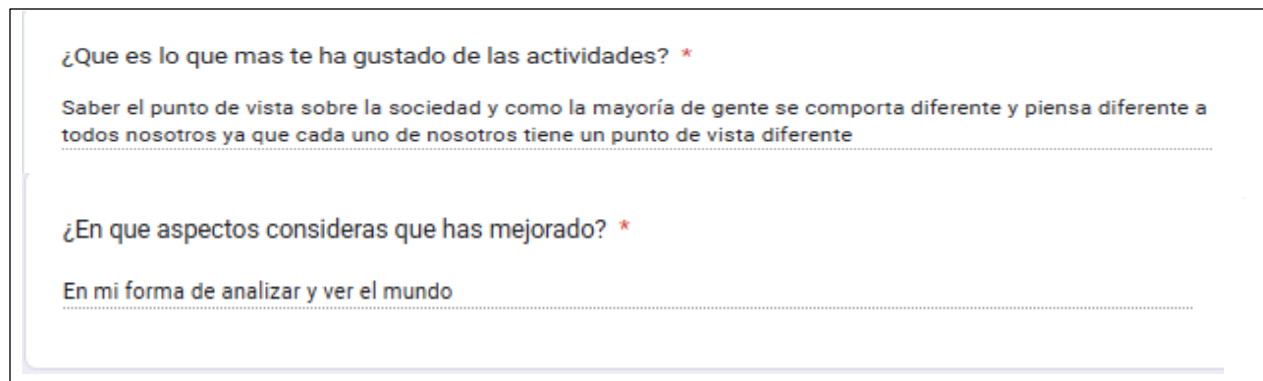
reflecting about how American society has changed and which issues or mechanism have persisted. Information collected exposes that the students can identify and compare different problems and phenomena in the songs, while they gather similar and related vocabulary in terms of social problems such as racism, discrimination, violence, among others. Another important aspect highlighted is that the learners were able to contrast different events using EFL structures and explore deeper, bringing new contextual issues to complement ideas; for example, gender violence. The next field note supports the previous assumptions:

On this activity, the students contrasted two situations about the society in USA taking into account two songs from different periods of time: Washington bullets and This is America. The students were participating actively giving a deeper understanding of an EFL speaker country. A couple of students expressed, S1: the second song was more direct with the video and the lyrics where it is talking about racism and how people are discriminated. S2: even there are rules that protect people, it seems that racism and discrimination have not changed. The student were interested to discuss about the problem of racism even in the classroom where some classmates admitted make fun over an afro Colombian partner. Learners seemed interested in discussing on other issues such as domestic violence and gender-based violence (...)

[Field note #18 third cycle: May 29th, 2024. Line 11-19]

The preceding evidence and fragments demonstrated that in the different activities and lessons designed during the three cycles were targeted to upgrade language competences, bringing students closer to different social and contextual phenomena as far as they develop foreign language skills. It is important to point out that in second and third cycles the learners were more interested in giving opinions and perspectives about the different contexts and events regarding the song activities. The students were able to compare issues in terms of their own reality; at the same time, they were even able to relate vocabulary according to the covered concepts such as war, racism or discrimination. Although, this is mainly perceived in written production than oral forms.

As Gutierrez affirms (as cited in Leonard, 2021), language structures are adapted to express subjectivities shaped by a particular social world. Socio-critical literacies open an opportunity to turn flat approaches of literacies into tools to think language from a social critic and face language from a social contextualization (p. 185) This infers that the social focus set in the different song materials was supported by different situations, issues and historical events that students can reflect and contrast, using language as a means to express and criticize their realities. Simultaneously, students gather new meaning and words from those specific situations. The following data taken from survey 2 reveals how students were concerned about the analysis of social messages presented in the song activities.



¿Que es lo que mas te ha gustado de las actividades? *

Saber el punto de vista sobre la sociedad y como la mayoría de gente se comporta diferente y piensa diferente a todos nosotros ya que cada uno de nosotros tiene un punto de vista diferente

¿En que aspectos consideras que has mejorado? *

En mi forma de analizar y ver el mundo

[Online Survey #2, second cycle: May 22nd, 2024. Students #8 and #12]

Bearing in mind the learners' perceptions displayed in the data shown previously, large part of the students agreed with the results that they felt comfortable and motivated to learn foreign language while their world's perspectives are analyzed, understanding how different social components behave and converge with several peoples' perspectives.

Finally, the data proved that the students enjoyed exploring and interpreting English beyond grammar and framed language classes. The students found EFL classes meaningful, bringing foreign community background, and connecting them to different cultural components

while they improve vocabulary and linguistic structures. The students agreed that learning a foreign language from a social perspective allowed them to rethink social mechanisms more than filling or writing grammar exercises as they comment in the following fragment of interview.

S3: Yo creo que la canción de This is America, porque creo que en el video habla bastante como de esos momentos de violencia y siento que se relaciona bastante con Colombia, ya que por lo general vemos en las noticias muchos eventos, que suceden aquí políticos con respecto a la violencia, entonces hay una relación ahí entre los dos.

[semi-structured interview, May 29th, 2024. Q#2: De acuerdo con las canciones que trabajamos ¿cómo crees que el mensaje de las canciones se relaciona con tu contexto?

S1: (...) por ejemplo, en ese rap que escuchamos, la de Human, porque, pues, más o menos siento que trata como un problema muy individual y es como eso de que, o sea, muchas veces sentimos que por cosas del colegio o de cosas que nos pasan en la casa y cosas así, pues, no, o sea, como que no vamos a poder o cosas así. Y siento que la canción habla mucho acerca de eso, como de un problema personal que tienen todos, siento, en algún punto de la vida. (...)

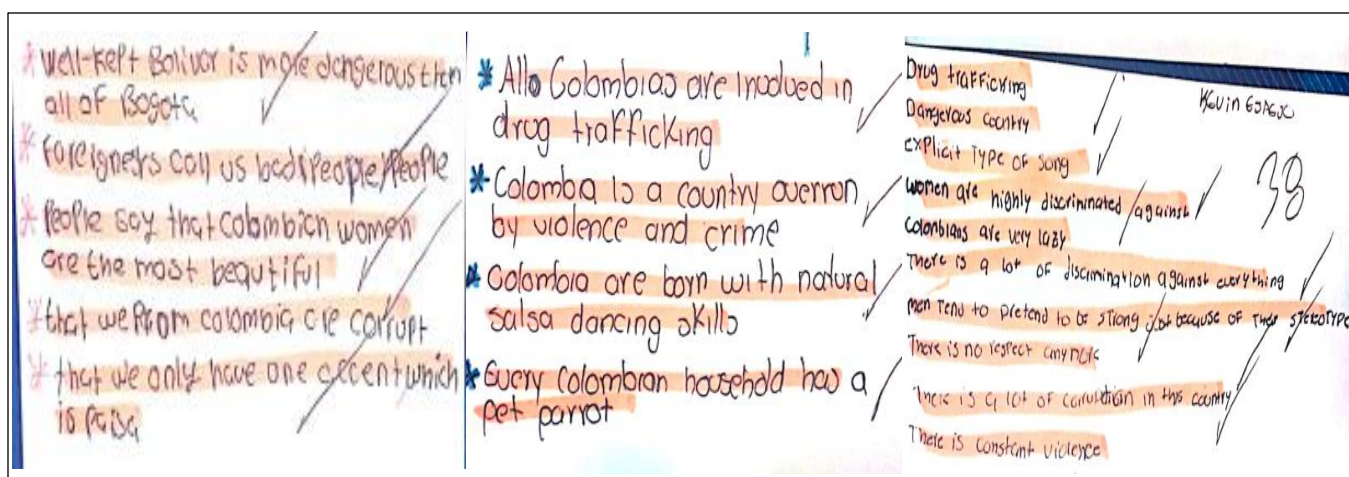
[Q#6 ¿de qué manera ves las canciones como una forma de expresión para problemas sociales, cotidianos o individuales? ¿Cómo percibes eso?]

In the preceding excerpts of the semi-structured interview, student 3 asserts that exploring the foreign language song's background allows her to contrast and relate to the situation that she perceives in her own country. The student linked the song and its music video with the violent situation in the country, and from a daily experience (watch the news), she is aware of how violence is an issue presented in a similar way an English speaker culture.

To sum up this subcategory, aligning EFL learning strategies with socio-cultural was essential to link language skill practice with social and worldwide context, to motivate students to explore English language not only focus on grammar but also allow learners to use English competences to understand social and cultural messages, as express their insights from a critical perspective as well. By delving into different foreign language songs with particular social events and issues with their personal experiences, the students were engaged to explore the songs

aside grammar and vocabulary, motivated to use English language in recognizing meanings, improving textual comprehension and expressing individual reflections.

Comparing the local context with the social background of the songs. This subcategory consists of the relevance of using the foreign language to express opinions and ideas to compare and contrast the learners' context to the social and cultural background of the song. It was essential in this project to motivate students to reflect on the songs using their own reality, searching how the perceived messages are displayed in their local society or individual life. Having said that, the activities were elaborated to foster the use of EFL in the classroom at the same time that the students identified cultural issues and social traits. This proposal was aimed at encouraging students to look into foreign language from familiar experiences and environments, searching for more real situations. During the three cycles, song materials acted as a recognizable means permeated by shared experiences, emotions and social realities of the learners, allowing them to reflect on their own personal habits and deeper reflections on their own world. For instance, the song "The land of confusion" gave a pondering of what was happening in our world and how the learners could highlight aspects of their own society; Following this idea, the following data samples shows how students criticized and discussed about stereotypes of their society:



[Artifact #3 second cycle: April 10th, 2024. Pages about Colombian stereotypes.

Students #26, #19, and #3]

In these data samples, it is possible to observe in the activity how students talked about different misconceptions and stereotypes that the students could recognize in their own context. The students used the song as a means to analyze and inspect their own reality, finding different issues and cultural misbeliefs. The data revealed that the students were capable of employing the song identifying different barriers in their own reality, such as stereotypes. Also, the learners took advantage of the EFL competences in terms of stating different stereotypes and prejudices in Colombian culture, all of this using their own writing skills. These ideas are complemented with the next field note and interviews fragment:

After listening to the song “the land of confusion” it was discussed with the students what barriers were affecting Colombian society to improve or change to a better future. Some students commented that it was evidenced corruption, violence, drug trafficking, among others. Then it was proposed if these assumptions were facts about Colombian society or only stereotypes. Student #1 presume: well teacher, it is obvious that our streets and communities have these problems with insecurity, there are drug trafficking even inside our schools and at night it is not recommended to stay out of the house. But student #2 added: all countries have problems but that does not mean that all the people are the same, there are honest and kind people. Student #3 commented that figures as Pablo Escobar damaged the image of Colombia, people of other countries think that we only produce drugs, even classmates see Pablo Escobar as a hero. The students established a debate arguing about the identity problems of our culture and how from other communities can misunderstand social problems as a cultural trait. As a result, they found that an

intercultural exchange is key to solve stereotypes taking advantages of globalizing social media, exploring cultural production as art and literature, or invite foreign people to visit the country (...)

[Field note #16 Second cycle: April 10th, 2024. Line 9-20]

S1: (...) me ayudaron un poco a relacionar lo que pasa en el país y como nos ven en otras partes. En mi opinión, los problemas de violencia y la droga como que hace que la gente crea que es así. Pues, el problema es que pasa algo malo todos los días y la sociedad ya es así.

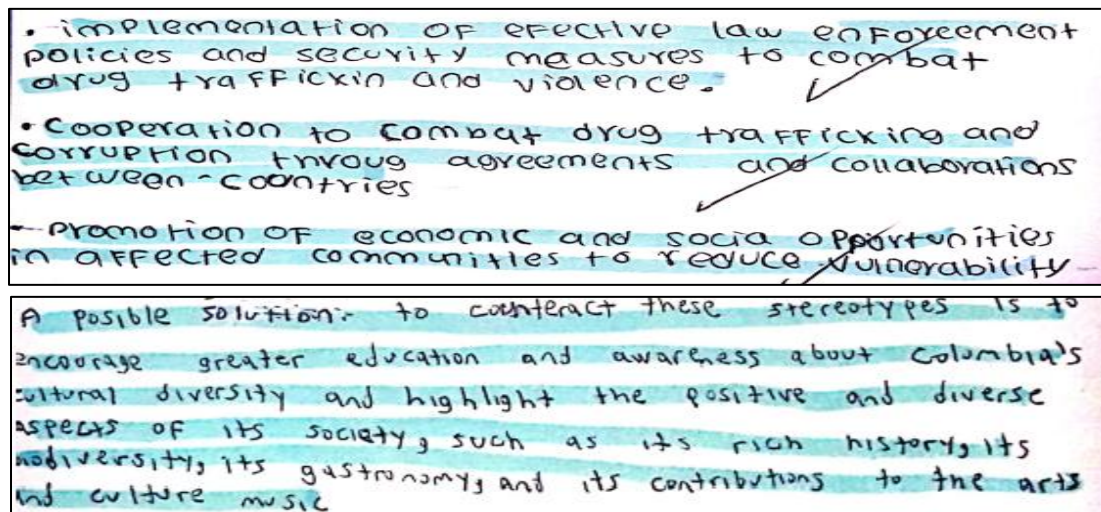
S3: La de “Land of confusion” creo que era con los estereotipos. Las relacione porque los estereotipos son un problema social y gran parte de la discriminación y racismo es porque los estereotipos. Me parece que los disturbios y la violencia son porque no podemos respetarnos y hablamos cosas que no son. También es culpa de la corrupción del gobierno que no da buen ejemplo.

[Q#7 ¿Cómo consideras que las canciones fueron un soporte para identificar y manifestar problemas sociales?

Data illustrated that attaching the song to a common problem such as stereotypes, allows students to reflect upon their own society and become aware of negative patterns that affect their reality, but also, they have to opportunity to deepen in miss linked perspectives. The song acted as a pivotal to question different problems in the Colombian society, but also to reimagine different misconceptions perceived in foreign language communities. The students stated that the most presented prejudices in Colombian society are drugs, crime, violence and corruption. These assumptions display that contact with English tackling with their own context (their country and community) grants students the possibility of contemplating and analyzing their own surroundings and cultures. The students use the song as support to approach similar situations in terms of social chaos and crisis; using the foreign language to express ideas in regard to their own problematics, using specific vocabulary to portray issues of their own culture.

Having in mind the previous, in words of Khan, (2018) referencing Byram, it is necessary to motivate students to analyze critically in English language teaching not only with basic cultural components and traditional settings, but to gather and develop intercultural skills in

order to interpret social and individual phenomena. Also developing students' attitudes regarding intercultural classes grants the ability to deepen stereotypes, prejudices and behaviors. All of these evaluating literacies from a variety of countries and communities (p. 5). The students started to write about what was happening in their realities and thinking about the aspects that were positive in their culture to propose different solutions to improve and transform their social environment as is expressed in the next fragments.



[Artifact #4 second cycle: April 10th, 2024. Page about solution of stereotypes. Students #29 and #12]

As the previous fragments illustrate, in the former activity the students explored in depth not only searching stereotypes perceived in the collective globalized culture about the Colombian society but proposing alternatives of change appealing to cultural diversity. Alongside, data revealed more learners proposed more alternatives driven by an intercultural approach and more strict control. The learners also agreed in terms of how songs can project structural problems. The next semi-structured interview excerpt shows that the students agreed that the song “Sunday bloody Sunday” interpolates with the Colombian conflict and the north-Irish conflict as internal wars that affect certain parts of city and country, as people’s life quality and wellness.

S1: Bueno, pues de la que más me acuerdo es esa que se llama “Sunday Blue Sunday”, que creo que trataba sobre una guerra que hubo en Europa, creo, y pues creo que esa es la relación. Se relaciona mucho con nuestro contexto, con el contexto de nuestro país, porque como tal Colombia es un país que está mucho en guerra, y siempre estamos como en conflicto armado, y siempre pasan cosas, así como con los grupos armados, y siento que en ese sentido pues se relaciona mucho con lo que narra la historia, y lo que, pues sucede en nuestro contexto, es decir, en las ciudades donde hay conflictos y todo eso.

S2: Pues... la de “land of confusion” me pareció que se relacionaba con mi ciudad por las marchas y disturbios. También se relaciona como en la inseguridad y las calles en peligro. A pesar de haber leyes, las cosas en las calles están peligrosas. (...)

[semi-structured interview May 29th, 2024. Q#2: de acuerdo con las canciones que trabajamos ¿cómo crees que el mensaje de las canciones se relaciona con tu contexto?]

As the previous semi-structured fragment illustrated, the learners developed self-awareness criticism to explore and contrast different backgrounds in terms of song material with their own context and culture at the same time as they were expressing ideas enhancing their EFL competences. By adapting song material from a social perspective, the learners are not only aware of their cultural heritage but also, they deal with specific vocabulary bringing them closer to their own social and cultural phenomena.

To wrap up this subcategory, the enhancing of intercultural competence appealing to the own context of learners relating with the song background allows learners to connect with ELF abilities to express different issues and disconformities about a particular society or culture. Relate them with the song context grants the opportunity to find similar events, problems or behaviors realizing that different cultures are not isolated in comparable crisis or issues. vocabulary and writing skills were essential for the participants to express and communicate their insights and perceptible issues of their reality but also, they used EFL skills to propose solutions and change.

To conclude this category, songs approached with social and situated practice not only allow participants to learn or deepen their understanding of contextual vocabulary but also it grants to learner to absorb EFL learning from their realities and cultural construct. Songs projects different meanings and cultural baggage to explore supported by language skill such as writing or perceive oral discourses by listening. Students felt comfortable in terms of using and expressing themselves in English in more familiar environments and experiences from their reality and society.

Category #2 The supportive role of songs to improve language skills and proficiency.

This category gathers all findings concerning the supportive role of songs with social content for the development of foreign language skills. In this regard, data showed that this type of songs became relevant not only when it comes to develop listening skills but other skills such as writing. At the same time, data revealed that song-based material gave learners the opportunity to have contact with EFL in an oral way, not only with a grammatical mechanism, but also contributed to familiarization with sounds and enhance their expressive competence regarding the meanings and insights about the songs. The use of songs also turns out to be more attractive while listening to foreign languages either because of the melody or the lyrical words speak topics of interest with catchy phrases. Also, songs open a possibility to appeal to the students' taste in music, turning the learning of words and structures into a rewarding experience using different systems connected with students' emotions and memories regarding, in this case songs presented in students' life. This category is supported by two different subcategories:

Improving writing skills through creativity and lyrics analysis and Developing listening skills.

Developing critical listening skills. The data gathered concerning this category emphasize the development of listening competences with the tenth-grade student group, as a

result of implementing strategies and activities involving the use of songs. As stated by Dzanic y Pejic (Referenced by Nurhasanah and Suryaman) (2016) Songs are charged with great learning potential, charged with an enjoyable nature that stimulates and engages students' interest and motivation. Also, Song material presents repetitive language patterns that influence the growth of oral abilities such as listening and pronunciation. At the same time, it elaborates on dynamic methods such as singing aloud, giving the opportunity to students to practice spoken vocabulary (p. 1293). However, the result of this research showed notable improvements in their listening abilities in terms of grammar and vocabulary, but most importantly students improved their comprehension of oral meaning regarding critical listening. The next artifact illustrates how student recognized vocabulary by listening:

2. Listen the song "radioactive" by imagine dragons and pick up 10 words you may recognize.

second	✓	Broken	✓
imagine	✓	poems	✓
Believe it	✓	singing	✓
sea	✓	Part	✓
master	✓	Down	✓

[Artifact #5 First cycle: October 2nd, 2023. Activity song: "Radioactive"]

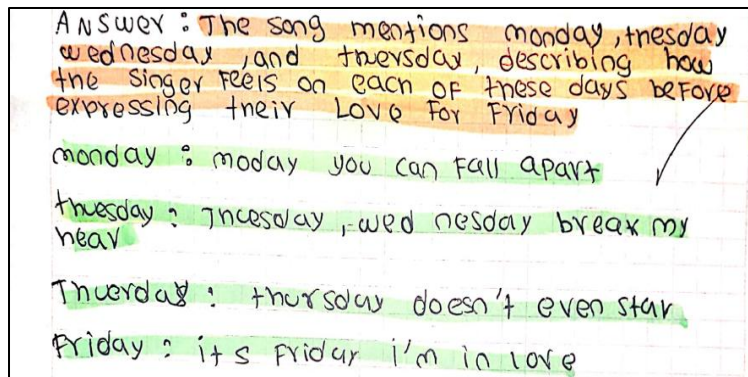
The previous activity was focused on 3 different items; the previous fragment illustrates the second item which consisted of testing students' oral vocabulary. This section was meant to examine the listening competences from a basic approach. Also, the activity was proposed to stimulate recognizable sounds only by spoken words and vocabulary. The data revealed that the learners were capable of identifying different sounds and words by listening to the song but appealing from a basic competences and experiences of the students asking one term of word. The next field note asserts the reaction of the students in terms of listening activities:

Today the song “Radioactive” by Imagine Dragons was introduced. The song was developed with a small workshop, but it was necessary to test oral vocabulary before listening to the song. At the start of the activity the instructions were given in English, but only a couple of students could understand. Various students commented: *teacher I can understand, teacher, in Spanish please* or only exclaimed “what” with doubt. After listening to the song, the result was almost the same, except that most students could recognize a few words such as *breaking, feel* and *welcome*, and other words regarding auxiliary of grammar topics. While students were completing the workshop, it was noticed that in the second item the students wrote ten words by listening; one the learners said: *I only could recognize the words by listening the song more times, it is hard taking them at once (...)* it seems that the students are not totally deficient on their listening competences, but they need more effort to recognize spoken words.

[Field note #13. First cycle: October 2nd, 2023. Line 3-11]

The previous data fragment illustrated how students carried out the listening activities in the first cycle of the project. Although the student had difficulties in terms of identifying easy words in short periods of time. Using songs was significant in terms of repeating and listening expressions in a more comfortable and engaging way, the students felt more stimulated in contact with the catchy melody of the song overlaid on the sang words and phrases. As Sevik (2012) affirms, the repetitive characteristics of songs and the melody attached to the content strengthen their connection to language making it easier to internalize. The language input presented in songs implies a process of internalization and retrieval in terms sound forms of languages (p. 332). Keeping with this, data illustrated that during the initial activities, listening activities were difficult, and it was needed for the students to listening to the songs many times to

understand a couple of words. However, during the next cycle, it was evidenced a small improvement not only in listening vocabulary but also recognizing part of phrases:



[Artifact #6: second cycle: April 3rd, 2024. Activity song: “it’s Friday, I’m in love”]

The previous activity was focused on asking a question to a partner and answering them with the song and a personal perspective. However, the previous excerpt shows an answer focused on recognizing parts of the song more than a personal perspective. The data revealed that a small part of pupils enhanced their listening understanding seeing that song-based material activities were a source of linguistic input, working oral comprehension, grammar and vocabulary, relying on their linguistic knowledge attached to sounds and melodies. However, listening and analyzing the song from their grammatical structures was challenging for the students. In first contact with the song, most of the students could recognize few words or vocabulary because the learners felt that using song material constantly help them to practice listening skills and improving in a small extent recognizing at least a few words, although it was necessary to repeat the song. The next fragment of implemented online survey determined how students felt and recognized their listening capabilities during the intervention:

I have improved in the aspect of understanding more words in English and with just a few words being able to translate a sentence into Spanish

When I hear a word or song I understand better

Well, I'm improving a little in English, not that great, but I already understand certain words better than before

Compresión del inglés al escucharlo

[Online survey #2. Cycle 2: May 22nd, 2024. Students #20, #5, #6 and #10]

Making an allowance for the answers displayed in the previous survey, most of the students consented that they felt a small enhancement of their speaking skills, using song material grating a better understanding of spoken words, or even they were able to comprehend few oral sentences into their mother language.

Lastly, data illustrates that students began to recognize different words in support of using lyrics of the song. Reading the lyrics before or at the moment of listening to music, the pupils perceived and identified familiar words, allowing them to memorize and familiarize themselves with the different sounds and pronunciation of the words, allowing them to recognize and understand those words in different communicative contexts. As is stated in the next interview excerpt, the students recognize how beneficial it was to converge the song with written lyrics to develop listening competences:

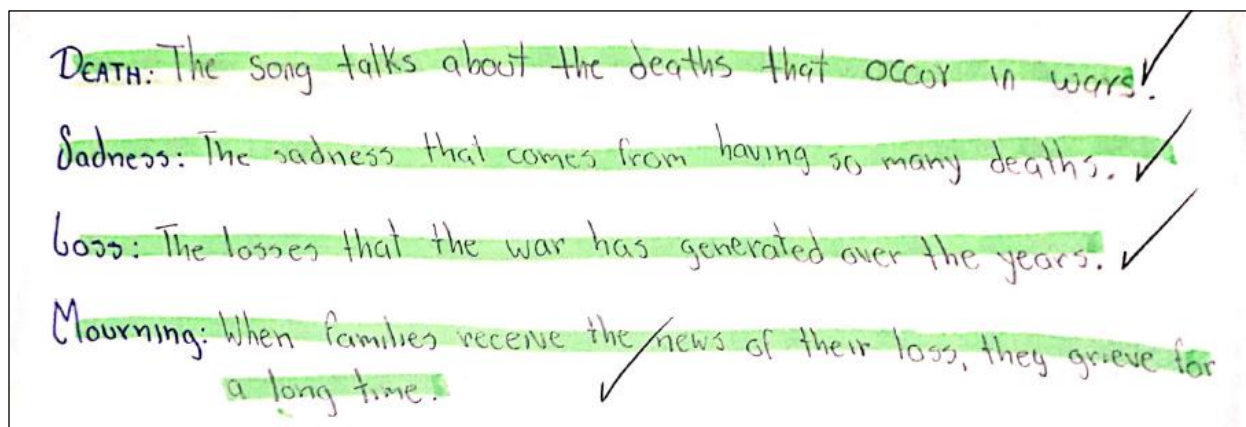
S1: Pues, es lo mismo que estaba diciendo, creo que ahorita, o sea, lo que siento que como que más me ayudó o lo que más pude como mejorar desde que hacemos las actividades es eso de que cuando escucho ahora las canciones puedo identificar más ciertas palabras que ya, pues, había como visto en clase. (...) Entonces, en las clases sí pude como relacionar más con las letras de las canciones, cuando veía la letra de la canción, saber qué palabra era la que estaba diciendo el cantante. (...)

S3: Bueno, que yo he mejorado, yo sí siento que, al momento de escuchar todas estas canciones, como que ya puedo identificar ciertas palabras, entonces sí creo que cada vez que nosotras escuchamos, pues está mejorando un poco más mi escucha en inglés.

[semi-structured interview, May 29th, 2024. Q#8 ¿qué aspectos de writing o de listening skills consideras que has desarrollado con las canciones?]

The previous fragments, in the semi-structured interview, student 1 and 2 agree in one aspect: they consider that they could identify and understand different and recognizable words. The data determined that the activities integrated with song-based material was essential to enhance and support listening skills. Also, the integration of reading lyrics was important and helpful to relate words in written forms with their own sound and pronunciation; allowing the students to acquire listened vocabulary and learning the words sounds integrating their written forms.

As stated before, not only instrumental listening skills presented an improvement, but learners also demonstrated to analyze and interpret the meanings within the song material. However, this is evidenced mostly on the writing artifacts and field notes. As is presented in the next fragments:



- The song is related to our image in the part of "children" because we can see how wars can destroy childhoods, kill children without letting them live their long life or damaging them physically. In addition to this, entire families and communities are also destroyed for political, social and economic ideals.

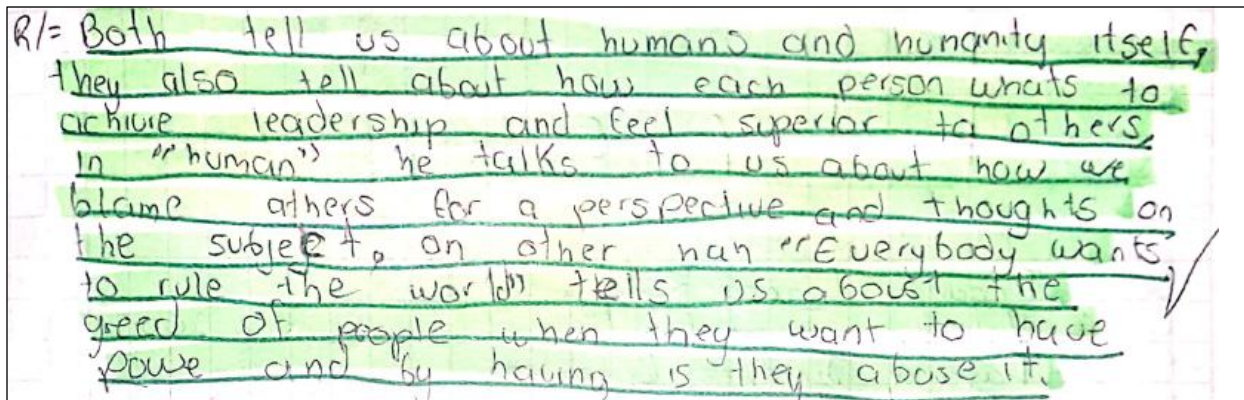
[Artifact #7 and #8. Second cycle: March 13th, 2024. Page about the relation of the song and the image. Group 7]

(...) after listening to the song and perceive familiar words in spoken forms, the students started to relating what was the song messages or expressions using simple words. Only two students commented: *I remember hearing the words death and family, but with the video we saw about then war I believe that the song talks about the own families fight war against the government.* Other student reflected: *I understood the word children it is possible that many children fight in this conflict.* The activity at the start resulted hard for them to comprehend the meaning of the song only by listening them, but with the support of material and reducing to small particles, such as words, the students could build and express important ideas about the songs. (...).

[Field note #14. Second Cycle: March 13th, 2024. Page about the relation of the song and the image. Lines 5-9]

In the previous images and the field note illustrated above, stated the students' reflections and messages of the song. It is perceived that students using and recognizing oral words are capable of complementing, reflecting and affirming different discursive connection regarding the song themes. The artifact fragment highlight the activity about the song "Sunday bloody Sunday" and their relationship with images of the north Irish conflict. During this activity, in the illustrated excerpt it is evidenced how students retrieved recognized words in the song, but learners extended according what they perceived and understood regarding the song themes and messages. Data revealed that students started to develop critical listening skills, not only grasping simple words, as well as proposing more information according their insights about the expressed ideas in the song. In addition, it demonstrates that students comprehend and articulate oral ideas beyond instrumentalized listening skills; processing more complex ideas in oral forms.

In words of Basyoni and Medd (2023) Since analytical listeners employ critical listening process, they must be attentive of interpreting not only words from other speakers. Being attentive to clue words and clue expressions leads to listeners to enhance their attention of meanings and ideas; improving their listening competences (p. 1870 – 1871). This refers that in first moment, oral word recognition is a pivotal for learners to build and comprehend complex ideas, not only to recognize and comprehend terms individually. But also, it grants to learners the possibility to link different oral structures and vocabulary in a specific message.



R/= Both tell us about humans and humanity itself, they also tell about how each person wants to achieve leadership and feel superior to others. In "human" he talks to us about how we blame others for a perspective and thoughts on the subject to an other man "Everybody wants to rule the world" tells us about the greed of people when they want to have power and by having is they abuse it.

[Artifacts #9. Third cycle: May 22nd, 2024. Compare songs “Human” and “Everybody wants to rule the world” and answer random question activity. Group 4]

The learners in this session were instructed in terms of compare and contrast songs with similar ideas, but most importantly to determine their insight regarding the social context. In this new opportunity the students kept the same strategy: building ideas with small oral particles, to understand the global meaning. The first part of the task was to understand both songs to compare ideas. While the students were working on the groups, a student commented: *I think the hip hop song talks about something more personal, it is like expressing his personality. While the other song is more related to world domination (laughs), it is like the man is greedy and want money to control everything.* Other student emphasized: *I am not sure but one of the songs tell us about the blame of people because the human being is doing mistakes, and the other is more about the power of man.* The students were advancing in understanding meanings beyond raw grammar and words in listening activities, however it is noticed that learners needed to be contextualized first with videos or texts and project the activity to analyze the song from a social or cultural perspective.

[Field note #15. Third cycle: : May 22nd, 2024. Compare songs “Human” and “Everybody wants to rule the world” and answer random question activity. Lines 7-11]

In the previous activity illustrated above, the students group describe and compare both worked songs. The student expressed how both songs present perspectives about humanity. Then the student analyze both songs to determine their differences; one of them talks about blaming others for their beliefs. Then, the other one highlighted the pursuit of power and seeking supremacy. Data revealed the role of listening and gathering oral information not only focused on discriminating vocabulary, but also to comprehend complex meanings. In addition, It is essential to underscore the importance of contextualizing listening spaces to foster students to take in different oral vocabulary and meanings regarding a social or daily phenomena, to build up criticized reflections regarding spoken literacies, such as songs.

Overall, in this section, it is key to highlight that integrating songs from their social and cultural context proved an important role in enhancing critical listening skills. Learners’ productions and insights with song material illustrated that musical material was a supportive tool regarding listening competences; learning oral language patterns and sounds, integrating reading lyrics to connect words and sounds. But most importantly, centering listening exercises to comprehend different situated messages and discriminating related words to a contextualized topic, allow learners to structure deeper comprehension of oral material. Thus, using song-based material supported students from more active listening exercises enhancing their structured skills, as well as a quite improvement of a reflective and thoughtful oral competence.

Improving writing skills through creativity and lyrics analysis. This category highlights the level of improvement in terms of writing skills which was evidenced along the implementation of the cycles of intervention. Students’ written productions during the three

determined cycles increased and seemed to have improved, not only in the use of words and stand-alone vocabulary, but also in the expression of opinions and insights from the students regarding the content of the songs. Murphey (1992) (mentioned by Kemma) claims that music and songs offer students tools and inspiration to produce writing compositions as the music materials provide images and stimulus that students can write and express about. Also, according to Lavery (2001) (referenced in the text) songs allow to abstract vocabulary and grammar to be used later in writing tasks regarding even the song contents such as letters or dialogs using topics from the song material itself (p. 908). In view of this idea, data revealed that working on songs' lyrics allows students to gather new words, expressions and at the same time, relating previously covered grammar topics. Throughout the three cycles, the different activities were designed to motivate students to express themselves by applying vocabulary learned during the lessons converged with previous knowledge, using songs as a reinforcement of their ideas and standpoints as it is supported in the next fragment of artifact.

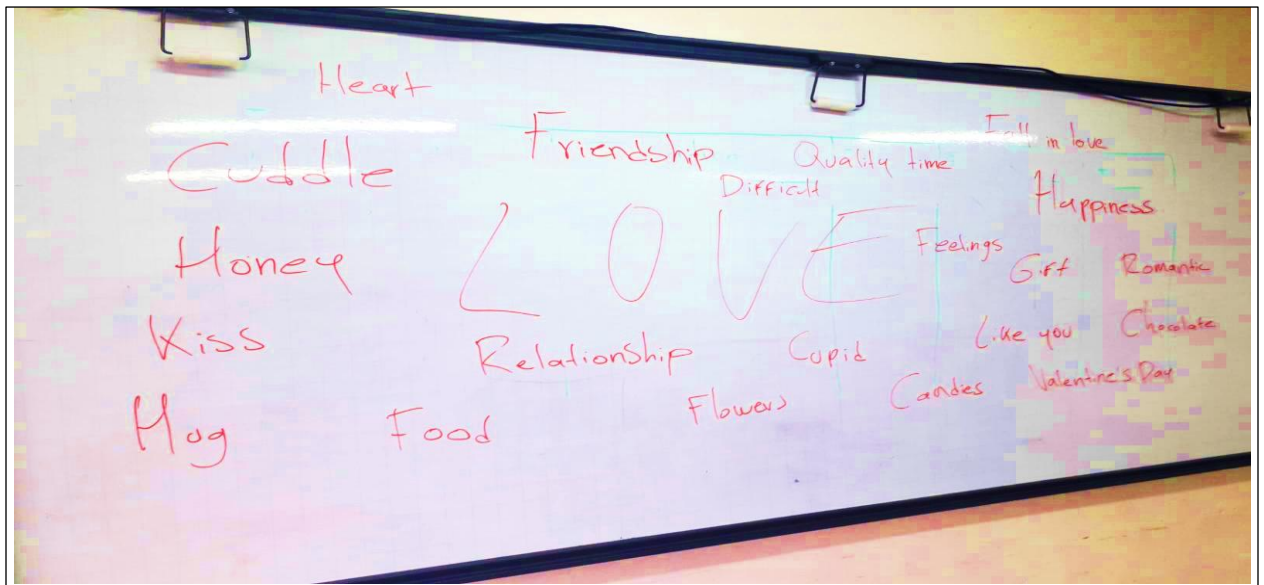
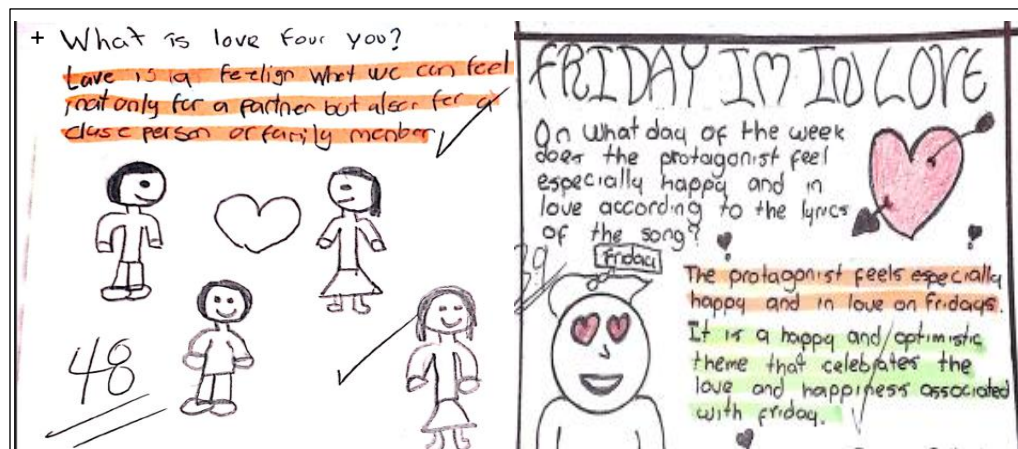


Figure #1. Students' vocabulary brainstorm about love. second cycle: April 3rd, 2024.

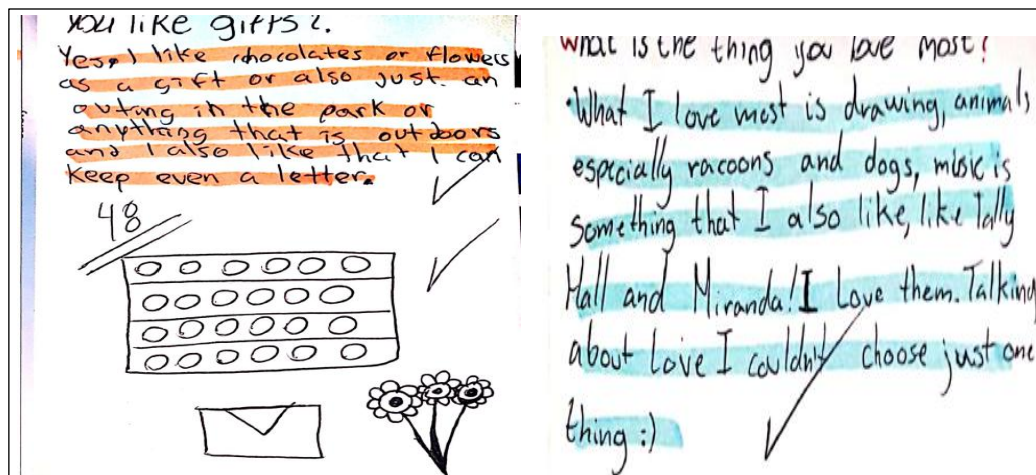
(...) During the main activity the student were creating the questions for their partners regarding the love concept and the song “it’s Friday I’m in love. The students were taking words from the vocabulary in the table for writing building. One of the students ask me: *teacher, please help me telling me how to use one word*. The teacher recommended to use gift in terms of encouraging the students with questions bonded to gifts and love.(...)

[Field note #15. Second cycle: April 3rd, 2024. Activity about the song “It is Friday, I’m in Love”]



[Artifact #10 second cycle: April 3rd, 2024. Activity song: “it’s Friday, I’m in love”]

In the previous fragments it is displayed first a vocabulary related with the concept of love, testing their own previous knowledge. In the next excerpts it illustrates the activity which students needed to answer a question from a partner regarding to the love concept. The students were able to push themselves beyond their linguistic boundaries, writing more than short sentences to express their own opinions and personal views. Even, it is evidenced that in support with the reviewed vocabulary, the students use them, setting them with grammatical forms previously seen. But also, they used the song to recognize more writing forms and vocabulary as the following figure portrays:



[Artifact #11 and #12: second cycle: April 3rd, 2024. Activity song:

“it’s Friday, I’m in love”]

Taking into account the diagnostic test executed at the start of the project (see Annex 1) students perceived the use of English as a big obstacle, more of them even could not link two or three words. The lack of vocabulary and the use of structures seemed a big demanding task for the learners. As it is expressed in the last excerpts that students improved their use of language regarding writing skills, although it presents grammatical flaws the learners were motivated to write longer texts and take initiative using different terms and grammatical topics, such as modal verbs. In the next field note and survey fragment, it illustrates how learners perceive their process and improvement in writing skills.

(...) it was found during the activity of writing stereotypes that learners were motivated to write mid-size texts. Half of the course only needed help with unknown vocabulary or the order of structures. The students often asked: *teacher, is this text correct? Am I using words correctly?*. Most of the time, the students only needed to be corrected with spelling mistakes, but it was evident the good development of writing skills using structures in order and taking more challenging text productions. (...) Other student mentioned: *I have to recognize that for me it was very difficult to use verb to be or was (laughs) but now I understand how words are organized or understand a little bit more the topics that we studied in class with the teacher.*

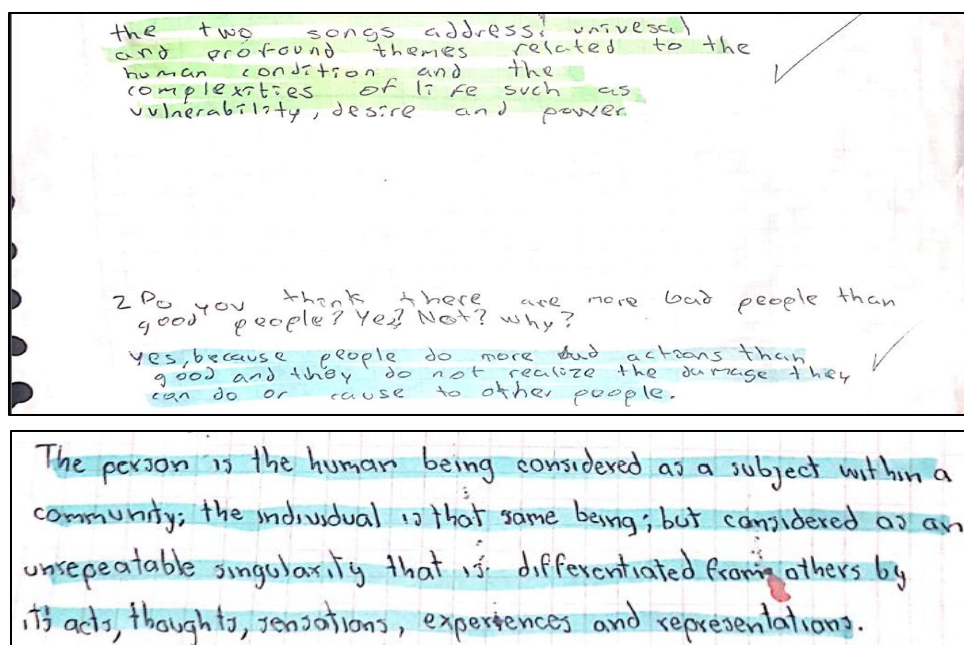
[Field note #16: Second cycle: April 10th, 2024. Line 21-27]

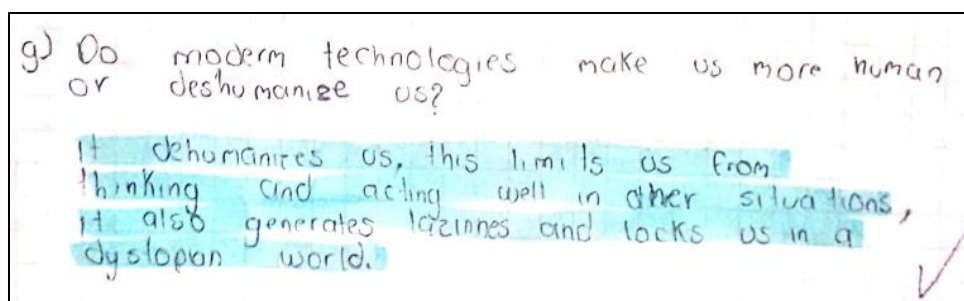
E mejorado en el vocabulario

in learning to read and write better in English

[Online survey #2. Cycle 2: May 22nd, 2024. Students #20 and #5]

As Durga and Rao(2018) argue that it is relevant to develop and improve in terms of sharing perceptions, ideas and opinions with lucid language. Good writing skills allow students to obtain proposed goals in educational and employment environments. It is also highlighted that the importance of developing writing skills is in improving creativity and self-understanding in different writing productions such as formal documents, reports or personal writings (p. 2). This means that writing competences are important for students not only to illustrate ideas in text but also it is an instrument for creation and individual development. The fragments from the next field note and artifact disclose how students felt and perceived their progress in terms of writing skills:





[Artifact #13, #14 and #15. Third cycle: May 22nd, 2024. Activity song: “Human” and “Everybody wants to rule the world” Groups 2 and 7]

(...) during the activity about the songs “human” and “everybody wants to rule world”, the students were answering random questions regarding the song but also, deepen in the concept of humanity. As they were working in groups, it was necessary to tracking the development of the activity. One of the most prominent groups asked: Teacher, is my text correct? Are we using the topics right? The students were using basic forms (present simple) with good proficiency, the auxiliars were in the correct order as well. In terms of vocabulary, although they were asked about words that seemed unfamiliar to them, they were able to help themselves using terms present in the songs such as power, freedom, desire, domain, among others. With help from the song and guiding them in the writing process in a comfortable rhythm, the learners were building their compositions (...)

[Field note #17 third cycle: May 22nd, 2024. Line 25-31]

The fragments of artifact illustrated before are related to the activity for the songs “Human” and “Everybody wants to rule the world” which it consisted contrasting humanity phenomena and how people has changed within their society in the past and now. The activity was focused on answering a random question created by the teacher, motivating students to discuss about the human dimension, it state over time and their perception today; Three groups stated that there are more bad than good people. While the other illustrate human as part of a community and a sensitive being. And the other group argue that modern technology dehumanizes people. The data revealed that the songs supported learners’ understanding of grammar structures and writing competences, recognizing familiar structures through songs’ lyrics but also providing new vocabulary. In addition, songs succeeded in acting as a guide grating them ideas and feelings; motivating them to write and express in more complex texts.

In words of Hampp (2019) songs demonstrated to be attractive for the students in learning EFL more than using only textbooks, Also, it is mentioned learners understand and improve English skills integrally, as the songs acts as an introductory means to reach new languages as it reinforces grammar and vocabulary. But also, songs provide a natural and enjoyable way to repeat language patterns, creating more active and engaging learning environment (p. 18). That is to say, that song-based content was positive supporting writing production of the students, granting learners with new ideas and meanings to sustain different written standpoints, in addition to new vocabulary and grammar application perceived in songs' lyrics.

To conclude this section, Song-based material was essential to enhance writing skills not only from grammatical approach and vocabulary acquisition, but also it contributed to expressing different ideas, opinions and insides from written pieces. Musical material has proven to serve as a means for fostering students' creativity and personal expression, allowing them to argue regarding the song meanings and reflecting their own positions from more structured writings.

Category #3 Influential factors in the implementation of the proposal.

This category deals with the factors that according to the students' responses towards the proposal, affected the success of the plan. These aspects were important in terms of appealing to students' needs, designing different strategies hand in hand with situated practice and determining different drawbacks facing foreign language learning. The activities were student-centered and in words of Ayazo (2020) ESL learning requires integrated methods that plead for individual and sociocultural phenomena to teaching skills, such as writing (p. 49). Thus, the current category is supported by the following three subcategories: The importance of the selection of songs and genres, Type of activities and innovative strategies as a crucial factor and Level of proficiency as a barrier.

The importance of the selection of songs and genres. This subcategory relies on how influential the criteria for the selection of the songs and the design of the activities were for the involvement of the students. According to Speh and Ahramjian, referenced by Medetbekova and Saparbevoka, (2011) the use of songs in activities establishes different relations appealing the personal experiences and context of the students (p. 85). Therefore, the needs and preferences of the students were taken into account, and the activities revolved around using them to reach a social and cultural critic.

For bringing learners more contextualized language applications, it was necessary to support language activities from cultural literacy, such as songs with social and cultural content. First of all was essential to determine what musical genres were common in the classroom. so, in the following survey excerpt it was determined that pop, hip hop and rock were the type of music students listen to more frequently.

2. ¿Cuál es tu género favorito?
ROCK, RAP, E

2. ¿Cuál es tu género favorito?
Hip Hop, pop

2. ¿Cuál es tu género favorito?
Rap - Hip hop

2. ¿Cuál es tu género favorito?
Pop o rock de los 80 un poco de todo

[survey #1. Cycle 1. May 9th, 2023. Student #1, #3, #15 and #31]

During break, the students asked questions about the different songs planned for the following sessions. One of the students commented: *I have never listened to this song, and how old is it? (...) I prefer to listen “gangsta” rap teacher. Do you know what “gangsta” rap is? If you like English you can listen to Ice cube or Tupac. Other student added: I like indie rock, if it is possible we can use a song for “Los retros” they are very good. And the last student argued: I prefer to listen rock in Spanish like Caifanes or Mago de Oz, maybe the songs that I enjoy in English are from Michael Jackson or Dua lipa.* The students were excited due to the use of songs in the classroom, but also they seemed motivated to share and propose songs to elaborate more activities.

[Field note #14. Cycle 2. March 13th. 2024. Lines 22-26]

Taking into account the previous survey excerpts, it was important to keep in mind learners' preferences, appealing to personal sounds and likes, leading to enjoyable and attractive activities. In addition, it was crucial to select songs according to different periods of time, to compare and contrast similar meanings presented in modern or past days according to what the songs' authors reflect in their personal and social context. Although it was key to limit the content and different songs if it presented sensible or mature content. All of this contributed to design the different EFL activities from familiar sounds that students can apply, comprehend and express their standpoints of the songs' contents and meanings.

As it is stated by Guerrero (2018) songs' contents and lyrics analysis support EFL activities in terms of enhancing morphological and syntactic units, but also it allows learners to discuss about feelings and real phenomena, reflecting and discussing on a comfortable environment without being afraid of prejudices (p. 14). The next field notes and survey fragments express how song activities proposed an environment of reflection and debate, where students felt free to practice EFL sharing their ideas and insights.

El significado de todas la canciones y el debate que hay con la opiniones de mis compañeros
Que las canciones con su letra nos hace reflexionar
Que e escuchado canciones que nuca había oído y eso es chevere así no entienda tanto
La condición de las canciones con las clases me gusta la sección de las preguntas del profesor
que son actividades que nos hacen comunicarnos entre todos

[online survey #2 Cycle 2: May 22nd, 2024. Students #4, #9, #15, #17, and #18]

During the song activity and the questions' debate, I stated that the song can be reflected not only in the situation of the city or about the country. The songs can be used as a representation of their neighborhood or daily life. One of the students mentioned that he likes rap music because it talks about the situation of

poor neighborhoods, the gangs and violence, even though he expresses that in his house surrounding (placed in ciudad bolivar) it is too common to see quarrels and drug use, as a normal activity day by day. Other student even mentioned that hip hop music reflect life in slums, and how the only way to survive is by crime and illegal works (...)

[Field note #18. Third cycle. May 29th, 2024. Line 5-11]

In accordance with the previous fragment, data revealed how essential it was to using songs from learners preferences and how songs reflected learners reality. Bearing this in mind, the role of musical preferences allow the students to communicate experiences from their own environment and personal reality. With their own personal context, using the song message as pivotal granted the student to felt confident and motivated to reflect their opinions, even if they still feel nervous facing foreign language.

It is important to highlight that the selection of songs and genres stimulated students' affinity, appealing to their own personal views, social circles and individual circumstances. On the other hand, the students were attracted to a specific rhythm and melody without paying attention to the lyrics or comprehending any word. After listening to the songs, the students were more interested in finding a translation to interpret them from their mother language. As is noted in the next interview pieces:

S1: Pues, la verdad es que no suelo escuchar música así en inglés, entonces pues, o sea, no sé, yo creo que ya es cuestión como de mis gustos, pero pues una que me gustó mucho fue la única rap que hubo, que fue como la que más escuché. Sí, sí, o sea, la que más entendí, con la que más me relacioné, también porque ya la había escuchado antes, pero pues sí, y si hubiera cambiado alguna, pues la verdad no, como no escucho mucha música en inglés, pues no sabría tampoco por cuál se podría reemplazar alguna, entonces no.

S3: La verdad me gustaron mucho las canciones, la que más me gustó fue la de The Cure, me encanta la temática, me gusta que mencione todos los días de la semana, me gusta la temática del amor.

[Semi-structured interview, May 29th, 2024. Q#3 ¿consideras que la selección de canciones fue adecuada? ¿Lograste conectar con alguna? ¿Cuál hubieras reemplazado?]

The previous data collected finishing the project emphasizes on the attitude and reception of the students towards the designed EFL materials. The learners demonstrated positive responses in the implemented classes. In the semi-structured survey, the student 1 acknowledged that he felt comfortable listening to the song that adjusted their own musical taste, even when the learner is not quite accustomed to listen music in English. At the same time, the student could connect after comprehending its meaning. While student 3 expressed that it was interesting for her to use the days to express thematics about love, as the songs express and play with feelings. In general, the learners' reception expresses how meaningful the song material was in terms of connecting according to their own musical preferences, leading them to comprehend foreign language lyrics presented in the songs. Also, the students felt engaged with song materials allowing them to explore emotions and messages common in daily life but discovering with new perspectives from a literacy construction.

To wrap up this subcategory, the perceptions collected from the students reinforce the importance of implementing song material in EFL activities not only to build inflexible grammar development, but to engage in the learning process with their personal and individual experiences, feelings and context. Supporting this idea is essential that song-based activities appeal to students' needs and interests, as far as the learners practice EFL skills from a recognizable background and individual tastes.

Type of activities and innovative strategies as crucial factors. This sub-category highlights the positive reception, influence and impact of the proposed activities based on song material with situated practice. First of all, it was necessary to determine which activities were most commonly carried out about EFL learning in the classroom and what obstacles did not allow learners to learn English.

7. ¿Qué actividades hacen usualmente en el salón de clase respecto al área de inglés?

Trabajamos mucho la cartilla

7. ¿Qué actividades hacen usualmente en el salón de clase respecto al área de inglés?

Realizamos actividades en una cartilla una semana en inglés una vez y en el cuaderno

7. ¿Qué actividades hacen usualmente en el salón de clase respecto al área de inglés?

Trabajo con libro

[Survey #1. Cycle 1: May 9th, 2023. Students 36, 25 and 34]

The previous initial survey filled by the students at the beginning of the pedagogical intervention determined that most of the classes were focused on paperwork, fulfilling activities from the institutional English workbook. Big part of the students argued that they do not feel motivated in learning English because it was frustrating understand and learn words, but the activities were not engaging enough. To design different EFL activities to encourage students it was relevant to take into account the previous perspectives and dissatisfactions towards learning foreign language such as not contextualized activities and lack of language comprehension.

Primarily, the data gathered described that the designed activities and song material attached to situated practice implemented throughout the pedagogical intervention were captivating and supportive in class of ESL learning; turning the classes into a more active, flexible and participatory space. As stated by Palacios and Chapeton (2014) song activities attached to social

content and situated practice allowed students to express their ideas and opinions in a reassured and polite space, shortening the gap of ESL use. Also, the students present a motivating attitude inspiring them to participate and have meaningful learning experiences. (p. 27). This idea is supported by the following survey fragments:

What i liked most about the activities in class was that they we're different and sociable
What I liked is that they are more dynamic, it's not just writing
Cómo el profesor las hace más interactivas con canciones
Que han sido un poco dinámicas y me gusta cuando debatimos entre todos

[Online Survey #2. Cycle 2: May 22nd, 2024. Students #6, #9, #18 and #22]

These previous asserts reflect the tenth-grade learners' perceptions according to the different designed tasks, worksheets and group work carried out for the purpose of analyzing and deepening in song material, in order to comprehend social and cultural contexts. All of these allowed that tenth grade students were more engaged in using and exploring target language tackling with a more conversational application of EFL materials. All of these differ from grammar and textbook-based activities, commonly used in the classroom, offering active participation and engaging spaces to develop language competences.

Alternatively, the data collected show that musical content implemented with situated practice was dynamic and appealing creating new language teaching strategies, using supporting materials to approach language learning, from a more analytical and critical perspective. These assumptions are illustrated below:

S#1: Pues, me gusta mucho eso que hacían en las sesiones, de que al principio de cada clase como que daban un vocabulario relacionado con la canción que se iba a escuchar, porque en mis clases de inglés,

por lo general, pues, no hacen eso, o sea, solo nos dan como, o sea, sí como unos ejercicios, pero ya, pues, no tienen como, no sé, o sea, no nos dan como una introducción antes de hacer las actividades o algo así. Y, pues, eso también que, digamos que, o sea, no es como una clase, así como aislada del contexto, sino que como que también, o sea, siempre se buscaba como tratar de relacionarlo con cómo era nuestra vida o cómo es el contexto de nuestro país y cosas así.

S#3: Bueno, yo creo que utilizar canciones sí es lo innovador, normalmente los profes no utilizan la música, hacen otro tipo de actividades con las guías o llenamos talleres, entonces realmente lo que fue diferente fue utilizar música, ver los videos y así aprender más vocabulario.

[Semi-structured interview, , May 29th, 2024. Q#5 ¿Qué cosas nuevas o innovadoras o diferentes viste en las actividades?]

The excerpts presented before recognizing the positive influence and impact of using song material with situated and critical activities in EFL learning. Some tenth-grade learners found it attractive to bring into discussion different social phenomena from an interactive practice; using foreign language to learn and improve grammar but also to analyze EFL music material as representation of cultural and collective traits. Song material was key to tackle English competences to expressing learners background and appeal to personal preferences, in a most familiar and experienced study environment.

Data also revealed that implementing songs from the past century and songs from modern times was meaningful for learners as it allowed them to explore new sounds but also help them to contrast different social and cultural traits own from a different period of time. Although students felt active and motivated with the selected songs, the students preferred modern songs due to it being adapted to their own context and they were aligned with personal tastes. However, older songs were attractive in terms of searching for similar social phenomena that are present nowadays. These assumptions are perceived in the following interview fragment:

S#2: me gustaron más las canciones modernas, son parecidas a las canciones que escucho todos los días y también me gusta música similar a Imagine Dragons o the Weekend. Pues, no son tan complicadas de entender y son más sencillas para entender vocabulario. Las canciones viejas sentían que tenían una letra muy larga y después de unos minutos me perdía (...) pero debatir sobre ellas como lo social y eso, fue mucho más interesante.

S#3: Me parece que, con las canciones modernas, porque son las que hoy en día escuchamos, siento que son las que me resultan más familiares.

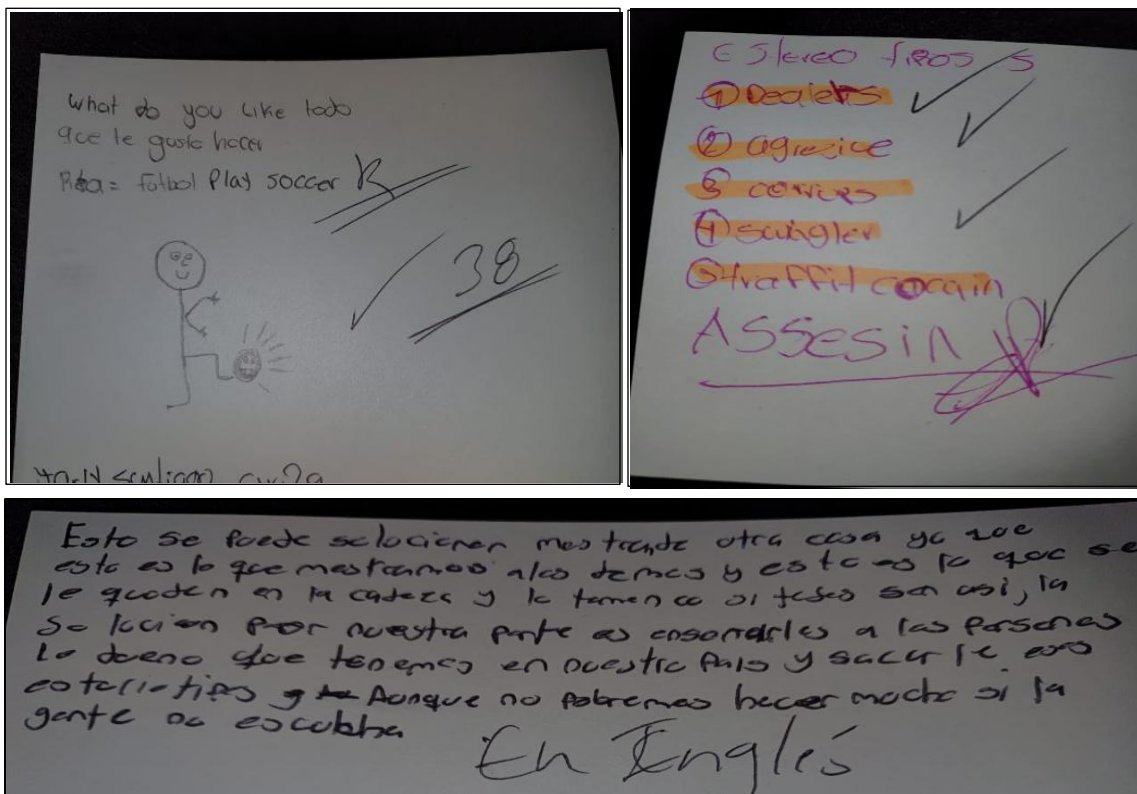
[Semi-structured interview, , May 29th, 2024. Q#9 ¿Has aprendido más con canciones más modernas o con las canciones que eran mucho más antiguas?

These comments reflect the students' perspectives in engagement of song material from different times. They expressed that they were more motivated to modern songs as it was adapted to personal tastes and preferences. Connected to song material that appeals to personal needs allowed learners to feel more encouraged as they enjoyed learning vocabulary in familiar sounds. Nonetheless, students found it significant to analyze older foreign language songs, criticizing and dialoging about cultural and contextual features from past years.

To bring to a close, the implemented activities represented a positive change tackling with English learning. The students found the activities dynamic and active, using language learning beyond grammar exercises. A big number of students found using and learning language according to social, cultural and individual was meaningful since the activities did not explore spread and unrealistic situation that did not correspond with pupils context. Song material stablished an exploratory reach of language, grating the opportunity to adapt song material not only for grammar understanding but also as a mean to adapt EFL learning in more personal, reflective and active environments.

Level of proficiency as a barrier. This subcategory presents different limitations and drawbacks in terms of the implementation of the activities alongside the different barriers in using and domain English competences. Mistakes during the process were important and helpful in order to keep improving in the proposal, but also to determine future strategies; in this case to enhance proficiency in listening and writing skills. As Angraeni et. al. (2024) affirms large class

sizes, teacher centered strategies, and limited traditional resources can affect the quality of language learning and lack of meaningful interaction. As a result, these factors lead learners to develop low self-confidence and foreign language anxiety resulting in a deficient improvement and practice of skills (p. 450). These barriers and drawbacks are evidenced in the following artifact fragments:



[Artifact #12. April 10th, 2024. Page about Colombian stereotypes and solutions. Students #02, #17 and #31]

The previous excerpts illustrates that some learners had many difficulties using written language skills, it is evident that the students had spelling mistakes in different words; as example the terms “agrecive”, “traffit” and “corrupts”. These mistakes illustrated before reflects how the students were limited in correct use of writing competences, despite having in mind the

learned vocabulary, it presented issues at the moment of draft them in paper. Also, it is presented that some pupils were not able to use foreign language to express and assert their ideas; instead, the student used Spanish to establish the solution in the stereotype's activities. The data revealed that use of language encountered difficulties, as some learners were not sure about their English skills and use of structures, so the students sheltered in their mother language to accomplish the activities. It is evident that students were not accustomed to extending their ideas in foreign language or the language domain are not properly developed. As noted in the next excerpt:

(...) while the student were searching for stereotypes in their local context, they was expressing their insights and ideas in flashcards. While almost all the students were writing using English, a student was answering in Spanish. As I asked if she was having problems, she answered: "well teacher, English is not my thing, it is hard for me to write longer paragraphs in English, barely I know yes o thank you". It is noticed that the student preferred to use her mother language rather than deliver a deficient text, even she did not use any support hesitating in what she considered "bad skills."

The previous field note fragments affirms that the students were worried about complete the task even if it means to use Spanish instead foreign language. This implies that the student is not confident about their EFL competences performance, resulting lack of English skills as an obstacle to connect with the activity due to poor English understanding and lack of vocabulary or grammar proficiency. In words of Latchman (2014), barriers of learning are commonly correlated to the social context in which learners are permeated. Also, the pupils face different disabilities in terms of educational contexts and less active pedagogical system (p. 7) such difficulties leads to students to doubt about their confidence in their English level, limit themselves to approach EFL performances (p. 103). The next interview excerpts states what linguistic limitations were perceived:

S#1: Pues, no sé, de pronto, de pronto sí lo que más me complicó, o sea, lo que más se me dificultó cuando estaba haciendo los ejercicios, fue como eso de que como no escuché mucha música en inglés, entonces no entendía mucho las canciones y me tocaba siempre como devolverme o pausarla para

entenderla, y así, pues, poder entender lo que estaba hablando la canción, porque sí, como que el idioma no es algo que maneje mucho así, pues, con tanta fluidez.

S#2: Hmmm... creo escuchar fue muy difícil, muchas veces el ruido ni dejaba escuchar y ya era muy difícil entender las canciones. Reconozco que no entendía las canciones al principio y me toco buscar la letra para traducirla.

[Semi-structured interview, May 29th, 2024. Q# ¿cuál consideras que fueron las mayores limitantes dentro de las actividades y por qué?]

The students assert that listening activities represented a challenge, it was difficult to understand foreign language from audio material. Student 1 expressed that he was not to accustomed to listen music in English, so it was needed to repeat the songs many times. For Student 2 it was too hard to comprehend song lyrics, even for her it was not possible to gather the messages with more tries, so she needed to translate the song by text. The data revealed that low English abilities limits exploration of EFL in interactive material, the students does not enjoy and work naturally in the activities. These drawbacks produce that students do not feel motivated due to its frustration and lack of confidence in using restricted language skills.

To conclude this part, limited language proficiency establish a barrier of participation and understanding of song activities. In terms of writing skills, the students presented spelling mistakes and low development of ideas in written evidence. Also, some students preferred to use Spanish to solve questions or expressing their insights, feeling that their skills are not enough. In listening skills, it was evident that it was too hard for the students to understand the meaning and words spoken in the song-based material. Although English performance was hindered by underdeveloped language skills, the students proposed alternatives and attempted to accomplish and participate in the implemented musical activities.

CHAPTER VI:

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of the current study regarding the main research question and the established objectives. Also, the different implications that arise from the implementation of this project concerning the institution where the pedagogical intervention was carried out, the participants that took part in the research and the researcher. In addition, the limitations of the study are described as well as the suggestions for further research.

Conclusions

This action research project aimed to explore the impact of listening activities based on songs with social content enhancing students' critical listening skills within a framework of situated literacy . The study addressed two main research objectives: to identify the roles of songs with social content in the development of critical listening skills, and to identify students' responses to the implementation of songs as tools for such development.

Concerning the first research objective, the data revealed that the song-based activities served two central roles: a socio-cultural awareness role and a supportive role in EFL learning. From a *socio-cultural role*, the use of songs with social content allowed students to analyze both foreign and local realities, developing socio-critical awareness by reflecting on social and cultural phenomena. The students articulated their understanding through personal insights, arguments, and perspectives, demonstrating an ability to connect language learning with meaningful, real-world contexts.

The supportive role of songs was also significant in strengthening students' EFL skills, particularly in writing and listening. Song-based tasks encouraged students to move beyond basic grammar exercises, prompting more complex written productions tied to their personal

interpretations. Listening skills showed modest improvement, particularly in vocabulary acquisition and general comprehension of song fragments. Although some limitations in listening comprehension were observed, the materials served as a foundation for future oral understanding beyond grammar-focused instruction.

In relation to the second research objective, students' responses to the use of songs with social content were overwhelmingly positive. The learners perceived these activities as engaging, dynamic, and emotionally resonant, which increased their motivation and participation. They felt their identities and preferences were acknowledged, creating a classroom environment where they felt more comfortable and encouraged to contribute—even when their English proficiency was limited. The songs helped bridge the gap between language learning and personal experience, allowing students to express themselves more freely, even using their native language when necessary.

In conclusion, the project demonstrates that incorporating critical and situated pedagogical strategies—particularly those centered on music with social themes—enhances students' ability to understand language as a tool for social inquiry and personal expression. Traditionally used for instrumental purposes, songs have often been underutilized in their potential to foster deep cultural and social exploration. Given their central place in human culture, songs can act as a rich medium for encouraging reflection, critique, and connection. This research supports the view that language learning should be inherently tied to culture and context, helping learners not only to appropriate the foreign language but also to better understand their own realities and engage with global perspectives.

Implications.

Several implications emerged from the implementation of this research. These implications are related to EFL teaching, the school CEDID Guillermo Cano Isaza, the participants of the project, and the pre-service teacher who carried out this project.

First of all, considering the EFL teaching field, it is essential to embrace critical when it comes to think about teaching strategies, methodologies and contents, contextualizing and situating our instructional designs and practices in general. Thus, it is important to take into account the context of the students and the world issues that affect us directly or indirectly. The language classroom should be understood as a space not only to explore structural aspects of the language but mainly to reflect upon the current society and the students' role in it. Moreover, it is fundamental that learners' backgrounds and individual experiences becomes part of the foundations to learn, apply and evolve language competences in the required contexts. Therefore, teaching strategies should be centered not only on grammar and unrealistic situations, but also to using the language to understand, argue and analyze the context, perceiving issues, traditions and behaviors. Also, it is important to emphasize that it is now appropriate to explore more alternatives different from the instrumental focus and grammar-based activities that promote memorization and paperwork; creating more dialogical spaces, fostering students' creativity and boosting each individual's skills.

Second, concerning the implications for the institution, two aspects may be considered; instructional materials and resources and teachers' training. In first place, fostering a situated environment for learning in which the students can criticize, know and compare in order to contextualize ELF learning practices implies that the school provides the materials and equipment needed to use authentic materials and quality resources. Besides, the school needs to

promote the use of different and engaging teaching methods and catching strategies to motivate and engage students, involving their personal experiences. In second place, professional development courses should be provided to teachers about the issues mentioned previously, to guarantee that students' needs and preferences have a place in the classes planning. Teachers training may provide students with spaces to reflect upon their own practices, and the changes education is facing, improving and adapting their teaching strategies to a changing world in which students who become active participants are needed.

Subsequently, the implications for the participants of this project were centered in two aspects. First, the students' environment, needs and preferences are essential for applying and connecting with ELF methods giving them perspective that EFL learning is not limited only to paper and grammar-based classes. Thus, Learners can support themselves in their likes such as music content to develop skills in a comfortable way. Secondly, students' reception and motivation are important in their process. So, the learners may be aware of EFL as spaces of reflection and expression, that English classes are not only limited to grammar activities but to understand that foreign language is a tool to communicate insights and share perspectives in contact with a horizon of other cultures.

Finally, concerning the implications for the pre-service teacher, it is important to highlight that the current research demanded a lot of time, effort and responsibility. The execution and process of this proposal implied demanding aspects such as designing suitable and engaging activities, defining learners' needs and weaknesses, planning active material to promote participation, determining the different resources to project the activities and alternatives and coming to an agreement in general preferences of the group. It was a hard task to apply situated practice since learners are used to grammar-based classes. Besides, it is necessary

for a pre-service teacher and novice researcher to be open minded to be able to implement changes and make adaptations in terms of planning, resources and time. Nevertheless, it was meaningful to change the class perspective and center the methods to a more reflective and thoughtful EFL environment.

Limitations of the study

The development of this study faced different barriers that are worth mentioning here. First of all, the students had interruptions during the class to have breakfast leading that some activities needed to be frequently shortened or removed. This reduction of time limited to address different topics or activities integrally. In addition, the school was having constructions that limited the intervention time even more.

Moreover, access to technology and resources was restricted. The school did not have a general internet connection, so material such as videos or songs were not possible to project in some lessons. Besides, in some classes it was not possible to use TV because the wires and the remote control were locked and stored. It was needed to accomplish the activities with mobile internet watching the videos on the students' cellphones and helping each other's as classmates. The usage of better resources and conditions could have made possible better class development.

Finally, the absence of the tenured teacher due to medical matters affected the development of the activities. The non-attendance of the teacher impeded that students were more engaging to the activities in terms of paying attention to the lessons and exposed a lack of interest, and self-regulation. For example, some learners left the classroom when the English teacher was absent. In addition, the very low level of English caused some frustration because they pupils felt insecure participating. Some learners decided to spend their time on other

activities such as playing soccer outside or playing on their cellphones which was a very difficult situation to be controlled.

Further research

This project offered key findings to identify the role of song-based material in enhancing critical listening in situated literacy, achieving the proposed objectives that were to identify the roles of songs with social content in the development of critical listening skills, and to determine students' responses to the implementation of songs as tools for such development. These proposals were contemplated to bring EFL learning to more contextualized and experiential strategies, taking into account students preferences, society and reality. Nevertheless, this research focuses on critical listening development in situated practice, it would be helpful to develop different EFL literacies within situated practice and develop critical listening within other medias or contents.

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ANNEXES

Annex 1 - Diagnostic test questionnaire and sample.



Universidad Pedagógica Nacional
Licenciatura en inglés y español.
Diagnosis test



ATENCIÓN: esta prueba no será calificable y solo se realiza con el objetivo de analizar su nivel de inglés, siéntase cómodo de responder según corresponda.

1. Lee el texto y responde las preguntas.

Reading section

the eagle and the mother

One morning, a gigantic eagle descended and captured a sleeping child. The entire village mobilized to chase the bird, but the eagle soon landed on a high cliff, and they lost hope of saving the child. A brave sailor tried to climb the slope, but it was too dangerous, he had to give up the idea. An expert mountaineer also tried to climb the mountain and did not succeed either.

Finally, a peasant woman tried to climb the dangerous rocks. Risking her life, she clung to the sheer rocks and bravely climbed until she reached the cliff. then, while the tense spectators waited below with their breath suspended, the peasant woman descended step by step, until finally, amid cheers and shouts of joy from the villagers, she reached the foot of the mountain carrying the child in her arms... she was her mother.

- A. What was the kid doing before the eagle came?
 - a. Playing
 - b. Eating
 - c. Sleeping
 - d. Walking
- B. How was the high cliff?
 - a. Dangerous
 - b. Safe
 - c. Funny
 - d. Calm
- C. Who were the two first people that tried to rescue the kid?
 - a. A carpenter and a chef

Writing section

2. Escribe 5 oraciones usando los temas que has visto a lo largo del curso (past tense, wh questions, modal verbs, adverbs of frequency, comparatives and superlatives, etc) describiendo cosas de tu vida, como hobbies, lugares a donde has viajado, donde vives, tu nombre, etc.

-
-
-
-
-

Listening section.

3. mira el siguiente video "Rumpelstiltskin | Fairy Tales | Gigglebox y escoge la respuesta correcta. <https://www.youtube.com/watch?v=2jiLsCUq1b8>
- the straw is turn in:
 - a) gold
 - b) silver
 - c) diamond
 - Who did the king take to his castle?
 - a) the miller
 - b) a knight
 - c) miller's daughter
 - What did the girl offer to Rumpelstiltskin?
 - a) Mother's necklace
 - b) A candy
 - c) Gold
 - Rumpelstiltskin will help you only if you give him...
 - a) Food
 - b) Gifts
 - c) Money
 - Rumpelstiltskin last request for the girl was:
 - a) Accept a marriage proposal.
 - b) Keep the gold for him.
 - c) Give him her first-born child.

Speaking section

- What is your name?
- Where do you live?
- What is your favorite food?
- How old are you?
- When is your birthday?

Melanny Giselle Gutierrez 403

A) What was the kid doing before the eagle

B) sleeping

R) How was the high cliff?

R) Dangerous

C) Who were the two first people that tried to rescue the kid?

R) A) = savior and a mountaineer

D) Who was the woman that saved the kid?

R) his mother

Write section

only name is Melanny Giselle Gutierrez

OR the sports in special is soccer

OR the climate is yellow

only color favorite is yellow

OR don't like television

Activity 2

A) the straw is turn in

R) gold

B) who did King take take to his castle

at the mill

C) what did the girl offer to Rumpelstiltskin?

R) mother's necklace

D) Rumpelstiltskin will help you only if you give him

R) seven days

Annex 2 – Field note

Field note format	 UNIVERSIDAD PEDAGÓGICA NACIONAL <i>Educadora de educadores</i>
Date	Wednesday, May 22, 2024
Activity:	Song activity “human” by rag n’ bone and “everybody wants to rule the world” by fears for tears”.
Researcher – observer:	Julio Andres Lopez Macea
Objective:	To describe the impact of listening activities based on songs with social content enhancing students' critical listening skills within a framework of situated literacy.
Place - Space:	CEDID Guillermo Cano Isaza
Applied Approach:	Critical Pedagogy
Resources:	TV and Laptop,
Participants:	1003 Group
Description of activities, Relations and Social, and Daily situations.	
Today the class was reduced, and the teacher is still incapacitated so I am alone in the classroom. To start this intervention, I started the class using a survey, evaluating the past cycle and analyzing the students' progress. For that assignment it was used only 20 minutes. Then after the time was up, I started the class with a warming up activity using a virtual tool. The idea was to use a crossword with some vocabulary presented in the songs “human” by rag n’ bone and “everybody wants to rule the world” by fears for tears”. Some of the words presented in the crosswords were: freedom, humanity, personality, society, behavior, among others. After sharing the vocabulary, I wanted to ask to all the students some warm-up questions such as: • How important is diversity in our current world? • Are you indifferent towards some problems that affect people? • Do you think there are more bad people than good people? Yes? Not? Why? Among other questions. Some of the most interesting answers proposed were: • <i>It is important to have diversity; that way, we allow ourselves to tolerate one another. And I feel accepted.</i>	

- *Some students had different opinions — some agreed with being empathetic, while others preferred to focus only on their own problems. Not many feel very attached to other people; some even mentioned they only help if they are helped first.*
- Unfortunately, big amount of students answered that there are more bad people than good people, because the condition of the world. In situations such as: war, hungry, child abuse, corrupted people. Among other problems.

After sharing these answers, it was important to listen both songs. Unfortunately, I could not have access to the tv, so it was necessary to use their cellphones to listen and reading the song. So, it was necessary implementing 20 minutes between the songs. Finally, after listening to the songs I assigned and activity in groups, the first point was focused on comparing both song and the other, they needed to choose a question randomly and answer it with help of the partners. During the activity about the songs “human” and “everybody wants to rule world”, the students were answering random questions regarding the song but also, deepen in the concept of humanity. As they were working in groups, it was necessary to tracking the development of the activity. One of the most prominent groups asked: *Teacher, is my text correct? Are we using the topics right? The students were using basic forms (present simple) with good proficiency, the auxiliars were in the correct order as well. In terms of vocabulary, although they were asked about words that seemed unfamiliar to them, they were able to help themselves using terms present in the songs such as power, freedom, desire, domain, among others. With help from the song and guiding them in the writing process in a comfortable rhythm, the learners were building their compositions.*

The students highlighted that humanity is perceiving a crisis where ambitions and social power are taking control even in a small scale. People are not caring about others, and they mention that it is perceived on the streets, in means of transportation or in the house with relatives. Also, other problems that they mention was the social medias are tearing apart socialization and context with others, were people prefer spend time in cellphones than sharing with friends or being involved with real life. Although, they found that all the situation are not bad at all; There are still people that try to make the situation better, that effort for caring to help world and vulnerable people. People away from ambitions and personal desires.

Some of them were focused until the session finished.

Interpretative considerations/analysis according objectives/research questions.	
• The student could comprehend some words from the two songs, but it was necessary using them previously in the crossword game. • The students were aware about how people are driven by personal goals that surpasses others' wellness. • The learners worked in groups to determine the issues in the past and present about how humanity has changed, a what new challenges arose or have persisted. • The students determined that hyper fixation in social media can contribute for social isolation.	
General commentaries:	• The activity started late due to the second Cycle survey. • There were issues with the TV and internet connection. So, it was necessary for the students to use their cellphones. • The activity needed to be shortened due to receiving activities to finish the period.

Annex 3 – survey #1


UNIVERSIDAD PEDAGÓGICA NACIONAL
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN INGLÉS Y ESPAÑOL

Investigador: Julio Andrés López Macea

la encuesta a realizar tiene como propósito la recopilación de información para el proyecto de investigación. Cuyo enfoque es "el uso de la música e implementación de canciones para el desarrollo de competencias en lengua extranjera" por lo tanto, agradezco su participación y al realizar esta prueba contamos con su consentimiento para tratar la información que aquí usted comparte. Cabe resaltar que no se usara la información para motivos externos más que para desarrollar este proyecto investigativo.

Nombre del estudiante: Sara Dayana Jiménez González

Edad: 14 **Curso:** 903

1. ¿Qué tanto te gusta la música en inglés?

☒ a. mucho

☐ b. más o menos

☐ c. poco

☐ d. no me gusta en lo absoluto.

1.1 ¿en qué momentos del día te gusta escuchar música?

Todo el día (literalmente)

Powered by  CamScanner



1.2. Si respondiste no, ¿por qué no te gusta la música en inglés?

2. ¿Cuál es tu género favorito?

Pop, rock en español, electrónica, nightcore

3. Nombra 5 bandas/artistas musicales que más te gusten.

Cuarteto de Nos, Miranda!, Britney Spears, Marina and the Diamonds y Lerejoy.

4. Cuando escuchas una canción en inglés, ¿qué tanto entiendes de la letra?

a. Entiendo toda la letra.

b. Entiendo gran parte de la letra.

☒ c. Mas o menos entiendo parte de la letra.

d. No casi nada de la letra.

e. No entiendo nada de la letra.

5. En tus clases de inglés, ¿la docente realiza actividades con música?

a. Si

☒ b. No

Si respondiste si, ¿cómo las desarrolla?:

6. ¿Cuál habilidad en inglés se te dificulta más?

a. Habla (speaking)

b. Escucha (listening)

☒ c. Lectura (Reading)

d. Escritura (writing)



7. ¿Qué actividades hacen usualmente en el salón de clase respecto al área de inglés?

listening, practica de pronunciación y escritura

8. ¿Cuál es el mayor obstáculo que encuentras a la hora de aprender inglés en colegio?

a. No me motiva el inglés.

b. No practico.

c. No hay materiales adecuados.

☒ d. Interrupción de clase. (ruido, hora de lunch,

e. Otros ¿Cuáles?:

Annex 4 – Survey #2 (online)

Encuesta #2 final ciclo 2

Esta encuesta es de uso institucional y es realizada con fines investigativos. Lea muy atentamente las preguntas dadas y responda de manera franca. Los datos y respuestas aquí presentes no serán compartidos de forma externa.

julioandreslopezm@gmail.com [Cambiar de cuenta](#)



No compartido

* Indica que la pregunta es obligatoria

Nombre del estudiante *

Tu respuesta

¿cual de las tres actividades con las canciones vistas te pareció mas interesante? *

- ☐ War (Sunday Bloody Sunday)
- ☐ Love (it's Friday I'm in Love)
- ☐ Society (Land of Confusion)

¿Que es lo que mas te ha gustado de las actividades? *

Tu respuesta

De las opciones siguientes en que es lo que más ha tenido dificultad: *

- ☐ Uso del Inglés
- ☐ Comprensión del mensaje de la canción
- ☐ Desarrollo de las actividades

¿Que es lo que no te ha llamado la atención de las actividades realizadas? *

Tu respuesta

¿Consideras relevante y/o interesante analizar la canción, y no solo escucharla? *
¿si? no? ¿porque?

Tu respuesta

¿En que aspectos consideras que has mejorado? *

Tu respuesta

¿Que recomendaciones, sugerencias u observaciones podrias dar de acuerdo a las dinamicas/actividades? *

Tu respuesta

Para una futura actividad, ¿Cual es tu canción favorita? *

Tu respuesta

Annex 5 - Students' semi-structured interview transcription.

Semi-structured interview Student #1	
Interviewer: Julio Andres Lopez Macea	School: CEDID Guillermo Cano Isaza I.E.D
Group: 1003	Date: May 29 th , 2024.
Interview.	
Ok, muy buenos días, aquí soy Julio López, profesor de pre-servicio de la Universidad Pedagógica Nacional y bueno, hoy estamos con una entrevista, entrevistando a estudiantes del grado 10-3 del Colegio Guillermo Cano Isaza. Entonces, por motivos de confidencialidad, no revelaremos nombres, solamente los nominaremos como estudiante 1, 2, 3, etc. Bueno, entonces, ¿edad? 15 años. ¿Curso? 10-3. Muy bien, bueno, entonces, la primera pregunta, ¿en qué ámbitos consideras que tus habilidades de inglés sean favorecidas con las canciones? Siento que he tenido como un poquito de mejora, en el sentido de que cuando escucho las canciones, soy como más, o sea, se me hace más fácil relacionar las palabras que estoy leyendo de la letra de las canciones con lo que está diciendo el cantante, y pues eso me permite como saber más o menos, o, así como darme una idea de lo que está diciendo, y pues así es más fácil como entender la canción en sí. De acuerdo con las canciones que trabajamos, ¿cómo crees que el mensaje de las canciones se relaciona con tu contexto? Bueno, pues de la que más me acuerdo es esa que se llama Sunday Blue Sunday, que creo que trataba sobre una guerra que hubo en Europa, creo, y pues creo que esa es la relación. Se relaciona mucho con nuestro contexto, con el contexto de nuestro país, porque como tal Colombia es un país que está mucho en guerra, y siempre estamos como en conflicto armado, y siempre pasan cosas, así como con los grupos armados, y siento que en ese sentido pues se relaciona mucho con lo que narra la historia, y lo que, pues sucede en nuestro contexto, es decir, en las ciudades donde hay conflictos y todo eso. Bueno, tercera pregunta. ¿Consideras que la selección de canciones fue adecuada? ¿Lograste conectar con alguna? ¿O te hubiera gustado, no sé, reemplazar una, cambiar otra, sugerir alguna?	

Pues, la verdad es que no suelo escuchar música así en inglés, entonces pues, o sea, no sé, yo creo que ya es cuestión como de mis gustos, pero pues una que me gustó mucho fue la única rap que hubo, que fue como la que más escuché. Sí, sí, o sea, la que más entendí, con la que más me relacioné, también porque ya la había escuchado antes, pero pues sí, y si hubiera cambiado alguna, pues la verdad no, como no escucho mucha música en inglés, pues no sabría tampoco por cuál se podría reemplazar alguna, entonces no.

¿Cuál consideras que fueron las mayores limitantes de las actividades? ¿Por qué? O sea, problemas con el idioma, ¿no te gustaban las canciones, las actividades eran muy complejas, no se entendían, listo? ¿Algunas limitantes?

Pues, no sé, de pronto, de pronto sí lo que más me complicó, o sea, lo que más se me dificultó cuando estaba haciendo los ejercicios, fue como eso de que como no escuché mucha música en inglés, entonces no entendía mucho las canciones y me tocaba siempre como devolverme o pausarla para entenderla, y así, pues, poder entender lo que estaba hablando la canción, porque sí, como que el idioma no es algo que maneje mucho así, pues, con tanta fluidez.

¿Qué cosas nuevas o innovadoras o diferentes viste en las actividades?

¿Cómo las diferenciarías o qué tan diferentes son de las actividades respecto a tus clases normales?

Pues, me gusta mucho eso que hacían en las sesiones, de que al principio de cada clase como que daban un vocabulario relacionado con la canción que se iba a escuchar, porque en mis clases de inglés, por lo general, pues, no hacen eso, o sea, solo nos dan como, o sea, sí como unos ejercicios, pero ya, pues, no tienen como, no sé, o sea, no nos dan como una introducción antes de hacer las actividades o algo así. Y, pues, eso también que, digamos que, o sea, no es como una clase, así como aislada del contexto, sino que como que también, o sea, siempre se buscaba como tratar de relacionarlo con cómo era nuestra vida o cómo es el contexto de nuestro país y cosas así.

¿De qué manera ves las canciones como una forma de expresión para problemas sociales, cotidianos o individuales?

¿Cómo logras percibir eso dentro de las canciones?

Pues, en la que más pude notar como algo así fue, por ejemplo, en esa rap que escuchamos, la de Human, porque, pues, más o menos siento que trata como un problema muy individual y es como eso de que, o sea, muchas veces sentimos que por cosas del colegio o de cosas que nos pasan en la casa y cosas así, pues, no, o sea, como que no vamos a poder o cosas así., Y siento que la canción habla mucho acerca de eso, como de un problema personal que tienen todos, siento, en algún punto de la vida. Y es así como de... Pues, sentirse como que, no sé, o sea, como que uno no está cumpliendo o como que no está rindiendo bien el colegio y cosas así, o sea, que siento que como que habla mucho de ese problema personal que todos tienen.

¿Cómo consideras que las canciones fueron un soporte para identificar y manifestar problemas sociales?

S1: Pues, algo que me gusto es que las canciones uno las analizaba para ver que querían decir, era menos aburrido que traducir una palabra. Pues la verdad me ayudaron un poco a relacionar lo que pasa en el país y como nos ven en otras partes. En mi opinión, los problemas de violencia y la droga como que hace que la gente crea que es así. Pues, el problema es que pasa algo malo todos los días y la sociedad ya es así.

Ya enfocado, digamos, no a algo más general,

sino ¿qué aspectos de escritura o de escucha consideras que,

¿qué aspectos de escritura o de escucha consideras que has desarrollado en el desarrollo de las actividades?

Pues, es lo mismo que estaba diciendo, creo que ahorita, o sea, lo que siento que como que más me ayudó o lo que más pude como mejorar desde que hacemos las actividades es eso de que cuando escucho ahora las canciones puedo identificar más ciertas palabras que ya, pues, había como visto en clase. Porque a veces me pasaba mucho que, digamos, en las clases, cuando nos ponían a hacer eso de escuchar audios o cosas así, como que escuchaba muchas palabras, pero no sabía, y como saber cuáles

eran esas palabras que estaban sonando. Entonces, en las clases sí pude como relacionar más con las letras de las canciones, cuando veía la letra de la canción, saber qué palabra era la que estaba diciendo el cantante. Entonces, eso creo que es como lo que más mejoré a la hora de escuchar, pues como que saber más o menos bien qué palabra es la que están diciendo, por decirlo así.

Pero ¿también has escuchado, no sé, digamos, en la escucha o puedes reconocer, digamos, esa palabra cuando te la hablan o aún es muy difícil?

Pues, todavía es muy difícil, digamos, si me la hablan, si no puedo ver cómo la letra o la palabra en sí leerla mientras la dicen, creo que no la podría, pues, saber cómo, o sea, si no sabría identificar la palabra que es.

¿consideras que has aprendido más con canciones más modernas o con las canciones que eran mucho más antiguas?

Pues la verdad me era muy igual, por lo que he venido diciendo, no entiendo muchas cosas en inglés. Pero ya por gustos, me gustaron las modernas. Casi siempre escucho música así, como el hip hop moderno como Eminem más o menos.

Ok. Y, bueno, ya para finalizar, ya la última pregunta.

¿Cómo calificarías el desarrollo de las actividades?

¿Qué recomendaciones, qué aportes brindarías? ¿Estuvieron, no sé, me gustaron, fueron, estuvieron difíciles, siento que hubo algunas complicaciones? Danos tu opinión.

Pues a mí me gustó mucho las actividades que hicieron. Que, pues, sí, no sé, o sea, siento que fue algo diferente y, pues, siempre es como, bueno, variar en ese sentido, como las clases o cosas así.

Y algo que pronto se podría mejorar, siento que podría ser, no sé, de pronto a la hora de escuchar las canciones, pues, era un poquito tedioso eso de que, digamos, algunos compañeros, cuando no había televisor, pues, que no tenían internet o cosas así y, pues, era más difícil que todos pudieran escuchar como la canción. Entonces, siento que de pronto, sí, obviamente. Si hubiera una forma de ahí como de que pudieran como traer la canción ya para que todos la puedan escuchar, pues, sería también un poquito más fácil.

Annex 6 – Artifacts



Alcalá for
Sonia Payan Jimenez Gonzalez
Arise David Brena Wilson
Javier Jessy Carolina Malin
Dulce Eugenio

10-03

The song is related to our image in the part of children because we can see how wars can destroy childhood, kill children without letting them live their lives or damaging them physically. In addition, to this, entire families and communities are also destroyed for political, social and economic ideals.

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furthermore, promoting education that fosters respect, inclusion and cultural understanding can help overcome stereotypes and build a more tolerant and diverse society.

Stereotypes Colombia

- 1- That all colombian are lover of salsa and music
- 2- That all colombian are expert cumbia dancer
- 3- That all colombian are coffee fanatics
- 4- That colombia is a dangerous country due to drug traffickers
- 5- That colombians speak with a very distinct accent
- 6- That all colombians are extremely passionate
- 7- That colombian food is excessively spicy
- 8- That all colombians are soccer enthusiasts
- 9- That colombia is a tropical and hot country everywhere
- 10- That all colombians are experts in preparing and dancing salsa

*Bacaj Taticas, Velez, Dajazano

- * Well-known Bolivar is more dangerous than all of Bogotá.
- * Foreigners call us bad people. People
- * People say that Colombian women are the most beautiful
- * That we from Colombia are corrupt
- * That we only have one accent which is false

* we have to stop being ignorant and know much more about the culture than there in Colombia and stop inventing stereotypes

48

To stop stereotypes of Colombia it is important to promote diversity and positive representation in the media and popular culture. This involves promoting the visibility of the different regions, cultures and traditions of the country.

45

Awareness and sensitization: In the 1980s, awareness about abuse, especially domestic abuse and gender-based violence, was limited.

Legal advances and public policies: In the 1980s, these laws and policies were less developed.

Awareness and sensitization: Today, there is greater awareness and greater recognition of these problems, which has led to an increase in reporting and intervention.

Legal Advances and Public Policies: In many countries, specific laws and policies have been implemented to address abuse in all its forms. This has allowed for greater protection of victims and greater persecution of aggressors.

Universidad Pedagógica Nacional
Licenciatura en inglés y español.
CEDID Guillermo Cano Icaza

20/22

Name: Zhacicks Yelena Iustan Sorathia Course: 903
Date: 2 October 2023

1. Answer the next questions!

- What is your favorite song? Conquistador
- Why is your favorite? For the meaning of the letter
- What is your song about? Of love
- Explain why is the song important in your life? Why dedicate it to an important person
- How much you understand that song? A lot, I understand all the lyrics

2. Listen the song "radioactive" by imagine dragons and pick up 10 words you may recognize.

<u>Waking</u>	<u>surprise</u>
<u>sweat</u>	<u>Paralyzed</u>
<u>chemicals</u>	<u>straight</u>
<u>breathing</u>	<u>cracks</u>
<u>Enough</u>	<u>bro w</u>

3. Watch the video from the song and describe it with sentences. try to use comparatives/superlatives.

- the purple monster is stronger than the other stuffed animals
- the smart monster beats the purple stuffed animal
- the girl with blue eyes is prettier than the rest
- the man with his the keys has more power than the
- everybody looks more scary with the purple monster than the other stuffed animals
- they count how many times the purple stuffed animal wins over the other monsters
- the purple monster has much more freedom than the other stuffed animals

Annex 7 - Consent formats

 UNIVERSIDAD PEDAGÓGICA NACIONAL LA UNIVERSIDAD DE LA EDUCACIÓN	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
	Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
Yo, _____, identificado con C.C. ☐ C.E. ☐ No.
_____, expedida en _____, representante legal del menor
_____, identificado con T.I. ☐ NUIP ☐ No.
_____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento; salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

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² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 8 – Lesson Plan

Lesson plan N°8: HOW MUCH HAS THE AMERICAN SOCIETY CHANGED?

Lesson plan: 8	Session: 1 to 2.	Time: 120 minutes each 8:00 am to 9:55 am
Grade: tenth.	Institution: CEDID Guillermo Isaza Cano	
Date: May 29, 2024		
English teacher: Gloria Sofia Vergara Pre-service teacher: Julio Andres Lopez Macea		
Suggested language: • <u>Puzzle with Vocabulary about social issues: bullets, revolution, racism, discrimination. Money, among others.</u> • <u>Time tenses and modal verbs (verb to be, simple progressive, present simple and progressive)</u> • <u>Sentences and fill the gap phrases to set different words from the puzzle and presented in song material: I am walking on the streets, with money you can buy things, the blood runs through our veins. This work will be focused on the use of mixed tenses.</u>		

Objectives:
• Compare different elements and issues about the American society according with songs “this is America” and “Washington bullets” from past and modern times.
• Associate their own context with the current or the past worldwide situation, considering the songs’ meaning
• Determine what things have been a constant issue in the American and our own culture.

Procedures	
TIME 25 minutes	• Greetings and welcome to the class. • Attendance calling WARM UP: VOCABULARY PUZZLE, SURVEY, AND VIDEO.

At the start of the class before we start the activities, it will develop a survey to evaluate the last cycle of the intervention. The idea is to gather final feedback to determine the process compared to the last cycle, how things improved or kept limited.

SURVEY:

<https://docs.google.com/forms/d/e/1FAIpQLSekifYmMLyBRWMRXrCkU59xB11coyflJk3-C58oz2SkcFryQ/viewform>

After the survey, a word puzzle with vocabulary regarding American issues in their society will be presented. Also, the words are presented in both songs. The vocabulary is focused in American culture problems such as discrimination, violence, money and human rights. American society is important in this lesson as it is one of the most important and recognizable English spoken countries; Thus, it is necessary to perceive and analyze what is happening then and now in term of culture. The puzzle will be developed in learners' cellphone using the following link:

https://puzzel.org/es/wordseeker/play?p=-Nz1fiu85wT_kxLoF9xS

The idea is to develop the puzzle in 10-15 minutes, individually. The first five students who complete the puzzle have 5.0.



Language performance: filling the gaps/hangman game and support video

For the next activity, vocabulary from the puzzle will be used. The students will implement learned vocabulary to complete different sentences in form of a hangman. These sentences will be focused on social situations to be or encourage a critical perspective regarding American culture. Thus, the sentence are:

- I am walking on the _____ (Street)
- with _____ (money) you can buy a lot of things.
- the _____ (blood) runs through our veins.
- the _____ (tools) are made for fixing and support man's working.
- technology is _____ (fitted) for human's needs and commodities.

	Before continuing to the next activity, a support video will be projected. It is called “Critical race theory: Experts break down what it actually means” to keep deepen in different issues in the American culture. This video will show to students, one of the most important and strongest issues in USA, the persistence of racisms and discrimination patterns
25 minutes	Song demonstration: This is America and Washington Bullets After the sentences and their solutions, it will be playing the songs “This is America” By childish Gambino and “Washington bullets” by the clash. Both songs handle some critic or perspective about some issues as racism or international intervention regarding USA social behavior and political mechanism. In this case, it is necessary to use the T.V. to present the song to students; only two times by listening without text support. However, students will be allowed to use their cellphone to repeat the songs with their groups if it is necessary. In terms of critical listening, the song will be addressed under intention analysis were learners determine what is the purpose of the song; the songs is a manifestation of feelings, a protest or the message is not clear at all. In other hand visual association support the song listening, using the song video, the support multimedia and mural’s making.
50 minutes	Final activity: • The final activity is going to be divided on two parts: The first part consists in a roundtable sharing some answers or opinions about both songs: • What was each song about? • What social issues did you find in the songs? Has it persisted until nowadays? • What factors do you consider instigating people to discriminate the different people? After the question, with the material required from the last class the student using the song and the discussion they are going to make a mural using drawing and phrases. This visual material must be related with the perception and the political criticism made during the lesson. Some recommended themes regarding the principal topic are violence, racism, discrimination, equality, freedom and cultural identity. But the students can work with their own Issues. It is recommended to use card box paper or card paper to illustrate the mural. Also, to avoid problems with space, it will be considered to go out from the classroom and take advantage of the space.

15 minutes	Final remarks Final reflections, from the students and me towards the war and the impact in the world or people's life. • Time to give the space to the teacher. • Close the class and parting.

Annexes:

Song:

- "THIS IS AMERICA" <https://www.youtube.com/watch?v=Q6DlcfacMos>
- WASHINGTON BULLETS: <https://www.youtube.com/watch?v=hYDhg5tDoIw>
- support video: Critical race theory: Experts break down what it actually means.

https://www.youtube.com/watch?v=svj_6w0EUz4

Filling the gaps worksheet:

SENTENCES

- oraciones: I am walking on the _____ (Street)
- with _____ (money) you can buy a lot of things.
- the _____ (blood) runs through our veins.
- the _____ (tools) are made for fixing and support man's working.
- technology is _____ (fitted) for human's needs and commodities.