

**SONG-LYRICS BASED LESSONS WITH CONTROVERSIAL ISSUES TO FOSTER
PRODUCTIVE LANGUAGE SKILLS INTERACTION IN THE EFL CLASSROOM**

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UNIVERSIDAD PEDAGÓGICA NACIONAL

SCHOOL OF HUMANITIES

MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS

BOGOTÁ

APRIL 2020

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UNIVERSIDAD PEDAGÓGICA NACIONAL

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NOTE OF ACCEPTANCE

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RAE

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2. Descripción
<p>La presente investigación, expone los métodos y resultados del uso de lecciones basadas en canciones con temas controversiales, como un recurso en la clase para el mejoramiento de la interacción en el aula de inglés como lengua extranjera; particularmente, en estudiantes de grado noveno, del Colegio José Max León, ubicado en Cota, Cundinamarca. Teniendo en cuenta los aportes del modelo dialogante interestructurante promovido por la institución, así como la filosofía ética y pedagógica que allí se promueve y que busca conectarse con los conceptos de respeto, autonomía, honestidad y responsabilidad crítica; una metodología basada en temas controversiales abordados a través de canciones fue aplicada, con ayuda de los medios tecnológicos ofrecidos por la institución. La recolección y análisis de datos mostraron que la metodología utilizada, fortalece las habilidades más necesarias a la hora de interactuar en el aula de inglés como lengua extranjera: motivación, sensación de dominio de la lengua, uso de vocabulario, disminución de la ansiedad al participar en clase, etc. Para terminar, el documento ofrece una serie de recomendaciones para el uso apropiado de esta metodología.</p>

3. Fuentes
<p>En el presente trabajo se citan 48 fuentes. Aquí se presentan las diez fuentes de mayor relevancia:</p> <p>Barton, K., & McCully, A. (2007). Teaching controversial issues... where controversial issues really matter. <i>Teaching history</i>, (127), 13.</p> <p>Brown, H. D., & Lee, H. (1994). <i>Teaching by principles: An interactive approach to language pedagogy</i> (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.</p> <p>Chen, Y. C., & Chen, P. C. (2009). The effect of English popular songs on learning motivation and learning performance. <i>WHAMPOA-An Interdisciplinary Journal</i>, 56, 13-28.</p> <p>Clarke, P. (2005). Teaching controversial issues: A four-step classroom strategy for clear thinking on controversial issues. <i>BCTF/CIDA Global Classroom Initiative 2005</i>.</p> <p>Cuestas Cifuentes, Marlén. (2006). Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production. <i>Profile Issues in Teachers' Professional Development</i>, (7), 47-58. Retrieved October 25,</p>

2018, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100004&lng=en&tling=en.

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Manual de convivencia. (2018). 61st ed. [ebook] Cota, Cundinamarca: Colegio José Max León. Available at: <https://josemaxleon.edu.co/wp-content/uploads/2016/12/Manual-de-Convivencia-2018-2019.pdf> [Accessed 18 Nov. 2018].

Palacios, N., & Chapetón, C. M. (2014). Students' Responses to the Use of Songs in the EFL Classroom at a Public School in Bogotá: A Critical Approach. *GIST Education and Learning Research Journal*, 9, 9-30.

4. Contenidos

El presente trabajo se divide en seis capítulos:

El primer capítulo, presenta el contexto interno y externo del Colegio José Max León, haciendo uso del PEI, misión, visión y modelo pedagógico. Además, expone una delimitación de la población objeto de estudio con su respectivo diagnóstico, el planteamiento del problema, la pregunta problema proveniente de la observación, los objetivos de la investigación y finalmente la justificación del trabajo.

En el segundo capítulo, se encontrarán los fundamentos teóricos de la investigación como lo son el estado del arte y el marco teórico.

En el tercer capítulo, se alude al diseño metodológico, que a su vez expone el tipo de investigación, los instrumentos de recolección de datos, unidades de análisis y las consideraciones éticas a tener en cuenta al llevar a cabo un proceso investigativo.

En el cuarto capítulo, se muestra la propuesta pedagógica realizada por el investigador, donde se explica por etapas el procedimiento para el diseño pedagógico y la malla curricular propuesta para el desarrollo de la fase de intervención.

En el quinto capítulo, se hace un detallado análisis del producto de la investigación, así como los descubrimientos hechos en el aula. Finalmente, el sexto capítulo delimita las conclusiones, las implicaciones pedagógicas, limitaciones del estudio, las posibles investigaciones que se pueden generar en el futuro y las recomendaciones pertinentes para el uso de la metodología planteada en la presente investigación.

5. Metodología

El presente trabajo de grado, argumenta su metodología bajo los principios de la investigación-acción. Dentro de estos parámetros, la investigación cumplió con varias fases, a nombrar: La primera etapa, está relacionada con la observación, allí se utilizaron varios instrumentos como un test diagnóstico, diarios de campo y una encuesta que ayudaron a formular el problema alrededor del cual gira la investigación. Una segunda fase, fue la planeación; gracias a la observación hecha dentro del aula y teniendo un problema establecido, se realizó la planeación de una propuesta pedagógica que respondiera a las necesidades inmediatas de los estudiantes. En tercer lugar, se realizó la fase de intervención, donde fueron aplicadas las lecciones de clase basadas en música y temas controversiales; estos datos fueron recolectados por medio diarios de campo, transcripciones de audio de algunas sesiones de clase y diarios creados por los

estudiantes. Finalmente, las etapas de reflexión y análisis de datos fueron llevadas a cabo por medio del análisis de los datos recolectados, llevando a evidenciar el impacto del uso de la metodología utilizada, en el fortalecimiento de la interacción en aula.

6. Conclusiones

El objetivo principal de la presente investigación fue identificar los factores que influyen en la interacción de los estudiantes en el aula de inglés como lengua extranjera, cuando se implementan lecciones basadas en música con temas controversiales. Después de implementar la metodología propuesta y analizar los resultados de los datos recopilados, se pueden exponer las conclusiones:

Primero, los estudiantes sintieron una gran afinidad con la música presentada en las lecciones, así como con los temas controversiales propuestos. Esto, les ayudó a hacer una reflexión efectiva, tanto oral como escrita. El factor musical es alentador y motivador, ya que los estudiantes se sienten cercanos a algunas canciones y se apropian del discurso dado en esas letras a un nivel personal. Por lo tanto, la interacción se llevó a cabo gracias a las lecciones proporcionadas, el uso de la música y los temas controversiales elegidos.

Segundo, el impacto principal de la metodología propuesta es concebir la posibilidad de usar y permitir a los estudiantes percibir la clase de inglés como un vehículo para aprender lecciones valiosas y útiles para sus vidas, mientras mejoran sus habilidades orales y escritas sin darse cuenta de ello, pues consideraron que las actividades eran divertidas y con gran impacto o significado profundo.

Tercero, exponer a los estudiantes a la metodología propuesta los hizo conscientes de su propio intercambio constante de ideas y sentimientos, al tiempo que los involucró en nuevas perspectivas y formas de ver el mundo a través de sus compañeros y las letras de las canciones proporcionadas, de las cuales estaban a cargo de analizar.

Cuarto, los estudiantes decidieron qué decir o escribir, cómo y cuánta intervención y participaciones hacer, lo que terminó ayudando a su trabajo autónomo y grupal.

Finalmente, los estudiantes discutieron más y participaron cuando se sintieron escuchados y seguros en el aula. Cuando se respetaban sus ideas. Por lo tanto, el papel del maestro era proporcionar ese ambiente para que los estudiantes desarrollaran sus ideas y comenzaran a construir argumentos ayudados por sus compañeros. En este asunto, los temas controversiales fueron de gran ayuda para mantener motivados a los estudiantes.

Aquí, los factores socioculturales y afectivos desempeñaron un gran papel en la interacción de los estudiantes con sus compañeros y el maestro, ya que el aporte proporcionado fue significativo y los hizo sentir relajados.

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Revisado por:	Jair Ayala

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Abstract

The present project is aimed at analyzing the impact of the implementation of song-lyrics based lessons with controversial issues in the fostering of EFL students' productive language skills interaction, particularly in 901 graders' at José Max León School.

In terms of the Common European Framework (CEFR) and having in mind the latest experience with this same group in seventh grade, the students' level of English in general was A2 and should be established as B1 at the end of ninth grade, academic year in which the target population is at the moment. As the participant's teacher, class observations evidenced that, although students have in general good management of English communicative skills, interaction in the classroom is always expected to be directed by the teachers and is particularly contaminated by classroom planning and management, leading students to be second hand participants in their own learning process. Having in mind students' motivation in class when listening to songs, the implementation of song-lyrics based lessons and the approach to controversial issues, had as purpose to foster students' productive language skills interaction, by collecting data through diaries, audio recordings and field notes.

It is expected with the present research that students identify, understand and put into action interactional skills required for every moment of their learning process, not only while interacting in English, but during their academic life as well. This may yield fresh insights for implementing song-lyrics based lessons with controversial issues in EFL classrooms, making students aware of their own processes of learning.

Key words: Music; Songs; Lyrics; Controversial issues; Interaction; EFL.

Resumen

El presente proyecto tiene como objetivo analizar el impacto de la implementación de lecciones basadas en canciones y temas controversiales para fomentar la interacción de habilidades lingüísticas relacionadas a la producción en estudiantes de inglés como lengua extranjera, particularmente en estudiantes del grado 901 en el Colegio José Max León.

En términos del marco común europeo (MCER) y teniendo en cuenta la última experiencia que tuve con este mismo grupo en grado séptimo, el nivel de inglés de los estudiantes en general, era de A2 y debía constituirse como B1 al finalizar grado noveno, año académico en el que la población de estudio se encuentra en este momento. Las observaciones evidenciaron que, aunque los estudiantes en general tienen un buen manejo de las habilidades comunicativas en inglés; siempre se espera que la interacción en el aula sea dirigida por los maestros y está demasiado contaminada por la planificación y el manejo del aula, lo que lleva a los estudiantes a ser participantes de segunda mano en su propio proceso de aprendizaje. Teniendo en cuenta la motivación de los estudiantes al escuchar canciones en clase, la implementación de lecciones basadas en música y el enfoque de temas controvertidos tenían el propósito de fomentar las habilidades de interacción de los estudiantes, mediante la recopilación de datos a través de diarios, grabaciones de audio y notas de campo.

Con la presente investigación se espera que los estudiantes identifiquen, comprendan y pongan en práctica las habilidades de interacción requeridas para cada momento de su proceso de aprendizaje, no solo del inglés como idioma extranjero, sino en general de su vida académica. Esto puede proporcionar nuevas ideas para implementar lecciones basadas en canciones con

temas controversiales en las aulas de inglés como lengua extranjera en colombiana, lo que hace que los estudiantes conozcan sus propios procesos de aprendizaje.

Palabras clave: música; Canciones; Problemas controversiales; Interacción; EFL

Introduction

Nowadays, learning a foreign language has become relevant in terms of work, study and everyday life. The ability to speak more than one language is more than just a social advantage, as it helps improving cognitive skills related to language and fights diseases such as dementia. According to Kalkan (2014), individual's cultural experience creates greater tolerance and open-mindedness. Thus, it is possible to say that learning a "new" language modifies and motivates social interaction by having the opportunity to engage and be a part of different scenarios throughout life.

Students nowadays have access to many sources of information that allow them to convey the way they perceive the world and associate with those individuals they find similar; especially when those individuals belong to a particular social group, like urban tribes and groups related to music.

In addition, it is widely accepted that music can be used as a tool to foster vocabulary learning and listening skills in the EFL classroom, as suggested by Lo and Li (As cited in Schoepp, 2001) who claimed that songs provide a break from classroom atmosphere in which the four language skills can be enhanced, as the enjoyment aspect of learning language through songs is directly related to affective factors (Schoepp, 2001). However, there has been little inquiry into how songs are portrayed in regards to social interaction. This paper seeks to provide new insights into the ways in which students interact in the classroom when song-lyrics based lessons with controversial issues are implemented.

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CHAPTER ONE: CONTEXT AND PROBLEM

1.1. CONTEXT.

As part of the context in which the present research takes place, it is important to mention that Cota is located in Cundinamarca, in the province of Sabana Centro. Composed by the urban area that includes a couple of neighborhoods and its 8 lanes: La Moya, Cetime, El Abra, Pueblo Viejo, Parcelas, Rozo, Vuelta Grande and Siberia. Additionally, it connects the west of the savannah with the municipalities of the north (Chía, Cajicá, Tocancipá, etc.)

Cota is known as the Colombian indigenous capital, because most of the aboriginal Chibcha settlements were closer to this territory. Chibcha (Chibcha people, 2020) were

South American Indians who at the time of the Spanish conquest occupied the high valleys surrounding the modern cities of Bogotá and Tunja in Colombia. With a population of more than 500,000, they were notable for being more centralized politically than any other South American people outside the Inca empire. (p. 1)

Cota is close to Bogotá City along one of the most important access roads to the capital (Calle 80 / Autopista Medellín), and according to its current government (Cota, 2017) it offers a strategic location for industrial activities, which has caused a phenomenon of suburbanization throughout the town. Thus, it is visible how the urban area has been growing towards the north and towards the south and transforming the rural land into residential groups of high socio-economical strata, some of which are very close to the Bogotá River.

Given its proximity to Bogotá, thanks to its quiet environments, many schools have settled in Cota with their facilities; one of them is the José Max León school, which is located in Parcelas 21, 2.7 kilometers near Siberia. It is a private institution, secular, co-educational, legally approved by Ministerio de Educación Nacional (MEN) and Secretaría de educación de Cundinamarca, which is part of the formal education system, teaching at the levels of Preschool, Basic (Primary and Secondary) and Media in the academic modality.

The school (Manual de convivencia, 2018) states that building a community needs to be based on the Ethics of care, and directs its philosophy towards this statement. It implies the active role of each member within the institution to promote respect, autonomy, honesty and critical responsibility. Furthermore, the school attempts to educate children under 3 principles: 1. Caring for yourself; 2. caring for the other and 3. caring for the public.

In regards to its mission, José Max León School promotes the development of people with Critical Responsibility, based on the integration of the rights of feeling, knowing and doing, in order to construct a project of integral and ethical life, that allows the personal development and the transformation of the environment (Manual de convivencia, 2018).

In contrast, its vision states that the School will be a bilingual institution recognized as a reference in terms of training, by 2023, thanks to constant innovation and the culture of continuous improvement with high standards of quality, viability and sustainability, reflected in its Pedagogical proposal of integral Development (Manual de convivencia, 2018).

The Pedagogical model that José Max León School adopted is the interdisciplinary dialogue model, in which every member of the school community has an active role. The teacher is the mediator and that who observes and understands the behaviors and attitudes of the students

in the class, to carry out an assertive feedback; this feedback must be related to students' reflection as an input of the metacognitive process (Manual de convivencia, 2018).

The institution provides an education structured in cycles of six days, which allows to maximize the time students spend with every subject and has an intensive English program which is supported by Cambridge English Schools, Cambridge University Language Assessment and Cambridge University Press -signed in the 2015-2016 school year- in order to help developing students' skills in terms of EFL learning by: preparing them for taking English International tests aligned with the CEFR and having a time intensity of eight hours per cycle, more than the rest of the subjects at the school, aiming at becoming certified as a national bilingual school for the 2022-2023 school year.

It also has a reading plan in English that changes every two cycles and works with the series "Prepare!" (Cambridge) and "Reading Explorer" (Cengage). Furthermore, the groups are required to work with the online platforms from the books mentioned before, two hours per cycle. Furthermore, English teachers at the school must have at least a B2 level of proficiency in English, certified.

Mesa Bayona & Ramirez Zarate (2018) stated in their research done at the same school, and according to its English department plan, that:

The English curriculum at José Max León School is based on this international standard from kinder to 11th grade as follows: First approach to language: Kinder to 1st grade; A1 – Breakthrough / Beginner: 2nd to 4th grade; A2 – Waystage / Elementary: 5th to 8th grade; B1 – Threshold / Intermediate: 9th and 10th grade; B2 – Vantage / Upper Intermediate: 10th and 11th grade. (p. 48)

1.2. STATEMENT OF THE PROBLEM.

Although it is widely accepted that songs can be used as a tool to foster vocabulary learning and listening skills in the EFL classroom, as suggested by Lo and Li (As cited in Schoepp, 2001) who claimed that songs provide a break from classroom atmosphere in which the four language skills can be enhanced, as the enjoyment aspect of learning language through songs is directly related to affective factors (Schoepp, 2001); there has been little inquiry into how songs are portrayed in regards to social interaction.

Besides, music and songs to foster interaction are commonly used in populations with attention-deficit disorder and cognitive issues, as stated by Zhang F et al. (2012):

It can help children (and adults) with a wide range of needs arising from various causes such as learning disabilities, mental and physical illness, physical and sexual abuse, stress and terminal illness, because songs are part of human existence in terms of responses such as pulse, rhythm, breathing and movement, and the whole range of emotions... These connections with music can remain despite disability and illness and so music therapists and counselors can use music to help children. (p.13).

Thus, there is an extensive background with the point of view of psychologists, but not in EFL learning. On top of that, similar researches have been conducted in Asia, but not in our local context, so this topic is under-explored in our field.

In terms of communicative skills, and bearing in mind the Basic English standards established by Ministerio de Educación Nacional (2006) as well as the CEFR levels of English to accomplish, this population does not accomplish the goals set for this grade at a communicative level in terms of production: writing and speaking. Even with English subject being taught eight hours per week, it has been highly difficult for teachers to motivate this particular group into

increasing their speaking and writing abilities, as it has been shown in the different mock exams and international exam that the population have taken.

About the characterization of the group selected for this research project, which is ninth grade in José Max León school and based on the results of one survey, as well as the diagnostic test performed at the beginning of the school year; it was established that this group is formed by 25 students, 12 boys and 13 girls whose ages ranged between 14 and 16 years old. However, for the purpose of this study, the selected focal group is established by 12 students who agreed to participate voluntarily, categorized as follows:

One repeating student; seven students who had outstanding results in the diagnosis test applied for the present research (two of them find difficult to participate in class), participate actively, engage easily in every activity presented and achieved the highest score in the diagnostic test; and finally, four students who received a low score in the diagnostic test and do not participate actively in class.

The instruments of data collection that were used for the observation and the analysis of 901 students' performance at José Max León School were: first, a diagnosis test (Appendix A) applied in the second term of 2019, a survey (Appendix B) applied to students during the first term of 2019 (when the students were in 8th grade), field notes of the activities presented during the first cycles of class (Appendix C) and one teacher's log from the academic year 2017-2018 when the current population was in 7th grade (Appendix D). During this process, information about the main aspects of the dynamics of the English classes, as well as students' performance, perceptions and behavior, were taken into account in terms of interaction, to proceed with the present research.

Firstly, the main diagnosis test (Appendix A) answered by 25 students, attempted to measure students' level of English according to what it is proposed in the Common European Framework of reference (CEFR). This test was divided into three different sections: the first part, attempted to analyze students' level in terms of Listening; the second part, attempted to distinguish students' level in regards to Reading and writing; and the third part, analyzed students' level in terms of speaking. This diagnostic test allowed gathering relevant information about students' strengths and weaknesses in terms of their communicative skills in English.

In regards to their weaknesses, although some students got a lower score in those areas related to production (writing and speaking). It was evident that students find difficult to participate in class and they feel noticeable unconfident when speaking in front of their partners or writing at an academic level –according to the results of class observations-.

Secondly, the survey (Appendix B) took by 22 students while being in 8th grade, contained 10 questions and 28 statements related to intrinsic and extrinsic motivation, the use of music in the classroom, level of satisfaction with the English class, difficulties when using English in class, among others. The results were summarized according to their perceptions, where 54% of the population have not felt unwilling to learn English because of annoyance or difficulties in the subject, which shows a proper disposition and satisfaction towards the class with a percentage just slightly over half of the population. On the other hand, 40% of the class perceived that they felt unwilling to learn English because of the weaknesses mentioned before (see Figure 1).

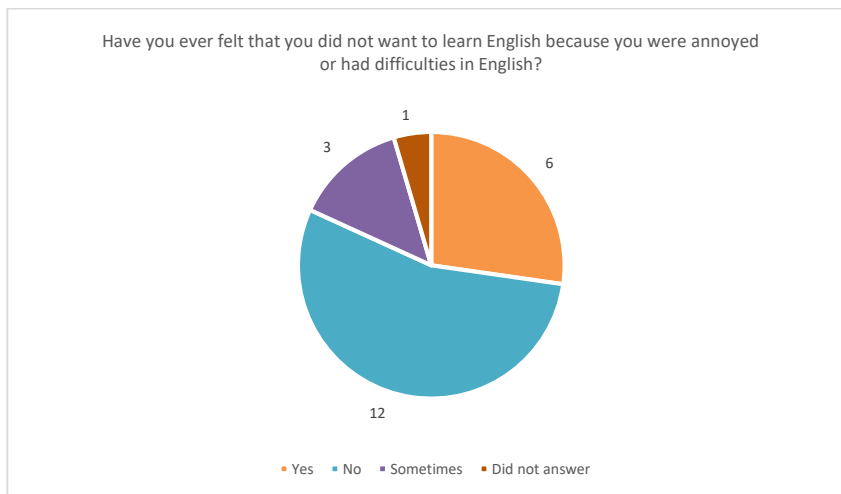


Figure 1. Difficulties or annoyance towards the English class

Another interesting fact conveyed in the survey is that a high percentage of the population is willing to help others when having troubles learning in the English class and manifested having friends who could help them with any difficulty they may have in the subject, which is a demonstration of their friendship and group work in class. Besides, 68% of the students mentioned satisfaction towards the English class, which can be used further on to explore learning motivational factors (See Figures 2, 3 and 4).

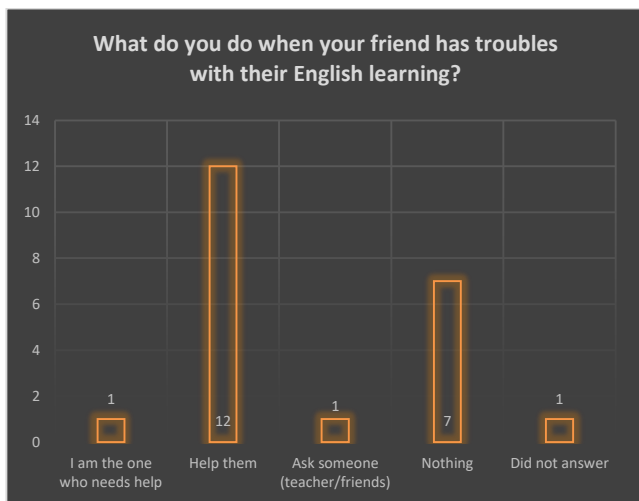


Figure 2. Helping others with their difficulties in English.

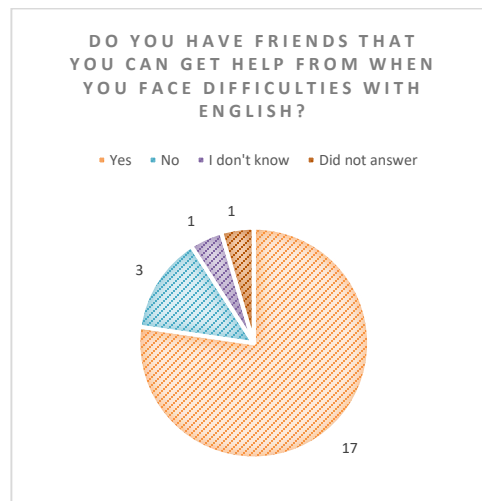


Figure 3. Friends that can help with difficulties in English.

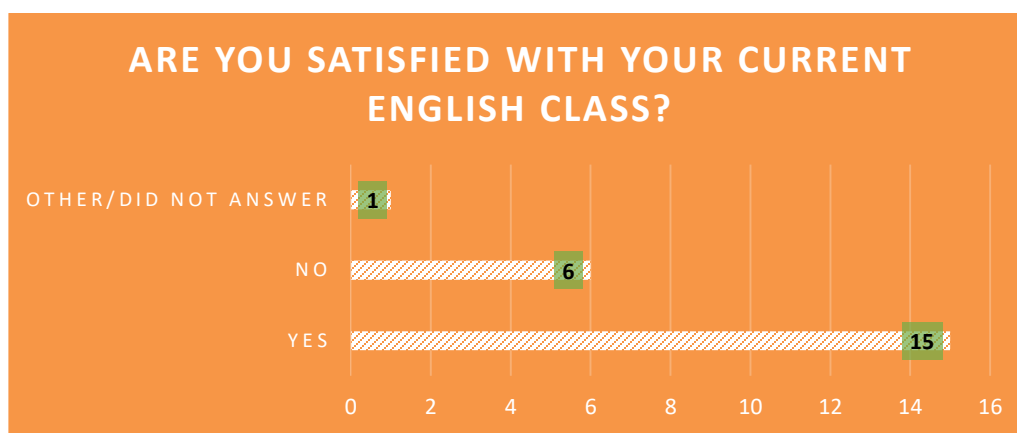


Figure 4. Satisfaction towards the English class.

Moreover, they have a good relationship with their English teacher and feel confident enough to talk and ask for help when they find problems that are too difficult in the English class. In general, the influence from instructors and school facilities is positive for most of the population as they feel interested and engaged in the different activities proposed coming from this subject (See Figures 5 and 6).

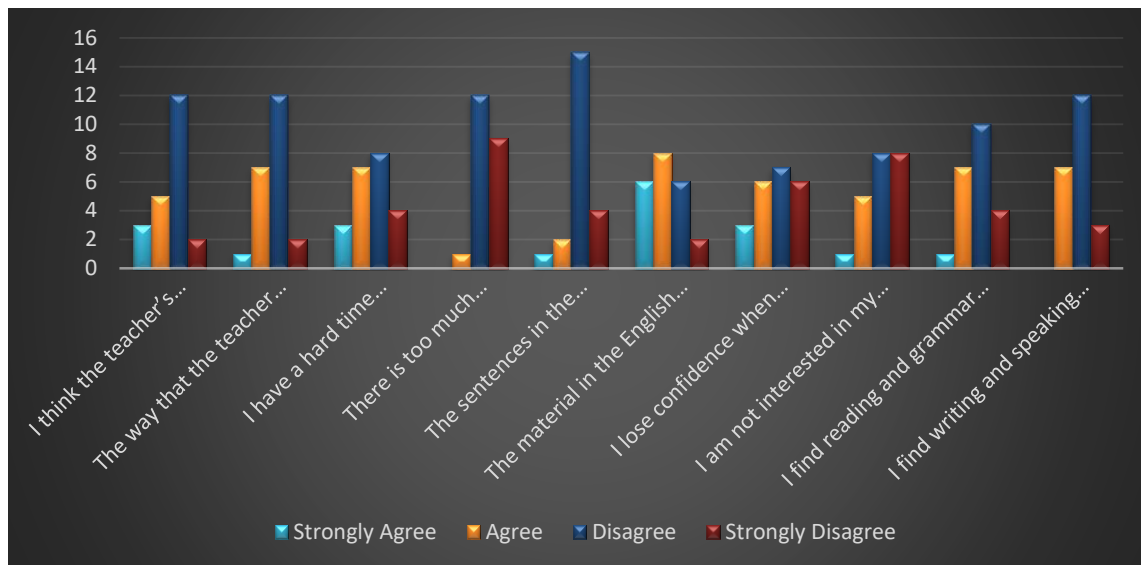


Figure 5. Influence from instructor's/school facilities. (Appendix B)

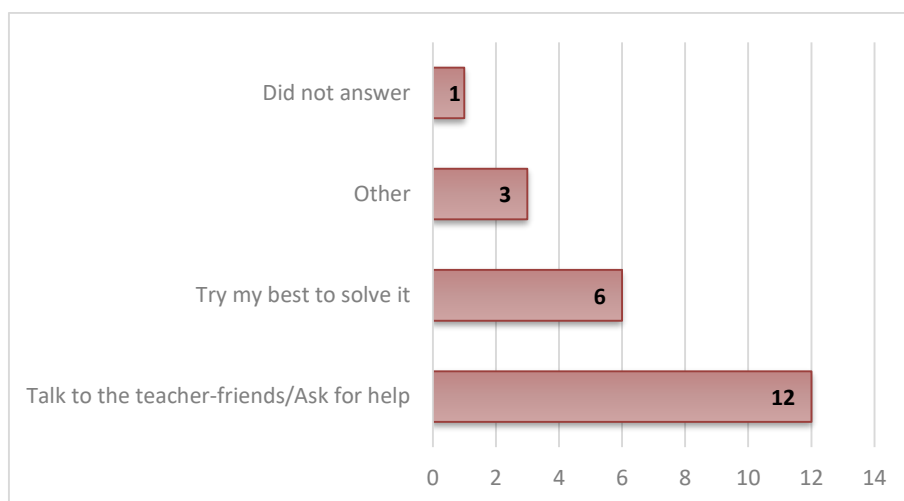


Figure 6. What do you do when you see a problem that is too difficult (English class)?

In regards to students' motivation in the English class, most of them claimed to agree with those factors related to learning English for being globally accepted or because it will help them achieving their goals in the future. In addition, students manifested in general interest towards the English class, as well as an interest in watching their English skills improve in order to speak fluently to foreign people or as a feeling of respect in society (See Figures 7 and 8).



Figure 7. Intrinsic / Extrinsic motivation.

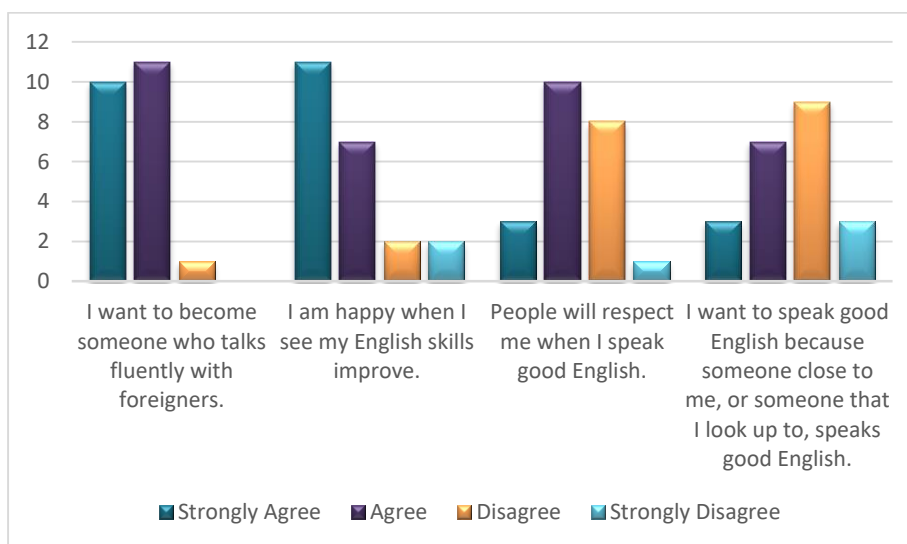


Figure 8. L2 Self

In regards to the use of music in the English class, between 42% and 50% of the students stated that they find easier to engage and concentrate on activities related to music as well as motivated to learn, which shows students perception toward music as a possible tool to be used in their learning. However, another percentage felt “undecided” and stated at the end of the survey that they did not clearly understand the statements presented. Furthermore, almost 60% of

the population manifested a preference of listening to music both in Spanish and English, while a 27% prefers listening to music only in English. A small percentage of the class listens to music in Spanish, which shows that their preferences towards music in English can be used as a tool to enrich students' learning in the EFL classroom (See Figures 9 and 10).

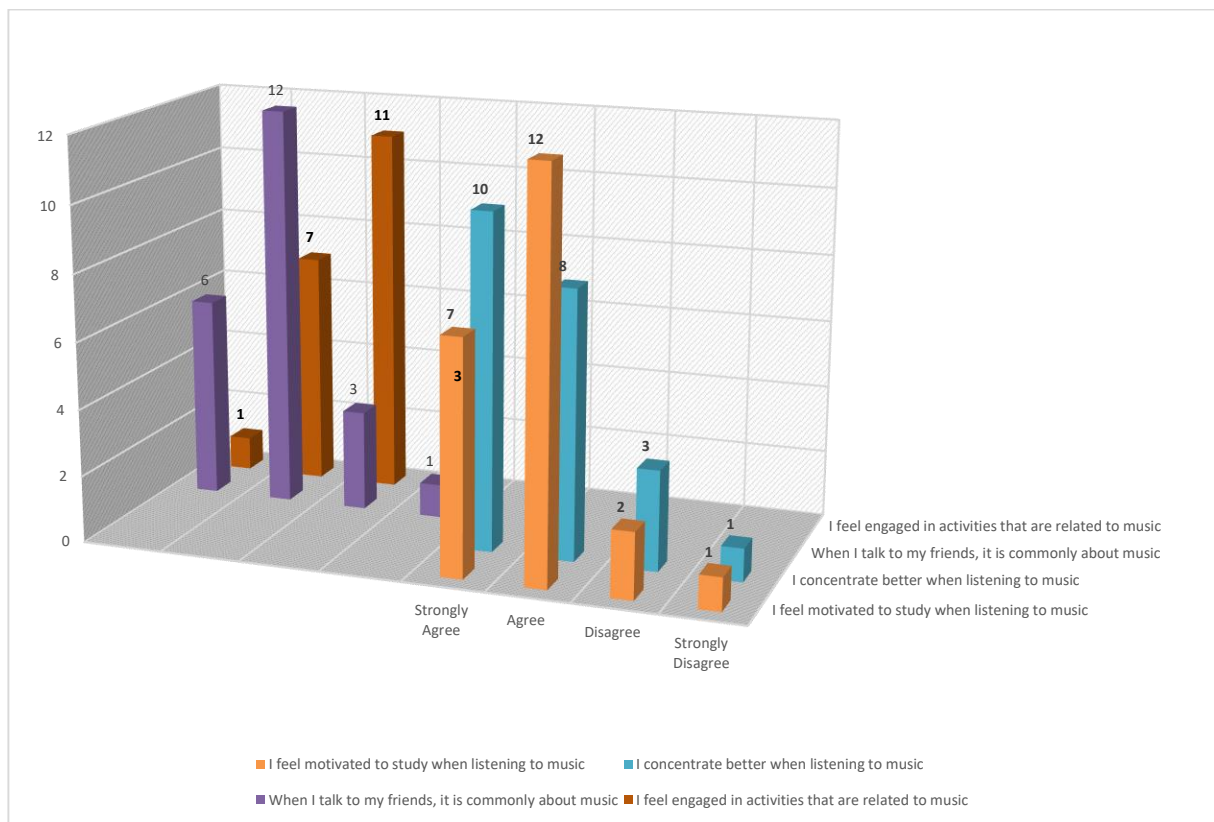


Figure 9 Use of music in the EFL classroom.

DO YOU USUALLY LISTEN TO SONGS IN ENGLISH OR SPANISH?

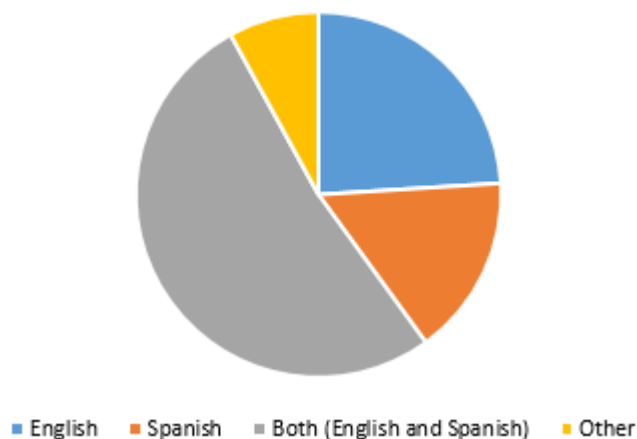


Figure 10. Language which students prefer in regards to music.

Thirdly, the field notes (Appendix C) gathered important information about students' interaction in the classroom in relation to activities presented with music and it also provided the possibility to pay attention to the most relevant communicative, language, social, and affective needs of the group of students and to think about the possible approaches for them: for example, students' performance in writing test was low because of factors that students mentioned themselves, like finding those exercises boring and exhaustingly long, insecurity of talking when they know that they are being evaluated, etc.

Finally, the teacher's log (Appendix D) showed a series of activities developed by the teacher-researcher with the same population: the first activity was related to music and fashion. The main topics were: use of simple past, adverbs and vocabulary related to clothing. After a brief review of the topics presented, a wide range of chronological videos were shown to the class (from Elvis Presley to 50 Cent) and they had to decide which character they wanted to

describe (not physically but in terms of Fashion and clothing). This activity, as simple as it sounds, engaged students into participating and interacting orally among them in regards to the topic presented.

The second activity presented in the teacher's log (when the target population was still in seventh grade) gave the teacher-researcher an indication on the motivation perceived when addressing controversial issues: this activity was related to Gun regulation in the US, where several videos ("Evan" – Sandy Hook Promise, "10 deadly mass shootings in the US", etc) about mass shootings were presented in order to contextualize the topic; then, one state was assigned to each one of the students in order to conduct a research about specific gun regulation laws in that state. Each student did a short presentation on the topic and started discussing the topic by means of comparison. Further on, two music videos specifically related to the topic were presented ("Jeremy" by Pearl Jam and "Pumped up Kicks" by Foster the people) and a series of guiding questions were implemented in order to motivate students' participation. The result of this activity is that students were engaged with the topic, the information presented and they were in charge of conducting the class discussion while the researcher listened presented different points of view on the same topic. These controversial topics are motivating for students as it helps them understanding a controversy through their perceptions and arguments.

Another fact perceived in the class observations, which was later included in field notes by recommendation of the research professor (Appendix C), is behavioral aspects related to indiscipline, self-regulation (standing, yelling to prove their argument) and anxiety of speaking in class (low tone of voice, body language). Some students are reluctant to speak in the English class because they are afraid of being the target of jokes when making mistakes or

mispronouncing words. This kind of behavior could have an impact in their disposition towards the class.

In spite of the situations presented above, one aspect called the attention of the researcher: students' attentiveness to activities developed with music and controversial topics as they find easier to concentrate, engage and show interest in this kind of lessons (as stated previously in the survey).

Thus, it is pertinent to mention the course of action that this research will take in order to show how songs are portrayed in regards to productive language skills interaction: five stages will take place in the classroom, divided in four song-lyrics based lessons following controversial topics (Discrimination, Bullying, Insecurity, Consumerism) which will have four different components: 1. contextualization (done by students with videos, texts, etc.); 2. exposure to three songs related to the topic; 3. Activities; 4. discussion, reflection and closure.

In conclusion and based on the evidence described above, as well as the problem presented in terms of communicative skills; bearing in mind the Basic English standards established by Ministerio de Educación Nacional (2006) as well as the CEFR levels of English to accomplish, this population does not accomplish the goals set for ninth grade at a communicative level in terms of production: writing and speaking. Hence, these activities aim to foster students' interaction by implementing song-lyrics based lessons lesson with controversial issues.

1.3. RESEARCH QUESTION.

What factors influence ninth graders' productive language skills interaction when song-lyrics based lessons with controversial issues are implemented in the EFL classroom?

OBJECTIVES

Research Objective

- To identify the factors that influence students' productive language skills interaction in the EFL classroom when song-lyrics based lessons with controversial issues are implemented.

Specific objectives

- To identify the impact of a song-lyrics based methodology on the fostering of EFL students' productive language skills interaction in the classroom.

- To analyze, describe and document how ninth graders' productive language skills interaction is carried out through the creation of song-lyrics based lessons with controversial issues.

- To analyze, document and describe socio-cultural and affective factors that may influence students' productive language skills interaction.

1.4. RATIONALE

According to the reading done for the present research, it is possible to say that learning a foreign language requires a very complex process that involves building, acquiring and developing a language. During this process, strategies that favor the basic processes of learning should be developed. However, one of the main problems in Colombia EFL learners, according to my experience, is that they do not need to communicate in the target language outside of the classroom, becoming a challenging task for teachers to motivate and foster productive language skills interaction in the classroom.

Here, songs enter as a facilitating component of learning, being relaxing and producing stimulus that impact on the way students perceive and internalize the foreign language, which according to Sevik (2011) inspires creativity and use of imagination in a relaxed classroom atmosphere. According to Adkins and Stefan (1997), students have experienced at least once in their lives having that song (favorite or not) "stuck" on the head, which leads them to sing in silence without the possibility of forgetting their lyrics. That same intention should be used in the classroom when using music in context.

Songs are a fundamental part of the life of people from a very young age and are part of the development of the child's speech. Adkins and Stefan (1997) stated that, as they are fun and easy to remember, they become a tool during the early years of learning. However, when students grow up, they become reluctant to participate in the songs used in class, traditional songs begin to lack meaning in their minds, as they will be inclined towards their personal taste in music. In the first years of high school, students are more open to listening to any kind of music, and this makes it easier for them to retain linguistic tricks in English. Even translations into their mother tongue can become a foreign language learning tool.

In this regard, Brown (2006) stated that culture is an integral part of the interaction between language and thought. To him, cultural patterns, customs, and ways of life shape the way we think and understand the world around us and at the same time, it is reflected in the way we use language. To sum up, a bridge between culture, language, and thought exists and demands from EFL learners both solid theoretical knowledge and strong practical skills.

As Bengoechea (2008) states, when songs are sung, the words are internalized and incorporated into the vocabulary of the person. The value of words is enriched and internally

incorporated when accompanied by music and the process carried out for integration, which makes words and music to follow a continuous flow from expression to communication. Thus, song-lyrics based lessons to foster productive language skills interaction in the EFL classroom, will likely help students build up their interactional processes as EFL learners by giving them a sense of self-confidence when highly motivated.

Having in mind that our immediate context requires for students to enhance their abilities in English as a foreign language, and the passion that goes through young people when listening to music. It is possible to use it in the EFL classroom as an instrument to foster interaction in the classroom through fresh and didactic activities in order to make learning deep and meaningful.

CHAPTER TWO: LITERATURE REVIEW

This chapter presents a literature review related to the topic presented in previous sections and clarifies each one of the constructs that support this research. Four main constructs are defined by different authors whose perspectives are contributions to the present study, to mention: Interaction, use of music in the EFL classroom, use of songs as a situated literacy practice and teaching controversial issues.

First, it deals with how interaction is perceived in the EFL classroom. Then, it works through the concept of the use of songs as a literacy situated practice. Finally, it presents theory on how to teach controversial issues.

THEORETICAL FRAMEWORK

Interaction in the EFL classroom

Brown & Lee (1994) define Interaction as the heart of reciprocal communication related to the exchanging of thoughts, feelings, or ideas between a group of people that use language to “negotiate” meanings. In the same line of thought, Allwright (as cited by Ellis, 1994) sees interaction as the foundational element of classroom pedagogy, as every situation that happens inside of it, constitutes a process of live one-on-one interaction.

Moreover, *Interactive principles* that will be used in the present research as a way to describe students’ interactional levels are described by Brown & Lee (1994), as the “foundation stones for structuring a theory of interaction in the language classroom” (p. 166) and state seven of them as follows:

Automaticity: proposed as the real interaction based on meanings and messages instead of target language.

Intrinsic motivation: As the drive of students in order to feel fulfillment and satisfaction when being engaged with each other in speech acts and being able to appreciate their own competence to use language.

Moreover, Dörnyei's (2001) model describes the basic elements of intrinsic motivation over time, which includes: 1) Creating basic motivational conditions, in order to promote students' enthusiasm and engagement with the activities proposed; 2) Generating initial motivation, to raise learners' intrinsic interest in the learning process as well as encouraging a positive disposition towards the class; 3) Maintaining and Protecting Motivation, as a way to promote student's self-motivation and to keep learning as something stimulating and enjoyable, in order to help diminish language anxiety in the learning environment; and 4) Encouraging positive self-evaluation, by providing positive feedback and offering rewards as a motivational encouragement.

Strategic investment: which requires the use of a specific language competence in order to make decisions on how to use language according to the context and the topics, as well as to make corrections and use feedback in their own communication process. It also requires the component of spontaneity and involves diverse strategies for production and comprehension.

Risk-taking: Brown & Lee (1994) explain that this principle "...requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks." (p.166)

Language-culture connection: The interactive communication component is loaded with a cultural tone of which participants need to be aware.

Interlanguage: Error treatment and feedback done by the teacher is an important part of students' language development that impacts interaction.

Communicative competence: In regards to this important principle related to interaction, Brown & Lee (1994) state that “all the elements of communicative competence are involved in human interaction. All aspects must work together for successful communication to take place.” (p.166)

In addition, Kang Shumin (as cited in Richards & Renandya, 2002) states that learning to speak a foreign language requires a set of abilities that go from knowing its structure as well as knowing how native speakers use the language in different contexts. On account of effective oral communication, that requires the ability to use the language appropriately in social interactions.

Thus, he proposes that it is necessary to investigate the factors that affect learners' interaction and oral communication, such as: 1) ***sociocultural factors***, having in mind that many cultural characteristics of a language affect foreign language learning. Furthermore, linguistic communication happens in structured exchange settings in which we share traditions and beliefs; 2) ***Affective factors***, which are stated as one of the most important influences in learners' process (their success or failure). Factors such as emotions, self-esteem, empathy, anxiety, attitude, frustration, uneasiness, self-doubt and motivation are related to foreign language learning.

In regards to this issue, Krashen (1982) proposed that affective factors are strictly linked to the acquisition of a new language and stated three categories related to those factors: 1) ***motivation***, in which performers with high motivation generally (not always) do better in

language acquisition; 2) *self-confidence*, that explains how performers with self-confidence and a good self-image tend to do better in language acquisition, and 3) *anxiety*, because low anxiety (even if is personal or inside the classroom) seems to be relevant in language acquisition. It is also mentioned that those classrooms that promote low anxiety levels among students are more successful.

Brown & Lee (1994) proposed the following categories to analyze interaction in the EFL classroom:

TEACHER TALK	INDIRECT INFLUENCE	<ol style="list-style-type: none"> 1. Deals with feelings: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students. 2. Praises or encourages: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct. <ol style="list-style-type: none"> 2a. Jokes: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. (Unintentional humor is not included in this category.) 3. Uses ideas of students: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. <ol style="list-style-type: none"> 3a. Repeats student response verbatim: Repeating the exact words of students after they participate. 4. Asks questions: Asking questions to which the answer is anticipated. (Rhetorical questions are NOT included in this category.)
	DIRECT INFLUENCE	<ol style="list-style-type: none"> 5. Gives information: Giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. <ol style="list-style-type: none"> 5a. Corrects without rejection: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism. 6. Gives directions: Giving directions, requests, or commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity. 7. Criticizes student behavior: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. <ol style="list-style-type: none"> 7a. Criticizes student response: Telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.
STUDENT TALK		<ol style="list-style-type: none"> 8. Student response, specific: Responding to the teacher within a specific and limited range of available or previously practiced answers. Reading aloud, dictation, drills. 9. Student response, open-ended or student-initiated: Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
		<ol style="list-style-type: none"> 10. Silence: Pauses in the interaction. Periods of quiet during which there is no verbal interaction. <ol style="list-style-type: none"> 10a. Silence—AV: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate. 11. Confusion, work-oriented: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. <ol style="list-style-type: none"> 11a. Confusion, non-work-oriented: More than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
		<ol style="list-style-type: none"> 12. Laughter: Laughing and giggling by the class, individuals, and/or the teacher. 13. Uses the native language: Use of the native language by the teacher or the students. This category is always combined with one of the categories from 1 to 9. 14. Nonverbal: Gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

Table 1. Criteria to analyze interaction in the EFL classroom. Taken from Brown and Lee (1994)

In regards of the table presented before, it is pertinent for the present study to focus on Students' talk, as they are going to be the foundation and direct participants of the research from whom data will be collected. Specially, those categories related to students' responses, use of target language and nonverbal communication.

In regards to the role of the teacher in terms of interaction, according to Brown & Lee (1994), it is possible to focus on categories such dealing with feelings, praising and encouraging, asking questions, using students' exact or paraphrased ideas and providing information; in order to analyze its impact on students' productive language skills interaction when song-lyrics based lessons with controversial issues are presented in the class.

Use of songs as a literacy situated practice:

Brandt & Clinton (2002) explain that social practice perspectives on literacy were put together in the late 1970s and early 1980s as a way to explain cultural changes in globalized modern societies that tended to focus only on alphabetic literacy.

In regards to the situated learning approach, Clancey (1995) stated that it is related to how learning occurs every day. He also proposed that teaching cannot be necessarily "situated", as this is a theory about knowledge being dynamically and socially constructed. In the same line of thought, Stein (1998) proposed that skills are learned in contexts that contemplate how knowledge can be acquired and applied in everyday situations.

Moreover, and specifically in regards to literacy as a situated practice, Brandt and Clinton (2002) argued that this model of literacy as a situated -and social- practice defines students' reading and writing as they are introduced to an autonomous model of work, in which text

represents the capacity of written language to “break free” of the limits of time and place, as well as the ability of printing and reorienting their perception of the world.

They also claim that (Brandt & Clinton, 2002) one of the most valuable contributions of this practice is the breaking of “the oral-literate binary in which speaking and writing appeared as formally and functionally distinct systems” (p. 348). Thus, these were able to recognize how much talking and writing could be combined in actual communication depending on the context and the circumstances. Moreover, Li (2001) praises the socio-cultural context of literacy as an approach to help making the transition from students’ familiar world of home into the unfamiliar world of school. In order to do that, teachers must understand the different realities of the students and their needs.

Finally, in regards to the use of songs as a literacy situated practice and taking into account the theory mentioned before, it is pertinent to mention that for the purpose of this specific research, literacy cannot be understood as the way in the participants make a proper production according to certain standards, but the way in which they connect with the activities in order to participate and engage with their own process of developing communicate competences, especially those related to writing and speaking

Teaching Controversial issues

Harwood & Hahn (1990) define controversial issues in the classroom as “a reflective dialogue among students, or between students and teachers, about an issue on which there is disagreement. Typically, a discussion is sparked by a question or assertion made either by a student or teacher” (p. 1). This kind of dialogue ensures the presentation of supportive evidence

that helps engaging into different points of view, creating a nature of interactive endeavor and reflective dialogue.

A topic is considered an issue if a group of people disagree with it; according to Harwood & Hahn (1990), those topics which divide society and create conflictive explanations/solutions, may be considered controversial. Thus, controversial issues may range from local problems to international concerning matters.

Another relevant factor when teaching and discussing controversial issues in the classroom, according to Harwood and Hahn (1990) is the importance of creating an accurate classroom environment in which students may be able to share and express their ideas in an emancipating way, with various topics that they can find engaging, leading to a positive outcome.

As topics need previous preparation in order to provide successful information and lead to positive outcomes, Harwood & Hahn (1990) proposed a set of steps to ensure the fruitfulness of the interaction with the students:

- ***Selecting Issues.*** Here, teachers must bear in mind students' interests, as they need to have a field of "expertise" in the subject/topic presented.
- ***Preparing Students for Discussion.*** Training students in discussion techniques is important before providing with the information and the topics to be discussed. Both teachers and students need to decide cooperatively and beforehand the guidelines for interaction.
- ***Providing Adequate Information Sources.*** Accurate information must be provided to ensure that students will be prepared enough to participate in the discussions

held during the class. It requires to provide useful resources (magazines, blogs, films, videos, etc.) and material for students to feel engaged and participative in discussions.

- ***Establishing an Open Discussion Climate.*** The creation of an accurate and safe environment for students' participation, in which they feel that their ideas are being listened and respected, is fundamental for successful interaction. Even if points of view are too different, if the teacher manages to create a "non-threatening arena", students will be able to share their ideas and opinions.

- ***Maintaining Focus and Direction.*** Ideas may wander off topic or evolve into different branches that are not related to the main topic. Encouraging students to keep one direction and a specific structure, is a fundamental role of the teacher when dealing with controversial issues.

- ***Ensuring Intellectual Balance.*** Not only providing information is the right way to discuss a topic, but to provide and consider all the possible perspectives. Thus, a range of opinions on one specific topic, may provide this information.

- ***Encouraging Equal Participation.*** It is difficult to achieve the right level of participation, especially when there are some outspoken students. Thus, it is important to empower students into participating more actively.

- ***The Expression of Teachers' Personal Views.*** Teachers tend to make points and take a stand when dealing with controversial issues in the classroom.

However, these perspectives must be clearly addressed as a well-supported opinion, in order to set an example for students.

Furthermore, Clarke (2005) stated that teachers may feel uncomfortable when teaching controversial issues, because of their lack of familiarity with the topics presented. In order to

provide a framework for teaching controversial issues, Clarke (2005), stated a set of questions to be asked when analyzing one of these topics, such as: 1) *What is the issue about?* which aims at identifying the topic of the controversy. When answering this, students will be able to analyze the nature of the problem and go straight to its core; 2) *What are the arguments?* students will be able to identify all the possible points of view that surround the issue; 3) *What is assumed?* Once students have considered the possible points of view, they could start working on the validity of the issue as well as the assumptions made by people when addressing this topic; and 4) *How are the arguments manipulated?* This is a more “political” step in the discussion process and it is related to how the information they obtained may manipulate or change their perspective on the topic, by giving this information a validity based on their believes, likes, dislikes and. This can be used as a powerful reflection tool for the present research,

Furthermore, Barton & McCully (2007), proposed that teaching controversial issues in the classroom is a powerful way to change people’s perspectives and points of view in a democratic world, in order to take part in reasoned discussions with those whose opinion may differ, which must be the intention when approaching to this kind of topics.

STATE OF THE ART

This segment summarizes eight research projects that are related to the use of songs in the EFL classroom, factors that affect interaction in EFL learning, and the effect of the use of songs with social content. These research projects were useful in the ways to approach the activities and purposes of the use of songs in the classroom. Thus, basic information of these research projects it is referenced on Table 2.

Title	Author	Year	Source
The effect of English popular songs on learning motivation and learning performance	Chen, Y. C., & Chen, P. C.	2009	WHAMPOA - An Interdisciplinary Journal, 56, 13-28
Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production	Cuestas Cifuentes, Marlén	2006	Profile Issues in Teachers` Professional Development, (7), 47-58
Music as Means To Enhance Cultural Awareness and Literacy in the Foreign Language Classroom	Failoni, J. W	1993	Mid-Atlantic Journal of Foreign Language Pedagogy, 1, 97-108
Interaction in the English classroom; an exploratory study	Fernández Abarca, M	2004	<i>Revista Electrónica" Actualidades Investigativas en Educación"</i>
Effects of songs with prosocial lyrics on prosocial thoughts, affect, and behavior	Greitemeyer, T	2009	Journal of experimental social psychology, 45(1), 186-190.
Students' Responses to the Use of Songs in the EFL Classroom at a Public School in Bogotá: A Critical Approach.	Palacios, N., & Chapetón, C. M	2014	GIST Education and Learning Research Journal
Songs as a source of vocabulary and classroom speaking promoter	Mejorano Garzón, H. (2017).	2017	Licenciatura en español y lenguas extranjeras. Universidad Pedagógica Nacional.
Teaching and Learning English through Songs: A Literature Review.	Romero, P. X.	2017	Article. <i>MSU Working Papers in Second Language Studies</i> , 8(1).

Table 2. Reviewed Researches of the State of the Art

Chen and Chen (2009) carried out a research about *The effect of English popular songs on learning motivation and learning performance*. The study was carried out with 131 sixth graders from five classes in an elementary school in the northern district of Tainan City (China) in order to analyze the teaching material and methodology in relation to learning motivation of this particular group of learners. According to Chen and Chen (2009), there are many advantages of using songs to address language teaching and learning as it is widely accepted that motivation plays an important role in successful language learning. However, research in this field is still scarce, especially related to this particular topic.

The researcher focused on three main aspects in order to develop this research: 1) the use of English popular songs as a learning motivation factor in young learners; 2) aspects of English popular songs that young learners find motivating and 3) improvement of students' English skills after learning English popular songs. By introducing four English popular songs accompanied by fragments of films (to introduce plots) during the semester, the researcher hoped to motivate students to learn but also to provide a context to help students review sight vocabulary.

This research summarized its findings in four main aspects related to students' perceptions: 1) motivation had significantly increased after creative teaching using popular songs; 2) students were motivated to become active learners; 3) according to students' responses, most of them were fond of learning English popular songs and got interested in learning more after these activities and 4) students felt that their English abilities had improved after learning these English popular songs. According to Chen and Chen (2009), this kind of activities could increase students' learning motivation as they would be eager to talk about the songs or learn to read the vocabulary and sentences of the lyrics.

In regards to the use of songs in the English class to encourage Oral production, Cuestas Cifuentes (2006) developed a research project with 45 tenth graders (14 and 17 years old) divided into small groups of 5 or 6 students, at León de Greiff public school, in Bogotá. This particular group of students was interested in finishing high school with a good English level, particularly in the speaking area. Their interests were the foundation of the project, having in mind that public schools in Colombia spend less time practicing speaking skills in comparison to the other communicative abilities. Thus, the purpose of this research was to promote oral proficiency in English through the use of songs by developing four stages with different

activities in order to examine their effectiveness, by observing and registering in field notes and video recording students' attitudes or reactions, as well as their changes in regards to oral production.

Cuestas (2006) stated that these activities actually helped improving their classes and to achieve very good results with the students, because: 1) when they were given songs in English during the activities proposed, they showed some attitudes that can be considered *favorable* (motivation, participation, cooperation, relaxation and self-confidence) and they were pleased with the songs proposed (they loved the lyrics, melodies and music groups or singers); 2) the use of songs helped diminishing anxiety and lack of confidence; 3) students change of pace in term of oral production (improvement) when they expressed their ideas freely instead of worrying about accuracy; 4) students felt motivated to speak more in English when they talked about songs because they found the topics appealing; 5) working in small groups helped students working on issues such as solidarity.

Hence, it is possible to say that songs can be favorable when approaching to matters such as interaction (oral production), as it keeps students engaged and their anxiety levels are low in comparison to other types of exercises. Thus, it may be related to the present research project in regards to the use of songs to promote oral interaction.

Furthermore, Failoni (1993) carried out a research project in order to enhance cultural awareness and literacy in the foreign language classroom with Music. Based on Gardner's (1985) educational theory of "multiple intelligences", this article aims at discussing various methods of using music for cultural aspects, literacy and communication skills by tapping the *musical intelligence* in the foreign language classroom, and creating a bridge between Gardner's theory

with actual classroom learning because it is directly linked to students' interests. According to Failoni (1993):

Music may allow a teacher to introduce a more advanced text through music because, unlike spoken conversation, there are pitches and melodies, rhymes, and beats and measured phrases, that may help students remember vocabulary or grammatical structures and aid in comprehending the general meaning (p. 101).

For my purposes, this specific article may be helpful in regards to **1.** the choice of music made by the teachers, which might confirm or introduce a stereotype, and **2.** how music activities help strengthen various language skills. However, in disagreement with the article, this topic needs to be explored further, as she provides no evidence or references for these claims but gave a lot of advice with little support.

In terms of interaction in the EFL classroom, Fernández Abarca (2004) presented an article of a study that was carried out with 33 ninth graders at an academic public high school in the province of Alajuela (Costa Rica) in order to describe the interaction process that took place in this particular classroom. By observing, interviewing, questioning, and notetaking, Fernández (2004) stated that teacher's interaction corresponds to a series of question-making processes, games, conversations, dialogues, puzzles, and songs that were hindered sometimes because of time factors. Besides, students' reasons to keep their motivation towards the English class was because they believed it was very important for their lives and they also considered that the teacher provided interesting activities that involve them in the learning process.

Fernandez (2004) stated that being language teachers, makes us normally work in a "magisterial" environment in which we give explanations and students remain silent instead of coping with their weaknesses. Thus, teachers need to be conscious of how to apply and vary their

teaching methodologies, techniques, and activities in order to promote students' active participation through the exchange of information that impacts the creation of meaningful experiences to achieve academic success. This study is not only helpful in regards of interaction itself, but on how to approach it to a very similar population as the one presented in the research project.

Apart from the topic of interaction, Greitemeyer (2009) carried out a study on effects of songs with prosocial lyrics on prosocial thoughts, affect, and behavior. with different populations in three different experiments (1st experiment: 34 students; 2nd experiment: 38 students; 3rd experiment: 90 students) from the Ludwig-Maximilians University (LMU) in Munich, Germany, who were randomly assigned to one of the two song conditions (prosocial vs. neutral) in order to examine effects of exposure to prosocial songs.

Participants generally were welcomed by one experimenter, learned the purpose of the study and proceeded to complete a series of tasks related to word completion or surveys. Then, participants answered two control questions to verify that the prosocial and the neutral songs were different in terms of content. What Greitemeyer (2009) noticed is that listening to prosocial (relative to neutral) songs, fostered prosocial thoughts, generated empathy, and promoted prosocial action, proving that media exposure on social tendencies affects social behavior and related variables not only negatively, but may also do so positively. These results are valuable to bear in mind in further research about the use of songs with social content in the EFL classroom.

Mejorano Garzón's (2017) research aimed at analyzing some issues observed in a classroom with students from 7 to 9 years old at *Centro de Lenguas* from Universidad Pedagógica Nacional, in regards to their performance and lack of vocabulary to express their

ideas and to discover the impact of songs in regards to this problematic. Through observation, field notes and students' artifacts, the researcher tried to establish a relation between the impact of songs to learn new vocabulary and students' classroom speaking performance.

What Mejorano Garzón (2017) found is that: 1) the songs implemented helped students building new vocabulary, as well as retain topics and grammar structures; 2) students contextualized words while approaching to the topics presented in the lessons; 3) teaching and learning vocabulary cannot be taken as a memorizing task; 4) songs result fascinating and meaningful to students to learn vocabulary; 5) the approach used by the teacher to introduce the songs, is what determines the participation/learning of the students; 6) the approach of the activities promote classroom speaking performance, as students participated by giving answers using new vocabulary; 7) the vocabulary given during the sessions helped improving students' oral skills, and the result was evident in terms of their production; 8) students practiced and reinforced the new vocabulary through the oral activities while giving them the opportunity to speak in English and feel motivated by them.

In regards to teaching and learning English through songs, an article by Romero (2017) aims at providing an account of current studies involving music and songs by contextualizing them within a cognitive, behavioral, and linguistic framework that supports the use of music and songs in the EFL classroom and following five main statements: 1) Works published in this topic so far, 2) skills that have been studied, 3) instruments used to measure gains, 4) kind of songs used and audience and 5) aspects of these songs that seem to be the most helpful.

Romero (2017) established that the different studies considered in this paper contributed to build the case for the use of songs with positive effects at cognitive, linguistic, and pedagogical levels while fostering motivation at several educational levels (kindergarten to high school), especially young learners. To sum up, this paper stated possible areas for further research on this topic, such as: conducting comparative studies with adult learners and children to determine if the effect of music for EFL learning is similar. The transferability of language in terms of grammar, vocabulary, or pronunciation in every generation changes or not, among others.

CHAPTER THREE: RESEARCH DESIGN

This chapter is aimed at describing the type of research which supports the present study. From dealing with the research approach, to the setting and participants in which the research takes place, as well as the data collection instruments used. All relevant in the understanding of the perspective that acts as a foundation and purpose for the present study.

Thus, bearing in mind the theories presented in the last chapter, it is relevant to articulate a research design that, through the bases of action research, leads to identify how ninth graders' interaction is influenced when song-lyrics based lessons with controversial issues are implemented in the EFL classroom.

According to Rothwell (1993), qualitative research is defined as a way to explore and to see what factors are involved in the classroom in order to gain the understanding of a topic, without necessarily needing to know how often these factors occur or affect the normal behavior of the subjects (Seliger & Shohamy, 1989). In the same line of thought, Sutton & Austin (2015) stated that qualitative study seeks to convey *why* people have thoughts and feelings that might affect the way they behave.

Moreover, and according to Creswell (2003), a qualitative approach is one in which the researcher makes knowledge claims based mainly on constructivist perspectives of individual experiences and meanings that are socially and historically constructed. This, with the intention of establishing the meaning of a phenomenon from the perspective of the participants. In the case of the present study, it aims at identifying different aspects of interaction in the EFL classroom through songs on controversial issues, having in mind what Creswell (2003) states as one of the

key elements of data collection, which is to observe participants' behaviors by participating in their activities.

Therefore, data of the present research will be collected based on the parameters of qualitative research, as it favors the observation and analysis of attitudes, behaviors towards song-lyrics based lessons with controversial issues as a way to foster productive language skills interaction in the EFL classroom.

Type of Study

As previously stated, the present study lies under the foundation of action research (henceforth referred to as AR) that Burns (2009) defines as an appealing way to look closely at classroom situations that may be incomprehensible or to try to get to the bottom of teaching dilemmas. Burns (2009) also mentions the main objectives of AR in English language teaching; for instance, to identify a real '*problematic*' situation happening in the classroom or an issue that the participants consider worth looking into more deeply and systematically, in order to bring about changes and improvements based on actual information and observable evidence.

This, because it is not possible to bring forward a situation based on hunches or assumptions of what is happening inside the classroom, leading to real and positive change, making teachers be aware of their own approaches and methods to teach (Burns, 2003).

Moreover, Hatch (2004) stated that AR has a rich tradition in education as it is concerned with activity and changes for the sake of improving teachers' practice according to what is found in the classroom. The teacher/researcher has a potent place in the study as we are in charge of collecting the data to validate the project, and these data take on no significance until being processed by the researcher (Hatch, 2004).

Hult, Lennung and McKernan (As cited in Cohen, Manion & Morrison, 2002) mentioned that action research has several benefits for qualitative research, such as: making for practical problem-solving as well as expanding scientific knowledge; is collaborative; is undertaken directly in situ; it seeks to understand particular complex social situations; it seeks to understand the processes of change; it seeks to improve the quality of human actions and focuses on those problems that are of immediate concern to practitioners, making it participatory.

In regards to the main stages of AR, Burns (2009) stated that it typically involves four cyclical phases or stages: The first one is called *planning*, in which a problem is identified and a plan of action in order to bring about improvements in a specific area of the research context is developed. The second one, is called *action* and involves some deliberate interventions into the teaching situation that the researcher put into action over an agreed period. The third stage is called *observation* and involves observing systematically the effects of the action and documenting the context, actions and opinions of those involved. Finally, there is a stage called *reflection* in which the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue more clearly. Burns (2009) also modified a figure (See Figure 11) proposed by Kemmis and McTaggart in 1998 (As cited by Burns, 2009) to explain the four stages mentioned before:

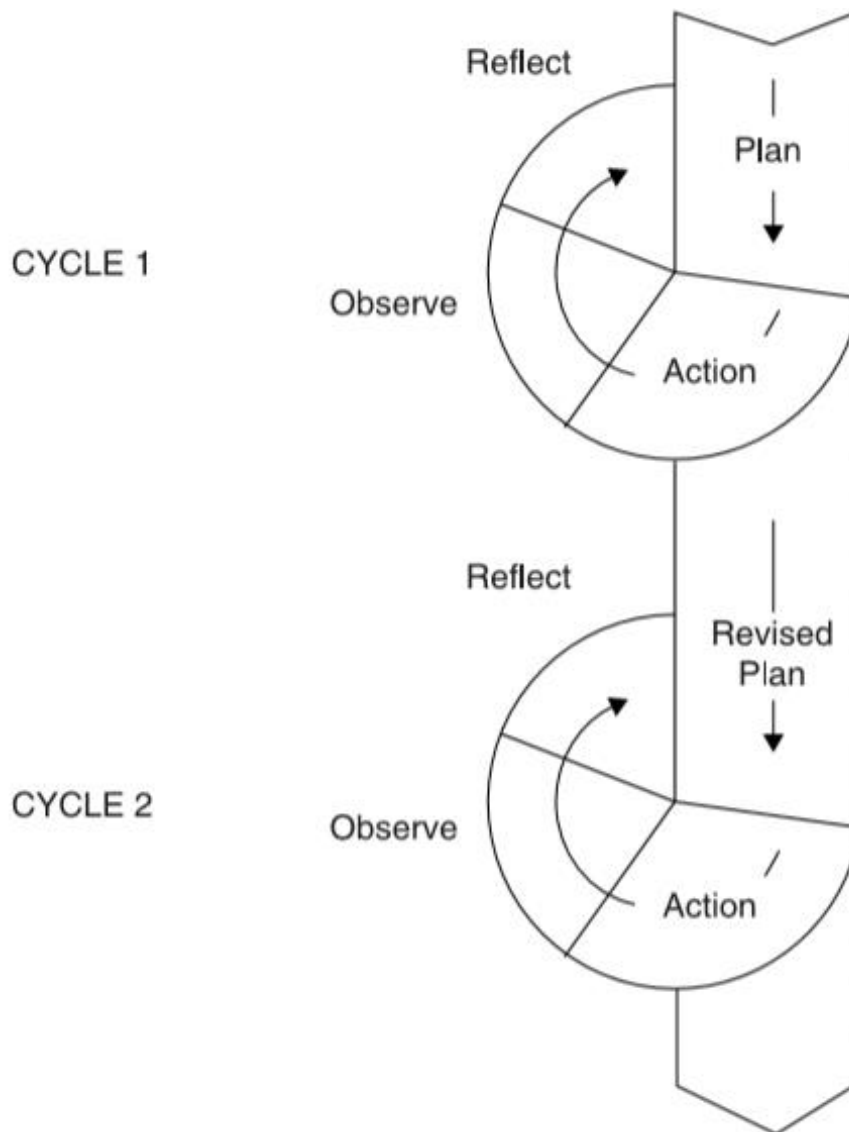


Figure 11. Cyclical AR model based on Kemmis and McTaggart (1988). - Cited by Burns (2009).

In the case of the present research, the cycles will be aligned with the cycles of the school, as presented in figure 12:

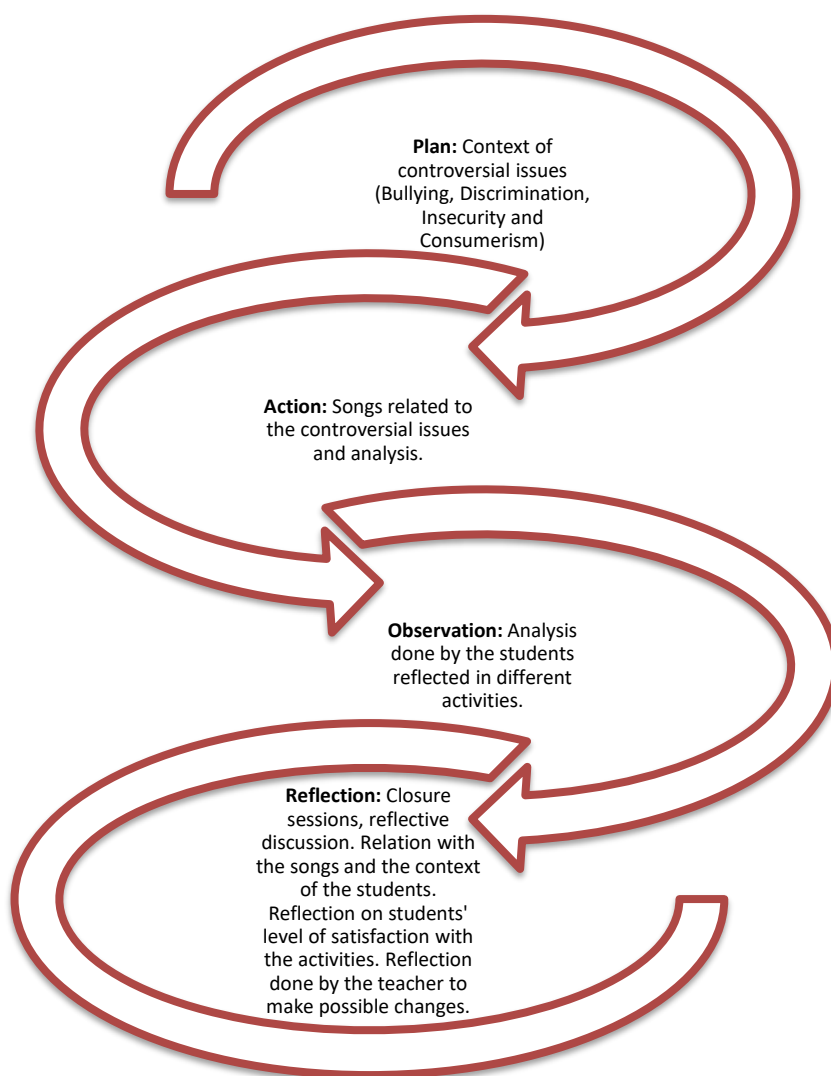


Figure 12. Cycles to work in the pedagogical intervention.

It is important to clarify that the stages presented before are those conceived by the researcher as part as the process of developing the pedagogical intervention. However, a careful planification should be done, especially in the stage of reflection in order to make changes or improvements to the activities and the lessons presented.

Setting

The present research took place at José Max León School, located in Cota, Cundinamarca. It is a private, co-educational, secular school founded in 1954 (originally a male school), that offers education from nursery to 11th grade. Most of its students come from the north of Bogotá, as well as the northwestern part of the city (Calle 80, Ciudadela colsubsidio, Cortijo, etc), Suba and the nearest towns to Cota (Tenjo, Cajicá, Chía, Subachoque, among others).

In the time of its foundation, education in Bogota (where the school was initially located) was governed by Catholic formation structures. This school led a new perspective in the way of teaching and learning, which generated disconcert among the conservative communities.

As previously stated on chapter 1, the School aims at becoming a certified national bilingual institution by 2023, and for this reason, students have 8 hours per cycle (more than the rest of the subjects in the school) of an intensive English program in which they develop different skills according to the levels established by the school and that is supported by Cambridge English Schools, Cambridge University Language Assessment and Cambridge University Press since 2015-2016 school year.

Participants

The present research was held with 25 ninth graders. There were 13 girls and 12 boys aged between 14 and 16 years. However, as Morse (As cited in Coyne, 1997) suggests, four types of sampling are used in qualitative research: the purposeful sample (specific shared experiences or considered “typical” by the researcher according to preselected criteria), the nominated sample (in which participants are nominated by others for participation), the volunteer

sample (in which participants are not chosen, but participate voluntarily) and the sample that consist of the total population.

For the purpose of the research, the sampling type chosen was the volunteer sample. Thus, the data was collected from a focus group of twelve students who decided to voluntarily participate. These ninth graders could be characterized as teenagers with a high sense of responsibility, who follow the rules stated by the school, as well as its vision of critical responsibility, taking care of themselves, others and the environment.

It is pertinent to mention that I already knew the group because I was their teacher when they were in 7th grade (academic year 2017-2018); so it is possible for me to say that they engaged easily with activities in which music was involved, listening activities, and almost every activity that require for them to discuss, debate or to move around the classroom (Appendix D).

By the time that the observation took place (academic year 2018-2019), over 70% of the class had a high standard of quality in terms of results that they got in the different subjects proposed by the school. Moreover, in relation to the English subject, there were eight (8) students whose skills were under the average, while seven (7) of them showed excellence in regards of their skills in the subject. On the other hand, twelve (12) students showed an average level, understood for this particular case as the grades obtained by the students in the scales from the school (1-7).

Moreover, and as previously stated in chapter 1, a diagnostic test (Appendix A) applied during the first term of the academic year 2019-2020, evidenced that students' lowest score was related to the skills of production, that is to say writing and speaking. Writing, especially in the

activities related to writing very specific chores, which they found extremely long and tedious, pointing specifically at the amount of words required for the exercises (See Figure 12)

We prepare for
Cambridge
English Qualifications

Cambridge English School
using Cambridge English exams & materials

ENGLISH
DEPARTMENT

Part 3

Write an answer to one of the questions (7 or 8) in this part.
Write your answer in about 100 words on your answer sheet.
Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Question 7

- This is part of a letter you receive from your penfriend.

I have to give a presentation to my English class about either a successful sportsperson or a musician from your country. Who should I choose? What information could I include?

- Now write a letter answering your friend's questions.
- Write your letter in about 100 words on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

Tim felt angry as he got off the train.

- Write your story in about 100 words on your answer sheet.

REFERENCES:

- B1 Preliminary preparation | Cambridge English. Retrieved 29 July 2019, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>

Figure 13. Sample of Diagnostic Test (Writing Section)

Researcher's Role

Sutton and Austin (2015) mentioned that the role of the researcher in qualitative research is to attempt to access the thoughts and feelings of study participants. As the researcher belongs to the community to which the participants belong, her role would be being a participant observer in which the events to analyze can be analyzed as an insider of this particular context.

In this case, being the English teacher of the participants allowed me to be in charge of observing, analyzing the interactions, creating the activities and the curricular plan as well as collecting all the data derived from the focus group.

Data collection instruments

The data collection instruments used in the present research project were basically three: 1. Field notes, 2. Diaries and 3. Transcription of Audio recording sessions. As data collection instruments were used field notes, surveys, and artifacts.

Field notes

Bricki and Green (2007) explained that, in qualitative research, it is important to fully understand the complexities of many situations in which the researchers are direct observers or participants. These observations may be collected through field notes which helps being descriptive so that the reader can understand what happened and how it happened. They also mentioned that in most research projects and due to the short time to apply observational instruments, to have field notes as part of a daily job, may be helpful. They (Bricki and Green 2007) proposed a series of recommendation for taking field notes, that range from taking notes as soon as possible after each session, to reread notes in order to remember small aspects that may come to the mind of the researcher, as provided in table 3:

Recommendations for taking field notes ⁶		
<p>Record notes as soon as possible after each period in the field, and do not talk with others until observations are recorded.</p> <p>Begin the record of each field visit with a new page, with the date and time noted.</p> <p>Use wide margins to make it easy to add to notes at any time. Go back and add to the notes if you remember something later.</p> <p>Record events in the order in which they occur and note how long they last.</p>	<p>Make notes as concrete, complete, and comprehensive as possible.</p> <p>Record small talk or routines that do not appear to be significant at the time; they may become important later.</p> <p>Let your feelings flow, and write quickly without worrying about spelling. Assume that no one else will use the notes.</p> <p>Include diagrams or maps of the setting, and outline your own movements and those of</p>	<p>others during the period of observation.</p> <p>Record emotional feelings and private thoughts in a separate section.</p> <p>Avoid evaluative summarizing words. Instead of 'the sink looked disgusting' say 'the sink was rust-stained and looked as though it had not been cleaned for a long time'.</p> <p>Reread notes periodically and record ideas generated by the rereading.</p>

⁶ Neuman W L (2000:364) Social research methods – qualitative and quantitative approaches

Table 3. Recommendations for taking field notes. Taken from Bricki, N., & Green, J. (2007). A guide to using qualitative research methodology.

Diaries

Dörnyei and Griffee (2010) state that diaries have been used for an extensive amount of time, in order to record the events of people's everyday lives but it has been implemented as a data collection method only since the 70's. They were initiated in the field of psychology to study emotions and moods across situations in daily experience. In this matter, diaries offer the opportunity to investigate social, psychological and physiological processes within everyday situations that come directly from participants' perceptions.

As Bolger (As cited by Dörnyei and Griffee, 2010) states:

Asking research participants to keep regular records of certain aspects of their daily lives allows the researcher to capture the particulars of experience in a way that is not possible using other methods. In applied linguistics, diaries have been used since the beginning of the 1980's to obtain personal accounts of the experience of language learning. (p. 156).

In regards to the use of diaries as a learning strategy and data collection instrument, Chamot (2004) states:

Diaries and journals have also been used to collect information about language learners' strategies. In these, learners write personal observations about their own learning experiences and the ways in which they have solved or attempted to solve language problems. Student learning strategy diaries have also been used to collect data about pronunciation strategies (Peterson, 2000). As with other verbal reports, learners may not necessarily provide accurate descriptions of their learning strategies. Rubin (2003) suggests using diaries for instructional purposes as a way to help students develop metacognitive awareness of their own learning processes and strategies. (p.16)

Participants will provide a self-report every time that a controversial issue is presented and discussed. So, diaries will help keeping a meaningful record of students' descriptions, interpretations and experience with the controversial issue presented and its relation with songs.

Transcription of audio recording sessions

In regards to Chamot (2004), learning strategies are for the most part unobservable, though some may be associated with an observable behavior. For example, a learner could use selective attention (unobservable) to focus on the main ideas while listening to a newscast and could then decide to take notes (observable) in order to remember the information. In almost all learning contexts, the only way to find out whether students are using learning strategies while engaged in a language task is to ask them. Verbal report data are used to identify language learning strategies because observation does not capture mental processes (Chamot, 2004).

In addition, Sutton and Austin (2015) explained that if the researcher is audio-recording data collection, then the recordings must be transcribed verbatim before data analysis can begin that can be complemented with the Field notes in order to keep also the environmental context, impressions and other relevant aspects that may be brought up by the researcher but are not specifically included in the recording.

Data Collection Procedures

Sutton and Austin (2015) stated that regardless of the philosophical standpoint in which the researcher is standing or the data collection method, the process will involve the generation of large amounts of data. Sutton and Austin (2015) also mentioned that the most important aspect when collecting qualitative data is to be true to the participants, as their voices and perceptions are trying to be heard, so that they can be interpreted and reported on for others to read and learn from.

For the purpose of the present research, each one of the data collections instruments was used in specific moments of the research, as shown in Table 14. For instance, Field notes were written by the researcher at different moments during the first cycle and at the end of each lesson plan. Moreover, the diaries were written and decorated by the students at the end of each lesson plan and finally, the audio recordings were taken in certain points of the activities in which the students were discussing the topics presented and then, they were processed and turned into transcriptions (See Figure 14).



Figure 14. Data Collection Instruments.

Ethical Considerations

Orb, Eisenhauer and Wynaden (2001), stated that the research process may generate pressure between the goals to achieve by the researcher in which generalizations are common and the right of participants to preserve their privacy. As qualitative researchers, people's behaviors, intentions, perceptions are on the table for exploration and examination. Thus, the desire to participate in a research study depends on the participants' willingness to share their experience.

Therefore, it is relevant that all the participants in the research are informed about the intention and the main features of the investigation, as well as possible outcomes. Bearing in mind the aspects mentioned above, it is important to keep students, parents and directives, informed of every step of the research, including how is it going to be taking place in the school, as a way to validate the present research. Every parent for the group 901 received a consent form (Appendix F) which they were supposed to sign. However, three families decided not to participate in the research and, as the research project had the permission from the school since the previous year, the school decided to take those students and provide them a different input given by the head of the English Department. The rest of the families from the group agreed to participate; however, only twelve students decided to voluntarily participate in the data collection process.

CHAPTER FOUR: PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

The pedagogical intervention designed in the frame of this action research, is described as follows:

PEDAGOGICAL DESIGN PROCEDURE

Aiming at applying the theory presented in the theoretical framework, this chapter will intend to address the pedagogical intervention proposed, recognizing that the main objective of the present research is to identify the factors that influence students' interaction in the EFL classroom when song-lyrics based lessons with controversial issues are implemented.

In addition, it is relevant to put into action a methodology that lies under the pedagogical approach of the school, that is to say: “interdisciplinary dialogue model”, in which the teacher is the mediator and that who observes and understands the behaviors and attitudes of the students in the class, in order to carry out an assertive feedback; and as mentioned before, this feedback must be related to students' reflection as an input of the metacognitive process (Manual de convivencia, 2018).

Furthermore, the present research must be linked with the ethical and pedagogical philosophy of the school, which is based on the Ethics of care. It implies the active role of each member within the institution to promote respect, autonomy, honesty and critical responsibility. This critical responsibility, understood as a conscious, autonomous and public exercise of freedom, framed in the ethical principles and in the law. It is the product of logical reasoning that demands knowledge, evidence and arguments, as well as the commitment of the person with themselves and the others. Critical responsibility manifests itself when making decisions and

assuming consequences from the evaluation of realities, concepts and positions, to recognize (or to be recognized) and transform (or to be transformed) in favor of the construction of social meaning (Manual de convivencia, 2018).

The pedagogical approach of the school permits to engage students into building social meaning of their context by applying what they learn every day. Thus, it is important to bear in mind how this approach may help students into interacting through song-lyrics based lessons with controversial issues, framed under the scope of literacy as a social practice approach, which according to Hamilton (2010) can be defined as: 1) a set of functional skills that help people to meet the demands that society puts on them, especially in terms of employment; 2) a civilizing tool, allowing people to access a literary culture that is part of their cultural heritage; 3) a means of emancipation, enabling people to control their lives, challenge injustice and become autonomous, participating citizens in a democracy.

Therefore, the present research will focus especially in the last definition provided by Hamilton (2010) in order to try to provide a sense of emancipation in students' oral and written participations. This encourages consideration of how literacy works within the social context of which it is part. It focuses attention on the cultural, political, economic practices within, in this case, the core of the interaction is embedded.

Having in mind that learning and using a language is utterly different and does not only take place inside of the classroom, it is important to recognize the different events and factors of interacting in a contextualized environment, by making students aware of their own constant interchanging of ideas and feelings. Hence, the relevance of sharing with students the conception

of understanding English not as the target of learning, but the vehicle to interact and share these ideas.

This approach is best suited for this group of students, understanding the variables presented in chapter 3 in order to help them developing interactional and communicative skills, especially those related to production. As Hamilton (2010) stated:

The perspective of literacy as part of situated social practice, means not just talking to students about their personal histories but encouraging learners to explore collectively the broader social context in which literacy is used. The topic 'Writing a letter to school', for example, would not only mean practicing writing the letter individually, but students finding out together how the school uses the letter and why it is needed, and sharing ideas of what it should contain. It would also mean discussing broader issues such as managing relationships with schools, and ways of feeling powerful around your children's education. (p. 10)

Thus, literacy as a situated practice will help students achieve the profile desire by the school in this context, by reaching together a goal in which the participants are aware of the problematics that are happening in their context and a national context, can agree and disagree with respect by sharing their own ideas, perceptions and perspectives on the given controversial issue through song-lyrics based lessons.

IMPLEMENTATION PHASES

Implementation phases took into account are presented in Table 4, in order to specify the categories for each phase, as well as the objectives, indicators and activities that took place during the pedagogical intervention. Then, the academic program of the first term of the English subject for ninth grade is shared in Table 5, in which the pedagogical intervention took part.

PHASE	CATEGORY	OBJECTIVE	INDICATOR	ACTIVITY
Contextualization	Students previous knowledge on the topic.	To present different kinds of information on a specific controversial issue to be discussed.	Students understand different perspectives on the controversial issue to be discussed. Students use information presented in class to generate a discussion and interact to each other.	Students will have done research on the controversial issue proposed as homework, in order for them to have different perspectives on the same topic.
Songs exposure	Impact of songs in students perception of controversial issues	To present songs in order to address the controversial issue presented.	Students use songs to understand the controversial issue presented. Students relate the song to the information presented before. Teacher explains the use of metaphors in order to clarify the meaning of the song and its relation with the controversial issue presented.	Students will listen to a set of songs prepared in advance in order to relate the information they gathered about the controversial issue in order to compare it with the meaning of the song.
Socialization	Classroom Interaction performance	To let students give their opinion of the topic about the song and the controversial issue presented, by having in mind the information presented at the beginning of the session.	Students interact between them and the teacher using the information they have collected through the contextualization and the presentation of the songs.	Students will share their ideas on the topic.
Reflection	Classroom Interaction performance	To address a class discussion in order to reflect about the advantages, disadvantages, positive and negative outcomes of the topic presented.	Students come to an agreement through a collective reflection on the advantages, disadvantages, positive and negative outcomes of the topic presented.	Students will reflect on the information they gathered, its relation with the song and the ideas shared by their classmates in order to come to a collective conclusion.
Diary entry	Students written insights and reflection	To let students share their ideas, especially those who may have not be heard during the session.	Students record their experience on the discussion.	Students will record their insights, as well as information they did not get to share with the rest of the group, in their diaries.

Table 4. Implementation Phases

ACADEMIC PROGRAM

ÁREA / AREA	ENGLISH	GRADO / GRADE	9th	PERIODO / TERM	I	FECHA DE INICIO / START DATE	1. August 1st -9th	FECHA DE FINALIZACIÓN / END DATE	7.September 25th-October 3rd	
DOCENTE / TEACHER					DIAZ DIANA MILENA					
COMPETENCIAS/Competences										
C1. LINGUISTIC					C2. PRAGMATIC					
CRITERIOS / CRITERIA										
c1. Comprehension					c2. Production			c3. Personal commitment and its social impact		
INDICADORES DE DESEMPEÑO / ACHIEVEMENT INDICATORS										
INDICADOR 1. Identifies main ideas and supporting details in factual texts about personal issues, recognizing key definitions, metaphorical language, and lexical cohesion as a means to understand the author's purpose.					INDICADOR 2. Designs and delivers autobiographical and third-person accounts employing narrative tenses, describing personal qualities and analyzing personality traits, also taking into account verbal and nonverbal cues.			INDICADOR 3. xxxxxx		
CICLO / CYCLE TOTAL HORAS ACADÉMICAS / ACADEMIC PERIODS	COMPETENCIA DISCIPLINAR / AREA COMPETENCE			EVIDENCIA DE APRENDIZAJE / LEARNING EVIDENCE	CRITERIO / CRITERIA			EXPERIENCIA DE DESARROLLO / DEVELOPMENT EXPERIENCE COMPETENCIAS TRANSVERSALES/CROSSCURRICULAR COMPETENCES	DESCRIPCIÓN DE LA EXPERIENCIA / DESCRIPTION OF THE EXPERIENCE	EXECUTION PERCENTAGE
	C1	C2			c1	c2	c3			PORCENTAJE EJECUCIÓN
1. August 1st-9th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		To establish English class procedures and discuss rubrics and learning experiences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TEST TRAINING <i>Comunicación.</i>	To create classroom agreements and introduce the different topics to cover throughout the term.	100%
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Pensamiento crítico y divergente.</i>	To share information and experiences with the topic presented (Bullying). To present the vocabulary to be used during the cycle.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Jeremy" by Pearl Jam, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Mean girls" by Rachel Crow, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Responsabilidad ética.</i>	To listen to the song "Brain damage" by Eminem, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To participate in a role play by taking the role of a bully, a victim or a bystander, in order to discuss and reflect around the controversial issue presented.	

2. August 12nd -20th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To demonstrate understanding of target vocabulary (technology, finances, art and criminality) through the solution of listening and reading comprehension exercises in physical and virtual sources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TEST TRAINING <i>Comunicación.</i>	To write the profile of a killer by using the information provided by the book. TV Show "I'm a killer". Season 1. Ep 5. SB Page 10.	100%
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To provide a general knowledge background by the proper use of the 4 skills in the language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TEST TRAINING <i>Comunicación.</i>	To solve an English test that helps determine their proficiency level in terms of reading and writing.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To provide a general knowledge background by the proper use of the 4 skills in the language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TEST TRAINING <i>Comunicación.</i>	To solve an English test that helps determine their proficiency level in terms of speaking.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To provide a general knowledge background by the proper use of the 4 skills in the language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	TEST TRAINING <i>Comunicación.</i>	To solve an English test that helps determine their proficiency level in terms of listening.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To provide a general knowledge background by the proper use of the 4 skills in the language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	READING EXPLORER <i>Comunicación.</i>	To present students the online platforms to work during the academic year (English Lab).	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To provide a general context in regards to pollution in rivers around the world in order to write formal and informal letters.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	RIVER PROJECT <i>Comunicación.</i>	To introduce general procedures in regards to the crosscurricular project of the school: Writing formal and informal letters.	
3. August 21st -29th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To share information and experiences with the topic presented (Discrimination). To present the vocabulary to be used during the cycle.	100%
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Untouchable" by Eminem, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Where is the love" by Black Eyed Peas, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Brain damage" by Eminem, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To held a discussion based on the songs and the information presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To register in a journal their thoughts about the discussion held around the controversial topic presented.	

4. August 30th-September 6th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To share information and experiences with the topic presented (Insecurity). To present the vocabulary to be used during the cycle.	100%
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Misery business" by Paramore, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Faint" by Linkin Park, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Somewhere I belong" by Linkin Park, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To hold a discussion based on the songs and the information presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To register in a journal their thoughts about the discussion held around the controversial topic presented.	
5. September 9th- 16th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To share information and experiences with the topic presented (Consumerism). To present the vocabulary to be used during the cycle.	100%
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Virtual insanity" by Jamiroquai, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Price Tag" by Jessi J, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To relate songs with controversial issues and to use partners' ideas in order to build a collective understanding of the topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To listen to the song "Lost in the Supermarket" by The Clash, which is related to the controversial issue presented. To take note of the relevant issues presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To hold a discussion based on the songs and the information presented.	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To construct arguments around controversial issues related to music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MUSIC AND INTERACTION (PEDAGOGICAL INTERVENTION) <i>Comunicación.</i>	To register in a journal their thoughts about the discussion held around the controversial topic presented.	

Table 5. Sample of First Term Lesson Planning at José Max León School

Following the steps in the action research cycle, the implementation of the four cycles that comprised this pedagogical intervention was anteceded by an observation and accompanied by a careful reflection upon the obtained results in which the necessary adjustments to each one of the lessons was considered. The order of the lesson plans targeted different controversial issues (Appendix I) as follows: first, *bullying*, then *discrimination*; third, *insecurity* and finally *consumerism*.

In order to design the intervention, the perception of Harwood and Hahn (1990) in regards to teaching controversial issues through certain steps that ensure the fruitfulness of the interaction with the students, was taken into account in order to establish a proper order of development of each lesson. As they proposed (Harwood and Hahn, 1990), the first step was selecting the controversial issues, taking into account students' interest since they need to have certain "expertise" in the field. For that reason, students were asked to bring information about each controversial issue, from adequate sources, at the beginning of each lesson and the tips for proper discussion were given as the lessons progressed.

Besides, students were thought a series of concepts related to the topic, that were necessary in order to fully understand the issue, i.e. in the case of bullying, the word "bystander", and so on. Another important step mentioned by Harwood and Hahn (1990) was *Establishing an Open Discussion Climate*, which is one of the most difficult steps to accomplish as it needs to provide an accurate and safe environment for students' participation, in which they feel that their ideas are being listened and respected, and that is fundamental for successful interaction. Here, the role of the teacher is important as it is required to create a "non-threatening arena" in which students will be able to share their ideas and opinions without any kind of judgement.

This last step is directly linked to *Maintaining Focus and Direction, ensuring intellectual balance* and *Encouraging Equal Participation*, as those steps are fundamental in students' motivation and engagement into participating and interacting, as well as avoiding to wander off topic or evolve into different branches that are not related to the main controversial issue, having in mind the different perspectives that come along when teaching this kind of topics.

For the last step, according to Harwood and Hahn (1990), *the Expression of Teachers' Personal Views* is a way to keep students' interest arisen; however, those must be clearly addressed as a well-supported opinion, in order to set an example for students. For this reason, the reflections were started by the teacher in order to keep a constant flow of interaction.

Furthermore, since this research project is aimed at identifying the factors that influence students' interaction in the EFL classroom when song-lyrics based lessons with controversial issues are implemented, the pedagogical intervention proposed a proper contextualization given by the students and the teacher as well, in which they share their knowledge on the topic; followed by three sessions in which students listen and analyze the songs proposed (related to an specific controversial issue); then, an interactive phase in which students aimed at putting in context what they have learned and finally a writing phase, used to record their insights in diaries (Appendix I).

As mentioned before, each one of the lessons proposed six stages (see table 6) described as follows:

- **“Warm Up time”**: in which students develop activities unrelated to the specific topics in order to focus their attention on specific matters, such as riddles and sing along of previous songs used in the class.

- **“Controlled Practice Time”**: Opportunity to share the product of students’ research and different activities aimed at analysing the interaction of students in controlled activities, through discussion tools such as round-tables, Philips 6-6, focus-reflection protocols, among others.
- **“Listening Activity”**: Sessions used to listen, analyse and discuss the relation of the songs proposed with each one of the controversial issues (See Table 6). In this part of the session, students are given sheets of paper with the lyrics of the songs proposed and are asked to watch the video (if existent) first and then focus on the lyrics. Each one of the songs is repeated up to three times in a single session for students to catch the rhythm and the lyrics. Then, students are asked to write in their notebooks a short analysis of the song presented in relation with the controversial issue to be worked that cycle.
- **“Interactive Activity”**: Activities like role-plays, questions, discussions, reflections about personal and social roles in the classroom, among others, in order to deepen on the information presented in the previous stages of the lesson. These activities are frequently done in small groups for students to have the chance to interact with their peers.
- **“Writing Activity”**: Space of the lesson aimed at writing and completing the analysis of the songs required for each controversial issue, normally in flow charts or mind maps. After, students are required to put into words their insights through the writing of diary entries.

Each diary entry follows a specific format and the material to do the diaries is provided to the students by the teacher, as a way to motivate their writing. A

sheet of paper with the necessary information to fill each one of the diary entries is provided as well, for students to follow a pattern (required for the analysis) but in general, students are free to do their diaries in any way they want.

- **“Free Practice”**: Space for feedback and questions students may have in regards to the topic presented or the sessions to come.

It is important to mention that the implementation of this pedagogical intervention was directly connected to the pedagogical perspective of the school, mentioned in previous chapters; and because of this, it was widely and generally accepted in the community as part of the development of the English class. Whereas the following proposal bears in mind some specific linguistic objectives, it stands by the fact that English should not be seen as the target of knowledge, but the vehicle to learn new and useful matters.

Consequently, the use of songs as a literacy situated practice in this specific research project is aimed at the natural production of the students in the EFL classroom, even if it is not coherent or standardized according the CEFR levels, as interaction is a process and it must be taken as such. For this reason, students were able to perform orally and written in their own personal way without being interrupted or corrected.

Stage	Session/Length	Lesson 1 / Cycle 1: Bullying	Lesson 2 / Cycle 2: Discrimination	Lesson 3 / Cycle 3: Insecurity	Lesson 4 / Cycle 4: Consumerism
Warm Up Time	1 st session / 10 min	Riddles	Sing Along	Sing Along	Sing Along
Controlled Practice Time (Plan)	1 st session / 80 min	Round table (Each student shares their research in 2-3 min)	Focus-reflection protocol / Phillips 6-6	Information-Vocabulary shared by the teacher. Connections with the information brought by the students.	Video: The story of stuff.
Listening Activity (Action)	2 nd , 3 rd and 4 th session / 40 min (Each)	Listening to songs (“ <i>Jeremy</i> ” by Pearl Jam, “ <i>Mean girls</i> ” by Rachel Crow and “ <i>Brain Damage</i> ” by Eminem) and writing a short analysis of their understanding.	Listening to songs (“ <i>Untouchable</i> ” by Eminem, “ <i>Where is the love?</i> ” by BEP and “ <i>Take me to church</i> ” by Hozier) and writing a short analysis of their understanding.	Listening to songs (“ <i>Scar to your beautiful</i> ” by Alessia Cara, “ <i>Somewhere I belong</i> ” by Linkin Park and “ <i>Pretty Hurts</i> ” by Beyoncé) and writing a short analysis of their understanding.	Listening to songs (“ <i>Virtual Insanity</i> ” by Jamiroquai, “ <i>Price Tag</i> ” by Jessi J and “ <i>Lost in the Supermarket</i> ” by The Clash) and writing a short analysis of their understanding.
Interactive Activity (Action)	5 th session/100 min	Role-play related to the types of bullying according to a brainstorm session of bullying situations.	“There is a fine line between us and discrimination” Students answer questions about discrimination by stepping forward in a line made of duct tape.	“The things I love about you” Papers with positive messages about each one of the students of the class. Reflection.	Quiz: What kind of change maker are you? Groups of work according to the results in order to propose possible solutions.
Writing Activity Time (Observation – Reflection)	6 th session / 60 min	Written analysis of the songs related to the topic and the information discussed in class. Diary entry record.	Flowchart related to the topic presented. Diary entry record.	Flowchart related to the topic presented. Diary entry record.	Flowchart related to the topic presented. Diary entry record. Creation of Infographics per topic discussed in class.
Free Practice Time	End of the lesson.	Feedback	Feedback	Feedback	Feedback

Table 6. Stages developed in each lesson.

CHAPTER 5: DATA ANALYSIS AND FINDINGS

This chapter aims at describing the procedures as well as the analysis of the gathered data and the categories emerged during the process. In addition, it presents the findings of this research project built over the foundations of students' voices with the proper theory.

The analysis and interpretation of results for the present research, is realized after a data collection process on ninth graders at José Max León School, through instruments as field notes (Appendix C), transcriptions of audio recordings (Appendix G), and students' diaries (Appendix H) which were developed at the end of every lesson with the purpose of understanding students' oral and written interaction and perception towards the activities implemented. As expressed by Dickens and Watkins (1999), data collection process allows researchers identifying the need for change, and the possible course of action. After collecting the data (Dickens and Watkins, 1999), it is necessary to analyze it and generate possible solutions to the identified problem by making and introducing this solution into the population in order to be coherent with the questions proposed at the beginning of the research.

Following this line of thought, after the data was collected, it was separated in three groups (field notes, transcription of audio recordings and diaries) and recorded in computer files in order to analyze the main aspects that constantly were repeated in all of them. For this, a series of codes were assigned to each one of the instruments in order to track the origin of each one of the categories (see Table 7).

DATA COLLECTION INSTRUMENT	DATE	CODE
FIELD NOTES	August 12 th , 2019.	FN01
	August 14 th , 2019.	FN02
	August 16 th , 2019.	FN03
	September 5 th , 2019.	FN04
	September 18 th , 2019.	FN05
	October 3 rd , 2019.	FN06
TRANSCRIPTION OF AUDIO RECORDING	August 12 th , 2019.	AT01
	August 12 th , 2019.	AT02
	August 26 th , 2019.	AT03
	August 28 th , 2019.	AT04
	August 30 th , 2019.	AT05
	September 4 th , 2019.	AT06
	September 5 th , 2019.	AT07
DIARIES	August 21 th , 2019.	SD01 Student's nickname
	September 6 th , 2019	SD02 Student's nickname
	September 20 th , 2019	SD03 Student's nickname
	October 4 th , 2019	SD04 Student's nickname

Table 7. Data collection instruments coding.

Then, three subsequent questions were drawn from the objectives presented at the beginning of the research in order to provide a more accurate answer related to the data gathered during the process (see Table 8): **1. What factors of Interaction are unfolded in ninth graders when song-lyrics based lessons with controversial issues are implemented?; 2. What is the role of controversial issues in students' productive language skills interaction?and 3. Do the use of songs influence students' productive language skills interaction?**

Furthermore, a series of categories and subcategories were established in order to give an accurate answer to the problem stated when the research was initiated. In order to fulfill a proper analysis of the data collected, this data must be compared constantly with the objectives proposed in the previous stage of the research project, in order to set coherent categories that are significant, representative and relevant for the problematic established (see Table 8).

Procedures for Data Analysis

As stated by Quinn Patton (as cited in Saldaña, 2015), each qualitative study is unique, as well as their analytical approach. That is to say, each study must decide how to intervene the data collected for further analysis, how to codify the information for categories to emerge appropriately.

The data analysis process used in the present research project, matches the criteria and elements from the grounded theory/approach, which is described by Glaser (As cited in Cohen, Manion and Morrison, 2002) as the systematic generation of a theory from data; as well as an inductive process in which every piece of information gathered is separated to later be integrated in a data pattern that is deductively constructed by itself when interacting with different types of data.

Being inductive, the resulting theory ‘emerges’ from the data through a process of structured analysis, specifically similar to the process carried out in the research. As Dey (2003) proposes, data analysis in qualitative research is to break down into pieces all the information gathered during the research and then putting those back together as a whole for further analysis after creating the necessary categories. If this process is not carried out in qualitative research, the research will be a construction of impressions and personal experiences that are, in point of fact, relevant and important from teachers’ perspectives, but not a constitutive component in analyzing the findings (Dey, 2003).

As stated by Cohen, Manion and Morrison (2002), *selective coding* involves identifying a core code and to compare the coding scheme with pre-existing theory. As coding proceeds, the researcher develops concepts and makes connections between them. Cohen, Manion and Morrison (2002) argue that ‘repeated coding of data leads to denser concept-based relationships

and hence to a theory'. In this line of thought, a series of information related to the controversial issues presented were highlighted in each one of the instruments in order to proceed to look for major categories having in mind those aspects that were repeated.

Then, the previous theory conveyed in the first chapters of the present research were brought into light in order to compare the categories with the subsequent questions and the possible subcategories for each one of the emergent categories (see Table 8).

RESEARCH QUESTION	SUBSEQUENT QUESTIONS	EMERGENT CATEGORIES	EMERGENT SUBCATEGORIES
How ninth graders' productive language skills interaction is influenced when song-lyrics based lessons with controversial issues are implemented in the EFL classroom ?	Subsequent question 1: What factors of Interaction are unfolded in ninth graders when song-lyrics based lessons with controversial issues are implemented ?	1. Interactional factors conveyed in Oral and writing skills, fostered through song-lyrics based lessons with controversial issues	1.1. Automaticity 1.2. Intrinsic motivation 1.3. Strategic investment 1.4. Risk-taking 1.5. Language-culture connection 1.6. Communicative competence 1.7. The role of controversial issues in interaction.
	Subsequent Question 2: What is the role of controversial issues in students' productive language skills interaction?	2. Development of Critical Responsibility by reflecting on controversial issues through song-lyrics based lessons	2.1. Critical responsibility through controversial issues.
	Subsequent Question 3: Do the use of songs influence students' productive language skills interaction?	3. Songs and the fostering of productive language skills interaction in the EFL classroom	3.1. Students' responses and Nonverbal communication. 3.2. Sociocultural and affective factors.

Table 8. Categories of analysis.

Findings

The categories presented in Table 8 are the foundation of analysis for the present research, showing their correspondence with the research question proposed and aiming at providing a proper answer to that question.

The first subsequent question (*What factors of Interaction are unfolded in ninth graders when song-lyrics based lessons with controversial issues are implemented?*) aimed at analyzing how the interactional factors described Brown and Lee (1994) are presented in the methodology used for the pedagogical intervention in terms of Oral and Writing Skills, those interactional factors are the foundation of the emergent subcategories : Automaticity, intrinsic motivation, strategic investment, risk-taking, language-culture connection, interlanguage and communicative competence.

The second subsequent question (*What is the role of controversial issues in students' productive language skills interaction?*) focused on the role of controversial issues in students' interaction (oral and written) related to the development of Critical Responsibility, important for the specific context in which the research took place and bearing in mind sociocultural and affective factors described by Kang Shumin (as cited in Richards & Renandya, 2002).

Moreover, the third and final subsequent question (*Do the use of songs influence students' productive language skills interaction?*) led to another category related to the use of music and the development of interaction in the EFL classroom, using students' responses, the use of target language and nonverbal communication as the key to explain the phenomenon.

Category 1: Interactional factors conveyed in Oral and writing skills, fostered through song-lyrics based lessons with controversial issues.

According to Brown and Lee (1994) there are seven interactional principles or factors that work as the foundation for structuring a theory of interaction in the language classroom, as follows:

Automaticity: proposed as the real interaction based on meanings and messages instead of target language (Brown and Lee, 1994). In the case of the present research, students writing and oral skills were not corrected, as it was not the main purpose of the lessons; however, students were encouraged to participate at all times, even when mistakes were done.

<p>are victims of bullying in all of their forms. In Colombia also, there is a law which search to control the bullying, it's the 1620 de 2013 called Sistema Nacional de Convivencia Escolar y Formación para los Derechos Humanos, la Educación para la sexualidad y la Prevención y Mitigación de la Violencia Escolar. According to the Doctor Vienna de Fidare this new, this new law, ehm allows to (pause) allows to (pause) prevent...</p> <p><i>(Cellphone "time's up" alarm) ...</i></p> <p>...allows to prevent cases of, ehm jokes, attacks, kids punch, ehm pressures and stands that not, that not... Bueno que no se queden en el anonimato ¿sí? and...</p> <p><i>(laughter)</i></p> <p>...and, and that cases will be attended and punish, punished. (intelligible) Ah! how the law works? and first knowing the fact, the the violence it will be a form to (intelligible) teachers, students involved and fathers from the family of the aggressor and the vic, victim. It will be searching alternatives or solutions from about the, about the cases, hoping to find spaces of conciliation and (intelligible) regard an integral attention and the clear followment of the rules in each case. If the situation cannot be resolved by the ehm, laws that establish la ley 1620 de 2013 it will require la the intervention, the interven...</p> <p>Teacher: The intervention...</p> <p><i>(laughter in the background)</i></p> <p>Ochoa: ya, ya, es que es muy difícil de traducir... <i>(laughs)</i></p> <p><i>(laughter in the background)</i></p> <p>Teacher: Thank you, Mister Ochoa. Who's going next?</p>	<p>BN</p> <p>BN</p> <p>BN</p>
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Extract (AT01_Ochoa)

In the case of the sample presented before, as it was the first activity, they were required to participate in controlled spaces of time and the participant was making a translation from national law articles and documents that were relevant for the topic. When I told them at the beginning of the pedagogical intervention that those skills (oral and writing production) were not going to be evaluated with aspects of accuracy or appropriate use of grammar structures, but their participation itself, the participants felt less anxious and willing to participate.

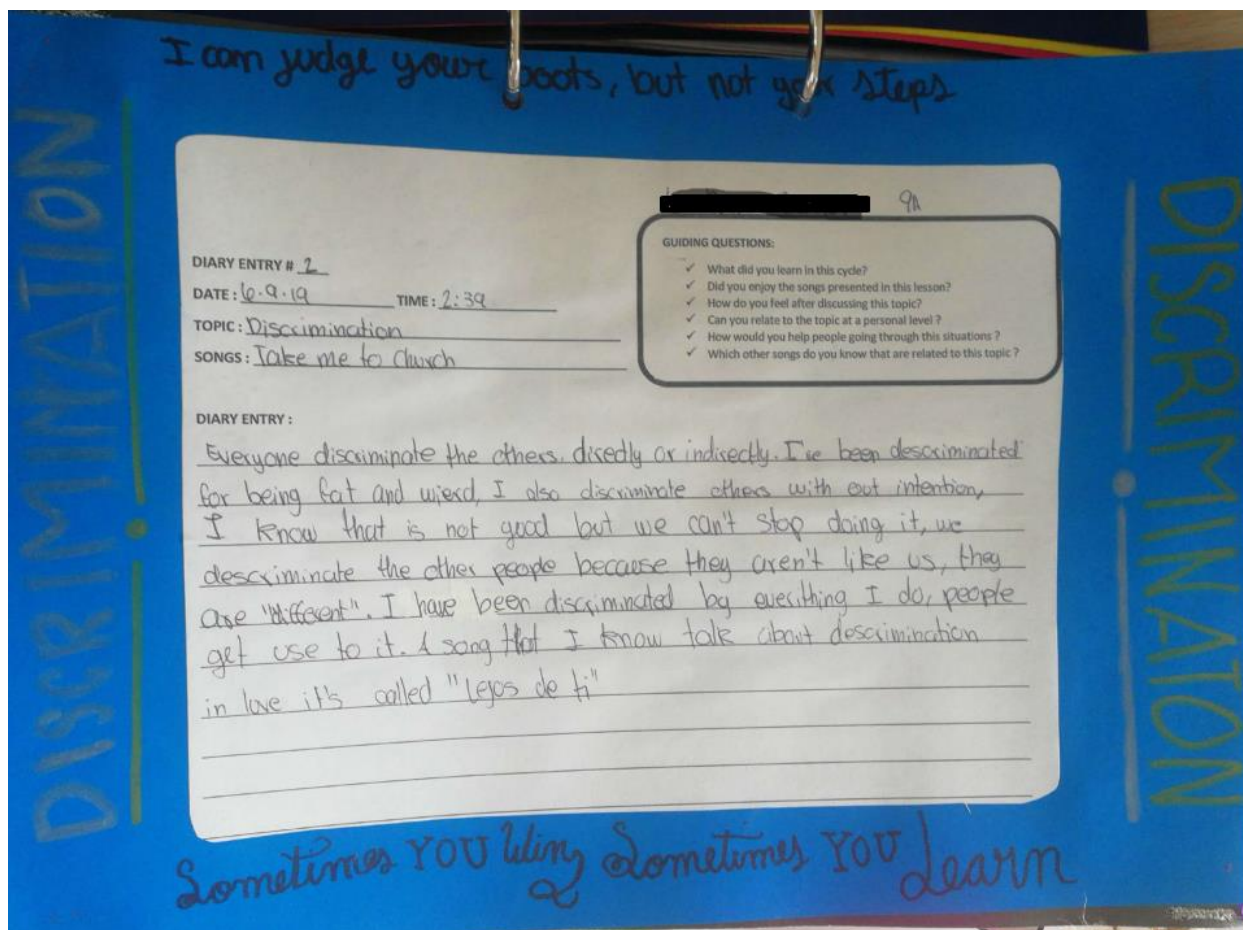
Intrinsic motivation: As the drive of students in order to feel fulfillment and satisfaction when being engaged with each other in speech acts and being able to appreciate their own competence to use language (Brown and Lee, 1994):

<p>CONTROVERSIAL ISSUES</p>	<p>It is important to address the research in order to avoid people repeating information. Ex:</p> <p>S1: "...children are growing up with inability to concentrate, shortage of money, injuries, anxiety..."</p> <p>S2: "...dominant behavior that intimidates people..."; "...isolating people, inability to concentrate, injuries..."</p>	<p>Students tend to try to debate as they disagree or are shocked by the comments made by their partners. Even when the specific instruction was to share ideas for about 2-3 minutes and then listen to their partners.</p>
	<p>During the 5 minutes break between the two hours session, students approach to me and kept on talking about their perception on bullying and how they felt about their partners' comments. This was important, because the session was designed for students to share their findings on the topic, but not to talk or debate about their partners' opinions.</p> <p>Curious personal experiences were shared, even those related to suicide and feeling less than others in previous schools.</p>	

Extract (FN01)

As explained before, the first activity was controlled by time and a specific order of participation, leading to small spaces to debate; however, students tried to debate as they

disagreed with their partners or with the comments made during the lesson. This demonstrates student's engagement in terms of speech and interaction with their partners.

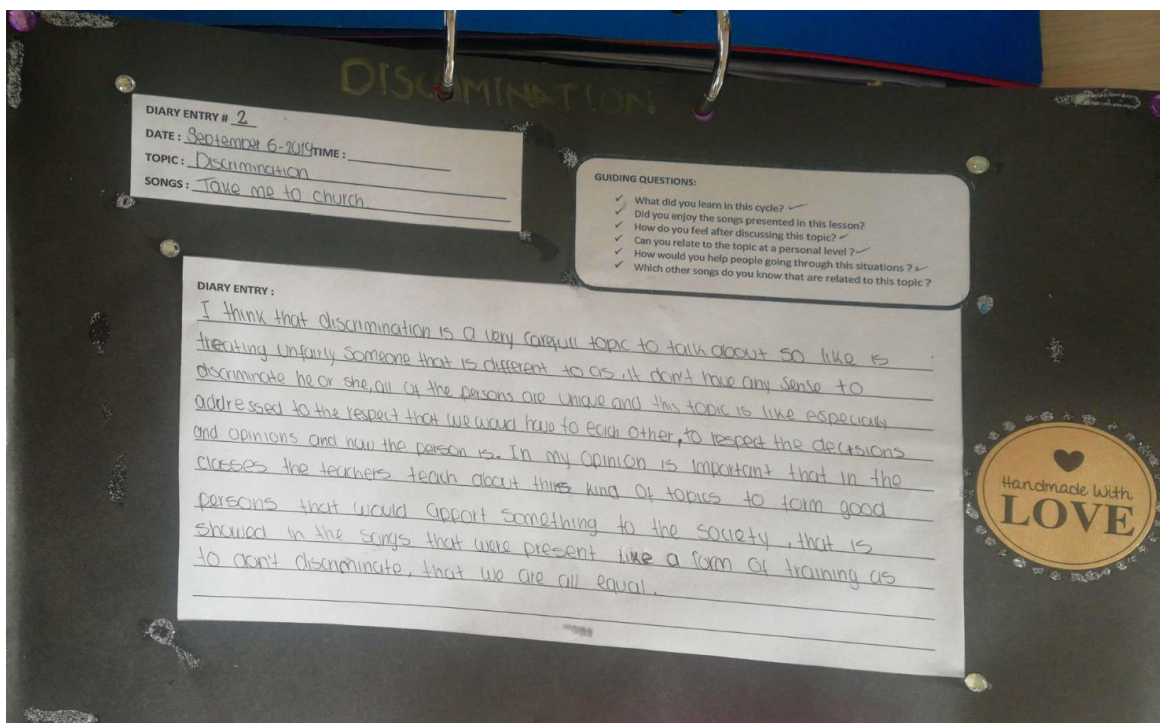


Extract (SD02_Lunita)

Moreover, as stated by Dörnyei's (2001) model it is important to foster interaction in the language classroom by creating basic motivational conditions, in order to promote students' enthusiasm and engagement with the activities proposed, as presented in the previous extract from a participant's diary, in which it is possible to perceive the way this participant feels in regards to the topic. In every session, this participant showed interest to participate, brought

information and share personal experiences connected to the controversial issues presented each lesson.

Dörnyei's (2001) also states that generating initial motivation, helps increasing learners' intrinsic interest in the learning process as well as encouraging a positive disposition towards the class; maintaining and protecting motivation, as a way to promote student's self-motivation and to keep learning as something stimulating and enjoyable, in order to help diminish language anxiety in the learning environment; and encouraging positive self-evaluation, by providing positive feedback and offering rewards as a motivational encouragement (Dörnyei, 2001).



Extract (SD03_Dianne)

In the extract taken from Diaries SD02_Lunita and SD02_Dianne, the participants wrote things that connected their own personal experiences towards discrimination with the

controversial issue presented. Moreover, in extracts from Audio transcriptions, it is clear that students like to participate but also laugh and have a good time while sharing ideas.

Vallo: Who's going next? Bueno, el bullshitter... ¿Pero no vamos a salir a los cinco minutos de descanso?

Teacher: No, continue...

Vallo: Ok, go ahead.

Pipe: Taking into account all the definitions of bullying, we have like (intelligible) that if people have a lot ehm ah questions about eh about mental health, body image and some relationships of gay. So I'm going to read a lot of facts of bullying, ok, more than half of people in their twenty-five years have experienced bullying at some point. 47% of the society have never experienced bullying and 54% have been bullied at some point.

In the middle we have the person who who have been bullied and the person who bully others we need to take into account that people have like psycho, psychological disabilities are more likely to raise bullying than a person without physical disabilities. Hashtag is not cool!

(Laughter)

Extract (AT01_Pipe)

Strategic investment: which, as claimed by Brown and Lee (1994) requires the use of a specific language competence in order to make decisions on how to use language according to the context and the topics, as well as to make corrections and use feedback in their own communication process. It also requires the component of spontaneity and involves diverse strategies for production and comprehension.

<p>are victims of bullying in all of their forms. In Colombia also, there is a law which search to control the bullying, it's the 1620 de 2013 called Sistema Nacional de Convivencia Escolar y Formación para los Derechos Humanos, la Educación para la sexualidad y la Prevención y Mitigación de la Violencia Escolar. According to the Doctor Vienna de Fidare this new, this new law, ehm allows to (pause) allows to (pause) prevent...</p> <p><i>(Cellphone "time's up" alarm) ...</i></p> <p>...allows to prevent cases of, ehm jokes, attacks, kids punch, ehm pressures and stands that not, that not... Bueno que no se queden en el anonimato ¿si? and...</p> <p><i>(laughter)</i></p> <p>...and, and that cases will be attended and punish, punished. (intelligible) Ah! how the law works? and first knowing the fact, the the violence it will be a form to (intelligible) teachers, students involved and fathers from the family of the aggressor and the vic, victim. It will be searching alternatives or solutions from about the, about the cases, hoping to find spaces of conciliation and (intelligible) regard an integral attention and the clear followment of the rules in each case. If the situation cannot be resolved by the ehm, laws that establish la ley 1620 de 2013 it will require la the intervention, the interven...</p> <p>Teacher: The intervention...</p> <p><i>(laughter in the background)</i></p> <p>Ochoa: ya, ya, es que es muy difícil de traducir... <i>(laughs)</i></p> <p><i>(laughter in the background)</i></p> <p>Teacher: Thank you, Mister Ochoa. Who's going next?</p>	<p>BN</p> <p>BN</p> <p>BN</p> <p>BN</p>
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Extract (AT01_Ochoa)

In the previous extract taken from an audio transcription, the participant made his own corrections along the contribution, used his mother tongue and made jokes about how he tried to make the automatic translation and failed in the last seconds. This kind of exercises showed a proper management of oral language skills both in Spanish and English in some participants and the lack of vocabulary to “invest” in the case of others and that does not get better by being pushed by classmates in order to participate and produce language “more efficiently”, as presented in the following extract.

Vayo: Who's going next? Ahm, Castro. Castro, Castro, Castro.

Students in the back: Castro, Castro, Castro.

Teacher: C'mon, stop it.

Vayo: So, start.

Castro: Ok, the bullying is any way of ehmm, ehmmm, psychological abuse or verbal or physical maked in the students or (pauses) ehm, reiteradas (laughs) no sé cómo se dice, ehm

Vallo: Ya la cagó, ya

Teacher: Continue

Castro: (intelligible) psychological, verbal, physical and ... (laughs) la, one of the most common are cyberbullying that is more safe to the violator that...

(Laughter)

(Cellphone "time's up" alarm)...

(Laughter)

Vallo: Siga, siga

Ochoa: Continue

Vallo: ¿Quién falta?

(Indistinct laughter and comments)

Vallo: Who's missing

Extract (AT01_Castro)

Risk-taking: Brown and Lee (1994) explain that this principle "...requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks." (p.166)

Ehmm, I have here a little definition of bullying. Ok?

Pipe: The act of intimidating a weaker? person

Teacher: Uhum, Intimidating a weaker person

Pipe: Intimidating a weaker person to make the, them do something.

Student participated without indication and started reading the definition of bullying.

Extract (AT01_Pipe)

There were moments during the pedagogical interventions in which it was evident that participants were engaged in the activities because they wanted to participate, even when instructions were not given beforehand. Risk-taking is a big part of the motivation and engagement participants show in the process; because, if they feel motivated, they are going to take the risk of participating and interacting even when their level is not high enough or the lack of vocabulary will not be an issue.

Language-culture connection: The interactive communication component is loaded with a cultural tone of which participants need to be aware.

CATEGORIES TO BE OBSERVED	ANALYSIS What was observed ?	RELATION WITH RESEARCH QUESTION What is its relation with the RQ ?
STUDENTS' INTERACTION	<p>Students made jokes about the songs and express their surprise with the song "Brain damage" and the story behind it (Eminem received a diagnosis of 10% brain damage because of a beating that he received at school).</p> <p>Students ask for songs while they work.</p> <p>Students are particularly interested in the character and the singer's background story related to this particular song (Brain Damage). They mentioned that Eminem is a white man that grew up in a black neighborhood.</p>	<p>Students wrote the most important aspects or those that they found relevant about the songs presented.</p> <p>Context about the background and the culture is necessary to understand the song.</p>

Extract (FN03)

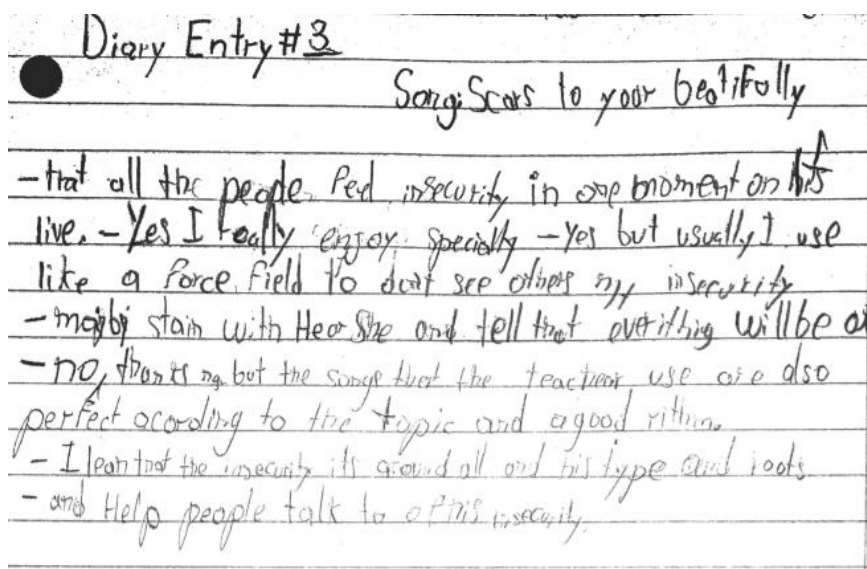
In order to interact appropriately, participants need to be aware of the context in which the songs were written, its background and story. This process was made at the beginning of every session and every song presented, the teacher-researcher gave a piece of relevant information about the songs and students started building their analysis from there, helped by the lyrics of the songs and by making a mind map in which their opinions and thoughts were reflected.

Communicative competence: In regards to this important principle related to interaction, Brown and Lee (1994) state that "all the elements of communicative competence are involved in

human interaction. All aspects must work together for successful communication to take place.”

(p.166) In this particular subcategory, all the skills related to English learning are present;

however, only those related to production are being observed carefully, as it is the core of the interactional factors to be fostered.



Extract (SD03_Castro)

Students in the back: Castro, Castro, Castro.

Teacher: C'mon, stop it.

Vaya: So, start.

Castro: Ok, the bullying is any way of ehmm, ehmmm, psychological abuse or verbal or physical maked in the students or (pauses) ehm, reiteradas (laughs) no sé cómo se dice, ehm

Extract (AT02_Castro)

Interactional levels are different for the same person in different stages of the pedagogical intervention due to the development of different skills. In the first example, the participant is writing more than in previous stages and is trying to use more words even when answering punctually to every question proposed for the diaries; even though in the second extract, the

same participant used just a few words and felt embarrassed to participate in public. However, the willingness to participate in the activities proposed is easily detectable.

The role of controversial issues in interaction.

Harwood and Hahn (1990) define controversial issues in the classroom as a reflective dialogue between teachers and students about a specific issue on which there is usually disagreement; this dialogue creates an environment of interactive endeavor and constant reflection, supported by enough arguments and aiming at proposing solutions or explanations in an emancipatory way.

TRANSCRIPT	COMMENTS
<p><i>Teacher:</i> So, good morning everybody. <i>Everybody:</i> Good morning, miss. <i>Teacher:</i> As part of my pedagogical intervention, as you guys already know. I am going to show you four controversial issues that we are going to work with. But before doing all of that, I mean is going to take a lot of time. So, this cycle we are going to work with one topic that you already know what it is... <i>Everybody:</i> Bullying. <i>Teacher:</i> Bullying, right? So, eh, before working with this topic, I'm going to talk to you a little bit about my research project, ok? because, you all need to know, ok? This is the title of my research project, it is: music based lessons with controversial issues to foster interaction in the EFL classroom. Ok? Do you know what EFL means? <i>Everybody:</i> No. <i>Teacher:</i> No? <i>In the back:</i> English... <i>Teacher:</i> English as a foreign language. <i>In the back:</i> Yes <i>Teacher:</i> Ok? So, it means that we are going to do lessons with music and controversial issues. Ok? in order to develop interaction in the classroom. Ok? And I'm going to observe what is going to happen, ok? So, before doing all of this, ok? the first controversial issue that we are going to address is bullying, like I said before and we are going to work during the first cycle, ok?</p>	<p>Observations: Key was absent during this session due to a medical leave. Gaby, Dianne, Obregón, Castro and Cárdenas participated in the next session.</p> <p>Ss # _ : Students whose parents signed the consent form but decided not to be part of the focus group.</p> <p>Ss # _ : Students whose parents did not consent their participation in the research project</p>

Extract (AT01)

It is pertinent to mention that the steps provided by Harwood & Hahn (1990) were accurate to provide the necessary input in the lessons and to foster an accurate environment for interaction. From selecting the controversial issues to be presented having in mind students'

interests to provide a field of certain “expertise” in the topic, to prepare students for discussion and providing adequate information sources in order to train students and give them enough information to participate and to keep in mind when listening to the songs proposed. However, students were asked to look for information of their own interest related to the topic in order to share it with their classmates by different techniques in order to promote interaction (round table, Phillips 6-6, focus-reflection protocol, among others.)

Other aspects proposed by Harwood & Hahn (1990) are related to establishing an accurate an open discussion climate for students to feel safe, respected and listened even if their ideas are too different; in addition, ensuring an intellectual balance in which all the perspectives and opinions are fully considered, without wandering off topics and in order to promote an equal participation. The perspective of the teacher is really important in this stage to determine what activities help fostering the interaction.

CATEGORIES TO BE OBSERVED	ANALYSIS What was observed ?
STUDENTS' INTERACTION	<p>It is difficult for students to concentrate and pay attention to their partners with this particular style of ideas-sharing. This, because the observation demonstrated that students were showing signs of boredom (looking at their cellphones, talking to their partners, etc)</p> <p>1 student at a time talking about their findings may not be the best way to share information and approach to students' interest. (It would be nice to think about making groups for the second lesson)</p> <p>Students expect that the teacher interacts with them and make comments, specially feedback regarding pronunciation. However, feedback on pronunciation was not done as it was not the target of the lesson.</p> <p>Student who failed year speaks slow and hesitant.</p> <p>At the end of the session and as a strategy to attract students' attention after repeatedly listen to their partners, was to share a real and personal experience by the teacher. Students felt engaged and share reflections towards it.</p>

Extract (FN02)

In addition, Harwood and Hahn (1990) mentioned that the expression of teachers' personal views on the controversial issues, as long as well-addressed and pertinent, tend to set an example for students:

And as a person who has been bullied before, then I can tell you that is not nice. So, I would like to share my personal experience with bullying before continuing. When I was younger, like a lot younger ehmmm I used to be the youngest one in my classrooms always. I graduated when I was 14 years old from school...

Everybody: Whaaaaat? (Reactions to the previous comment)

Teacher: I was, so I was always the younger student in my classroom. And when I was like 10 years old, I remember ahm some girls that were obviously older than me, they came at me and said like "hey, let's go, there's a guy from eleventh grade that wants to meet you and wants to be your boyfriend" or something like that, and I was like...

Well, I was a ten-year-old girl, I was like really small and I got scared, I got really scared and I came into the classroom, I mean I run away from them, I came into the classroom and they were really mad at me because I didn't want to meet this guy. So, when I got out of school, these girls pull me in an alley and they started beating me ...

Someone in the back: In a what?

Teacher: In an alley

|

Ochoa: Ahh, like a callejón...

Teacher: And they pushed me to the floor, they pulled my hair, they hit me and they left laughing. And, when I came home I got like bruises like all over my arms and everything and I was crying and I told my mom and she was, I mean she went nuts because my mother is a teacher as well, so she went nuts about what happened and we went to the police and everything and it was like a huge problem after that because the police came into my school.

They took these girls and everything and they called their parents and they told them like "if you mess with this girl again, they are going to take your parents to jail or something like that.

(Indistinct laughter and comments)

Teacher: So, instead of making things better, it was worst for me because these girls were like the popular ones. So, obviously everyone like in the classroom were like on their side, ok? So, instead of making things better, it was worst for me. That year was terrible for me because this, like the whole group was pushing me, like "no, we can't say anything because the police will come to the school" and those kinds of comments like the whole year. And I was excluded of everything, like of every group, of everything...

Extract (FN02)

As mentioned in the extract above, the teacher provided an example from her personal life that encouraged students to pay close attention and surprised them, as they did not expect that the teacher-researcher would share a part of her own story.

Finally, Barton and McCully (2007), stated that teaching controversial issues in the classroom is a powerful way to change people's perspectives and points of view in a democratic world, in order to take part in reasoned discussions with those whose opinion may differ and to

take an argued position, which was the case of each student when approaching to these controversial issues and when they had the opportunity to reflect upon the complexity of those.

<p>DIARY ENTRY # <u>2</u></p> <p>DATE : _____ TIME : _____</p> <p>TOPIC : <u>discrimination</u></p> <p>SONGS : <u>Unfathomable,</u></p>	<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> ✓ What did you learn in this cycle? ✓ Did you enjoy the songs presented in this lesson? ✓ How do you feel after discussing this topic? ✓ Can you relate to the topic at a personal level? ✓ How would you help people going through this situations? ✓ Which other songs do you know that are related to this topic?
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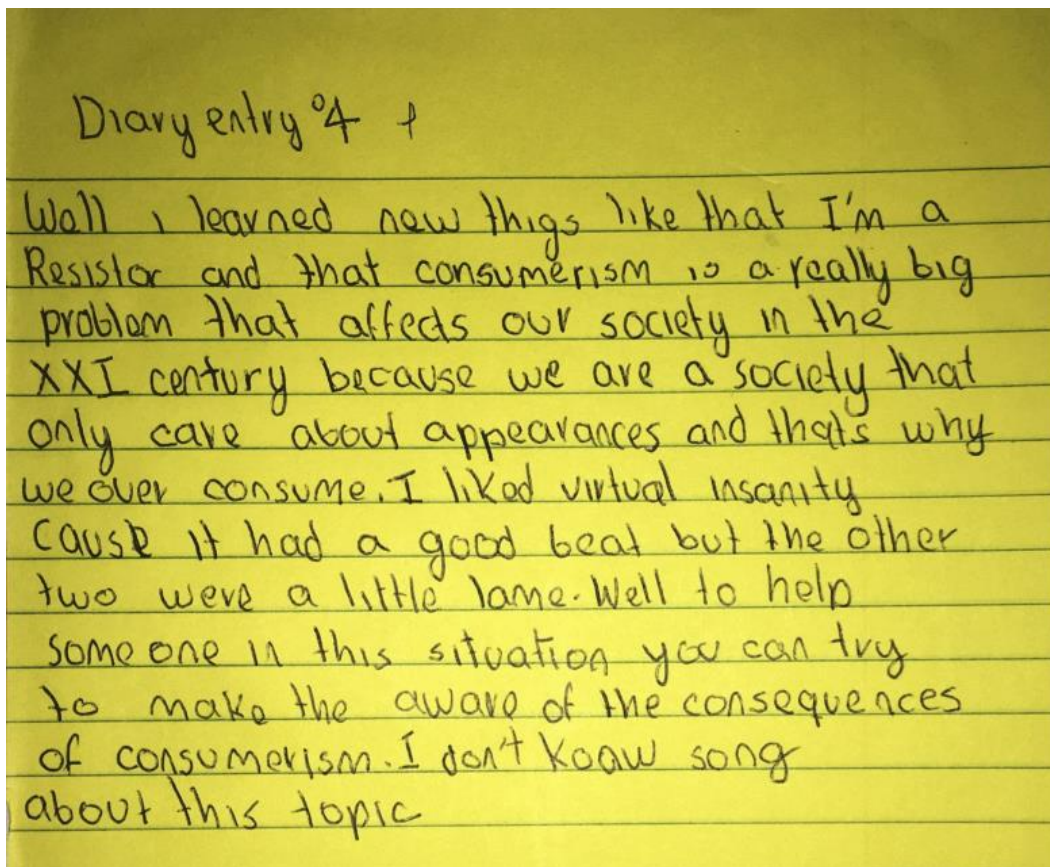
DIARY ENTRY :

Well I learned this week about discrimination, it's a very hot topic all around the world because of the ultra-conservative governments that discriminate people cause they think they are inferior. Well I just heard 2 out of the 3 songs but I like the eminent one more than the other one cause I felt it had a deeper meaning. Well you see discrimination in your everyday life it's very common so when we see a situation or someone being discriminated we must speak out is our duty to protect everyone.

Songs: same love, im not racist

Extract (SD02_Vayo)

The instruments revealed the usefulness of the methodology applied to address controversial issues through music, providing with information an argued response of student to each one of the controversial issues presented. Moreover, the data collected manifested the fostering of writing and speaking skills by giving students freedom of speech in each exercise, which will be analyzed further on:



Extract (SD04_Vayo)

Category 2: Development of Critical Responsibility by reflecting on controversial issues through song-lyrics based lessons

For the specific context in which this research study took place, it is important that it has an impact in the community and that is the reason why the second category is strictly related to the ethical and pedagogical philosophy of José Max León School, based on the Ethics of care. This implies the active role of each member within the institution to promote respect, autonomy, honesty and critical responsibility (Manual de convivencia, 2018).

Critical responsibility through controversial issues:

This Pedagogical philosophy proposes that each member of the school community has an active role. The teacher is the mediator and that who observes and understands the behaviors and attitudes of the students in the class, to carry out an assertive feedback; this feedback must be related to students' reflection as an input of the metacognitive process (Manual de convivencia, 2018). It is pertinent to mention the similarity between the teacher's role of the school and the role of the researcher in this particular research.

The last item mentioned in the pedagogical philosophy of the school, critical responsibility, is one of the most important factors in the school community and it is mentioned almost as much as the motto of the school. This critical responsibility is understood as a conscious, autonomous and public exercise of freedom, framed in the ethical principles and in the law. It is the product of logical reasoning that demands knowledge, evidence and arguments, as well as the commitment of the person with themselves and the others (Manual de convivencia, 2018). Students are required to be informed about what is happening worldwide and how that affects their daily lives, in the following abstract, the participant found interesting to tell their partners about the different laws related to bullying in our country for them to know that they can be listened to when dealing with these situations:

are victims of bullying in all of their forms. In Colombia also, there is a law which search to control the bullying, it's the 1620 de 2013 called Sistema Nacional de Convivencia Escolar y Formación para los Derechos Humanos, la Educación para la sexualidad y la Prevención y Mitigación de la Violencia Escolar. According to the Doctor Vienna de Fidare this new, this new law, ehm allows to (pause) allows to (pause) prevent...

(Cellphone "time's up" alarm) ...

BN

Extract (AT01_Ochoa)

Aside from the fact that this response is structured in ethical principles and laws, is an expression of his interests related to the topic as well. Critical responsibility also manifests itself when making decisions and assuming consequences from the evaluation of realities, concepts and positions, to recognize (or to be recognized) and transform (or to be transformed) in favor of the construction of social meaning (Manual de convivencia, 2018).

CATEGORIES TO BE OBSERVED	ANALYSIS What was observed ?	RELATION WITH RESEARCH QUESTION What is its relation with the RQ ?
STUDENTS' INTERACTION	<p>The activity was a great deal for students. They felt engaged and asked for activities similar to this one because they said that it had an impact in their thoughts about discrimination.</p> <p>Students felt emotional when talking about how they felt that they have discriminated people for different reasons.</p> <p>Students considered that this exercise helped them realize about things that they have been doing wrong, as well as their families. They mentioned that it is a start to change what is wrong about us, starting with those little comments that we think do not hurt people.</p>	<p>Motivation is high in this kind of exercises as they like to be critical and question the things that they may be doing wrong.</p> <p>Nonverbal communication is evident when student are asked to close their eyes, step to the front if they feel related to some of the statements provided by the teacher and then open their eyes. The different gestures used by students made evident their feelings towards what their partners thought.</p>

Extract (FN04)

The pedagogical approach of the school permits to engage students into building social meaning of their context by applying what they learn every day. A clear example is presented in the previous extract; in which it is explicit how students felt in regards to a specific activity that required to take a position in terms of a difficult topic such as discrimination in our country. Questions such as: *“have you –or your family- ever made racist comments/jokes against Venezuelan people?”* made participants felt uncomfortable (having in mind that we have Venezuelan students in almost each one of our classrooms) and shocked to realize their –or their partners’- thoughts about the topic proposed.

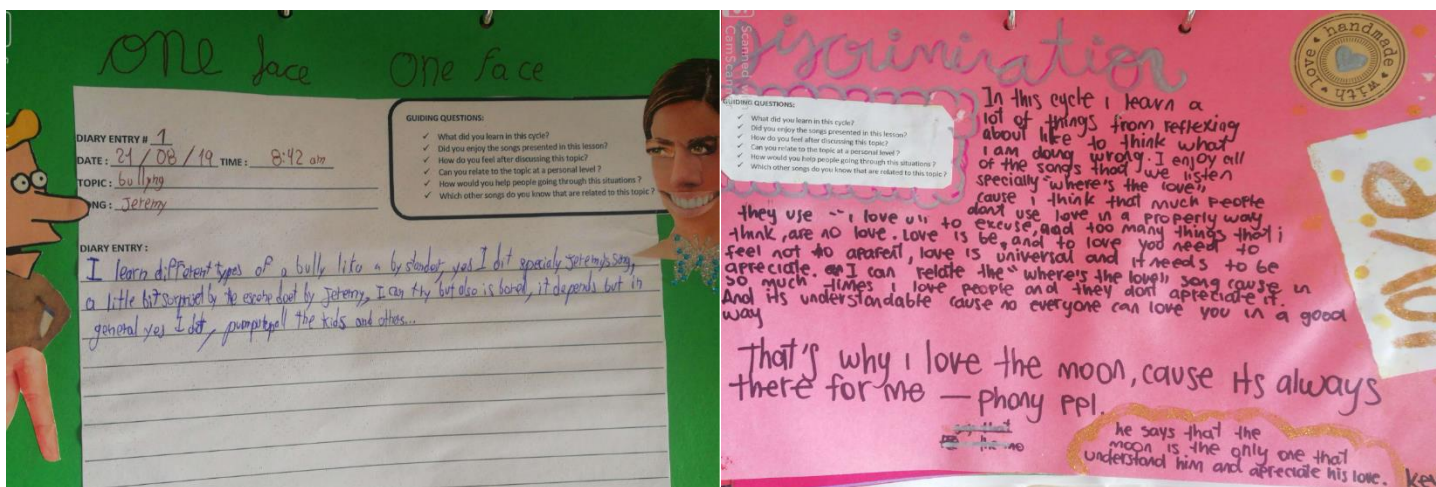
The instruments proved that these controversial issues helped students to manifest their critical responsibility through organized and well-argued comments that impact their profile as students from this particular institution and their life as citizens of a globalized world.

Category 3: Music and the fostering of interaction in the EFL classroom.

In regards to music and the development of interaction in the EFL classroom, there are two subcategories that will help explaining this emergent phenomenon:

Students' responses and nonverbal communication:

As proposed by Brown and Lee (1994), students' responses in the EFL classroom when interacting with others or the teacher, is strictly related to responding within a specific and limited range of available or previously practiced answers; or, in opposite, can be related to responding with their own ideas, opinions, reactions and feelings:

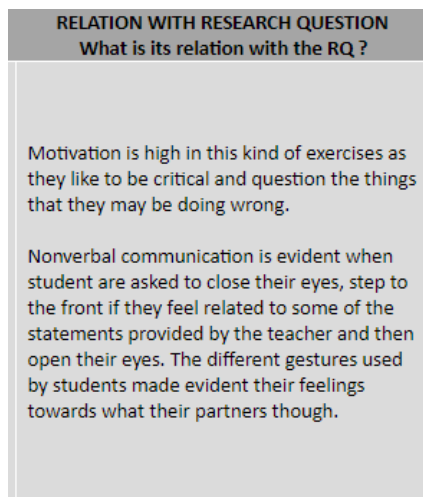


Extract (SD01_Castro)

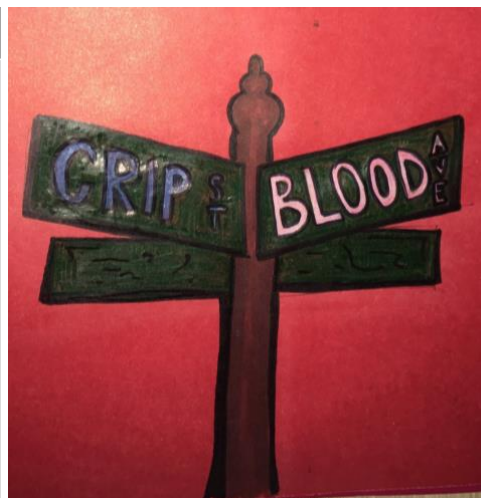
Extract (SD02_Key)

Given written or orally, students found a way to provide their impressions on the controversial issue proposed, some with more linguistic accuracy than the others. In the extract from the left, we can appreciate that the participant used a very limited response due to lack of understanding of the activity (it was the first diary entry) or vocabulary in general; while in the extract present on the right, it is evident that the response is more “emotional” and linked to the participant’s feelings and own ideas about discrimination.

Additionally, the use of nonverbal communication such as gestures or facial expressions by the teacher or the participants, as stated by Brown and Lee (1994) is strictly related to their behavior and perspectives towards the class:



Extract (FN04)



Extract (SD02_Cárdenas)

Nonverbal communication is an important aspect when dealing with interaction in the classroom, especially because everything that students say or write is accompanied by personal and distinctive gestures or drawings that let us perceive their thinking in regards to something.

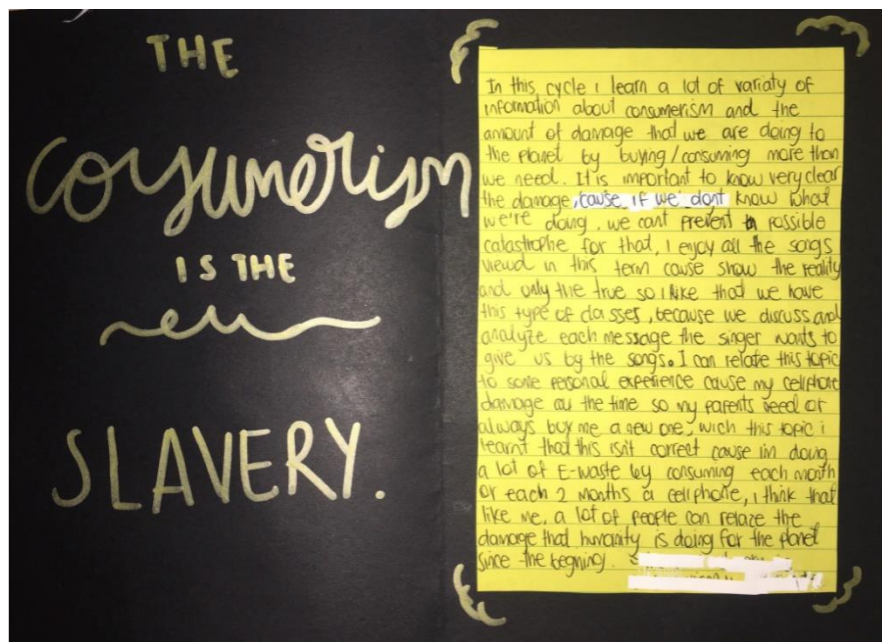
In the image presented on the left, it is possible to see what impacted this participant the most: *The Crips and the Bloods*, two characteristic gangs of the US, topic that was

contextualized at the beginning of the lesson related to discrimination. In the left side, it is presented how nonverbal communication provided special input on how students felt with certain activity. None of the two images present specific verbal communication, but indeed, communicate participants' feelings.

Sociocultural and affective factors:

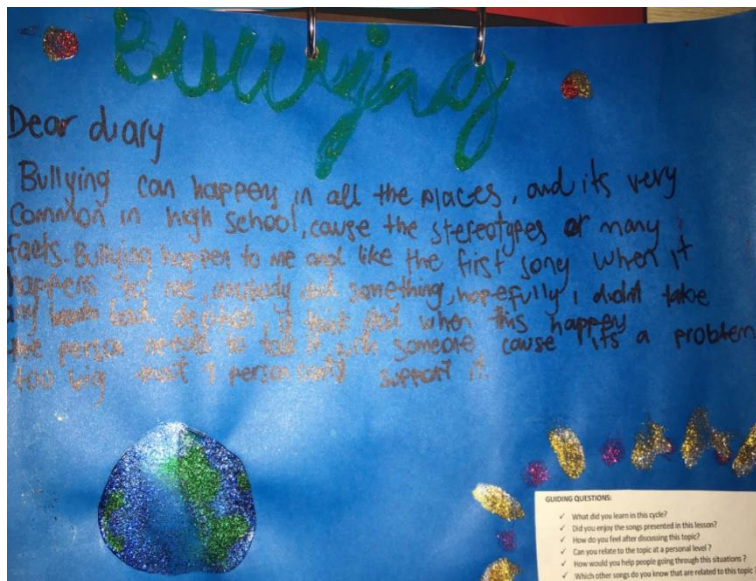
Kang Shumin (as cited in Richards and Renandya, 2002) stated that learning to speak a foreign language requires a set of abilities that go from knowing its structure as well as knowing how native speakers use the language in different contexts. On account of effective oral communication, that requires the ability to use the language appropriately in social interactions. However, as the purpose of the lessons was to observe students' interaction and not the effectiveness of oral communication in relation with structures, among others, it is important to recognize Kang Shumin's (as cited in Richards and Renandya, 2002) proposal when observing sociocultural and affective factors that affect learner's interaction (written and oral communication).

Firstly, *sociocultural factors* explained by Kang Shumin's (as cited in Richards and Renandya, 2002) bear in mind the many cultural characteristics of a language that affect foreign language learning but are strictly related to a structured exchange setting in which we share traditions and beliefs:

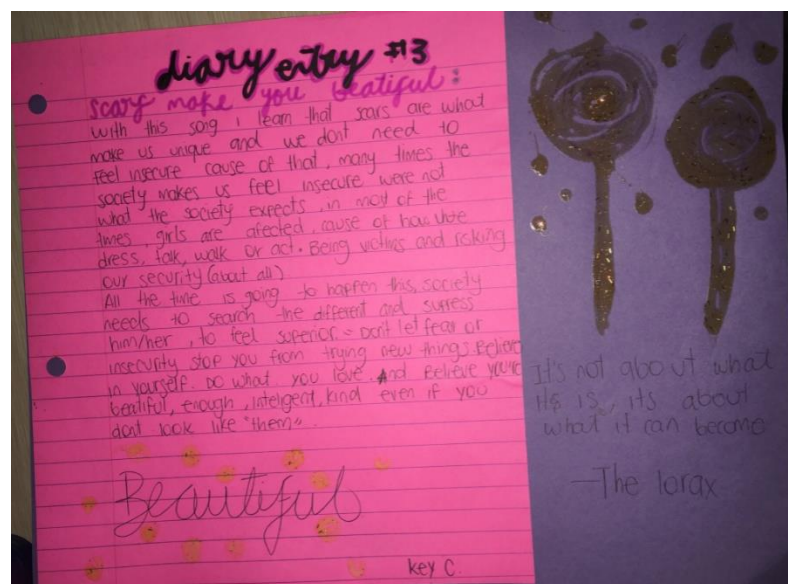


Extract (SD04_Key)

Secondly, the *Affective factors* proposed by Kang Shumin's (as cited in Richards and Renandya, 2002) are those related to the influence in learners' success or failure in language learning. Factors such as emotions, self-esteem, empathy, anxiety, attitude, frustration, uneasiness, self-doubt and motivation are related to foreign language learning. However, Krashen (1982) proposed three categories related to those factors: the first one is *motivation*, in which performers with high motivation generally (not always) do better in language learning, which explained the process described in the following extracts by one of the participants:

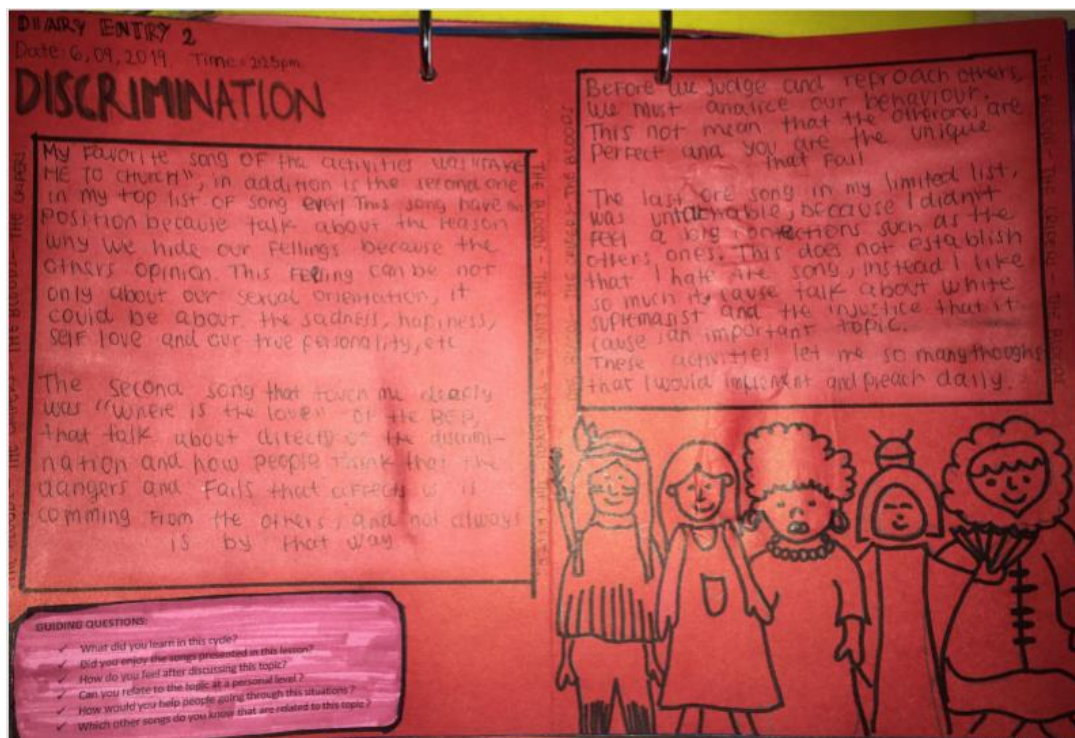


Extract (SD01_Key)



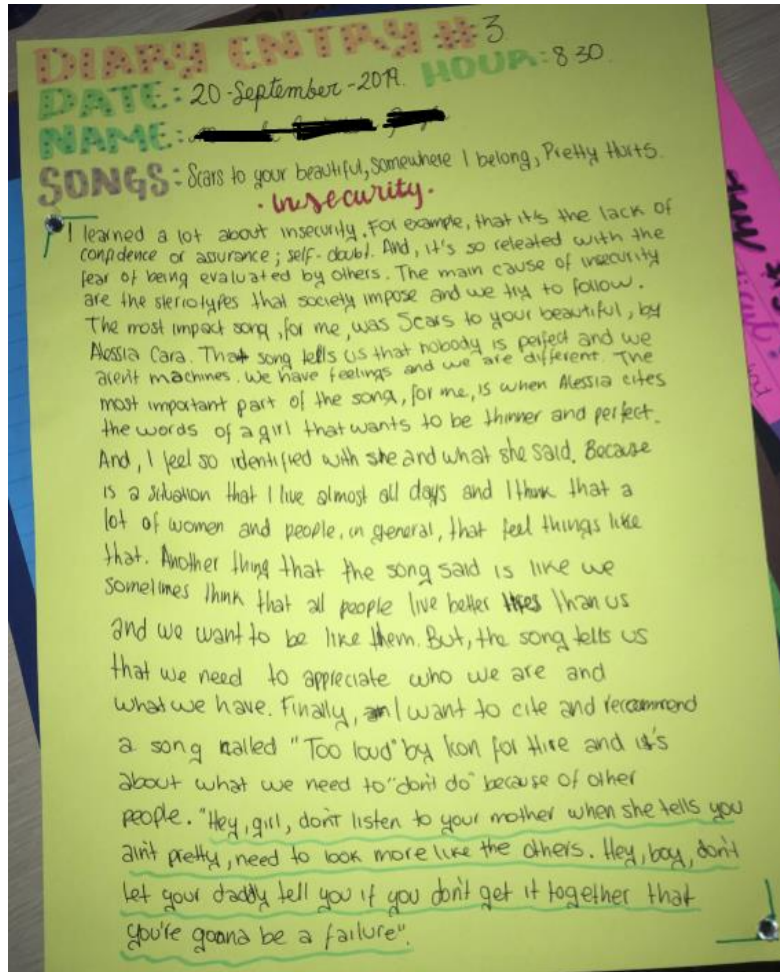
Extract (SD03_Key)

The second category is *self-confidence*, that explains how performers with self-confidence and a good self-image tend to do better in language acquisition, and the third one is *anxiety*, because low anxiety (even if is personal or inside the classroom) seems to be relevant in language acquisition. It is also mentioned that those classrooms that promote low anxiety levels among students are more successful:



Extract (SD02_Cárdenas)

The instruments showed that the students felt affinity with the songs presented in the lessons, as well as with the controversial issues proposed. They made a profound reflection of each one of them and learned valuable tips to stop or prevent those issues from happening in their lives. The musical factor is encouraging and motivating as students felt close to some songs and appropriate the speech given in those lyrics to a personal level.



Extract (SD03_Manu)

The example presented above, displays what Brandt and Clinton (2002) argued in regards to literacy as a situated practice, which defines students' reading and writing as they are introduced to an autonomous model of work, in which text represents the capacity of written language to "break free" of the limits of time and place, as well as the ability of printing and reorienting their perception of the world. Moreover, in relation to the use of songs as a literacy situated practice, the participants were able to discover and read the world differently through music that they were in charge of giving a deeper meaning.

Date: 04/Octubre/2019

Songs: Price Tag, Virtual Insanity, Lost in the Super

• In this century the way of how consumerism works its out of rage, we are the main chain of the program to make it work so if we stop buying only for buy we can do a real change, the songs presented by the teacher are pretty good specially Virtual Insanity. I think every one can relate this to a personal level because every one has been a consumerist in certain way, another song I know about this topic and the miss didn't choose because she's crazy is American Idiot by green day of course.

Extract (SD04_Ochoa)

To conclude, Brandt and Clinton (2002) stated that this literacy as a situated practice is the breaking of “the oral-literate binary in which speaking and writing appeared as formally and functionally distinct systems” (p. 348). Thus, these were able to recognize how much talking and writing could be combined in actual communication depending on the context and the circumstances. In this matter, as presented in the extract above, they were free of limits and were able to discover how to perform in the English class without focusing necessarily on doing it right, according to certain standards or pretending to use appropriate words, or simply using the songs presented as a media to interact with their writing and to use them as part of their oral speech, which is a valuable exercise for students.

CHAPTER 6: CONCLUSIONS AND IMPLICATIONS

Conclusions

The main objective of the present research was to identify the factors that influence students' productive language skills interaction in the EFL classroom when song-lyrics based lessons with controversial issues are implemented. After implementing a song-lyrics based lesson with controversial issues methodology and analyzing the results of the collected data, conclusions can be exposed:

- ✓ First, students felt great affinity with the songs presented in the lessons, as well as with the controversial issues proposed. On top of that, it helped them making an effective reflection, both orally and written. The musical factor is encouraging and motivating as students felt close to some songs and appropriate the speech given in those lyrics to a personal level. Hence, interaction was in fact, carried out thanks to the lessons provided, the use of music and controversial issues.
- ✓ Second, the major impact of the methodology proposed is to conceive the possibility of using and permitting students to perceive the English class as a vehicle to learn valuable and useful lessons for their lives, while they enhance their oral and written skills without noticing it as they believed the activities were fun and with great impact and deep meaning.
- ✓ Third, exposing students to the methodology proposed made them aware of their own constant interchanging of ideas and feelings while engaging them in new

perspectives and ways to see the world through their partners and the lyrics of the songs provided, which they were in charge to analyse.

- ✓ Four, students decided what to say or write, how and how much intervention and participations which ended up helping their autonomous and group work.
- ✓ Finally, students discussed more and participated when they felt listened and safe in the classroom. When their ideas were being respected. Thus, it was the role of the teacher to provide that environment for students to develop their ideas and start building arguments helped by their peers. In this matter, controversial issues were a big help to keep students motivated.

Here, socio-cultural and affective factors played a great role in students' interaction with their peers and the teacher, as the input provided was meaningful and made them feel relaxed.

Pedagogical Implications

In regards to the pedagogical implication of this study, it is possible to mention:

- ✓ Giving students the ability to choose how much to interact, made students more autonomous with their own processes. By the second lesson, students already knew that they had specific timing to share their ideas, so they did not want to be the last participant.

- ✓ Giving certain students the power to pick the students who were going to participate and to help taking the time, allowed them to feel empowered and engaged with the activities proposed.
- ✓ Songs help most of the student to concentrate and focus on specific activities.

Limitations of the study and recommendations

Despite being an amazingly satisfactory research for me, I found some limitations to carry out this study, mainly because of time related to activities non-related to the English class. Having everything structured was sometimes difficult because during the first term of the academic year, students tend to have a great amount of non-academic activities that ended up moving the schedule and the timetables proposed for the intervention.

Furthermore, as some activities needed to be moved, I ended up using all the first term working only in the pedagogical intervention, leaving behind the mandatory learning experiences from the school. However, during the second term we managed to get ahead with those activities.

Likewise, some families were reluctant to let students participate (three of them) in the study because of its controversial nature, so they had to be excluded from the class and participate with my boss in some specific activities prepared for them. As the school have planned a yearly activity called “JML Talks” in which students need to develop a speech, the students who were out of the classroom, were asked to work on this assignment; thus, it did not affect the development of the curriculum at the school.

Finally, I would like to provide some recommendations for the implementation of this methodology:

- ✓ Because of the nature of the methodology used for the present study, as it is very specific, it may be very difficult to adapt to other schools and contexts. However, the lessons individually were created to work with many controversial issues and to develop interaction in the classroom by using the means and the resources provided by any school.
- ✓ It would be the duty of the teachers, as well as the recommendation of the researcher, to modify those lessons according to the needs, context and resources of the schools in order to address specifically the target populations and the impact desired in the educational community.
- ✓ Songs need to be carefully picked according to students' interests as well as the controversial issues to deal with. These need to be chosen according to the age and the generalities of the population.

Further research

It would be great to continue doing research on this unexplored field with the pursuit of reaching students' interactions and its relation to the development of communicative skills in foreign language, for example, in younger and older populations.

It would also be thrilling to observe the impact of this methodology for the development of critical thinking, which is overrated for so many teachers and researchers. This, with the opportunity of following closely the process for a couple of years, to actually track the development of this skill, accompanied by the use of music and controversial issues in the classroom.

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APPENDIXES

APPENDIX A. Diagnostic Test (Sample)



JOSÉ MAX LEÓN SCHOOL – ENGLISH – 9TH GRADE – TEACHER: DIANA DÍAZ

PRELIMINARY ENGLISH TEST

NAME: _____

LISTENING:

Time Approximately: 35 minutes (including 6 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES:

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet.

Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES:

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

PART 1

Questions 1 – 7

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

Example: Where did the man leave his camera?

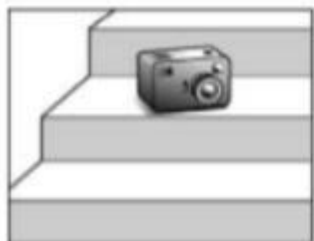
REFERENCES:

- B1 Preliminary preparation | Cambridge English. Retrieved 29 July 2019, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>



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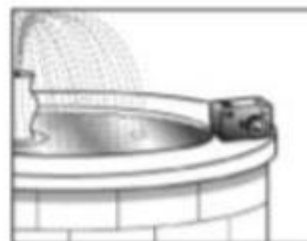
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A



B



C

1 Where will the women meet tomorrow?



A



B



C

2 When will the man go to see the dentist?



A



B



C

REFERENCES:

- B1 Preliminary preparation | Cambridge English. Retrieved 29 July 2019, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>



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Reading

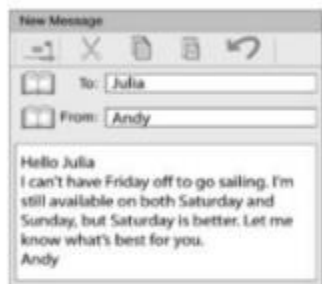
Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

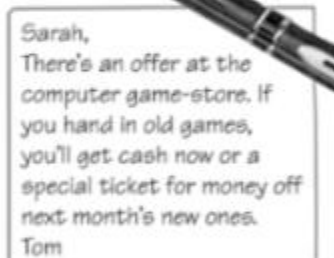


- A** Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B** Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C** Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

Answer:

0	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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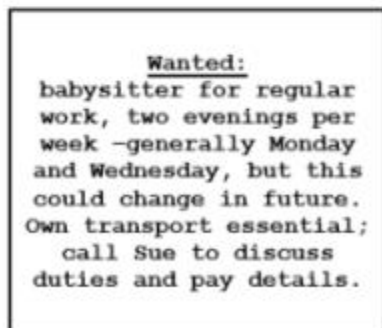
1



The note tells Sarah she

- A** can buy new games now at a special price.
- B** can get new and used games in the current sale.
- C** can sell her used games to the shop.

2



The advertisement says

- A** the babysitter should call Sue about weekly transport to her house.
- B** the jobs the babysitter is responsible for will change each week.
- C** the babysitter might work on different days each week.

REFERENCES:

- B1 Preliminary preparation | Cambridge English. Retrieved 29 July 2019, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>



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Writing

Part 1

Questions 1 – 5

Here are some sentences about a popular restaurant.
For each question, complete the second sentence so that it means the same as the first.
Use no more than three words.
Write only the missing words on your answer sheet.
You may use this page for any rough work.

Example:

0 *Restaurant Nicole* is popular because of its central location.

Restaurant Nicole is popular because it is situated in of town.

Answer: 0 the centre

1 *Restaurant Nicole* opened five years ago.

Restaurant Nicole has open for five years.

2 *Restaurant Nicole* can take groups of a maximum of thirty people.

Restaurant Nicole can take groups of up thirty people.

3 The chef creates special menus at certain times of year.

Special menus by the chef at certain times of year.

4 Some guests like to listen to live music during their meal.

Some guests enjoy to live music during their meal.

5 Customers often ask if the restaurant has any vegetarian dishes.

Customers often want to know if are any vegetarian dishes at the restaurant.

REFERENCES:

- B1 Preliminary preparation | Cambridge English. Retrieved 29 July 2019, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>



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Part 3

Write an answer to **one** of the questions (7 or 8) in this part.
 Write your answer in about **100 words** on your answer sheet.
 Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Question 7

- This is part of a letter you receive from your penfriend.

I have to give a presentation to my English class about either a successful sportsperson or a musician from your country. Who should I choose? What information could I include?

- Now write a letter answering your friend's questions.
- Write your **letter** in about 100 words on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:


Tim felt angry as he got off the train.

- Write your **story** in about 100 words on your answer sheet.


REFERENCES:

- B1 Preliminary preparation | Cambridge English. Retrieved 29 July 2019, from <https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/>

APPENDIX B. Survey (Sample)


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ENGLISH
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SURVEY

GRADE: 8A

Name: [REDACTED] Pseudonym: _____ Gender: F M

The purpose of this survey, is to know your perception on different aspects related to your English class, controversial issues and music.

PART I:

Answer as truthful a possible the following questions according to your own experience:

How long have you studied English? *Since 4 years, I have 15 years*

Have you ever felt that you did not want to learn English because you were annoyed or had difficulties in learning English? *NO*

What do you do when your friend has troubles with their English learning? *help them saying to take the words literally and translate them*

Do you have friends that you can get help from when you face difficulties with English? *yes*

What do you do when you see a problem that is too difficult in your English class? *ask the teacher for it*

Are you satisfied with the current English class? *yes*

Do you usually listen to songs in English or in your language? *yes*

Do you frequently participate in the English class? *a lot*

Do you enjoy class discussions? *yes*

How do you feel when interacting with your partners? *good*

PART II:

SA: STRONGLY AGREE
 A: AGREE
 D: DISAGREE
 SD: STRONGLY DISAGREE

According to the chart presented before, answer your state of agreement with the following statements:

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DEPARTMENT

STATEMENT	SA	A	D	SD
I think English is fun.	X			
I am interested in the English language.	X			
I study English to do things I want to do in the future.	X			
I learn English because it is globally accepted.	X			
I want to become someone who talks fluently with foreigners.	X			
I am happy when I see my English skills improve.	X			
People will respect me when I speak good English.	X			
I want to speak good English because someone close to me, or someone that I look up to, speaks good English.			X	
I think the teacher's explanations are too difficult.				X
The way that the teacher teaches English does not fit me well.				X
I have a hard time engaging in compulsory activities during class.				X
There is too much homework in English and it is hard.				X
The sentences in the English textbook are long and difficult.				X
The material in the English textbook is boring.				X
I lose confidence when English class comes around.				X
I am not interested in my English class.				X
I find reading and grammar for English difficult.				X
I find writing and speaking English difficult.				X
I try to find solutions for difficult vocabulary or problems that I come across when studying English.		X		
I try to think of fun ways of memorizing English vocabulary.		X		
I have friends who can help me with difficulties in studying English.			X	
I help other friends who have difficulties studying English.	X			
I try to stay positive even though studying English may be difficult.			X	
I believe that I can solve difficult English problems, no matter how difficult they are.	X			
I feel motivated to study when listening to music			X	
I concentrate better when listening to music				X
I feel engaged in activities that are related to music	X			
When I talk to my friends, it is commonly about music				X

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DEPARTMENT



SURVEY

GRADE: 8A

Name: [REDACTED] Pseudonym Vallo Gender: F M X

The purpose of this survey, is to know your perception on different aspects related to your English class, controversial issues and music.

PART I:

Answer as truthful as possible the following questions according to your own experience:

How long have you studied English? 9 years

Have you ever felt that you did not want to learn English because you were annoyed or had difficulties in learning English? NO

What do you do when your friend has troubles with their English learning? help them

Do you have friends that you can get help from when you face difficulties with English? No

What do you do when you see a problem that is too difficult in your English class? resolve it

Are you satisfied with the current English class? yes

Do you usually listen to songs in English or in your language? English

Do you frequently participate in the English class? yes

Do you enjoy class discussions? a lot

How do you feel when interacting with your partners?
I feel good

PART II:

SA: STRONGLY AGREE A: AGREE D: DISAGREE SD: STRONGLY DISAGREE
--

According to the chart presented before, answer your state of agreement with the following statements:

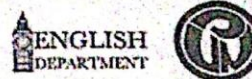


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STATEMENT	SA	A	D	SD
I think English is fun.		X		
I am interested in the English language.		X		
I study English to do things I want to do in the future.	X			
I learn English because it is globally accepted.		X		
I want to become someone who talks fluently with foreigners.	X			
I am happy when I see my English skills improve.		X		
People will respect me when I speak good English.				X
I want to speak good English because someone close to me, or someone that I look up to, speaks good English.			X	
I think the teacher's explanations are too difficult.			X	
The way that the teacher teaches English does not fit me well.			X	
I have a hard time engaging in compulsory activities during class.				X
There is too much homework in English and it is hard.			X	
The sentences in the English textbook are long and difficult.			X	
The material in the English textbook is boring.	X			
I lose confidence when English class comes around.			X	
I am not interested in my English class.			X	
I find reading and grammar for English difficult.			X	
I find writing and speaking English difficult.			X	
I try to find solutions for difficult vocabulary or problems that I come across when studying English.		X		
I try to think of fun ways of memorizing English vocabulary.				X
I have friends who can help me with difficulties in studying English.				X
I help other friends who have difficulties studying English.		X		
I try to stay positive even though studying English may be difficult.			X	
I believe that I can solve difficult English problems, no matter how difficult they are.		X		
I feel motivated to study when listening to music	X			
I concentrate better when listening to music	X			
I feel engaged in activities that are related to music		X		
When I talk to my friends, it is commonly about music				X



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APPENDIX C. Field notes (Samples).

FIELD NOTES FOR STATEMENT OF THE PROBLEM

RESEARCH: Music-based lessons to Foster interaction in the EFL classroom

FIELD LOGBOOK #: 1 TEACHER: Diana Milena Díaz Peláez SCHOOL: Colegio José Max León GRADE: 9A DATE: August 6th, 8th and 9th 2019 TIME: 10:25 am

LOCATION: Classroom 28 # OF PARTICIPANTS: 23 CLASS TOPIC: Diagnostic test

SONG TITLE : None TARGET CONTROVERSIAL ISSUE: None

PURPOSE OF THE LESSON : To make a diagnostic test in order to know students' level in terms of communicative skills in English.

RESEARCH QUESTION : How ninth graders' interaction is influenced when music-based lessons with controversial issues are implemented in the EFL classroom ?

SUBSEQUENT RESEARCH QUESTIONS :

- ✓ What factors of Interaction are unfolded in ninth graders when music-based lessons with controversial issues are implemented ?
- ✓ What is the role of controversial issues in students' interaction?
- ✓ Do the use of music influences students' interaction?

CATEGORIES TO BE OBSERVED	ANALYSIS What was observed ?	RELATION WITH RESEARCH QUESTION What is its relation with the RQ ?
STUDENTS' INTERACTION	Students felt annoyed during the sessions. The activity they felt engaged with, was listening and speaking. Use of English, Reading and writing was annoying for them.	Interaction in this kind of test is marked by teacher explanations as examiner for international tests. Students do not feel comfortable working in this kind of test, only those who are particularly excellent in the different communicative skills in English.
CONTROVERSIAL ISSUES	Does not apply.	Does not apply.
USE OF MUSIC	Does not apply.	Does not apply.

FIELD NOTES: Lesson plan # 1

RESEARCH: Music-based lessons to Foster interaction in the EFL classroom

FIELD LOGBOOK #: 1 TEACHER: Diana Milena Díaz Peláez SCHOOL: Colegio José Max León GRADE: 9th DATE: August 12th, 2019 TIME: 7:05 am

LOCATION: Classroom 28 # OF PARTICIPANTS: 23 CLASS TOPIC: Music-based lessons (Pedagogical Intervention)

SONG TITLE: N/A TARGET CONTROVERSIAL ISSUE : Bullying

PURPOSE OF THE LESSON : To contextualize students about the research project and to listen to their research on the controversial issue proposed.

RESEARCH QUESTION : How ninth graders' interaction is influenced when music-based lessons with controversial issues are implemented in the EFL classroom ?

SUBSEQUENT RESEARCH QUESTIONS :

- ✓ What factors of Interaction are unfolded in ninth graders when music-based lessons with controversial issues are implemented?
- ✓ What is the role of controversial issues in students' interaction?
- ✓ Do the use of music influence students' interaction?



CATEGORIES TO BE OBSERVED	ANALYSIS What was observed ?	RELATION WITH RESEARCH QUESTION What is its relation with the RQ ?
STUDENTS' INTERACTION	It is difficult for students to concentrate and pay attention to their partners with this particular style of ideas-sharing. This, because the observation demonstrated that students were showing signs of boredom (looking at their cellphones, talking to their partners, etc) 1 student at a time talking about their findings may not be the best way to share information and approach to students'	Interaction is expected to be regulated by the teacher.

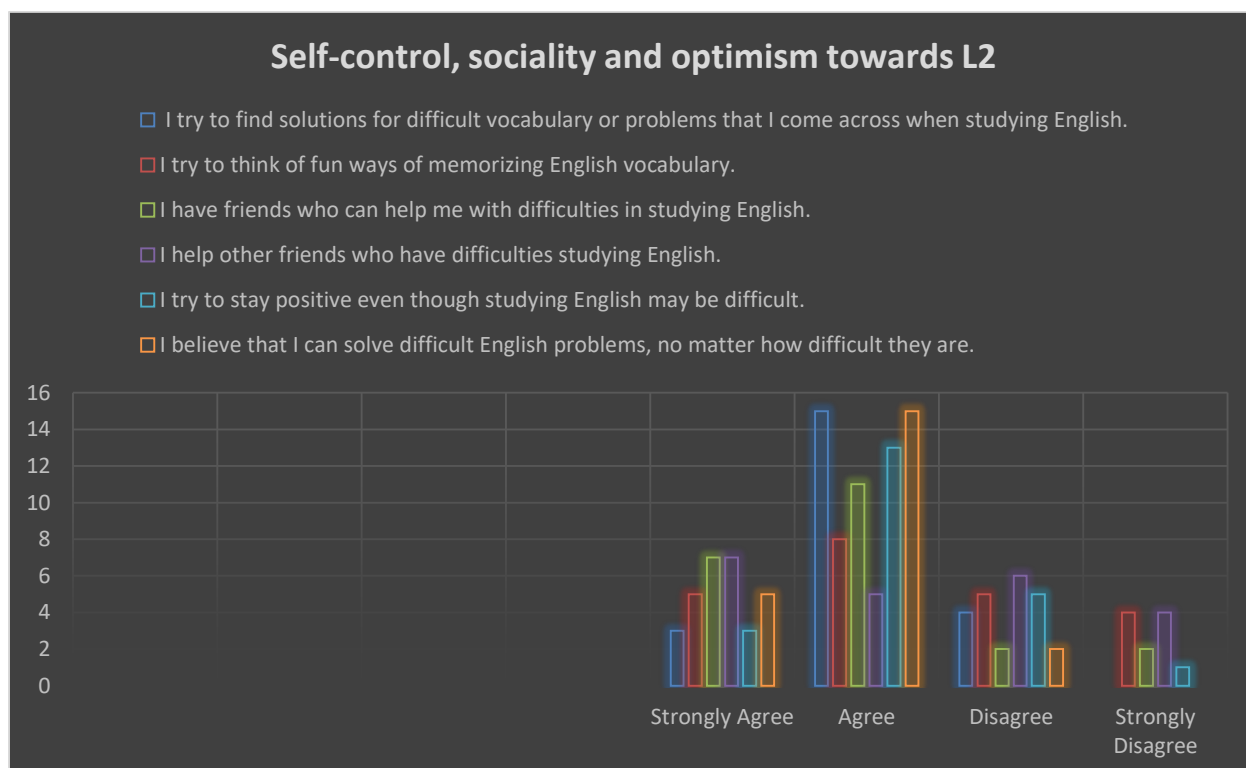
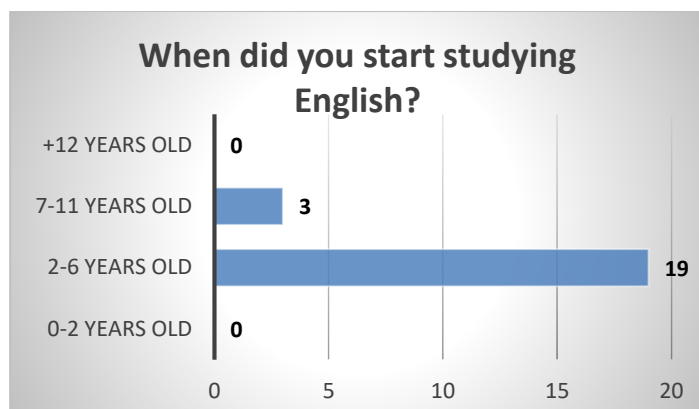
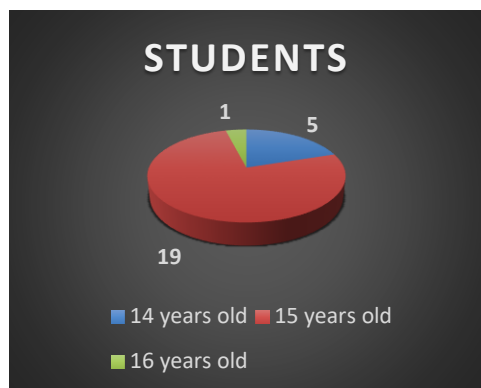
	<p>interest. (It would be nice to think about making groups for the second lesson)</p> <p>Students expect that the teacher interacts with them and make comments, specially feedback regarding pronunciation. However, feedback on pronunciation was not done as it was not the target of the lesson.</p> <p>Student who failed year speaks slow and hesitant.</p> <p>At the end of the session and as a strategy to attract students' attention after repeatedly listen to their partners, was to share a real and personal experience by the teacher. Students felt engaged and share reflections towards it.</p>	
CONTROVERSIAL ISSUES	<p>It is important to address the research in order to avoid people repeating information. Ex:</p> <p>S1: "...children are growing up with inability to concentrate, shortage of money, injuries, anxiety..."</p> <p>S2: "...dominant behavior that intimidates people..."; "...isolating people, inability to concentrate, injuries..."</p>	<p>Students tend to try to debate as they disagree or are shocked by the comments made by their partners. Even when the specific instruction was to share ideas for about 2-3 minutes and then listen to their partners.</p>
	<p>During the 5 minutes break between the two hours session, students approach to me and kept on talking about their perception on bullying and how they felt about their partners' comments. This was important, because the session was designed for students to share their findings on the topic, but not to talk or debate about their partners' opinions.</p> <p>Curious personal experiences were shared, even those related to suicide and feeling less than others in previous schools.</p>	
USE OF MUSIC	<p>Music was not applied in this specific lesson as it was only the sensibilization and contextualization phase.</p>	

APPENDIX D. Teacher's logs (2017-2018)


<p>Jose Max León School</p> <p>Teacher: Diana Milena Díaz</p> <p>Teacher's log # 1</p> <p>Date: February 20th, 2018.</p> <p>Grade: 7A – 7B – 7C</p>	
Log	Observations
<ul style="list-style-type: none"> ✓ Activity was related to music and fashion. ✓ Topics: use of simple past, adverbs and vocabulary related to clothing. ✓ After a brief review of the topics presented, a wide range of chronological videos were shown to the class (from Elvis Presley to 50 Cent) and they had to decide which character they wanted to describe (not physically but in terms of Fashion and clothing). 	<ul style="list-style-type: none"> ✓ Students laugh a lot in class while watching the videos and mentioned that they had a good time. ✓ This activity, as simple as it sounds, engaged students into participating and interact orally between them in regards to the topic presented.

<p>Jose Max León School</p> <p>Teacher: Diana Milena Díaz</p> <p>Teacher's log # 2</p> <p>Date: February 28th, 2018.</p> <p>Grade: 7A – 7B – 7C</p>	
Log	Observations
<p>✓ Gun regulation in the US through videos related to mass shootings:</p> <p>“Evan” – Sandy Hook Promise</p> <p>“10 deadly mass shootings in the US”</p> <p>✓ one state was assigned to each one of the students in order for them to do research about specific gun regulation laws in that state. Each student made a short presentation on the topic and started discussing the topic by means of comparison.</p> <p>✓ Music videos specifically related to the topic were presented:</p> <p>“Jeremy” by Pearl Jam</p> <p>“Pumped up Kicks” by Foster the people</p> <p>✓ Guiding questions were implemented in order to motivate students' participation.</p>	<ul style="list-style-type: none"> • These controversial topics are motivating for students. • Students ask for music constantly to be played in the classroom. • Students participate actively in class, except those who are too shy. • Students were engaged with the topic and try to answer as accurately as possible.

APPENDIX E. Survey results in graphics.



APPENDIX F. Consent form (Sample)

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 3	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Maestría en enseñanza de lenguas extranjeras – Facultad de humanidades
Título del proyecto de investigación	Music-based lessons with controversial issues to Foster interaction in the EFL classroom
Descripción breve y clara de la investigación	<p>El mayor objetivo de esta investigación es identificar los factores que influyen en la interacción de los estudiantes en el aula de inglés como lengua extranjera, cuando se implementan lecciones basadas en música con temas controversiales.</p> <p>Se brindarán 4 temas controversiales a lo largo de la intervención pedagógica, y a partir de canciones se abordará dichos temas con el propósito de promover la participación activa de los estudiantes y observar y documentar sus interacciones en el aula.</p> <p>Se realizará grabación de elementos de audio para su posterior transcripción. Esto, con el fin de utilizar dicha información como parte fundamental del análisis de la información.</p>
Descripción de los posibles riesgos de participar en la investigación	La investigación no presenta ningún riesgo, pues propende por una observación de los patrones comportamentales e interaccionales de los estudiantes.
Descripción de los posibles beneficios de participar en la investigación.	Desarrollo de habilidades orales y escritas en inglés, así como de factores interaccionales que pueden propender por la participación activa en clase.
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Diana Milena Díaz Peláez
	Docente: Inglés Grados: 9no y 7C

FORMATO	
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 3

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo [Redacted] mayor de edad, identificado con Cédula de Ciudadanía N° [Redacted] de [Redacted], con domicilio en la ciudad de [Redacted] Dirección: [Redacted] Teléfono y N° de celular: [Redacted] Correo electrónico: carcondobae@gmail.com

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
<u>[Redacted]</u>	<u>[Redacted]</u>	<u>[Redacted]</u>

Autorizo expresamente su participación en este proyecto y

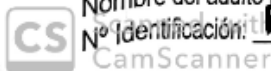
Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video e imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

[Redacted Signature]
 Nombre del adulto responsable del niño o adolescente: [Redacted]
 N° Identificación: [Redacted] Fecha: 12-09-2019



APPENDIX G. Transcription of audio recording sessions (Sample)

TRANSCRIPTION OF AUDIO RECORDING SESSIONS

RESEARCH: Song-lyrics based lessons with controversial issues to foster productive language skills interaction in the efl classroom

TEACHER: Diana Milena Díaz Peláez **SCHOOL:** Colegio José Max León **GRADE:** 9A **DATE:** August 12th, 2019.

TIME: 8:00 am **LOCATION:** Classroom 28 # **OF SPEAKERS:** 23

SONG TITLE: Does not apply

TARGET CONTROVERSIAL ISSUE : Bullying

PURPOSE OF THE LESSON : To make a proper contextualization of the different aspects of bullying to cover before analyzing the topic with songs.

FILE LENGTH: 46 :55 min **FILE AVAILABLE IN :** Attachment

TRANSCRIPTION STYLE : Verbatim

TRANSCRIPTIONIST: Diana Milena Díaz

RESEARCH QUESTION : How ninth graders' interaction is influenced when song-lyrics based lessons with controversial issues are implemented in the EFL classroom ?

ACRONYMS, ABBREVIATIONS AND TECHNICAL WORDS

Ss : Speaker

BN : Background noise

DAQ : Difficult Audio Quality

TRANSCRIPT	COMMENTS
<p>Teacher: So, good morning everybody. Everybody: Good morning, miss. Teacher: As part of my pedagogical intervention, as you guys already know. I am going to show you four controversial issues that we are going to work with. But before doing all of that, I mean is going to take a lot of time. So, this cycle we are going to work with one topic that you already know what it is... Everybody: Bullying. Teacher: Bullying, right? So, ehm, before working with this topic, I'm going to talk to you a little bit about my research project, ok? because, you all need to know, ok? This is the title of my research project, it is: song-lyrics based lessons lessons with controversial issues to foster interaction in the EFL classroom. Ok? Do you know what EFL means? Everybody: No. Teacher: No? In the back: English... Teacher: English as a foreign language. In the back: Yes Teacher: Ok? So, it means that we are going to do lessons with music and controversial issues. Ok? in order to develop interaction in the classroom. Ok? And I'm going to observe what is going to happen, ok? So, before doing all of this, ok? the first controversial issue</p>	<p>Observations: Key was absent during this session due to a medical leave. Gaby, Dianne, Obregón, Castro and Cárdenas participated in the next session.</p> <p>Ss # _ : <i>Students whose parents signed the consent form but decided not to be part of the focus group.</i></p> <p>Ss # _ : <i>Students whose parents did not consent their participation in the research project</i></p>

that we are going to address is bullying, like I said before and we are going to work during the first cycle, ok?

Ehmm, I have here a little definition of bullying. Ok?

Pipe: The act of intimidation a weaker? person

Teacher: Uhum, Intimidating a weaker person

Pipe: Intimidating a weaker person to make the, them do something.

Teacher: Uhm, ok. So, we are going to discuss the findings, ok? of your research. I asked you to do research about bullying. Whatever that you want. That you talk to me about your perception, or what you found on the internet, ok? and you have to talk for about two or three minutes.

Ehm, mister... Vallo here, is going to take the time, ok? and I'm going to listen to you, ok? So I'm not going to tell you who must start or whatever. You decide, ok? As long as you want to participate and as long as is not more than three minutes, is fine by me, ok?. So, let's start.

Vallo: So, I will begin because...

Teacher: No (saying that is not necessary)

Vallo: Who wants to talk first? (pause) Well, I'll, I'll begin with my information.

(Laughter in the back)

(Someone screams "hey yo" in the back)

Someone in the back: Miss, we can read the information?

(Indistinct people speaking in Spanish)

Vallo: Yes. So, I am going to start, cuz no one said that they wanted to, so (intelligible). I'm gonna begin, so what I investigated is that bullying is a really hot topic in the US right now, but there's a lot of views. For example, the US government thinks that bullying is just in kids but for example all the articles I read from the New York, New York Times magazine or The New Yorker find that bullying also presents itself on a work environment. So I'm gonna start with the three types of bullying (pause) for the US government: first, we have verbal bullying that includes teasing, name calling, inappropriate sexual comments, taunting and threatening to cause harm. Social bullying, which includes (intelligible) on purpose, telling other childrens not to be friends with someone, spreading rumors about someone, embarrassing someone in public. And the last one, physical bullying (intelligible) pushing, taking or breaking someone's things, making mean or rude hand gestures. So, this is bullying for the US government, but there's also other kinds of bullying, like in other articles they say that eh, ehm, cyberbullying is the most common bullying right now. Why? cuz eh, before internet was invented, bullying stop when you, when you were out of school, when school, when the d... when the school day ended, bullying stop. But now, it can continue all day so you can be (intelligible) through Instagram, Facebook or other social medias.

Student participated without indication and started reading the definition of bullying.

BN

BN

Another interesting fact that I found is that bullying (intelligible) violence has cost the US in 2010, 158 billion dollars and the British government 100 million pounds. So, it's an expensive topic that c... that it's considered to be (pause) to be taken a lot of educations, ehm, budget. Ehm, another interesting that I found is that the American Psychologic Association started studying bullying in the 70's when it started to be a real problem. So, here's one quote that I found from one of the most important investigators and the first investigator to investigate bullying: "Aks, ask people why they bully and they rarely say because I can, they say because I need to. Bullies belief they are teaching someone a lesson, they claim that your victims are through their own actions asking for it and that they need to be call out and corrected. They say that (intelligible)".

Ehm, so, what we can see in this quote is that bullies think that they are doing the right thing when they are bullying someone. Ehm, so it's an interesting point of view to think who bullies think coz in the study...

(Cellphone "time's up" alarm)...

Vallo: So?

Teacher: No, continue.

Vallo: So, in the study that I read, from the American Psychological association, it said that bullies, that the point of view, point of view of bullies is that they are not taunting people coz they think they are being funny is because they think they are doing something wrong. So, who's gonna go next? Manuela? So, you can start.

Manu: Well, I think that bullying is (intelligible) aggressive verbal, psychological, or physical behaviour pattern of warning and making an individual, an individual or group against other person or people, specially those who are in some way smaller, weaker (intelligible) or in any way more vulnerable than the bully. It can appear at any age, any environment and can be long or short term.

Ehm, a bully is a person on trouble by anxiety and do not understand other people's feeling. (intelligible) the intentions of others often blame hostility (intelligible) in natural situations. The typical (intelligible) pos, positively those who chronically bully have strange relationships with parents and peers. Bullies couldn't exist without victims and they don't think about just anyone.

The single lack of assertiveness, even in the more (intelligible) situations, (intelligible). Boys engage in a shopping dresses to just remind (intelligible) children (intelligible) makes them suitable submissive victims. (intelligible) Children are growing up without (intelligible) experiences in which children develop certain skills and learn how to solve certain problems. Ehm, I found three types of bullying that are direct bullying, that includes a combination of verbal, psycho... physical bullying; the indirect bullying that is mainly verbal and its experienced frequency in the schools and the most important that is cyberbullying, that includes ahm (intelligible) damage content in platforms like facebook. Ahm, there are some signs of bullying that the victims present that are, ahm (intelligible) in school work, inability to concentrate, withdrawn behavior, depression, lost of confidence, reluctance to go out, shortage of money, torn clothes, broken (intelligible), missing school books, repeated (intelligible) of bruising and injuries.

There are like two important ways to stop bullying, that are listen to the victim and ahm listening all the story without interrupting. We need to be emphatical and ehm show that we have understand what the person is saying.

(Cellphone "time's up" alarm) ...

Teacher: Continue...

Manu: And talk, have a conversation with the other people of what happen and tell the person that is never okay to be bullied.

Teacher: Thank you.

Vallo: Ahm, next... (Pause) Ochoa. Ehm, ready? go.

Ochoa: Ehm, so I'm going to talk about some facts that I found about bullying in the United States, in Colombia and in the world. So, the bullying, ehm according to the, the OMS or the Organización Mundial de la Salud o Global Healthcare Organization, (intelligible) 3 countries in the world, fifteen percent of the kids between eleven and sixteen years have suffered from intimidation or bullying. In Colombia, the twenty-nine percent of students in fifth grade and the fifteen percent of students in ninth grade, have been intimidated or been bullied. According to a study realized in fiv... fifteen thousand students that ahm, was made, the study was made by Red Papas, la Corporación Colombiana de Padres y Madres. Only in Bogotá, according to a study of Stop Bullying Colombia, in the 2013, have been registered 571 cases of school violence. And the ICBF, the entity que, that uish, that in 2012 registered 149 cases of kids that were victims of bullying in Bogotá.

BN

BN

BN

BN

BN

BN

By other side, the, la Fundación Universitaria de Ciencias de la Salud, illustrated that the thirty percent of the kids in the country are victims of this problematic and also ehm el DANE with la Secretaría de Educación confirmed that in Colombia one of every five students are victims of bullying in all of their forms. In Colombia also, there is a law which search to control the bullying, it's the 1620 de 2013 called Sistema Nacional de Convivencia Escolar y Formación para los Derechos Humanos, la Educación para la sexualidad y la Prevención y Mitigación de la Violencia Escolar. According to the Doctor Vienna de Fidare this new, this new law, ehm allows to (pause) allows to (pause) prevent...

BN

(Cellphone "time's up" alarm) ...

BN

...allows to prevent cases of, ehm jokes, attacks, kids punch, ehm pressures and stands that not, that not... Bueno que no se queden en el anonimato ¿sí? and...

(laughter)

...and, and that cases will be attended and punish, punished. (intelligible) Ah! how the law works? and first knowing the fact, the the violence it will be a form to (intelligible) teachers, students involved and fathers from the family of the aggressor and the vic, victim. It will be searching alternatives or solutions from about the, about the cases, hoping to find spaces of conciliation and (intelligible) regard an integral attention and the clear followment of the rules in each case. If the situation cannot be resolved by the ehm, laws that establish la ley 1620 de 2013 it will require la the intervention, the interven...

Teacher: The intervention...

(laughter in the background)

Ochoa: ya, ya, es que es muy difícil de traducir... *(laughs)*

BN

(laughter in the background)

BN

Teacher: Thank you, Mister Ochoa. Who's going next?

(Indistinct people speaking in Spanish)

Ss1: *(Part omitted because the student's parents did not consent their participation in the research project)*

Teacher: Okay, it is important that we try to listen to our partners so we don't repeat the same information, okay?

Vallo: Okay, (name of speaker 2), go.

Ss2

Vallo: Ehm, so... (name of speaker 3), espérese... Go.

BN

Ss3

(Indistinct people speaking in Spanish)

(Laughter)

Vallo: Who's going next? You can start...

Ss4

Teacher: Okay. Thank you

BN

Vallo: Who's gonna go next? Uhm, Parra.

Parra: Well, the bullying is a type of harassment, ehm that can be verbal, psychological, physical, ehm that is made by a bully to a bullied, no? Yeah. Ehm the bullying isn't like only for schools, for some grades of the school, no it's basically for most of the life, can occur in most of the eh parts of the life, right? The bullies usually bully maybe because they try to

prove its control, maybe because they themselves have suffered some type of family or social problem and they try to discharge its feelings or to (intelligible) to control over the others, no?. However, the bullying can like cause a lot of psychological problems to the bullied, ehm because they may be afraid to speak out or they will lose confidence, they ehm they will start to become like more depressed, more lonely because they are afraid to speak to the other people about what they are passing for. Ehm in some extreme cases they may be so depressed that they might suicide. Ehm, yeah. And the problem is because, well, as I said before eh, the bullying is also like not so easy to identify because the ones that are being bullied often have like, some (pause) of they have, are afraid of speak because they are afraid to speak, probably more (intelligible) because often the bullies can also act in group so it's very difficult to say anything, no?

BN

In this time, the parents have to support the child (intelligible) what they can do to see and examine the bully and (intelligible) what they have (intelligible) to do and check all the process.

(Cellphone "time's up" alarm)...

Ehm, well basically one of the worst types of bullying can be the cyberbullying because they are like over digital devices, maybe social media they put the messages, the mail, all type of social media that can like use to communicate with another people. However the second (intelligible) about it. Its persistent because the digital devices can offer a media to communicate 24 hours a day so the child that is being bullied cannot to scape for the ah the bullies, right? it's permanent because (intelligible) to remove, the message and all types of harassment can be like stay inside the social media and can impact more heavily the psychological part of the child.

And the worst of it, is a (intelligible) because the cyberbullying (intelligible) seen or constantly monitoring the social media of the childs (intelligible) so its necessary to revise all the laws in the state in each state about the bullying so it can be solved.

Teacher: Okay? Thank you.

-BN-

Vallo: Okay, wait.

Ss5

(Indistinct people speaking in Spanish)

(Laughter)

Ochoa: Profe, elige tú.

Pipe: (in the background) No, profe, uno levanta la mano y no le dan la palabra...

(Indistinct people speaking in Spanish)

Lunita: Bullying is a problem that everyone talks about but we don't do anything to stop it. The types of bullying are physically and psychological, those are the most famous cases (intelligible PAQ). I'm going to talk about a personal, like ... issue. In my old school, I suffered six years of psychological bullying, I was someone at that school that didn't have friends, didn't talk to anyone, I was always alone.

There were days when I look back to myself and say what did it have to be this way? Because I didn't seem capable and if I tried to (intelligible) myself from those who were bullying me, I was just going to (intelligible).

So I was in a place that I didn't know what to do and a lot of times I tried to kill myself and I suffered of depression and had a lot of psychologist helping me but I wasn't the one with the problem, the problem was the guys that were bullying me. I think that psychologist can't help this problem because this problem is just about talking, talking, talking and having a lot of patience to the one who does bullying gets tired and stop.

So it's all being with a lot of patience that no one in this world could have. In the country it is not so big this problem but there are several cases that are extremely hard for some people and in the US is like more often to see, but sometimes they control the (intelligible) the most difficult is the one who gets dangerous or the suicides, the bullying that is in the movies and the bullying where no one does anything about it.

(intelligible) lie or ground the kid but it doesn't help, so we have to do, we have to learn how to be patient to those people because like I, I tried to kill myself a lot of times and it's not cool, it's not very easy to do it...

(Cellphone "time's up" alarm) ...

...that's why we need to start thinking, if we can. if we can have more patience let's know the other people so they can have our help.

Vallo: Who's going next? Bueno, el bullshitter... ¿Pero no vamos a salir a los cinco minutos de descanso?

Teacher: No, continue...

Vallo: Ok, go ahead.

Pipe: Taking into account all the definitions of bullying, we have like (intelligible) that if people have a lot ehm ah questions about eh about mental health, body image and some relationships of gay. So I'm going to read a lot of facts of bullying, ok, more than half of people in their twenty-five years have experienced bullying at some point. 47% of the society have never experienced bullying and 54% have been bullied at some point.

In the middle we have the person who who have been bullied and the person who bully others we need to take into account that people have like psycho, psychological disabilities are more likely to raise bullying than a person without physical disabilities. **Hashtag is not cool!**...

(Laughter)

We have like the social exclusion that is from a bully, more than a threat, a third of the people suffer from soc, social anxiety and depression as the results of bullying, we have like (intelligible) percent of the people (intelligible) social anxiety and 36 percent of the people suffer depression and 25 percent that have suicidal thoughts, ehmmm ... Ok, we have like the seventeen, seventeen percent of the people have suffered of cyberbullying and that can make that people have suicide thoughts (laughs). Ehm, that's it. I have no more to say because the people said all the things.

Vallo: okay, thank you so much.

Ss6

Vallo: Nice.

Teacher: Ok, let's stop here.

Vallo: For five minutes

TRANSCRIPTION OF AUDIO RECORDING SESSIONS

RESEARCH: Song-lyrics based lessons with controversial issues to foster productive language skills interaction in the EFL classroom

TEACHER: Diana Milena Díaz Peláez **SCHOOL:** Colegio José Max León **GRADE: 9A DATE:** August 12th, 2019

TIME: 9:00 am **LOCATION:** Classroom 28 **# OF SPEAKERS:** 23

SONG TITLE: Does not apply

TARGET CONTROVERSIAL ISSUE : Bullying

PURPOSE OF THE LESSON : To make a proper contextualization of the different aspects of bullying to cover before analyzing the topic with songs.

FILE LENGTH: 36:30 min FILE AVAILABLE IN : Attachment

TRANSCRIPTION STYLE : Verbatim

TRANSCRIPTIONIST: Diana Milena Díaz

RESEARCH QUESTION : How ninth graders' interaction is influenced when song-lyrics based lessons with controversial issues are implemented in the EFL classroom ?

ACRONYMS, ABBREVIATIONS AND TECHNICAL WORDS

Ss : Speaker

T : Teacher

BN : Background noise

DAQ : Difficult Audio Quality

TRANSCRIPT	COMMENTS
<p><i>(Indistinct people speaking in Spanish)</i></p> <p>Ss7</p> <p>Pipe: Profe, él es un bully.</p> <p>(students already know the dynamic of the session, so they start by themselves)</p> <p>Ss7</p> <p>(Laughter)</p> <p>Teacher: Okay. That was part of the...</p> <p>Vallo: Nos va a azotar ahí con el cinturón... ¿ya?</p> <p>Teacher: Specially Vallo, because he was laughing.</p> <p>(Laughter)</p> <p><i>(Indistinct people speaking in Spanish and in English, making jokes about last students' presentation)</i></p> <p><i>(Cellphone "time's up" alarm)...</i></p> <p>Ss7</p>	<p>Ss # _ : Students whose parents signed the consent form but decided not to be part of the focus group.</p> <p>Ss # _ : Students whose parents did not consent their participation in the research project</p> <p>BN</p> <p>BN</p>

(Claps)

Vallo: Es la mejor presentación que he visto en mucho tiempo... Eso se merece un ocho, yo no sé.

(Comments about the word "violator")

Teacher: Continue...

(Comments about the word "violator")

Vallo: -name of a student-, next... Ya.

Ss8

Teacher: Who's talking?

Ss8

(Cellphone "time's up" alarm) ...

Vallo: Nice. Uhhh -student's name-

Ss9

Vallo: Dale.

Ss9

Vallo: -Student's name- go. Ah, no yo estoy bravo con Laura. Gaby, You can start.

(Laughter)

Gaby: Bullying is that sometimes or in some environments, it becomes normal but its is not. So, ah no matter all the types no matter how there a bullying is carried out all causes a mental issues in the victims and bullying can affect everyone and it have three characters that are the ones who bully, those who are bullied and the ones who witness bullying and that's like the only thing that matters.

Vallo: ¿Ya? Bueno, -name of student-.

Ss10

Vallo: Nice. So, who's missing right now? Obregón... I'm violating your...

Ochoa: ¡Oye!

Vallo: right to...

(laughter)

Vallo: Eh, ya. Dele, empiece...

Obregón: The bullying is more common that you think, one of every _ teenagers have suffered bullying in their lifetime. But in this century, the most common is the cyberbullying. (intelligible) I think because probably the bullies feel more safe (intelligible) of what (intelligible) and they feel that is more important the self-image he shows in the social media.

But you can stop the bullying, how? not paying attention to the things that they are telling you, because the bullies satisfaction is to make you feel angry and bad. But if you don't put attention to these things, they will not disturb you and another way to stop the bullying is talking with your parents or a teacher of your school, they will listen you and help you. You don't have to (pause) keep silence about your problems and the

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different (intelligible) that the bully criticates to you is the ones that makes you different from other person and to think...

Vayo: Nice. Ok, Castro. Who's missing?

Pipe: ¿Por qué eres tan violator?

Student in the back: Vallo, please.

Vayo: Who's missing? -Student's name-

Student in the back: Ush, mucha rata.

Ss11

Vayo: So, who's missing? I think Castro, so we are going to start with...

(Laughter)

Vayo: With -Student's name-, -Student's name-, Castro, -Student's name- and no one's missing... No, _ ya no. You can start.

Ss12

Vayo: Wait, so...-Student's name-

Ss13: Ok, so...

Vayo: Espérese. Pero es que ... Dale.

Ss13

Vayo: Who's going next? Ahm, Castro. Castro, Castro, Castro.

Students in the back: Castro, Castro, Castro.

Teacher: C'mon, stop it.

Vayo: So, start.

Castro: Ok, the bullying is any way of ehmm, ehmmm, psychological abuse or verbal or physical maked in the students or (pauses) ehm, reiteradas (laughs) no sé cómo se dice, ehm

Vallo: Ya la cagó, ya

Teacher: Continue

Castro: (intelligible) psychological, verbal, physical and ... (laughs) la, one of the most common are cyberbullying that is more safe to the violator that...

(Laughter)

(Cellphone "time's up" alarm)...

(Laughter)

Vallo: Siga, siga

Ochoa: Continue

Vallo: ¿Quién falta?

(Indistinct laughter and comments)

BN

BN

BN

BN

Vallo: Who's missing

Student: El violator

Vallo: That' it

Ochoa: Thank you for coming

Student starts singing "stop, take it easy..."

(Indistinct laughter and comments)

Teacher: So, before we continue. Thank you all for sharing your ideas and your perception. Eh, I'm going to try to modify this first ehm intervention for the next lesson. Ahmm well, I think is important to keep in mind everything you guys have said already, but I want to highlight that I found really interesting and it was what Juanita said about bullying being a learned behavior, ok? So it is not something that you are born with, but it's something that you learn, ok?

So, it is really nice, I mean, we need to take that into account, ok? And we also need like, to share our own experiences. Maybe some of you haven't been bullied throughout your lives, maybe some of you have. Maybe some of you have been bullied but haven't realized about it or maybe you have been bullies and haven't realized about it, ok?

And as a person who has been bullied before, then I can tell you that is not nice. So, I would like to share my personal experience with bullying before continuing. When I was younger, like a lot younger ehmmm I used to be the youngest one in my classrooms always. I graduated when I was 14 years old from school...

Everybody: Whaaaaat? (Reactions to the previous comment)

Teacher: I was, so I was always the younger student in my classroom. And when I was like 10 years old, I remember ahm some girls that were obviously older than me, they came at me and said like "hey, let's go, there's a guy from eleventh grade that wants to meet you and wants to be your boyfriend" or something like that, and I was like...

Well, I was a ten-year-old girl, I was like really small and I got scared, I got really scared and I came into the classroom, I mean I run away from them, I came into the classroom and they were really mad at me because I didn't want to meet this guy. So, when I got out of school, these girls pull me in an alley and they started beating me ...

Someone in the back: In a what?

Teacher: In an alley

Ochoa: Ahh, like a callejón...

Teacher: And they pushed me to the floor, they pulled my hair, they hit me and they left laughing. And, when I came home I got like bruises like all over my arms and everything and I was crying and I told my mom and she was, I mean she went nuts because my mother is a teacher as well, so she went nuts about what happened and we went to the police and everything and it was like a huge problem after that because the police came into my school.

They took these girls and everything and they called their parents and they told them like "if you mess with this girl again, they are going to take your parents to jail or something like that.

(Indistinct laughter and comments)

Teacher: So, instead of making things better, it was worst for me because these girls were like the popular ones. So, obviously everyone like in the classroom were like on their side, ok? So, instead of making things better, it was worst for me. That year was terrible for me because this, like the whole group was pushing me, like "no, we can't say

anything because the police will come to the school" and those kinds of comments like the whole year. And I was excluded of everything, like of every group, of everything...

So I used to cry a lot, being alone like, having no friend over there. Besides that I was the only girl who listened to metal music so I was like the weirdo...

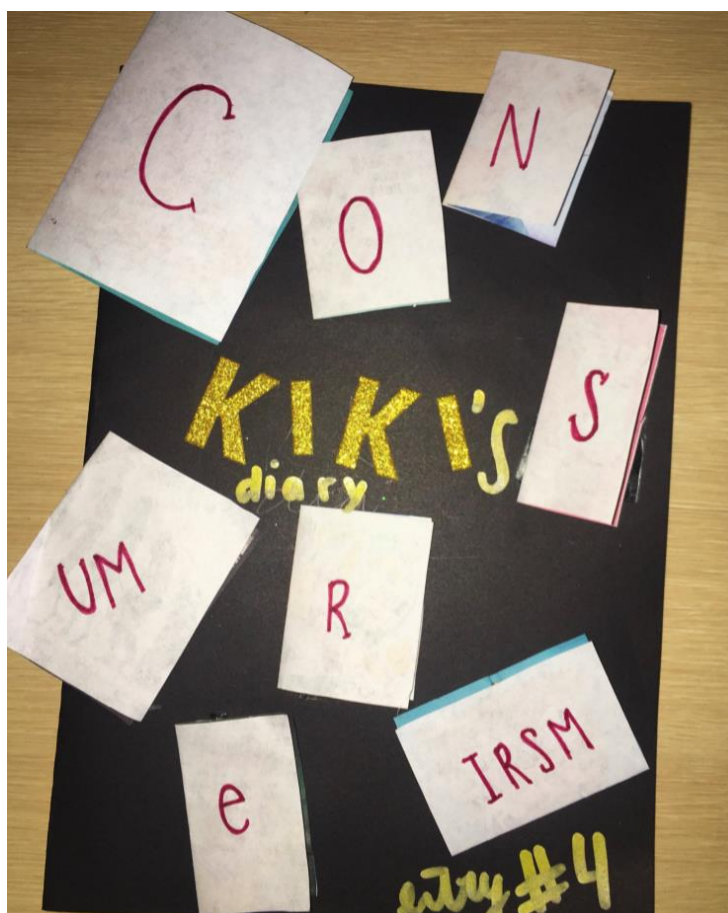
(Laughter)

Teacher: So, imagine all of that ehm and being so young it was really difficult for me. So, my parents decided to ehm take me out of the school. It was a private school and then they put me in a public school and incredibly it was really nice for me, it was really good... I started having a lot of friends, I mean it changed my life, ok? So, ahm it was a really bad situation but I came out of it, ok? And now I am a bully to my students...

(Laughter)

Teacher: So, it was a really bad situation but we can all come out of it like ehm. Imagine I mean, internet was not an option to bully someone those days when I was like younger but they managed to bully me for a whole year. So, ahmm before continuing I wanted to save that information that you have because we are going to use it further on, ok? Ehmm so, before continuing we are going to go to the vocabulary so I want the three of you to move to this side of the classroom, ok?

APPENDIX H. Students' diaries (Sample)



DISCRIMINATION

DIARY ENTRY # 2
 DATE: 6-9-19 TIME: 2:39
 TOPIC: Discrimination
 SONGS: Take me to church

GUIDING QUESTIONS:

- ✓ What did you learn in this cycle?
- ✓ Did you enjoy the songs presented in this lesson?
- ✓ How do you feel after discussing this topic?
- ✓ Can you relate to the topic at a personal level?
- ✓ How would you help people going through this situations?
- ✓ Which other songs do you know that are related to this topic?

DIARY ENTRY:

Everyone discriminate the others, directly or indirectly. I've been discriminated for being fat and weird, I also discriminate others with out intention, I know that is not good but we can't stop doing it, we discriminate the other people because they aren't like us, they are "different". I have been discriminated by everything I do, people get use to it. A song that I know talk about discrimination in love it's called "Lejos de ti"

Sometimes YOU *living* Sometimes YOU *learn*

DIARY ENTRY 2
 Date: 6, 09, 2019 Time: 2:25pm

DISCRIMINATION

GUIDING QUESTIONS:


- ✓ What did you learn in this cycle?
- ✓ Did you enjoy the songs presented in this lesson?
- ✓ How do you feel after discussing this topic?
- ✓ Can you relate to the topic at a personal level?
- ✓ How would you help people going through this situations?
- ✓ Which other songs do you know that are related to this topic?

My favorite song of the activities was "Take me to church", in addition is the second one in my top list of song ever! This song have in position because talk about the reason why we hide our feelings because the others opinion. This feeling can be not only about our sexual orientation, it could be about the sadness, happiness, self love and our true personality, etc

The second song that touch me deeply was "Where is the love" of the Bep, that talk about directly of the discrimination and how people think that the dangers and fails that affects us is coming from the others, and not always is by that way.

Before we judge and reproach others, we must analyze our behaviour. This not mean that the others are perfect and you are the unique that fail.

The last one song in my limited list, was untouchable, because I didn't feel a long connections such as the others ones. This does not establish that I hate the song, instead I like so much its cause talk about white supremacist and the injustice that it cause an important topic. These activities let me so many thoughts that I would implement and preach daily.



APPENDIX I. Lesson Plans**LESSON PLAN NO. 1****JOSÉ MAX LEÓN SCHOOL****SONG-LYRICS BASED LESSONS WITH CONTROVERSIAL ISSUES TO FOSTER
PRODUCTIVE LANGUAGE SKILLS INTERACTION IN THE EFL CLASSROOM****TEACHER'S NAME:** Diana Milena Diaz Peláez**DATE:** August 12th – August 20th**GRADE:** 901**CONTROVERSIAL ISSUE:** Bullying**TIME:** 7 hours distributed in 6 sessions (1 cycle)**GOAL:** To approach students to Bullying as a controversial issue through the use of songs.**ACHIEVEMENT INDICATORS**

1. To learn the implications of bullying in people's lives.
2. Relate songs with controversial issues.
3. To use partners' ideas to build a collective understanding of the topic.

KEY VOCABULARY: Bullying - Songs - Controversial - Threats - Intimidation - Teasing - Harassment - Physical Aggression.**MATERIALS:** Board – Markers – Classroom – Computer - Television Set**WARM UP TIME:** 10 minutes: Riddles. Students will guess different kinds of riddles in order to start focusing their attention on a specific matter (1 per session). Students will answer the

riddles in their notebooks and the first 5 students to answers correctly, will receive an extra point:

- **Riddle:** What instrument can you hear but never see?

Answer: Your voice.

- **Riddle:** What has a face and two hands but no arms or legs?

Answer: A clock.

- **Riddle:** Which letter of the alphabet has the most water?

Answer: C (sea).

- **Riddle:** What five-letter word becomes shorter when you add two letters to it?

Answer: Short (Short-er).

- **Riddle:** What word begins and ends with an E but only has one letter?

Answer: Envelope.

- **Riddle:** A cowboy rode into town on Friday, stayed three days, and left on Friday. How is this possible?

Answer: The name of the horse is Friday.

CONTROLLED PRACTICE TIME:

- **1st session:** 80 minutes

Previously, students are asked to bring information about bullying, everything that they find and can share in a space of 2-3 minutes (approximately). At the beginning of the session, the teacher will provide a series of vocabulary that is going to be used during the length of the

lessons. This vocabulary will be accompanied by images through PowerPoint slides in order for students to understand the context of the topic.

During the session, students will be asked to share the information they gathered (videos, articles, etc) while the rest of the students take note of the aspects that they find interesting in order to start building their arguments for the next session.

- **2nd, 3rd and 4th session:** Each session of 40 minutes

LISTENING ACTIVITY TIME: Students will listen to three different songs related to the controversial issue presented, take note of the relevant issues presented there. The teacher will provide relevant information about the song and the use of different metaphors or unknown vocabulary in order to help understanding the song better as well as its relation with the topic.

1st song: Jeremy - Pearl Jam

This song is based on a true story. Pearl Jam tells the dark story of Jeremy, a 15-year-old boy who was quiet and different. The kids used to torment him, without knowing that he was deeply troubled, until Jeremy could not take it anymore and shot himself in front of his English class in Richardson, Texas. This song is a dialogue about bullying at school that can escalate quickly to the point of violence and death. After listening to the song, students must write a short analysis in their notebooks.

2nd song: Mean Girls by Rachel Crow

Rachel Crow is an American singer who successfully auditioned at the age 13 in *The X Factor*. Rachel wrote this song inspired by her own personal experience with bullying. The song represents what a bullied kid suffers in everyday life. After listening to the song, students must write a short analysis in their notebooks.

3rd song: Bain Damage by Eminem

The child in this song is being physically beaten by a classmate and it seems to be that everybody around him let it happen. Eminem tells his own story with bullying in middle-school and getting a 10% of brain damage due to a beating received while he was an 8th grader. After listening to the song, students must write a short analysis in their notebooks.

5th session: 100 minutes

INTERACTIVE ACTIVITY:

Role-play activity: Four headings related to bullying will be written on the board (“Physical Bullying”/ “Verbal Bullying”/ “Social Bullying”/ “Cyberbullying”). Then, students will be asked to participate in a brainstorming session related to specific actions or general situations related to the headings written on the board. After, the class will divide in groups of 3-4 and chose one of the actions/situations presented in order to make small role-plays.

Each group will decide the role of each member (bullies, victims or bystanders) and perform a small improvised role-play. Then, after each group has presented their role play, they will be asked to give possible solutions for how how to resolve bullying (in the same groups and specific scenarios) and to use those ideas in the analysis of each song.

- **6th session:** 60 minutes

WRITING ACTIVITY TIME:

Students will be asked to write an analysis of the songs and the contextualization that they provided, which must contain:

-Analysis of the song “Jeremy”

-Analysis of the song “mean girls”, establishing a link between its lyrics and the previous song.

-Analysis of the song “Brain damage”, establishing a link between its lyrics and the previous songs.

Students must use the information that they brought in order to make a proper relation between the three songs and the topic itself.

Then, students will record in their diaries their experience during the discussion as well as information they did not have the time to share during the exercise or the reflection. They will use different materials in order to show their understanding on the topic.

FREE PRACTICE TIME: Feedback will be given during this space of time at the end of the sessions.

LESSON PLAN NO. 2

JOSÉ MAX LEÓN SCHOOL

SONG-LYRICS BASED LESSONS WITH CONTROVERSIAL ISSUES TO FOSTER PRODUCTIVE LANGUAGE SKILLS INTERACTION IN THE EFL CLASSROOM

TEACHER'S NAME: Diana Milena Díaz Peláez

DATE: August 27th – September 4th

GRADE: 901

CONTROVERSIAL ISSUE: Discrimination**TIME:** 7 hours distributed in 6 sessions (1 cycle)**GOAL:** To approach students to discrimination as a controversial issue through the use of songs.**ACHIEVEMENT INDICATORS**

1. To learn the implications of discrimination in people's lives.
2. Relate songs with controversial issues.
3. To use partners' ideas to build a collective understanding of the topic.

KEY VOCABULARY: Discrimination - Songs - Controversial - Racism- Sexism - Transphobia - Homophobia – Stereotype - Prejudice.**MATERIALS:** Board – Markers – Classroom – Computer - Television Set**WARM UP TIME:** 5 minutes: Students pick one of the songs listed in the previous lesson in order to sing it before starting the class. They can use the lyrics attached to their notebooks.**CONTROLLED PRACTICE TIME:**

- **1st session:** 80 minutes

Previously, students are asked to bring information about discrimination, everything that they find and can share in a space of 2-3 minutes (approximately). At the beginning of the session, the teacher will provide a series of vocabulary that is going to be used during the length of the lessons. This vocabulary will be accompanied by images through PowerPoint slides in order for students to understand the context of the topic.

During the session, students will be asked to practice a **focus-reflection protocol** in which they join in couples and share information about the topic for two minutes while the other member is taking notes. After, students are asked to remain in silence for 30 seconds. Then, the exercise is repeated with the other member of the couple.

The exercise helps students focusing on specific and relevant information. In order to deepen into the topic, the focus-reflection protocol is repeated; this time, in groups of four members.

After this, students are asked to join in groups of six members and organize a small presentation in which each member can share information to the whole group about different aspects of discrimination (Similar to a **Phillips 6-6** technique)

- **2nd, 3rd and 4th session:** Each session of 40 minutes

LISTENING ACTIVITY TIME: Students will listen to three different songs related to the controversial issue presented, take note of the relevant issues presented there. The teacher will provide relevant information about the song and the use of different metaphors or unknown vocabulary in order to help understanding the song better as well as its relation with the topic.

1st song: Untouchable – Eminem

Here, Eminem delivers a furious six-minute treatise on police brutality, race relations, mass incarceration, the Black Lives Matter movement, and more. He compares and contrasts how white and black people are treated by society. After listening to the song, students must write a short analysis in their notebooks.

2nd song: Where is the Love? – Black Eyed Peas

This song is about the state of post 9/11 world, which all but calls for US withdrawal from Iraq. Group member Ron Fair started writing it late in 2001, and another member, Will.i.am, added the socially conscious lyrics. After listening to the song, students must write a short analysis in their notebooks.

3rd song: Take me to Church - Hozier

The song is a direct reference to the Catholic Church's shaming of sexuality, but more broadly about institutions that try to suppress the very natural parts of human nature. Hozier is using the platform of music to convey a critical message of the moral hypocrisies of the church while at the same time describing love as an implicit religion within itself, able to evoke religious experiences and transcend the individual far more than any organized religion can. After listening to the song, students must write a short analysis in their notebooks.

- **5th session:** 100 minutes

INTERACTIVE ACTIVITY:

“There is a fine line between us and discrimination”: A line made of duct tape is made in the middle of the classroom and students are asked to organize on both sides of the line (boys on one side and girls on the other). Then, a series of questions or statements are done in order for students to give one step to the front if they feel identified with them:

1. How many of you believe that despite our differences, we are basically the same?
2. Have you been the victim of discrimination? (Race, religion, origin, etc...)
3. Do you have friends of a different race or ethnicity?
4. How many of you have actually discriminated someone?

5. How many of you think that criticizing a different culture is the same as being racist?
6. How many of you believe in the traditional male and female social roles and responsibilities?
7. ...You have made racist or sexist jokes...
8. ...You have had discriminatory thoughts against: Native people (indigenous), LGTB community, Venezuelan people, etc.
9. ...You have felt discriminated in this classroom...

Then, students are asked to share their opinions and feelings on the topic.

In the second part of the activity, each student will receive a different question (different from the ones provided in the exercise before) to paste and answer in their notebooks. Then students will share their answers with the group and generate a short discussion about those.

6th session: 60 minutes

WRITING ACTIVITY TIME: Students will create a flowchart in their notebooks with the most relevant aspects of the information they gathered during the lesson. They will also record in their diaries their experience during the discussion as well as information they did not have the time to share during the exercise or the reflection. They will use different materials in order to show their understanding on the topic.

FREE PRACTICE TIME: Feedback will be given during this space of time at the end of the sessions.

LESSON PLAN NO. 3**JOSÉ MAX LEÓN SCHOOL****SONG-LYRICS BASED LESSONS WITH CONTROVERSIAL ISSUES TO FOSTER
PRODUCTIVE LANGUAGE SKILLS INTERACTION IN THE EFL CLASSROOM**

TEACHER'S NAME: Diana Milena Díaz Peláez

DATE: September 12th – September 29th

GRADE: 901

CONTROVERSIAL ISSUE: *Insecurity*

TIME: 7 hours distributed in 6 sessions (1 cycle)

GOAL: To approach students to insecurity as a controversial issue through the use of songs.

ACHIEVEMENT INDICATORS

1. To learn the implications of insecurity in people's lives.
2. Relate songs with controversial issues.
3. To use partners' ideas to build a collective understanding of the topic.

KEY VOCABULARY: Insecurity – Bullying – Discrimination – Failure – Confidence – Society – Stereotypes – Perfectionism – Anxiety – Isolation – Loneliness.

MATERIALS: Board – Markers – Classroom – Computer - Television Set

WARM UP TIME: 5 minutes: Students pick one of the songs listed in the previous lesson in order to sing it before starting the class. They can use the lyrics attached to their notebooks.

CONTROLLED PRACTICE TIME:

- **1st session:** 80 minutes

Previously, students are asked to bring information about insecurity, but they are not asked to share it yet. At the beginning of the session, the teacher will provide a series of vocabulary that is going to be used during the length of the lessons. This vocabulary will be accompanied by images through PowerPoint slides in order for students to understand the context of the topic.

As there are several types of insecurity, the explanation and examples of each one of them may be longer.

- **2nd, 3rd and 4th session:** Each session of 40 minutes

LISTENING ACTIVITY TIME: Students will listen to three different songs related to the controversial issue presented and take note of the relevant issues presented there. The teacher will provide relevant information about the song and the use of different metaphors or unknown vocabulary in order to help understanding the song better as well as its relation with the topic.

1st song: Scars to your beautiful – Alessia Cara

Here, Alessia Cara tries to provide a different insight of the meaning of “beautiful” in society. It is a powerful song full of messages of self-revelation and empowerment for men and women equally. After listening to the song, students must write a short analysis in their notebooks.

2nd song: Somewhere I belong – Linkin Park

This song is about a person who has been through tough times, feels out of place and alone. Just wanting to find their place in life. After listening to the song, students must write a short analysis in their notebooks.

3rd song: Pretty Hurts - Beyoncé

In this song's video, Beyoncé appears as a model in a beauty pageant, and sings how women are pressured in society to fit in a perfect model and to attain physical perfection. After listening to the song, students must write a short analysis in their notebooks.

5th session: 100 minutes

INTERACTIVE ACTIVITY: "The things I love about you":

Squares of paper with the names of the students of the classroom are distributed around randomly. Each student must write something good about the person designated in the paper (anonymously); then, the teacher picks up the papers and distributed them again randomly. The idea is that each student receives in the correspondent paper at least 5 messages by different partners.

The reflection will be done by the teacher, telling the students that is easy to see the things that are wrong about ourselves or even those things that we do not like about the others, but it is time to see the goodness existing in the others. Keep the students to keep their papers in their wallets or their lockers, so every time they feel bad about something, they remember what the others think about those nice things that you have.

6th session: 60 minutes

WRITING ACTIVITY TIME: Students will create a flowchart in their notebooks with the most relevant aspects of the information they gathered during the lesson. Students will also record in their diaries their experience during the discussion as well as information they did not have the time to share during the exercise or the reflection. They will use different materials in order to show their understanding on the topic.

FREE PRACTICE TIME: Feedback will be given during this space of time at the end of the sessions.

LESSON PLAN NO. 4

JOSÉ MAX LEÓN SCHOOL

SONG-LYRICS BASED LESSONS WITH CONTROVERSIAL ISSUES TO FOSTER PRODUCTIVE LANGUAGE SKILLS INTERACTION IN THE EFL CLASSROOM

TEACHER'S NAME: Diana Milena Díaz Peláez

DATE: September 30th – October 7th

GRADE: 901

CONTROVERSIAL ISSUE: [Consumerism](#)

TIME: 7 hours distributed in 6 sessions (1 cycle)

GOAL: To approach students to consumerism as a controversial issue through the use of songs.

ACHIEVEMENT INDICATORS

1. To learn the implications of consumerism in people's lives.
2. Relate songs with controversial issues.
3. To use partners' ideas to build a collective understanding of the topic.

KEY VOCABULARY: Consumer – Consumer terrorism – Purchase – Retail

MATERIALS: Board – Markers – Classroom – Computer - Television Set

WARM UP TIME: 5 minutes: Students pick one of the songs listed in the previous lesson in order to sing it before starting the class. They can use the lyrics attached to their notebooks.

CONTROLLED PRACTICE TIME:

- **1st session:** 80 minutes

Previously, students are asked to answer a quiz from the web page “The story of stuff project”, to see what kind of change maker could they be. At the beginning of the session, the teacher will provide a series of vocabulary that is going to be used during the length of the lessons. This vocabulary will be accompanied by images through PowerPoint slides in order for students to understand the context of the topic.

Students will watch a video called “The story of stuff” in order to provide an adequate contextualization to the controversial issue and to see how consumerism in excess is affecting the planet. After, students will be asked to join in groups according to the change maker character they received.

- **2nd, 3rd and 4th session:** Each session of 40 minutes

LISTENING ACTIVITY TIME: Students will listen to three different songs related to the controversial issue presented, take note of the relevant issues presented there. The teacher will provide relevant information about the song and the use of different metaphors or unknown vocabulary in order to help understanding the song better as well as its relation with the topic.

1st song: Virtual Insanity - Jamiroquai

Here, Jamiroquai tries to warn people against the threat of insidious technology and its increasing control over humanity.

2nd song: Price tag – Jessie J

This song is about how people tend to put a price to everything and everyone. Money should not be an issue, and people have a value that is not countable.

3rd song: Lost in the supermarket – The clash

This song was written in 1979, even then, musicians were discussing the increased commercialization and information overload that was pervading society.

- **5th session:** 100 minutes

INTERACTIVE ACTIVITY:

Students will create a flowchart in their notebooks with the most relevant aspects of the information they gathered during the lesson. This time, they will join in groups and will add the change maker character to the flowchart to give possible solutions to the issue presented.

After, groups will be created to create an infographic on any of the four controversial issues presented, in which they will apply what was learned in class and the possible solutions in our context for each of those problematics.

6th session: 60 minutes

WRITING ACTIVITY TIME: Students will also record in their diaries their experience during the discussion as well as information they did not have the time to share during the exercise or the reflection. They will use different materials in order to show their understanding on the topic.

FREE PRACTICE TIME: Feedback will be given during this space of time at the end of the sessions.