Learning strategies based on musical activities to strengthen listening skills

Jhon Alexander Veloza Amaya

LEARNING STRATEGIES BASED ON MUSICAL ACTIVITIES TO STRENGTHEN LISTENING SKILLS
Internship project report

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LEARNING STRATEGIES BASED ON MUSICAL ACTIVITIES TO STRENGTHEN LISTENING SKILLS

The use of learning strategies based on musical activities to strengthen listening skills in ninth, tenth and eleventh graders.

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Internship project submitted to obtain the B.A Diploma

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BEFORE TO STARTING...

Since my childhood I always had have an affinity for music. I studied and worked with music for many years and I still doing it. Through this way the music itself made me understand how to see and experience the life learning that knowledge can be experienced through music.

“…music is based on patterns that somehow, during interaction, use a reinforcing loop in the human brain, thus allowing a strengthening of learning, motivation, and reward. Cognitive processes are thereby assumed to have a direct effect on circuits that evoke pleasure and motivation, which in turn reinforces the cognitive processes” (Leman, 2016). Based on the previous idea I have always thought that music could be a cognitive process that helps us promote social interactions and thus generate a learning process.

Music as a learning strategy helped me to develop my listening and speaking skills in English as a foreign language and I am sure that I am not the only one who has experienced it. As a musician and future teacher of English as a foreign language, I firmly believe in the idea of linking music in the processes of learning a foreign language. Because of this, I embarked myself in the construction of a project to help my students to improve and
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strengthen their listening skills. Music promotes culture and learning as well. So, why not link Music and Learning strategies to strengthen listening skills?

I invite you so that in the following internship project report, you can notice all the process that I had with my students before and after developing the project. The results that I obtained and the pedagogical reflections that I wrote after the realization of this pedagogical intervention.
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Chapter I

INTRODUCTION

This project was focused on using and applying a pedagogical intervention in an academic environment at Julio Garavito School. This internship project was based on linking the language learning/music and part of a pedagogical tool in my work as an English teacher. In the following Internship work, I addressed a problem that had become known in a specific academic setting of this school. This problem was related with the lack of listening skills in students of ninth, tenth and eleventh grade and their lack of strategies to strengthen this skills. Through this report, the reader will be able to recognize all the processes that were in the development of this pedagogical intervention, the evidence of this teaching experience and the results found in the exercise of creating and applying strategies for addressing this issue. It is important to enunciate that this internship was not only created for teaching strategies, it was also designed to promote these strategies and generate an autonomous learning process in the students involved in this project.
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JUSTIFICATION

The purpose of this project was to find a pedagogical approach for improving listening skills in students while they were learning English Language. The interest of this project belonged to my passion for music and previous experiences in my pedagogical practicum in secondary school. In this practicum I could notice that the most common problem of this specific population in learning English as a foreign Language was related with the lack of their listening skills. For that reason I decided to address this issue proposing strategies based on music as a mediation to improve the problem presented.

In addition, this project was developed in order to show a pedagogical intervention created as an internship process in the setting selected, this for trying to reduce the frequency of this specific problem. Authors such as Vygotsky(1930), Ausubel(1973), Gardner(1993), Oxford(2003), Cuervo(2005), Fenner(2001), Solano(2011), Merriam(2014), Lerman (2016) were some of the most representative authors that I took into account to work in this internship project. Because from different branches of knowledge, these authors and others that I selected for this project, talked about learning and social approaches based on constructivism and how the using of tools as learning strategies are important in the teaching of some specific knowledge.

Is important to mention that I established bibliographic and literary parameters and constructs as part of the research component of this project, thus with the purpose of building perspectives about my pedagogical view and based on my investigative approach as a teacher. I worked with some strategies planned and focused on the setting of this work.
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For example, memory strategy, cognitive strategy, compensation strategy, affective strategy, social strategy and others. Many of these were taken from the book “Language learning styles and strategies” by Rebecca L. Oxford and these were adapted by me in the processes of creating or using activities for students.

Furthermore, I believe that part of my responsibility in this Internship process as an English Teacher was showing to students how they can adjust their academic behavior to deal with a variety of situations trying to improve their academic process, thus to develop and continues a persevering work.

Finally, the main purpose of this internship project was find a possible pedagogical mediation through several musical activities as strategies that could help me to approach the issue, to promote the autonomous learning process in the students and obviously focused on the improvement or eradication of the problem itself.
LETS TALK ABOUT THE PROBLEM STATEMENT

I focused my internship project in the problems about listening skills such as no understanding of the words the students heard, lack of differentiation of sounds between similar words, lack of association between the words the students heard and the words they read, lack of identification of main or secondary ideas when the students should to interpret a speech in English, lack of auditory recognition of common commands in English and lack of pronunciation of specific words due to lack of listening these words. Eventually, these problems that were developed by the students had another issue directly related, the lack of development about learning strategies because they did not know any strategy. For that reason, was important to understand that in this pedagogical intervention was not just matter what was the problem, also, I needed to understand how this problem could be solve or unless reduce its impact in the population involved.

In this way I could mention that learning strategies are tools that students and teachers choose for a learning process to strengthen or improve some of the skills we have but we do not develop properly for certain specific cognitive needs. In the case of “no understanding of the words they heard” I proposed activities related with memory strategy adapted in a game I developed in the classroom. On the other hand for the issues of “lack of association between the words they heard and the words they read” and “lack of auditory recognition of common commands” I preferred adapt the game “Simon says” in order to develop a cognitive strategy. These activities I mentioned before and other ones that I did but I am going to mention later, were the product of the adaptation of strategies based on theories, with the environment and the setting that I work with students.
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According to my practicum experiences in this school and taking into account the requirements of the school to promote and improve the listening skills in the English as a foreign language. I decided to plan strategies that were closer familiar to the students. The music activities were the better way I found to address this situation. Based on this, I proposed the following statement of a problem.

“Students do not apply or use learning strategies to help themselves to strengthen listening skills in English as a foreign language”.
OBJECTIVES

Main objective.

To develop, apply and promote learning strategies that students could use based on musical activities to strengthen their listening skills.

Specific objectives

✓ To produce learning strategies based on musical activities to address the listening skills of the students.
✓ To use musical activities as a mediation in the English class for strengthening their listening skills.
✓ To promote the students’ interest of using learning strategies based on music as an autonomous work in their learning process.

In this report I dived the intervention process in three parts. Each part belongs to one of the specific objectives. In this way I described situations, classes, activities, quizzes or important and specific details based on each specific objective. Each objective was connected chronologically, it means that each needed to be developed in the same order to get the main objective and thus building a successful process.
Chapter II
THEORETICAL FRAMEWORK

This section of my work is focused on making a theoretical relation between the concepts that define the problems that I found in the classes with the students involved and my pedagogical intervention as a mechanism to solve or decrease these problems. One of the first definitions given about what learning means is based on "Learning is considered a purely external process that is not actively involved in development. It merely you use the achievements of development rather than providing an impetus for modifying its course" (Vygotsky, 1930, p.79), on the other hand, a contemporary look of the term "Learning" defines it as" a process that leads to change, which occurs as a result of experience and increases the potential for improved performance..."(Ambrose, 2010, p.3) Based on the previous constructivist definitions of learning, I wanted to base my pedagogical intervention on Julio Garavito Armero school, in that terms I created and used activities in which students experienced direct contact with the language and it could strengthen their learning process and eventually improved their English skills, thus the students could involve them permanently in the development of their knowledge.

Another term that I would like to mention is "Learning strategies" and in this project I decided to take the idea that Learning strategies are defined as "specifications, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning "(Scarcella & Oxford, 1992, p.63). As Oxford previously mentioned, learning strategies are those tools that teachers can create or promote with the aim of facilitating and improving the learning process in the students. Many of the activities that I designed and
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others that I used in my pedagogical intervention were developed under this criterion and it is necessary to mention that music was an important tool in the development of my activities.

The problem that I described previously in this work was, in general terms, about the lack of comprehension of listening by the students and the lack of knowledge of learning strategies for its improvement; Following this idea we could state that “Learning strategies can also enable students to become more independent, autonomous, lifelong learners” (Allwright, 1990). In this way my project was directed not only to use learning strategies to improve their listening problems, but also, was aimed at promoting strategies as an autonomous way of improvement for each student.

I have already defined the concept of "Learning" and the application that this concept had in my pedagogical intervention. In the same way, I explained the considerations that I had in my mind when I was creating my activities as tools or learning strategies during my internship project. But now I would like to support and argue why I chose "Listening" as the skill I wanted to improve in the students. I chose “Listening” not only for the lack of this ability that the students developed in their previous knowledge process, but also because I understood that "listening comprehension is done with by emphasizing the comprehension of the overall meaning of the message "(Poelmans, P. 2003, p.3), based on the previous quotation, the listening skills promoted the complete understanding of the language in the students, thus I wanted to expose the students in direct practices of the language, in this case with opportunities to improve listening and focused on developing a wider communicative range.
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At this point it is clear that my pedagogical intervention was based on learning strategies as a way to improve the learning process and promote autonomy in students. Now the question is, how did I mediate these learning strategies so that the students would have liked them? One of the most used artistic movements in the learning process of a second language is “Music”, it is common that we see daily how teachers use contemporary music to attract the attention of their students.

"Music can be a very useful tool to accelerate and create a consistent learning ..." (Romé, 2014, P.4), "Music" was an important tool in my process of developing material and activities for the classes. The students were in contact with the topics of the classes, thanks that the activities they developed were always mediated by music. In this way, they had direct contact with the language and specifically with their listening skills.

In addition, "To learn English in this way, we need to put in practice two capacities: the language and the music. Music is considered like the universal language. Both help to express feelings, situations and can have different interpretations depending on the person." (Romé, 2014, P.12), The music and learning a language not only promoted a direct input in the students, but also at the same time the students were generating output actions in which each student interpreted in a different way. Other point that was important in the establishment of concepts for my intervention process in the school, was the Howard’s Gardner’s theory about “multiple intelligences”.

In this theory, the musical intelligence is “An ability to produce, remember, and make meaning of different patterns of sound” (Gardner, 1983) and on the other hand, the linguistic intelligence is “An ability to analyze information and create products involving oral and written language such as speeches, books, and memos” (Gardner, 1983).
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In both cases, Gardner proposes to involve two different ways of recognizing meanings, but, although they are two different ways of learning, these complement each other, musical intelligence is aimed at people who learn from an auditory recognition, and the language, which is directly related with the linguistic intelligence, has a process of listening and speaking. That means that what I wanted to develop in my pedagogical intervention was related to the ability of many students to listen sounds (in this case words in English language) and their capacity to generate communication through their linguistic intelligence.

To conclude and summarize, this internship project used learning strategies as a didactic way to strengthen skills that many students had not worked on their learning process. The activities I designed not only promoted the use of music as a working mechanism in classrooms, but also incorporated the curricular topics of the school and additionally promoted the autonomous use of these activities. In such a way the internship project was not only developed for the moment in which it was executed, on the contrary, it was available for the students to use the activities in their own development of the language.
KEYWORDS.

The following keywords were organized hierarchically based on the importance in the development of my work.

Learning:

As we know learning is a process of construction of knowledge, in which we acquire something through study, exercise or experience, usually developing skills through the process. The above is a constructionism view of learning. "New knowledge is incorporated in a substantive way in the cognitive structure of the student. This is achieved when the student relates new knowledge to previously acquired; but it is also necessary that students are interested in learning what is being displayed" (Ausubel.P, 1983). This perspective from Ausubel helps us to understand learning as a way we internalize the concepts taught in an academic environment in order to use it socially through different skills. In our case we use learning to internalize the language. so in this way we can develop communicative skills to use them in a social setting.

Learning strategies:

"Language learning strategies are among the main factors that help determine how and how well our students learn a second or foreign language". (Oxford,R 2003). Based on this statement we can say learning strategies is an important aspect in the learning development of our students. The learning strategies play the role of a dynamic tool to understand and internalize knowledge the students try to acquire through the study. Learning strategies are
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defined as “specific actions, behaviors, steps, or techniques such as seeking out
cornerstone partners, or giving oneself encouragement to tackle a difficult language task
used by students to enhance their own learning” (Scarcella & Oxford, 1992). In this
perspective of learning strategies we can note how is linking the constructionism view of
learning with the techniques or behaviors which could have a student trying to involve the
concepts he/she has learned to implement them in a social relation with others.

Autonomous work:

“Autonomous work is called to manage their own work and work practices. The concept
of autonomous work should be understood as a behavior and a dynamic characteristic of
the human being, in some cases they limit it or help to understand the steps in a learning
process. Autonomous work is required for specific tasks, as well as the comprehension of
new knowledge”. (Ruen, J. 2007). We can say that Autonomous work defined very broadly
to what extent we are willing to reach or has our own and Trough our knowledge we can
develop more of new concepts.

Listening skills:

For this case, we are going to understand listening as a skills which is linked with our
communicative abilities. “Listening” is receiving language through the ears. “Listening
involves identifying the sounds of speech and processing them into words and sentences.
When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and
pauses) and we use our brain to convert these into messages that mean something to us”.
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(Victoria, M. 1997). So, listening skills in any language requires focus and attention. Listening is a skill that some people need to work at harder than others. For that reason the people need to find a mediation to develop it. "Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood communication breaks down and the sender of the message can easily become frustrated or irritated" (Victoria, M 1997).

All these important facts could help me to determine the theoretical line in which my creative work was based and for close this part I would like to mention to references of master projects in my university. “The effectiveness of teaching is reflected in students learning. If the listening teacher trains his/ her students in listening strategies the probabilities of academic success will be higher” (Leon, 1999, pages 52 - 53), it determines that our work as teacher could be constant and depending of this we could hope the results of the students. Also that “the language activities are destined for stimulate the students with real topics and using different strategies, all of this for involving the students with different kinds of inputs” (Cuervo, 2005). This project was not just for creating and applying activities, it was for promotes the knowledge development of the students. "When listening actively is sought to stimulate and continue communication, promoting that the interlocutor feels at ease" (SOLANO, 2011). This previous statement is about the power of pedagogy and important idea of strengthening skills in students that need. (SOLANO, 2011) States that "Listening is reading and interpreting at the same time, it is a show of respect for the other; is to put all the senses at the service of the ear and therefore of the understanding ", understand this point is think that listening as a skill depends of
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comprehension develops through several processes, including:

a. Perception

b. The decoding or sense of the message

c. Memory retention, either in whole or in part

d. Understanding or identifying content.

Finally. “The listening skill is defined, then, as the process by which the language user decodes auditory input, i.e., speech. This use of the term ‘listening’ deviates from its ordinary use, in which listening simply refers to the act of intentional hearing, in much the same way as looking refers to the act of intentional seeing” (Poelmans, 2003). If you listen is for a specific aim, in many cases to pay attention to some specific information, and then could interact with those codes you could get it. Concluding (Poelmans, 2003) proposes that to communicate adequately it is important for a listener to understand what the speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning.
Setting.

This internship project took place in the Julio Garavito School, this is a public school that is located in Tunjuelito Zone in Bogotá. Its three buildings are located between the neighborhoods Alqueria and Muzu and this school offered its services in elementary and secondary grades. The school had all the necessary tools for the development and active participation of the students. This school has laboratories for the necessary subjects and is one of the schools relevant by its process related with technological participation in robotics. The building in which I did my internship work, was the building “B”, this is destined for the educational process from eighth and eleventh grade. Furthermore, as many public schools in Bogotá, in this school there are immersion processes of foreigners to strengthen the second language of the students and during the whole school year they do activities related to the development of the humanities area.
Participants.

The internship project was conducted at the Julio Garavito Armero School in the morning hours in three groups of secondary school; they were ninth, tenth and eleventh grade. The students were from 13 and 19 years and depending on the course to which they belong. Most of them are residents near to the sector where the school is located. The groups I decided to work with were 902, 1002 and 1102. These groups had approximately 30 students per group and were located in different classrooms in the school. The days destined to work with 902 were Mondays, the days destined to work with 1002 were the Thursdays and the days to work with 1102 were the Fridays.

It should be emphasized that what is mentioned above is just related to the direct work in the classroom, teaching them the lessons through activities or strategies related with music. However, I worked with some students of these groups in extra classes, given them tutorials in the breaks and improving their learning process in their schedules for the immersion classroom with the foreigner teacher.

One of the special characteristics of these participants in the development of the work was that one student of 902 and two students of 1002 were involved in processes of traffic and distribution of narcotics within the school. This characteristic made me plan each activity with the sense that they could try to link themselves actively with the participation of them and their respective group.
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It is important to emphasize that in each course in which I was performing my pedagogical intervention the number of women compared to the number of men I had per group was higher. Therefore those who in many occasions led the processes of companionship and creation of groups in the different courses were women.

Finally, it is worth clarifying that each activity that was carried out and structured, it should depend on the course which I was working and the number of students in each of these groups. Although, the main idea was to work the same activities with all grades, this also depended on the process that each of the students developed in the direct classes with me.
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Instruments.

The instruments that I used to obtain information for the academic process or evidences of the progress was checklists, Feedbacks (in exams or quizzes), Interviews, Presentations, Oral productions, listening comprehension activities, journals, tangible evidences (homework, workshops, etc.) or general information which could help me to get more data about the needs, beliefs, goals, purposes weaknesses, understanding or misunderstandings. All of this were useful to show me if there was any kind of advances in the learning process of the students. This tools that I mentioned previously could help me to detect the level of understanding of the English language in each session that I used to evaluate the process of the participants. In my personal observation (journals or reports), was greatly tool to helped me to comprehend the environment and the difficulties in which participants operate and also it implied to improve every day my work when I was teaching each activity.

Below are some materials used in the classroom as a way to obtain information, the others are in the annexes of this document.
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Schedule.

I developed this internship project in hours, to be exactly this was 384 hours in a time of six months, these hours were divided in direct classes with the students of ninth, tenth and eleventh grade; designing of lesson and activities, data collection and analysis, meetings with my mentor, drafting of documents and tutorials to students. This schedule was distributed in the following way.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Hours per week (in six months)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>96</td>
<td>4</td>
<td>Teaching time. This is the time I was teaching them the lessons in the classroom and implementing my work in listening skills and learning strategies.</td>
</tr>
<tr>
<td>Design of lessons and activities</td>
<td>72</td>
<td>3</td>
<td>Creating lessons, materials and activities. This was the time I was spending for the creation of the materials, activities and all the resources I needed for the direct classes with the students.</td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td>72</td>
<td>3</td>
<td>Recollecting and analysis of the information. It was the time assigned for collecting, interpretation, classification, analysis and understanding of the data I could obtain for the students.</td>
</tr>
<tr>
<td>Meetings with mentor</td>
<td>60</td>
<td>2.5</td>
<td>Tutorials. This was the time to be with my mentor and what She helped me to adapt my project if it could be necessary.</td>
</tr>
<tr>
<td>Drafting of documents</td>
<td>60</td>
<td>2.5</td>
<td>Writing process. This was the time I was spending for elaborating the written part of my internship work.</td>
</tr>
<tr>
<td>Tutorials to students</td>
<td>24</td>
<td>1</td>
<td>Tutorials for my students. This was the time the students were with me, solving and reinforcing some specific problems in the subject and directly related with my intervention.</td>
</tr>
<tr>
<td>Total</td>
<td>384</td>
<td></td>
<td>384 Hours in six months</td>
</tr>
</tbody>
</table>

It is important to mention that in some situations I needed to replace the days I went and in
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others, I needed to go extra days because some situations related to the school changed. Things like meetings in the school, the stopping movement of teachers in the June month and some other academic activities affected some days of my intervention and that made me to cover the hours per week in others weeks.

PEDAGOGICAL INTERVENTION.

My pedagogical intervention was focused on the implementation of a collaborative work between the students and me as a teacher, proposing and promoting the strengthening of listening skills. In this way, I was developing a work based on musical active as learning strategies that they could use to explore and discover new ways to learn. As I mention before in my objectives, I wanted to promote the autonomous work in terms of quality of the knowledge they could be learn. I wanted they could discover an autonomous way to work in themselves process and progress. Musical activities were the solution that I propose for their process in learning the language. I believe in Music as a closer tool to them nowadays and it could help them to understand better the language. In my pedagogical intervention all this work was useless to recognize the process or its possible implications in the students.

In addition, I had to prepare lessons for the grades in which I had to teach. In these lessons I described each musical activity and also this musical activity should be linked to the academic process that students had to continue. In few words my pedagogical intervention never altered the curriculum that students developed parallel to my intervention processes. Each lesson that was applied in the courses was divided in five steps. The first step was referred to the "warming up" and was based on activities to obtain
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the attention of the students. Then came the step “Presentation” here I need to introduce the

topic that they should work in his curriculum using musical activities. After that, there were
two steps of autonomous and collaborative work, the first was the part of "Practice" that
was aimed at practicing between the students and me the topics approached using musical
activities. And the second part called "Production" was the autonomous way in which
students applied the topics seen in class. Finally in each lesson there was a "Closing
activity" that was destined to generate a process of feedback of the students and also it was
a way to obtain data to analyze the process each student had during my internship. Below
there is the model of the lesson that I used to develop my activities in the school.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warm up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the warm up of the class I’m going to play a game that is called &quot;the-hanged man&quot;, which is based on spaces in the board that symbolize the letters of a word and the students will need to find out the word before the man will be hanged.</td>
<td>15 min</td>
<td>The board and markers</td>
</tr>
<tr>
<td></td>
<td>In the presentation of the class, I’m going to focus my activity in a little introduction about ourselves, for that, we are going to play a game which is called &quot;go, go, stop!&quot;. This game is based on passing a ball each other while I am saying go, but when I will say stop, Where the ball will stay the student who will have the ball should say his/her name, the age, what kind of music he/she likes to listen and the things he/she does in free times. For this activity I’m going to write in the board some sentences maybe they need to use to say their introductions. For instance If they need to say what kind of music they like. They should to say &quot;I like to listen...” and so on. In this class for each person who tells me in a good way the.</td>
<td>25 min</td>
<td>The board and markers</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>presentation will have a candy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the practice time, I’m going to do two activities to understand maybe the dynamics that students present when they are learning English, maybe in this way I could determine what are some strategies for them to understand and develop in a communicative way the foreign language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The first activity is based on five words: the words will be Talk, Walk, Run, Listen and Think. These words will be written in the board in a little box called &quot;vocabulary&quot;, they should write them in their notebooks in little section of their notebooks. where we just focus our work in vocabulary. The idea is that during the class I’m going to ask some student the words, maybe all or just one, but the idea is that all the class everyone knows the meaning of each word. Of course I’m going to do this in each class and students should answer me each class the word that I could ask them. The objective is increase the vocabulary in student’s five words per class.</td>
<td>35 min</td>
<td>The board, markers, mp3 player and papers printed for the writing activity</td>
</tr>
<tr>
<td></td>
<td>2. The second activity is based on listening. In this activity I’m going to put a song that is called &quot;more than words&quot; and in this activity the students should pay attention to the song and complete the gaps in the paper where the words will be missing. In the paper the students will have the words missed and the &quot;gaps&quot; to write them. I’m going to play the song three or four times, depending on the developing of the students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As I mentioned before, my pedagogical intervention was directly related to the promotion of musical activities to develop listening skills, but at the same time also I was working on the topics that each course had in the development of its curriculum. So that means that the project not just strengthened the skills that I proposed, but also strengthened their process of learning in the other academic process with the English subject.

Musical activities.

To carry out my process of strengthening the listening skills of the students, I decided to implement twelve musical activities as learning strategies for each topic that they had to work. As it was necessary to join the topic that students should see in their curriculum, many of the musical activities that I proposed took more than one session of class and for that reason we had to take the other session to finish each topic. I was designing a lesson plan per topic worked, it means that also were twelve lesson plans. I implemented the same

| Production | In the production time I want to implement a need analysis to understand the level of English of students. The need analysis will be focus in grammar, vocabulary, listening, reading and speaking (this skill involved fluency and pronunciation). This need analysis will be a point to start to build the big chronogram focus on the school’s chronogram and the needs or losses We should to improve with students. | 25 min | Papers printed with the need analysis. |
| Closing | For the closing activity I’m going to remind them the five words of the vocabulary through questions and give them some tips to understand better the language listening and speaking. | 10 min | The board and markers |

Observations:
- The link of the song that I’m going to play is this: https://www.youtube.com/watch?v=Lrll vpS8SY
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lessons in all grades (ninth, tenth and eleventh), this with the purpose of obtaining objective results of my pedagogic intervention and also analyze if there were some changes depending of the grade.

In the next part will be showed the activities proposed by me for each lesson and its development by the students.

“Need Analysis”

The first activity was intended for the implementation of a need analysis as a preliminary way to highlight the skills students had in listening.

In this first class with them I introduce myself and we did a group dynamic to introduce themselves. It is important to emphasize that during this first session I never spoke in Spanish and this was a way of obtaining a feedback of the instructive capacity that the students had based on their capacity to listen and understand in English Language.

This need analysis was structured in three important parts to obtain the first data about the work that I should do with the students. The first point was based on a recording in which the students must write what they understood of the speaker, in this point I decided to give them the freedom to write in Spanish what they heard in English, because what I really wanted to identify was their ability to understand when they listen something in English, and maybe if they had had to write in English they would not write what they really listened
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For the second point I decided to structure two questions with multiple answers, this was in order to evidence the making of decisions they had, trying to differentiate what they actually listened and the options they had in the paper. Finally, in the third point they needed to find out some specific information about the audio they listened and that could help me to identify how was their attention to catch the specific details that the recording had.

Needs Analysis #1.

1. Explain in Spanish with your words, what are some of the narrator’s indications in the audio?

2. Listen the following track and match the correct answer.

1. What is red?
   A. her coat B. her dress C. her car D. her hat E. nothing.

2. What is white?
   A. her coat B. her dress C. her car D. her hat E. nothing.

3. What is blue?
   A. her coat B. her dress C. her car D. her hat E. nothing.

4. What is expensive?
   A. her coat B. her dress C. her car D. her hat E. nothing.

2B. Were the dogs big or small?
   A. big B. small

2C. What color were the dogs?
   A. black B. white C. black and white

3. What is the name of the narrator and what is she going to talk about?
   Name of the narrator: Jenny
   She is going to talk about: today go to the party
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This need analysis was really important for the elaboration of every activity that I raised during my development of the internship. This need analysis brought me closer to the language level of the students in general terms and the starting point for activity number two.

“Filling the gaps”

It is common that in the development of the classes that I have given in my pedagogical practice, I include in some moments activities of auditory recognition with popular songs. For this occasion, the second activity that I proposed was "filling the gaps", and for this I decided to choose a song in English that was so popular for the students and for that it was easy to recognize. I chose the song "Rolling in the deep" by Adele. This song has a broad but common vocabulary and also its grammatical structure is not complex and was at the level of the students.

For this activity of filling the gaps I did not want to focus it only on filling in spaces, on the contrary I found a model in which there were more activities focused on the song and with this I helped to develop the activity better. This “filling the gap” was developed in four parts and it was necessary to develop it by pairs. The first part was focused on the student being able to distinguish the different sounds of each word and its grammatical participation in the sentence; in such a way the students could not only recognize the word they were listening to, but also identify it by associating it grammatically with the sentence; In this way making sense of it. The second part was focused on the chronology of the song, thus with the correct order that each sentence had in the text. It stimulated the student to
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strengthen his ability to identify complete sentences. The third part focused on filling the
direct gaps and acquiring vocabulary. Finally, the most difficult part of the activity was the
association of what the students were listening to with some type of vocabulary that they
had previously learnt, so in this part they had to organize the words in the proper order
letter by letter and so on. With this they could give a complete meaning to the sentences.
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In this activity it was interesting to see how the students worked in groups to generate a collaborative development with the aim of understanding what they were listening to. In some occasions what one of the two students did not understand, fortunately the other one understood it; in this way they strengthened the knowledge that both had and also developed knowledge that they lacked. The activity was not only interesting for them but also showed a high level of camaraderie in the classroom, and me as a teacher, I could noticed that the process of collaborative learning is crucial in a social environment, because in this way we could internalize the knowledge acquired in each lesson.

“Dance with me”

For this activity I decided to involve music and dance, this with the aim of helping students to improve their understanding skill to listen to music in English, but not only that, with this activity I tried to promote the connection we make when we learn to listen in a second language between what we see and what we hear. The song that I decided to choose for this activity is called "cha cha slide" by Mr. C The Slide Man and thanks to the collaboration of the foreign assistant who was in the school immersion program (Danielle pearl) we were able to design an activity in which We use this popular song from the United States to teach the students some directions in English.
The activity took the whole class and was divided into four parts. The first part was focused on Danielle (the immersion assistant) and me explaining some common indications in English that were also present in the song. Some of these indications were: Slide to the right, Slide to the left, one hop to the front, two steps back and other indications. In the second part of the activity the students had to pay attention to Danielle and me when we made the movements. The song was increasing steps to the course of this and was increasing the speed too. We repeated our movements three times and stopped each movement, in this way the students could understand the indications and what we did. In the third part of the activity we wanted the students to do it with us and then they alone, this with the intention of seeing if they had internalized the movements and in such a way could follow the steps of the song. Finally and as a conclusion we wanted the students to face each other. The competition was men versus women.
At the end I noticed that students associate better what they hear with what they see. For that reason students could internalize their experience for daily life and thus have a meaningful learning. Personally it was an activity that moved me a lot because I not only entertained myself doing the steps, but I was also satisfied that the students learned new vocabulary and understood it when they were listening it.

“Discovering the song”

In the next activity I wanted to focus directly on promoting new vocabulary for students and strengthening their pronunciation skill focused on a very popular song for them. This activity took two classes in all grades and this was because for many of them it was difficult and the vocabulary that appeared in the song was not common. For this reason the students worked on this by groups of three people. But to distribute them equally I made a selection of the students that stood out best in the subject and located them with two students who had problems with the understanding of the language. In this way I wanted to strengthen the teamwork and the camaraderie among the students.

The song I chose for this activity was "shape of you" by Ed Sheeran. The first part was intended for the translation of a paragraph that I chose for the activity. They should listen to the song and then try to understand using the lyrics in the text of the paragraph, after that they tried to translate it as best as possible. This point was designed with the objective of analyzing the deduction that students had when they understood new vocabulary. For me it was not important that the translation was accurate, the only thing that I wanted with this point was to notice their process of approaching the meaning of words by grammatical association.
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The second part of this activity was focused on discovering the meaning of the words underlined in the text without the need to use a dictionary. Just trying to analyze them depending on the context. This activity took a lot of time because the students tried to hear the word in other paragraphs and thus analyze its meaning.

The first class ended, although some students had part of the point that followed, the majority still had doubts about the first and second part of the activity.

In the third part of the activity that was developed in the second session destined for this topic. The students had to pronounce a paragraph of the song I was giving them. Before that
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I played the complete song, each group of students listened to the artist's pronunciation and had a guide for the pronunciation of each of their paragraphs.

Finally each group went to the front of the classroom and pronounced the part that corresponded to each one. At the end of the class I did a socialization of the new vocabulary learned in class and its practical use.
“Sing with me”

The next activity, like the previous one, also took two sessions. In this activity I wanted to directly link the speaking skills of the students with the interpretation of a song. Students pronounced the words of the song but also heard among themselves the pronunciation of each word. The main objective of this activity was that at the end of the session the students could go to the front one by one and repeat the song accompanied by me playing the guitar and with a correct pronunciation. However, the first session was only destined to learning the lyrics of the song and the melody of it.

The song with which I wanted to work for this occasion was "the scientist" of Coldplay. In the first part of the activity I wrote the song on the board and read line by line. After I did it, the students had to repeat line by line and if they had a mistake in pronunciation, I corrected them. When we had already reviewed the verses of the song and the chorus. I decided to use the guitar to teach them the melody of the voice, and in this way they were making themselves an idea of the structure of the song. In the second part of the activity the students had to practice the song at the same time that I was singing it, in such a way they could understand how they should sing the song.
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For the third part of the activity, I decided to implement a game as a feedback, in this game the men sang verse number one and the women sang verse number two. In verse one women could notice the mistakes of pronunciation in men and in verse two, men could analyze women. In this way they understood not only the correct pronunciation of the words, but also adapted their ears to listen correctly to what their classmates sang.

At the next session the students showed up and I noticed that everyone loved the class. Each student had an impeccable presentation and they did not have the need to look at the lyrics. Many of them decided to write the song on their cell phones and learn it, this made
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me understand that when you work with activities that are directly interesting for the students, they will appropriate it as a meaningful learning for their lives.

“Forcing directions”

For this activity I decided to incorporate a series of videos called "Listen and Follow Directions”, these videos are part of a program on a YouTube channel called “Sesame Street”. This channel is dedicated to strengthening English skills for children and young people. In spite of the themes that handle the videos, the students felt comfortable and we were able to use specifically one of them in the development of the class.
This video was an adaptation created by the YouTube channel, where they imitate the movie "Harry Potter" with puppets and in this way they promote learning for young people by interacting with some games for children. For this reason I found it interesting to do this activity in class with the students. The objective of this class was to retain as much information as possible about the video. This with the aim of working "directions" as the theme of the class, and although we had already touched on the subject with the activity of "dance with me", in this activity the students were completely exposed to the language.
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The activity was divided into two parts. The first part was related to the explanation of this activity. In this part I explained to the students that they should take note in their notebooks of all the details they will hear when they watch the video, and specifically that they took into account the directions they understood in the video. I played the video four times.

The second part for this activity was the performance of some of the scenes in the video. However, in order to carry out this performance, the students had to write a short song in which they would use the directions that appeared in the video. And in the same way the same students should understand each other the words they were saying in the short song.

This activity was very productive in terms of vocabulary and textual production, also for understanding listening. It was a little complicated for the students to understand some of the words of the puppets, but this made the activity even more interesting, because due to this they had to make an effort to understand each puppet. As a teacher I believe that this activity was excellent to notice that it is essential to immerse students in the foreign
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language, in that way there is an interaction closer to the reality in which they should be speaking or trying to communicate in the language.

“Sing in front of the others”

Like other previous activities, this activity took two work sessions. For this activity I wanted the students to express themselves freely and spontaneously. That’s why I decided to leave them as homework the class before it. They would look for a song of their preference and sing it in front of everyone. For this presentation they could be organized by groups of three or four and the evaluation criteria of this activity were three.

The first criterion to take into account when I was evaluating them was the division in equal parts of the song they chose. This to show the individual work of the members in each group. The second criterion for the evaluation of this activity was the understanding of what they said on the part of their fellow evaluators. What this means is that the group was
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evaluated by the students who were watching them, and part of this evaluation for this
criterion was the understanding of the words they sang with those that were written in the
song. For this, each group had to take copies of the lyrics of the songs and deliver them to
the other students. In such a way the evaluating students strengthened the capacity of
listening and the evaluated students the capacity of pronunciation.

Finally, the last criterion that I took into account was creativity when they were
presenting the song. In this part we had the most fun, many of the groups that performed
during the two sessions were very creative at the time of singing and many of them took
microphone or did mimic. In this class I could notice that the freedom of expression linked
to knowledge promotes a more spontaneous and true learning. When students are exposed
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to the language in ways they like, such as with their favorite song. They can internalize knowledge better because they are interested in knowing and using them.

“New Simon says”

This activity was designed with the aim of generating a random word recognition while the students performed rhythmic games on their tables. In this way they not only stimulated the process of memorizing words in another language, but also helped to distinguish rhythmic games and their concentration in these.

For this activity I decided to divide the game into three parts. In the first part I explained to them the words that they were going to work. These words I chose depending on the theme in which they went with respect to the curriculum of the school and its respective grade. Then of the explaining of the words to them, quickly I did an exercise of repetition and I made some questions to the students in order they could answer these questions and I could get a feedback if they really understood the words.
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The second part of this activity was dedicated to the explanation of three rhythmic exercises. Rhythmic exercises should be done with the hands and chair of each student. For this I preferred to explain to everyone with a chair also and in this way they could see the way to do it. Each rhythmic exercise was a level, so the third was the hardest of all. Specifically, the activity was to perform the rhythmic exercises while they were trying to say the words we had learned in the previous step and a name of another student in the classroom. So in that way I gave them the number of the exercise, I told them the words in Spanish that they should say in English and one by one they were doing it and they were saying the name of another student. For example: "Juan, Exercise number 1, Trotar", in this way Juan had to do the rhythmic exercise number 1, he had to say "Trotar" in English and he also had to say the name of another person with another word and another exercise for he said it.

The third and last part of the activity was designed to make a game in which the students themselves decided who left the game because that person did not pronounce the word correctly or was a wrongly word. So it was an exercise of coevolution among the students themselves.

The realization of this activity made me realize that by promoting playful concentration exercises, students should make a greater effort between what they say with what they think and what they hear with what is really right. In a certain way, the effort that students made to distinguish these parameters in words, helps them generate a process of recognition and
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internalization, and as it is a repetitive process, it helps to strengthen the knowledge they are already generating and what they need to learn.

“karaoke Time”

The karaoke activity took several class sessions and was focused mainly on instructions to pronounce some words of the songs and the auditory recognition of each word. For this activity I decided to divide the whole group into several small groups. In this way the interpretation of the songs was going to be easier and they could learn how to pronounce the words and they could strengthen the listening ability through the pronunciation. Unlike previous activities in this activity, only I was evaluating the correct pronunciation of the words and the students who were in the class could help the others with a possible correct pronunciation of the words. For example, if a student mispronounced the word "ride", I stopped the presentation of that group and allowed a student in the classroom to help that group. In such a way the whole class was attentive to the pronunciation of the words and strengthened their skills to listen in English.
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For this activity I decided that each group had a sheet in which was the lyrics of each song and in addition to that I also had the karaoke of each song on a USB. As an internalization exercise, I first asked each group to read the lyrics of the song and try to understand the meaning of the song that corresponded to it. This with the purpose of developing the last exercise of the activity.

After each group presented itself and each one of them was corrected and helped by the whole classroom, I decided that each group had to use the words that appeared in their songs to write a small paragraph, then they needed read it in front of everyone. While a group were reading their paragraph, the other groups should write in their notebooks what they understood of what they read and in this way I could notice if they had really learned the correct sound of each word and thus have improved their skill to listen in English.
Thanks to this activity I was able to confirm that music in these days is an important and interesting tool for the development of skills in students. It is a dynamic way of interacting with them and teaching them the language, without needing to be a conventional and often boring class. This activity promoted the interest to learn the songs by the students and likewise learn all the grammatical content in the songs. After this class I noticed a significant change in the understanding of some words by the students when I was speaking or expressing myself in English.

“Lyricstraining.com”

In the beginning, this activity was designed to be done in the technology rooms at the school, but for reasons outside of me and the teachers, it could not be used at the time. So I thought it was pertinent not to change the activity, but to propose it as an autonomous activity from the home of each student. Lyricstraining.com is a virtual platform (web page) where users can play and interact with songs that are available on the platform.
By choosing the song, students can choose the level at which they want to play and the game consists in filling in the spaces with words from the songs. The only way to know which words go in each space is to listen carefully to the song. In this virtual exercise you do not have helping from the platform, that is unlike the conventional exercises of "filling the gaps" in this exercise the students were only going to be able to listen carefully to the song and fill in the spaces.

When each student made a mistake, the song stopped until the student could correctly write each word. This way the students had to listen again the part they needed to fill and not move until they could fill it. This helped them to strengthen their listening skills. At the end of each game, the player obtain a score in realization to several players worldwide.
Unfortunately I could not do this activity in any of the classes with any group. Apparently the technology room was always intended for the afternoon shift, who had to do extracurricular or reinforcing work. However, I used a class to analyze the experiences of each of the students. So I asked them to bring written words that they had learned and words that were difficult to understand for them and difficult to write when they were playing on the platform. I also asked them to bring the songs to which those words were part of. Thus, in this way we could all show the autonomic development of the students and their individual learning process.
With this activity I wanted to explore the autonomy of the students. Fortunately many of them developed the activity in their homes and the feedback I received from them was amazing. Many were fascinated with the activity and some of them told me that they would continue using it every day because it seemed entertaining.

“Watching a Musical”

This activity was based on watching a musical movie called "Sweeney Todd", I decided to watch this musical because it is one of the best known and in my opinion one of the most interesting for young people. The grammatical content and the vocabulary that was in the musical was not so difficult and on the contrary it was easy to understand for the students. The main objective of having used a musical film for a listening comprehension exercise instead of having used a conventional movie, is that in a musical the words are lengthened because the actors must sing to the beat of the music. On the other side a conventional movie has real dialogues. In this way the objective of this class was the recognition of new vocabulary and also the proper pronunciation of the words and its sound.

For the realization of this activity I needed several class sessions in all the groups due the duration of the movie and the workshop that students needed to do in the class. Before starting the movie, I decided to explain them the workshop I was going to put at the end of the movie. This workshop had five key points to detect if the students understood the content of the film through listening to the words. It is necessary to clarify that this activity was carried out with an additional sound equipment to the television of each room and additionally I put subtitles in English in the movie for students could understand much better.
Although the workshop was intended to be done until the end of the movie. I decided to stop the movie three times to ask random questions of students about key facts in the movie, and I asked them to answer in English, so I asked them in English. The pauses that I made of the film did not take more than 10 minutes, but these were important to recap the moment of the film in which the students were and also to get a feedback from the students about their understanding in listening.

At the end of the movie I gave the students one hour to answer five points about the movie: 1. what is the name of the main character in the movie? 2. What is he looking for? 3. What is the city where is the movie developed? 4. Write in a short paragraph the plot of the movie. 5. What is the message of the movie? It is important to clarify that each of the students should write the questions on their sheet and the work was individual.
When I was analyzing each student's answer sheet, I noticed that many of them answered the questions and points good. This made me understand once again that students can understand much better a foreign language, if they are in contact with things or means that stimulate them and find them interesting. In this case, the film, being a musical with suspense and drama and a theatrical theme, this promoted encouraged students who felt attracted to trying to understand what they were listening and watching. So in a certain way they felt willing and motivated to learn something new through the foreign language.
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“Recognizing modal verbs”

This activity was the last activity that I did with all the courses and was focused on modal verbs because this was the theme that the teacher was working with those three groups. For this activity I decided to do a workshop focused on some listening exercises, in which the students had to pay attention in order to do it properly. This activity apart from being structured in my pedagogical intervention, also served as additional work for the English curriculum and therefore had a grade for each student who made it.

In this activity, the first three exercises of the workshop had a grammatical purpose. However before developing each workshop I said the students to write the questions in their notebooks as they understood when I was dictating them the points of the workshop. When they finished to write the points, I gave them the workshops that I had printed. They should verify if what they had written down in their notebooks was coherent with what was actually written in the workshops. The last point of this workshop was based on an audio from a YouTube video in which several songs using modal verbs appear. These songs are popular and are not traditional songs. So they were songs that many of the students had heard before. In this last point the students had to write in each line, the modal verb that they listened in each song. I repeated the audio of the fourth point three times.

In this last activity although the students did not have a clear idea of the use of the verbs, many of them understood the differences between the pronunciation of one another. And in this way they tried to strengthen their listening skills when they tried to understand me and the songs proposed in the fourth point. In this last session I was able to notice a significant
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change in all the groups and although each group varied in ages and different cognitive processes. I could notice a great change in the listening skills that each of the students had strengthened.

Name: ________________________
Date: ________________________

1. Use the correct verb form in affirmative form for each sentence.

Would - Could - Can - Should - Need to - Have to - Will

- ________ you open the door, please?
  - Good, I ________ call my mom, she is worried.
  - I know you ________ do it, it is strange.
  - If I ________ be a rich man/woman I would never have to work.
  - Don't you have a Spanish class today? you ________ go. It's my suggestion.
  - Well, ________ you have an exam?
  - Don't forget brother, you ________ pay the rent today.

2. Change these sentences to the negative form.

I would like to be the president of Columbia.

Juan has to work the whole weekend because he was absent three days in the week.

Danielle should wash her car, it is really dirty.

Could you help me please?

You can do all that you want!

3. Organize the words to create a correct sentence.

Should / must / can / have to / be / do / want / a / language

Name / Yes / not / have / because / pay / the / not / deadline / pass

Can / help / please / you / could / me / cooking / dinner / the

4. You are going to listen little lines of the script, you need to write the monosyllabic that you listen.

Sons:
1. ________
2. ________
3. ________

A. NIGHT
5. ________
6. ________

good luck.
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Chapter IV

REFLECTION

The previous internship project was an enriching and valuable work for my professional process in the educational field. Through this work I was able to show the processes that many teachers must live when they are facing real learning situations and understand how we should solve the learning process through activities that motivate and promote education. Personally this pedagogical intervention was of great help for my academic process and for my training as a person. Through this project I was able to discover the sensitivity and emotionality that comes from being a teacher and working with young people who are still in time to discover the true love of education.

I have to clarify that although at the beginning of the project I was a little nervous, because I felt that working with groups of young people was a complete challenge for me. Fortunately I was able to take the weaknesses that I had as a person and as a teacher and transform them into strengths to undertake the challenge to help them to improve their learning process. Additionally, this project made me reflect on the work that day-to-day teachers in the district schools should carry out. Days in which they not just dictate classes or not just pretend to teach a specific area of their knowledge; they are also guides for many young students who want and need a friend to help them and their attention to the things that really matter in their academic lives.
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Having worked with ninth, tenth and eleventh grade students will always be an experience that will be quite relevant in my life. In addition to this, having interacted in the immersion program with a foreign assistant and being able to have direct contact with the teachers and directors of the institution made me feel like an entity of change and strengthening for the students with whom I had contact. In this internship project I wanted to make students understand that education should not be strict and often boring, that knowledge can be produced autonomously and with the interest of learning and finally that learning is a global and cooperative construction. This involves not only teachers and students, but the entire academic community that is in the school.

Finally, it is nice to know that in one way or another my participation in the school was very helpful for many students. In them and in their testimonies or appreciations of my pedagogical intervention, I could notice the change and the motivation of wanting to learn English through activities different from the conventional ones.
CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

The main objective of this pedagogic intervention was based on the use of musical activities for the strengthening of listening skills in ninth and eleventh grade students. From this premise I structure in my work several activities focused on strengthening listening in the learning processes of students. This with the idea of showing a different way to strengthen a skill in English as a foreign language and its implementation in a district school in the city of Bogota.

The purpose mentioned above had several processes of adaptation by the students at the time of my performance. But in spite of this I could assure that the main objective was fulfilled. The students strengthened their listening skills through the musical activities we work in class. It is necessary to emphasize that the strengthening was autonomous and that therefore it could not measure quantitatively equally to each student with whom it works. But I could say that in general terms each of the students improved their listening skills in some way in English as a foreign language.

As I mentioned earlier throughout the project, the musical activities were structured as a mediation of learning, as a different way of strengthening a skill. At the end of my process in the institution I decided to conduct some surveys to some students who voluntarily wanted to fill them out. In these surveys what I wanted to look for was the perception of each student in front of my pedagogic intervention and in front of his improvement in listening skills. In these "surveys" I could see that many of the students were motivated
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with the classes in which they learned with musical activities, apart from this at a point that I wrote in the surveys: "Could you list some of the activities developed in the English class that have been related to music? ", most of the students surveyed wrote 4 to 5 activities that we use in English classes to develop listening. This makes me notice that the autonomous process that was intended to generate in the students with this project was carried out.

Many of the students not only remembered the musical activities we did, but also were able to understand them and perform them. That way they could do it again when they wanted and with whoever they wanted.

Although creating musical activities for the strengthening of a language based on an alternative curriculum proposed by the school, it was not easy many times. I always tried to generate and use activities that motivated the students that were close to their context and their reality; this with the aim of generating a true relationship and link between learning, knowledge and interest in learning.

Finally this project is a clear example that all people who want to be teachers and we want to dedicate professionally to this activity, we must be dynamic and didactic. We must generate or use learning tools that interest the student to learn. We are artists in education, we must teach knowledge through activities or resources. So my invitation as a future teacher is aimed at thinking as students, think about what we would like to learn and the way we would like to do it. I firmly believe that this project worked in the best way possible and helped strengthen the listening skills in English to many students who wanted to achieve it through musical activities as a mediation of learning.
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Surveys.

(This survey is designed in Spanish with the objective to get the most specific information by the students.)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos meses?
   A. Sí
   B. No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   A. Sí
   B. No

3. ¿Podrías enumerar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. Aprender a escuchar partes de canciones
   2. Aprender a escuchar a través de una canción
   3. Citar una canción de Coldplay
   4. Llevar esquemas en blanco y negro que se va escuchando una canción
   5. Citar canciones en Karaoke (Ejemplo: TOP O Adela)

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   A. Sí
   B. No

   ¿Por qué?
   Si es importante, ¿cómo son actividades musicales que le ayudan a ti a recordar varias palabras que, antes, parecían desconocidas para ti?

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor no utilizaba actividades musicales para fortalecer tu habilidad de escucha.

Annex 1
Survey
(This survey is designed in Spanish with the objective to get the most specific information by the students)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   A. Sí
   B. No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   A. Sí
   B. No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. _____________
   2. _____________
   3. _____________
   4. _____________
   5. _____________

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   A. Sí
   B. No

5. ¿Por qué?
   Porque _____________

6. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor no utilizaba actividades musicales para fortalecer tu habilidad de escucha.
   _____________

Annex 2
Learning strategies based on musical activities to strengthen listening skills

Survey:
(This survey is designed in Spanish with the objective to get the most specific information by the students.)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   - Sí
   - No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   - Sí
   - No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. Cantar canciones en inglés
   2. Escuchar canciones en inglés y completar la letra
   3. Escuchar la canción y bailar
   4. 
   5. 

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   - Sí
   - No

5. ¿Por qué?
   - Porque de esta manera se facilita el aprendizaje, además escuchamos estas canciones y las aprendemos, nuestro vocabulario es mejor.
   - 

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor utilizaba actividades musicales para fortalecer tu habilidad de escucha.
   - Enthusiastic

Annex 4
Learning strategies based on musical activities to strengthen listening skills

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(This survey is designed in Spanish with the objective to get the most specific information by the student.

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   a. Sí
   b. No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   a. Sí
   b. No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. Samba
   2. Biko
   3. Son de la casa
   4. Canta en la nota
   5.

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   a. Sí
   b. No

¿Por qué?
La escucha es una gran herramienta para todos y que la conozcas en inglés ayuda a aprender.

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor no utilizaba actividades musicales para fortalecer tu habilidad de escucha.
   Motivación
Survey
(This survey is designed in Spanish with the objective to get the most specific information by the students)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   X. Si
   B. No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   X. Si
   B. No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?

   1. Karaoke
   2. Palíndromes
   3. Composición de Unas
   4. Leer en la nota
   5. 

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   X. Si
   B. No

   ¿Por qué?
   Me ayuda a entender y anticipar mejor el habla en inglés

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor con el uso de actividades musicales para fortalecer tu habilidad de escucha.
   Entusiasmado

Annex 6
(This survey is designed in Spanish with the objective to get the most specific information by the students)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   A. Sí
   B. No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   A. Sí
   B. No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. 
   2. 
   3. 
   4. 
   5. 

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   A. Sí
   B. No

   Por que pensaste que comunicarte el idioma teco ayudaría.

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor Jhon utilizaba actividades musicales para fortalecer tu habilidad de escucha.
   Concluido

Annex 7
Survey
(This survey is designed in Spanish with the objective to get the most specific information be the student)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   - Sí
   - No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   - Sí
   - No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. Cantar en inglés
   2. Buscar algunas palabras
   3. Karaoke
   4. Haile
   5. Simon Dice

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   - Sí
   - No

   ¿Por qué?
   Porque así podríamos aprender más rápido
   y pronunciar palabras más rápido.

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor no utilizaba actividades musicales para fortalecer tu habilidad de escucha.
   felicidad

Annex 8
Learning strategies based on musical activities to strengthen listening skills

Survey
(This survey is designed in Spanish with the objective to get the most specific information by the student.)

1. ¿Has notado un cambio positivo o mejora en tu habilidad de escucha en inglés los últimos seis meses?
   A. Sí
   B. No

2. ¿Te gustó haber aprendido inglés a través de actividades musicales?
   A. Sí
   B. No

3. ¿Podrías enunciar algunas de las actividades (estrategias) desarrolladas en la clase de inglés que hayan estado relacionadas con música?
   1. Karaoke
   2. Simon Says
   3. Reggae
   4. 
   5. 

4. ¿Para ti es importante fortalecer la habilidad de escuchar en inglés a través de actividades musicales?
   A. Sí
   B. No
   ¿Por qué?
   
   Entusiasmo

5. Define con una palabra lo que sentiste durante las clases de inglés en las que el profesor utilizaba actividades musicales para fortalecer tu habilidad de escucha.

Annex 9
Learning strategies based on musical activities to strengthen listening skills

Interviews.

➢ Angel Ballen. Tenth Grade Student

I: Did you like the classes using musical activities? Why?

Angel: “...Yes I like these classes to much because I like the music and I learn English with the classes and listening to music and I liked so much these classes and all the musical activities...”

➢ Elianys Rodriguez. Ninth Grade Student

I: Did you like the classes using musical activities? Why?
Learning strategies based on musical activities to strengthen listening skills

Elianys: “... Sinceramente no me gustaron, me encantaron, porque es algo que en lo personal me encanta la musica y es como una oportunidad a mejorar el habla a través del inglés que es una oportunidad súper enorme poder aprenderla y entenderla muy bien...”

➢ Daniel Vargas. Eleventh Grade Student

I: Do you think you have improved your listening skills in English through musical activities? Why?

Daniel: “...Sí un poco, sí me ha mejorado. Por la misma razón que me hace como esforzarme, o sea, me crea la necesidad de hacer de que entienda o sea que escuche, ¡Sí! Que le ponga más atención a lo que están diciendo...”

➢ Evelyn Aldana. Eleventh Grade Student
Learning strategies based on musical activities to strengthen listening skills

I: Do you think that musical activities are a good way to improve your listening in English? Why?

Evelyn: “...Sí, porque como le dije antes es una manera distinta y más didáctica para aprender Inglés, o sea es una manera común, la mayoría de las personas escuchan música y estimula mucho el aprendizaje...”

➢ Adriana Muñoz. Ninth, Tenth and Eleventh English Teacher

I: In the classes proposed by Jhon, could you noticed a change in the strengthening of listening in the students? No, Yes and why?

Adriana: “...Sí, Sí se evidenciaron cambios en los estudiantes, en el desarrollo de su habilidad de escucha. De pronto no comprendían todo el contexto, todo un fragmento, pero sí palabritas claves que les ayudaban a los estudiantes a comprender el significado del texto...”
Danielle Pearl. Language Foreigner Assistant

I: What do you think about the process that Jhon developed in the school during six months?

Danielle: “… In the time that I have been here with Jhon I think that he's done a really good job in staying involved with the students and coming up with different activities for them that they really enjoy and I know that without him they are going to be so bored in the class and I think that he's done a really good job here and that students have learned a good amount of different things that they would have learned otherwise in the normal English classes…”
Janeth Valenzuela. Academic School Coordinator

I: What do you think about the process that Jhon developed in the school during six months?

Janeth: “… Bueno en las clases que le he podido observar a Jhon me han parecido muy interesantes porque pues es joven, un muchacho bastante joven que ha logrado como halar y ganarse el respeto de los estudiantes. He visto que los chicos están utilizando el Inglés para estrategias cotidianas integrando el juego, el juego de roles que me ha parecido muy interesante de esas actividades…”

You can watch the whole interview in the following link: https://youtu.be/8xOjVWCAEdY
Bogotá, 16 de Noviembre 2017

SEÑORES:

CONSEJO CURRICULAR
LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS
FACULTAD DE CIENCIA Y EDUCACIÓN
UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

ASUNTO: Aval para socialización.

Cordialmente me permito comunicarles por este medio que el estudiante Jhon Alexander Veloza Amaya con código 20122165067 terminó satisfactoriamente el proceso de pasantía en la institución. Por el cual, como profesional responsable del acompañamiento y evaluadora de su proceso, avalo la socialización de la pasantía titulada: LEARNING STRATEGIES BASED ON MUSICAL ACTIVITIES TO STRENGTHEN LISTENING SKILLS. De esta manera, muy amablemente solicito programar socialización del proyecto.

Cordialmente,

[ firma ]

Adriana Muñoz
DOCENTE PROFESIONAL ENCARGADA.