

CHORAL TECHNIQUES AS A STRATEGY TO IMPROVE THE MOTIVATION  
AND USE OF ENGLISH SPEAKING SKILLS IN THE PRIMARY STUDENTS

OF THE SCHOOL GIMNASIO SAN JOSÉ

BOGOTÁ.

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## ABSTRACT

The following project was applied in 2018 and 2019 in the Educational Community of Gimnasio San José in the city of Bogotá (an institution in the process of becoming bilingual), as a solution to the upcoming problem of the primary student's lack of motivation and self-consciousness to communicate in English, through musical choral techniques and ensembles to develop confidence and fluency while expanding the range of performance in the speaking ability.

The different stages of this project were implemented as part of the activities of the Bilingual Program in the School, as well as individual investigation for my class planning process. The techniques were practiced and enforced for one year and a half, these techniques included a set of musical strategies combined with speaking drills, within a class design of four main steps: *Body and Vocal warming* (relaxing exercises, phonic sounds, tongue twisters, TPR exercises and Musical Spelling) *Choral Repetition* (role plays using rap sequences and pop melodies) *Choral Reading* (pictograms, musical flashcards, short vocabulary songs) and *Choral Drills and Singing learning* (Main songs and performances in an Ensemble).

In this document you will find the background theories that support the effectiveness of music in the language learning process as well as the design of each step of the class together with the results of their application with this specific group of students to finally state which of these techniques were in fact effective to increase the student's motivations to speak English inside and outside the classroom.

*Keywords:* Choral Music, motivation, language, choral drills, learning, choral techniques, choral repetition, speaking skills.

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## CHAPTER 1

### INTRODUCTION

The School Gimnasio San José is a private educational institution in the south of Bogotá, Colombia, founded almost 60 years ago. It is located in a middle class neighborhood, surrounded by residential homes with traditional families. It provides educational services to Preschool, Primary and High school students of the zone and it is currently on the way to be certified as a Bilingual School.

The Primary students of the school Gimnasio San José are children from First to Fifth grade in the ages between 6 to 11 years old, with a beginner English level (A1 CEF) and with a class intensity of 6 hours per week.

The School's curriculum states a methodology based on CLIL activities and the development of the four main skills (Reading, Writing, Listening and Speaking). However, the speaking process during the past few years has become a challenge for the English teachers due to many factors, such as the lack of motivation and confidence of the young learners.

In that event , I decided to do an examination at the beginning of the school year in 2018 (as the primary English teacher of the school and a former music teacher), of possible strategies to increase the student's motivation and initiate a new methodology for the

speaking practice, it became very clear that the primary students were very drawn and attracted to Arts, especially Music.

This observation led to a complete investigation of music genres or interpretative media that could encourage and develop the English speaking skill leading to the conclusion that the best possible strategy for this group of students is the application of Choral Techniques adapted to different aspects of the communicative skills (choral repetition, choral drills, warming-up vocal exercises, choral singing, and ensembles to reinforce vocabulary, group reading and solo reading using melodies, etc.).

It is already well known in the Language academic field, that songs and music motivate teaching and learning, leading to creative and enhancing academic achievement. *Musical Experiences in the classroom can contribute to the literacy development of young learners. Music can transform classrooms into positive learning environments where children thrive academically, socially, and emotionally* (Paquette, 2008).

For this reason, the main objective was to create a Children's choir as an excuse to practice pronunciation and fluency, using a variety of musical direction gestures, vocal and singing techniques and the ability to be resilient while facing real-life situations.

## **Significance of the Study**

Considering the lack of motivation as one of the main factors for our educational system failure in the past years, it was imperative to investigate, not only the factors for the growth of this issue in the school Gimnasio San José, but to apply innovated strategies that could fight against it. “It is well-known that the research on motivation is expected to be beneficial for both teachers and learners and because of the central importance attached to motivation by practitioners and researchers alike, motivation has been the target of a great deal of research during the past decades”. (Humaida, I. Vol. 5, No. 8; 2012).

For this reason, I considered this project pertinent and viable in the base of the following criteria:

**Affordability and accessibility of the project:** taking into account that I am the current Primary and preschool teacher of the community involved in its problematic, I had direct and real access to the information, materials and human resources to conduct and apply the project with no interference.

**Existence and access to documentation and information about the community and its culture, educative project, demography among others:** Primary students nowadays are currently experiencing the impact of a globalized and technified world and all the social and cultural situations that come with it, which influence the apathy to the traditional academic strategies that are still dominant in Colombian Educational System.



Once again, as the Primary English teacher of the school, I have full access to all the documentation and data necessary to characterized and study the target population and get the best possible results.

**The topic is current, of great interest for the educational and pedagogical fields:** This is a topic of great relevance, not only for the pedagogical reasons mentioned above, but also because of the social impact it could have to find answers to what could be the right strategies to effectively increase the student's motivation to study English, as well as apply them in real-life contexts.

The student's motivation will allow the teachers to implement the new pedagogical approaches with the full attention and commitment of the learners, knowing that the learning process is a both-way effort. "Motivation provides the primary impetus to initiate learning English language and later the driving force to sustain the long and often tedious learning process" (Locke, E. 1996).

**Musical, Academic and Human resources:** Due to the fact that I have been a music teacher and choir director for many years then I have the technical and academic tools and preparation to create and organize the Choral Ensemble in which the choral techniques were applied to develop confidence and fluency in the English speaking skill with accuracy and quality. The target community is my field of work, as I am their English teacher, and currently have around 6 hours of English classes per week and approximately 200 students in charge.

### **Statement of the Problem**

Many things have changed over the past few decades in terms of educational systems. New methodologies and the inevitable use of ICT for educational purposes have been some of the major changes. However, one of the biggest problems we are facing in this new millennium is the uprising lack of motivation to study at all ages, including children.

However, many learning environments in Elementary Schools have not been adjusted to the innovations in teaching approaches; they remain traditional in terms of facilities, physical layouts, resources, group sizes, and teaching strategies, among others. In this context, we can say that all of these factors can definitively affect the learner's motivation considering that "Motivation involves the internal processes that give behavior its energy and direction" (Reeve, 1996, p. 2).

There could be a long list of reasons for this, but the truth is that this growing attitude towards learning in young learners is affecting the classroom environment and the approach of teachers in the teaching process, as well as the outcomes when they face exams and real-life situations.

In Colombia, this problem has reached such levels that even teachers feel discouraged in their everyday labor because they find classrooms filled with apathetic

students with no motivation, who do not make any effort to participate in the learning activities.

This has taken our country to the lowest world ranking related to student's preparation and the school Gimnasio San José to a reluctant attitude towards the learning of English as a Foreign Language, especially when it comes to oral communication and Speaking Skills.

The traditional approach of preparing students for standardized tests and evaluating the memorization of information rather than assessing the smart application of knowledge to real-life contexts had definitively influence the wrong perception of students towards subjects like Math, Science and Languages.

During the diagnosis period, I came to realized that our primary and middle school students did not understand the importance of these areas of knowledge due to the decontextualized methods of teaching and these factors had reduced the levels of motivation in the classrooms.

Considering this and knowing that this problem is affecting all areas of knowledge, English Language Learning specifically is one of the most impacted subjects in the school curriculum.

Primary students are devaluing the studying of English as a Foreign Language, even though the global context Youngers are living in exposes them to the constant display of English content through technology gadgets and appliances (movies, music, internet networks, tech devices and intercultural exchange).

It seems like they refuse to properly learn a second language such as English and this is increasing children's lack of motivation to study English in our country.

Oxford & Shearin (1996), argue that motivation "determines the extent of active, personal involvement in foreign or second language learning".

To take the quality of education to a higher level, a few years ago, the Educational Community of Gimnasio San José decided to start the process of becoming a bilingual school, however, even though the curriculum has improved, the student's speaking level is still low. This happens due to the lack of motivation children have towards the teaching methodologies used in the classrooms.

The student's reading and writing level have increased but their listening ability and mostly the speaking skill is way under the A1 level (according to the European Framework for Languages). Parents and students agree that this situation is the result of bad teaching practices from previous years, which have led to an increase of fear, insecurity, self-consciousness, and demotivation to communicate in English.

Since a bilingual school must live into the immersion of the target language, the fact that at Gimnasio San José there is little or no communication in English represents a real problem for the process of certification that this school is hoping to achieve.

Therefore, to overcome this problematic situation, Motivation is key. If students want to get language achievements or to improve the use of that language it is necessary that they feel encouraged and to take the initiative, the direction, and coordination of their actions regarding the language learning process. Avella & Camargo (2010).

Of course, there are deeper issues to explore in this complex world of human motivation, especially in children and teenager's mind; but when it comes to English Learning, there are also more factors and elements to consider, including social backgrounds, physical environments, teacher's attitudes, learning styles, learning purposes and obviously teaching methodologies.

Students' apathy, laziness, indiscipline, fear of being ridiculed and lack of commitment are all factors that compromised teachers' intentions. Hernández and Faustino (2006, pp. 217-250). These elements need to be tackled with new and innovated teaching strategies designed considering the learner's preferences, attributes, hobbies, backgrounds, previous knowledge, and interests.

With all of these in consideration, I started to ask my-self: *What are the best strategies to boost the children's motivation to speak English and practice oral skills?*

It became clear that their latent interest in arts and my musical background were intended to work together to achieve the goal of improving their speaking abilities.

Once the right musical elements were chosen to blend and mix with the language learning concepts, the final and leading question in this investigation was:

*Can Choral Techniques be used to increase the motivation in the practice of the speaking skill in primary students of Gimnasio San José?*

Objectives

### **General Objective**

Stating how effective is the application of choral techniques as a strategy to motivate and improve the speaking skill of the students.

### **Specific Objectives**

- To create a class routine that mixes musical and choral elements with English learning drills used to develop learners speaking competence.
- To determine the set of tools and drills that are effective in the choral techniques strategy to make the students speak in a more confident and fluent way.
- To create a musical singing ensemble in which the choral techniques are applied and helpful to the speaking ability learning process

## CHAPTER 2

### THEORETICAL FRAMEWORK

#### *THEORETICAL BACKGROUND:*

According to Keller «Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect» (Keller 1983, in Crookes, Schmidt 1991, p. 481).

Therefore, motivation it is an important part of human development and an aspect of the mind worthy of being studied. We can say that Schumann in his Stimulus Appraisal Theory (as quoted in Daloiso 2009) explains the transformation of emotions into conscious feelings and motivational drives.

According to this perspective, the human brain constantly receives stimuli from the outside. “Then, more or less consciously, the person relates each stimulus to his/her expectations, needs and wishes” (Daloiso 2009).

Educators all around the world agree that Motivation plays a key part in the learning process, as it becomes the motor that drives students to success or failure. This applies to any school subject but especially when it comes to language learning.

Dörnyei (2003), claims that learning a second language is different in many ways from learning other school subjects. Consequently, the reasons and motives to study a second language are somehow also different and specific.

In many cases, learning a second language or a foreign language becomes an experience that whether it comes from the inside or from external influences, often ends up becoming a burden.

L2 learning has its own fields of motivation. Ada Bier, in her *study “The motivation of adolescent pupils to learn English as a foreign language (2103)”* asserts that there are five major theories on language learning motivation that can be applied to the L2 learning process:

- Socio-educational Model (Gardner and Lambert 1972). Distinction between two types of motivation: integrative (extrinsic stimuli) and instrumental (internal reactions).
- Self-determination theory (Deci and Ryan 2011): deals with the different orientations in motivation (intrinsic, extrinsic, amotivation).
- Attribution theory and Self-efficacy theory (Weiner 1999): it is concerned with the ways in which subjects make sense of their own successes and failures.



- The L2 Motivational Self System (Dörnyei and Csizér 2005): motivation comes from the individuals' desire to reduce the discrepancy between their ideal self and their actual self.

To successfully conduct this project, it is also necessary to inquire on the specific and detailed aspects of Learning Psychology, going through the analysis of representative author's such as Watson, Skinner and Bandura (Behavioral Approaches) and Piaget, Ausubel and Bruner (Constructivists Approaches). This way, we will understand better how the mind works in this age range in terms of the learning process.

In the same way, it's also imperative to inquire on the teaching **psychology and pedagogy of Music and its relation to Language learning**, which adds a great deal of important information and increases the relevance and pertinence of this Research for Colombian Academic Community, more specifically, Language Teaching in a Bilingual Community such as Gimnasio San José.

Thence, authors and scholars on the Psychology of Music state, "Singing can be intrinsically motivating, attention focusing and simply enjoyable for learners of all ages. The melodic and rhythmic context of song enhances recall of native text". Good, Arla & Russo, Frank & Sullivan, Jennifer. (2015).

Therefore, the musical and choral strategies are used worldwide to enrich young learner's abilities throughout different learning processes, but when it comes to language learning, music and singing can easily become one of the best ways to influence the student's knowledge acquisition as well as increase motivation. "Using song and music as a motivation to inspire interest in poetry analysis eventually led to achievement in other aspects of language learning" Hilda(2013)

For instance, in the Suggestopedia method of second language teaching, introduced by Lozano (1979), Music plays a vital part in the significance of mental calmness in learning. "The role of music in learning can be described in terms of enhancement of social harmony, motivation force, and tool for learning" (Mashayekh, Marzieh & Hashemi, Masoud. (2011):

- **Enhancement of social harmony:** One of the most important factors for achieving teaching and learning effectiveness is social harmony among learners. In a classroom, children often sing together to celebrate birthday, to play games together, to appreciate the feeling of teamwork and community.

- **Motivation force:** Music is used to soothe the mind, to relax the mind and body. Music enables learners to be free from pressure and stress.

- **Tool for learning:** Music is deliberately used to teach language, society and culture.

Songs encode cultural meanings, inspiration, and worldviews. In other words, songs tell thousands of human stories.

Taking all this into consideration, the Choral Singing Learning strategies seem to work better for the practice of Speaking fluency and oral communication in English, especially when it comes to young learners (PK and primary students).

Tools and techniques such as **Choral drills, Choral reading, choral repetition, warm-up gears and singing ensembles**, allow the students to become more familiar with the vocabulary, the pronunciation, fluency and rhythm in oral exercises and real-life contexts and finally, the idea of finding second learning acquisition fun and entertaining, giving them motivation and facilitating the educator's job. "In addition to the potential effect of music on language learning as an activity of the brain, music also has an effect on peoples' emotions, and this too can be beneficial for learning a language" (Saglam,2010).

## LITERATURE REVIEW

Many research studies have been carried out previously about Student's motivation and language learning through music that can help us shed a light upon this research project, in order to find out, how artistic elements combined with L2 learning strategies, can be beneficial to a specific target group of young learners.

As Primary Literature we can find Gökçe Dişlen stating in the study "*The reasons of lack of motivation from the students' and teachers' (2013)*, that motivation has been center of attention among educators along the years because it constitutes the backbone of learning process. "Learning is a complicated and dynamic process, and learning in real sense gets completed through motivation".

Since the desire to learn builds one of the basic elements of learning, motivation becomes an important step on the road to learning. However, students may sometimes lose their willingness and interest towards lessons, which puts a major barrier in front of effective language learning.

This barrier mentioned by Dişlen has been evident for our target group in the last few years, especially in the students of fourth and fifth grade who have shown more disinterest towards oral communication in English.

There is also a Case study carried out at Biskra University called “*The role of motivation in enhancing learners’ speaking performance in english classrooms*” by Aggouni, A. (2015) that can also help us understand the multiple reasons that hinder a child learning process. The study mentions that students may not be aware of the significance of English itself and others may learn English just to achieve good grades in the exams.

Nonetheless, most of those learners are in fact not motivated. Without motivation, they are less interested in learning English as subject. Therefore, motivation has an effect on learning English; consequently, students and teachers need to be aware of the role that motivation plays in acquiring a foreign language.

“Moreover, learners need to know the factors that lead them to be motivated to speak during classes and the other ones that hinder them from improving themselves” Aggouni, A. (2015). This study, widely deals with the significance of teachers in motivating learners in EFL classrooms as it considers the importance of teaching strategies as aids for the teachers in the process of helping their students to maintain their self-confidence.

Those innovated approaches are the necessary teaching materials to face and overcome this common problem in Colombian Education as well as in Gimnasio San José. One of those approaches is **Music** as a tool to reinforce pronunciation and fluency, but more importantly, the love for English learning, just as is stated by Good, Arla & Russo,

Frank & Sullivan, Jennifer in their paper “*The efficacy of singing in foreign-language learning. Psychology of music.*”(2015).

In this study, the authors extend that:

“The popular notion that memory for text can be supported by song to foreign-language learning. Singing can be intrinsically motivating, attention focusing and simply enjoyable for learners of all ages. The melodic and rhythmic context of song enhances recall of native text; however, there is limited evidence that these benefits extend to foreign text. In this study, Spanish-speaking Ecuadorian children learned a novel English passage for 2 weeks. Children in a sung condition learned the passage as a song and children in the spoken condition learned the passage as an oral poem. Children were tested on their ability to recall the passage verbatim, pronounce English vowel sounds, and translate target terms from English to Spanish. As predicted, children in the sung condition outperformed children in the spoken condition in all three domains. The song advantage persevered after a 6-month delay.

As the authors affirm, these findings have important implications for foreign language instruction and can definitively be used to model the practices teachers in Colombia apply when it comes to oral competency and communicative skills in Primary and Secondary schools.

On the other hand, there are many studies about the influence and impact of Music in the way the brain works and more specifically, on how it learns. Regarding this topic, Marzieh Mashayekh and Masoud Hashemi, assert in their paper *The impact/s of music on language learners’ performance.* (2011), “meaningful communication is a multimodal construct, a large part of which is musical”.

They mention the Spanish music therapist Patxi Del Campo (1997) who explains that "In any oral interaction only 15% of the information corresponds to verbal language,

while 70% of the message is performed through body language; the final 15% belongs to intonation, the musical character of language" (as cited in Mora, p. 147).

Mora argues that a child can imitate the rhythm and musical contours of the language long before he can say the words. She says that "musical aspects of language, tone, pauses, stress, and timbre are sonorous units into which phonemes, the consonant and vowel sounds of language, are later placed" (Mora 149).

The authors also mentions that a significant amount of work is still being done regarding some areas of the brain, but most teachers use the terms right brain and left-brain informally to describe a continuum between tasks perceived as feeling and artistic and those that seem thinking and scientific. For example, Regina Richards claims, "music, rhythm, and movement create a link between the right brain's processing of music and rhythm and the left brain's processing of verbal information" (Richards 109).

Now, considering the previous statement, it is not surprising to find evidence all around us of the power of songs over the emotions, moods, mind sets, believes and disposition to learn. "A song is poetry set to motion. A song in a second language enhances the learning of that target language". Hilda. (2013).

In Hilda Israel's study (*Language learning enhanced by music and song. Literacy information and computer education journal.*) it was confirmed that English second

language learners were inspired by the singing of songs and music to achieve better in their study of literature, as well as other aspects of the target language.

Learners were overwhelmed by the high standards and analytical thought skills required in the understanding of poetry as an aspect of their English curriculum. Lack of interest quickly set in, until the teacher decided to motivate them with contemporary songs as a teaching methodology.

The skills learned were then transferred to the study of other aspects of the language curriculum. The application of song and music as a teaching and learning classroom motivation was affirmed, resulting in creative and enhanced language performance. All of these findings in the different studies and researches, show very clearly how efficient can be the use of music and all its elements to build up confidence, promote discipline and intensify the speaking practice in a creative, enjoyable manner.

In consequence, using the right approach with appropriated techniques that can blend music and language learning becomes an adequate and compelling scheme to increase the learner's oral capability.

One of these techniques is **Choral Reading**. Joyce K. McCauley and Daniel S. McCauley examine the benefits of choral reading in their paper "*Using choral reading to promote language learning for ESL students*" as they relate to language acquisition in general.



Their study focuses on second-language learners as the authors explore factors that promote second language acquisition and the role that choral reading plays in enhancing children's progress.

One of the most relevant studies on music effect on learner's fluency presented by Sağlam in 2010 (*The effects of music on English language learners' speaking fluency and on their motivation*) mentions that Music has, so far, been noted to be beneficial in education.

As the research states, there have been some experimental studies that look at the effects of music on reading, vocabulary, and conversational skills in teaching foreign languages. However, there have been no studies searching for the effects of music in the arena of learners' speaking fluency as well as their motivation/interest level.

In this respect, several questions arose: Can music be a salient factor in the teaching of language skills, particularly speaking? Can music be a tool to enhance students' capacity for speaking fluency?

On a less direct but arguably even more important level for second language learning, can music play a role in improving students' motivation/interest in language learning contexts? The purpose of Sağlam's study was therefore to explore the above questions and, based on their answers, to guide English language teachers in their thinking

about the use of songs in the classroom, both as a means of enhancing learners' abilities to speak fluently and as a motivating tool.

Considering Saglam's study to be pertinent for the analysis of the problematic questions on this applied project as well as related to the main topic of this research, I share the following information as cited in Saglam's paper:

The data used in the study were obtained from 46 pre-intermediate level students studying at the School of Basic English (SOBE) at Karadeniz Technical University (KTU). The major instruments in the research were the tests that were used to measure the students' speaking fluency, and the questionnaire given to assess the students' motivation/interest levels for learning English.

An interview with the teacher who taught both groups was another instrument. The reflections from the participants in the treatment group were also used for evaluating their thoughts with respect to the contributions of music to their speaking lessons. The data collected from the questionnaire and the oral assessments were analyzed using t-tests.

Both the data gathered from the interview and the reflections from the students were analyzed based on the approaches of qualitative data analysis. In this study, descriptive analysis was also used for analyzing both the data collected from the interview and the students' reflections.

According to the results of the pre-test scores for oral assessment, the speaking fluency level of the contrast group was higher than the treatment group (6.83-5.27) whereas the motivation/interest level of both groups was approximately the same.

After the treatment, although both groups' motivation/interest scores actually decreased, the decrease in motivation/interest levels of the treatment group was observed to be significantly less than that of the contrast group.

Post-test results for the oral assessment scores of both groups again showed those of the contrast group remaining slightly higher than those of the treatment group, but no longer significantly higher (7.92-7.42).

Finally, the examination of all of these previous Research Literature, had led me to confirm that Music is a well-based strategy and a valid method to increase motivation and improve speaking fluency in the L2 teaching and learning process.

## CHAPTER 3

### METHODOLOGY

#### *RESEARCH DESIGN*

**Research paradigm:** Considering the line of investigation, this Applied Project corresponds to an Interpretative Investigation (Hermeneutics). Therefore, the methodology used to carry it out was Naturalistic by studying the people and the groups in their natural environment and everyday life while they interact with the different speaking techniques. Frey, Botan and Kreps (1999) state that “Naturalistic inquiry is research that focuses on how people behave when absorbed in genuine life experiences in natural settings”

The Interpretivist Paradigm can be explained from three fields:

- Ontology: World and knowledge created by social and contextual understanding.
- Epistemology: How do we come to understand a unique person’s worldview?
- Methodology: Qualitative methods – narrative, interviews, observations, ethnography, case study, phenomenology etc.

**Research Approach:** It was done through a Qualitative Investigation Approach to produce descriptive data, using people’s own words and the observation of their behavior during the different stages of the techniques application. This study also corresponds to the

Inductive approach, which builds generalizations out of observations of specific events. It started with singular or particular statements and ends up with general or universal propositions.

**Type of study:**

*Basic Interpretive Qualitative Study:* It uses an inductive strategy, collecting data from interviews, observations, events and teaching moments. The Analysis is of patterns or common themes and the outcome is a rich descriptive account that refers to the literature that helped frame the study. (Merriam, S. B., et al. (2002).

**Population:** The subjects of this study were primary school students, aged between 6 and 11 years old, studying at Gimnasio San José in Bogotá.

Most of the students belong to middle class families, residents in the Rafael Uribe Locality at the south of Bogotá, Colombia. Due to the traditional background of the school and its recognition in the community, many of the children have been studying there since preschool and they belong to generations of former students.

The majority of the population has studied there since the beginning of the Bilingual Program in 2016, under the guidance of a variety of English teachers. In some cases, the groups have changed their teacher two or three times per year (due to a very common employment phenomenon in private schools in Bogotá).

It is also important to mention that, during the interviews made to the parents in April of 2018, many of them manifested to be unenthusiastic about the methodology used to teach English in primary lessons. Statements such as “I feel my son it’s not improving in English”, “The textbooks are not appropriated for the kids”, “My kid feels discourage about the subject” were received at the beginning of the project, implying an unfavorable perception of the English Program.

Student’s Main Characteristics:

<b>Age</b>	Between 6 and 11 years old
<b>Socio-economical level</b>	3 and 4 (middle class)
<b>English Level</b>	Beginners (A1) according to the Common European Framework
<b>Place of living</b>	Most of the population lives in the school’s surroundings.
<b>Number of students per grade</b>	1 <sup>st</sup> grade (25), 2 <sup>nd</sup> grade (24). 3 <sup>rd</sup> grade (26), 4 <sup>th</sup> grade (37), 5 <sup>th</sup> grade (33).
<b>Total Sample</b>	145 students

The main reason to select this group of learners, besides the fact that I had better access to work with primary students rather than secondary students, is the matter that in the early stages of learning, mostly during childhood, motivation is built or overthrow depending on the strategies teachers use.

In view of this, working these techniques with young learners was much more effective and appropriate, as well as beneficial for the school's bilingual program, seeing how the motivation issue started generally during the elementary school years.

On the other hand, Gimnasio San Jose is a mixed-gender school which allowed me to have a deeper look into the child's mindsets according to their gender, and the variety of reactions they had towards the Choral Techniques, as well as analyzing if there were any differences between boys and girls attitudes during the lessons.

Here are some of the differences that found between genders during the diagnosis stage:

GENDER CHARACTERIZATION		
Criteria	Boys	Girls
Number of subjects in each classroom	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> grade: 17</li> <li>• 2<sup>nd</sup> grade: 15</li> <li>• 3<sup>rd</sup> grade: 13</li> <li>• 4<sup>th</sup> grade: 20</li> <li>• 5<sup>th</sup> grade: 13</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> grade: 8</li> <li>• 2<sup>nd</sup> grade: 9</li> <li>• 3<sup>rd</sup> grade: 13</li> <li>• 4<sup>th</sup> grade: 17</li> <li>• 5<sup>th</sup> grade: 10</li> </ul>
Speaking Performance	Boys have average use of vocabulary and some of them don't remember the correct pronunciation of basic vocabulary	Most girls have better pronunciation and vocabulary

<b>Attitude towards the diagnosis activities</b>	Most boys are found to be reluctant to speak and their lack of concentration on the activities makes the appropriation process less effective.	Girls are usually more focus on the activities and more willing to try new exercises. They are also more enthusiastic and collaborative.
--	--	--

**Instruments:** It was applied instruments such as Participant Observation, Non-structure Interviews, Life Stories and Group Interviews to collect the information.

### **MAIN ACTIVITIES AND STRATEGY DESCRIPTION:**

The project was applied in four main stages:

**Stage 1. Diagnosis:** During the first months of class, starting the school year in 2018, the purpose of the English lessons was to determine the English level in all four skills, by using writing, reading, listening and speaking exercises (usually very basic activities built on previous knowledge).

I also started to apply the first interviews with the students, trying to unravel the circumstances around their prior experiences.



**Stage 2. Appropriation of choral techniques during the classes in each of the groups, which enhanced confidence while speaking in English:** In this stage, the teacher will teach the different Choral drills and techniques in order to set the environment and generate the desired pronunciation of the different vocabularies. Through TPR (total physical response) exercises during the school formation and the recess, the students will practice choral reading techniques and warming-up gears.

The different exercises were practiced and applied during a part of the class called **”Circle Time”** based on the famous Preschool daily routine used in the United States elementary schools. These “Circle Time” sessions are mostly implemented to help developing positive relationships between the students as well as engaging the learners with the class exercises directed mainly to Listening and Speaking activities.

The whole class takes part in Circle Time at the same time, usually led by their teacher, who sits in the circle with their pupils.

It is an amazing opportunity to practice oral communication skills while encouraging unity, respect and teamwork. One of the main functions of circle time is to help children develop their Skills and attitudes, and recognize and learn to manage their feelings. It is a key strategy in developing self-esteem and moving children towards taking responsibility for their own actions. (Kent County Council, 2016).

### **CHORAL CLASS DESIGN, DURING THE “CIRCLE TIME” SESSIONS:**

To design the different task that were going to be executed during these sessions, I was inspired by the basic steps used in a Choir rehearsal: Body warm-up, vocal warm-up, tuning exercises and main theme’s practice.

While retrieving some of my previous experience as children’s choir director and an elementary music teacher, I came to conclude that many of the vocal techniques used with children, were very similar to the ones applied to teach and practice speaking in a foreign language. It was possible to take the choir rehearsal design and combine it with the concepts of Choral Reading and Choral Repetition so widely known and promoted in Language Teaching all around the world. Let us recall the definitions of these concepts from the British Council Database:

**Choral Repetition:** It is considered an activity in which the teacher models language and the groups of learners repeat it together. It contributes to the pronunciation of connected speech and formulaic language (set form of words).

**Choral Reading:** is a literacy technique that helps students build their fluency, self-confidence, and motivation in reading. The group of students reads a passage together at loud, guided by the teachers or by themselves. It is beneficial because it provides a model of fluency improves sight word recognition and allows practice and support.

**Choral Drills:** they are classroom techniques used to practice new language. There are different kinds of drilling, such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition.

Once it was clear that these concepts were viable for the teaching process, it became necessary to think which the best way to blend was, this musical steps with the methods and tactics I knew were capable to enhance and improve English pronunciation. Then, it was crucial to state and re-imagining the different drills and gears that could fit into the process as well as the crucial environment to put them into action.

As a result of this thinking process, the group engaged in the Circle Time sessions outside the classroom, in a much more relaxing environment, with different class materials (puppets, toys, musical instruments, flashcards etc.). The session was divided in four main moments, all of them presented to the students with specific musical names that represented the purpose of the activity.

1. **START- UP; (warming-up gears):** In this first moment, the group practice warm-up gears to set the mood and prepare the vocal chords for the singing process. These are the drills practiced:

***Body warming:***

- **Breathing:** inhale-exhale exercises, ST-FT vocal repetition, “the thirsty doggie” (exercise to activate the diaphragm).
- **Stretching:** Body vocabulary with TPR exercises, superheroes slung to warm-up the chest cavity.

***Vocal Warming:***

- **Phonic Sounds:** Accent exercises with different phonic sounds using poems and tongue twisters, from their English Textbook. (see picture 1)

**1** Look and circle the *j* sound. Listen and repeat. 16 **Phonics**

January   June   July   jacket   juice   jump

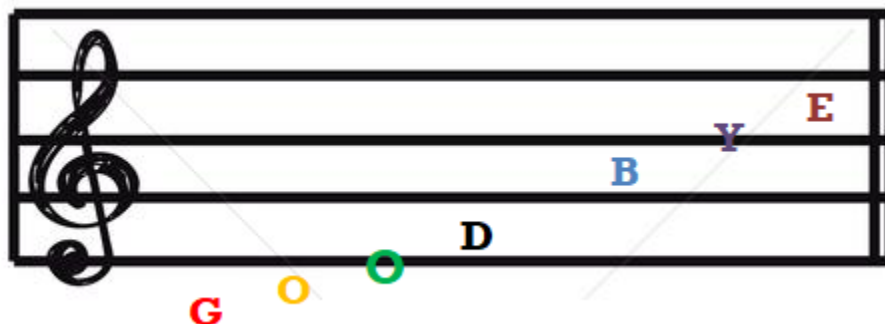
**2** Listen and read. 17

It's **J**anuary. Wear a **j**acket.  
Let's **j**ump in the snow!  
In **J**une and **J**uly, it's hot.  
Drink some **j**uice. Let's go!

**3** Listen again and repeat the chant.

Picture 1. Poem taken from the “Starlight” textbook. Oxford University Press

- Musical Spelling: Spelling vocabulary using the seven notes from musical scale. By singing each of the letters of a specific word in tune with the musical notes (in ascendant and descendent way), the students can relate better to the pronunciation and intonation of the given word while having fun at the same time. (see picture 2)



Picture 2. Spelling Pentagram (pentagram image retrieved from CanStockPhoto.com. csp51385763)

2. **SPEAK- UP; (Choral Repetition)**: The students practice basic commands for the class using choral repetition and rap sequences to create dialogues and role plays:
  - Numbers from 1 to 100: by doing TPR exercises using their arms, the students repeat each number 3 times in chorus.
  - Commands with musical flashcards: The teacher presents a series of flashcards with vocabulary related to the curriculum topics and the class commands. Each flashcard is pronounced with a melody children can recognized (E.g. twinkle, twinkle little star).

- Rap Sequences: the learners practice personal presentations, everyday dialogues and informal conversation by improvising with a hip-hop musical background. They are stimulated to perform role-plays with each other, creating dialogues while they sing and rap.
3. **TUNE-UP; (Choral Reading)**: In this section of the class the group practice **pictograms** (see picture 2) with different short melodies to enhance pronunciation and vocabulary. This kind of gears also promotes vocal development and allows the students to expand their hearing abilities, which can be beneficial to the improvement of the Listening skill.



Picture 3. Saint Patrick's pictogram

4. **SING IN OUT; (Choral drills and learning):** Finally, the students practice the main songs as a choir. The teacher chooses these musical themes every academic term. Within the Ensemble, the group pays attention to the pronunciation and performance, following the teacher's directions and conducting gestures.

Not all the exercises and drills are used in every session. Depending on the time, the circumstances of the class etc., the teacher applies and adjusts the different gears to every group, according to their specific learning needs.

**Stage 3. Creation of the Primary children's choirs and ensembles through musical auditions:** The teacher creates a Choir ensemble in every course to practice the choral drills and techniques, as well as memorizing vocabulary and grammar through the songs. These Choirs prepare for the Annual Singing Festival of the School, as part of the Bilingual CLIL activities. During that event, the groups show their results and new developed ability to sing, taking into account the Following criteria (see annex 4 )

#### *PRONUNCIATION*

- ❖ Accent: Performers emulate a native-like accent.
- ❖ Pronunciation: Performers pronounce words with clarity.

#### *INTERPRETATION*

- ❖ Voice quality: Good articulation, rhythm accuracy, audibility and voice projection.
- ❖ Intonation: Singing in tune from beginning to end.

## STAGE APPEAL

- ❖ Audience impact, costume, choreography.

## WORDS APPROPRIATION

- ❖ Correctness: Performer(s) sing the lyrics accurately.
- ❖ Words: Performer(s) know all the words. There are no noticeable lapses, blanks, or pauses.



Picture 4. School's magazine. Singing Festival Article

**Stage 4. Recollection of information and data through photographic evidence of the class observations, interviews and surveys to members of the educative community:** During this stage, the gathering of information was done through the following activities:



- *Student's interviews and diagnosis:* the teacher had an interview with 50 students from the five courses. The conversation was about the motivation to speak English, as well as the difficulties. They were diagnosed in an oral exam during class. (See annex 2).
- *Parent's interviews and surveys:* 50 parents were interviewed and surveyed in 2018 and 2019, to set the level of satisfaction with the project. These interviews were carried out during the first Academic Report meeting. (See annex 1).
- *Class Observations:* Considering that the school is working under the advice of a bilingual company called Probilingue, S.A, the class observation is done through the English supervisor who checks the students speaking advances and provides feedback to the project and the school. (see annex 3)

**Stage 5. Final Speaking exam to assess fluency and confidence:** At the end of the school year, the students present an oral test in two sections: individual interview with the teacher and group presentation in front of the class. The exam it is based on the textbooks as well as the choral and musical activities. The students are also evaluated during the English Choirs performances presented at the closing event, in front of the educative community.

Now, the resources available to apply the project and accomplish the goals are related below:

RESOURCES:

<b>1. NECESSARY RESOURCES</b>		
<b>RESOURCE</b>	<b>DESCRIPTION</b>	<b>BUDGET</b>
<b>Human Team</b>	The Applied Project author as well as the possible collaborators (other English teachers and Students of Gimnasio San José).	None, due to the fact that the Researcher is already employed by the school.
<b>Equipment and Software</b>	Piano, speakers, Video Cameras, Audio recorders, Editing Programs.	All the equipment was provided by the school from the equipment they already had.
<b>Field Trips</b>	Classes in the school Gimnasio San José in Bogotá and choir events in other bilingual schools	\$100.000 per month for public transportation to the school.
<b>Materials</b>	Music sheets and scores, flashcards, Pictogram posters.	School's material and my own personal library.

## CHAPTER 4

### RESULTS

The following chapter presents the general information related to the findings and results recollected at the end of the school year and the outcomes of each of the stages developed in the project:

**Stage 1. Diagnosis:** The results of the diagnosis activities showed that most of the students were already accustomed to the general scheme of the Bilingual program, although they were not yet skillful in Writing and Speaking.

It was established during the interviews and lessons that the main reason was the shortage of vocabulary and the lack of motivation and encouragement to speak and communicate orally. Around 60 % of the students declare to be afraid to speak in English in front of their classmates and not being able to perform correctly, as well as been ridiculed by their group.

The other percentage suggested that the main problem lay on not knowing the right words to communicate an idea.

**Stage 2. Appropriation of choral techniques:** During this second stage of the process, the researcher and teacher practiced with all the primary courses the different techniques and tools to sing and recite in English within a group and by themselves.

The presentation of this set of drills during the “Circle Time” activities was well received by the students and they quickly accepted and absorbed the different routines that were applied from the beginning of the school year.

They learned how to warm-up their voices before starting the class and how to respond quickly to the command for repetition exercises during the recess and the school daily formation in the main square.

The daily practice of the songs, served as a preparation for the speaking exercises and the choral reading with pictograms made at loud at the end of each class, gave the students the chance to improve pronunciation without been exposed in front of the class.

(Evidences in the class webpage <https://austengirl555.wixsite.com/misitio>)

**Stage 3. Creation of the Primary children’s choirs and ensembles:** After spending a few months internalizing the choral drills, the teacher created a musical ensemble with the format of a Choir, to apply more consistently the choral techniques strategy and show the result in front of the school community.

This group of selected students kept working on preparing the songs for the school events and assemblies, using once again all the choral drills and gears, the TPR exercises to

memorize vocabulary and the choral reading. A first presentation was performed in front of the school during the celebration of the Earth and Water day. After this first performance, it was clear that the students motivation started to increase, evidenced in the academic term final speaking exam, where they used the vocabulary in the songs, showing an improvement, pronunciation in English.

The main events of the year, the Singing Festival (see picture 3) in June and the Christmas Show in November, reunited the Choir Ensembles from all the courses in order to show their work during the first and second semester. Juries from other schools came to observe and chose the winners (see annex 4):

**Stage 4. Recollection of information and data through photographic evidence of the class observations, interviews and surveys to members of the educative community:** at the beginning of the school year, a total of 50 interviews with students and parents were made to recollect information related to the learning process in previous years and their perception on English study, in order to state the level of motivation towards the English subject. (photographic evidence can be found in my webpage and blog <https://austengirl555.wixsite.com/misitio>)

Student's interviews: During the first interviews, 82% of the students expressed to feel discourage while speaking English during the class due to the lack of vocabulary and

classroom language. (see figure 1). By the end of the year, the final speaking exam showed the student's appropriation of the classroom language, the vocabulary and the confidence while doing oral presentations in front of the class. They declared feeling less nervous about doing oral exercises.

Parent's interviews and survey: In a survey applied by the school counselor, the parents manifested feeling frustrated and discourage by the old methodologies that were used during the previous years, due to the lack of oral practice and communicative exercises.

They considered that the classes were only focused on completing the books and learning basic words, but the children could not really communicate in English. 90% of the parents agreed on the necessity of having 100% used of English during the classes and the emphasis on oral activities to reinforce the speaking ability. (see figure 2).

At the end of the school year, a final survey was conducted by the school psychologist and the headmistress to state the level of satisfaction with the Bilingual program and the results showed a level of satisfaction of 95%, a very considerable increase compare to the previous years. (see figure 3).

Class Observations: The Bilingual program supervisor visited the classes twice a month during the whole year, observing the students' performance (see annex 3) The final feedback stated an increment in the student's use of spoken English inside and outside of

the classrooms, evidenced in the assertive responses of the children to the supervisor's random questions.

**Stage 5. Final Speaking exam:** During the fourth academic term, a final speaking exam was conducted using two scenarios: a short individual interview with the teacher and a group oral presentation in front of the class. Even though many students were still reluctant to present the individual interviews, most of the kids felt more confident to use their English vocabulary and responding the teacher's questions. 70% of the student's passed the final exam with a grade of 4.0 over 5.0.

FIGURES:

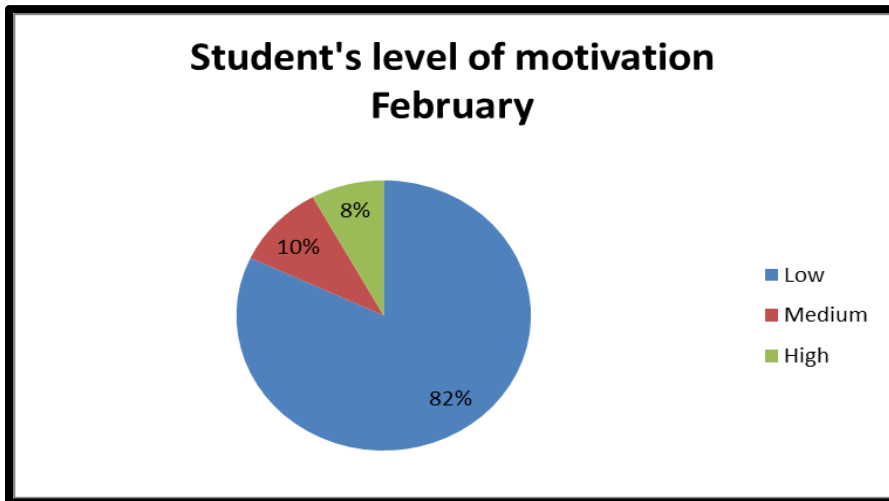


Figure1. Student's level of motivation to speak in English..

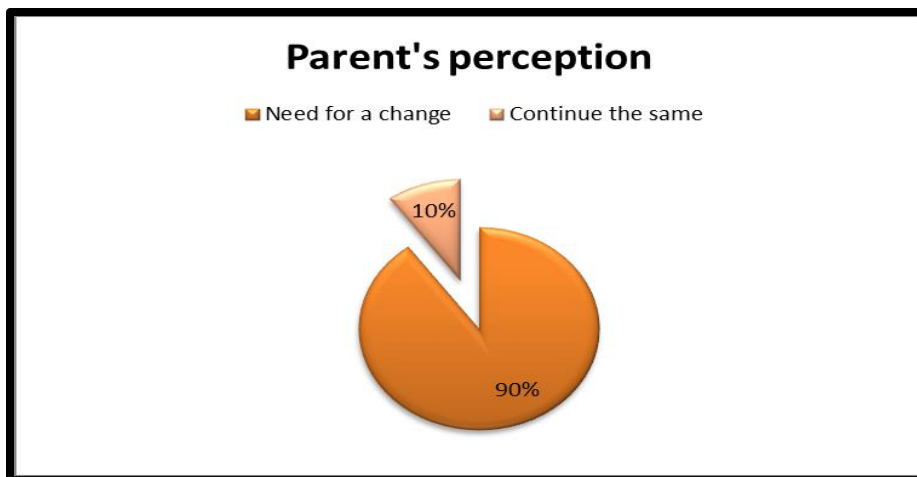
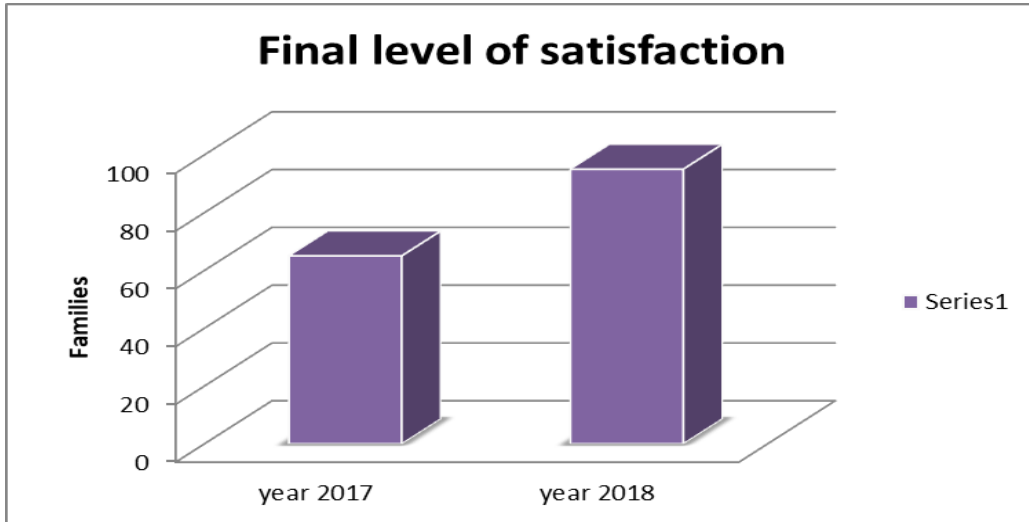


Figure2. Parent's perception on the speaking learning process





*Figure3.* Families level of satisfaction with the Bilingual Program

## CHAPTER 5

### DISCUSSION

It is very clear that music, especially singing, can be very beneficial to the Language learning process in all ages, but when it comes to children's speaking ability, we can definitively say that increases the opportunity to develop higher levels of correct pronunciation, intonation, fluency and accuracy.

The pertinence of applied studies such as this, become really important when it comes to find new ways to enhance young learners motivation to speak in English, potentialize his/her capacity to approach communicative situations in real-life contexts and also have contact with the cultural aspects of the target language. All of this, through Art, Music and Singing as a fun and much more appropriated teaching strategy.

## CHAPTER 6

### CONCLUSIONS

The students from Gimnasio San José got the chance to increase their confidence, fluency and motivation to speak in English by participating in the application of this Project during the year 2018 and 2019, showing appropriation of the choral techniques to practice their English in their everyday life and the school contexts.

This really evidenced the power and impact of using innovated tools and strategies to overcome a problem or situation regarding the L2 learning process, which lead us to the conclusion that all kinds of CLIL activities, when they are correctly applied, can really change the environment, perception, response and motivation towards the learning and acquisition of English as a foreign language in children and adolescents.

Almost all the selected techniques were effective to increase motivation due to the sense of novelty that brought to the traditional English classes they had experienced before. During the different sessions it was evident that the only exercise that was not completely interiorized or fully accepted by the students was the “Rap Sequences”.

It became a difficult activity to perform due to the lack of vocabulary and mostly because of their fear to be ridiculed by their peers.

Considering all the evidence and the research review, it is appropriated to conclude that the Educational Institutes nowadays feel more drawn to the innovation in Language learning and they are willing to embrace new methodologies to enhance the learning process.

In this project, a strong evidence of this is the decision of the school Gimnasio San José to continue applying this Project in the year 2019 and 2020 as an important part of the Bilingual Program. This clearly tells us how imperative this kind of strategies has become in the 21<sup>st</sup> century for the educational systems, because of the demand for specific competences that children must acquire to face a globalized and technified world.

We can finally conclude that using Arts as tools to improve motivation and develop speaking skills is an advisable strategy and approach to the L2 teaching process. However, this have been a widely used approach for years around the world, so it is also necessary to innovate within the musical strategies, to find new ways to apply Music to the communicative methodologies.

**ANNEXES**Annex 1. Parent's Interview Example:**INTERVIEW # 1**

PLACE: School Gimnasio San José Bogotá /Academic Report Meeting

DATE: April 2018

INTERVIEWER: Teacher Paola Sarmiento Lozada

PARTICIPANT: 2nd grade mom.

**Interviewer:** Antes de terminar el reporte académico quisiera preguntarle su opinión acerca de las estrategias usadas en años anteriores dentro del programa de Bilingüismo. ¿Considera que en los años anteriores se usaban las estrategias apropiadas?

**Participant:** Pues, la verdad los niños cuentan que hacían muchas actividades didácticas y juegos pero que casi no les hablaban en inglés, sino que la mayoría de la clase era en español y considero que esto no les ayuda a avanzar. Aunque por otro lado se pregunta uno si una clase hecha completamente en inglés sea buena o no, porque talvez los niños no entiendan nada y no logren aprender. Pienso que es muy difícil así.

**Interviewer:** ¿Es para usted importante que su hijo aprenda a hablar en inglés?

**Participant:** Claro que sí, eso es lo que se espera del programa de bilingüismo, que ellos puedan manejar el idioma. Con los demás padres hemos comentado que los niños están contentos con las actividades de este año; dicen que les gustan mucho las canciones.

**Interviewer:** Piensa que las estrategias de aprendizaje con música pueden ser efectivas.

**Participant:** Pues en nuestra época no se usaban juegos ni música y era más difícil aprender, sobretodo porque las clases se hacían aburridas y monótonas. Todo lo que los niños hacen en su clase los motiva y llegan a la casa a pedirle a uno que les ponga las canciones de la clase

## **INTERVIEW # 1**

**PLACE:** School Gimnasio San José Bogotá /Academic Report Meeting

**DATE:** April 2018

**INTERVIEWER:** Teacher Paola Sarmiento Lozada

**PARTICIPANT:** 3rd grade mom.

**Interviewer:** Mamá, mientras conversamos me gustaría hacerle unas preguntas sobre el programa de bilingüismo y su percepción de los años anteriores y de lo que se ha estado haciendo estas últimas semanas. ¿Considera que en los años anteriores se usaban las estrategias apropiadas?

**Participant:** Para serle sincera a mí me parece que son demasiadas horas de inglés y mucha pérdida de tiempo, porque en mi opinión yo no creo que el colegio llegue a ser nunca bilingüe. Las clases completamente en inglés no son adecuadas; los niños no entienden y así como van a avanzar; esa metodología es muy difícil para ellos que son pequeños.

**Interviewer:** ¿Es para usted importante que su hija aprenda a hablar en inglés?

**Participant:** Pues si creo que es importante pero también pienso que concentrarse mucho en eso no es apropiado, deberían tener más horas de matemáticas y español. Además, a los padres nos toca gastar más dinero en textos costosos.

**Interviewer:** ¿Piensa que las estrategias de aprendizaje con música pueden ser efectivas?

**Participant:** Si, a mi hija le gustan las canciones. Me cuenta que usted es también profesora de música y que les canta y eso es bonito.

Annex 2. Student's Interview example:

**INTERVIEW**

PLACE: School Gimnasio San José Bogotá /3<sup>rd</sup> grade classroom

DATE: June 2019

INTERVIEWER: Teacher Paola Sarmiento Lozada

PARTICIPANT: 3rd grade student

**Interviewer:** ¿Cómo te han parecido las actividades que hemos hecho con el canto y la música en la clase de inglés?

**Participant:** Bueno profe, a mí me han parecido muy buenas las actividades de canto sobre todo el año pasado cuando hicimos el show de navidad. También me gusta el “Singing festival” que es la mayor actividad que me ha gustado de canto en inglés, que es cuando cada grupo se reúne para mostrar su potencial con su profesor de inglés. Me parece que el “Singing festival” es como una reunión de estudiantes donde damos todas nuestras opiniones pero en canto, y por el otro lado también el vocabulario de inglés me parece súper bien en canto y no voy a olvidar lo que hicimos en la práctica de las “flashcards”, me alegro que lo pongamos en las demás actividades del “circle time”, como la escala de do re mi fa si sol, me parece una muy buena idea de canto. Y así con todas las actividades del canto pero la que más potencializa es el singing festival.



**Interviewer:** Cuéntame ahora, ¿Cómo te sentías cuando eras más pequeña y tenías que usar tu inglés en clase?

**Participant:** Bueno, yo cuando era chiquita, pues utilizaba el inglés primordialmente cuando me preguntaban el vocabulario, pues primero me sentía nerviosa porque no recordaba las cosas muy bien y me daban nervios y susto pero cuando fui adelantando más, le fui cogiendo fuerza y deje el miedo, ya decía el vocabulario bien. Cuando entré al colegio mi primera clase de inglés era con juegos de animales y como se pronunciaban, entonces cuando comencé a crecer le perdí el miedo aunque a veces me sentía nerviosa.

**Interviewer:** ¿Que sientes tú ahora respecto a usar el canto en las clases de inglés?

**Participant:** Yo pensaría que si ha mejorado mi inglés porque las canciones me han hecho mejorar mi inglés en la clase, porque antes no podía pronunciar unas palabra pero cuando comenzamos a cantar, empecé a aprender más palabras y me sentía ya mejor porque antes me daba nervios hablar contigo en inglés y decía palabras raras, entonces me parece que las canciones como “Diamonds” que practicamos me hicieron mejorar y las de este año me hicieron mejorar más. A veces me perdía pero ahorita en este año me siento bien con el inglés desde que conocí la canción “wish upon a star”. Me gusta cuando la utilizamos en la clase porque no me hace mejorar solo a mí sino a mis compañeros y veo que están hablando en los descansos.

**Interviewer:** Para finalizar dime ¿cuáles son los ejercicios de canto que más te han gustado y los que menos te han gustado?

**Participant:** A mí me gustan todos los ejercicios de canto que hemos hecho, ninguno me ha disgustado porque tú enseñas una actividad nueva y nos explicas y me gustan. La razón es porque me ayudan a aprender más inglés. Como tú nos dices en clase eso nos prepara cuando vayamos a Estados Unidos. Ahorita cuando somos niños nuestras preguntas y respuestas son poquitas pero en bachillerato no será lo mismo entonces aprovecho al 100 % todas las actividades que hemos hecho, las flashcards, circle time y los cantos.

## Annex 3. Probilingue Supervisor report:



**PROBILINGÜE**  
CONSULTORES EDUCATIVOS

CLASSROOM OBSERVATION, SUPERVISION AND ASSESSMENT  
WEEKLY REPORT

REPORTE SEMANAL GENERAL POR GRADOS

SCHOOL: San José

WEEK: June 5<sup>th</sup>/2019

Check: Song checked

BILINGUAL CONSULTANT: María Alexandra Urrea



GRUPOS	Song checked for the singing Feston June the 20 <sup>th</sup> /2019
3rd grade	Canción: Wish upon a star (hi 5). Los estudiantes se saben la Canción completa y todos cantan, hay algunas palabras que se deben repasar ya que su pronunciación no es la correcta.
2nd grade	Canción: Every move I made (Hill song Kids). Se cambió la canción y por esta razón los estudiantes deben practicar más ya que todos los estudiantes no se la saben.
1st grade	Canción: A gift to you. Los estudiantes se saben la Canción completa y tienen buena pronunciación. Se recomienda decirles a los estudiantes que no se tapen la boca al cantar ya que no se les escucha. Se recomienda que el primer grupo, quienes son los que dirigen la canción, deben repasar un poco su vocalización.
	Observación General de cómo la docente enseña a los estudiantes las canciones en inglés.  1. Empieza con toda la canción. Los estudiantes aprenden la canción cuando escuchan toda la canción de principio a fin, varias veces. 2. la docente No divide la canción en frases para enseñarla, ya que es confuso para los niños. Sólo canta y no se preocupa si los estudiantes no pueden cantar. A la tercera vez ya los estudiantes cantan algunas partes de la canción. 3. La docente usa las manos: Los movimientos de los dedos y manos las utiliza para ilustrar la canción. Los estudiantes la siguen. Hay algunos estudiantes que sienten pena al hacer los movimientos de las manos, pero al cantarla varias veces los estudiantes ya sigue la mímica. 4. La docente les corrige la pronunciación.  Quiero felicitar a la docente ya que la técnica que usa es la correcta.

Annex 4. Singing Festival Judge Criteria:

## SINGING FESTIVAL GIMNASIO SAN JOSE 2019

GRADE	CRITERIA				SCORE
	<b>PRONUNCIATION</b> <i>Accent:</i> Performers emulate a native-like accent. <i>Pronunciation:</i> Performers pronounce words with clarity. (25 points)	<b>INTERPRETATION</b> <i>Voice quality:</i> Good articulation, rhythm accuracy, audibility and voice projection. <i>Intonation:</i> Singing in tune from beginning to end. (25 points)	<b>STAGE APPEAL</b> Audience impact, costume, choreography. (25 points)	<b>WORDS APPROPRIATION</b> <i>Correctness:</i> Performer(s) sing the lyrics accurately. <i>Words:</i> Performer(s) know all the words. There are no noticeable lapses, blanks, or pauses. (25 points)	
<b>FIRST CATEGORY</b>					
PK					
1 <sup>st</sup>					
2 <sup>nd</sup>					
WINNER:					
<b>SECOND CATEGORY</b>					
3 <sup>rd</sup>					
4 <sup>th</sup>					
5 <sup>th</sup>					
WINNER:					
<b>THIRD CATEGORY</b>					
6A					
6B					
7 <sup>th</sup>					
WINNER:					
<b>FOURTH CATEGORY</b>					
8A					
8B					
9A					
WINNER:					
<b>FIFTH CATEGORY</b>					
9B					
10 <sup>th</sup>					
11 <sup>th</sup>					
WINNER:					

## Annex 5. Satisfaction Survey 2018:

## ENCUESTA SATISFACCION GRUPOS DE INTERES AÑO 2018 SEMESTRE 1

El objetivo de la encuesta es conocer su percepción frente a la gestión institucional adelantada en el año. Las preguntas están formuladas para responder aspectos relacionados con el que hacer de la institución. De acuerdo a los resultados obtenidos se realizará un análisis y se plantearán estrategias de mejora.

Para responder la encuesta tenga en cuenta los siguientes aspectos:

CS- Completamente Satisfecho S-Satisfecho I- Insatisfecho CI- Completamente Insatisfecho NS- No sabe

Indique a que grupo de interés pertenece:

Padre de familia:  O Estudiante de: Primaria: \_\_\_\_\_ Basica: \_\_\_\_\_ Media: \_\_\_\_\_

No.	COMPONENTES	CS	S	I	CI	NS
1	¿Considera que la metodología utilizada en las clases de inglés contribuyen al desarrollo de una segunda lengua?	<input checked="" type="checkbox"/>				
2	¿Considera que los recursos didácticos y tecnológicos con los que cuenta el colegio favorecen el proceso de formación a los estudiantes?	<input checked="" type="checkbox"/>				
3	¿Considera que los canales de comunicación entre el colegio y los padres de familia se hacen bajo parámetros de respeto y de lenguaje asertivo?	<input checked="" type="checkbox"/>				
4	¿Considera que el trato de profesores y estudiantes se da bajo el marco del respeto	<input checked="" type="checkbox"/>				
5	¿Considera que el avance y desarrollo de la educación se hace evidente en el proceso de enseñanza-aprendizaje y evaluación?		<input checked="" type="checkbox"/>			
6	¿Considera que los padres de familia del Gimnasio San José aportan positivamente a la implementación del P.E.I. institucional?		<input checked="" type="checkbox"/>			
7	¿Considera que el manejo que se dan a los diferentes conflictos escolares es asertivo y bajo el cumplimiento del Manual de Convivencia?					<input checked="" type="checkbox"/>
8	¿Considera que en la cotidianidad institucional se evidencian los valores contemplados en el P.E.I.?					
9	¿Considera que en las actividades culturales, artísticas y deportivas le aportan a la formación integral de los estudiantes?	<input checked="" type="checkbox"/>				
10	¿Considera que el trato recibido por los diferentes colaboradores de la institución es asertivo, oportuno y respetuoso?	<input checked="" type="checkbox"/>				
11	¿Considera que el servicio de cafetería cumple con las necesidades de las familias gimnasianas?	<input checked="" type="checkbox"/>				
12	¿Considera que el orden y aseo de los espacios brinda a los estudiantes un buen ambiente de aprendizaje?	<input checked="" type="checkbox"/>				
13	¿Considera que la institución está en una dinámica permanente de actualización e innovación que fortalecen el proceso de enseñanza, aprendizaje para el futuro de los estudiantes?			<input checked="" type="checkbox"/>		
14	¿Considera que los estudiantes del Gimnasio San José aplican en su entorno familiar y social		<input checked="" type="checkbox"/>			

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