

Learning English with music: a learning strategy to improve listening skills in English learning as a second language of students of the early childhood education undergraduate program

By

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Abstract

This research project demonstrates that music as a didactic strategy for teaching English benefits the acquisition of the learning process of each of the students who are improving their communication in English Listening skill, with the opportunity to improve pronunciation and expand vocabulary to speak. In this research project is possible to explain how this learning strategy favors the students of a degree in child pedagogy to the autonomy and acquisition of their opportune learning process through the pedagogical use of songs for the teaching-learning of English in the profession as such to which the student is studying, as an answer of the research question. To achieve the current research project, a qualitative methodology was used in a descriptive way, which goes from an interpretation framework that facilitated the organization, identification, description, and analysis of the different strategies that allow students to appropriate their respective process of acquisition of a foreign language such as English. Music is a creative instrument and broadly allows the appropriation and enhancement of meaningful learning, being an appropriate strategy to promote the advancement of language skills, and also it is an instrument for learning English, considering its effectiveness as a tactic for the acquisition of meaningful learning in students.

Keywords: Communication, English, Learning, Education, Project, Music, Teaching, Research

Resumen

Este proyecto de investigación demuestra que la música como estrategia didáctica para la enseñanza del inglés, beneficia la adquisición del proceso de aprendizaje de cada uno de los estudiantes que se encuentran en proceso de mejorar la comunicación en inglés en la habilidad de escuchar y hablar, con la oportunidad de optimizar la pronunciación y acrecentar el vocabulario. En este proyecto de investigación es posible explicar cómo esta estrategia de aprendizaje favorece a los estudiantes de la carrera de pedagogía infantil a la autonomía y adquisición de su proceso de aprendizaje de oportunidad a través del uso pedagógico de canciones, para la enseñanza-aprendizaje del inglés en la profesión como tal a la que el estudiante está estudiando. Para lograr el presente proyecto de investigación se utilizó una metodología cualitativa de manera descriptiva, que parte de un marco de interpretación que facilitó la organización, identificación, descripción y análisis de las diferentes estrategias que permiten a los estudiantes apropiarse de su respectivo proceso de adquisición de una lengua extranjera como el inglés. Se demuestra que la música es un instrumento creativo y permite ampliamente la apropiación y potenciación del aprendizaje significativo, siendo una estrategia apropiada para promover el avance de las habilidades lingüísticas y también es un instrumento para el aprendizaje del idioma inglés, teniendo en cuenta su efectividad como táctica para la adquisición de aprendizajes significativos en los estudiantes.

Palabras clave: Comunicación, inglés, Aprendizaje, Educación, Proyecto, Música, Enseñanza, Investigación

Introduction to the Research Study

"The purpose of educational processes is to strengthen students at an integral level, framed in a context where globalization processes have aroused interest in learning a second language, in this case, English" (Ministry of National Education, 2004). These processes have motivated educational institutions to include this subject in their curricula, as most higher education institutions in Colombia. However, "Language teaching-learning procedures can be difficult for educational institutions and their teachers at times, leading to students' lack of interest in learning this language" (Santana & García, 2016).

In this context, this research project presents a learning strategy that seeks to strengthen the learning strategies that students use to learn English and, in this way, the development of skills and competencies in students of the Early Childhood Education undergraduate program in a private university in Garzón, department of Huila. The learning strategy that this research action was helped by considering the learning strategies proposed by Oxford (1990) to, from the positioning of the strategies, facilitate and strengthen the teaching and learning process of English as a foreign language in the context mentioned. For this, activities were designed that, in addition to considering learning strategies, began the didactic use of music (songs) as a tool to learn English.

Context of the Research Problem

The first chapter aims to describe the research problem, the question that guided it, the principal and specific objectives to be accomplished, the reasons why this research project was carried out, the background to the research, the variables, the sampling, the pedagogical context, including the institution where it was developed this methodological approach and to confront the theories and authors that supported this research project.

The selected population is a group of students of English 1 of a degree in child pedagogy at a private university in Garzón, department of Huila called Minuto de Dios university corporation, located at the Sixth Boulevard, 3 – 50, El Progreso neighborhood. This private and Catholic university is inspected and monitored through Law 1740 of 2014 and Law 30 of 1992 of the Ministry of Education of Colombia. It offers undergraduate, postgraduate specialization, and master's degree academic programs and continuing education in face-to-face and distance modalities. It has ICONTEC ISO 9001:2008 certification, and since 2012, it has been in the process of self-assessment for institutional accreditation purposes by the National Accreditation Council.

The selected group comprised 30 female undergraduate students in the fifth semester of the mentioned program, aged 18 to 25 years. Within its curricula, the students of the mentioned program must study English 1 as one of their compulsory courses within the program. The research problem that allowed the design of this study is configured from the need to explore pedagogical routes that can help students achieve the goals of learning English as a foreign language, framed in 3 realities.

The first reality is the deficiency in listening skills in students, since they lack vocabulary to understand listening. One of the main problems that make it difficult for students to

understand someone speaking in English is because they have a limited vocabulary. The need arises to practice with the strategy of "Learning English with music" to be able to apply it in a didactic way, to encourage the improvement of listening skills. Students give context to each sentence, since they surely do not understand each of the written words. The listening skill requires a simultaneous skill in which students must be aware of understanding the audio and, in addition, give it meaning with the rest of the elements they hear or see (in the case of an audiovisual element). Another of the problems that belong to this first reality is that students lack interaction. It is important that students improve their listening skills in a conversation, taking advantage of being able to interact as much as possible.

The second reality is the national reality of higher education institutions, which experience frequent difficulties in teaching a foreign language, such as English, related to the optimal development of communication skills and abilities (British Council, 2015). The interest in exploring proposals that alleviate difficulties with learning English as a foreign language has also been shown by the Ministry of National Education (2004). Through the National Bilingualism Program 2004-2019 - NBP, educational projects aimed at strengthening the educational level to train competent students to face the labor challenges of professionals in Colombia have been implemented. One of the most significant projects consisted of the Strengthening of the Development of Competences in Foreign Languages between the years (2010 - 2014), whose objectives were the strengthening of competencies and communication skills in English; however, currently, no data is found in the ministry on the results obtained in the programs or the scope of the proposed goals (Ministry of National Education 2004).

The third reality that is faced and is the compelling reason why the researcher of this project decided to carry out the present research is that in the municipality of Garzón, department

of Huila, there is not a good level of English in all its educational institutions, both public and private, since that a relatively poor methodology is presented to achieve the acquisition of learning the English language, due to the lack of support material and suitable methodology within the teaching of the language in the classrooms, based on the large number of students that are in the classrooms in each one of the schools of the public and private sector of the municipality of Garzón, department of Huila. As expressed by Lopez Montañez (2019) in his master's thesis on the experience of learning English through music, where he continually points out that university students, when beginning the studies of the compulsory English courses that appear in their curriculum, start with feeble foundations within their cognitive learning and points out the lack of language learning support material as the leading cause.

The fourth reality is experienced at local program levels, where it is revealed that students' difficulties in learning English are related to emotional and cognitive aspects that significantly influence the learning process. On the one hand, in the Bachelor's program where the study was implemented, it was identified, through a survey (**see Appendix D**), that students have found learning English a challenge that they find difficult to overcome. According to the results found in this survey, the students ensure that English is a fundamental area for their academic and professional development; however, they have had difficult experiences in the classes and courses they have previously taken. Students express that they feel they are incapable of passing the courses and, therefore, do their best to pass, but they are not interested in learning. The information found in the survey was contrasted with the results obtained by level 1 English students of the Early Childhood Education undergraduate program, the course in which the innovation experience described in this research study was implemented.

Table 1

Information Reported by the Coordination of the Program in the First Semester of 2021

	% who	% who	% who	% who	% who	% who	% who	% who
Subject	lost the	lost the	lost the	lost the	lost the	lost the	lost the	lost the
name	period	period	period	period	period	period	period	period
	2016-1	2016-2	2017-1	2017-2	2018-1	2018-2	2019-1	2019-2
English	67%	51%	40%	24%	12%	18%	43%	41%
1								

Note. Table 1 shows the percentages of subject loss in the four years prior to the start of this study. The table shows that the percentage of loss is high, especially in the two last academic periods (43% and 41%).

To find out more about this academic reality of undergraduate students, two teachers, and the program coordinator were interviewed. The data from the interviews confirmed that the program students who must take the subject English 1 arrive with a predisposition that determines their low participation and performance in classes. Moreover, this also determines their passive attitude and lack of interest in the subject and learning English. The data from these interviews also reported that the level of loss also configured an attitude of resistance on the part of the students; this is because if more than 50% of the students lose, they feel that it is a normalized situation.

According to the data collected in the survey and the interviews with the program's teachers, what Sánchez (2016) says is confirmed that emotions become an impediment that determines the learning and mastery of English. In this sense, this learning strategy is proposed

from the consideration of Music as a tool for learning strategy that allows emotional awareness and contributes to the appropriation of learning in students.

In line with the strategies and methodologies, Music is the bridge for motivation. Motivation is a general term to refer to an action's antecedents (causes and origins). Because human behavior has two primary dimensions, direction, and magnitude (intensity), by definition, motivation concerns both and is responsible for, firstly, carrying out the desired action and, secondly, the effort dedicated to persevering and achieve. It can be affirmed that motivation is related to achieving the goal, the strength, and time of disposition (Dörnyei, 2008, p. 25).

Listening to Music is a didactic form to improve communication skills. According to *La Vanguardia* magazine, thanks to Music, more parts of the brain are stimulated simultaneously, which helps improve the communicative skill that we later need to learn a new language—for example, memory, the rhythm of language, or the understanding of messages. For example, research by French scientist Daniel Schön confirms the benefits of Music in language learning.

To prove it, this scientist Daniel Schön created a list of six words without meaning but with many syllables in common. With these words, he created a sound file. He took 26 people and repeated this file for seven minutes, then asked them to identify the words they had heard from a list. The scientist repeated the experiment, but, in this case, the words were pronounced with intonation. In the first case, the hits were little more than chance, while in the second, and thanks to the Music, 64% of hits were recorded.

Research Questions, Objectives and Hypotheses

Research Question

How can Music as an English learning strategy that improve the listening skills to the students of the Early Childhood Education undergraduate program?

General Objective

To apply the “Learning English with music” strategy to improve the listening skills in students of Early Childhood Education undergraduate program:

Specific Objectives

To establish direct learning strategies (Memory, Compensation, Cognitive strategies) and indirect learning strategies (Metacognitive, Affective and Social strategies) to improve Listening skills.

To describe how a learning strategy that uses music as a central axis, increases vocabulary and improves the ability to understand a conversation.

To establish the emergent categories: Listening for gist, inferring the meaning and recognizing contexts, in order to impact the development of Listening skills.

Hypotheses

The possible main problem the students alluded to is the poor teaching and learning process in schools. School teachers limit themselves to teaching with photocopies and one hundred percent grammatical topics, obeying what appears in the curricula with topics that are not applicable in everyday life.

Grammar implies a lack of student participation and almost null interaction between the teacher and the students. Students keep learning from the book and have the same methodology. Because the grammar lessons could be more relevant to students, they often miss the lesson and

feel unable to learn. In addition, this methodology does not reach students to engage in communicative activities, they do not learn how to use the language in a conversation or real-life situation but rather how to translate one language into another.

Students, like children, frequently learn to talk before learning to read and write. This natural learning process is inverted in grammar. Students learn to read and write solely in that language, which might impact how effectively they learn to speak it. Because spoken language is not crucial in grammar, only using grammar and sentence structures may fully prepare for actual or spoken communication. Translations can sometimes be incorrect because it is difficult to accurately translate a word or sentence into another language.

This research could be carried out to understand how a learning strategy that integrates English learning strategies and music (songs) provides information to support students' learning process in English as a foreign language. According to this, it could assess if the music as a learning strategy motivates and establishes students' participation and constant interaction with their immediate environment using a new language. It could also assess if the students' expansion of vocabulary (new words) could be a significant concerning their learning process.

In addition, the purpose would be to support the learning processes of students in learning a foreign language; that is, the teacher has the faculties to know the most appropriate way to teach a language in such a way that the student can be autonomous from basic knowledge, learn to keep track of themselves.

Rationale for the Study

To lead the “Learning English with music” learning strategy to improve listening skills in students of the Early Childhood Education undergraduate program allows to analyze the incidence of music as a pedagogical strategy for teaching English and improving listening skills, in order to meet the contextual needs presented by this study, such as the university degree that the sampling study, helps to improve in their process of learning English as a foreign language.

Teaching a foreign language policy recognizes that globalization is synonymous with linguistic interaction at a social, institutional, and professional level. In that order, the need to communicate through a different language is considered part of the adaptability of skills. This need derives the reason that public entities (Ministry of National Education) and private entities (institutions and universities) have drawn up guidelines to strengthen educational projects and programs for learning a foreign language as part of comprehensive education and competence for students guaranteeing the average level of knowledge. The importance of developing a second language lies in professional competitiveness to the essential satisfaction of communication between cultures. The goal of acquiring English is extensive to all educational levels in Colombia (primary, secondary, and higher), strengthening the quality of comprehensive education and strengthening competitiveness at the international level, being the commitment of "everyone" (institutions, teachers, students, among others).

People need to communicate in one language, there are no longer borders, so it is stated that English is the universal language. Hence the importance that the 4 language skills are encouraged and developed in any 21st century professional. As Mateus (2010) indicates that “the spread of English as a universal language is a clear cultural sign of the globalization of the 21st

century, although since the second great war of the last century, English has been imposed as an international language in all educational areas” (p. 16).

From the above, this research work aims to analyze how the learning strategy: “learning English with music” favors the improvement of Listening skill, thus attending to the contextual needs that were identified and from where the idea of this study was born, understanding that it is a contribution to the need that any professional who intends to function in a work field must speak English.

The learning strategy that is presented was built with a pedagogical purpose: to explore new tools that guide the learning process of English as a foreign language through an exercise of appropriation of knowledge about learning strategies that, in addition, positions music as a complementary tool aimed at reducing the affective filter of students so that learning English can be a meaningful experience (Schütz, 2007). Therefore, music is of great importance because it is through it that, in addition to reducing the affective filter, auditory, visual, attention, memory, association, and metacognition processes are activated, strategies that favor meaningful learning (Fonseca et al., 2015).

This study is proposed from the assumption that to facilitate the improvement of listening skill in English; and it is very important because in this research the strategies must be explored that lead to meaningful learning and, in turn, generate student interest in what is being learned to guarantee optimal Listening skills. The learning strategy would like the knowledge and experiences of the students to broaden their perception of the lyrics of the songs. The richness of combining learning strategies with music in a learning strategy is that when it is possible to generate connections with students' emotional and personal worlds through art, such as music, the student is led to create actual feelings. Through their own experience, the appropriation of

learning while listening and practicing the English language will be significant (Fonseca et al., 2015).

Introduction to the Literature Review

Nowadays, it is well known that English is spoken all over the world; thus, it becomes the universal language. Teaching English as a foreign language at universities is important seeing that communicating in this language open many doors and has a global impact (Robson, 2013)

"Learning English with music" learning strategy arises as a response to explore new tools that guide the process of learning English as a foreign language through an exercise of appropriation of knowledge about learning strategies that, in addition, positions music as a complementary tool aimed at reducing the students' affective filter to that learning English can be a meaningful experience (Schütz, 2007).

This section shows research projects similar to this research. They are all successful research that shows that this proposal can be a change. For this reason, each project that is going to be mentioned is selected for four essential items: Strategies for teaching English as a Foreign language, the relevance of learning strategies in the teaching of English as a foreign language, local policy for the teaching of English and, Teaching and learning English as a foreign language from Constructivism.

State of the Art

Through the execution of the proposal, according to Castellanos and Garzón (2013), the students realized the need for and importance of learning new vocabulary for a better understanding of the lyrics of a song and for using in future conversations, allowing them to be in contact with the culture through music. For example, Castellanos and Garzón (2013) in their work “the use of songs in English to promote the development of comprehension skills” revealed aspects of the academic reality lived in the Antonio Nariño school. It was observed that the students had aggressive, apathetic attitudes, did not carry out the tasks and works proposed, and that all activities had to have a grade assigned for them to work.

During the process of executing the applications, the following limitations were observed by Castellanos and Garzón (2013): The hourly intensity in some sessions did not allow the adequate execution of the proposal; for example, there was the first hour of class, and the students arrived late, generating interruptions, and counting with a total of 45 minutes, once a week, leaving application points as homework with a space of eight days to do it, but unfortunately, some did not do it, and also, the attendance of the students was very unstable and did not allow to comply with student work. According to this study, the impact of music on learning English is evident.

On the other hand, Parra and Medina (2019) developed a work called “Lyrics Training and the Listening Comprehension”, in which they sought to develop methods showed the influence of the Formation of letters, the application of Lyrics Training was considered as an independent variable, and the dependent variable is the Listening ability, where the following conclusions were reached in this study:

When utilizing the LyricsTraining website, it is possible to see students' behavior. Parra and Medina (2019) demonstrated that it struck as a technique for improving listening comprehension. This demonstrates the site's approval, shared by many students who feel LyricsTraining is an excellent tool for improving listening skills and motivation in English studies.

The LyricsTraining website is free and creative, and because of its teaching methods can be tailored to each student's particular needs. According to Parra and Medina (2019), it becomes an intriguing instrument for meaningfully learning another language. Exercises are provided to help students finish the letter's words. The practice included the kids in interpreting the words, which helped them enhance their English listening abilities. xx

Parra and Medina (2019) reveal various aspects of LyricsTraining enable the instructor to select a song or rhythm appropriate for the children. On the other hand, students are inspired to develop their listening abilities by the music they appreciate. They like to listen to their favorite music and genre simultaneously; this will help the researcher understand them better. When engaging with a particular song, the lyrics can also be altered to fit learning objectives. This means the instructor can skip any word to finish it. According to the pupils, these exercises helped them enhance their knowledge of the terms. They read and write the song's words as they listen, noting that they prefer to finish the lyrics; to fill the pages, they had a good time on the website. They were also able to listen when the word was called. Instead of starting from the beginning, kids could recognize other words by hearing them.

Teachers' use of this website as a professional tool in their listening comprehension courses revealed that many students felt motivated when participating in listening comprehension tasks. Parra and Medina (2019) suggest that using the LyricsTraining website

will also enhance the drive to finish listening exercises. This other study shows how music is rooted in the strategy to improve listening, when teachers implemented this website, they verified that this improved the Listening skill in the students and increasing their vocabulary.

Along these same lines, the research proposal carried out by UNAD, called “proposal based on the art of music as a facilitating strategy in the process of acquiring the English language, through the learning of songs in the foreign language aimed at students of the first semesters of the English degree program of the UNAD university, Urrego González (2023) concludes in her proposal that it is necessary to innovate in education and develop skills that allow the teacher to analyze the variables that bring with it the challenge of transforming the life of a student positively; after several classes with undergraduate students in English as a foreign language, observe the lack of motivation and lack of mastery of verbal fluency.

She proposes to involve the art of music as a strategy for strengthening listening communication skills. Through various didactic sequences, students can acquire vocabulary and pronunciation before different musical rhythms, allowing them to improve their command of the language.

Starting from the research question: How can a learning strategy based on the art of music facilitate and improve the process of acquiring the English language through the learning of songs in English aimed at adult students of the LILE educational community of first semesters in the Bachelor's program in English at the Universidad Nacional Abierta y a Distancia? The sessions are designed; however, at the time of starting the development of the activities, the students enter their vacation period, and it is only possible to carry out the activities with a student who very kindly attends the sessions and participates actively.

One of the theoretical aspects is how the didactics that would be used with a group of students change since a single student goes from interacting with her classmate to interacting with the teacher in charge of the activity. A group class is converted into a personalized class which allows the detection of specific weaknesses such as pronunciation, lack of vocabulary, and insecurity when holding conversations, the above being a strength since the student can be guided based on her needs.

A similar work to the previous one, developed by (Pérez 2022) shows the importance of linking VLO in the teaching of English. Said work called “Strengthening Listening Skills in The English Language for 10th And 11th Grade Students of The COPESAL Institute Through a Virtual Learning Object”, assumes that Virtual learning objects are an extension of the teacher in the classroom since the role of the teacher when making use of these didactic strategies is a guide, a facilitator, who creates these tools to encourage autonomous work by students, allowing them to explore study habits such as self-study and self-assessment, features that help make the learning process meaningful.

Using virtual learning objects as support in the class to enhance the listening skills of 10th and 11th-grade students requires in-depth knowledge regarding the teacher's ability to create this type of content that responds to the needs of the students.

The methodology of this project is framed into 4 phases, which determine the project's planning: Phase 1 is the diagnosis, showing the level of listening in the students' English language is established through a diagnostic test. It is determined what the student's strengths and weaknesses in handling ICT tools are and if they have the device available to carry out their use. The second phase is the creation of the Virtual Learning Object, which according to the results obtained from the questionnaire and the diagnostic test, the resources to be used in the

development of the Virtual Learning Object were planned, determining the tools that will be used, the type of content and learning verification activities. In addition to planning so that it meets its fundamental characteristics, generative capacity, adaptability, and scalability. Phase 3 is the execution, where the student's performance is reviewed against the virtual object, his motivation against the tool, and if the learning process is evidenced with the proposed resources; in this phase, the teacher fulfills his role as guide, and the student fulfills autonomous work and self-learning. Finally, phase 4 is the evaluation in which, through a structured interview, the effectiveness of the virtual learning object is evaluated, and the learning process will be known in depth and under its criteria. In addition, a diagnostic test will be carried out, which will allow identifying if the student has raised the level of their listening skills.

This study called “strengthening listening skills in learning English for third-semester students of the bachelor of foreign languages with an emphasis on English (LiLei) program aged between 20 and 30 years of the Universidad Nacional Abierta y a Distancia” present differential result was evidenced among the students, marked by the level of commitment and exercise of each one, since, as indicated by Freire (1990), "The necessary epistemological distance that must be taken from the practice is a correct way to get closer to her" (p.60). For this reason, to the extent that the students reached learning performance levels, progress was observed in strengthening the listening ability of English as a second language.

Similarities are found during the implementation of the two activities, corresponding to the student's motivation to learn through music, but the lack of skill in using tools is seen as a weakness in some of them. At the pedagogical level, it was evident to observe how the proposed humanistic approach was developed in each of the moments, reflected in the fact that: "only what leaves a mark on a person and becomes part of their cognitive, cultural, affective, spiritual and

spiritual life is useful. existential" (Rogers, 1995, p.14) visualizing a vital contribution during the development of the didactic sequence.

Concerning the research question, it is found that it was well formulated since it was possible to strengthen the listening skill in learning English for third-semester students of the Bachelor of Foreign Languages with an emphasis on English (LiLEI) program aged between 20 and 30 years of the National Open and Distance University (UNAD) since the process of the students was advancing significantly.

It is recommended for future implementations to characterize the availability of technological resources before starting the training process in order to identify those students who do not meet the minimum requirements and thus allow them to take measures to solve said technical difficulties.

Based on this proposal, we sought to answer the research question proposed for third-semester Bachelor of Foreign Languages students, emphasizing the English (LiLEI) program at the Universidad Nacional Abierta y a Distancia. From an initial characterization, a specific weakness was visualized in the process of appropriation of the English language as a second language, for which a strategy aimed at strengthening listening through music and the use of ICT was implemented, which was developed in a didactic sequence composed of two activities, with specific objectives according to the needs.

It was evidenced that the learning objectives proposed in the two activities were achieved, given that the students understood the use of the App and the purpose of the sessions that they had to develop during the process of implementing the activities, this being evident through the screenshots that the students recorded as progress within the Lyrics Training App, of the moments of socialization that they had to carry out at the beginning of each session and in the

production phase proposed in the methodology, where the students satisfactorily made the final deliveries of the karaoke video in the first activity and the singing of the paragraph of the proposed song in the second activity, thus demonstrating the strengthening of listening skills while learning English as a second language.

It is essential to highlight that the proposed research proposal had a high impact on the students due to its innovative approach and significant learning, demonstrated in the motivation expressed by the students for learning through the use of ICT and songs, given that they had the freedom to advance in the different levels of the App according to the musical genre of their choice.

Teaching how to improve Listening in English as a Foreign Language from Vygotsky's Social Constructivism, Matajira Robayo (2019) points as first, the research's main scope was the students' interest in language learning; this is because, from the beginning of the project, the author wanted to demonstrate that there were ways to arouse students' interest in learning English. This was achieved thanks to the connection between the project's three main elements: the context, the language, and the students. The interest was not only in terms of vocabulary or class schedule but in the activities, the language, and the lessons.

Secondly, the inclusion of the context in the classroom, through the play in which the students assumed roles that they chose, allowed them to make more relevant relationships between what they were learning and what they experienced. in their real life. Since they gave importance to the representation, they made in the classroom, thus allowing learning to go from being rote to being relevant learning for each of the students who were part of the process.

Third, students began to take their peers as support and build constructive relationships with them. This is because the students were able to experience that their classmates helped them

and could work in a group for a common goal. Additionally, the work made the classroom environment less heavy, and they began to trust both the researcher and their classmates.

Additionally, the students could establish a routine regarding the English class. This is because they already knew the days the researcher would go and the schedules; they were also more willing to participate in the activities. There were even days when the researcher arrived, and they were already ready with their materials waiting for him.

Finally, it was possible to establish flexibility in the planning. It is vital to affirm that this scope was not foreseen; however, it must be carried out after contact with the population. This is due to the fact that the students' schedules, the time they had for classes, and the delay in activities made it necessary to access the modification in terms of times or activities that had been defined in principle, which allowed an approach accurate and that the context was understood more profoundly.

From this short section, it can be concluded that the achievements at a general level were the students' interest in the language, the importance of the activities that allowed them to relate them to their real life, the support among students for the construction of knowledge, the establishment of routines to facilitate the disposition of the students and on the part of the research, the author came to understand that research is not simply adapting a population to a methodology, since this would imply that the context in which one works is generalized, but that the strategies must be adapted so that they adapt to the contexts, respecting the characteristics.

Therefore, it is important to emphasize the use of music for teaching English. the lip dub which De Castro (2014) suggests the didactic proposal focused on the enjoyment of the students and, of course, on their learning and the approach to education from a more current and modern

point of view, changing the ordinary classroom for other spaces in the school and, with it, the attitude of the students towards English.

With this work, it has been proven that music provides numerous advantages for learning English, pedagogically and didactically, and that the way of approaching teaching due to a large number of tools and resources that appear every day, being an innovation in teaching an essential factor aimed at school success and early leaving education.

The idea initially intended to be achieved has been developed to a high degree of satisfaction since all the previously stated objectives have been achieved through what has been reflected throughout the TFG and the precise relationship between ideas and content. When making the step-by-step proposal, we also looked for Primary Education schools that had carried out an activity equal to or similar to the one exposed in the research and, based on the experiences, to get a global idea to translate into the proposal.

To choose the song, a search was made among currently fashionable songs known by the students, with lyrics that were both simple and understandable, to which the contents of Primary could be applied, with a happy and fun message that described movements. Of course, this helped one's experience once again and from a critical point of view. Along with all this, it should be added that the numerous tutorials necessary throughout the development process and visits to libraries in search of information.

Music has had a wide influence in the teaching of a second language in the Universidad Técnica Del Norte, since according to the findings of this study, the habit of listening to English music has a considerable influence on the degree of foreign language competency among students at the Universidad Técnica Del Norte's language department. Similarly, music has been

identified as a technique that increases sensory and practical abilities in comprehending and communicating in a foreign language.

There is a specific need to encourage research that employs musical talents as a pedagogic instrument for teaching and learning English as a second language in the workplace. Therefore, teachers should become familiar with the pedagogical applications of English teaching and its effects on the thinking and behavior of students so that this resource can be used regularly as a tool for pedagogy in learning a second language.

The sample population selected in the Research has influence in the research called “use of songs in the teaching of English in infant education” which Baez (2018) shows the importance of the direct and systematic observation is a significant factor because much information is obtained from the students and the teacher's practice. This information obtained will be reflected in the teacher's diary to analyze it and thus be able to modify or eliminate whatever is necessary to achieve our objective.

Self-assessment benefits students since it helps them take responsibility for their activities, is a fundamental factor of motivation and reinforcement of learning, allows the teacher to know what assessment they make of their learning, and helps to reflect individually on the teaching-learning process. It enables the autonomy and self-direction of the student.

In the proposal, a group self-assessment was developed to check if the students understood what was intended to be achieved with the songs. Regarding the evaluation, aspects such as some difficulty that arises during the performance of the activities, repeating or not repeating any of the proposed activities, if the established time is adequate, among others. It was noted at the end of each session. Once the didactic unit is finished, it will be analyzed if the intended intentions have been fulfilled.

As well as other research where the sample population have influence is “Songs as pedagogical tools for teaching English in primary education” proposal, where Baez (2018) emphasizes on the songs that provide a good insight into English culture. Using names in English exposes students to English and their environment. The introduction of this cultural dimension allows the author to develop vocabulary related to these themes or topics while, at the same time, providing a link to cross-curricular activities in other areas of the official curricula.

Songs have been fun companions for human beings since we could talk. As an integral part of our linguistic experience, they can be of great value for language teaching. Furthermore, many meritorious songs can enrich and activate our class. Throughout this article, everyone has addressed the importance of songs in teaching English, their functions, the criteria for selecting a particular song, and some procedures to introduce them to our young and incipient students. Although getting the class used to the new songs may be challenging, the reader will find that all the students like them very much. So we must take advantage of that advantage to enrich the language teaching environment.

Songs play an important role in teaching English as a foreign language. The songs combine significant didactic demands with fun, activity, and motivation. Almost incidentally, students become familiar with parts of the foreign culture and see them enriching their lives.

According to the guidelines for teaching the songs, and depending on the specific situation, the teacher can vary their teaching methods. Do not forget to add basic vocabulary before introducing a song, and at least make sure the content is understandable to them.

From the research work related above, the need to implement the proposed strategy becomes evident, with a view to enhancing the listening ability in the selected population, taking Elliot's model as a basis and demonstrating that music not only increases motivation towards

strengthening listening, but rather it strengthens the learning of new vocabulary and its use as a minimum (basic) element of conversation.

Theoretical Framework

This research seeks to understand how the learning strategy: Learning English with Music that integrates the English learning strategies based on the Elliot model (1994) and proposed from Pozzo, & Dobboletta, (2008) and music (songs) supports students' learning process in English as a foreign language. Considering the above, this chapter describes the research on using music and learning strategies as a pedagogical strategy in teaching English as a foreign language. In addition to a reflective and critical analysis of the information, sessions on strategies for teaching English as a foreign language were organized. The relevance of learning strategies in the teaching of English as a foreign language, the local policy for the teaching of English, the direct and indirect learning strategies obtained by ordering the conclusions of the authors found in the bibliographic consultation.

Strategies for Teaching English as a Foreign Language

Sánchez (2014), in his research, demonstrated how the use of songs in English as a learning tool to work on pronunciation and grammar. In the conclusions, it is observed that some students benefited from using the material (songs) since improvements in listening comprehension were evidenced. These results are considered that learning English has different distractors, and by relying on strategies, followed by adequate planning, they result in significant learning.

Likewise, Londoño (2011) tried to integrate new technologies and didactics to improve the learning of English students. His study of songs in learning English in an official educational institution reflects the use of songs in English in the classroom as a didactic tool in teaching the reading process. According to the author, the importance of contextualizing the reality of young people aware of their reality is highlighted, adapting the classroom as a space for dialogue with

their daily and immediate world that revolves around songs to achieve better levels of reading and comprehension in a second language taking advantage of this element of motivation.

In a broader context, such as Latin America, Cronquist and Fiszbein (2017) have carried out an investigation entitled *Learning English in Latin America* designed to guide the teaching and learning of English in Latin American countries (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru, and Uruguay) considering a legal framework. The study demonstrates the advances in teaching English as a foreign language, as well as the gaps and barriers that hinder the improvement of English proficiency. The authors raise the possibility of evaluating and reformulating effective policies and programs to improve learning levels; in addition, they analyze the best practices, strengths, and weaknesses in Latin America to also look at the effectiveness of teachers and English teaching programs. The authors make recommendations on how to face the most frequent difficulties related to teaching a foreign language (shortage of teachers, learning strategies, creation of exchange spaces between countries), among others. It is highlighted that interaction and cooperation between countries could facilitate and integrate language learning strategies using tools (ICT) to help teachers illustrate concepts and provide spaces that facilitate understanding and learning.

On the other hand, Bernal and Gallardo (2010) conducted a study in Spain with students called *Music in Teaching English*. The authors assure that the success of education is due to the pedagogical methods and strategies used by the teacher for teaching (selection, organization, sequence of contents, and the learning experiences themselves). They also assert that Music is a form of communication (sounds, rhythms, feelings, and emotions), facilitating integration with other curricular areas and significantly enabling knowledge acquisition. In general terms, Bernal and Gallardo (2010) intend to make known the possibility that the English teacher has to work

with Music, promote interdisciplinary work between the music teacher and the English teacher, and analyze and use musical and English language resources that can be used in the classroom.

Likewise, the results of this research show that students must interact with Music through a repertoire of songs and rhythms appropriate to their age and conveniently selected. It also adds the importance of the teacher, who must have new ways of planning the curricula and acquiring a didactic knowledge of the content, enabling him to transform them into progressive sequences of activities.

Meanwhile, Fonseca et al. (2015) study the Benefits of Musical Training for Learning a Foreign Language to analyze the relationship between musical training and learning English in high school students in Spain. The authors related the learning outcomes of students who participated in a pilot program that combined music studies and teaching with the results of a similar group that did not participate in said program. The study showed a direct and essential influence between musical training in learning English as a foreign language.

The study showed a direct and vital influence of musical training in learning English as a foreign language. The authors conclude that Music is recognized as a leisure that benefits the individual. Additionally, it contributes to enhancing the neuronal synapse, which means it favors the cognitive processes required for learning. On the other hand, the development of musical competencies has a positive effect on learning English because the students with the best results in learning English had musical training, making it clear that musical competence makes a difference in the acquisition of English—a foreign language among students. The authors highlight the importance of the study's findings in transforming the way of teaching a language to develop the communicative skills required to master English as a foreign language.

Likewise, Castellanos and Garzón (2013), in their thesis on *The Use of Songs in English to Promote the Development of Comprehension Skills*, make a proposal based on the need to show that the use of songs and lyrics in English as a form of didactics helps students strengthen their English comprehension skills more dynamically.

The research was carried out with 26 students, between men and women between the ages of 16 and 50, from the Antonio Nariño educational center. Through a survey, the researchers could identify the students' tastes and attitudes toward learning English. According to the results of the surveys, the authors propose a series of methodical steps which allow the student to acquire new vocabulary and sentences from previous knowledge to be able to have a conversation, and the didactic use of song lyrics in English, which are It facilitates the identification of words, the appropriation of general ideas of a written text, among others. Students also strengthen aspects of understanding and interpretation, in addition to strengthening the student's ability to relate the topics covered in class with the situations in their context. Additionally, they affirm that the use of Music in the teaching of English favors the development of the necessary skills in the acquisition of the foreign language, in addition to the fact that Music as a methodological tool causes a significant impact on the motivation of the students, which is considered a significant aspect involved in learning at the individual and group level.

During the execution of the proposal, the students realized that learning a new vocabulary to speak English leads to a better understanding of the language through the lyrics of a song. However, during the research process, limitations were observed for the effectiveness of learning, such as the hourly intensity of some sessions of 45 minutes and once a week and the absence of students. In conclusion, it was observed that the students had apathetic attitudes toward any activity that they should work on.

In this order, Cifuentes et al. (2013) In the study of Music as a Strategy for the Development of Linguistic Competence for Learning English through the use of Music, the main objective was to identify the linguistic competencies that students could develop from Music as an essential tool, which allowed them to conclude the ease with which the students responded to the classes, both the processes of attention, listening, participation and communication that complemented the development of linguistic competence. The strategy was to enable students to

Autonomous search for knowledge in the area of English through the use of tools other than texts. On the other hand, the study highlights that the role of the teacher was to guide the application of technologies toward learning, given that the researcher joined the thematic content with a tool such as Music and thus supported the advancement of linguistic competence and, therefore, participation in the English class. Also, in this study, it was identified that the action plans for teaching English contain some gaps according to the use of appropriate topics for teaching, taking into account the development of basic language skills (reading, writing, listening, and speaking). Additionally, the research group concludes that Music, creativity, acquisition, and consolidation of meaningful learning become a practical strategy for the development of linguistic competencies in English, in addition to facilitating students' performance in different subjects of the curricula. With all of the above, it can be seen that Music as a strategy for learning a second language is an essential technique in the acquisition of linguistic competence; Music in English encourages students to interact with the language constantly.

Criteria to Select the Song in This Research

Professor Helena I. Curtain of the University of Wisconsin (United States) and Professor Emeritus of the University of Minnesota (United States) Carol A. Dahlberg provided a series of criteria for the excellent choice of songs. According to them, any song must meet the following requirements for Listening practice:

Table 2*The Selected Songs*

Song Name	Session Used	Type of Learning	Criteria	Justification
James Blunt - You're beautiful	Session #2 (Category #1: Listening for gist)	Direct (Cognitive, Affective, Memory)	Does the song contain a limited vocabulary?	Each fragment of the song has between 4 to 9 words.
			Does the song contain a language compatible with the one used in the classroom?	It was considered that the song had a non-technical language, presented easy-to-understand words, and, thus, took colloquial expressions that can be used in daily life.
			Does the song present a limited musical challenge?	The song is easy to understand, pleasant to the ears, and does not contain such technical words.
			Is the rhythm direct and repetitive?	The chorus is repetitive, and within it, the expressions and words that are contained are repeated a lot.
			Is the theme of the song within the personal experience of the students?	It is a song that contains expressions that can be used in daily life; the song also fulfills

				a message in which the students can feel identified.
			Do actions accompany the songs?	Within playbacks of the song, emphasis was placed on sign language for better understanding. The song lends itself to pointing out essential moments in life.
			Are the words of the songs very repetitive, and do they have a refrain or repeated verse?	The words of the song are short and repetitive.
			Does the song contain a limited vocabulary?	Each fragment of the song has between 3 to 7 words
Fun. – We Are Young	Session #3 (Category #2: Inferring the meaning)	Direct (Compensation)	Does the song contain a language compatible with the one used in the classroom?	It was considered that the song had a non-technical language, presented easy-to-understand words, and, thus, took colloquial expressions that can be used in daily life.
			Does the song present a limited musical challenge?	The song is easy to understand, pleasant to the ears and does

				not contain such technical words.
			Is the rhythm direct and repetitive?	The chorus is repetitive, and within it, the expressions and words that are contained are repeated a lot.
			Is the theme of the song within the personal experience of the students?	It is a song that contains expressions that can be used in daily life; the song also fulfills a message in which the students can feel identified.
			Do actions accompany the songs?	Within playbacks of the song, emphasis was placed on sign language for better understanding. The song lends itself to pointing out essential moments in life.
			Are the words of the songs very repetitive, and do they have a refrain or repeated verse?	The words of the song are short and repetitive.
Jason Mraz – I Won't Give Up	Session #4 (Category #3: Recognizing contexts)	Direct (Compensation)	Does the song contain a limited vocabulary?	Each fragment of the song has between 10 and 12 words.
			Does the song contain a	The students can learn vocabulary

language compatible with the one used in the classroom?	to use in a determined context.
Does the song present a limited musical challenge?	The song is selected to order the paragraphs. It is easy to understand to reach a good comprehension.
Is the rhythm direct?	For the design of the activity, it is not repetitive but it is direct
Is the theme of the song within the personal experience of the students?	It is a song that contains expressions that can be used in daily life; the song also fulfills a message in which the students can feel identified.
Are the words of the songs very repetitive, and do they have a refrain or repeated verse?	The words of the song are short and repetitive.

Note. It is important to consider a series of criteria to choose the indicated songs and, that is compatible with the subcategories; since, there are teachers who choose songs without having a prior analysis of what they want to learn and that is rooted in what the students want to learn, depending on the context in which they find themselves. In the Appendix E, the songs format is found, showing how the songs were implemented. Having 5 sessions in total, the presentation of a photograph of the members of the student's family was made in the session 1, and they had to

describe it. In sessions 2, 3, and 4, they were presented with songs in English, and the research teacher explained that they had to complete the lyrics, considering a particular vocabulary previously extracted from the song.

The relevance of Learning Strategies in the Teaching of English as a Foreign Language

Regarding learning strategies, González (2009), in his thesis, *Learning Strategies for the Development of Oral Production in the Modern Languages Degree of the Pontificia Universidad Javeriana in Bogotá, D.C.*, describes that the low performance in a specific area, in this case (oral expression) is in the use of adequate learning strategies. The primary objective of González's study is to identify and describe the learning strategies used by students of the Modern Languages Degree at Javeriana University to improve oral expression in English. The author set out to establish to what extent (frequency) strategies were used according to the level of English and to be able to relate the use of learning strategies and the performance of students in the oral expression of English considering the highest grades and lower. To obtain the data, the SILL questionnaire was implemented to assess the frequency of using student learning strategies. In this study, it was possible to conclude that strategies are used infrequently. Among the most used strategies are meta-cognitive and social strategies are the least used.

It can then be concluded that learning a foreign language (English) is a process that involves environmental, cultural, and motivational cognitive processes; these processes are evident in the use of different learning strategies, including music.

Local Policy for the Teaching of English

In the teaching-learning process, there is a particular emphasis on teaching students how to learn through learning strategies, and, at the same time, responsibility and autonomy are encouraged to achieve conscious learning, a process called metacognition (being aware of your

knowledge). In the same way, in the teaching of a language other than the native language, the role played by the teacher is essential; they must be not only a transmitter of knowledge but also assume the role of collaborating teacher, facilitator, adviser, and guide (Oxford, 1990).

Learning English has become necessary because of its importance for communication and connection between cultures worldwide. The importance of learning English dates from the end of the 19th century and the beginning of the 20th century, when it began to spread during the conquest of England to various territories inside and outside Europe as a *lingua franca*, which refers to a language used for the communication between groups of people speaking different languages, (Cambridge University Press, England, 2018). In Colombia, in 2004, the Program for Strengthening the Development of Competences in Foreign Languages was disseminated, initially known as the National Bilingualism Program (PNB), which aims to strengthen Colombian human capital to promote the country's economic development. The implementation of this program includes as a goal that high school graduates be at a B1 level, undergraduate university graduates at B2, and for English teachers, it is expected that they can certify a C1 level. However, a B2 would be within the standard—requested (Ministry of National Education 2004).

In this scenario, the study of English in Colombia shows a survey of policies, perceptions, and influential factors carried out by the British Council (2015), evidence that two-thirds of the Colombian students who entered the university had a level of English of A1 or less. Considering the results obtained from that study, the need to learn English is gaining strength to reach the B2 level required in Colombian universities and satisfy the critical requirements for employability and competitiveness in the labor and professional market.

The same study by the British Council (2015) determined the importance of learning English as a foreign language and its usefulness as an essential communication tool in today's Colombian society. It also made it possible to identify the perception of Colombian students' learning English; some attribute the difficulty of learning English to the high costs and the lack of adequate programs when it comes to an understanding the language; Most consider that English skills increase employability, but only (8%) of students of this language are aware that English is necessary to perform at a job level. Others consider that proficiency in this language would help them find a job, improve their quality of life, or function better when traveling abroad. Regarding the interests that led them to learn, (48%) of the respondents decided to study English because it was a prerequisite to entering the university. (8%) learn the language to expand their social networks, likewise (8%) prepare to travel, (7%) at the suggestion of family and friends, (4%) to improve their social position, and (7%) for other reasons.

In 2006, the Ministry of National Education - MEN established the Basic Standards in English Foreign Language Competences - EBCLC. Said standards provide that the assessment by competencies in English must comply with the criteria described in the Common European Framework of Reference for Languages (CEFR). Additionally, the GNP requires that English teaching begins in primary school and follows a pre-established trajectory regarding achieving the different levels. At the same time, the British Council (2015) states that students take 240 hours to go from A1 to A2, 200 hours to go from A2 to B1, and at least 280 hours to go from B1 to B2. Although these estimates seem like goals that can be achieved, essential factors for the consolidation of learning have not been considered, such as the use of practical tools, the low level of teaching-learning, the size of the groups, the lack of practice, the which complicate the learning of another language in Colombia.

For this reason and in search of improving these difficulties in learning English in Colombia, the MEN designed a kind of provisional goals for the GNP during the period 2010-2014; as an objective, it was established that a minimum of 40% of students must achieve level B1 to continue their undergraduate studies.

Teaching and Learning English as a Foreign Language from Constructivism

The processes of English learning must have a specific approach. These processes should be thought from constructivism. According to García (2012), this theory makes it possible to relate environmental, cognitive, personal, motivational, and emotional factors and the interaction between them with the learning process and later with the process of teaching a language.

Cognitive, always concerning the stimuli of the domain. From constructivism, for learning to happen, the subject must be active in building their knowledge individually and subjectively, so the perception of their environment and, therefore, their ability to learn is also determined by personal expectations and development. The constructivist approach allows learning and teaching approaches to be suggested, such as meaningful learning (Ausubel), a method from which the learning strategy analyzed in this research is proposed.

The constructivist approach implies a tremendous mental activity on the part of the student in constructing new knowledge, which is built based on previous knowledge and experiences. Likewise, the constructivist approach defines learning as a complex process that requires that:

- +The student who wants to learn (mental activity)
- + Content as the essence of learning (means)
- + The teacher who helps the student to construct meanings of that learning (educational influence).

For learning development within the constructivist conception framework, the teaching strategies teachers use must facilitate the learning process and the construction of new knowledge. Additionally, for teaching, it is necessary to examine the concepts (what he knows), the procedures (what he knows how to do), and attitudes (knowing how to be and knowing how to be); and the contents must go from the simple to the complex. Likewise, the teacher's objective is to lead the student to the analysis to use strategies of exploration, planning, and control of the activity (Hernández, 2008).

The teacher is the guide, and the student needs help, given that building knowledge can bring difficulties. However, the constant accompaniment will allow the learner to develop creativity and autonomy to process, select, and organize the information and turn it into knowledge.

In summary, for the design of the learning strategy that is concentrated in this study, it is considered that the activities must be didactic tools, resources, and ways that facilitate learning. The implemented activities are proposed considering the philosophical principles of teaching and learning of constructivism, which ensures that personal knowledge is acquired through the experience and actions of the learner and from interaction with their immediate environment. In this order of ideas, following Rodríguez et al. (2009), the student begins the construction of his knowledge from the methodological strategies used while learning. Ausubel (1983) affirms this when he refers to the fact that learning and understanding are the same, arguing that only when knowledge is achieved can one speak of knowledge; hence the facility to memorize what has been learned. In this time of social-virtual interaction, learning theories can be merged dynamically using Information and Communication Technologies - ICT in the classroom.

As an introductory way for the next section, the activities that were part of the learning strategy of this study were thought from the importance of learning strategies, taking into account that they have a constructivist teaching base as their starting point. This represents that, although students must build their understanding, both the techniques and strategies used by the teacher and the student are vital and will be subject to modification according to the progress of knowledge. Aspects that are expanded in the next segment.

Conceptual Framework

The learning strategy implemented during an academic semester was built from the constructivist postulates for learning and teaching a foreign language. The learning strategy is based on the theoretical postulate that differentiates language teaching processes. In this case, English is a foreign language, and its teaching-learning process must be thought of as such.

Listening Skill in the English Learning

The term Listening refers to teaching English through the sound to understand in non-English speaking countries, for example, Colombia. Furthermore, students are born in a culture that contains and dominates a specific linguistic sign in a sound, in this research in a song; this is linked to the English learning process and, therefore, to the English language. In such a way, all the people related to that culture welcome a system of their corresponding signs to listen as their first language, and it is different from other languages, which, when listening to them, are perceived as foreign (Bonilla et al., 2007).

According to the Royal Spanish Academy (2020), listening is showing interest in what the person is hearing, that is, understanding the information communicated. Therefore, it is the competence to capture and understand the messages disseminated; It is perceiving more than interpreting (Ortiz, 2007).

Listening and hearing are not synonyms, since according to Tomatis (1957) he points out that listening is focusing the attention that the ears have on a communicative intention, and hearing is responding to sound stimuli. For this reason, if you do not understand you cannot listen. In this way, it follows that the student has to identify the sounds, in this case the words or vocabulary in order to understand the purpose of the message transmitted in each song played, developing hearing ability of another language.

Brown and Yule (1980, p. 39), for example, indicate that listening comprehension is the most effective mode of learning, since around 60% of a student's teaching time is spent listening. On the other hand, Winitz (1986) considers that when putting into practice listening comprehension should be the main focus in the classroom because the rules of the language are acquired more easily through understanding what is being heard and their respective objective; Language acquisition is a process in which the student acquires information based on curiosity.

It is noteworthy that since there is no constant interaction with the foreign language since it is only learned in the academic environment to be reproduced in the most immediate context; however, the student, a Spanish speaker, only has continuous access to the foreign language, listening inside the class when the teacher speaks; On the outside, contact is reduced to just small phrases or sentences, listening to foreign news or music in English. Due to the above, the acquired language is rarely used together with the attributes that characterize it since every language needs a context and its use. Hence it is challenging to acquire, so its demand is higher than other subjects. Said difficulty consists in the fact that a foreign language is formed and is obtained in the same way that the mother tongue is acquired through experiences, continuous use, interaction with the context, and semantic storage. The underlying need is for the student to become a permanent user of the language they are trying to learn, promoting experiential pedagogy and using that language as the permanent listening base (Bonilla et al., 2007).

When teaching a foreign language, it is essential to consider that the teacher's role is not only a transmitter of knowledge but also a collaborator, facilitator, adviser, and guide when the he/she speaks and the students listen. (Oxford, 1990; Wenden and Rubin, 1987). Students also become facilitators when they offer suggestions and guidance in developing learning strategies,

defined as actions taken by the student to create more dynamic learning, fun, efficient, and applicable to any situation in a context. Real. (Oxford, 1990).

Similarly, teachers must consider the interests of the students, the time required, the instruction, the culture, and the design of different pedagogical strategies and the acquisition of a new language (Wenden, 1991). To achieve foreign language learning, learning strategies have been determined, identified, and classified through different cognitive abilities (Rubín, 1975).

Learning English with Music Strategy

Exploring music as a tool to improve student results in teaching a foreign language such as English is relevant because music as a pedagogical and learning strategy favors cognitive and cerebral processing, thus enriching learning ability (Restak, 2009). For this reason, many methodological strategies currently seek in the teaching process -learning English, a cultural approach where different contexts, habits, beliefs, and folklore, among others, are identified. It should be taught with the primary objective of creating or approaching a bilingual environment that reflects essential characteristics of cultures, using resources such as movies, literature, and music, in which many distinctive features of cultures different from ours are reflected.

Music is exhibited as an opportunity to generate that linguistic experience, which allows direct communication with the culture in which said language is spoken. Through this tool, the student can access concepts, expressions, and other cultural uses of a language. Language, as well as the relationship between words, happens when the student learns to speak or write his/her language because its habitual use enriches the mastery of a language. Then the music is submerged in the culture of the language that is learned, and at the same time, it is enriched because it manages to give meaning and importance since it breaks into the feelings and the individual experience that becomes familiar with the new language (Bonilla et al., 2007).

Learning Strategies to Strengthen Teaching and Learning Processes of English as a Foreign Language

The learning strategy that this study presents was built considering the richness of using music as a didactic strategy, but, in addition, a proposal was required that would empower students in their learning process. For this, it was considered that all educational teaching-learning process is articulated through didactic elements and pedagogical strategies, which form a coherent system in which it interacts and favors the achievement of the primary objectives in developing the learning process. (Parra (2014).

Educators establish pedagogical strategies to generate learning in students through skills development. The pedagogical strategies are varied and determined by the context where they are developed; for example, cognitive reflection reflects how students make decisions to establish and determine their objectives and describe how they feel during their learning process (Nae-Dong Yong, 1998).

For students to have the opportunity to improve their self-learning and autonomous cognitive development, it is a satisfying experience, hence the importance that the teacher uses different pedagogical tools to consolidate significant learning of a second language. Music as a pedagogical tool in the teaching-learning dynamic is relevant since it involves the brain's left and right, front and back hemispheres, which explains why students learn and retain information more easily and quickly. Additionally, music has a tremendous educational value at the level of brain processes, mainly in learning, since listening to music can increase both memory and concentration (Mauri, 2007).

Table 3

Definitions of Learning Strategies Based on Jiménez and Robles (2016)

Author	Description
Colom, Salinas and Sureda (1988)	They affirm that the pedagogical strategies are an "Instance that welcomes both methods, means and techniques" because it represented "flexibility and usefulness in the didactic process".
Tobón (2010)	For this author, it is "a set of actions that are projected and implemented in an orderly manner to achieve a certain purpose", therefore, in the author's words, it would be an "action plan that sets in motion the teacher to achieve learning
Díaz Berriga (2010)	This author states that the enrichment of the educational process is necessary thanks to the fusion of teaching strategies and learning strategies, and points out that pedagogical strategies are "procedures that are used in a reflexive and flexible way to promote the achievement of significant learning"

Note. Table #2 refers to the different definitions of learning strategies according to authors such as Colom, Salinas and Sureda (1988), Tobón (2010) and Díaz Berriga (2010), although the definitions are different, the authors agree that pedagogical strategies are a set of means, actions and procedures used in the dynamics of teaching.

From the above it is concluded that a pedagogical strategy is "a set of actions that are projected and implemented in an orderly manner to achieve a certain purpose", therefore, it would be an "action plan that sets in motion the teacher to achieve learning". For the

development of this research, the definition that complies, that accounts at a theoretical level for what is intended is the definition proposed by Tobon (2010).

On the other hand, without ignoring that the effect music produces on the student's cognitive process is subjective because it can interrupt concentration, becoming a distraction; it can also influence attention and concentration to be optimal, and thus way, music can positively contribute to the mood that the person has to learn significantly. Songs and musical genres affect people's performance in learning activities; this depends on the student's state of mind before listening to the music or during the cognitive and comprehension process.

Table 4

Relevant aspects of learning strategies based on Jiménez and Robles (2016)

Relevant Aspects	Descriptors
Regarding the Teacher	
Have the appropriate knowledge and preparation for teaching.	<ul style="list-style-type: none"> + To delimit the specific objectives in a subject. + Prepare the necessary materials to achieve the goal. + Guide the student towards the association of theoretical knowledge with practice.
Promote student autonomy when creating learning strategies	Recognize that their role is that of facilitator and guide during the teaching-learning process.
Regularly assess student progress	The teacher must verify the dimension of the achievements achieved by the students.

<p>The strategies must be attractive and interesting for the students</p>	<p>To ensure that students maintain their interest in participating and learning throughout the class</p>
---------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

Note. Table #3 describes the relevant aspects of the pedagogical strategies regarding the teaching action according to the authors Jiménez and Robles (2016), highlighting that it is necessary to have the preparation and prior knowledge of the population to whom they will be applied. Said strategies, their objective, and ensuring that they go hand in hand with the student's interests; the authors propose that the strategies should be attractive and motivated for the students.

In the same order, Jiménez and Robles (2016) describe a series of relevant characteristics for the design of effective learning strategies in the dynamics of teaching:

The teacher generates them.

They are step by step that teachers follow to teach effectively.

Strategies must be creative and attractive physical or virtual.

They can include information, physical or virtual, auditory, and visual.

They should be aimed at strengthening the autonomy of the student.

Interaction between the role of the teacher and the student.

And they are flexible and easy to implement.

The purpose of the strategies used to learn is to ensure that the student is the center of their learning, that they can express their interests and participate dynamically with the teacher during the teaching-learning process. Therefore, the student must manage to develop autonomy, as well as the capacity for analysis and argumentation. Additionally, learning strategies focus on changing the roles of both the teacher and the student; that is, teaching is centered on the student

and not the teacher. In conclusion, the teacher considers the learning strategies as the tools the students adopt to develop their learning potential.

In this order of ideas, the tools that students use to learn can be classified as Intellectual, affective, and psychological since they allow them to realize what and how they acquire knowledge and what they need for the process. of learning. Therefore, the teacher's task is to promote self-knowledge and lead the student to understand the functioning of their mental processes (attention, memory, cognition, etc.), fundamental processes to expand their capacity for reflection and criticism. Moreover, the student's task is to be aware of the learning process itself and their learning needs (strengths and weaknesses) to find practical tools (those that help them assimilate new knowledge) and make good use of them.

According to the above, learning strategies refer to a set of actions selected and executed by the learner, who ultimately is the one who chooses the type of strategy that adapts to their learning process. Another vital point of the learning strategies is that the student must exercise mastery of the learning strategies since these allow him to solve problems that can be presented efficiently. The definition of learning strategies is diverse; the following table presents some of the most concrete found in the literature González (2009).

Table 5*Definitions of learning strategies from González (2009)*

Author	Description
Weinstein and Mayer (1986)	For the authors, they are the set of behaviors and thoughts that the student uses to effectively influence their “coding” process.
Rubín (1987)	It refers to the strengthening and development of linguistic competence that the learner projects and concisely reflects learning.
O’Malley and Chamot (1990)	They define it as a kind of "special" behavior that people use to "help" themselves to appropriate new knowledge.
Oxford (1990)	They are specific actions carried out by the student to facilitate their learning process, in order to speed up the process, make it more rewarding, direct it and apply it to "new situations".
Monereo (1994)	They are "conscious and intentional" decisions that the student makes, chosen according to need, for the acquisition of new knowledge and/or to achieve an objective.
Hernández and Rodríguez (1996) citing Rigney (1978) and Oxford (1990)	They describe them as “the steps” used by students to strengthen the acquisition, storage, retention, retrieval, and use of new learning.

Díaz and Hernández (2002) They consider that it is about "conscious and voluntary" sequential actions that include (techniques, operations or specific activities) that students follow to learn to give solutions.

Note: Table #4 presents some definitions of relevant learning strategies taking into account authors such as Weinstein and Mayer (1986), Rubín (1987), O'Malley and Chamot (1990), Oxford (1990), Monereo (1994), Hernández and Rodríguez. , (1996) citing Rigney (1978) and Oxford (1990), Díaz and Hernández (2002) as cited in González (2009), after reviewing the definition that each author has to refer to learning strategies, it could be said that it is the method and tool used by each student to cement and strengthen their effective learning process.

Characteristics of Learning Strategies.

Although there is no model for the design of learning strategies, for Rodríguez and García-Meras (2005), these strategies contain specific characteristics that define the learning process of students of a foreign language, some of these strategies are characterized by:

- + The student generates them.
- + They are step by step that students follow to learn effectively.
- + Strategies can be internal (behaviors, techniques, steps) or external (mental processes)
- + May include information, memory processes, vocabulary to speak, and grammar.
- + Strengthens student autonomy.
- + It modifies the role of the student and the teacher.
- + They are problem-solving oriented
- + They include cognitive processes and mental structures.
- + They are flexible and easy to implement

- + They contain a variety of physical, affective, and psychological factors.

On the other hand, Oxford (1990), as cited in González (2009), classifies the essential strategies and separates them into two groups:

- + Direct Strategies, which directly determine the language and require the intermediation of mental processes to develop skills for handling a language.

- + Indirect Strategies, which do not directly determine the language; however, they help to support, organize, control, and evaluate learning, such as (error control, anxiety, and self-confidence, among others.) that could get in the way of the process of learning and allows them to develop their skills for mastering the foreign language, the object of this study.

In the same way, the definitions of each of the strategies proposed by Oxford (1990) as cited in González (2009) in each group, which can intervene in oral production and are the center of analysis during the present investigation, are presented below.

These learning strategies facilitate the acquisition of new knowledge using autonomy, reflection, and context. Educators should guide training strategies by considering other characteristics such as motivation, beliefs, and attitudes (Wenden & Rubín, 1987). On the other hand, the learning strategies are divided into five categories classified as direct and indirect.

Table 6

Classification of learning strategies Oxford (1990) from González (2009)

Type of Learning Strategies	
Direct	Indirect
Memory strategies	Metacognitive strategies
Compensation strategies	Affective strategies
Cognitive strategies	Social strategies

Note. Table #5 refers to the classification of learning strategies according to Oxford (1990) as cited in González (2009), learning strategies are classified into direct strategies as their name indicates, they directly intervene in learning, among them are memory, compensation and cognitive. And indirect strategies are those that, although they do not directly intervene in learning, do influence the acquisition of meaningful learning, among them are metacognitive, affective and social strategies.

Direct Learning Strategies

About the memory strategies. For Oxford (1990), as cited in González (2009), memory strategies allow the classification, storage, and subsequent evocation of the information that the student requires during his process and favor the expansion of vocabulary to have a conversation. Additionally, it allows

- + Creation of mental links: Group and classify lexical elements, associate new concepts with pre-existing ones and remember new phrases in a context.

- + List of the information you receive: Associate images and associate them, create semantic analogies and place through critical data (auditory and visual).

+ Constant review of information: Correct each piece of data orderly, give physical responses that allow verification, and use techniques or mechanics (place/write).

The compensation strategies facilitate the student's understanding of a language, which is necessary to produce a message, even when there is a lack of knowledge of it (scarce vocabulary or lack of grammatical knowledge) (González, 2009) in that order compensation strategies allow,

+ Guess intelligently: Use clues, especially linguistic ones.

+ Overcome limitations in writing: Translate, use synonyms, seek help, use gestures, partially communicate something, prefer a subject of your knowledge, and approximate the message.

Cognitive strategies, which are those that help to understand the information better and to integrate it with previous knowledge, and metacognitive strategies are related to the planning, control, and regulation of the learning process in such a way that students use them during their process a series of design, either consciously or unconsciously. On the other hand, cognitive factors directly influence the use of learning strategies, intelligence, and aptitude; that is, people who tend to be more intelligent could master a second language more quickly due to the effective use of learning strategies. Santana and García (2016) among the most outstanding cognitive method are:

+ Carry out activities that lead to practice: Meaningful repetition, practicing sounds correctly, recognizing and using linguistic models, relating new elements to those acquired in sentences, copying, transcribing, and describing real situations.

+ Exchange oral or written messages: Pay attention and be resourceful in transmitting messages (linguistic or non-linguistic).

- + Analysis and synthesis: deductive/inductive analysis, analysis of expressions by units, and translation.

- + Arrangement of the "input" - "output": Take notes, make summaries, and highlight new keywords.

Indirect Learning Strategies

Regarding the metacognitive strategies, in the development of the teaching-learning process, we can emphasize teaching students how to learn and, through different strategies, encourage responsibility and autonomy to achieve conscious learning (metacognition). González (2009) Although it is true that cognitive strategy has a significant impact on learning a second language, metacognitive strategies are even more determinant when learning a language other than the native one; the most used procedures are described below.

- + Group learning: Review and relate the learned material, always be attentive, and give precedence to listening and later oral production.

- + Planning and execution of learning: Inquire about the acquisition of a second language, organize the information received, set achievable goals, carry out activities with a purpose, establish activities thinking about the language and look for activities that facilitate practice

- + Evaluate learning: Stay constantly self-monitoring and self-evaluate each process and activity.

The affective strategies, according to Oxford (1990), as cited in González (2009), is a strategy for the learning process of a foreign language taking into account the learners and their different types of sensations (empathy, self-esteem, extraversion, inhibition, imitation, anxiety, attitudes, motivations, values, among others), then, affective strategies allow the student

emotional regulation in the face of their learning process, this is how the student will be able to control and change emotional factors that can interfere with learning.

For their part, Santana and Garcia (2016) affirm that students' attitudes toward learning a second language are of the utmost importance because the more significant the learner's interest in the language and its culture, the easier it will be to learn. In the same way, it is closely related to the social and cultural context of language learning. In short, the *raison d'être* of learning is social because a person learns to speak a second language to expand the possibilities of communicating with others. The healthiest effective strategies in the acquisition process in a second language are:

- + Reduce anxiety: progressive relaxation and meditation and listening to music
- + Self-encourage: Speak positively, take chances with argumentation, and praise their learning effort
- + Examine yourself emotionally: Consider your body's signals, make a checklist, record your progress in learning the language, and express your feelings in front of other people.

According to social strategies and continuing with the reference of Oxford learning strategies (1990) as cited in González (2009), social strategies, as their name indicates, are necessary to facilitate learning since it is a process built through interaction with others. The more satisfactory and dynamic the social interaction, the more it will be easier for the student to learn; according to the above, the following social strategies most used in the language acquisition process are proposed:

- + Ask: Ask to clarify and verify the information and investigate to correct errors
- + Collaborative work: Group work and development of the immediate area (work with someone with a better language command).

+ Generate empathy in others: Immerse yourself in the language's culture and recognize others' thoughts and feelings.

And about the communication strategies, although this strategy is excluded from the classification presented by Oxford (1990) as cited in González (2009), it is among the main characteristics of learning a language; we found that an incentive that can generate a taste for developing communication skills in the which are determinant for the progress in the appropriation of a second language. For Stern (1992), as cited in Rodríguez and García-Merás (2005), this strategy comprises gestures and paraphrasing, among other communicative aids the student uses to achieve learning.

On the other hand, communicative competence refers to a set of rules that serve as an instrument for constructing meanings. The effective achievement of the communicative strategy is the development of linguistic competence that includes (attitudes, values, and motivations related to the language, its characteristics, and uses). Thus, this strategy aims to train the student to communicate in an enriched way at the oral or written level. So, communicative competence is the linguistic skill that a person requires to interact effectively in a specific situation and make themselves understood. According to the above, learning English implies having knowledge of grammatical and lexical contents to be used in an authentic context. For this reason, one of the main objectives in working with students, in addition to linguistic competence, is also to develop communicative competence González (2009).

Concluding in this way, a brief tour of each of the learning strategies included in oral production is the reason for considering the present investigation's central objective.

Rationale of the Research Study on the Literature

It was necessary to find more articles, research papers, and master's degree proposals that coherently and jointly described what is needed to encourage the students' English learning. This research was considered because each related to music, motivation, and improving communicative ability. This allowed the study to result in some positive theories and discussions to answer the research question and meet the proposed objectives.

Introduction to the Research Design

This action research is achieved by implementing a pedagogical proposal to support learning English as a foreign language in first-level English students of the Early Childhood Education undergraduate program. This process demonstrates the effectiveness of Music as a Methodology strategy in English language acquisition and improvement.

This chapter provides a general description of the research design and the methodology, including the data collection methods and the population and sample procedures. Besides, the ethical protocol was applied to the participants. As a part of this chapter, the evidence of the pedagogical intervention and its application will be described.

Research Design

Introduction to the Research Design

This chapter shows the methodological design that was used to achieve the information that is required to develop this research. The learning strategy was followed to prove the improvement of the Listening skill in the students of the Early Childhood Education undergraduate program.

Research Method

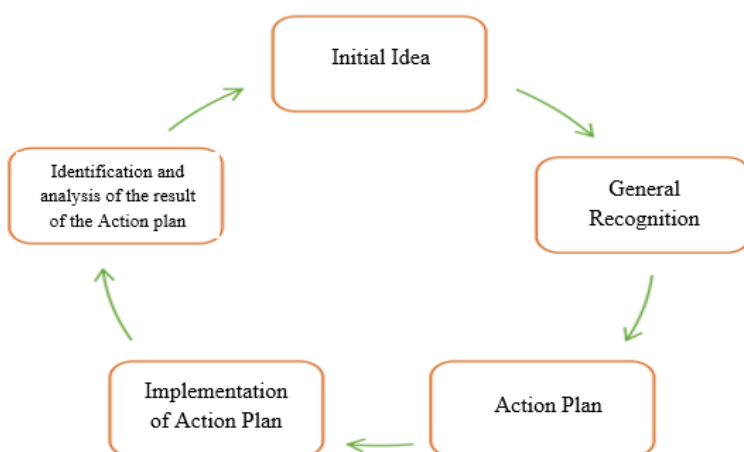
This qualitative research was designed based on Elliot's (1981) model of educational action research, which attempts to direct teaching practice in the development of teaching. Action research is a learning path that combines knowledge and action. Additionally, it is a process that combines theory and praxis while favoring learning and criticism. This research design consists of a reflective, systematic, controlled, and critical procedure that aims to study some aspect of reality with an express practical purpose. The action represents a source of knowledge; conducting the study is a form of intervention (Arias, 2012).

This study is based on the pedagogical proposal based on the Elliot model (1994) from Pozzo & Dobboletta, (2008) for the improvement of the Listening skill in the students of the Early Childhood Education undergraduate program. According to Schmeck (1988) and Schunk (1991), “learning strategies are sequences of procedures or plans oriented toward the achievement of learning goals.” And this learning strategy is related to improving the Listening skill, since it is an activity that allows you to satisfy your cognitive, affective and social needs, from a series of verbal and non-verbal resources. (Castillo, 2007; 2008) that must be interpreted to be understood. On the other hand, Grant & Osanloo say that “Action research involves keeping a personal journal in which we record our progress, and our reflections about two

parallel sets of learning: our learnings about the practices we are studying ... and our learnings about the process (the practice) of studying them” (2015, p.300).

Figure 1

Pedagogical proposal based on the Elliot model (1994) from Pozzo & Dobboletta, (2008)



Note. The methodological proposal that was used for this research is used with the following actions were carried out to implement the learning strategy: (Appendix C).

For a space of 4 weeks, the previous observation was carried out to closely follow the student's activities and analyze the development of the classes to design later and implement the proposal for the research project; the previous exercise made it possible to identify essential aspects (strengths and options for improvement) for the development of the sessions. Following the above, the development of the didactic proposal and the action plans are presented, considering the Elliot (1994) model. This research consists of 5 sessions, session one entrance exam (Appendix C.1), session two (Appendix C.2), session three (Appendix C.3), and session 4 (Appendix C.4) activities with songs in English as a pedagogical strategy and the departure exam of session number five, (Appendix C.5).

The initial Idea is the identification of a general idea to improve or change some aspect. The initial Idea was to identify the student's English level by reinforcing previous learning in exercises (pronunciation and vocabulary to speak English) related to their family environment (entrance exam). Analyze the level of appropriation and mastery of English, especially the pronunciation of the students through the use of music (songs in English) during the sessions. One of the motivations for doing this research was to design a study that was configured from the need to explore pedagogical routes that can help students achieve the goals of learning English as a foreign language, framed in 2 realities mentioned in the context of this research: The first reality is the national reality of higher education institutions, which experience frequent difficulties in the process of teaching a foreign language such as English related to the optimal development of communication skills and abilities (British Council, 2015), the second reality that is faced and is the compelling reason why the researcher of this project decided to carry out the present research is that in the municipality of Garzón, department of Huila, there is not a good level of English in all its educational institutions, both public and private, since that a relatively poor methodology is presented to achieve the acquisition of learning the English language, due to the lack of support material and suitable methodology within the teaching of the language in the classrooms, based on the large number of students that are in the classrooms in each one of the schools of the public and private sector of the municipality of Garzón, department of Huila and the third reality is experienced at local program levels, where it is revealed that the difficulties that students have in learning English are related to emotional and cognitive aspects that have a significant influence on the learning process.

General recognition with the didactic proposal is established to evidence aspects to be strengthened in learning vocabulary through different strategies for the activities proposed in the research context.

Action plan refers to the step-by-step actions to carry out the sessions. Expand and reinforce students' vocabulary and understanding with everyday words. Analyze the students' level of appropriation and command of English before and after the sessions. Identify the strategies used. Socialize the different strategies that facilitate the learning of a foreign language. It has three steps:

+ Step 1: Introduction to the subject using images (family photography in session one entrance exam and session five output exam) and songs related to the new vocabulary in sessions 2, 3, and 4.

+ Step 2: Selection of the song; the song chosen by the group was previously socialized and was related to the proposed theme; it was heard (5 times)

+ Step 3: The group of students became familiar with the lyrics of the song and then proceeded to carry out the proposed reflection activities, in which a series of questions were presented to the student in sessions 2, 3 and 4.

Implementation of the action plan is the practice of action steps in session one and session 5; the presentation of a photograph of the members of the student's family was made, and they had to describe it. In sessions 2, 3, and 4, they were presented with songs in English, and the research teacher explained that they had to complete the lyrics, considering a particular vocabulary previously extracted from the song.

Supervision of the action plan is how it is possible to relate to how the activities implemented during the session can be observed and supervised to explain what happened during

the session concerning the didactic proposals and the data collection techniques. In this case, the students reacted positively and were motivated when receiving the instruction because the proposal was new for the group, to which they responded with pleasure to develop the activity. Regarding the duration of each session, 40 minutes.

Table 7

Design of activities for the development of the action plan (Elliot model pedagogical proposal, 1994)

Items	Description
Teacher	He is the one who carries out and directs the activity. The activities were implemented by the research professor.
Time	Duration of the activity: the activities proposed in the research: 5 sessions of 50 minutes' duration on average. 1 per week.
Population	Target group with which the activities are carried out (30 students of the Early Childhood Education undergraduate program, from a private university in Garzón).
Teaching objective	What is intended to be achieved at the end of the activity appropriation of learning English (expansion of vocabulary, pronunciation)
Materials	The implements that are required to develop the activities and the pedagogical strategies, for the activities the lyrics of previously socialized songs in English were used.
Vocabulary	New words and meanings that students learn during the activity.

Specific objectives

According to Díaz Barriga (2003) the pedagogical and learning strategies that lead to promote significant learning during the activities will be implemented, additionally they allow the evaluation of the objectives proposed during the activity.

Strategy Description

Pedagogical strategies are established by educators to generate learning in students through the development of skills. The pedagogical strategies are various and determined by the type of context where they are developed, for example, cognitive reflection reflects how students make decisions to establish and determine their objectives and describe how they feel during their learning process (Nae-Dong Yong, 1998). And learning strategies refer to "the steps" used by students to strengthen, acquire, store, retain, recover, and use new learning (Hernández and Rodríguez, (1996) citing Rigney (1978) and Oxford 1990). In the case of this study, the following were taken into account:

- + Pedagogical strategies: constructivist approach, meaningful learning, ICT (Music, videos, applications, images)
- + Learning strategies: Metacognition, cognitive, communicative, social affective, memory and compensation.

In the intervention to carry out the dynamics of reflections in the participants in the following ways:

- + Step 1. A song in English is chosen, previously socialized with the group, students are asked to listen to the song for 15 minutes, individually and in groups.
- + Step 2. They are presented with the lyrics of the song in one (Guidelines: (1) songs in English) which have blank spaces and each participant must complete the lyrics according to the song heard.
- + Step 3. The results are shared and the researcher in accompaniment with the English teacher of the undergraduate program provides the corresponding feedback
- + Step 4. The participants must reflect on the guiding questions presented by the researcher. During the research intervention, 3 reflections were made to the participants and 3 teacher reflections.

Note. Table #6 refers to the design and pedagogical implementation of the activities proposed in the agreed action considering the Elliot (1994) model.

Research Approach

Based on the nature of the current study, the researcher adopted a descriptive method; it includes an interpretive framework through which the researcher seeks to understand, interpret and explain a phenomenon or a reality in an accurate and concrete context. According to Eliot (1994) as cited in Pozzo & Dobboletta (2008), considering the nature of the descriptive method of this research, the most effective to demonstrate in this action research is to propose solutions to problems that arise in everyday life. For Elliot (1981), action research is properly analyzing a

social situation to transform it through action. In the design of the present research study, what the methodological proposal seeks is carried out to achieve a greater understanding of the situations that arise in the classroom and, thus, to be able to describe and explain how a pedagogical strategy helps students of a bachelor's degree in child pedagogy to self-management and appropriation of their process of learning English. The information is collected in an open, accessible, and flexible, with investigative rigor and oriented towards achieving the proposed objectives.

About the information sources, it needed primary sources, socio-academic information on students (school English level, previous language studies, learning difficulties) photographic records of course activities, and testimonials, among others.

Following Arias (2012), the instruments "are the material means used to collect and store information" (forms, surveys, interview guides, among others.). According to the author, the data collection techniques and instruments applied in this research are primary sources of information, questionnaires, interviews, and reflections used on 30 female students of the Early Childhood Education undergraduate program.

+ Questionnaires are a list of questions to obtain relevant information that responds to a specific topic. For García (2003), questionnaires are data collection tools to be used as inputs in research. For the development of the research project, a questionnaire was used to obtain primary socio-demographic data: it is a flexible instrument and adaptable to the object of study; it allows the collection of information in an orderly, organized manner and is formulated with open and closed questions. This technique is characterized by collecting information dynamically and entertainingly, favoring socialization and interaction between the participating researcher and the interviewee during the conversation (Appendix D).

+ Reflections: For Porto (2016), pedagogical reflections receive all the importance in the form of self-assessment in the academic field since it allows students to be more aware of the matter and effects of assessment to consolidate changes and innovations in teaching strategies. Learning. Due to the importance of evaluating the pedagogical effectiveness, the evaluation becomes an almost mandatory activity because its primary purpose is the opportunity for improvement of the evaluated student. Therefore, the reflection is perceived as an instrument oriented to the achievement of quality, with favorable consequences in educational development and management, additionally allowing the achievements to become quality indicators. In short, a pedagogical reflection is a tool that allows for evaluating the connection between teaching and learning. Considering the above, the reflections in this project allowed for recording the different learning strategies used by the participants.

Before the use of songs from different musical genres in English, we proceed to evaluate direct (memory, cognitive, and compensation) and indirect (meta-cognitive, affective, and social) learning strategies in context with the students, taking into account Oxford (1990) cited by González (2009), for the process of acquiring a foreign language (Appendixes C.3, C.4 and C.5).

Context of the Research

Population and Sampling Procedures

This study was carried out with a group (non-probabilistic sample) of students of the subject: English 1, of a degree in child pedagogy at a private university in Garzón, department of Huila. The group comprised 30 female undergraduate students in the fifth semester of the mentioned program in 2021, aged 18 to 25 years old. The study was performed with all the students. Among other additional characteristics of the population, there are sociodemographic variables: sex and age. In addition, previous knowledge of English, the level of English from the school where they graduated, and the time they dedicated to learning the language were considered.

Researcher's Impact

As a mediator researcher, there was responsible for applying good instruments to collect results and then making the corresponding analysis for the research process. In that regard, the researcher was the English teacher trying to implement a new methodology in the classroom to improve English listening skill. The students just participated actively in the sessions. The sampling felt motivated and enjoyed the classes.

The researcher hopes the results of this current research help generate motivation and develop listening skill. When the results are produced, the researcher hopes that there are positive impacts using the results to enhance the students' motivation towards improvement the listening skill. Lastly, it is imperative the English teachers can implement this strategy and modify if it is needed and contribute to enrich this proposal.

Ethical Protocol

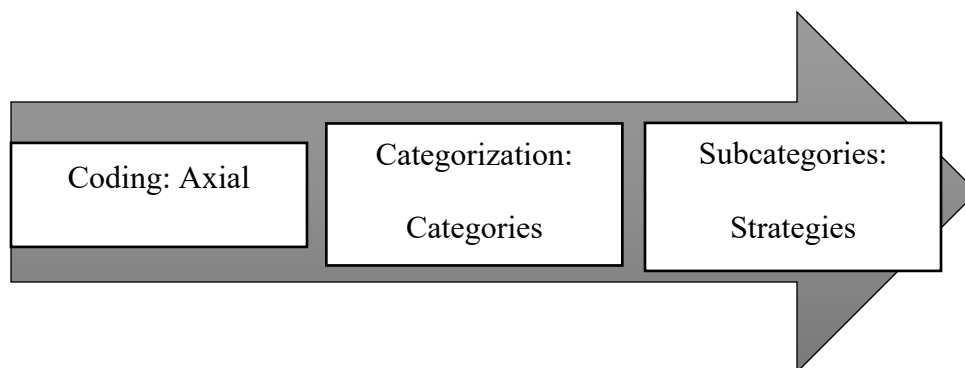
The present investigation has the following ethical considerations: a written authorization was processed to the university faculty of education to which the students belong to carry out the research. Additionally, the approval of the students was requested in writing. Likewise, The participants were informed that the handling of the data obtained would be handled confidentially by the habeas data law and would only be used in the present investigation, and they were informed that they could revoke their consent when they deemed it appropriate. Participation in this research is a free decision. Each participant has explained the importance of validating each data collection instrument to obtain reliable results in a personal, unique, and non-transferable way to provide truthful information in each section of the project. For the primary purpose of this research, respect for the copyright of the different texts consulted was of great relevance.

Analysis: Following the principles of grounded theory (Creswell, 1994), the results were analyzed and interpreted, considering the research question, the objectives, and the theoretical framework. The data corresponding to interpreting and describing the students' perceptions were collected qualitatively through the Open and Axial Coding phases. Categorization, Subcategorization, and the description of the results, and thirdly it is carried out by considering the most relevant data found and from which the support for the conclusions and recommendations of the investigation originates.

The phase for presenting the results proposed for this project begins with transcribing the information collected with each of the collection instruments.

Figure 2

Phases for the development of the analysis of results from Bonilla and López (2016).



Note. The analysis presented in this study was made considering the principles described by the grounded theory. According to Morse et al. (2003), the essence of the grounded theory is found in the pedagogical and learning strategies used by the students of a foreign language in the appropriation and empowerment of their learning process. The present analysis and interpretation of the results are carried out considering the research question, the objectives, and the theoretical framework. The data corresponding to interpreting and describing the perceptions of the students were carried out qualitatively through the phases of the grounded theory, as presented in Figure 2.

Data Collection Techniques

Introduction

This section describes the strategies of how the researcher could analyze the information. As the data collection section mentions, two instruments were applied to collect findings, so every single instrument will list the methods used for the respective analysis. The first instrument for analysis was the questionnaires, followed by the reflections generated.

Description and Rationale of the Instruments

Following Arias (2012), the instruments "are the material means used to collect and store information" (forms, surveys, interview guides, among others.). According to the author, the data collection techniques and instruments applied in this research are primary sources of information, questionnaires, interviews, and reflections used on 30 female undergraduate students in the fifth semester of the early childhood education program.

Questionnaires are a list of questions to obtain relevant information that responds to a specific topic. For García (2003), questionnaires are data collection tools to be used as inputs in research. For the development of the research project, a questionnaire was used to obtain primary socio-demographic data: it is a flexible instrument and adaptable to the object of study; it allows the collection of information in an orderly, organized manner and is formulated with open and closed questions. This technique is characterized by collecting information dynamically and entertainingly, favoring socialization and interaction between the participating researcher and the interviewee during the conversation (Appendix D).

Reflections: For Porto (2016), pedagogical reflections receive all the importance in the form of self-assessment in the academic field since it allows students to be more aware of the matter and effects of assessment to consolidate changes and innovations in teaching strategies.

Due to the importance of evaluating the pedagogical effectiveness, the evaluation becomes an almost mandatory activity because its primary purpose is the opportunity for improvement of the evaluated student. Therefore, the reflection is perceived as an instrument oriented to the achievement of quality, with favorable consequences in educational development and management, additionally allowing the achievements to become quality indicators. In short, pedagogical reflection is a tool that will enable evaluating the connection between teaching and learning. Considering the above, the reflections in this project allowed for recording the different learning strategies used by the participants.

Before the use of songs from different musical genres in English, we proceed to evaluate direct (memory, cognitive, and compensation) and indirect (meta-cognitive, affective, and social) learning strategies in context with the students, taking into account Oxford (1990) cited by González (2009), for the process of acquiring a foreign language (Appendixes C.3, C.4 and C.5).

Validation Procedures

There were some procedures to validate the instruments implemented during the research process. The first step was to test what instrument it provided to the researcher so that he could see the attitudes and behaviors of the selected population. Then, the best songs were sought to facilitate the initial practice to see said attitudes and behaviors. Ideally, the songs to work on help not only to improve communication but also to reach a relaxing environment to study. The researcher had the opportunity to validate whether the evaluation criteria, the characteristics of the learning, and the aspects related to the instruments were in harmony.

The second step consisted in implementing the categories in a didactic way with songs, considering the three reflections to carry out. The last step was to consolidate all the information

collected to make the graphs and tables that describe the results or the context that highlighted this research process.

Pedagogical Intervention and Application

In the practice of action steps between session one and session 5, a photograph of the student's family members was presented, and they had to describe it. In sessions 2, 3, and 4, they were presented with songs in English, and the research teacher explained to the students that they had to complete the lyrics of the songs, considering a particular vocabulary previously extracted from the song.

How the activities implemented during the session can be observed and supervised to explain what happened concerning the didactic proposals and the data collection techniques. In this case, the students reacted positively and were motivated when receiving the instruction because the proposal was new for the group, to which they responded with pleasure to develop the activity. Each session is 40 minutes long and it can be seen how it was implemented in Appendix C.

Instructional Design

Questionnaires, interviews, songs, and reflections were applied to 30 female students of the Early Childhood Education undergraduate program.

Questionnaires are data collection tools to be used as inputs in research. For the development of the research project, a questionnaire was used to obtain primary socio-demographic data. Hernández et al. (2006, p. 310) define the questionnaire as the most used instrument to collect data, consisting of questions regarding one or more variables to be measured. It is a flexible instrument and adaptable to the object of study; it allows information collection in an orderly, organized manner and is formulated with open and closed questions. This technique is characterized by collecting information dynamically and entertainingly,

favoring socialization and interaction between the participating researcher and the interviewee during the conversation (Appendix D).

Regarding the reflections, for Porto (2016), pedagogical reflections receive all the importance in the form of self-assessment in the academic field since it allows students to be more aware of the matter and effects of assessment to consolidate changes and innovations in teaching and learning strategies. Due to the importance of evaluating the pedagogical effectiveness, the evaluation becomes an almost mandatory activity because its primary purpose is the opportunity for improvement of the evaluated student. Therefore, the reflection is perceived as an instrument oriented to the achievement of quality, with favorable consequences in educational development and management, additionally allowing the achievements to become quality indicators. In short, a pedagogical reflection is a tool that allows for evaluating the connection between teaching and learning. Considering the above, the reflections in this project allowed for recording the different learning strategies used by the participants.

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Development of Application

All the processes related to this research implementation were considered necessary for analyzing and stating the results to support the research questions and proposed objectives described at the beginning of the research.

Introduction to Data Analysis and Findings

This chapter examines qualitative data obtained according to the Entrance exam, the reflections, and the output exam with the students of the selected population, considering the study framework's specified categories. Also, there is a description of presented findings through the process for giving details of the impact on the implementation of the research and how it is related to the use of music as a strategy.

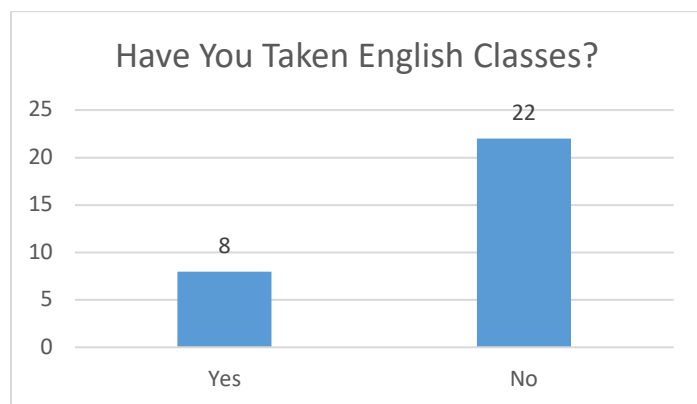
Data Management Procedures

Introduction

According to the questionnaire carried out, it can be affirmed that the majority of the participants have not taken an English course other than those granted by the institution and the regulations for the academic program.

Figure 3

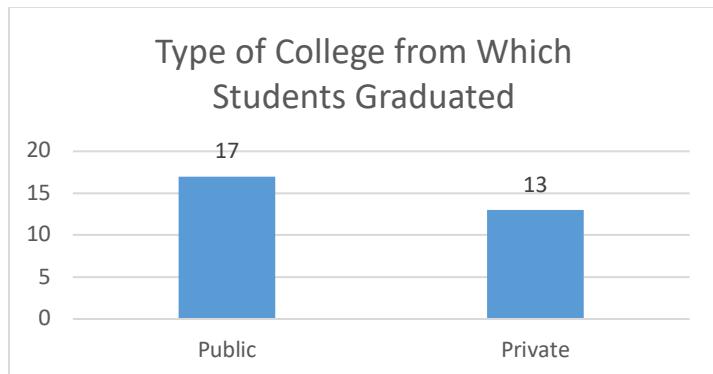
Results of the Question: Have you taken English classes?



As Mejía Mejía, S. (2016) indicates in his research article on the difference in the level of English in public and private schools, new strategic programs must be designed in a participatory way so that the process of development is accelerated between the academic community and the public sector. Closing the gap with private schools and raising the level of English, as it is a priority to increase the country's competitiveness.

Figure 4

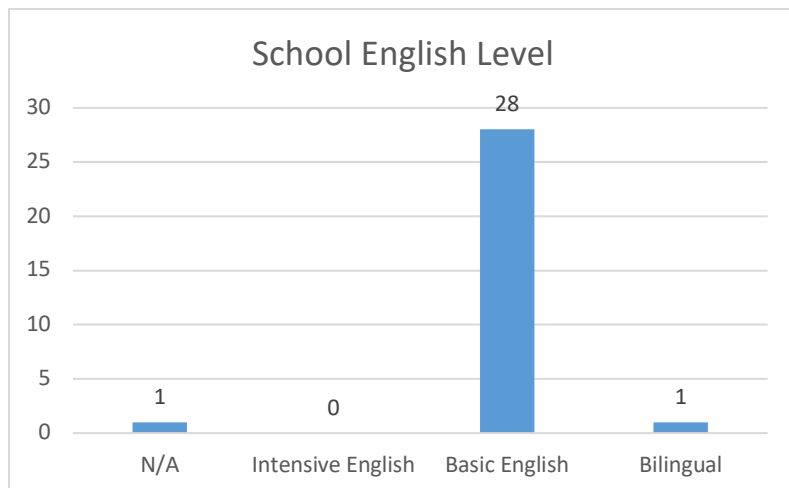
English level of the school where the student is graduated



As Roldán Sanchez, G. (2016) indicated, the most significant emotional obstacles to developing a good process in learning English are fear and anxiety, which generate demotivation in students. This keeps the learning of English off, and for this reason, in the action plan of this research project, motivation and didacticity for learning English are taken into account.

Figure 5

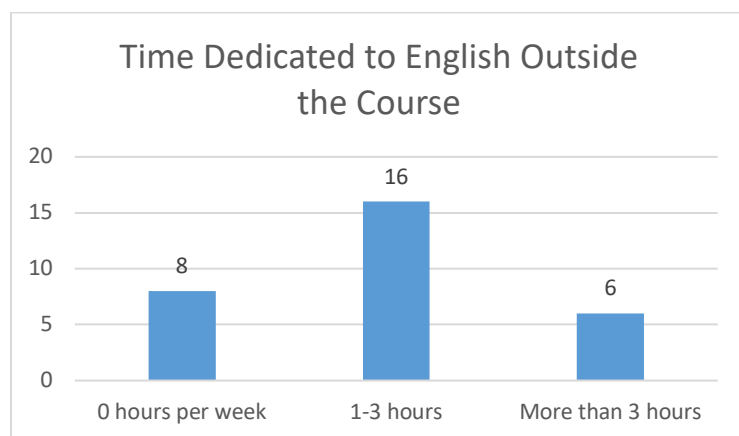
Level of English Reached at School



In an interview with Rowdon, B. (2021), he emphasizes that the problem is not how much time to study English but how that time is used to learn that language. Therefore, the students have yet to find an effective strategy to learn English since, according to the results of the last question of the questionnaire designed as an introduction to this research, they have not had significant learning, but the autonomy and effort required are valued. For language learning, thus creating one of the types of strategy that appears in the action plan.

Figure 6

Time spent by students studying English



Likewise, it is observed that 17 students of the selected population studied in a public school (figure 3), and 28 of them responded to having basic English from school (figure 4); this response to the curricular guidelines of the Ministry of Education of Colombia. On the other hand, 16 students are autonomous in reinforcing the concepts given in class, as shown in Figure 6; this refers to independent and participatory learning, complementing direct learning strategies. This can be related to Oxford (1990) when he affirms that despite the difficulty, students also become facilitators and offers suggestions that guide the development of learning strategies, which are defined as actions taken by the student to create a more dynamic, fun and efficient learning process applicable to any situation in a natural context.

Entrance Exam

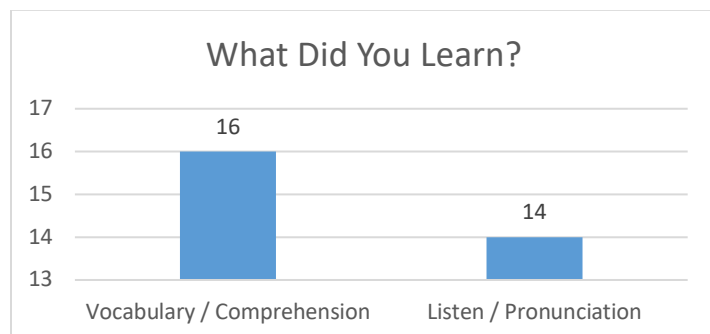
In the entrance exam, the participants were asked to describe a photograph of the family; in the activity results, there were pronunciation, vocabulary to be used in a possible conversation, concordance, and grammar errors. For example, in S2, “she is 46” refers to age; in English bases, it is essential to write the description after the number, in this case, “years old.” Likewise, grammatically, the use of commas (,), periods (.) and exclamation marks (!), and question (?) for proper understanding is relevant to carry out the punctuation guidelines correctly. The students have common errors and confusion in appropriately implementing the verbs to describe the familiar. Taking these results into account and as stated by (Wenden, 1991) and (Rubín, 1975) that to learn a foreign language, learning strategies have been determined, identified, and classified through different cognitive abilities, in that order the Teachers must consider the interests of the students, the time required, the instruction, the culture, among others, for the design of different pedagogical strategies and the acquisition of a new language other than their mother tongue (Wenden, 1991).

Reflections

In reflection #1, there are two questions; Question 1 What did you learn from the song?
Question 2 What kind of strategies do you use during the exercise?

Figure 7

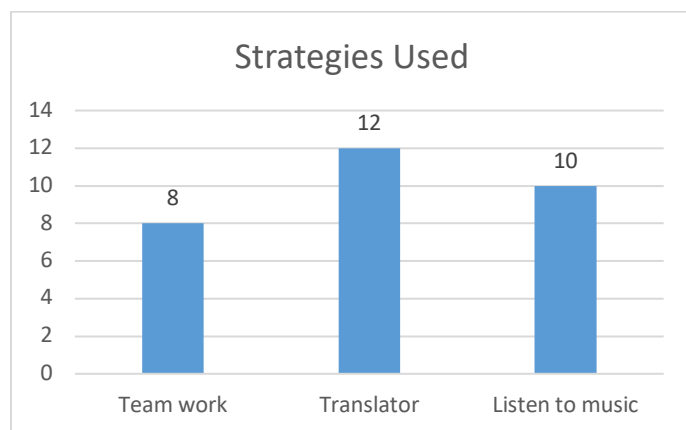
Interpreting the message (Subcategory #1 of the listening for gist category)



These same participants respond similarly, for example, to question 1. S1. It says, "new Vocabulary to say" the S9 "I understood more about pronunciation," and S26 "I learned new words." The answers show how learning vocabulary to speak English is easier through "listening" since pronunciation improves after repetition and knowledge of new vocabulary to speak. On the other hand, we found that the strategies are changing; the S2 "notes the vocabulary words, tutorial videos." The S6 "listens to music in English at home and work," "associates words," and the S30 "transcribes, asks the teacher, listens to music."

Figure 8

Strategies used (Subcategory #2 of the listening for gist category)



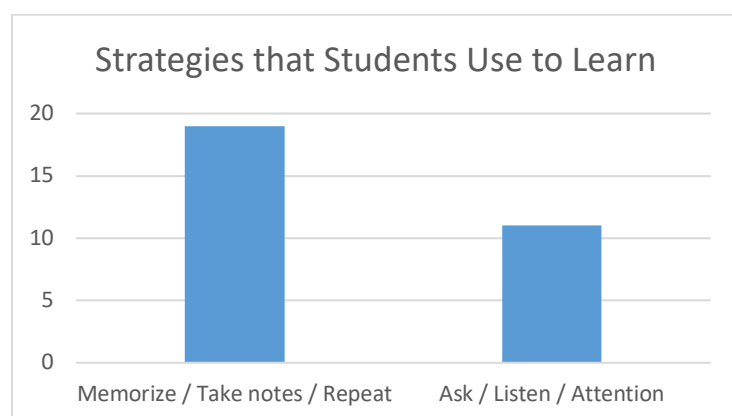
Likewise, most participants handle the Duolingo application, using the strategic tool to improve grammar, pronunciation, and vocabulary to speak. The previous is closely related to what Rodríguez and García-Meras (2005) affirm that, although there is no model for the design of learning strategies, they contain specific characteristics that define the learning process of students of a foreign language, among them that are generated by the students themselves step by step, it can also be internal (behaviors, techniques, steps) or external (mental processes) or it can include information, memory processes, vocabulary to be used in a possible conversation, and grammar as is the case of the participating students.

In Reflection 2, the questions Question 1, what did you learn? Question 2, what strategies worked best for you? Question 3, what strategies do you use? The answers are similar; vocabulary to speak, memory, asking, listening, and transcribing are the most common words to say in a conversation. The purpose of the above questions is to observe which of the known and mentioned strategies are the most relevant. An example of this is question number 2, where S14 manages the strategies of memorizing and repeating each word in an oral way; in addition, the participants in the majority mention managing cognitive strategies, compensation, Meta-cognition, association, and understanding. The answers to question number 3 result in a similarity between socializing, memorizing, asking, consulting other sources, and repeating knowledge; in this way, we see how direct and indirect strategies are handled, depending on the person, for Wenden & Rubín (1987) These learning strategies used by the participants facilitate the acquisition of new knowledge using autonomy, reflection, and context, as well as training strategies promoted by the teacher taking into account other characteristics such as motivation, beliefs, and attitudes.

Considering the direct and indirect strategies, it can be observed that metacognition, memory, communication, and the socio-affective strategy are the most used, as shown in Figure #9.

Figure 9

Strategies that students use to learn (Subcategory #1 of the inferring the meaning category)



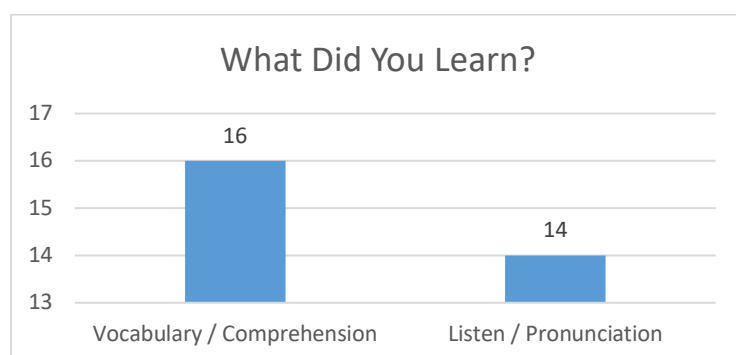
This response to what was stated by Gonzalez (2009), who speaks of direct strategies that directly determine the language and require the intermediation of mental processes to develop language skills. It is related to the memory strategy, which allows the classification, storage, and recall of information; this can be done through the association of new knowledge, the relationship of the information received, and the use of learning techniques. Likewise, there are indirect strategies that do not directly determine the language. However, they help support, organize, control, and evaluate learning, such as error control, anxiety, and self-confidence, among others, which, if proper handling, could get in the way of the learning process and make it difficult for you to develop skills for mastering the foreign language. Of the direct strategies, the metacognitive is evident, which describes the responsibility and autonomy of learning consent differently from the native; it is given through procedures such as grouping learning, planning,

and executing, in addition to investigating, organizing, and carrying out activities to facilitate the learning.

The social strategy is the most used in the face of this reflection, as shown in Figure 10.

Figure 10

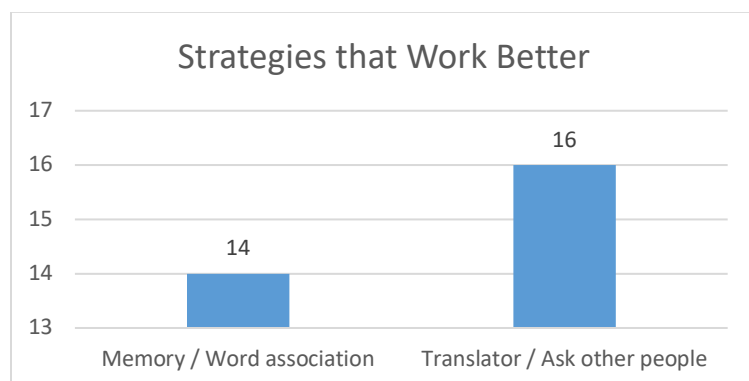
What the students learnt (Subcategory #2 of the inferring the meaning category)



The most used strategy with 16 students among the participants is to ask either the teacher or the classmates, evidencing the strategy with which the Individually or collectively, the student approaches knowledge; being able to repeat and learn new concepts makes each participant more secure and takes ownership of their foreign language learning process. This is how it is evident that the strategies used by students to learn are linked to direct learning strategies such as memory or note-taking to acquire information through socialization and repetition of concepts, as stated by relevant learning strategies taking into account authors such as Weinstein and Mayer (1986), Rubín (1987), O'Malley and Chamot (1990), Monereo (1994), Hernández and Rodríguez, (1996) citing Rigney (1978) and Oxford (1990) Díaz and Hernández (2002) cited by González (2009), who affirm that learning strategies can be called the method that each student uses to cement, strengthen and appropriate their effective learning process.

Figure 11

Strategies that work better (Subcategory #3 of the inferring the meaning category)

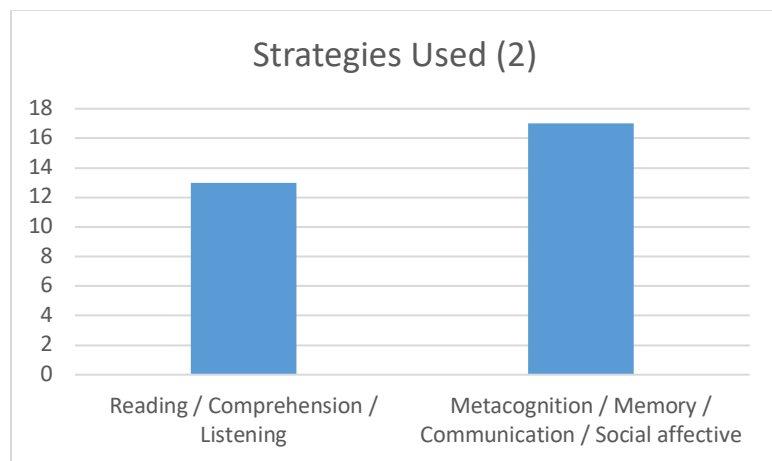


It can be observed that the most used strategies are the direct ones, where learning goes from the initiative and management of fundamental concepts to continuing with the learning processes; however, it is observed that students find it difficult to relate these concepts with colleagues and manage them proactively. However, for the most part, figure #11 shows that the indirect compensation strategies are the least handled, not because they do not carry it out, but because the concept needs to be clarified. However, this strategy has guidelines that correlate with the other strategies, such as resorting to gestures, being able to ask the tutor or teacher, and using synonyms or word associations to make learning easier.

Guiding questions in reflection 3, Question 1 Strategies that you use during the activity? Question 2 What was the strategy that you used the most and why? Moreover, Question 3 What strategy do you need help understanding and using less? Unlike the other reflections, this one has a particular question, and it is to be able to know which strategy the participants do not understand or do not know.

Figure 12

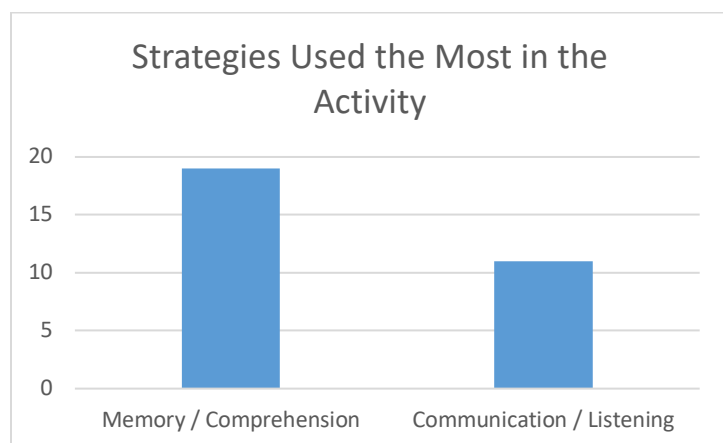
Strategies used 2 (Subcategory #1 of the category #3)



Participants like S6 mention that the strategy she needs help understanding is the compensation strategy and the communication and metacognition strategy. However, a question arises regarding this same question because colleagues mention that the strategy that is difficult for them and they do not manage is memory; since they have Google as the translator all the time, they try and initiative to generate effective strategies of learning is less.

Figure 13

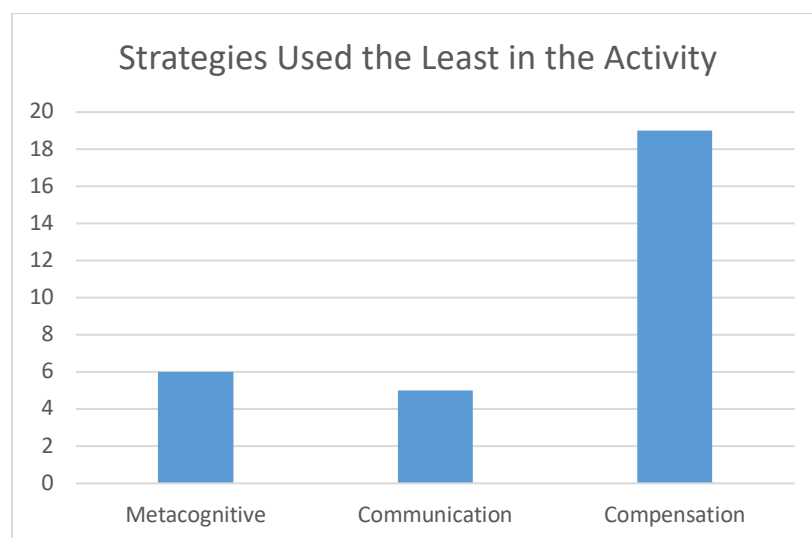
Strategies used the most in the activity (Subcategory #2 of the category #3)



About the results, it is possible to say that each learning strategy that this study presents was built considering the richness of using music as a didactic strategy, in addition to a proposal that will empower students in their learning process in their memory and communication (Listening skill).

Figure 14

Strategies used the least in the activity (Subcategory #3 of the category #3)



For this, what was stated by Parra (2014) was taken into consideration that the entire educational teaching-learning process is articulated in the use of its didactic elements and pedagogical strategies, which form a coherent system in which it interacts and favors the achievement of the objectives. essential in the development of the learning process, as in this case, to reach the compensation.

Output Exam

In the output exam compared to the entrance exam, it was possible to show a vast difference, again the participants were told to describe a family photograph; in the results of the

activity, it was possible to observe changes in pronunciation, in addition to evidencing the range of vocabulary by approximately 90% and improvement in concordance and grammar.

Specific cases in the S1 (production of words in the entrance exam 50) (production of words in the output exam 79), S2 (production of words in the entrance exam 59) (production of words in the output exam 86), S3 (entrance exam 49 word production) (output exam 58 word production), and S14 (entrance exam 49 word production) (output exam 66 word production), in the last data it is possible to show the appropriation and evolution of the learning process between the entrance exam and the output exam, concerning the production of words (expansion of vocabulary to speak English), Students tend to present a decrease in errors and more security In the implementation of the verbs, a difference is also evident in the way in which the description of the family photograph is enriched. The above results from the proper use of learning strategies through music, an innovative pedagogy that allowed students to potentiate their cognitive abilities through different learning strategies to strengthen the acquisition and mastery of meaningful learning. Of a language other than their mother tongue (Wenden, 1991) and (Rubín, 1975).

Peer Evaluation

On the other hand, and the management of synthesizing the activities exposed by the researcher, the co-evaluation was carried out with the teacher, in this sense he was asked how he saw the management, mastery of the topics and the use of the song, to which the teacher responds positively and refers to the methodology through which "constructivism" was worked, as Coll (2002) affirms, learning must have a relationship between the stimuli given and the way in which it relates to the environment, on the other On the other hand, there is significant

learning that refers to the pedagogical and innovative way in which the teaching and learning processes are carried out.

Now, bearing in mind that the way in which learning a foreign language is sought is through songs, it is important to consider the population, age and tastes of the musical genre relevant, since the innovative strategy gives as a result of learning through the different strategies, one cannot forget what was mentioned by Hernandez (2008) "teachers must facilitate the learning process and the construction of new knowledge", thus leading the student to carry out an analysis of what has been learned, manage exploration and planning strategies of how to use the knowledge, and in this way the teacher controls the educational processes given during the different cycles of the foreign language.

Categories

Below are the categories that emerge from the results obtained from the analysis of this research. This process is the textual translation of the categories found after the analysis regarding the principles described by the grounded theory as found in Figure 15.

Within the research, each category had to emerge based on the research question, objectives, and theoretical framework by which this research work was carried out. The following table was created to relate the keywords to emerge from each category broadly. The categories were defined after making a detailed analysis of the data obtained. Subsequently, the categories found can enrich the key theories of the investigation.

Table 8

Categories from the data analysis

Research Question	Emerging Categories	Subcategories
<p>How can Music as an English learning strategy be a pedagogical innovation that helps the students of the Early Childhood Education undergraduate program to improve their communication, listening skills?</p>	<p>Listening for gist</p>	<p>Interpreting the message Identifying the message</p>
<p>General Objective</p>		

To lead the “Learning English with music” learning strategy to improve students' listening skills in students of the Early Childhood Education undergraduate program.

Inferring the meaning

Contextual clues

Specific Objectives

To implement direct learning strategies (Memory, Compensation, Cognitive strategies) and indirect learning strategies (Metacognitive, Affective and Social strategies) to improve Listening skills.

Recognizing contexts

Most used type of strategies.
Other strategies used in the activity.

To describe how a pedagogical strategy that uses music as a central axis increases vocabulary and improves the ability to express to use in a conversation.

Reflection of the teacher on the development of the activity

To establish the way, the

emergent categories:

Listening for gist, inferring

the meaning and recognizing

contexts impact the

development of Listening

skills in the target population.

Note. Table #7 shows how the categories emerged according to the Research question and the general and specific objectives, giving as result three categories that are essential for the development of this research. As Chaves (2005) indicates, categorization is a crucial aspect in research, since it is the organization of what is wanted to look for (Objectives) and the research question.

Discussion of Categories

In the category #1 (Listening for gist) This category is divided into two fundamental characteristics, such as the type of strategy used by the student in the activity, which has as subcategories that the student says the words to be learned and to be associated with the interests, listening to music at work or when he is studying as advised by Ahmed, R. (2015) that the teacher must find a source about a topic that interests to the students, use the content and the message to help predict the content and then listen back, and listen again with the lyrics. The students must repeat in oral form to memorize while listening to the song.

The other characteristic of this category to consider is what the student learned with the development of the activity, new vocabulary could be included, if they understood more than pronunciation and if they learned new words.

In the category #2 (Inferring the meaning), the most used strategies during the activity could be found, referring to cognition, compensation, and memory. This category also emphasizes whether the strategies worked better during the activity: association, comprehension, questioning, listening, transcribing, use of applications, and repeating words as subcategories. Furthermore, regarding the strategy needing to be understood and less used, it is possible to find the affective and metacognition.

Using the same criteria to evaluate the relevance of the song for the most used strategies during the activity, the strategies that worked best during the activity and the strategy not understood and/or less used, referring to the category "Inferring the meaning" and this is where the students achieve a type of direct learning, using compensation.

In category #3 (Recognizing contexts), it can find the most used type of strategy, which are direct strategies, the teacher's reflection on the development of the activity, having as a subcategory the methodology through which constructivism was worked, learning concerning the tools used, the environment and meaningful learning. Also, considering, as an additional subcategory, the pedagogical and innovative ways with which the teaching and learning processes are carried out. As another characteristic of this category, there are other strategies used in the activity, such as resorting to gestures, asking the teacher, using synonyms, and associating words.

Hypothesis Testing and Operationalization of Variables

After analyzing and collecting data, the record of everything analyzed was taken into account through some tables that appear in the appendix of this investigation, using a questionnaire to know the background of the students regarding the learning of English, with six questions, it was possible to answer previous questions for the implementation of the pedagogical strategies, also achieving a series of reflections of the teacher and the research participants.

As the next step, the entrance exam asked the participants to describe a photograph of the family, where the author of this investigation noted the errors and how the students expressed themselves.

Then, the reflections were executed by answering the questions proposed by the researcher for each category. In reflection #1, there are two questions; What did you learn from the song? And what kind of strategies did you use during the exercise? In Reflection 2, the question What did you learn? What strategies worked best for you? And what strategies do you use? What strategies did the students use during the activity? What was the strategy you used the most and why? And what strategy do you need help understanding and using less? Thanks to these variables, it has been possible to observe, through the answers to each of the questions, the progress prior to the exit exam, which is the same as the entrance exam.

Reliability and Validity of Analysis and Findings

Reliability and Validity with the State of the Art

According to the use of music in English teaching to promote the development of communication proposal, the songs were used to improve communication. Thanks to Vygotsky's Social Constructivism, this research was achieved thanks to the fact that a connection between the three main elements of the project: the context, the language, and the students, the inclusion of the context in the classroom, through the play in which the students assumed roles that they chose, allowed them to make more relevant relationships between what they were learning and what they experienced. Moreover, finally, students began to take their peers as support and build constructive relationships with them.

According to Lyrics Training and the listening comprehension proposal, students' insight concerning the use of the music was also possible to look at after the process. Music was used to improve communication skills and how the students learned some expressions, making music an excellent tool to assess and learn.

According to the pedagogical proposal based on the art of music as a facilitating strategy in the process of acquiring the English language, through the learning of songs in the foreign language aimed at students of the first semesters of the English degree program of the UNAD University, the author also proposed to involve the art of music as a strategy for strengthening communicative skill where, through various didactic sequences, apprentices were able to acquire vocabulary, pronunciation before different musical rhythms; which will allow them to improve their command of the language.

Reliability and Validity with the Theoretical Framework

According to the strategies for teaching English as a foreign language, this research could demonstrate how using songs in English as a learning tool to work on pronunciation and grammar (Sánchez (2014)). The students benefited from the use of songs since improvements in listening comprehension were evidenced.

Likewise, this research integrated a didactic Methodology using Music to improve the learning of English in students as Londoño (2011). The dialogue could be adapted in the classroom as a space of interaction. On the other hand, Bernal and Gallardo (2010) conducted a study in Spain with students called Music in Teaching English. This research can assure that the success of education is due to the pedagogical methods and strategies used by the teacher for teaching (selection, organization, sequence of contents, and the learning experiences themselves), asserting that Music is a form of communication (sounds, rhythms, feelings, and emotions), which facilitates integration with other curricular areas and significantly enables the acquisition of knowledge.

According to the findings, musical instruction directly and considerably impacts learning English as a foreign language. According to this survey, music is viewed as a personally satisfying type of entertainment. Furthermore, it aids in strengthening neuron synapses, aiding the cognitive processes required for learning. On the other hand, the development of musical talents has a good influence on learning English because the top English language students have had musical instruction, demonstrating that musical skills are vital in learning English as a foreign language.

This research was carried out by Castellanos and Garzón (2013) in their thesis on The Use of Songs in English to Promote the Development of Comprehension Skills, but in their case,

the participation was with 26 students, between men and women between the ages of 16 and 50, from the Antonio Nariño educational center. Through a survey, the researchers could identify the students' tastes and attitudes toward learning English. A series of methodical steps allow the student to acquire new vocabulary and sentences from previous knowledge and the didactic use of song lyrics in English, which facilitates the identification of words and the appropriation of general ideas of a written text, among others. Students also strengthen aspects of understanding and interpretation, in addition to strengthening the student's ability to relate the topics covered in class with the situations in their context. Additionally, this research can affirm that the use of Music in the teaching of English favors the development of the necessary skills in the acquisition of the foreign language, in addition to the fact that Music as a methodological tool has a significant impact on the motivation of the students, which is considered a significant aspect involved in learning at the individual and group level.

According to the relevance of learning strategies in the teaching of English as a foreign language, González (2009) in his thesis the fundamental objective of this research as the González's study was to identify and describe the learning strategies used by students to improve oral expression in English. Learning a foreign language (English) is a process that involves environmental, cultural, and motivational cognitive processes; these processes are evident in the use of different learning strategies, including Music.

According to the local Policy for the Teaching of English, in the teaching-learning process linked up with the present research, it could be seen that there is a particular emphasis on teaching students how to learn through learning strategies and, at the same time, responsibility and autonomy are encouraged to achieve conscious learning, a process called metacognition (being aware of your learning). In the same way, in the teaching of a language other than the

native language, the role played by the teacher is essential; they must be not only a transmitter of knowledge but also assume the role of collaborating teacher, facilitator, adviser, and guide (Oxford, 1990).

The same study by the British Council (2015) as this research determined the importance of learning English as a foreign language and its usefulness as an essential communication tool in today's Colombian society. It also made it possible to identify the perception of Colombian students' learning English; some attribute the difficulty of learning English to the high costs and the lack of adequate language learning programs.

According to the teaching and learning English as a foreign language from constructivism, in the case of this research project, these processes should be taught from constructivism. According to García (2012), this theory makes it possible to relate environmental, cognitive, personal, motivational, and emotional factors and the interaction between them with the learning process and later with the process of teaching a language.

The research shows teacher is the guide, and the student needs help, given that building knowledge can bring difficulties. However, the constant accompaniment will allow the learner to develop creativity and autonomy to process, select, and organize the information and turn it into knowledge.

Considering the results obtained in this study, a close relationship between the findings and the theoretical aspects is evident—the most relevant data regarding the pedagogical and learning strategies initially proposed in this research.

Learning English with Music

Regarding how a learning strategy that integrates English learning strategies and music (songs) supports students' learning process in English as a foreign language, students recognize activities with music as learning strategies that help them to self-management and appropriate their own English learning process. Of the total number of students who participated in this research; every single student recognizes that activities with music were an excellent strategy to improve their learning processes and appropriation of it, aspects that favor the development and strengthening and development of competencies, which are led with different activities and as stated by the Teaching researcher. A learning strategy created from music in English in combination with learning strategies generated by students promotes autonomy and self-management of learning, improving the English learning process.

In the output exam session, students have more clarity in grammatical processes when they answer the questions in an oral Methodology, vocabulary command, and comprehension, so the support of the learning strategy of music is evident in the comparisons of the entrance exam and the output exam as it is shown in the Appendix C in the table #17. In conjunction with learning strategies for the learning process, on the other hand, the use of music as a pedagogical strategy strengthens and favors the empowerment of students during their English learning process.

A strategy such as music allows various learning strategies to be evidenced and, in turn, helps the students who participated in the research project to self-manage and appropriate their own English learning process; this is since music currently It is recognized as a relevant social value for youth because it is present in many of the situations that human beings face and is related to emotions and their externalization. Hence it is valuable as a tool for teaching English

because it provides the teacher with a method, an innovative resource to motivate the student to learn through the lyrics of the songs; the student associates the lyrics of the songs with his own experiences and there is significant learning derived.

Likewise, the use of music as a pedagogical instrument in the classroom leads the student to get involved with their learning more calmly since the songs are composed with the purpose of captivating the public, especially the youngest, in addition to favoring them. to expand vocabulary facilitating the development of oral comprehension.

Understand how a learning strategy that integrates English learning strategies and music (songs) provides information to support the learning process of students in English as a foreign language because the use of songs allows the teacher to be productive and creativity during class, stimulates the student to participate and interact, aspects that favor the acquisition of a foreign language.

Experience with songs

Another important aspect is the selection of the songs; these must be moderately recognized to motivate the student to listen and develop autonomy. Finally, the function of music can be identified as an effective pedagogical strategy to expand language proficiency as it is showed in the data obtained in the output exam in the appendix E, the development of communication skills, interaction, and socialization in students, where through music, the student was motivated and interacted with the learning of this foreign language.

Likewise, the results of this research show that students can interact with Music through a repertoire of songs and rhythms appropriate to their age and conveniently selected. It also adds the importance of the teacher, who must have new ways of planning the curricula and acquiring a didactic knowledge of the content, enabling him to transform them into progressive sequences of

activities. Meanwhile, Fonseca et al. (2015), in the study *Benefits of Musical Training for Learning a Foreign Language*, analyze the relationship between musical training and learning English in high school students in Spain; in this research, as the authors related the learning outcomes of students who participated in a pilot program that combined music studies and teaching with the results of a similar group that did not participate in said program.

Introduction to Discussions and Conclusions

This chapter was aimed at the results, why they were important to this research, and how they influence, knowing it is crucial to stand out the incidence of these results to improve the learning English in students of different ages, using music. This chapter will answer a new question about what will happen with these results and how they will respond to the thesis.

The researcher tries to be reflective and critical, discussing and arguing to obtain conclusions along this research process. In this chapter, the reader will see how the results influence the pedagogical field. This chapter will read the data interpretation, conclusions from the information gathered, the potential application of this research to other projects, and implications that must be considered for teaching English.

In this chapter, the reader will be able to know what this research is for in the past and the future, knowing new topics that may arise from this research, but it must be taken into account that new problems could arise, and that is why suggestions are created for future investigations. Regarding the conclusions, the objectives and the research question will be addressed so that everyone can see how this research perfectly fulfilled the objectives.

Pedagogical and Research Implications for The Field of Study

In the pedagogical field, the specific reasons why music should be used as a resource for language teaching are due to affective, cognitive, and linguistic reasons:

Affective Reasons

When working with music and songs, the students accidentally acquire the vocabulary and expressions to have a conversation that are collected in them since the affective filter is reduced by being motivated (Krashen, 1981)

Cognitive Reasons

Previously it was thought that automation in learning (knowing what to say and saying it quickly) occurred due to repetition in an unrelated listening context; however, authors like Galbonton discovered that through music and songs, and their repetitive nature, the students could speak and listen to develop this competence.

Linguistic Reasons

Songs are part of the possibilities offered by music as a facilitating tool for listening, and in them, the colloquial use of English, which did not appear in textbooks and was a rich source for knowing accurate English used outside of any institute.

When motivated to do the activities, the selected students will feel the impact of using different songs. When the teacher needs to assess any lesson, their attitudes will differ. Therefore, the teacher should be as educational and didactic as possible to make a change in the assessment style. In all the possibilities that music offers to improve communicative skills, Leng and Gordon (1991) demonstrated all learning needs a process, and its success depends mainly on the resources and tools used in it. Music as a resource is considered a universal element; no culture or region, no matter how small, does not have a particular musical repertoire, and

therefore, our life is impregnated with melodies and songs. As music is part of our daily life, it is possible to use it in the language classroom for learning a foreign language, English in this case, since it belongs to our day-to-day, facilitating the development of learning appropriately. At the same time, students see music in the classroom as a calming and pleasant aspect that breaks up the routine, enhancing attention and focus and generating a comfortable mood in the classroom, particularly during work.

Research Limitations on the Present Study

One of the most representative limitations that occurred throughout the execution of the research was connectivity. The main idea was to go paperless and instead use Google Forms to create surveys. The great advantage of the Google Forms used in this research as an instrument is that mobile versions can be used through cellphones. Some students with a cell phone data plan gave their computers with internet to colleagues who did not have internet access.

Another limitation that occurred was the non-attendance of some students in some of the sessions. Nevertheless, the researcher explained the activity's objective and process to the non-attendees, who could do the activity from their homes. As evidence of their participation, all students sent evidence of their performances. The duration of the study and the sample size is also a limitation. The study was conducted over a short period with a small number of participants, it might affect the reliability and validity of the results.

The effectiveness of the music-based learning strategy may vary depending on factors such as the musical preferences of the participants, their prior exposure to English, and their individual learning styles. These factors could limit the generalizability of the findings to other contexts or populations.

Recommendations for Further Research

This research can be the starting point for new research to emerge, considering that the learning strategy used in this research "Learning English with music" encompasses many investigations in which emphasis is placed on songs with some purpose within learning. New research could be generated when it is considered that the Listening skill must be perfected and related to songs as a learning tool and improvement of the Listening skill. Therefore, it is taken into account that the strategies based on the Elliot model (1994) and proposed from Pozzo & Dobboletta (2008) and music (songs) can support students' learning process in English as a foreign language.

Researchers of future projects similar to this one are recommended to check the space where the research will be carried out first, to have a good internet signal and good availability of technological tools to carry out the research. As Cabero (2007) points out, ICTs must offer learning environments that allow the availability of information in a fast and updated way and a variety of possibilities for access, generation, and transmission of information and knowledge.

As indicated by Sitzman, Ryan, and Bonilla, Luis Carlos (2019), English teachers are advised to create a list for learners to find new and exciting words, with pairs of words including a short definition and an example. Add an interesting note related to the word pairs, such as a similar term or a link to a song that emphasizes each term. About the comparative studies, conduct comparative studies in various school or universities classroom settings to analyze the effectiveness of music integration in improving English listening skills among the students. It is imperative to implement longitudinal studies to assess the long-term impact of music-based English learning strategies on the listening skills development of learners. The teacher Training

is a recommendation to investigate the role of teacher training in effectively incorporating music into language learning curricula and its influence on students' listening proficiency.

Conclusions

This research was carried out to understand how a learning strategy that integrates English learning strategies and music (songs) provides information to support students' learning process in English as a foreign language. Music is a tool for creative development and favors acquiring and expanding significant learning. It presents itself as an appropriate and positive strategy that encourages the development of language skills since the researcher encourages students to learn in a different way and with ease.

To fulfill the general objective that was to lead the “Learning English with music” learning strategy to improve the listening skills in students of Early Childhood Education undergraduate program, it could be affirmed that music as a learning strategy motivates and establishes students' participation and constant interaction with their immediate environment using a new language. It was also evidenced that the students' expansion of vocabulary (new words) was significant concerning their learning process. It was showed in the appendixes of this research.

Additionally, the first specific objective that was to implement direct learning strategies (Memory, Compensation, Cognitive strategies) and indirect learning strategies (Metacognitive, Affective and Social strategies) to improve Listening skills, it is kept in mind that the different strategies for the management of a new language must be related to the desire to learn each participant; the instructor or teacher only proposes an activity to carry out learning in an innovative way, which is why This research mentions through a song how pronunciation can be improved, acquiring new knowledge, managing direct and indirect strategies.

In addition, to describe how a learning strategy that uses music as a central axis, increases vocabulary and improves the ability to express it in a conversation, considered as the second

specific objective which the purpose is to support the learning processes of students in learning a foreign language; that is, the teacher has the faculties to know the most appropriate way to teach a language in such a way that the student can be autonomous from basic knowledge, learn to keep track of themselves.

Finally, to establish the way, the emergent categories: Listening for gist, inferring the meaning and recognizing contexts, was a strong impact for the development of listening skills in the target population. It is essential to know the population to work from the tastes of the music genre; this helps to learn from their interests, and the learning is carried out pleasantly; in this way, the strategies used are carried out spontaneously. Additionally, this study serves as a basis for confirming or ruling out new hypotheses about pedagogical strategies and learning English, as well as a starting point for formulating policies and action plans, considering the importance of the results obtained in this research project.

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Appendix

Appendix A

Resumen Analítico Especializado RAE

1. Información General	
Tipo de documento	Proyecto de investigación
Acceso al documento	
Título del documento	Aprender inglés con música: una estrategia de aprendizaje para mejorar las habilidades de Listening en el aprendizaje del inglés como segunda lengua de estudiantes de quinto semestre de la carrera de Educación Infantil.
Autor(res)	Jhonnatan Castro Valderrama
Publicación	
Palabras claves	Comunicación, Inglés, Aprendizaje, Educación, Proyecto, Música, Enseñanza, Investigación
2. Descripción	
<p>Este proyecto de investigación demuestra que la música es una estrategia de forma didáctica, que beneficia el aprendizaje de cada uno de los estudiantes que se encuentran en el proceso de mejorar la comunicación en inglés, específicamente en la habilidad de Listening, con la oportunidad de optimizar la pronunciación y acrecentar el vocabulario. Este proyecto de investigación explica cómo esta estrategia favorece a la población objeto, promoviendo la autonomía y la adquisición del aprendizaje a través del uso pedagógico de canciones, este</p>	

proyecto de investigación se llevó a cabo utilizando como metodología la investigación cualitativa de corte descriptivo. En esta investigación se demuestra que la música es una herramienta creativa y permite la apropiación y potenciación de un aprendizaje significativo, convirtiéndose en una manera apropiada para comenzar el avance de las habilidades lingüísticas y también es un instrumento para el aprendizaje del idioma inglés, con base a su efectividad como táctica para la adquisición de aprendizajes significativos en los estudiantes.

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4. Contenido

Este documento contiene cinco capítulos, el primer capítulo describe la parte preliminar de la investigación ~~como tal~~, haciendo una descripción del contexto en el que se ubica la razón del por qué se realiza este proyecto y por qué se escogió la población, dando entrada a la pregunta de investigación, los objetivos y la metodología propuesta para justificar el problema. El capítulo dos hace referencia al estado del arte, el marco teórico y el marco conceptual, dando relación de proyectos similares al presente con dos marcos que cumplen su función de dar profundidad a investigaciones y términos importantes con su definición como tal. El capítulo tres, facilita una descripción general del diseño y la metodología de la investigación, adjuntos a los métodos de recopilación de datos. Además, se tuvo en cuenta el protocolo ético, como base fundamental

para que las participantes pudieran ser parte de la investigación sin ningún problema. Como parte de este capítulo tres se expone las evidencias de la intervención ~~como tal~~. En el capítulo cuatro se expone los datos cualitativos obtenidos según el examen de ingreso, las reflexiones y el examen de salida con las estudiantes, teniendo en cuenta las categorías que se tuvo en consideración tales como escuchando la esencia en la que tiene dos subcategorías que son la interpretación e identificación de la segunda categoría que hace alusión a inferir el significado, donde las subcategorías emergentes son las pistas contextuales a las que se tiene en cuenta las estrategias que utilizan los estudiantes para aprender, lo que aprendieron y las estrategias que funcionan mejor; y finalmente la tercera categoría que es reconocer contextos en donde se generan las subcategorías sobre el tipo de estrategias más utilizadas y otras estrategias que tuvieron que ser utilizadas en la actividad, contando con una reflexión del docente investigador sobre el desarrollo de la actividad; además, se expone los hallazgos que se tienen en cuenta a través del proceso. Se finaliza con el capítulo cinco donde se muestra las conclusiones de la investigación, con su respectiva discusión y recomendaciones para futuras investigaciones.

5. Metodología

Esta investigación se ejecutó dando inicio con la observación previa acompañada de un cuestionario que cumple su rol de encuesta de reconocimiento para a continuación, diseñar y efectuar la propuesta del proyecto de investigación como tal. El ejercicio previo facilitó encontrar aspectos fundamentales (fortalezas y oportunidades de mejoramiento) dentro de la ejecución de cada una de las sesiones. Siguiendo lo mencionado previamente, se hace introducción a la ejecución de la propuesta, contando como base el modelo de Elliot (1994). Este proyecto cuenta con cinco sesiones, sesión uno que consiste en un examen de ingreso (Anexo B.1), sesión dos (Anexo B.2), sesión tres (Anexo B.3), y sesión cuatro (Anexo B.4),

estas tres últimas sesiones siendo de actividades con canciones en inglés como estrategia pedagógica acompañadas de reflexiones cada una y el examen de salida de la sesión número cinco, (Anexo B.5).

La metodología para la recolección de datos en esta investigación cuenta con cuestionarios, entrevistas y reflexiones utilizadas para las 30 estudiantes de pregrado del quinto semestre de la carrera de educación infantil. Se implementó unos cuestionarios como entrada e introducción de la investigación, en la que se desempeñaron como herramientas de recolección de datos como insumos en la investigación. Las categorías se basaron en una serie de reflexiones y como Porto (2016) señala, las reflexiones pedagógicas cobran toda la importancia en forma de autoevaluación en el ámbito académico ya que permite a los estudiantes ser más conscientes de la materia y efectos de la evaluación para consolidar cambios e innovaciones en las estrategias de enseñanza. Debido a la importancia de evaluar la efectividad pedagógica, ante el uso de canciones de diferentes géneros musicales en inglés, se procede a evaluar estrategias de aprendizaje directo (memoria, cognitiva y de compensación) e indirecto (metacognitivo, afectivo y social) en contexto con los estudiantes, teniendo en cuenta Oxford (1990) citado por González (2009), para el proceso de adquisición de una lengua extranjera.

6. Resultados

Considerando los resultados obtenidos en este estudio, se puede ver una relación entre lo obtenido y el marco teórico, haciendo también relación con un estado de arte que presenta diez proyectos similares a esta investigación.

Este proyecto tuvo éxito porque se consideró una estrategia de aprendizaje porque apoya el proceso de aprendizaje del inglés como lengua extranjera en las estudiantes, reconociendo la Música como estrategia de aprendizaje que les proporciona autonomía y apropiación de su

propio aprendizaje. Es por eso, que se ha podido mejorar dichos aspectos que estimulan el fortalecimiento y desarrollo de competencias. Esta investigación es una propuesta que va de la mano con la Música, acompañadas de estrategias de aprendizaje que conlleva a la autonomía, construyendo el propio aprendizaje del inglés.

En la última sesión, que tuvo como fin el examen de salida, las estudiantes evidencian una mejoría en su proceso gramatical, dominio de nuevo vocabulario y lo más evidente, comprensión según el contexto del tema, haciendo comparación con el examen de entrada que se lleva a cabo en la primera sesión. Todo esto motiva y hace que las estudiantes se empoderen del aprendizaje de la segunda lengua. Estos resultados pueden ser mostrados de manera detallada en los anexos del documento.

La música se convirtió en una herramienta motivadora para las estudiantes y como un método para el mismo docente; un recurso que conlleva al aprendizaje a través de las letras de las canciones; y es aquí donde cada estudiante asocia con su diario vivir, convirtiéndose en un aprendizaje significativo, aprendiendo también con tranquilidad y lograr en el docente, una clase productiva, incentivando la creatividad durante la sesión y la participación de cada una de las estudiantes.

Otro punto a tener en cuenta dentro de los resultados es la selección de las canciones; porque deben ser canciones reconocidas para motivar a los estudiantes a escuchar y que lo hagan con autonomía. Se logra el desarrollo de la comunicación, haciendo énfasis en las habilidades de habla y escucha.

7. Conclusiones

Esta investigación se efectuó con el objetivo de comprender cómo una innovación pedagógica para las estudiantes que fueron la población objeto de la investigación, siendo una metodología

que integra estrategias de aprendizaje de la lengua extranjera inglesa y la música (canciones) ofrece información para ayudar en el proceso de aprendizaje de las estudiantes de inglés como lengua extranjera. Se puede concluir que la música como instrumento para el desarrollo creativo y que beneficia considerablemente la apropiación y ampliación de aprendizajes significativos, mostrándose como una estrategia conveniente y auténtica que ayuda al desarrollo de las aptitudes lingüísticas, ya que se anima a los estudiantes a aprender de una manera diferente y con serenidad.

Según lo previamente escrito, se puede constatar que la música como estrategia de aprendizaje es una herramienta de motivación y que propicia en los estudiantes la participación e interacción permanente con su entorno utilizando un nuevo lenguaje. También se demostró que la adquisición de nuevo vocabulario o palabras por parte de los estudiantes fue significativa para su proceso de aprendizaje.

El docente solo propone una actividad para llevar a cabo el aprendizaje de manera innovadora, es por ello que esta investigación menciona a través de una canción cómo se puede mejorar la pronunciación, adquirir nuevos conocimientos y manejar estrategias directas e indirectas. Adicionalmente, se tiene en cuenta que las diversas estrategias para el manejo de un nuevo idioma deben estar relacionadas con el deseo de aprender de cada participante.

Además, el objetivo es ayudar a los estudiantes a aprender un idioma extranjero. Esto significa que el docente tiene las habilidades para saber cómo enseñar un idioma de la mejor manera para que el estudiante pueda aprender a llevar un control de sí mismo y ser independiente de los conocimientos básicos.

Por último, pero no menos importante, es fundamental conocer a la población para poder trabajar a partir de sus preferencias musicales. Esto facilita el aprendizaje de sus intereses y hace que el

aprendizaje sea más ameno, permitiendo que las estrategias utilizadas surjan de forma natural. Teniendo en cuenta la importancia de los hallazgos de este proyecto de investigación, este estudio también sirve como base para probar o refutar nuevas hipótesis sobre las estrategias pedagógicas y el aprendizaje del inglés y como punto de partida para la formulación de políticas y planes de acción.

Elaborado por:	Jhonnatan Castro Valderrama
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Fecha de elaboración del Resumen: 29 de julio de 2025

Appendix B

Informed Consent

Garzón, 09 de septiembre de 2022

Estimados estudiantes

Curso de INGLÉS 1

Programa de Licenciatura en Pedagogía Infantil


Universidad Minuto de Dios

El motivo de esta carta es con el objetivo de saludarlos y desearles que se encuentren muy bien. Soy Jhonnatan Castro Valderrama, estudiante de la Maestría en Mediación Pedagógica en el Aprendizaje del inglés de la Universidad Nacional Abierta y a Distancia – UNAD, y actualmente me encuentro realizando mi trabajo de investigación como tesis de grado cuyo objetivo es analizar y demostrar cómo la música como un instrumento de innovación pedagógica, puede ayudar a mejorar las competencias comunicativas en el habla y en la escucha y cómo este, puede mejorar la motivación para el aprendizaje del idioma extranjero del inglés.

Teniendo en cuenta lo anterior mencionado, le solicitamos de manera respetuosa su colaboración para poder llevar a cabo esta investigación con las estudiantes del curso de INGLÉS 1. Se espera que durante las sesiones se implementen de manera didáctica y que ustedes puedan ir analizando y reflexionando sobre el proceso que están conllevando, y así poder recolectar la información solicitada y los datos para ser analizados del proceso analizado en las estudiantes.

Es importante comunicarles que toda la información obtenida es exclusiva y se guardará la identidad de las estudiantes que son la población objeto de esta investigación. Sus nombres no serán expuestos en esta investigación. Agradezco la atención y la posible colaboración para esta investigación que tiene como objetivo implícito de mejorar el nivel de inglés en la comunicación de las estudiantes del curso de INGLÉS 1

Atentamente,


Jhonnatan Castro Valderrama

C.C. 1077863958 de Garzón – Huila

Docente investigador.

Yo, Laura Naranjo como una de las estudiantes del curso de INGLÉS 1, declaro que entiendo el propósito de esta investigación y acepto participar activamente en las sesiones.

Firma: Laura Naranjo

Fecha: 10/09/2022

Appendix C

Design of Activities for the Action Plan

Design of Activities for the Action Plan – Entrance Exam

Session: 1 (Entrance Exam)

Date: May 8, 2021

Step by step: Introduction to the subject using images (family photography in session one entrance exam)

Evaluation: Analyze cognitive learning in the sampling.

Activity

Activity	Entrance Exam
Teacher	Research teacher: Jhonnatan Castro Valderrama
Time	40 minutes, 1 minute for each student
Population	+ 30 students of the Early Childhood Education undergraduate program, from a private university in Garzón. + 1 Research teacher
Teaching Objective	+ Identify the level of English of the students reinforcing the previous learning in exercise related to their family environment. + Analyze the level of appropriation and command of English, especially the pronunciation of the students before the sessions.
Materials	Photograph of family members

Vocabulary

Pronunciation:

Please make a description of the family that the photograph is found, age, relationship, family relationship, among others.

Description of the strategies

Learning strategies

implemented

+ Metacognition

+ Cognitive

+ Communicative

+ Social affective

+ Memory

+ Compensation

Pedagogical strategies

+ Constructivist approach

+ Significant learning: Images

Description of the entrance examination process

Regarding the application of the entrance exam, the dynamics used was to carry out a descriptive exercise, in which each participant presented a photograph of their family and had to make the description. The researcher's question and the answer were in English, with the objective of evaluating the pre and post English level of the participants.

Design of Activities for the Action Plan – Reflection 1

Session: 2

Date: May 15, 2021

Objective: Category #1: Listening for gist

Skills to be developed: Direct learning (Cognitive, Affective, Memory)

Song: You're Beautiful (Performed by James Blunt)

Step by step: Selection of the song; the song chosen by the group was previously socialized and was related to the proposed theme; it was heard (5 times).

Evaluation: Song format where the student must listen to the song "You're Beautiful (Performed by James Blunt)" and complete the lyrics

Activity	Reflection 1
Teacher	Research teacher: Jhonnatan Castro Valderrama
Time	40 minutes, 1 minute for each student
Population	+ 30 students of the Early Childhood Education undergraduate program, from a private university in Garzón, from a private university in Garzón. + 1 research teacher.
Teaching Objective	+ Expand and reinforce students' vocabulary and understanding with everyday words. + Analyze the level of appropriation and command of English of the students before and after the sessions. + Identify the strategies used.

+ Socialize the different strategies that facilitate the learning of a foreign language

Materials	Photograph of family members
Vocabulary	<p>+ Songs previously socialized with the students during 1 sheet with the lyrics of the song with blank spaces and a reflection format with the answer to the questions posed by the research teacher.</p> <p><i>Question 1: What did you learn with the song?</i></p> <p><i>Question 2: What kind of strategies do I use during the exercise?</i></p> <p>+ Pronunciation, recognition of everyday words: song You're Beautiful by James Blunt – pure, am, are, subway, sure, face, place, eye.</p>
Description of the strategies implemented	<p>Learning strategies</p> <p>+ Metacognition</p> <p>+ Cognitive</p> <p>+ Communicative</p> <p>+ Memory</p> <p>+ Compensation</p> <p>Pedagogical strategies</p> <p>+ Constructivist approach</p> <p>+ Significant learning: Music, Videos and Apps.</p>

Design of Activities for the Action Plan – Reflection 2

Session: 3

Date: May 23, 2021

Objective: Category #2: Inferring the meaning

Skills to be developed: Direct learning (Compensation)

Song: We Are Young (Performed by Fun.)

Step by step: Selection of the song; the song chosen by the group was previously socialized and was related to the proposed theme; it was heard (5 times).

Evaluation: Song format where the student must listen to the second part of the song, order the sentences with numbers

Activity	Reflection 2
Teacher	Research teacher: Jhonnatan Castro Valderrama
Time	40 minutes, 1 minute for each student
Population	+ 30 students of students of the Early Childhood Education undergraduate program, from a private university in Garzón. + 1 research teacher.
Teaching Objective	+ Expand and reinforce students' vocabulary and understanding with everyday words. + Analyze the level of appropriation and command of English of the students before and after the sessions. + Identify the strategies used.

+ Socialize the different strategies that facilitate the learning of a foreign language.

Materials	<p>Songs previously socialized with the students during 1 sheet with the lyrics of the song with blank spaces and a reflection format with the answer to the questions posed by the research teacher.</p> <p><i>Question 1: The most used strategies during the activity?</i></p> <p><i>Question 2: What strategies worked best for you?</i></p> <p><i>Question 3: Strategy not understood and/or less used?</i></p>
Vocabulary	<p>Pronunciation, recognition of everyday words: song We Are Young by Fun. – second, straight, bathroom, waiting, bar, sunglasses, ago, things, apologies, closes, down, home.</p>
Description of the strategies implemented	<p>Learning strategies</p> <ul style="list-style-type: none"> + Metacognition + Cognitive + Communicative + Memory + Compensation <p>Pedagogical strategies</p> <ul style="list-style-type: none"> + Constructivist approach + Significant learning: Music, Videos and Apps.

Design of Activities for the Action Plan – Reflection 3

Session: 4

Date: May 29, 2021

Objective: Category #3: Recognizing contexts.

Skills to be developed: Direct learning (Compensation)

Song: I Won't Give Up (Performed by Jason Mraz)

Step by step: Selection of the song; the song chosen by the group was previously socialized and was related to the proposed theme; it was heard (5 times).

Evaluation: The students must listen to the song called “I Won't Give Up (Performed by Jason Mraz)” and to order the paragraphs with numbers.

Activity	Reflection 3
Teacher	Research teacher: Jhonnatan Castro Valderrama
Time	40 minutes, 1 minute for each student
Population	+ 30 students of students of the Early Childhood Education undergraduate program, from a private university in Garzón. + 1 research teacher.
Teaching Objective	+ Expand and reinforce students' recognition, understanding, and writing proficiency of everyday words. + Analyze the level of appropriation and command of English of the students before and after the sessions. + Identify the strategies used. + Socialize the different strategies that facilitate the learning of a foreign language.

Materials	<p>Songs previously socialized with the students during 1 sheet with the lyrics of the song with blank spaces and a reflection format with the answer to the questions posed by the research teacher</p> <p><i>Question 1 Strategies that you used during the activity?</i></p> <p><i>Question 2 What was the strategy you used the most and why?</i></p> <p><i>Question 3: Strategy not understood and/or less used?</i></p>
Vocabulary	<p>Pronunciation, verb recognition, song “I Won’t Give Up” by Jason Mraz – feel, thing, cry, sleep, leave, try, skip, give, deal, sing</p>
Description of the strategies implemented	<p>Learning strategies</p> <ul style="list-style-type: none"> + Metacognition + Cognitive + Communicative + Memory + Compensation <p>Pedagogical strategies</p> <ul style="list-style-type: none"> + Constructivist approach + Significant learning: Music, Videos and Apps.

Design of Activities for the Action Plan – Output Exam

Session: 5 (Output Exam)

Date: June 5, 2021

Step by step: In the output exam compared to the entrance exam, it was possible to show a vast difference, again the participants were told to describe a family photograph; in the results of the activity, it was possible to observe changes in pronunciation, in addition to evidencing the range of vocabulary by approximately 90% and improvement in concordance and grammar.

Evaluation: Analyze results of the Research.

Activity	Output Exam
Teacher	Research teacher: Jhonnatan Castro Valderrama
Time	40 minutes, 1 minute for each student
Population	+ 30 students of students of the Early Childhood Education undergraduate program, from a private university in Garzón. + 1 research teacher.
Teaching Objective	+ Identify the level of English of the students reinforcing post-intervention learning with pedagogical and learning strategies. + Analyze the level of appropriation and mastery of English vocabulary, especially the pronunciation of the students after the sessions.
Materials	Photograph of family members
Vocabulary	Pronunciation

Please, make a description of the people who appear in the picture, saying the age, relationship, among others

Description of the strategies implemented

Learning strategies

- + Metacognition
- + Cognitive
- + Communicative
- + Memory
- + Compensation

Pedagogical strategies

- + Constructivist approach
- + Significant learning: Image.

Results of the Questionnaire

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Q1	C	C	C	C	C	C	C	C	C	C
Q2	A	B	B	B	B	B	B	B	B	B
Q3	A	B	B	B	B	B	B	B	B	B
Q4	B	B	B	B	B	B	B	B	B	B
Q5	A,B,C	B	C	A	A	A,B,C,D	A	D	C	A
Q6	C	B	B	B	B	A	B	B	A	B

	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Q1	C	C	C	C	C	C	C	C	C	C
Q2	B	A	B	A	B	A	B	B	B	A
Q3	B	A	B	B	B	A	A	B	B	A
Q4	B	A Italian	B	B	B	A French	B	B	B	B
Q5	B	A	B	A,B,C,D	B	A	D	A	A	B
Q6	A	B	B	B	A	C	B	C	A	C

	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
Q1	C	C	C	C	C	C	C	C	C	C
Q2	B	B	A	B	B	B	B	B	B	A
Q3	A	A	B	A	A	B	B	B	B	B
Q4	B	A Italian	B	B	B	B	B	B	B	B
Q5	A	B	B	A,B,C,D	A	A	C	C	A	A
Q6	B	B	A	C	B	A	B	A	A	B

Data obtained in the entrance exam

Student #1: Ok... let's go... This is my family, this is my husband, **his** 36 years old, **hi** is a farmer, **hi** is from Colombia and **live** here in Garzón, **this** are my sons, **there** are twins and also from Garzón. **Their** are students... What's your complete name? Laura Catherin Beltrán Sanchez. (50 WORDS)

Student #2: Tell me your complete name. Andrea Castañeda Conde, this is my family, he is my father, she is my mother and he is my brother, my father is **an** teacher, **his** 47 years old, she is my mother, she is a farmer, she is 46, he is my brother, he is from Garzón and he is 14 years old. (59 WORDS)

Student #3: Maria Jose, tell me your complete name... Maria José Cerquera Cruz, they are my family, he is my brother, he's a football player, he is 22 years old he is tall, the birthday is in March, he is from Gigante. He is my father; he is 45 years old. (49 WORDS)

Student #4: Tell me your complete name Yurlandi... Maria Yurlandi Florez Rivera, this is my family, this is my father, he is Alberto Florez Camacho, he is from Pasto, he is **a** engineer he is 45 years old, she is my mother, she is Helena Rivera Gomez, she is a housewife and she is from Agrado, Huila an she is 46 years old, he is my brother, he is Cristian Camilo, he is a salesman and he is from Garzón... he is very nice (82 WORDS)

Student #5: Yaira tell us your complete name... Yaira Garza Florez... he is my boyfriend Pablo Nicolás Sanchez Palencia, he is studying in Surcolombiana university, he is a salesman and he is a Mathematics tutor, his favorite food is the hot dogs. (40 WORDS)

Student #6: Laura can you say your name... Laura Jimena Naranjo Gasca. They are my family, she is my mother, she is 44 years old, he is my father, Humberto Naranjo Montilla. he is 47 years old, she is my sister, she is a student, she is 11 years old, and we are from Pital, Huila. (54 WORDS)

Student #7: Your name... my name is Maryi Alejandra Polo Polo, they are my family, she is my sister, she is my mother, he is my grandfather, she is my grandmother, he is my father and I, my sister studied at the Corhuila University, my mother is system engineer and my father is an teacher my grandparents are in home. (58 WORDS)

Student #8: What's your complete name... my name is Maira Alejandra Rivera Garzón... ok Mayra, you have sixty seconds to describe your family... this is my family, he is my father, he is Emilio Rivera Cruz, he is from Ibagué, he is an independent worker, he is 56 years old. He is my uncle Pablo Augusto Garzón, he is a farmer, he is 50 years old, my uncle is from Neiva, he is Fabio Garzón, he is 49 years old (78 WORDS)

Student #9: Your complete name, Alejandra... my name is Maria Alejandra Romero Perez... Perfect, you have sixty seconds... they are my family, he is my father, his name is Jairo Romero Benavidez, he is a garbage collector, he is 42 years old, he is from Pitalito, Huila. He is my brother, he is a nurse, he's 26 years old, she is my mother, her name is Maria Perez Sandoval, she is from La Plata, Huila. She is a baker, she is 52 years old, he

is my grandfather, his name is Felipe Romero Cuellar, he is retired and he is 72 years old
(101 WORDS)

Student #10: Can you tell us your complete name... whispering... what? Jessy Liseth Sarrias Ramos, you have sixty seconds to talk to us about your family... this my family, my mother is a housewife, my sister is a shoemaker.... my father is a farmer, my brother is a policeman and he is 25 years old. (53 WORDS)

Student #11: Ok Julieth, tell me your full name... Alright, my name is Karol Julieth Trujillo Perdomo... You have sixty seconds to talk about your own family... They are my family, he is my father, he is Luis Osorio, he is 47 years old, he is a salesman, he is from Algeciras, Huila. He is my son, his name is Martin, he is handsome, he is two years old... Alright, I finished. (70 WORDS)

Student #12: Camila, could you tell us your full name... Ok, my name is Maria Camila Valenzuela Rodriguez... Alright, you have sixty seconds to describe your own family... Ok, they are my family, she is my mother, she is 54 years old, he is my father, he is a farmer, he is 51 years old, she is my sister, she lives in Pitalito, Huila, she is a nurse, she is my other sister, she is a student, she is 24 years old, he is my brother, he is 21 years old, he is a student, she is my sister **an** she is 30 years old. She is my best friend and lives in Garzón. (112 WORDS)

Student #13: Your full name Alejandra... Maria Alejandra Vargas Ardila... Ok, let's start... this is my family, she is my mother, her name is name is Alejandra, she is a chef, she is from Neiva, she is 58 years old, he is my father, his name is Humberto, he is a

photographer, he is 47 years old, he is from Ibagué, he is Alejandro, he is my brother, he is a university student, he is 18 years old, he is from Ibagué... Thank you (82 WORDS)

Student #14: Tell me your full name Anyela... My name is Anyela Patricia Zapata Álvarez, these are my parents... she is my mother, she is work in the school, she is from Colombia, he is my father. My father is 52 years old, he is from Colombia. I don't have brothers (49 WORDS)

Student #15: Verónica, can you tell me your full name, your complete name... Verónica Perez Andrade, they are my family, he is my father, his name is Jose Alberto Perez, he is 46 years old, he is from Colombia, he is very happy, he is my life. He is my brother, he lives in Bogotá, he is a chef. He is very tall, he is my other brother, his name is Camilo Perez Andrade, he is a lawyer, he is from Colombia, he is 30 years old and me, I'm studying in the Uniminuto university, I am 20 years old. (98 WORDS)

Student #16: Your complete name... My name is Nani Alexandra Basto Andrade, they are my family, my mother is Olga Andrade, my mother is housewife, my mother is 40 years old my sister is a student, she is 8 years old, my father is Carlos Basto, my father is a engineer, my father is 41 years old, all the members of my family are from Garzón. (64 WORDS)

Student #17: Angie, can you tell me your full name... Angie Nataly Bravo Cruz. Ok, you have sixty seconds to describe your family.... they are my family, he is my father, his name is Jairo Bravo, he is from La Plata, Huila, he is a market salesman. She is my grandmother, her name is Rosaura, she is a housewife, she is from Neiva. He is my

grandfather, he is from Mocoa, he is 69 years old and she is my aunt Lucero, she is a doctor. (84 WORDS)

Student #18: Can you tell me your full name your... Maria del Mar Delgado Trujillo... Maria del Mar, you have sixty seconds to talk about your own family... She is my mother, she is Alejandra, she is a teacher. He is my father, his name is Emilio Delgado, he is a farmer, he is 57 years old. He is my brother, his name is Alexander, he is a student, he is 15 years old. She is my sister, her name is Paola, she is a student and my name is Maria del Mar... HAHahaha Ok, that's you. (95 WORDS)

Student #19: Ok Ingrid, can you tell me your full name... Ingrid Lorena Delgado Váquiro... Let's start... She is my mother, her name is Yaneth, she is a teacher, she is a documentary manager, she is 42 years old and she is from Pereira. He is my brother, his name is Mauricio Delgado, he is a nurse, he is 24 years old and he is from Garzón, she is my sister, her name is Valeria, she is a soccer player and student and she is 14 years old, she is from Garzón, he is my pet, his name is Onix and he is 1 year old... Thank you. (106 WORDS)

Student #20: Sandra, can you tell me your full name... My complete name is Sandra Milena Embús Ducuara and this is my beautiful family, she is my mother, her name is Fabiola Ducuara, she is a housewife, she is 53 years old, she is from Guaviare and she is a good woman, he is my father, he is a salesman, his name is Eduar Embús, he is 48 years old and he is from Pitalito, Huila. She is my sister, her name is Jessica, she is a student, she is 12 years old and she is from Garzón. She is my sister, her name is Gabriela, she is a student, she is from Garzón, she is 19 years old. (117 WORDS)

Student #21: Tell me your full name, please... Maria Camila Lamilla Botello... Alright Camila, let's start to describe your family... He is my father, his name is Eurelio Lamilla, my father is a mechanic, my father is from Altamira, Huila. My father is 45 years old. She is my grandmother, her name is Arcelia Palencia, she is housewife and farmer, she is 70 years old and she is from Altamira, Huila... Ok Camila, thanks. (72 WORDS)

Student #22: Mayuri, your complete name, please... Mayuri Naranjo Urbina... Ok, let's start... He is my brother, his name is Juan David Naranjo, he is **an** civil engineer, he is from Garzón, he is 25 years old, she is my mother, her name is Yanira Urbina, she is a housewife, she is from Nátaga, Huila and she is 52 years old. He is my father, his name is Ismael Naranjo, he is a lawyer, he is 54 years old. (77 WORDS)

Student #23: Yenifer can you share us your full name... Yenifer Paola Ortiz Reyes... Alright Paola, let's do this... They are my family, he is my father, his name is Ernesto Ortiz. She is my mother; her name is Gabriela Reyes. She is my sister; her name is Natalia Ortiz. He is a nurse, she is a housewife and she is a student... Perfect, give us more descriptions... He is from Popayán, she is from Garzón and she is from Garzón. (79 WORDS)

Student #24: Yicela, tell me your complete name name... Yicela Pajoy Rivera... Ok, don't forget you have sixty seconds to describe your family... Thank you, they are my family, she is my mother, she is 46 years old, she is a waitress. He is my father, he is Jaime Pajoy, he is 47 years old, he is a fashion designer, his birthday is **on** July. He is my grandfather, he is a carpenter, he is 72 years old. She is my grandmother, she is 65 years old, she is a housewife, her birthday is **on** March. (94 WORDS)

Student #25: Can you say your full name... my full name is Keinly Lorena Palomino Chaux... ok, let's start... this is my family, she is my mother Marina Chaux, she is 53 years old, she is a housewife, she is from Neiva. He is my father, he is Jose Ernesto Palomino, he is 48 years old, he is a teacher, he is my little brother, he is Jesús David Palomino Chaux, he is a student of the high school, he is 14 years old and this is me, in my birthday number 15. (91 WORDS)

Student #26: Derly, can you say your full name, please... Derly Dayana Ramirez Caquimbo, Ok, sixty seconds to describe your own family... She is my mother, she is 42 years old, her name is Julia Caquimbo, she is a salesman. He is my father, his name is Esteban Ramirez, he is a salesman, he is 44 years old. He is my brother, his name is Robinson Ramirez Caquimbo, he is 21 years old, he is an student of USCO university. She is my sister, her name is Daniela. (86 WORDS)

Student #27: What's your full name, Eliana?... Eliana Sandoval Figueroa...Ok, the time is yours... They are my family, my father is Diego Sandoval, he is 48 years old, he is a civil engineer, he is from Florencia, Caquetá, he likes to fish... my mother is Marleny Figueroa, she is 47 years old, she is a retired police, she is from Acevedo, Huila. I have two sisters, their names are Juliana and Marcela... Juliana is 10 years old and she is a student (80 WORDS)

Student #28: Katherine, could you tell me your full name... My full name is Zuleny Katherine Urriago Sanchez... Ok, you have sixty minutes, let's go... She is my mother, her name is Gloria Sanchez, she is a farmer, she is 59 years old, she is my older sister,

her name is Danna Urriago Sanchez, she is a nurse. He is my father, his name is Juan Urriago, he is a guard. She is my sister and she has a son. (78 WORDS)

Student #29: Paula, your complete name... Paula Andrea Valderrama Betancourth... Ok, let's do this... This is my family, he is my father, he is from Cucuta, he is 46 years old, he is a butcher. She is my sister, she is from Garzón, she is a hairdresser and student. He is my brother, he is from Garzón, he is **an** student, he is 13 years old. She is my mother, she is from Manizales, she is 44 years old, she is a butcher, she is small, he is tall, we are very happy and thank you. (93 WORDS)

Student #30: Erika, give me your full name, please... Erika Yolima Artunduaga Angel... Ok Erika, you have sixty seconds to describe, let's start... she is my mother and she is separated to my father, she is amazing and she is very organized, she is tall and thin, she has brown hair and brown eyes, she has a difficult work, I love her, she is the best mother in the world, her name is Verónica Ángel, her birthday is **on** December, she likes cats, she also likes drink much orange juice.

Data obtained in the Reflection 1

1) What did you learn with the song?

2) What kind of strategies do you use during the exercise?

Student	Reflection #1
1	New vocabulary, to listen and understand well what they say. And to have better writing in English.
Student #1	My strategy for learning English is to interpret first. and watch how it is pronounced, I also watch movies in English and try to understand the language. I also use in translator.
1	First I learned new words that I didn't know, I also understood that different words can have other meanings, but keep the same goal. I learned that listening can be generated through a song that for me was the most playful and not so monotonous.
Student #2	I use to write down the vocabulary words on a board, and to be able to visualize them, after that, I play concentrate writing the word in English and then in Spanish, I cut them out and mix them, managing to locate them. I use technological tools such as duolingo, video tutorials, I use the dictionary.
Student #3	I learned that the synonyms of the words of the songs that are everyday are important. In addition, give meaning to the word through pronunciation, since this way, it is easier to recognize it in a dialogue or in the song.

The strategies are to use images to relate them to the words and repeat
2 them verbally. In addition to performing various exercises with the theme
and associating the words with the images.

Student #4 1 I learned that in Spanish the “de” (of) is used and in English the
apostrophe (’s). I understood that listening to music in English helps me a
lot to consolidate and reinforce the language. Changes from singular to
plural and singular to irregular plural.

2 The strategies, I try to listen to music in English. I use the translator or
dictionary. I try to speak to a colleague in English when I'm at work. I
review the aids in the classroom.

Student #5 1 I learned that it is very important to be able to study, listen to repeat
songs, apart from my class day, because with today's activity I realized
that it has not been in vain to sing the music that I like in English,
additionally within sentences to be able to locate the apostrophe giving
meaning to the sentence

2 The strategies that I use on my cell phone, the Duolingo application, I use
Google translator, I listen to music in English every day and what I
understand I look for and translate, I try to watch the odd movie in
English and my husband helps me to study because he knows perfect
English.

Student #6 1 I learned the use of the apostrophe in sentences and the differences
between writing them in English and Spanish, the use of singular and
plural with their characteristics. And the second activity I learned

strategies when performing the exercise, the synonyms of words and I learned that with any song you can perform various activities.

	2	Strategies, I listen to music at home and at work, children's songs, in English, I began to use the dictionary and discuss with my classmates
Student #7	1	New words, such as the use of music makes it a little easier to understand these words, to suppose and to understand the listening a little more.
	2	Music, dictionary, cell phone, ask for help, movies and stories
Student #8	1	I learned that through music I can learn and interpreting vocabulary, synonyms help to understand words. It helps us to improve the listening of each one of them and the memory.
	2	Strategies, asking your partner for help, looking for the meaning in the cell phone or dictionary, interpret the sentence, remember.
Student #9	1	I learned and understood more about pronunciation. Previously, I did poorly in the midterm when reading, but in this class it was easier in the sense that I was able to understand everything I was reading.
	2	The strategies that I used when I did not understand something was to ask the teacher or a classmate and when I did not know a word I would look it up on Google.
Student #10	1	I learned first it is necessary to pay close attention to the lyrics of the song, then to reason the words that the song tells us in order to locate them.
	2	Strategies, cell phone, interpret, comparing with what my other partner did and ask.

- I learned to use the apostrophe, although I still have doubts, but I was able
- 1 to do the exercise without difficulty. I liked the method of the songs since
- I am learning to listen and be able to understand.
- Student #11
-
- My strategy is to understand the words a little if I don't understand I ask,
- 2 if I don't have internet access I ask the miss or I answer as it seems
- convenient.
-
- I learned new vocabulary that I did not know, to have more imagination
- 1 or idea to associate the words with the sentences. It was cool the activity
- Student #12
- was associated with a song.
-
- The strategy I use is to ask my classmates and use the cell phone
- 2 translator when faced with unknown words
-
- I learned that I should listen to music in English more often, I almost
- 1 didn't learn because I can't understand some words very well, I felt very
- lost.
- Student #13
-
- The strategies are a children's English book, ask my partner, a table with
- 2 irregular verbs. I also use a game in which I scramble the alphabet to learn
- it for myself.
-
- I learned new vocabulary to look for synonyms and see that each word
- 1 has several meanings that we can use in the sentences when completing
- Student #14
- them.
-
- Asking when I do not understand, look for images of the subject on the
- 2 cell phone or use the translator.

Student #15	1	With the activity I was able to expand vocabulary regarding synonyms, working on coherence in texts and improve the listening part.
	2	Cell phone, writing on colored paper three new words for me with their respective meanings in Spanish.
Student #16	1	First, I learned new vocabulary and tried to remember the words that I already know, I learned strategies to practice English and how to first interpret the exercise that I am going to do in my own way and then see if it corresponds to the activity.
	2	Looking at notes in the notebook in case something helps me, look at the cell phone.
Student #17	1	I learned vocabulary, attention and concentration to understand the lyrics of the song and be able to complete.
	2	Cell phone, translator, guiding me by the words I know.
Student #18	1	I learned new vocabulary, listening allows one to go pronouncing to the rhythm of the song, it was very fun and motivating for my learning.
	2	Confirming the answers with my friend or in the translator, deducing, trying to pronounce.
Student #19	1	I learned the most important thing is listening to solve certain exercises. I learned that the topics that are being studied or seen should be repeated in order to make the topic much easier. On the other hand, the importance of working in pairs since it is a complement because if one person does not know something, the other person can solve the concern or doubt that they have.

		I use an application that I have on my cell phone called duolingo as a
	2	strategy, since there I can learn vocabulary, organize phrases and work on listening, the translator dictionary.
Student #20	1	Vocabulary, use tools close to me to learn like music, believe in my intuition and trust me, know how to listen.
	2	Series, thinking until you understand, ask for help, look at the dictionary.
Student #21	1	Pronunciation, memorization and attention, knowledge of synonyms
	2	Dictionary in electronic or physical media, listening activities, songs, writing.
Student #22	1	With today's activity I learned how to better organize the sentence, how to find words that fit what is meant, how to locate them when listening to songs and, above all, new words.
	2	The strategies I use when I don't understand I consult my cell phone to translate or I observe my classmates to see what they do to understand, I also use an application in English on my cell phone.
Student #23	1	To pay more attention to the vocalization of the person, super important concentration, more vocabulary, motivation because now you understand what you hear
	2	Cell phone, deduce, ask, think about the word I didn't understand.
Student #24	1	To recognize how some words sound, and to listen to a song in English, identifying the sequence.
	2	I use the cell phone, listen and try to understand what is being said. I ask and question my partner on the side

The activity was entertaining, at first a little confused because I didn't
 1 know the vocabulary of the song but after associating and listening to the
 song well I learned several words.

Student #25
 1 I try to deduce when they give me the sheet so I don't feel lost, translator
 2 to listen to the pronunciation and I repeat a thousand times, transcribe
 everything in the notebook and leave the answer spaces to do it alone and
 check what is difficult for me, search the internet

Student #26
 1 I learned new words and I liked the activity because it is dynamic, as
 collaborative work, listening to songs helps to be able to associate the
 words.

2 Translator, asking my partner, writing in my notebook.

Student #27
 1 I liked the dynamics because it can expand the vocabulary, I learned how
 to pronounce several words.

2 Searching my cell phone, translating, asking, remembering the words,
 memorizing.

Student #28
 1 I learned that the same word helps me to complete several sentences,
 synonyms. I got to know new words.

2 Asking questions, paying attention, writing several times, memorizing the
 words

Student #29
 1 At first it was difficult because I didn't understand what I was hearing, but
 then you can organize some of the words that were new to me and I
 learned a few.

2 Translator, ask my classmates and I also use the dictionary.

Student #30

1 I learned new words and that I must pay attention to what I hear to
complete the sentence. I learned new words.

2 Transcribing so that I don't forget, asking to the teacher and listening to
music

Data obtained in the Reflection 2

Guiding questions for reflections:

- 1) What did you learn?
- 2) What strategies worked best for you?
- 3) What strategies do you use?

Student	Reflection #2
Student #1	1 Vocabulary, the song, subjective, adjectives, word association.
	2 All strategies are good, each complements the other and each brings many things to the process.
	3 Asking other people, consulting other sources, the Internet, being guided by words.
Student #2	1 I learned to relate
	2 The strategy of listening and guessing.
	3 Memorizing
Student #3	1 Being able to use the strategies to carry out the activity, making use of music to carry out the activity, making use of music is a very good methodology to learn since it is a playful way where the objective is maintained. With today's song I learned verbs, actions, nouns, among others, also to identify words from listening.
	2 Comprehension, memory, predicting, reading and identifying seem important to me in the learning process, as cognitive strategies are of great importance to be able to advance.

Asking my classmates when I want to confirm what I don't understand.

- 3 Asking my teacher when I have doubts. Using the dictionary to know the translation, using the cell phone to look up words. taking notes in the notebook to keep it in mind. I ask the pronunciation, since sometimes I feel difficulty.

-
- 1 In today's session I learned to identify English verbs, nouns and adjectives since we can often associate words that sound different with them.

-
- Student #4 2 I consider that the compensation, communication, cognitive and metacognition strategies are very useful and contribute to understanding the words and the corresponding activity. In addition to affective and social strategy have been a bit difficult for me.

-
- 3 Socializing and asking my classmates, with images, finding the translation of words in Spanish and translating them back into English, repeating and writing in the notebook

-
- 1 Pronunciation, knowledge of unknown words, attention.

-
- Student #5 2 Songs help a lot since attention, relationship and pronunciation are managed

-
- 3 Cellphone, asking, inquiring.

-
- Student #6 1 New vocabulary, through the song and at the same time the adjectives, verbs and subjects etc.

-
- 2 Memory, the cognitive part, interpreting what is presented in the guides for each point of the activity.

	3	Doing activities that are in the virtual classroom, ask my partner, analyze each activity.
	1	Working with songs allows me to expand my vocabulary and greatly improving listening.
Student #7	2	Involving aspects of personal life helps me a lot. I really like working with songs
	3	It is a bit difficult for me to read because my vocabulary is not that wide. Constant participation in class is essential. At home I try to study the topics seen and find out what I try.
	1	I think that with the type of activity that was carried out today, the more didactic I learn the topics much better, since the classes are not monotonous, I learned pronunciation. How to use and when the Do and the Does.
Student #8	2	The strategies that work best for me are cognitive memory and communication
	3	Talking with my classmates, repeat words to memorize them, I use Google, I always listen to music in English.
	1	I learned what adjectives and pronouns are, new vocabulary, making different sentences, associating words and understanding them.
Student #9	2	For me it is the association, discarding, and listening.
	3	Socialization, comparison, I really like the strategy of the songs

Student #10	1	I learned new words, mostly adjectives, and I learned to differentiate subjects, verbs, and adjectives. I learned by doing the matching exercise, I increased my vocabulary.
	2	Whenever I find an unknown word I write it down on colored paper, I look for its meaning in the translator.
	3	I ask my friends and we begin to translate words of our daily life.
Student #11	1	I learned that with these activities you help us improve, I like it because if not I have learned vocabulary, I understand what they ask, and other things, that makes me feel that I have improved in class and I have already grown fond of the class.
	2	I use the cell phone, music, movies, the help of teachers, I understand some words.
	3	It is difficult for me to pronounce or speak or ask some questions or solve them
Student #12	1	I learned to listen to identify new words, I learned a new lesson.
	2	The strategy that works for me is to listen, guess something I don't understand, associate, pay attention to everything the teacher says.
	3	Memorizing, listening, associating words with images.
Student #13	1	I learned new vocabulary, verbs
	2	The memorization strategy
	3	Thinking, reading and asking.

		I learned to familiarize myself with the vocabulary of song lyrics. The pronunciation of each word when relating it to a verb to remember it, helped me with the dictionary and sharing ideas with the classmates.
Student #14	1	
	2	My memory was much easier, repeating each word in this case with the song.
	3	Having consultation from other sources, talk with other people about the subject, having the relationship of the woman with the word.
	1	I learned much more vocabulary, also the importance of identifying that the verb to be is the number one enemy of verbs.
Student #15	2	The strategies that are easier for me are those of listening and pronunciation, but those of writing and memory are a little more complicated, however I manage to develop the activities that involve these strategies.
	3	Supporting with the teacher, when faced with questions or doubts in class, the contributions of the classmate and the teamwork that is carried out with him are taken into account because it facilitates learning.
	1	I learned vocabulary, to listen and complete sentences.
Student #16	2	A strategy can be the use of the cell phone to investigate unknown words
	3	Translator and asking colleagues. Memorizing
Student #17	1	I learned to identify words in a song by listening and associating and interpreting guessing

	2	For me to be associating with similar words and guessing what I don't understand based on the context.
	3	Memorizing, repeating things helps me to understand them.
Student #18	1	I learned more words that were unknown, their pronunciation and their meaning. Today I learned to use my memory a little more and I participated a lot in class, I consider that this also has a positive influence on my English.
	2	All the strategies have helped me to understand, if I have a question I go to the teacher.
	3	Strategies I use the most is memory and word association
Student #19	1	I learned that I can improve in terms of vocabulary that I did not know, improve listening.
	2	I have a little trouble guessing or predicting
	3	I ask my colleagues, I use the cell phone with the translator.
Student #20	1	I learned several verbs that I can use in other activities through the song, it seems to me the best way to learn.
	2	The metacognitive strategy seems very useful to me, since learning is evident, as well as memory strategies.
	3	Asking a classmate, writing in my notebook, translating all the words
Student #21	1	I learned the meaning of the words, thanks to the help of the teacher.
	2	Memory and metacognitive strategies.
	3	Look for the meanings and associate words, I also ask and compare with the notes of my classmates.

	1	The exercises helped me to acquire more vocabulary, new words, actions.
Student #22	2	All strategies are good for learning, I use memorization, I write words on pieces of paper.
	3	Asking, translating, associating words.
	1	I learned new vocabulary, and to differentiate between action, verb, adjective and noun. And the description, I felt that in this activity the compensation part was easier for me.
Student #23	2	All the strategies are very useful, and the ones I use the most are communication, affective and social.
	3	Asking the teacher, asking my classmate for help, using a translator, making assumptions based on words I know.
	1	I learned that with the help of the strategies it is a little easier to understand each topic. I learned that applying them helps to understand the subject more.
Student #24	2	Memory, communicative, social affective.
	3	Talking and asking my classmates, translator, paying attention, memorizing words or phrases
	1	I learned to relate new concepts to auditory and visual learning.
Student #25	2	The compensation strategy is difficult for me since I am not good at guessing the concepts
	3	Dictionary, asking, songs, audios, readings.

Student #26	1	I learned to ask questions in English, I got to know a new vocabulary. Verbs, nouns.
	2	I use the strategies of compensation, association, and understanding.
	3	Asking, writing a lot. Memorization
Student #27	1	I learned to listen better, to use more vocabulary and to understand much more easily.
	2	Deduction, association of words to give them meaning and place logic.
	3	Asking questions, review notes, translator.
Student #28	1	I learned to improve in terms of expanding my known words more, I find the activities very rewarding.
	2	Memory and metacognitive strategies.
	3	Asking the teacher, sharing ideas with the classmates, translator, looking at the notes.
Student #29	1	I learned the verbs and adjectives and therefore I learned more words and vocabulary.
	2	Cognitive and memorization and compensation strategies
	3	Reading the complete notes, predicting, assuming, translator, asking
Student #30	1	Memorizing new vocabulary and listen and learn to pronounce new verbs and adjectives.
	2	Cognitive strategies work very well for me and memory too.
	3	Repeating constantly, searching in the translator.

Data obtained in the Reflection 3

Guiding questions for reflections:

- 1) Strategies that you used during the activity?
- 2) What was the strategy you used the most and why?
- 3) What strategy did you not understand and/or use less?

Student	Reflection #2
Student #1	1 Listening, memory, communication.
	2 Listening, as this facilitates the understanding and development of most of the exercise.
	3 The compensation because sometimes it is difficult for me to order some sentences of the exercises.
Student #2	1 Listening, communication, memorization.
	2 Listening and memorization
	3 The social and affective strategy.
Student #3	1 Cognitive, communication, compensatory. I use the dictionary, and the help of my classmates
	2 The one that I liked the most and it helped me was the cognitive strategy, since it is easier for me and the guides it gives us and with the audio it is better understood
	3 I didn't use memory and comparison strategy
Student #4	1 Metacognitive, compensation and cognitive memory
	2 The one that helped me the most with memory strategies because thanks to it I understood the vocabulary that I saw and heard in the song

	3	The one I use the least is the metacognitive one because it is not as interesting as the others.
Student #5	1	I used memory and communication
	2	Communication and understanding
	3	Metacognition
Student #6	1	Metacognition, memory, communication and cognitive
	2	The strategies that served me the most memory, cognitive, social and affective. And metacognitive.
	3	The strategies that were difficult for me were compensatory strategies since the listening was fast and the communicative one because the time was short.
Student #7	1	Translator, reading and understanding, asking the teacher, memorizing vocabulary.
	2	Cognitively, the association of words worked for me, which accommodates the best word that fits the sentence with the help of sound.
	3	The strategy he uses the least is metacognitive
Student #8	1	The most used strategy is compensatory, and compensation, cognitive, affective, communication and compensation
	2	The strategy that helped me the most was the cognitive one, since it allowed me to distinguish the sound of each letter and pronunciation.
	3	The strategy that I did not understand was communication.
Student #9	1	Metacognitive, memorization and compensation

	2	Memorization to remember vocabulary and grammar rules that I have already learned
	3	I don't use metacognitive because I don't think I understand it.
	1	I used the strategies presented in the guides with the exception of the metacognitive
Student #10	2	The strategy that helped me the most was memory because it helps me to understand and learn different meanings.
	3	The strategy that I have not been able to use is metacognitive because it is difficult for me to understand
	1	Memory and cognitive and communicative
Student #11	2	The strategy that works best for me was the memory strategy because it can learn more verbs.
	3	The strategy that I have not used is the social and affective one
	1	Memory, communication, socialization and compensation, reflection and listening.
Student #12	2	The one I use the most is the memory strategy because I remember the meaning of the words and I can understand the writing in English.
	3	The one I use the least and do not understand is the affective strategy.
	1	I used the compensation, memory and cognitive strategies
Student #13	2	The compensation strategy is the one that helped me the most because with it I was able to work on listening and pronunciation, which is difficult for me in general.

		I have not used the memory strategy much because it seems very
	3	complicated and time is not enough for me to remember what I need to remember
	1	The strategy that I have used was the use of the translator and dictionary on the cell phone to understand the verbs.
Student #14	2	The strategy that works best for me is cognitive since I can listen and decipher
	3	The strategy I don't use is memorization because remembering the word makes it difficult for me to understand the meaning in the context.
	1	Memory, listening and cognitive strategies
Student #15	2	The most used strategy is the memory strategy because it makes it easier for me and the cognitive one.
	3	It is difficult for me to use the communication one, I don't understand it, I don't know how to use it
	1	Memory, communication and cognitive processes
Student #16	2	The communicative strategy is the one I use the most
	3	The metacognitive strategy is the most difficult for me because I do not reflect on the thought process
	1	The strategy used during the activity is memory and communication
Student #17	2	The strategy that helped me the most was the memory strategy because it made it easier for me to learn the words and to remember and associate images and words.
	3	I hardly use the communication strategy because I don't understand it

	1	The strategies that I used the most were cognitive and memory and compensation
Student #18	2	The strategy that helped me the most is compensation since it helps me listen and understand the meaning.
	3	The memory strategy since I do not have the time available to remember the information that is useful to me
	1	Memory, compensation and social strategies
Student #19	2	The strategy that I like the most is the compensation strategy that helps me to form the sentences in an easier way
	3	The communication strategy is more difficult for me
	1	The memory and compensation strategy
Student #20	2	The one I liked and used the most is the compensation
	3	The one I liked the least and didn't understand is communication
	1	The strategies in general are great for vocabulary learning, I like the trade off
Student #21	2	The one I use the most is memory and compensation because it helps me understand what I hear.
	3	It is very difficult for me to use the communication strategy
	1	The strategy that I used is the memory and compensation
Student #22	2	Memory strategies are the best used to know the vocabulary
	3	The one I used the most is the strategy and I don't understand it is the communication
Student #23	1	Communication, affective and social

	2	The strategy that helped me the most was compensation since the songs allow me to practice and improve listening.
	3	I hardly need the memory strategy, because I use the help of Google and the internet
	1	The strategy I used the most in these activities is to try to understand what the teacher explains. Memory and communication when I ask my classmates
Student #24	2	The strategy that I used the most is memory and listening carefully to the song for association and reviewing notes
	3	The strategy that I rarely use is being able to understand what the metacognitive teacher often says.
	1	The strategy that you use is that of reading and compensation to complement the words and sentences
Student #25	2	The strategy that helped me the most was comprehension because it helped me find the order and the correct answers.
	3	I have not used the communication strategy because I have not felt confident in expressing myself and I do not know how to pronounce the words well
	1	Compensation strategies, since there are many words and I choose the ones that sound similar to me.
Student #26	2	The cognitive strategy because it helps me think about the best way to learn more vocabulary.
	3	The strategy used the least was memorization

	1	I really like to complete the words as I hear them and it gives me very good results as well as the cognitive ones.
Student #27	2	The strategy that I like the most is to compensate the words guided by what I hear
	3	The strategy I use the least is the metacognitive one because I don't know how to use it, it's reflection and that's how it's difficult for me
	1	The strategy I use is memorization because it helps me remember vocabulary and verbs.
Student #28	2	The strategy that I like the most is the memory and compensation strategy because it helps me to decipher the sentence
	3	The strategy that I use the least is the social and affective strategy, I don't know how to use it
	1	The strategy that I used during the exercise is the memorization and compensation strategy because I can remember and associate the words
Student #29	2	The strategy I use the most is cognitive because I think about how I can do to learn more
	3	The strategy that I like the least is asking my classmates because sometimes it confuses me and it doesn't help me much.
	1	The most used strategies are cognitive and memory
Student #30	2	The strategies that I like the most are the compensation ones because I associate the words with the sound of the song
	3	The strategy I use the least is metacognitive, it doesn't seem appropriate to me to learn another language.

Teacher Reflection #1

Item	Reflection #1
	<p>During the development of the class I felt sure of the activity that I had prepared through the song “You are Beautiful (James Blunt)” and the different cognitive activities such as affective, memory and affective among others, the explanation of each one of them was a bit complex. These cognitive activities due to the basic level of English of the students, the activity finally had a good result and could be carried out without discomfort.</p>
<p>Reflection on the methodology used and the results obtained during the intervention activity era with the</p>	<p>In the development of the activity I found that through the use of songs the group is motivated and pronunciation and listening skills are encouraged, it was important that the song was known, that the melody was slow and the lyrics with basic language these features made the activity a bit easier.</p>
<p>students</p>	<p>Some moments in the development of the activity were not easy, such as the explanation of each one of the cognitive components due to the basic level of English of the students and I had to explain each activity with a more basic, simple and slow language. On the other hand, I felt that the students understood the explanations in a better way when they were done slowly and with basic language. At the moment of developing the components of each activity, it was explained personally and with examples for a better understanding if this strategy was required. good result.</p>

The next activity would take into account another type of music such as hip-hop, pop and reggae because these currents or musical genres are more predilection by the students and therefore the degree of motivation is greater. In addition, some cognitive activities must change the proposal.

Teacher Reflection #2

Item	Reflection #2
Reflection on the methodology used and the results obtained during the second intervention activity with the students	<p>During the development of the class I was able to observe different dynamics where different elements intervened such as the students, the work material and the way of carrying out the class implemented by me. Taking into account that in this project the different learning strategies used by the participants such as memory, cognitive, compensation, metacognitive, affective and social are developed in context with the students, and as well as the instructions for participation (song) and development of activities during the intervention and performance of the exercise.</p>
	<p>During the three main moments of the implementation, I evidenced different reactions and strategies carried out by them (students) in order to respond to each of the challenges contained in the activity. The students expressed that I used the strategy of writing down the vocabulary words on the board. which appear in the song to listen to, in order to visualize the vocabulary and the correct pronunciation of each word, after that, I mixed them and finally played the song for about 3 to 5 times, then by asking some students Which tools helped them to recognize the meaning of some words found in the exercise? They answered that technological tools such as Duolingo were used, the dictionary and Google translator were used.</p>

In the development of the English learning class through a tool such as songs with the aim of providing significant learning in terms of vocabulary and pronunciation of different words, it was interesting to show several things due to the expectation generated by the teaching of a language different from the native through something as common but as unique as a song, which in turn manages through its harmony to sensitize and move different types of emotions in students while they recognize and memorize some words.

Teacher Reflection #3

Item	Reflection #3
	<p>During this class I was able to observe different dynamics where learning English through a tool such as songs provides significant learning in terms of vocabulary and pronunciation, as well as other elements that intervene such as students, work material and class dynamics. They provided more ideas to improve this activity each time.</p>
	<p>In carrying out the class I consider that the compensation, communication, cognitive and metacognition strategies were very useful and contribute to a better understanding of the words used in the activity. observe some difficulties in the development of affective and social strategies. During the implementation of the methodological strategy, I heard that the students exclaimed phrases</p>

such as: - Being able to use cognitive strategies to carry out the activity, making use of music is a very good methodology to learn since it is a didactic way where the objective of learning is maintained.

One of them also expressed that with today's song he learned verbs, actions, nouns, among others, by identifying words from a song in English. Comprehension, memory, predicting, reading and identifying seem important to me in the learning process, as cognitive strategies are of great importance to be able to advance defined another part of the students.

These opinions led me to perceive a high motivation on the part of the students when learning a foreign language in an unconventional and more playful and joyful way for them, this is clearly evidenced by the comments and the attitude of a large majority that find this methodology interesting.

Data obtained in the Output exam

Student #1: Ok Laura, where do you live? ...I live in Garzón, Huila. Ok... and who do you live with? ... I live with my boyfriend and my two sons, they are twins... Ok, good, now tell me about your husband, how old is he? ... Hmm, he is 36 years old, hi is a farmer and he is from Garzón... Ok, what do you do on weekends? Hmm I sleep or I study in my house, Ok, thank you Laura. **(79 WORDS)**

Student #2: Hello Andrea, what is your favorite food? I like the rice with chicken, candies and mango... Ok, what is your favorite kind of restaurant? I like the Hmm **Mexican**... Ok, tell us about your family, what do they do as daily routine?... my father is Deivy Castañeda, he is a teacher, he is 47 years old, my mother is Socorro Conde, my mother is a farmer, she is 46 years old, my brother is Diego Castañeda Conde, he is a student, he is 14 years old **(86 WORDS)**

Student #3: Maria José, where are you living? I live in Gigante... Share with us your daily routine? I sleep, I wake up at 8 o'clock, I **breakfast** egg, like 9 o'clock, I lunch

at 1:00... Ok Maria José, let's talk about your hobby? What do you like to do every day?

My hobby is basketball... Ok perfect, thank you. (58 WORDS)

Student #4: Hello Yurlandi, what's your age? ... I'm 18 years old... Ok, share with us how was your day... I go to the work, I prepare the lunch, I **lunch**, I watch TV, and I chat; And **Sunday**, I watch movies with my family... Yurlandi, what's your favorite sport? I like the basketball and volleyball (54 WORDS)

Student #5: Ok Yaira, tell me about your boyfriend... how is he? What's his name?... His name is Pablo Nicolás, he is beautiful... what does he do? He works as a salesman and mathematics teacher... Ok, what is your favorite sport? My favorite sport is basketball, and what is your boyfriend's favorite sport? He likes the soccer.... Ok, what will you do tomorrow?... I will be with my family. (67 WORDS)

Student #6: Laura, share with us your age? I am 19 years old. Ok, tell us about your family Laura, describe your own family. My mother is a nurse, my sister is a student, and my father is a salesman... Ok, tell us about your mother's daily routine, what does she do in the morning, in the afternoon and at night? My mother, she takes a shower **7 am**, after **brush** her hair **8 am**, then **take** a lunch **12 pm**... Ok, what do you do in your free time? I drive to see my friends on Sunday, I sleep and I watch TV... Where does your family live?... My family lives in Pital, Huila. (113 WORDS)

Student #7: Maryi, share with us your daily routine... I go to class in the ALAS institute, I go to my classes in the university, I go to my house, I walk my dog, I watch TV and I chat with my friends and parents... Hmm Ok, and your free time? I go to visit to my grandmother and prepare bread with my family. (62 WORDS)

Student #8: Maira, tell us about your life, where do you live? Share with us some things about you... I am from Ibagué, I live with a cousin and a friend, I like chocolate in the morning with bread and eggs.... Ok share with us a part of your daily routine? I work in the farm of my family, I work from 8 o'clock to 4 o'clock, I study from 12 pm to 6 pm, I do the homework in the evening and I sleep **(84 WORDS)**

Student #9: Ok Alejandra, tell us about your family... Ok, I have my father, mother and brother. What about your brother's daily routine? He has breakfast at 10 o'clock, then he takes a shower and then has lunch at 10 o'clock... And finally, he goes to work... Ok, tell me your brother's age? He is 26 years old... Ok, tell me your age? I am 21 years old. What's your favorite sport? I like the basketball and volleyball. **(76 WORDS)**

Student #10: Jessy, what your favorite sport? I like the basketball... Ok, and do you prepare your food? Yes... I cook meat, rice, plantain and juice.... Ok, Jessy, share with us who you live with? I live with my parents and my brother. Ok, what are they doing right now? Hmm, working... Ok, are you the only person who studies? Yes... What is your favorite food? **Ok (64 WORDS)**

Student #11: Julieth, share with us your age... Ok, I am 19 years old... Ok, where are you living? I live in Garzón... Share with us things about your family? Ok, this is my father Luis Osorio, he is 47 years old... He is a salesman, he is very smart and intelligent. My son is Martin... he is two years old, he is handsome, he is **short**. Thanks **(66 WORDS)**

Student #12: Camila, share with us where are you living? I live in Garzón, in a small house... And you live with? I live with my father and my mother... do you live with your father and your mother? Yes... Ok, tell us about your father and your mother... I live with my father, my mother and one sister... Ok. What are the ages of your sisters? Fernanda is thirty years old and Sofia is twenty-four years old... Ok, what's the daily routine of your brother? He is Oscar, he **wake** up at five o'clock, he goes to the university, he works in a supermarket. (103 WORDS)

Student #13: Alejandra, where are you living? I am living in Garzón... Ok, where are you studying? I study in the UNIMINUTO university... Leidy what is your favorite sport? My favorite sport is basketball, and what sport you don't like... I don't like the football. Ok, share with us your daily routine? I sometimes do exercise, study English **in** Saturday... Don't you watch TV? No, I don't like **watch** TV (68 WORDS)

Student #14: Anyela, where are you living? I live in Agrado, Huila... Ok, what do you do on weekends? I study and I rest with my father and my mother... Ok, share with us things about your family... My mother is a Spanish teacher, my father is retired... Ok, what is your favorite sport? Do you practice any sport? I like the volleyball and **go** to the gym. (66 WORDS)

Student #15: Verónica, what is your favorite sport? Cycling, I love the cycling. Great! Share with us your daily routine? I wake up at five o'clock, then I take a shower, after I go to the work... Where are you living? I live in Garzón, Huila. Do you practice any sport? Yes, I practice basketball but so-so. (55 WORDS)

Student #16: Alexandra, share with us your daily routine? I wake up at six o'clock, I have lunch at noon and I go to the work in the afternoon... Do you live with your parents? Yes, I live with my mother Olga, my sister and my father Carlos... What is your favorite sport? I like the soccer. I love the America de Cali... Great! It's my favorite football club too. (68 WORDS)

Student #17: Angie, where are you living?... I live in Garzón... Ok, do you live with your parents? I live with my mother, my father and my grandmother... Ok Angie, share with us something about your father... My father? she is a salesman, he is forty-eight years old, he is serious... Ok, share with us something about your grandmother? She is sleeping. She is always sleeping.

Student #18: Maria del Mar, what's your age? I am 20 years old... what are you studying at this university? Children pedagogy... Ok, Maria del Mar, share with us something about you... I live with my father Emilio, my father is a farmer and my mother is a teacher... my mother is 60 years old, my father is 57 years old, my father is from Agrado, Huila, my mother is from Neiva, my brother is Alexander, my brother is a student. (79 WORDS)

Student #19: Ok, Ingrid... What is your favorite sport? My favorite sport is soccer and basketball... Ok, Ingrid, About your pet, what's his name? He is Onix... Share with us the daily routine of your sister, what does she do? She gets up at 5 o'clock in the morning, then she goes to the gym... what's her favorite kind of music? She likes Merengue and salsa... Ok Ingrid, what do you do on Sundays? I share with my family on Sunday, then we go to the center and eat ice-cream, we watch Netflix. (91 WORDS)

Student #20: Sandra, can you share with us your daily routines? I wake up at 6 o'clock, I brush my teeth and after, I prepare the breakfast, then I do the homework and finally I go to the work from 1 o'clock. Ok, what is your favorite sport? My favorite sport is basketball... Ok, who do you live with, Sandra? I live with my father, my mother and my two sisters. (69 WORDS)

Student #21: Camila, let's talk about your family, tell us something about them... My father is a mechanic, he is forty-five years old, he is from Altamira, Huila, my grandmother is 70 years old... Ok, share with us your age? I am 21 years old... Share with us your daily routine... I wake up at six o'clock AM, I prepare my breakfast at seven o'clock and I work in the afternoon. (69 WORDS)

Student #22: Mayury, where are you living? I live in Garzón, Huila... Are you living with your family? Yes, I live with my mother, my father, my brother and my dog... Share something else about them.... My father is Ismael, he is a lawyer, my mother is Yanira and she is a housewife, my brother is Juan David and he is a civil engineer... ok, what do you do on weekends? I wake up at 10 o'clock AM, I walk my dog and I watch TV with my family. (87 WORDS)

Student #23: Ok, Yenifer. Tell us about your family... I live with my father Ernesto Ortiz, he is a nurse, my mother Gabriela, my sister Natalia... Ok perfect, what do you do on weekends? I watch TV with my family, I go to the farm with my family and we share with my family. (52 WORDS)

Student #24: Yicela, share with us your age? I am nineteen years old. Where are you living? I live in Garzón, Huila. Ok Yicela, do you live with your family? I live with

my father, my mother, my grandfather, my grandmother. Ok, share with us your grandparent's routine... My grandfather wakes up at four o'clock AM, after he prepares the coffee, then he goes to the supermarket... Ok and what about your grandmother? My grandmother wakes up at eight AM, after she has a bath and she cleans the house. (88 WORDS)

Student #25: Keinly, where are you living? I live in Garzón with my mother, my father, my little brother and my two cats... Ok, Keinly, what is your favorite sport? My favorite sport is soccer. Do you know to cook? Yes... Ok, Keinly, share with us something about your family... my mother Marina works in the house, my father Ernesto is a teacher, my brother Jesús David is a student... Where does your father work? My father works in Simón Bolívar school. (80 WORDS)

Student #26: Derly, where are you living? I live in Gigante... Ok, do you live with your family? I live with my mother, my father, my sister and my brother... Share with us the daily routine of your sister... Daniela studies in the afternoon, she is in the house at six PM, and she lunch with the family... what's her job? She works in a supermarket... Ok and are you working? No, sir.

Student #27: Eliana, can you tell us what's your age? I am 25 years old... Ok, where are you living? with my father, my mother and my two sisters Juliana and Marcela... Ok, Eliana. Let's talk about your sister Marcela, what's her daily routine? She wakes up at six o'clock, she works and she studies in Jenaro Diaz Jordan school. (58 WORDS)

Student #28: Katherine, tell us your daily routine... I work in the farm of the family... I go to the work at two o'clock PM and I do **homeworks in** the night... Katherine, let's talk about your family... My mother is a farmer, my sister Danna is a nurse and my father is a guard... Ok, Katherine, thanks a lot. **(58 WORDS)**

Student #29: Ok Paula, where are you living? I live in Agrado, Huila... Ok, tell us your age? Twenty-one years old... Ok Paula, share with us your daily routine? I wake up at five o'clock, after I prepare the breakfast, I take the shower and I take my sister to school, in the afternoon I work in Surtiplaza, and at night I watch Netflix... Ok, thank you **(65 WORDS)**

Student #30: Erika, where are you living? I live with my mother and my dogs in Santa Martha path... Ok, do you like dogs? Yes, they are the best friends forever... Alright, share with us the daily routine of your father... My daddy wakes up at four AM, he works in the farm, he rests **in** the night... Ok Erika, what is your favorite sport? I like the volleyball and the soccer so-so. **(71 WORDS)**

Appendix E*Song format***Memory Strategies:**

Write the meaning in front of each expression:

Feel:

Leave:

Cry:

Thing:

Deal:

Sleep:

Try:

Sing:

Give:

Skip:

Compensation Strategies:

Listen to the song called “Jason Mraz – I Won’t Give Up” and order the paragraphs with numbers

- ___ And it seems really, really hard to do.
- ___ Well I have some advice for you
- ___ You feel like quitting; you feel you’re through.
- ___ When you Wanna do something that’s new.
- ___ Don’t give up, keep on trying,
- ___ Don’t ever quit, try and try and you can do it, don’t give up
- ___ You all gonna make it (ah yeah) don’t give up.
- ___ Well try and try and try again, keep on trying and soon
- ___ The ball hits your head; it hits your nose.
- ___ It hits your belly, your chin and toes.
- ___ You’ll put your hands out in the air,
- ___ If you want to catch a ball, but you’re having no luck at all.
- ___ You’ll catch that ball, yes this I swear
- ___ You’re on a boat, so keep on rowing
- ___ Don’t give up, don’t ever stop,
- ___ Don’t give up, keep on going.
- ___ Try and try and you’ll come out on top, don’t give up

Listen to the song “James Blunt – You’re Beautiful” and complete the lyrics:

My life is brilliant
 My love is ____
 I saw an angel
 Of that I ____ sure
 She smiled at me on the ____
 She was with another man
 But I won't lose no sleep on that
 Because I've got a plan
 You ____ beautiful
 You ____ beautiful
 You ____ beautiful, it's true
 I saw your face in a crowded (face / place)
 And I don't know what to do
 Because I'll never be with you
 Yes, she caught my (eye / like)
 As we walked on by
 She could see from my face that I was
 Flying high
 And I don't think that I'll see her again
 But we shared a (moment / mother) that will last till the end
 You (are / aren't) beautiful
 You (are / aren't) beautiful
 You (are / aren't) beautiful, it's true
 I saw your face in a crowded place
 And I don't know what to do
 Because I'll never be with you
 La-la-la-la
 La-la-la-la
 La-la-la-la, la
 You (are / aren't) beautiful
 You (are / aren't) beautiful
 You (are / aren't) beautiful, it's true
 There must be an angel with a smile on her face
 When she thought up that I should be with you
 But it's time to face the (truth / truck)
 I will never be with you

Cognitive Strategies

Listen to the second part of the song, order the sentences with numbers:

- ___ We can burn brighter
- ___ We are young
- 1 Tonight,
- ___ Than the sun
- ___ So let's set the world on fire
- ___ Maybe we could find new ways to fall apart
- ___ Now I know that I'm not
- ___ I guess that I,
- ___ So let's raise the cup
- ___ I just thought,
- ___ But our friends are back
- ___ Because I found someone to carry me home

Communicative Strategies:

Ask to another classmate the following questions:

What is your favorite genre of music?

Do you like to listen to English music?

What genre of music is popular in your city or town?

Affective and Social Strategies:

Ask to another classmate the following questions:

Did you like the songs?

What genre of music did you prefer instead?

Did the song transmit a clear message?

Metacognitive Strategies:

Write the learning strategies you used in the activity

What resources did you need to complete the activity?

How much time did you need for the activity?

Were the activities comprehensible to do?

Final Metacognitive Strategies:

Did you enjoy the activity?

What kind of activities would you have liked to do in the classes?