

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Contextualized Worksheets to Foster Students' Oral Interaction through Songs

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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Abstract

This qualitative action research study examines the impact of the development and implementation of contextualized worksheets based on songs on students' oral interaction at a public school located in Choachí, Cundinamarca. The participants were 10 students from 11th grade. For data gathering, I used artifacts, field notes and video recordings. The findings of this study revealed that cooperative learning and the use of songs are essential to create relaxing atmospheres in the EFL classroom. It was also evident that the contextualized materials enhanced the students' oral interaction as they included attractive layout and innovative activities based on song lyrics.


Keywords: contextualized worksheets, songs, oral interaction, cooperative learning

Resumen

Este estudio de investigación de acción cualitativa examina el impacto del desarrollo e implementación de hojas de trabajo contextualizadas basadas en canciones para mejorar la interacción oral de los estudiantes en un colegio público Ignacio Pescador localizado en Choachí, Cundinamarca. Los participantes fueron 10 estudiantes de 11 ° grado. Para la recopilación de datos, utilicé guías de trabajo, notas de campo y grabaciones de video. Los hallazgos relacionados con el aprendizaje cooperativo y el uso de canciones para crear atmósferas relajantes dentro de las clases de EFL. También fue evidente que los materiales contextualizados motivaron y desarrollaron la interacción oral de los estudiantes a través de presentaciones atractivas y actividades innovadoras basadas en letras de canciones.

Palabras clave: guías contextualizadas, canciones interacción oral, aprendizaje cooperativo

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Resumen Analítico en Educación - RAE	
	Página 1 de 2
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2. Descripción
<p>This qualitative action research study examines the impact of the development and implementation of contextualized worksheets based on songs on students' oral interaction at a public school located in Choachí, Cundinamarca. The participants were 10 students from 11th grade. For data gathering, I used artifacts, field notes and video recordings. The findings of this study revealed that cooperative learning and the use of songs are essential to create relaxing atmospheres in the EFL classroom. It was also evident that the contextualized materials enhanced the students' oral interaction as they included attractive layout and innovative activities based on song lyrics.</p>

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4. Contenidos

Chapter I

Research Problem

Research Problem

This study was conducted with a group of eleventh graders at Ignacio Pescador School in Choachí. After observing my EFL classes, carrying out some loop writing activities and administering an initial survey, I detected that students were shy to speak in English and that they had difficulties when improvising their oral activities without a guide or script. Moreover, the books that I worked in class were not contextualized and they did not include speaking activities. Finally, it is important to mention that the school lacks technological resources; thus, students do not have the possibility to interact with the foreign language very often. In view of this situation, I decided to conduct a study that allowed the eleventh graders to improve their oral interaction by means of worksheets based on songs and topics they liked.

Research Question

How do the development and implementation of contextualized worksheets based on songs contribute to foster eleventh grade students' oral interaction at a public school?

General objective. To examine the impact of the development and implementation of contextualized worksheets based on songs on eleventh graders' oral interaction at a public school.

Specific objectives. (a) To analyze how contextualized worksheets foster students' oral interaction; (b) to describe the incidence of contextualized worksheets on students' vocabulary acquisition; and (c) to explore the influence of designed worksheets based on songs in students' oral interaction.

Chapter II

Literature Review

This chapter explained the three main constructs of this study: Materials Development (MD), Songs, and Oral interaction.

Materials Development (MD)

Some of the main scholars that have explored this construct are Ramírez (2004), who affirmed that materials are "anything used by teachers or learners to facilitate the learning of a language" (p. 102) and Tomlinson (2001), who refers to materials as "anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output" (p. 66). Additionally, Núñez, Téllez and Castellanos (2017) mentioned that MD "has evolved as a result of teachers' awareness of the massive industry built around teaching methodologies, and the importance of listening to students' voices to respond to their learning

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

needs and interests” (p. 22). Therefore, as teachers, we have to upgrade the students’ learning process and give them strategies to learn autonomously; one of the pillars to achieve this purpose corresponds to materials. Hence, developing them implies a thorough reflection of students’ contexts and learning styles as some of the considerations teachers need to include when developing materials.

Songs

Given that most of the people -especially children and teenagers- love music, songs might be adequate tools to motivate students towards the EFL classes. According to Jolly (1975), songs “can be a valuable teaching tool capable of aiding significantly in the accumulation and review of morphological and syntactic units and vocabulary items, provided that songs are carefully chosen and correctly adapted.” (p. 14). Similarly, Dubin and Olshtain (1977) stated that it is a good idea to use music in the English classes because “music is a pleasurable outlet (...) is a good way for students to relax and feel more at ease in using the new language” (p. 198). In that way, the students increased self-confidence by expressing their opinions and realized they were important inside the classroom and the society. Additionally, songs are authentic materials to promote oral interaction.

Oral interaction

According to the Common European Framework of Reference for Languages (Council of Europe, 2004), “in interaction, at least two individuals participate in an oral and/ or written exchange in which production and reception alternate and may in fact overlap in oral communication” (p. 14). Furthermore, Kellal argued that “a person is different from members of other species because it interacts, because it is related to other members of its species through oral verbal interactions. Speaking requires interaction; oral verbal interaction is the fundamental reality of language” (as cited in Barraza, 2015, p. 34). Consequently, interacting comprises more than fostering listening and speaking skills. It implies being conscious of others’ ideas and own ones to set the conversation. In my study, students must analyze the social problems, the causes, and the consequences conveyed in the lyrics to interact with others.

Chapter III Methodological Design

Research Design

This section deals with the research approach and type of study that framed this inquiry. It also presents the participants and the data gathering instruments used along the research process.

Instructional Design

This section covers the pedagogical intervention in light of the Theory of Language and Language Learning. Besides, it presents the general and specific instructional objectives, the intervention as innovation, the structure of the methodological approach and its phases.

Chapter IV Data Analysis

This chapter describes the process of data analysis with respect to the impact of the development and implementation of contextualized worksheets based on songs on eleventh graders’ oral interaction at a public school. Additionally, this section explores the categories and subcategories that emerged after analyzing the information gathered with the instruments.

The following are the categories and subcategories that I set up in the data analysis.

Materials for motivating students learning

Enhancing students’ speaking and curiosity through attractive and motivating materials. Hartley (1985) affirmed that there are some roles concerning the learning process: An affective role (enhancing interest and motivation), an attention role (attracting and directing attention), a didactic role (facilitating learning by showing rather than telling and by providing additional information), a supportive role (enhancing the learning of less able readers), and a retention role (facilitating long term recall).

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Stating clear objectives to foster students' learning awareness. Richards stated “that objectives are important as they provide learners with a clear statement of where they are going and what they can expect to achieve as a result of learning the unit or section” (as cited in Abraha, 2008, p. 37). In other words, objectives helped students to know what to learn and where to go.

Including students' interests through contextualized materials. Harmer argued that, “Students engage in content which is often about themselves and their lives and in this way they learn better” (as cited in Holguin & Aguirre, 2014, p. 134). Furthermore, the author mentioned that “Materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Moreover, they are forms of social mediation that allow flow of knowledge” (p. 10). Hence, students found activities related to their daily life including typical places, recognizing people and comparing situations from Choachí.

Songs for relaxing classes to learn a foreign language

Listening to songs to make students feel comfortable and more sensitive with others. According to Richards (1969), “Songs are often a welcome change from the routine classroom activity in learning a Language” (p. 161). On the one hand, Lo and Li (1998) asserted that “Songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced” (p.8). Therefore, songs bring advantages for English teachers because by listening to them let students feel comfortable and become more sensitive with others. Besides, working with lyrics raised students' speaking process and improved their memory, vocabulary, and listening skills.

Using songs to memorize, learn vocabulary, and foster listening skills. According to Carrol et al. “Songs can activate language acquisition and learning in both hemispheres of the human brain” (as cited in Malekian, 2016, p. 22). In that sense, Songs brought to English classes could be a resource to improve memory through repetition.

Lyrics that raise students' speaking process. Oral interaction requires a suitable strategy to encourage students to speak. This subcategory showed that songs are an adequate resource to motivate eleventh graders to express themselves without any type of fear. Grifee (2001) explained that songs: (a) promote mimics, gestures and associations to the meaning; (b) are good to introduce supra segmental phonetic (stress, rhythm, and intonation); (c) can be applied in the comprehension or production stage and help students learn English easily through echoic memory. Besides, Songs encourage students to communicate by using their body language or gesture when they could not do it by speaking. Therefore, songs helped teachers to teach pronunciation and intonation through singing. Furthermore, students could use the main topic of the lyrics as a means to speak about them.

Oral interaction: a construction of teachers and student to communicate ideas

Body language to interpret information and communicate ideas. Oral interaction not only refers to speaking with others. It also entails interpreting what people say through their bodies. Fridlund claimed that “The function of facial movements is to communicate information to others rather than simply to express anything. Facial displays are thus intrinsically other-oriented messages rather than individual reactions” (as cited in Parkinson, 2005, p. 285). In this matter, the use of body language is essential to fill in the gaps that occur when the L2 is not enough to communicate what people want to express.

Mother tongue as a support to clarify information. During the pedagogical intervention, eleventh graders sometimes resorted to the L1. The use of the mother language is valid to maintain fluent conversations and to give students the opportunity to relate the previous vocabulary and structures to the new ones. To this respect, Larsen-Freeman (2000) claimed that, “The native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language words clear” (p. 101). Likewise, Dailey-O'Cain and Liebscher stated that “L1 can serve as a facilitator to teach difficult concepts, to explain grammar or vocabulary, and to provide discipline. Recently, a consensus that L1 cannot be banned from the foreign language classroom seems to have been reached” (as cited in Sener, 2017, p. 41). In consequence, Language acquisition is a tough process; the use of L1 is a fundamental resource to bring students closer to L2, to make a contrast

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

and to show differences between them. Furthermore, mother tongue in English classes helped the students keep motivated and hooked to their learning process.

Students' and teacher's role to promote group work and speaking. According to Johnson and Johnson (1991), "In a cooperative learning group: Students are assigned to work together and are happy to do so. They know that their success depends on the efforts of all group members" (p. 9). In addition, Webb (2009) claimed that "teachers pressing students to explain their thinking is important for the depth of students' discussion in collaborative groups" (p. 18). Accordingly, cooperative learning is a relaxing activity because students liked to work together and they could help each other and each member of the team group had to work searching the success of all members.

Chapter V

Conclusions and Pedagogical Implications

This chapter describes the findings of the study in regards to the research question. Besides, it presents the pedagogical implications for the English language teaching community and for the participants of the study. Lastly, it covers the limitations and questions that could be the starting point for further research studies.

5. Metodología

Research design

Research approach

I followed the qualitative approach, which according to Burns (1999), "interprets human behavior from participants' perspectives (...) and focuses on the processes as well as the outcomes of research" (p. 23). As I mentioned before, this research pursued to overcome a challenge that my students faced in the English classroom. For that reason, I researched on their likes, dislikes, and needs to design contextualized worksheets to improve their oral interaction.

Type of Study

The type of study that fits the characteristics of this inquiry is the action research because, as mentioned by Stringer (2014), it "enables people to find effective solutions to problems they confront in their everyday lives (...) action research seeks to engage the complex dynamics involved in any social context" (p. 1). In that sense, the action research allows researchers to get solutions to some daily problems with its "complex dynamics". Correspondingly, oral interaction is a daily activity that people need to become social beings; otherwise, interaction with the world would not be possible.

Participants

Students. A group of 10 eleventh graders aged 15 to 18 years from Ignacio Pescador School. I selected the participants by following the convenience sampling technique that, as mentioned by Dörnyei, allows that "members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (as cited in Etikan, Musa & Alkassim, 2016, p. 2).

Teacher as researcher and materials developer. My role as teacher involved planning the classes and guiding the students in their learning process. As a researcher, I gathered and analyzed data to answer the research question of this study. As a materials developer, I designed suitable worksheets based on songs to foster the students' oral interaction. Similarly, I combined the learning approach (cooperative learning), the

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

learning strategies, and the selected songs by taking into consideration not only the curriculum proposed by the institution, but also the students' needs and interests.

Data Gathering Instruments:

Artifacts. They are physical materials that show the learners' work and process. Hubbard and Power stated that artefacts "incorporate work done by students as part of their schoolwork, but they are now used as data for action research purposes" (as cited in Meltler, 2009, p. 114). In consequence, I used the worksheets as artefacts because they provided me with important information about the students' work in class.

Field Notes. Pinnegar and Lynn (2009) claimed that the term field notes "describes a broad category that covers any form of note taking that occurs in relation to the field as designed by the researcher" (p. 119). Likewise, Given (2008) stated that "in field notes, qualitative researchers record in-depth descriptive details of people, places, things and events, as well a reflection of data, patterns and the process of research" (p. 341). Thus, field notes embraces a process in which the researcher takes notes of the instances occurred during the research process in a specific moment.

Video Recordings. Heath, Hindmarsh and Luff (2010) mentioned that "Videos capture a version of an event as it happens(...) there are opportunities to time-out, to play back in order to re-frame, re-focus and to re-evaluate the analytic gaze (...) to explore different issues on different occasions" (p. 6). Additionally, they stated that videos allow the researcher to have "visible conduct, whether in terms of gaze, gesture, facial expression, or body comporment" (p. 7). Having this in mind, I revised and observed different aspects, to analyze the students' progress in oral interaction, one of the main video recordings I gathered relevant information from students' body language during their speaking performance.

Analysis Process

I followed The Grounded Theory Methodology (GTM), which provides a plan to collect and analyze data. Glaser and Strauss (1967) asserted that grounded theory is "the discovery of theory from data systematically obtained from social research" (p. 2). In other words, from the research process I identified new theoretical aspects emerged from the analysis of data.

Triangulation

I used the methodological triangulation approach that, according to McMurray, Scott and Pace (2004), "refers to the use of several research techniques in the same study to confirm and verify data gathered in different ways" (p. 263). Thus, I took information from the three instruments that I employed: artifacts, field notes and video recordings. Besides, for data reduction I selected the color coding technique, which permitted me to identify common patterns in the instruments. As Saldaña (2009) stated, "The act of coding requires that you wear your researcher's analytic lens. But how you perceive and interpret what is happening in the data depends on what type of filter covers that lens" (p. 7). In this regard, this technique helps researchers classify important evidence by using colors, and its purpose is to identify related topics or patterns.

Instructional design

Pedagogical intervention

The pedagogical intervention of this study comprises the development and implementation of worksheets based on songs to foster eleventh graders' oral interaction at a public school.

Instructional objectives

Main Objective: The main objective of this pedagogical intervention was to create and implement six worksheets based on songs to foster eleventh graders' oral interaction at a public school.

Specific Objectives: (a) to provide students with innovative materials that develop their oral interaction; (b) to promote a learning atmosphere that allows students to express their opinion about common concerns or topics included in songs; (c) to help students become aware of the importance of oral interaction; and (d) to increase students' awareness in regards to their oral interaction by taking into account their own process and improvement.

Second Language Acquisition Principles

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

For my pedagogical intervention, I implemented six of the SLA principles formulated by Tomlinson (2011). He stated that, First, Materials should require and facilitate learners' self-investment" (p.12). Second, "Materials should achieve impact through novelty, variety, attractive presentation, new activities, and appealing content" (p. 8). Third, "Relaxed and self-confident learners learn faster" (as cited in Tomlinson, 2011, p. 10). Four, "Materials should expose the students to language in authentic use" (p. 13). Fifth, "Materials should provide students with opportunities to use the language for achieving communicative purposes" (p. 15). Finally, "Materials should provide opportunities for outcome feedback" (p. 23).

Methodological Approach Underlying Pedagogical Intervention

The methodological approach that underlies this pedagogical intervention is cooperative learning. According to Cooper and Mueck, this approach "uses groups to work toward a common goal with positive interdependence, individual accountability, and heterogeneous groupings" (as cited in Faust and Paulson, 1998, p. 4).

Intervention as innovation

The implementation of contextualized worksheets based on songs to foster oral interaction constitutes an innovation as these materials respond to the students' needs and interests. To this respect, Markee (1997) argued that "innovation is a managed process of development whose principal products are teaching materials, methodological skills and pedagogical values that are perceived as new by potential adopters" (p. 46).

Theory of language and language learning. Theory of the nature of language and language learning.

According to Richards and Rodgers (2014), there are three language nature approaches: structural, functional and interactional. The first one involves understanding the messages and their parts. The second highlights that "language is a vehicle for the expression of functional meaning" (Richards & Rodgers, 2014, p. 21). The third one refers to the purpose of the materials used by teachers in specific contexts. This pedagogical intervention is supported by the interactional view as it conceives the language a "vehicle for the realization of interpersonal relations and for the performance of social interaction among individuals" (Richards & Rodgers, 2014, p. 24). Therefore, this view allowed the students both to improve their oral interaction by working on materials based on songs, and to express their opinions about social issues.

Visions of Language Learning. I considered the experiential learning for the implementation of the worksheets. Rogers (1969) defined five features of experiential learning: (a) "Quality of personal involvement in which the whole person in both his feeling and cognitive aspects are in the learning event" (p. 5). With this vision, students had exposure to a significant quantity of input, which was necessary to develop students' oral interaction. Moreover, this vision provided students with experience based on their interests and expectations.

Connection of the Pedagogical Intervention with the Research Question. The worksheets based on songs afforded the students with the opportunity to speak with their classmates, discuss topics of their interests and express their points of view, thereby helping them to improve their oral interaction. This intervention also intended to promote an enjoyable learning atmosphere where the students could become aware of the importance of oral interaction.

Instructional stages. The main purpose of this section is to describe the stages that I followed to develop the worksheets based on songs. The instructional design included four stages. First, I compared several MD frameworks to create my own. Next, I presented an informed consent. Then, I piloted the worksheets with other students from the same grade, which permitted me to improve aspects such as the size of the font, the sequence of the activities and the pictures to better illustrate the concepts. Finally, I implemented the worksheets with the participants I selected.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Informed consent. For requesting permission to conduct the study with a group of eleventh graders, I wrote a letter to the principal of the school and coordinators. Furthermore, I wrote an informed consent form to the participants and their parents, in which I described the objectives of the research study, its benefits and the privacy and confidential use of the information collected. The students could participate in the research study once they presented the document signed by their parents.

Sensitization. In this stage I explained the students the importance of developing contextualized worksheets in the EFL classes. I described the main topics of each worksheet, the learning strategies they would work and the main objectives of the materials. Moreover, I shed light on cooperative learning activities and its advantages for oral interaction.

Implementation of the materials. This stage involved the design of six contextualized worksheets to foster students' oral interaction. I selected the topics based on students' likes, social issues from their context and English level. Each worksheet included pre, while, and post oral interaction activities. At the end of each worksheet, there was a self-assessment, in which students had the possibility to reflect upon their oral interaction improvement. I piloted the contextualized worksheets with another group of the same grade. It was a significant stage because it aided me to improve the materials.

6. Conclusiones

Conclusions

- The teacher played an essential role within cooperative learning. Kagan (as cited in Richard & Rodgers, 2014)
- Materials motivate students to speak due to their attractive and captivating layout and content (Tomlinson, 2011).
- Students' interests made the learning process a practical endeavor where students felt comfortable and relaxed to speak (Coromina, 1993).
- The use of songs in the English classes promoted a comfortable and peaceful atmosphere. Furthermore, songs allowed students to learn vocabulary and foster listening skills (Ur, 1986).
- The use of the mother tongue in the English classes was a support to clarify information (Kahraman, 2009).

Pedagogical Implications

- This research study impacted the participants and institution because the contextualized worksheets based on songs increased the students' motivation in the English classes as they took into account their needs, likes and context.
- As a teacher-researcher, this study helped me to improve my teaching practices. Besides, as a materials developer it allowed me to create innovative resources to improve the learners' oral interaction.
- This study contributed to the EFL community because it presents relevant information on how to develop materials to enhance students' oral interaction in the daily teaching practice.

Limitations of the study

- Due to the public teachers' strike, I had to carry out some stages at the same time (implementation, writing field notes, writing transcriptions)
- Noisy environments at public schools.

Further research

- How do the development and implementation of worksheets based on songs enhance students' critical-thinking?

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

- How do the development and implementation of worksheets based on cultural issues motivate students to enhance oral interaction in the EFL?
- How do the development and implementation of contextualized virtual worksheets promote autonomous learning?

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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Table of Contents

Acknowledgments	iii
Abstract	iv
Resumen	v
Resumen Analítico en Educación - RAE	vi
Research Question	ix
Specific objectives	ix
Materials for motivating students learning	x
Oral interaction: a construction of teachers and student to communicate ideas	xi
Visions of Language Learning	xiv
Connection of the Pedagogical Intervention with the Research Question.	xiv
Table of Contents	xvii
Introduction	xix
Chapter I.....	1
Research Problem.....	1
Statement of the Problem.....	1
Research Question	2
Specific objectives.....	2
Related Studies	3
Setting and Rationale	6
Setting.....	6
Rationale	6
Chapter II.....	8
Literature Review	8
Materials Development (MD).....	8
Authentic materials.....	12
Non-authentic materials	13
Songs.....	14
Oral Interaction	15
Oral interaction.	17
Teacher-student interaction.....	17
Student-students interaction.....	18
Chapter III	20
Methodological Design	20
Research Design	20
Research Approach.	20
Type of the study.....	21
Participants.....	23
Data gathering instruments	24
Instructional Design.....	26
Pedagogical intervention.....	27
General and specific Objectives.....	28
Intervention as innovation.....	29
Theory of the nature of language and language learning	30

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Visions of Language Learning	30
Methodological approach underlying the pedagogical intervention	31
Connection of the Pedagogical Intervention with the Research Question.	33
Instructional Design Phases.	33
Sample Worksheet	37
Chapter IV	44
Data analysis and Findings	44
Data analysis Approach	44
Grounded Approach.	44
Color coding technique.	45
Triangulation method	45
Materials for motivating students learning.	46
Songs for relaxing classes	54
Oral interaction: a construction of Teachers and student to communicate ideas	59
Chapter V	67
Conclusions and Pedagogical Implications	67
Conclusions	67
Pedagogical implications	69
Limitations	70
Further research	71

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Introduction

The current research examines the development and the implementation of contextualized worksheets by using songs in an English Foreign Language class (EFL hereafter for its acronym in English) in Ignacio Pescador Institución Educativa Departamental. It intended to enhance 11th graders' oral interaction. Traditional teaching methodologies for the EFL teaching and learning mainly focus on memorized conversations or oral reports mainly. Hendrickson asserts that,

When a student 'learns by rote', he or she may be able to recite the words, but might not necessarily understand what the words mean. A student who learns something by heart understands the concept of the lesson. The lesson internalized becomes part of the person's working knowledge. (As cited in Yu, 2013, p. 732)

In this regard, students usually do the memorizing task without internalizing concepts. This means, students prepared a script where they repeated meaningless sentences for them. In consequence, if they forgot any word, they could not continue the conversation because they did not understand the purpose of the conversation.

Therefore, to improve quality of the National Education programs, the Ministry of Education in Colombia (MEN hereafter for its acronym in Spanish) has developed National Bilingualism Law (2013), required all educational institutions to develop language skills, reading, understanding, writing, listening and speaking, for students to be able to communicate properly in a second language. In addition, the National Bilingualism Program highlights the strategy for improving the quality of English teaching in Colombia to promote the competitiveness of its citizens. Hence, this research study intends to develop a strategy in which students increase their oral interaction having no need of creating a script to memorize.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Moreover, the MEN presented the National English Program in 2015 named Colombia, Very Well, which entails Colombian students to use English as an instrument to communicate with the world and increase their job opportunities. It means that students need to interact in English within different contexts in daily life. As a result, schools and teachers have to design and adapt the use of materials within their English curriculum by taking account of the context, the needs, and the students' expectations. For that reason, I decided to develop and implement contextualized worksheets to foster oral interaction in my students. The main objective of my research is to make students able to express ideas and opinions in English inside an interconnected world, considering the social issues, the students' needs and their likes.

I organized this research document into five chapters. The first chapter includes the statement of the problem, the related studies regarding the theoretical constructs, the research question and the general and specific objectives. The second chapter refers to the literature review supporting this study. The third one explains the methodological design, that is, the type of research approach, the type of study, the context, the participants, the instruments for data gathering, and the instructional design. The fourth chapter describes the data analysis and the findings. The last chapter shows the conclusions, the limitations, and further research questions.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Chapter I

Research Problem

Statement of the Problem

Since I started working at the Ignacio Pescador School, I observed that most students liked English. Likewise, they loved participating in writing activities; they knew basic grammatical structures and vocabulary to engage into basic conversations although they felt shy and fearful. Moreover, inside English classes we worked on books given by MEN. These books did not include speaking activities and they were not contextualized. In that sense, students did not have the opportunity to learn English through materials designed to cover their learning needs. In this regard, Núñez and Téllez (2008) mentioned that as teachers we have to make decisions related to materials, ways to carry out the classes and resources that trigger an impact on the students; materials should be designed conducting a needs assessment. In that regard, this research study was envisioned after a careful and systematic observation of my EFL classes, the use of loop writing activities and an initial survey (See Appendix A) which informed me about the need to foster oral interaction and to develop materials (contextualized worksheets) which included students' likes and interests.

Afterwards, I selected a group of 10 students for the final first term oral exam. I designed a discussion activity to talk about a reading they had to prepare in advance. Students made a rehearsal with some prompts. However, when I asked them questions about the prompts they could not answer them. I noticed they were lost and scared to talk to me. They showed difficulties improvising their oral activities without a guide or script. Besides, they usually had the tendency

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

to write and prepare their scripts to initiate a conversation and this was a common practice at school: to write a script to support their speaking activities.

Furthermore, the school is located in a nontechnology whereas. As a result, students are not in touch with the language very often. This caused to be created a gap between the reality they live in and the actual globalization the world is going through.

In view of this situation, I decided to search for an approach to improve students' oral interaction to enable them to state their ideas and opinions facing a daily situation or topic. Additionally, I intended to encourage students to speak in English at school through the implementation of six worksheets based on songs with topics they liked. In consequence, students felt free to speak about opinions, feelings and thoughts.

Research Question

How do the development and implementation of contextualized worksheets based on songs contribute to foster eleventh grade students' oral interaction at a public school?

General objective. To examine the impact of the development and implementation of contextualized worksheets based on songs on eleventh graders' oral interaction at a public school.

Specific objectives. (a) To analyze how contextualized worksheets foster students' oral interaction; (b) to describe the incidence of contextualized worksheets on students' vocabulary acquisition; and (c) to explore the influence of designed worksheets based on songs in students' oral interaction.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Related Studies

On basis of the problem described above, I looked for some related studies that helped me with some relevant aspects associated with this research and its constructs: materials development, songs, and oral interaction.

Regarding materials development and the use of songs, it is important to take into consideration how they helped me to transform my classes into interesting and dynamic learning settings. Reina (2010) conducted an action research study in a second level EFL course at the University of Tunja, Colombia. The instruments for data collection were a questionnaire, classroom observations, students' documents, and semi-structured interviews. Reina chose six workshops organized in four main sections: warming up, presentation, practice, and production.

The findings showed that songs had a valuable use when teaching a foreign language and it required the teacher to take into account the level of the students, the students' interests, their age, and the creativity of the teacher. The researcher stated that this type of materials engaged students in discussions about cultural and social issues. Students' attitudes to work with workshops were positive. Their perception on music determined the students' performance in class and they felt more motivated and enthusiastic due to its use.

Even if the study took place in a university, it was relevant for my research study as it gave me ideas about how to include songs in contextualized worksheets to students. In addition, it allowed me to build up meaningful classroom environment. Another advantage of songs was that students could perceive and understand the importance of learning a foreign language through the identification of problems in society and the need to propose solutions through the workshops.

Furthermore, Prieto (2007) conducted a research study about how to improve oral interaction through cooperative learning strategies. This research was developed at Patria School in Bogotá

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

with 11th graders. The aim of this study was to create strategies to improve students' oral interaction in English. For data gathering, she used field notes, surveys, interviews and audiotape recordings. Prieto designed five lesson plans based on cooperative learning strategies and implemented them triggering better teamwork between her students and students' motivation upgrade. Though, this research was conducted in a private school, it is pertinent to my study because I was able to recognize some cooperative learning activities which I could use inside my contextualized worksheets.

In relation to songs and oral interaction, teachers have to design activities to catch students' attention. One of the most interesting activities for them is to work with songs. According to Romero, Tinjaca, and Carrero (2012), the use of songs in class at Alvaro Gómez Hurtado Public School in Bogotá analyzed oral production in English using songs. The participants were two groups of 6th grade students with different profiles. The researchers used an action research study and collected data by using class observation and field notes.

The outcomes showed the advantages to work with songs in an EFL context enhance oral skills when listening and singing, fostering students to remember new vocabulary and pronunciation. Therefore, this study relates to my study because it dealt with the improvement of oral interaction. In consequence, it showed me how to design spaces to give confidence and motivation to the learners.

In addition, Palacios and Chapetón (2014) developed an action research study at Fabio Lozano Simonelli public school, in Bogotá, Colombia. They worked with eleventh graders and the objective of this research was to raise interest, participation, and self-expression by using songs whose content coped with social issues. Researchers collected data by using questionnaires, field notes, interviews, and students' artifacts. The positive change of attitude

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

towards class activities made learners felt free and motivated to participate; songs as texts to read the world allowed students to state their critical positions and shared them with their peers; and songs activities could establish better relationships among peers through social interaction. This research is meaningful to my study because it used songs that referred to real life issues.

Concerning oral interaction and songs, Cuestas (2006) conducted her studies at Leon de Greiff public school in Bogotá, Colombia. The participants were tenth graders. She worked on a qualitative action research and used surveys, audio-video recordings, field notes, and group interviews. The main concern entailed the improvement of oral interaction through songs. She divided the course into small groups of 5 or 6 students. She followed three steps. In the first one, students chose a song and worked on the lyrics. After that, students had to present the song to their peers by taking into account the topic and the new vocabulary. In the second step, learners had to role-play: interviewing the song's singer. Finally, students discussed the central topics of the song.

This study was relevant to mine because it used some creative activities to improve oral interaction based on students' likes and contexts. Besides, the study showed the advantages to work with songs such as motivation, participation, cooperation, relaxation, self-confidence, free expression, and interaction with peers.

Besides, Pérez (2010) conducted a research study about oral interaction, with young learners (15 -17 years) inside a foreign language extension course at Universidad Nacional in Bogotá. For gathering data, the researcher used field notes, diaries, video recordings and interviews. The principal goal was to develop oral production listening music. This research study had significant findings related to my own study. First, using music in EFL classrooms is beneficial because it creates enjoyable environments, builds listening comprehension and speaking skills.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Additionally, Pérez found that musical activities can be a speaking trigger because it is a tool to grasp the key concepts and vocabulary we use daily. Likewise, the use of songs encourages speaking because most students like talking about basic aspects from the lyrics. Thus, music is a different way to strengthen speaking skills. This study is relevant to my research study since it gave me clues of how include songs in my contextualized worksheets and it helped to know what kind of questions I would for students to speak.

Setting and Rationale

Setting. This research study took place at Ignacio Pescador public school, in Choachí, Cundinamarca. Choachí is 48 kilometers east Bogotá, the capital of Colombia. Choachí is a small village consisted of rural and urban areas. In consequence, the school has a mixed population; that is to say, there are students who come from the village and its surroundings.

Based on the school's mission, it pursues the integral and permanent education of students by developing their physical, intellectual, social, and spiritual aspects to enhance the use of science and technology. The school contributes to the integration of a just, pluralist, participative, and democratic society. (Manual de Convivencia IED Ignacio Pescador, Misión, 2018, *trans.* p. 17). Additionally, the school vision for the year 2018 is to become an Educational Institution recognized for the quality of its educational processes, built on respect, responsibility, honesty, and equity reflected on their life project. (Manual de Convivencia IED Ignacio Pescador, Visión, 2018, *trans.* p. 17)

Rationale. The purpose of this research study was to improve oral interaction by designing creative materials for students to be confident in the English classroom. Therefore, I created worksheets and used songs to re-design the traditional methodology in the ELF learning classes by having in mind the students' interests and contexts. Accordingly, I expected students to

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

overcome their fear to speak. Furthermore, I wanted them to change their view of English and its uses. The English language represents a useful resource to reach new contexts as well the possibility to live in them.

This research study could influence the teaching of English at the local level. Indeed, as the context around the educational institution is rural, in which idiosyncrasy get the mark and influence of popular and Colombian music and Spanish TV programs. English culture is not widely spread. In that point, this research wanted to involve students to learning process through innovative materials based in their likes and needs. Moreover, this research study intends to enrich, through its innovation, the Didactics Materials research emphasis in the Master's program at the School of Education from Universidad Externado de Colombia. Since it is a research study conducted in a rural school, where materials are not easy to find and the use of traditional methodologies are mainly used, the study represents an innovative way to transform EFL teaching practice.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Chapter II

Literature Review

The purpose of this paper was to examine the impact of the development and implementation of contextualized worksheets based on songs to foster eleventh graders' oral interaction. The current chapter describes and develops the three constructs that support my research. Materials development, songs and oral interaction. According to them, some of the principal scholars, whom I based the theoretical foundations, were Gómez (2014); González (2006); Núñez, Pineda and Téllez (2004); Núñez and Téllez (2009); Tomlinson (2001); and Rico (2012).

Materials Development (MD)

To begin with, this construct is important to define what materials entail. Following Ramírez (2004), materials are “anything used by teachers or learners to facilitate the learning of a language” (p. 102). Therefore, it is essential to reflect upon their significance in students' learning. As teachers, we have to upgrade the students' learning process and give them strategies to learn autonomously; one of the pillars to achieve this purpose corresponds to materials. Hence, developing them implies a thorough reflection of students' contexts and learning styles as some of the considerations teachers need to include when developing materials.

Materials development has several definitions that are worthy to highlight. However, I selected some of them that best fit my main purpose. According to Tomlinson (2001), materials development:

refers to anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximize the likelihood of intake

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

and to stimulate purposeful output: in other words, the supplying of information about and/or experience of the language in ways designed to promote language learning. (p. 66)

The author emphasizes on the importance of providing students with language tools to lead them towards language production. Likewise, another definition of MD that I would like to highlight is Núñez and Téllez's (2015), who consider that "Language pedagogy and applied linguistics have recently recognised that MD is a field of study focused on the effect of materials on the teaching-learning process of a foreign language" (p. 57). Therefore, MD is a rigorous field that requires teachers to instruct to undertake this reflective action and to fulfill students' learning process. Moreover, Tomlinson (2016) defines MD as "a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development" (p. 2). This definition supports the development of contextualized worksheets because it determines that MD involves a sequence of possibilities to design materials focused on language acquisition.

In addition, Núñez, Téllez and Castellanos (2017a) consider that MD "has evolved as a result of teachers' awareness of the massive industry built around teaching methodologies, and the importance of listening to students' voices to respond to their learning needs and interests" (p. 22). What the authors emphasize on is the teachers' awareness of the need of designing their materials including students' likes and necessities. This fact implies seeking better ways for students to learn and to be engaged in teachers' decision making to develop materials. In my particular case, I created and adapted the materials with the purpose of fostering students' oral interaction through materials (contextualized worksheets) based on songs. I do believe that MD empowers both teachers and students because it allows them to reflect and transform their actions in the classroom whether it relates to teaching practices or link to learning processes.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

As materials development is an essential part in EFL teaching, teachers need to design materials to help students understand the information in a practical way considering the achievement of a learning goal. Following Núñez, Pineda and Téllez (2004), “the materials should reflect opportunities for the learners to achieve the objectives set up” (p. 130). In that sense, teachers promote the English learning through little stages in each activity, like a process to develop the principal goal allowing students to feel comfortable, happy and motivated to continue their own learning process. Hence, Núñez, Pineda and Téllez (2004) declare that, “It is a unique experience in which teacher can cater to specific learning objectives and learning styles” (p. 129). In this regard, teachers’ labor is framed into the students’ learning; every action a teacher does in class goes directed to achieve learners’ use of it in their daily life. For that reason, teachers must realize that their actions cause a direct impact on students’ learning and materials developed by them are not the exception. Thus, teachers should be aware of students’ similarities, differences and learning styles to design meaningful materials.

Designing materials implies a rigorous task that cannot be taken for granted. However, most of the teachers design materials to make students understand what they intend to teach. Thus, they become materials developers. Núñez and Téllez (2009) affirmed that, “Although course and materials development like teaching, is a complex, multidimensional process, all teachers are potential materials developers” (p. 184). As teachers, we are in the capacity of developing the materials for our classes based on the context, the students’ needs and preferences because it is our daily work, and we know the students, their styles, and their contexts. On the other hand, the opportunity to be materials developers brings some benefits. Some of the students recognize the importance of those contextualized materials and do appreciate the effort made by the teacher. Besides, if these materials are contextualized and include students’ needs and

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

interests, they can be applied in their daily life. Therefore, they must be easy to understand, but at the same time, challenging for students to practice the language meaningfully and with real life examples.

Reflecting upon the materials teachers use in their classes to foster students' learning entails giving the students opportunities to make their learning process more achievable. According to González (2006), "Teachers and students recognize the importance of using materials, since the teaching process is made easier and materials may be used to explain, exemplify or practice the content presented to students" (p. 102). Materials become a helpful tool to recognize the topics, the uses of the grammatical rules in specific contexts, to practice the theory and to observe the learning process through self-assessment. In this research study, this reflective practice looks for achieving students' learning in a friendly way through contextualized materials focused on songs to enhance oral interaction.

However, developing materials is not an easy task. It requires keeping balance between students' uniqueness and their cultural differences to avoid having standardization. As Rico (2012) stated

in my role as a language teacher I have to deal continually with heterogeneous groups where difference is the constant of every lesson. It is in this process that I have realized that the language materials we use in our classrooms are not designed to teach the difference but to homogenize behaviors. (p. 134)

Consequently, materials used by teachers in class can stimulate students' performance bearing in mind the curriculum, the context, the students' needs, and responsiveness towards students' learning styles. In addition, materials should meet three important criteria. First, they should make students feel comfortable and relaxed. In that sense, Dulay, Burt, and Krashen

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

(1982) argued that, “(...) relaxed and self-confident learners learn faster” (p. 117). When students are in a relaxed atmosphere, they feel happy and, in consequence, their learning process is not a boring task or forced procedure, but a mediated undertaking to guide students to learn a language without stress, but with a sense of authenticity. In sum, materials should offer a balance between a series of criteria teachers should take into account to boost learning.

Authentic materials. Regarding authenticity, it is important to highlight that this research wanted to design worksheets based on real contexts by using songs, which are categorized as authentic materials. In that sense, Morrow affirmed that, “Authentic materials contain real language, produced by a real speaker or writer for a real audience and designed to convey a real message” (cited in Gilmore, 2007, p. 98). In this regard, in the case of this study, it was important lead learners to work with real messages helping them connect the authentic materials with their context by having opportunities to use the language. Authentic materials are useful due to learners’ involvement in a real context or situation and their possibility to link the English class to the world and practice the language assertively.

Likewise, authentic materials provide aspects from the real world, and teachers can use them to make students understand the relation between the target language and the world. Gómez (2014) stated that, “Classroom materials and activities are authentic, as they reflect typical real-life situations” (p. 331). Considering what Gómez mentioned, I can say that working with songs belongs to authentic materials because the lyrics engaged students to discuss about real-life circumstances. The selection of songs focused on social issues encouraged students to get involved in oral interactions giving their opinions about the world concerns.

Furthermore, Thomas (2014) stated that the use of authentic materials is helpful because it exposes learners to language that serves a useful purpose; provide a refreshing change from the

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

textbook; focus more closely on learners' interests and needs; provide information about a variety of topics; increase learners' motivation; and connect the classroom with the outside world (p.16).

In that sense, to give students authentic materials to practice the use of the language entails setting clear goals. To create interesting activities centered on the students' likes embraces several aspects. One of them is that they motivate students and allow them to use the language setting a connection with the world.

Non-authentic materials. In contrast to authentic materials, Raj (2006) stated that, "Non-authentic materials are those that are specifically designed for the language learners. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question" (p. 2). Considered this, worksheets are non-authentic materials, designed to teach and learn a language; in my case, English. Worksheets created under the clues of the linguistic skill make my students aware of what they need to learn.

Additionally, Berardo (2006) stated that the non-authentic materials "are especially designed for language learning purposes (...) that include: perfectly formed sentences; a question using a grammatical structure, gets a full answer; repetition of structures" (pp. 62-63). For that reason, for designing my worksheets, I developed some contextualized exercises emphasizing on grammar and vocabulary for students to have linguistic bases to use the language. The contextualized worksheets included exercises that guided students in their oral interaction by following examples and applying structures and vocabulary to achieve this goal. In this regard, songs motivated students to practice the structures and vocabulary too.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Songs

As I mentioned before, songs are my principal authentic material to achieve the general objective of this research. According to Jolly (1975), songs “can be a valuable teaching tool capable of aiding significantly in the accumulation and review of morphological and syntactic units and vocabulary items, provided that songs are carefully chosen and correctly adapted.” (p. 14). In that sense, songs are powerful aids for teaching vocabulary units when they are selected properly. Similarly, Dubin and Olshtain (1977) stated that it is a good idea to use music in English classes because “music is a pleasurable outlet (...) is a good way for students to relax and feel more at ease in using the new language” (p. 198). Music is an excellent means to enhance students to be calmed and use English confidently. In consequence, the learning process streams in an ease way.

Likewise, the students can make mistakes without being afraid or embarrassed. Eken (1996) mentioned, “These activities provide a relaxed, friendly and cooperative classroom atmosphere” (p. 47). When the sessions include activities with songs, the learners feel motivated, calm and comfortable participating actively and helping peers to overcome their difficulties.

Besides, Morales (2008) considered that when students sing, they improve English-speaking skills and practice pronunciation. In addition, they can discuss several topics in the lyrics such as love, hate, or revenge, among others. In this way, they can practice speaking by expressing opinions and reflections about the contents of the songs. I would like to highlight the importance of students’ reflection and discussion on topics. It is one relevant concern of my study. I wanted my students to express freely about their thoughts being engaged with a common social topic to foster their oral interaction.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Songs as authentic materials are useful because they provide some advantages in the EFL classes. Orlova (2003) highlights some advantages of using songs in the classroom: the students can practice the rhythm, the stress and intonation of the English language; the teachers can use them for teaching vocabulary and reinforce it; additionally, teachers can explain the uses of the tenses and lyrics can be used to motivate class discussions. The abovementioned aspects helped me to pursue students' interaction in English about social issues chosen based on their needs and interests.

Therefore, regarding students' interests related to songs, Cuestas (2006) mentioned that students "spoke freely about Songs in the English Class something they knew in the selected song and they felt confident speaking because they liked the fact that their opinions and suggestions were taken into account" (p. 53). In that way, the students increased self-confidence by expressing their opinions and realized they were important inside the classroom and the society. All of these theoretical views supported my study because they showed me that the use of songs revealed that songs were authentic materials to promote oral interaction.

Oral Interaction

First, I decided to define interaction to contextualize the concept and its importance inside this study. The Common European Framework of Reference for Languages (Council of Europe, 2004) mentions that:

In interaction, at least two individuals participate in an oral and/ or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only two interlocutors may be speaking and yet listening to each other simultaneously. Even where turn taking is strictly respected, the listener is generally already forecasting the remainder

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

of the speaker's message and preparing a response. Learning to interact thus involves more than listening to receive and to produce utterances. (p. 14)

Therefore, the concept of interaction includes communication between two or more people; this communication could be written or spoken. People are thinking consciously about providing an answer when they are interacting with others. They prepare themselves to interact with their listeners. This aspect is called forecasting. Consequently, interacting comprises more than fostering listening and speaking skills. It implies being conscious of others' ideas and own ones to set the conversation. In my study, students must analyze the social problems, the causes, and the consequences conveyed in the lyrics to interact with others.

Besides, it is worth mentioning that establishing links between the information we want to mention and the one others have mentioned fosters communication.

Ibarra (2002) mentioned the connection between interaction and communication:

We use language with the immediate purpose of communicating the way we perceive, give meaning and understand the world. We also use it to build social relationships that allow us to interact with each other. Furthermore, students should develop their communicative competence interacting with others and creating a real atmosphere in the classroom through the development of tasks. Communicative tasks are supposed to allow students to develop communicative competence in the real day-to-day use of the language. (p. 44)

Thus, students focus their attention when others are speaking to follow the conversation and then communicate. Human beings have the capacity to communicate in different ways, but this study is centered on a type of interaction called oral interaction so that I decided to mention some scholars who directly support my study.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Oral interaction. Since human beings are not isolated, they need to interact within different contexts to survive. Kellal argued that, “a person is different from members of other species because it interacts, because it is related to other members of its species through oral verbal interactions. Speaking requires interaction; oral verbal interaction is the fundamental reality of language” (as cited in Barraza, 2015, p. 34). That means oral interaction is speaking in real time without scripts. Consequently, what this study pursues is fostering learners’ oral interaction to enhance oral communication without fear or anxiety.

Furthermore, oral interaction helps learners foster their abilities to communicate and increase knowledge and grow within a social context. According to Rivers (1987), learners “can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges” (p. 5). Referring to that, they can improve their speech, their vocabulary because they are immersed in real conversations or discussions. Regarding the use of songs, their lyrics turned into the engine to lit students’ oral interaction. It is worth mentioning two essential categories in my study: teacher-learners’ interaction and Learner-Learner’s interaction. Both accomplished in the development of the worksheets.

Teacher-student interaction. It refers to an interaction in which the teacher is included in the communication process with the student. Nhu and Thuan (2010) explained that, “The teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities” (p. 30). This is the most habitual type of interaction, due to the traditional methodology. The teachers speak most of time: giving the instructions, explaining the topic, or organizing class activities. Thus, they miss opportunities to motivate students to speak.

In search for actively involved learners, Brown (2001) recommends: “Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

enough opportunity to talk” (p. 99). Conversely, what teacher needs is letting students’ thoughts and feelings flow without constraints to encourage class participation and dynamic interaction.

Thus, through the implementation of involving class strategies, teachers persuade students to join interactive class activities. As asserted by Nhu and Tuan (2010), “The tool used in the direct interaction between the teacher and learners is questions” (p. 32). Wise timed questions are the direct means to contact students to come up with information, to know their views, and evaluate the process of learning. In this study, questions are crucial to engage students in oral interaction.

Regarding the types of questions, Hargie (1981) categorized teacher’s questions into “procedural questions”, “recall/process questions” and “closed/open questions”. In the present research, I only considered open questions, as “Open questions require possible answers” (p. 73). Having in mind the abovementioned strategy, besides using questions to foster students’ interaction, teachers must be aware of the type of questions to ask, and the proper time to ask them to avoid interfering with the flow of activities.

For the purpose of this study, open questions trigger students to answer comprehensively. Nhu and Tuan (2010) stated that an open question “requires a higher level of thinking, like interpreting, evaluating, inquiring, making inferences and synthesizing” (p. 34). Thence, the use of an open question goes beyond a basic information about a topic since it implies teachers’ awareness of their students’ background and the evolution of the class process. Summing up, to foster oral interaction and increase students’ communication engagement, it is pertinent for teachers to lower frequent direct interaction.

Student-students interaction. Due to the features of Colombian public education, this kind of interaction allows to assure class control. In view of Nhu and Tuan (2010), “In this form of interaction, the teacher plays a role as a monitor and learners are the main participants. Learner-

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

learner interaction occurs in groups called learner-learner interaction, in pairs called peer interaction” (p. 35). Therefore, the students play the main role within the learning process maximizing their achievements, while the teacher verifies students’ engagement and the quality of their performance.

Having portrayed this theoretical explanation from each construct I worked, the following chapter explains the methodological design of the implementation.

Chapter III

Methodological Design

As I stated in the second chapter, the main purpose of my study was to explore the impact of the development and implementation of contextualized worksheets based on songs to enhance oral interaction in eleventh graders at a public school. In this section, I describe the fundamental aspects related to the research and the instructional designs.

Research Design

Research Approach. For developing this study, I followed the qualitative approach, which according to Burns (1999), “interprets human behavior from participants’ perspectives (...) and focuses on the processes as well as the outcomes of research” (p. 23). As I mentioned before, this research pursued to overcome a challenge that my students faced in the English classroom. For that reason, I researched on their likes, dislikes, and needs to design contextualized worksheets to improve their oral interaction.

In relation to the research approach selected for this study, I followed Marshall and Rossman’s (2006) definition of research approach. The scholar stated that, “Qualitative research is pragmatic, interpretative and grounded in the lived experiences of people” (p. 2). Qualitative research is suitable in different contexts where human beings interact. With this type of approach, researchers can analyze people’s lives exploring behaviors, feelings, and thoughts. In this case, the teacher-researcher focused her attention towards students’ oral interaction in the classroom.

On this basis, a qualitative research depicts social aspects. Amos (2002) affirmed that, “Qualitative work starts with the assumption that social settings are unique, dynamic and

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

complex” (p. 4). In my particular case, the social aspects are the context, the beliefs, the students’ needs, their likes, and the social issues in Choachí, the village where the school is located.

Type of the study. The study focused on action research as it entails several stages to transform a problematic issue observed in a context; for instance, the classroom. According to Stringer (2014),

Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. Unlike experimental or qualitative research that looks for generalizable explanations related to a small number of variables, action research seeks to engage the complex dynamics involved in any social context. (p. 1)

In that sense, the action research allows researchers to get solutions to some daily problems with its “complex dynamics”. Correspondingly, oral interaction is a daily activity that people need to become social beings; otherwise, interaction with the world would not be possible. Therefore, I searched how to foster the oral interaction in my students taking into account that it is essential for them to express feelings, thoughts, and needs.

Teachers need to undertake research processes to improve their teaching practices. Conducting action research in the classroom allows teachers to solve a problematic issue by collecting data from instruments, and searching for solutions, and monitoring not only students but also their performance. In that regard, Elliott (2000) described action research as a “process in which teachers gather evidence about their practices and critique the assumptions, beliefs and values embedded in them” (p. 209). From this view, teachers are models who affect students’ learning directly. Being aware of this fact entails following a self-assessment to improve practices. In this research study, I adopted action research in an intent to help students improve their oral interaction. Therefore, I gathered evidence after identifying the main concern with

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

artifacts, field notes, video recordings and surveys about my English classes to improve my practice and guide students' oral interactions.

To follow the action research type of study, I assumed a series of stages, following Mertler (2009), who stated the cyclic stages as follows:

- (a) The *planning stage*, consist of the following four steps: identifying and limiting the topic, gathering information, reviewing the related literature, and developing a research plan. (b) The *acting stage*, consist of the following two steps: implementing the plan and collecting data, analyzing data. (c) The *developing stage*, consist of the following steps: developing an action plan. (d) The *reflecting stage*, consist of the following steps: sharing and communicate the results and reflecting on the process. (p. 41)

The illustration below shows the action research process I undertook adapted from Mertler aforementioned.

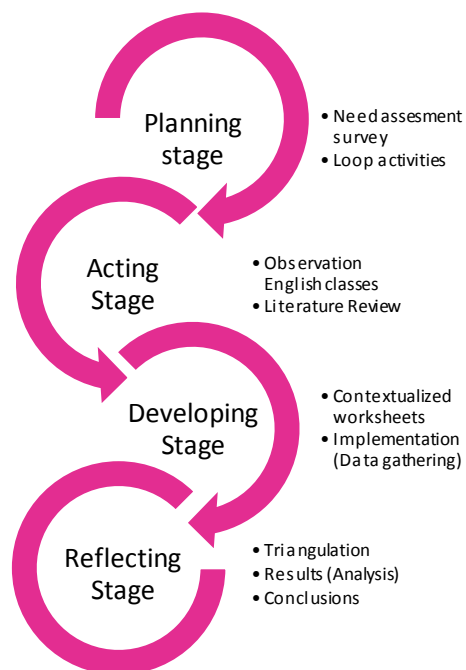


Figure 1. Stages of action Research followed in my study.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

In the same line of thought, I deemed pertinent to highlight another scholar, regarding the phases of action research. Adelman (as cited in Nunan, 2007) claimed that conducting an action research involves “a) the use of primary and second sources, b) the opportunities to check data, c) triangulation d) data collection, e) data analysis and interpretation, f) writing the report” (p. 298). Accordingly, the process I undertook included these phases: First, identify the topic by using loop activities and field notes, and gathering the information through surveys and video recordings. Next, I did the data analysis with some figures to interpret it by taking into account the action plan, which included six contextualized worksheets. Moreover, I considered the stages for cooperative learning for improving the oral interaction in students; finally, I carried out the reflective stage based on what I found by using the triangulation to identify commonalities that further turned into categories and subcategories.

Participants. The participants of this research were set into two groups: Students and Teacher-researcher and materials developer.

Students. A group of 10 eleventh graders aged 15 to 18 years, in the Ignacio Pescador School participated in the current study. They came from the town and from its rural areas, and attended three hours of English per week. Most students knew basic English grammar and vocabulary. However, some of them were shy and fearful to speak in English without a script. I selected the participants following the convenience sampling technique. According to Dörnyei (as cited in Etikan, Musa & Alkassim, 2016), who asserted that,

Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity,

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

availability at a given time, or the willingness to participate are included for the purpose of the study. (p. 2)

As the authors mentioned, convenience sampling allows researchers to select the participants according to certain features. In my research study, I used it because it allowed me to choose the students due to their desire to participate and the accessibility to have my course and the hours required to conduct the research.

Teacher-researcher and materials developer. My role as teacher involved designing suitable materials by considering materials development and songs to foster oral interaction and piloting the intervention. Besides, I performed a researcher role because I gathered data to answer the research question and to solve my concerns about the students. Lastly, I played a materials developer role; therefore, I combined the learning approach (cooperative learning), the learning strategies, and the selected songs by taking into consideration not only the curriculum proposed by the institution, but also the students' needs and interests.

Data gathering instruments. Lankshear and Knobel (2004) mentioned that, "Among the techniques of common data collection are observation, interviews, document collection, open-ended questionnaires, surveys, projective techniques" (p. 35). In this regard, the study had a unique context, dynamic structures (gather, systematize, analyze, identify commonalities, and reduce information), and a problem (look for findings and draw conclusions) that I attempted to solve. In the gathering phase, the instruments I used were artifacts, field notes, video recordings and surveys described below.

Artefacts. They are pieces of work and/ or materials students used to achieve a purpose made by the teacher to attain a specific learning goal helping the teacher in her research process.

Hubbard and Power (as cited in Meltler, 2009) stated that artefacts "incorporate work done by

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

students as part of their schoolwork, but they are now used as data for action research purposes” (p. 114). In this study, I used worksheets as an artefact that incorporated both characteristics mentioned before: students’ work and data for my research. By analyzing the artefacts, I could identify how the development and implementation of contextualized worksheets could help my students to foster their oral interaction. In the same way, I had the possibility to create more materials bearing in mind the outcome of the worksheets. Finally, Lankshear and Knobel’s (2004) affirmed that artifacts are “a physical props people use to get things done within the contexts of their daily lives” (p. 235). Hence, the worksheets that I designed included the nearest context: Choachí. This allowed students to have a space for discussing about daily life.

Field Notes. It is crucial to any research study to have evidence of the problems and the situations to be solved. Therefore, I decided to design my field notes format to identify students’ reactions and interactions registering them. Pinnegar and Lynn (2009) claimed that the term field notes, “Describes a broad category that covers any form of note taking that occurs in relation to the field as designed by the researcher” (p. 119). Thus, field notes embraces a process in which the researcher takes notes of the instances occurred during the research process in a specific moment. Moreover, Given (2008) stated that, “In field notes, qualitative researchers record in-depth descriptive details of people, places, things and events, as well a reflection of data, patterns and the process of research” (p. 341). In other words, in field notes, the researcher can register some fact is happening inside the research process. I used the field notes to assess the implementation of the contextualized worksheets, the students’ reactions toward cooperative learning strategies, and their feelings about the songs and the lyrics worked with them. Finally, I observed their behavior while facing oral interaction activities (See Appendix B).

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Video Recordings. This instrument was fundamental to my research study because I could capture classroom moments in which the students enhanced their oral interaction. Having the possibility to recall the information gathered was essential as it evince the students' performance. Heath, Hindmarsh and Luff (2010) mentioned that, "Video captures a version of an event as it happens(...) there are opportunities to time-out, to play back in order to re-frame, re-focus and to re-evaluate the analytic gaze (...) to explore different issues on different occasions" (p. 6). Having this in mind, I revised and observed different aspects, to analyze the students' progress in oral interaction.

One of the main video recordings I gathered relevant information from students' body language during their speaking performance.

Heath, Hindmarsh and Luff (2010) consider the ways in which different aspects of the setting feature in the unfolding organization of conduct. Through these aspects, the researcher perceives the talk of the participants, in addition to their visible conduct, whether in terms of gaze, gesture, facial expression, or body comportment. (p. 7)

Thus, the authors highlighted the importance of video recordings due to their possibility to observe people's reactions and having registered their voices. Through video recordings, researchers can explain some physical behaviors as reactions, gestures, movements called body language. Body language was essential to the research study because I could observe students' feelings and reactions when they were speaking in English. For that reason, I chose the video recordings that allowed me to reflect about students' visual behavior (See Appendix C).

Instructional Design

This section deals with the development and implementation of worksheets built on songs to foster eleventh graders' oral interaction in a public school. The section comprises the description

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

of the pedagogical intervention and its objectives; the innovation of the intervention, the theory of language and language learning, the methodological approach that inspires this pedagogical study, the connection of this study with the research question and concern. It also portrays the stages I followed to develop this pedagogical intervention, and the design of the song worksheets, and the implementation of the pedagogical intervention.

Pedagogical intervention. The pedagogical intervention of this study comprises the development and implementation of worksheets based on songs to foster eleventh graders' oral interaction at a public school. It is worth mentioning that songs used were the teaching resources to introduce new vocabulary and the main topics for class discussions. Likewise, cooperative learning was fundamental for designing the worksheets because it provided the stages to scheme the learning process of students and activities. Finally, the SLA principles suggested by Tomlinson (2011) provided the foundations to develop the worksheets.

Among Tomlinson's SLA principles, I considered six of them to the development of my worksheets. First, "Materials should require and facilitate learners' self-investment" (p.12). Materials must help students to be aware of their own learning process. Therefore, students can incorporate the strategies learned in their daily life. Second, "Materials should achieve impact through novelty, variety, attractive presentation, new activities, and appealing content" (p. 8). This principle was meaningful since materials caused positive impressions on students, allowing them to remember all the topics worked in the classroom, which meant that the learning process was successful. Furthermore, the materials increased students' motivation. They felt confident to share their ideas, to work, and to put into practice knowledge acquired.

Third, materials are intended to give an aid when it comes to assurance. Dulay, Burt and Krashen stated that, "Relaxed and self-confident learners learn faster" (as cited in Tomlinson,

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

2011, p. 10). Hence, a stress-free student involved in English class is someone whose chances to acquire knowledge at a higher pace is more feasible. It allows students to be aware of their improvement and realize they can accomplish tasks successfully. Materials should challenge students to achieve an effective learning and to become responsible of their own process.

Fourth, “Materials should expose the students to language in authentic use” (p. 13). In addition, Nutall mentioned that “Although the authentic materials play an important role in supporting students' learning of a foreign language by giving them an opportunity to deal with situations similar to the real world situations outside the classroom(...)” (As cited in Al & Al-Rashdi, 2014, p. 252). In that respect, the fact of facing students against real life scenarios provide them with strategies to make themselves clear when communicating with a peer.

Fifth, Tomlinson (2011) established that, “Materials should provide students with opportunities to use the language for achieving communicative purposes” (p. 15). This principle was essential for my research since it aimed at improving students' oral interaction by using authentic materials. Hence, I expected students to communicate orally bearing in mind the central topic of a song, their context, their feelings, and their thoughts.

Sixth, “Materials should provide opportunities for outcome feedback” (p. 23). This principle connects to students' satisfaction with their learning process; materials must be encouraging and allow students to correct their mistakes and overcome their obstacles through a conscious process. This was relevant to my study because, as students were able to observe their own progress, analyze their weaknesses, and find different ways to solve them.

General and specific Objectives. The main objective of this pedagogical intervention was to create and implement six worksheets based on songs to foster eleventh graders' oral interaction at a public school. The specific objectives were (a) to provide students with innovative materials to

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

develop their oral interaction; (b) to promote a learning atmosphere that allows students to express themselves about common concerns or topics included in songs; (c) to help students be aware of oral interaction in; and (d) to increase students' awareness in regards to their oral interaction by taking into account their own processes and improvement.

Intervention as innovation. Rapid evolution in all fields involve changes at all levels with no exception. Schools and academic institutions have innovated their curricula and syllabuses to change their practices and improve learning. Rogers (as cited in Kirklan and Sutch, 2009) stated that, "An innovation is the application of a new resource or approach that changes social practice, creating some value (...) by altering the social practice of teaching and learning (...) if the ideas seem new to the individual" (p. 10). The author considers that innovation leads to a change in what people do. In that way, they transform their actions. This transformation carries out a process of learning and teaching implicitly. In the case of the school where I work, this innovation is tangible through didactic resources or language teaching approaches not implemented in this context before. It implies changing teaching practices such as traditional methodologies, learning and teaching objectives and learning strategies, among others.

Furthermore, in relation with educational contexts, Markee (1997) stated that, "Innovation is a managed process of development whose principal products are teaching materials, methodological skills and pedagogical values that are perceived as new by potential adopters" (p. 46). According to the scholar, designing new materials constitutes innovation as they respond to students' needs and interests. In fact, working with the materials created for themselves, and involving new pedagogical strategies are valuable to learn.

Indeed, innovation is paramount, since teachers are the ones knowing different approaches and better methodological strategies suitable for their students' needs, interests, and learning

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

styles. In my case, I used cooperative learning and learning strategies to enhance students' learning. I proposed some creative solutions to face challenges and foster students' learning process. Thus, I designed materials that fit students' contexts, needs, and likes. Finally, this study was innovative for students due to the use of English in daily class situations.

Theory of the nature of language and language learning. For conducting this research, it was necessary to understand the view of language that underlies this pedagogical intervention. According to Richards and Rodgers (2014), there are three language nature approaches: structural, functional and interactional. The first, related to understand the messages and their parts. The second, pertinent to keep in mind that "language is a vehicle for the expression of functional meaning" (Richards & Rodgers, 2014, p. 21). Thence, teachers must be conscious of the function of language in each daily situation. The third has to do with understanding the purpose of materials used by teachers and its contexts. For this research study, the authentic materials corresponded to songs, considering that the interactional view that places the language as "the vehicle for the realization of interpersonal relations and for the performance of social interaction among individuals" (Richards & Rodgers, 2014, p. 24). In this regard, this view pursued the same objective proposed: to improve the oral interaction by using materials based on songs, and at the same time to express opinions and discuss about social issues.

Visions of Language Learning. For the implementation of the worksheets, I considered the experiential learning. Rogers (1969) defined five features of experiential learning: (a) "Quality of personal involvement in which the whole person in both his feeling and cognitive aspects are in the learning event" (p. 5). Therefore, students focus on the learning activity and their process; (b) "self-initiated" according to the scholar, "Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

within” (p. 5). The main goal is to awaken students’ curiosity and the eager of learning; in the study, these aspects became relevant when developing materials. I wanted my students to enjoy the activities in the worksheets and at the same time, foster their oral interaction through cooperative learning methodology and a sequence of thorough activities designed exclusively to generate impact in my students and motivate them to interact with others and myself.

The third feature, “pervasive”, is in accordance with Rogers (1969), “the experiential learning makes a difference in the behavior, the attitudes, perhaps even the personality of the learner” (p. 5). The student evaluates and recognizes this type of learning, “whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing” (p. 5). Rogers emphasizes on the importance of helping students to be aware of their own learning process by monitoring it to make decisions to achieve their learning goals. The worksheets allowed students to reflect on their learning process when they had to accomplish their self-assessment section.

Lastly, “its essence is meaning when such learning takes place, the element of meaning to the learner is built into the whole experience” (p. 5). In this regard, all that students learn should be integrated in students’ dimensions, their self-assessment and their experiences. With this vision, students had exposure to a significant quantity of input, which was necessary to develop students’ oral interaction. Moreover, this vision provided students with experience based on their interests and expectations. Besides, one of the aspects the worksheets boost was the role of affect because it made learning more enjoyable and meaningful.

Methodological approach underlying the pedagogical intervention. The methodological approach that underlies this pedagogical intervention was cooperative learning. From the view of Cooper and Mueck, “Cooperative learning uses groups to work toward a common goal with

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

positive interdependence, individual accountability, and heterogeneous groupings” (as cited in Faust and Paulson, 1998, p. 4). In other words, it is necessary to state collective objectives chasing teamwork, exalting personal learning process and skills. Similarly, Johnson and Johnson (2014) claims that, “Cooperation, though, will only develop under a certain set of conditions: positive interdependence, individual accountability, promotive interaction, social skills, and group processing” (p. 845). Thus, mixing teamwork and clear purposes in the process would assure oral interaction into the classroom using languages skills. Regarding this research study, the pedagogical intervention relied on three important constructs: contextualized worksheets, songs, and oral interaction. The methodological approach allows me to relate them: the design of worksheets based on songs and oral interaction.

Working cooperatively implies a thoughtful selection of stages. In regard to Cooperative Learning, Reid proposed a “stimulating model of group learning which includes such stages as engagement, exploration, transformation, presentation and reflection” (as cited in Chen & Maaneen, p. 212). Furthermore, Needham stated that:

Engagement is the time when learners acquire information and engage in an experience that provides the basis for, or content of their ensuing learning. Secondly, exploration is the stage that students need time to explore the new information for themselves. Thirdly, transformation is the stage in which students focus their attention on the aspects of the information which represent the desired outcomes of the learning activity. Moreover, students are asked to present their findings to audiences which might be other small groups in a class. Finally, reflection is necessary to help students learn effectively. (as cited in, Chen & Maaneen, p. 212)

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

These five stages, allowed me to design the team activities inside the worksheets. In addition, they guided me to place them in a sequence that evidenced students' learning process involving their experiences. Likewise, these phases enhanced the team work as students could help their peers to improve.

Connection of the Pedagogical Intervention with the Research Question. The worksheets based on songs afforded the students with the opportunity to speak with their classmates, discuss topics of their interests and express their points of view, thereby helping them to improve their oral interaction. This intervention also intended to promote an enjoyable learning atmosphere where the students could become aware of the importance of oral interaction.

On this basis, I designed suitable materials in which students could improve their oral interaction: teacher – student and student-student. Following this type of interaction, I selected 6 songs dealing with social issues to enhance students' discussion.

Instructional Design Phases. The main purpose of this section is to describe the stages of materials development. The instructional design included four stages. First, I had the opportunity to compare and contrast several MD frameworks to create my own. Next, I presented an informed consent (See Appendix D) where I notified the principal and coordinators about how the research study will be done, the objectives and a brief explanation about the data gathering instruments.

Furthermore, I invited the students' parents to school where I explained them about this intervention and I asked the students to participate in the research study (See Appendix E). Then, I piloted the worksheets with students from different grade (1101) in this process I could improve some aspects like the size of the font, activities' order and pictures which illustrates better the exercises and the concepts. Finally, I implemented the worksheets with the selected students.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Proposed material development framework. The following table illustrates the seven theoretical frameworks examined to develop materials and to support my own proposal:

Table 1. *Materials frameworks similarities*

Framework of components	Course Design Procedure	Framework for materials writing	The process of Course and Material Design	Essential components in the process of creating and adapting Materials	The Materials Development Scaffolding Scenario 2	MD framework	
Graves (1996)	Masuhara, (1998)	Joly and Bolitho (1998)	Núñez, Pineda, and Téllez (2004)	Núñez and Téllez (2009)	Núñez, Téllez, Castellanos, and Ramos (2009)	Núñez, Téllez and Castellanos (2012)	
Needs assessment	Needs analysis	Identification of needs Identification of a problem	Needs analysis	Needs assessment	Needs assessment and analysis	Needs assessment	
STAGES S T A G E S	Defines goals and objectives	Determine the goals and objectives	Contextual realization of the proposed new materials	Objectives	Selecting goals and objectives	Developing the material	Identifying the method and the approach underlying the materials
Conceptualizing content	Syllabus design	Pedagogical realization of materials	Selection and sequence	Content	Revising and evaluating the materials	Selecting goals and objectives	
Selecting and developing materials	Methodology of the materials	Physical production	Learning /teaching activities	Resources and constraints	Piloting the materials	Selecting and organizing Content	
Consideration of resources and constraints	Testing and evaluating		Assessment and evaluation of goals achieved.	Selecting and developing materials and activities	Making adjustments	Organizing activities	
Organization of content and activities				Organizing content and activities		Assessing and Trialling	
Evaluation				Evaluation		Making adjustments	

Note: Table 1 *Materials frameworks similarities, adapted from Núñez and Téllez (2009)*

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

The table above shows some authors' similarities: needs, institution's objective, selection of the methodological approach, content, and activities, the physical production or development of the activities and revision, and evaluation or assessment of materials as compulsory stages. Nevertheless, the authors differ with some stages, identified in red. Graves (1996) proposed resources and constraints; Jolly and Bolitho (1998) included the identification of a problem and the contextual design of the new materials; Masuhara (1998) stated the design of a syllabus; Núñez, Pineda, and Téllez (2004) mentioned Learning / teaching activities. Furthermore, Núñez and Téllez (2009) considered resources and constraints. Finally, Núñez et al., (2009) and Núñez et al. (2012) included the possibility of making adjustments. Considering this analysis, I created my proposal to design materials as can be seen in the diagram below.

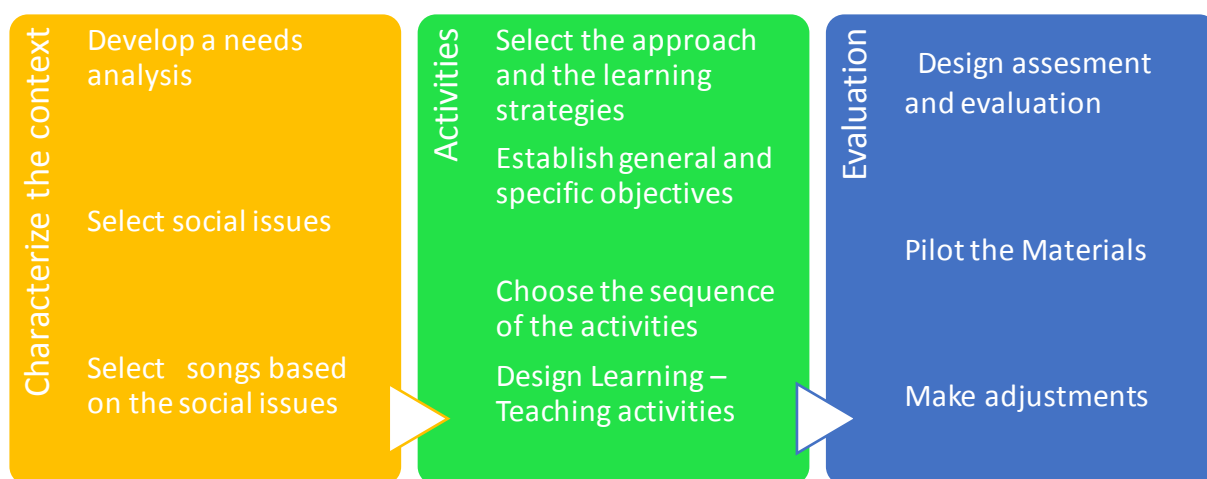


Figure. 2. Material design stages for my study

Regarding the stages of materials development, I categorized them in three groups: Characterize the context, activities and evaluation. The main objective of first stage was to characterize the context through developing a needs analysis of the students, select the social issues to develop and choose the song related to students' social issues.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

The second stage was mainly related to the activities designed. As in the first stage, the researcher has to select the approach and the learning strategies to be developed. Then, to establish the general and specific objectives that teacher wants to achieve and the sequence of the activities taking into account the learning strategies and the SLA principles. Finally, design the learning teaching activities that will be included in the worksheets.

Informed consent. Students required information about the research study. Besides the students, their parents received an informed form before implementing the pedagogical intervention. They were notified about the privacy and confidential use of the information collected (See Appendix D).

Sensitization. This stage entails to inform students about the importance of developing contextualized worksheets in EFL learning process, I familiarized them with the main topics of each worksheet, and I explained them what kind of learning strategies we would work and its principal objectives inside improving oral interaction. Moreover, I clarified cooperative learning activities and its advantages inside oral interaction enhancing.

Implementation of materials. I presented a sample of contextualized worksheets designed to foster students' oral interaction. The implementation took three class sessions per worksheet. The implementation took about two months. It is worth mentioning that each worksheet included pre, while, and post oral interaction activities. Furthermore, it comprises six SLA principles. The next section comprises a sample of worksheet one in which you can see reflected all the aspects mentioned in this chapter.


WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Sample Worksheet

Worksheet No 1
I.E.D Ignacio Pescador

Name: _____

YOU ARE JUST LIKE EVERYBODY ELSE



Taken from: <http://smaller-is-betterjournal.com/2012/02/04/you-are-just-like-everybody-else/>

General Objective:


To express opinions about the social issue of inclusion in Choachi through the use of a song that addresses bullying as stimulus for the recognition of diversity.

Specific Objectives:

- To identify social issues through prior knowledge activation to express opinions.
- To speak about social issues.

Learning Strategy:
Activating Prior Knowledge.

Pre-speaking



Think-pair-share

1. Work in pairs to answer these questions. Then, share the answers with the class.

- a. What do you think about the people in the picture?
- b. Do they share time together?
- c. Why are they different?
- d. Why are they friends?
- e. What do you think about the message in the picture?

Taken from: <https://es.pinterest.com/pin/224476362650436414/>

Developed by Neidy Guerrero

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Learning Strategy:
Using synonyms

2. Match the words with their corresponding synonyms.

Wonderful
Hard
Unsure
Ashamed
Beautiful
Down
Beautiful
Emptiness
Incomplete
Bring

Below
Carry
Embarrassed
Good-looking
Insecure
Marvelous
Pretty
Strong
Undone
Void



3. Use the words above to describe the following pictures.

Marvelous



Learning Strategy:
Labeling



4. Describe Chiguanos citizens using adjectives above.

Teacher Neidy, has tattoos and she looks wonderful with them.



Teacher Paola has a _____ hair, it really defines her personality.





WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

5. Continue working in pairs. Read the lyrics and fill in the blanks with synonyms of the word given in brackets.

Beautiful

Every day is so _____ (marvelous)
then suddenly it's _____ to breathe. (strong)
Now and then I get _____ (unsure)
from all the pain, I'm so _____ (embarrassed)

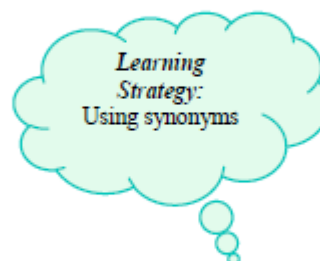
I am _____ no matter what they say. (good-looking)
words can't bring me _____ (bellow)
I am _____ in every single way. (pretty)
Yes, words can't bring me down... oh no
So don't you bring me down _____. (present day)

To all your friends you're delirious.
So consumed in all your doom.
trying hard to fill the _____. (void)
The pieces gone, left the puzzle _____. (incomplete)
Is that the way it is?
You are beautiful no matter what they _____ (tell)
words can't _____ you down...oh no (carry)
you are beautiful in every single way
yes, words can't bring you down, oh, no
so don't you bring me down today...

No matter what we _____ (make)
No matter what we _____ (make)
no matter what we _____ (tell)
no matter what we _____ (tell)
we're the song _____ the tune (in)
full of beautiful _____. (error)

And _____ we go (in all places)
and _____ we go (in all places)
the sun will always _____ (bright)
the sun will always _____ (bright)
and tomorrow we might wake on the other side.

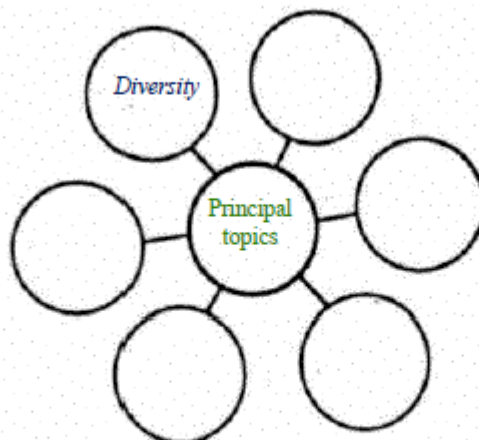
we are beautiful no matter what they say
yes, words won't bring us down, no, no
we are beautiful in every single way
yes, words can't bring us down, oh, no
so don't you bring me down today
oh, yeah, don't you bring me down today, yeah, ooh



6. Now, listen to the song to ratify your answers.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

7. Work in pairs. Fill in the graphic organizer with the principal topics from the lyrics “Beautiful”. Follow the example.



While -speaking

8. In the same pairs talk about the topics mentioned in the lyrics “Beautiful”. Use some of the questions below to begin the conversation.

- What is the song about?
- Which is the message that the author wants to express?
- Do you think that the song is dedicated to someone in special?
- Why do you think that?

Learning Strategy:
Cooperating with peers.

T.G.T

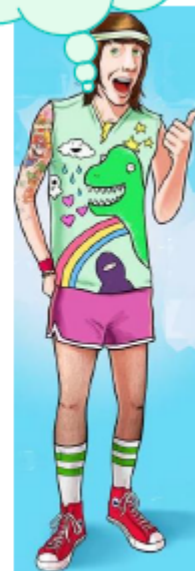
9. Make groups of four people. Cut the cards and make a raffle. Each member should have a card with a role. The role should be played in the next activities.

Role card # 1 Materials manager: picks up, distributes or puts away materials. Manages the materials during the group work.

Role card # 2 Recorder: Keeps notes on important thoughts expressed in the group in the video recording.

Role card # 3 Reporter: Shares summary of group with the large group. Speaks for the group.

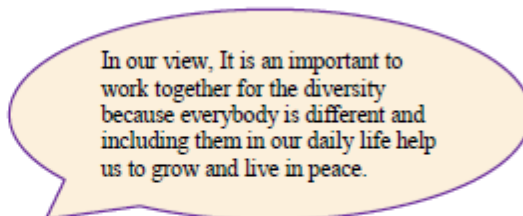
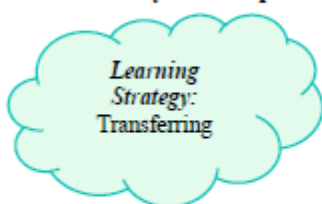
Role card # 4 Checker: Checks for accuracy and clarity of thinking during discussions and keeps track of group's points.



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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

10. In the same group, choose one topic from the mental map and write a sentence giving your opinion about it and its consequences. Then, explain it to your partners. Follow the example. Use the expressions below. Study the example below.



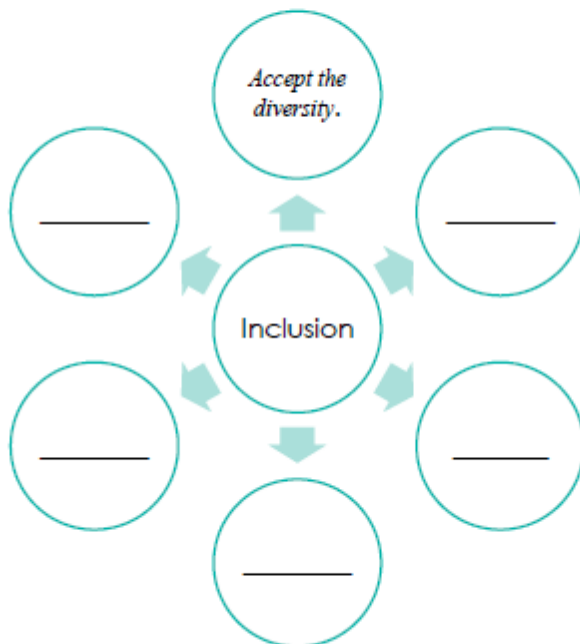
Work together for the diversity and inclusion!

Expressing opinions

- In my/our opinion...
- In my/ our view...
- Personally, I/we think...
- Personally, I/we believe...(feel)



11. What do you understand by inclusion? Write ideas referred to the meaning. Follow the example.



WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

12. Continue working in the same groups to answer the following question. Use the expressions above.

- What do you understand by the word inclusion? *Ex: Personally, I think the inclusion is the act of respect others and take them into account in a group of people.*
- Do you think Chiguanos citizens are kind and friendly with disable people, lesbians, gays, black people, and rockers?
- How do we called the act of making distinctions, differences and rejecting people who are unkind to disable people, lesbians, gays, black people, and rockers?
- Which are the causes of discrimination in your town?
- What is the education's role regarding this topic?

13. As you read the Chiguanos life's experiences, underline words that indicate discrimination.

When I'm walking down the village's streets, some people look at me. They observe my clothes and the way I walk. Then they call me: "Juan Gabriel". At school, we are six men in the classroom. When male classmates ask about me, they always answer there are five men and not six! This kind of rejection is present all the time at school and village.

By the time, I arrived to the village, people looked at my hair. It was orange. I love it! However, people think it is strange dyeing hair with bright colors. They make some gossips about me; for example, they consider that I am lesbian or that I use drugs. It really hurts me because people say things without knowing me and gossips change my image wrongly. I don't care about the comments, but I think this can't happen. People have to accept the difference and realize it is good for growing.

Orange hair girl

I love tattoos and piercings. I have many of them because they are part of the happiest moment of my life. When I arrived to Choachi, people looked at me in a strange way. Then I heard they were speaking about me on the street. People were saying that I was lesbian and I went out with the School's girls. But this is not true! I do not understand why people associate tattoos with personal relationships.

Tattooed rocker girl.

Post-speaking

Chalkboard Share

14. After reading, you should recognize the social issue of inclusion in the life stories presented above. Then, reflect about strategies to solve those situations. Write them in a big piece of paper and explain to your peers. Later, the other groups will give you some opinions about your strategies.

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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Worksheet No 1 Self-assessment	My worksheet... <i>Mi guía...</i>	It does	It could improve
	helps learners to be aware of their own learning process. <i>ayuda a los estudiantes a ser conscientes de su propio proceso de aprendizaje.</i>		
	has attractive presentation. <i>tiene una presentación atractiva.</i>		
	helps me to be relaxed and comfortable to speak. <i>me ayuda a estar relajad@ y cómod@ para hablar.</i>		
	allows me to be exposed to language in authentic use. <i>me permite estar expuesto al idioma en su uso auténtico.</i>		
	gives me opportunities to practice the language. <i>me da oportunidades para practicar el idioma.</i>		
	promotes the constructive feedback from my peers and my teacher. <i>promueve una retroalimentación de mis compañeros y mi profesora.</i>		
	The authentic material for learning (songs)... El material auténtico para aprender (canciones)...	It does	It could improve
	makes me use the target language to know new vocabulary related to inclusion issues. <i>me hacen usar el nuevo lenguaje para conocer nuevo vocabulario relacionado con problemas de inclusión.</i>		
	promotes materials (worksheets) didactically designed around my needs and likes. <i>promueve materiales (talleres) que son diseñados didácticamente alrededor mis necesidades y gustos.</i>		
gives me opportunities to experience and use the language to interact in conversations. <i>me da oportunidades para experimentar y usar el idioma e interactuar en conversaciones reales.</i>			
To develop my oral interaction... <i>Para desarrollar mi interacción oral...</i>	I do	I could improve	
I listen forecasting the remainder of the speaker's message and preparing a response. <i>Escucho pronosticando el resto del mensaje del orador y preparando una respuesta.</i>			
I get ideas out of my head clearly. <i>Hago públicas las ideas de mi cabeza claramente.</i>			
I understand when the teacher gives formal instructions to the whole class. <i>Entiendo cuando el maestro da instrucciones formales a toda la clase.</i>			
I interact with my classmates by answering questions. <i>Interactúo con mis compañeros de clase respondiendo preguntas.</i>			
I interact with my classmates by asking questions. <i>Interactúo con mis compañeros de clase haciéndoles preguntas.</i>			
I can interact with the teacher in English <i>Puedo interactuar con mi profesora en Inglés.</i>			
<small>Pictures Taken from: https://es.cintarest.com/vin/447967494162009511/ http://01.lynn-cdn.com/selection/Guerra/Book/2007/200755/1315170175004.png http://spadesgram.com/incomplete-puzzle-pieces/ https://es.cintarest.com/vin/180006080956/412657/</small>			

Developed by Neidy Guerrero

Adapted from Munévar (2017)

Chapter IV

Data analysis and Findings

The purpose of this chapter is to present the data analysis process and findings of the research study to answer the research question. I followed the triangulation technique to identify the research categories and subcategories and establish their relation, having in mind the constructs that underpinned the current study, and providing the corresponding evidence, and theoretical support.

Data analysis Approach

The process started with the implementation of six worksheets based on songs to enhance students' oral interaction. The instruments I used throughout collection of data were field notes to keep important information inside my classes with the designed materials (worksheets) and video recordings to register students' conversations and their behavior in the pedagogical intervention.

After gathering the information, it was essential to transcribe the videos to catch students' attitudes through their performance, and afterwards analyze their artifacts. Consequently, it was suitable to identify methods for data analysis. For this process, I followed the Grounded Approach, the color-coding technique, and the triangulation method.

Grounded Approach. The Grounded Theory Methodology (GTM) is a research methodology that provides a plan to collect and analyze data. According to Glaser and Strauss (1967), grounded theory is “the discovery of theory from data systematically obtained from social research” (p. 2). In other words, from the research process I identified new theoretical aspects emerged from the analysis of data. On this basis, I found new information about materials development, songs and oral interaction associated to the instruments: artifacts, field notes and

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

video recording transcriptions. The analysis of data gathered yielded some commonalities, identified by the color-coding technique.

Color coding technique. This is a technique used to identify patterns through the gathering of instruments easily. As Saldaña (2009) stated, “The act of coding requires that you wear your researcher’s analytic lens. But how you perceive and interpret what is happening in the data depends on what type of filter covers that lens” (p. 7). In this regard, this technique helps researchers classify important evidence by using colors, and its purpose is to identify related topics or patterns. Hence, to organize the information I used the triangulation method, clearly explained as follows.

Triangulation method

This method is a relevant stage for data analysis due to the way I categorized the information by means of the analysis of instruments. In agreement with McMurray, Scott and Pace (2004) “triangulation refers to the use of several research techniques in the same study to confirm and verify data gathered in different ways” (p. 263). The authors consider triangulation as a procedure to check that the information collected through the instruments is accurate. It means that data collection comes from diverse sources. Thus, I selected significant information to give an answer to the research question by analyzing artifacts, field notes and video recordings.

In the same line of thought, Strauss and Corbin (1998) consider it as, “The act of relating categories to subcategories along the lines of their properties and dimensions” (p. 123). What I interpret is that triangulation allows the researcher to find commonalities through the connections set between categories and subcategories. It involves information perceived through the instruments to find categories and subcategories based on resemblances. Thus, by means of triangulation, some subcategories and categories arose, as observed in the following table.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Table 2

Categories and Subcategories

Research Question	Categories	Subcategories
How do the development and implementation of contextualized worksheets based on songs contribute to foster eleventh grade students' oral interaction at a public school?	Materials for motivating students' Learning	<ul style="list-style-type: none"> - Enhancing students' speaking and curiosity through attractive and motivating materials - Stating clear objectives to foster students' learning awareness - Including students' interests through contextualized materials
	Songs for relaxing classes to learn a foreign language	<ul style="list-style-type: none"> - Listening to songs to make students being comfortable and more sensitive with others - Using songs to memorize, learn vocabulary, and foster listening skills - Lyrics that raise students' speaking process
	Oral interaction: a construction of Teachers and student to communicate ideas.	<ul style="list-style-type: none"> - Body language to interpret information and communicate ideas - Mother tongue as a support to clarify information - Students and teacher's role to promote group work to enhance speaking.

Materials for motivating students learning. Materials are important teaching resources to facilitate the learning process. However, creating them was a challenge in my research due to their aim, to motivate students to speak. In that respect, I identified three categories to achieve motivation in students' learning. According to Reid (2007), "(...) not all children are intuitively and intrinsically motivated to learn. Some children need to be motivated and a teacher has to develop the means and methods to enable and facilitate this motivation" (p. 14). In fact, teachers

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

should create strategies to motivate students in the learning process; in my case, I designed contextualized worksheets to enhance students' motivation to speak.

To this extent, this research presented three sub categories: Enhancing students' speaking and curiosity through attractive and motivating materials, stating clear objectives to foster students' learning awareness and including students' interests through contextualized materials.

Enhancing students' speaking and curiosity through attractive and motivating materials. This is a hard task; however, teachers could motivate them through materials to speak. I captured students' attention with attractive materials. I colored and organized worksheets could increase interest and foster speaking as well. According to Hartley (1985), there are some roles referring to the learning processes:

An affective role- enhancing interest and motivation, an attention role- attracting and directing attention, a didactic role- facilitating learning by showing rather than telling and by providing additional information, a supportive role-enhancing the learning of less able readers and a retention role-facilitating long term recall. (p. 80)

The author mentions a variety of roles that involve students' learning. They are crucial to foster students' motivation, attention, demonstration, support and retention of information. However, I focused on one of these roles, which implies captivating students' attention, by the use of pictures. In my study, the use of pictures increased students' interest and motivation as they caught their attention, and they provided them with resources and strategies to speak and facilitate the learning of vocabulary.

Students increased their curiosity through pictures because they related to their age and likes as shown below. In the first excerpt (cover pages), students could see a group of young

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

people from urban tribes and two children with costumes that show differences among youth.

They increased the curiosity because they were new things to them and prompted them to speak.

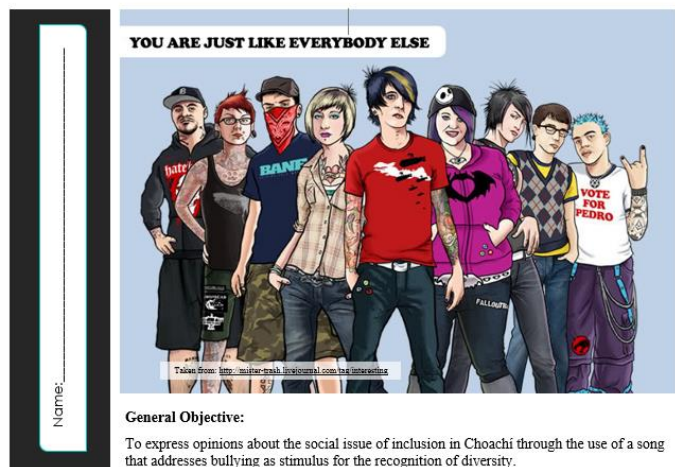


Figure 3. (Cover page Worksheet No 1)



Figure 4. (Cover page Worksheet No 4)

The second excerpt evinced that students liked the materials because of their design and the colors on them. It motivated students to work on the activities inside because they wanted to know what they were about.

(...) they were excited about the idea to work in class with the material designed for them, when I give each one the first worksheet, their faces changed and they felt interested in the materials, they began to observe the pictures on it, the design, the colors page by page; some of them said aloud “ mire vienen en colorcitos ” (...) [sic]

(Field Note No. 1- Pre Speaking Activity)

The third excerpt is about how materials enhanced students' speaking by means of pictures. Here the pictures' purpose was to be close to student's daily life evoking perceptions in context as an excuse to speak about what they were seeing.

(...)S1:Do you think the picture in her office is important? Why?

S2:Yeah, this aaa picture is important for the woman because is a referent of ... old days (he moves up his shoulders) eeee this picture eee tambien is of motivation of the woman of hard work....esa pobre esta muy rara... (...)[sic]

(Video transcript No. 2- Pre Speaking Activity)

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Therefore, pictures were crucial to motivate them to participate and express their perceptions regarding the images.

Stating clear objectives to foster students' learning awareness. Learning objectives are important to know what students achieved, and the kind of activities to propose. In that respect, Richards stated “that objectives are important as they provide learners with a clear statement of where they are going and what they can expect to achieve as a result of learning the unit or section” (as cited in Abraha, 2008, p. 37). In other words, objectives helped students to know what to learn and where to go. In the research study, the objectives appeared on the first page of each worksheet. Besides, I always mentioned them for students to be aware of what they needed to attain. The abovementioned information is evident in the next excerpts:

Students were familiar with the worksheets and activities, and knew the objectives before working; this facilitated the development of the activities.

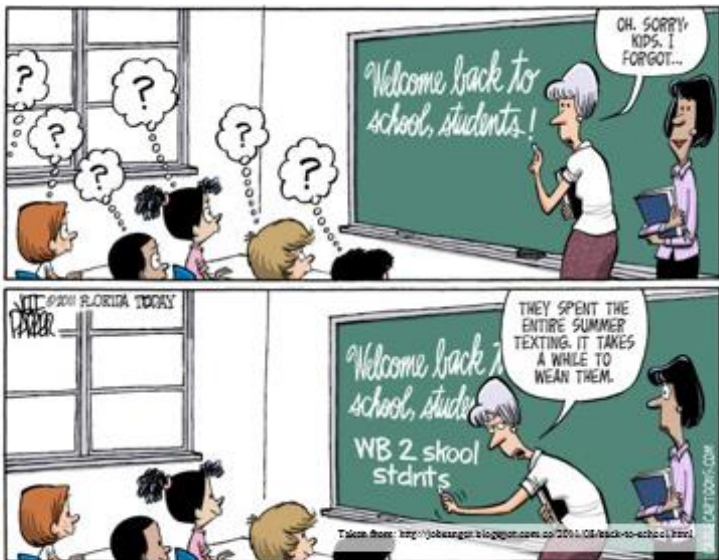
The picture bellow illustrates that each worksheet had a general and two specific goals to achieve. Therefore, students were aware of the topic, and the specific aspect they had to learn.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Name: _____

Worksheet No 3

I.E.D Ignacio Pescador




General Objective:

To discuss about past and present events related to educational issues in Choachi through the use of a song.

Specific Objectives:

- To identify issues related to education by activating students' prior knowledge.
- To compare past and present issues related to education.

Pre-speaking



Agreement circles

Learning Strategy:
Activating Prior Knowledge

1. Stand up in a large circle. The teacher will read some statements. You will walk a step forward if you agree with her, but if you disagree, walk a step backward.

Example: *Teachers have to be updated about students' language.*

I agree 😊
I disagree ☹️

Developed by Neidy Guerrero

Figure 5. (Cover page Worksheet No 3)

The next excerpt demonstrates that students were able to achieve the goals proposed in the worksheet through a discussion about the song's central topic.

(...) we can see the differences in the school when the teacher speak with you and some of them are friends. What kind of education do you prefer and why? S1: I prefer modern education because it's good and help to the student. Which are the advantages of each education? S2: Which are the disadvantages of each education? S1: Disadvantage education modern for because student utilize too much the technology in the class room eh thank you very much. I disadvantage traditional education too much discipline stress and the students. (...)[sic]

(Video transcripts No.3- While Speaking Activity lines 23-26)

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

As the figure above showed that the learning objectives were clearly stated to the students making the accomplishment of the general goal was achieved likewise the students' answers aforementioned.

(...) Later, they had to organize pairs to work with think-pair-share. I explained the strategy and the objective of this activity and what they had to do step by step, they began to work immediately.(...) [sic]

(Field Notes No. 2- Pre Speaking Activity lines 8-10)

The students reinforced the objective in the self-assessment form at the end of each worksheets implicitly. They could reflect upon them during the implementation and could recognize their strengths and weaknesses.

(...) they finished the matching exercise I checked to whole group, when I said the correct answers the majority of them scream "sii" and ticked the information in the self-assessment section on their worksheets(...)[sic]

(Field Note No. 2- Pre Speaking Activity lines 23-26)

Regarding the implicit objectives' presence, I can say that students could evinced them filling in the self-assessment section present in each worksheet. They were able to know what to do since the beginning. Likewise, filling in the self-assessment help students to be aware of their strengths and difficulties to achieve the objectives. The following figure evidences the aforementioned.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

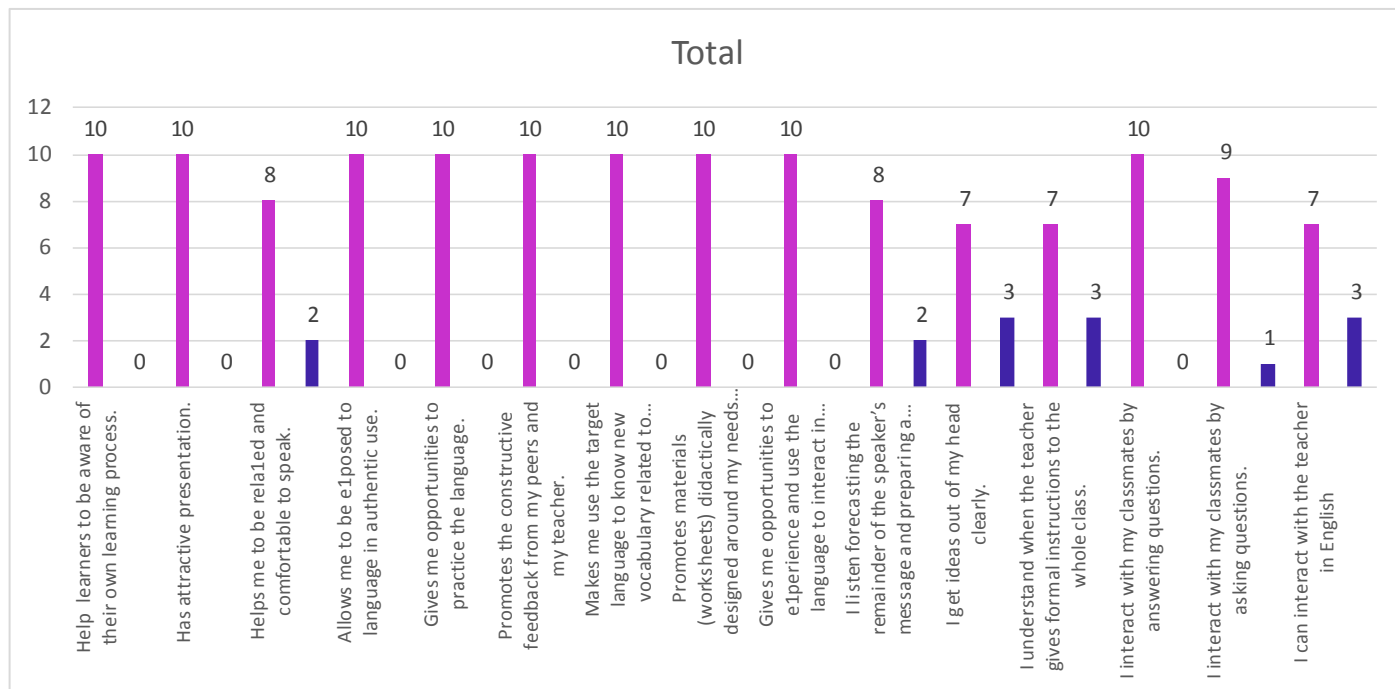


Figure 6. (Worksheet No 5. Self-assessment.)

In the figure above, it is noticeable that most students were aware of their abilities and weaknesses to improve their learning process; the self-assessment highlighted the objectives implicitly.

Including students' interests through contextualized materials. For promoting students' learning process, I designed Materials based on their likes, needs and context. Harmer argued that, "Students engage in content which is often about themselves and their lives and in this way they learn better" (as cited in Holguin & Aguirre, 2014, p. 134). Hence, students found activities related to their daily life including typical places, recognizing people and comparing situations from Choachí. The aforementioned information is evident in the samples below:

(...)What kind of education do you prefer and why? S9: we prefer the modern education because with this education we have freedom. What kind of education do you prefer and why? S10: traditional education because is esencial for our. Which are the dis.....advantages jejejejeje in e....ach education? S9: in the traditional education is that the students have homework and can't eat in the classroom. (...)[sic]
(Video transcript No. 5- While Speaking Activity)

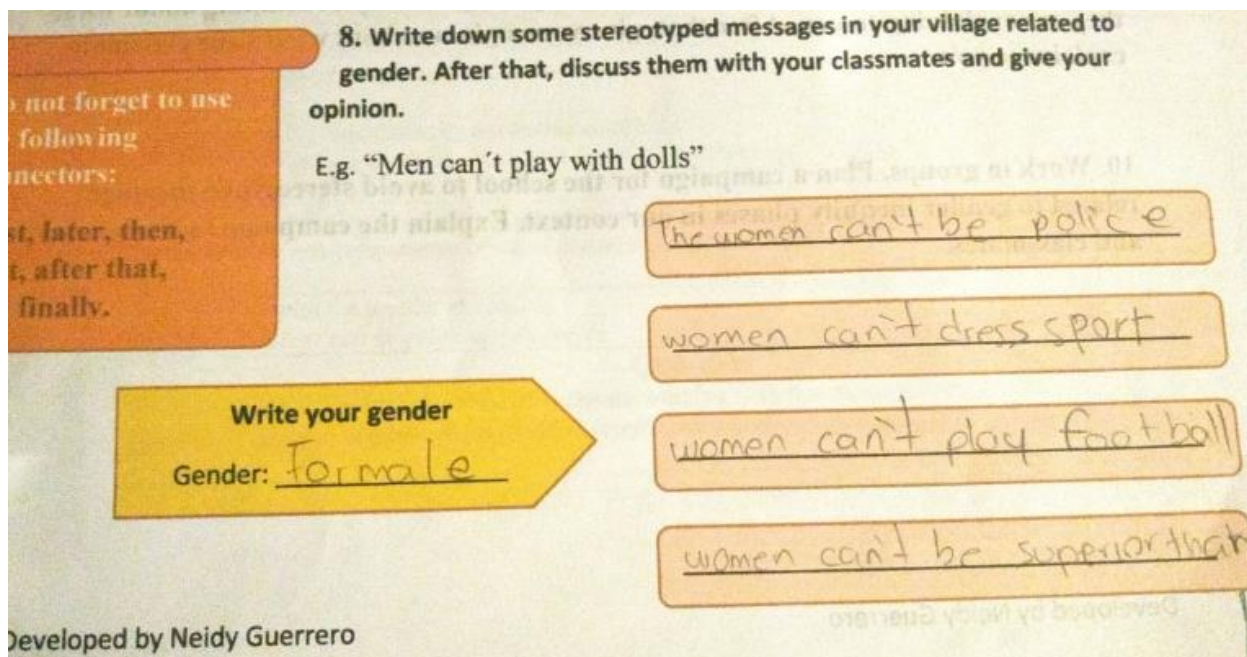
WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

The previous excerpt showed how the main topic from the song worked in worksheet No.5 could engage students' attention and trigger them to ask each other questions about education. This topic was related to their daily situation because they deal with scenarios where the lack of Education or Education itself represents a way to enhance better or worse life conditions. In addition, when students knew about what peers were talking about, they wanted to speak, give their opinions and practice the vocabulary learned from the activities.

(...) the materials included activities where the students had to relate vocabulary to their context. They liked this kind of activity because they knew about the context and they could practice what they had learned in a real situation. (...). [*sic*]
(*Field Note No. 2- Pre Speaking Activity lines 62-65*)

Besides, it is worth mentioning that having knowledge of the sociocultural issues related to the news in students' context helped Núñez et al. (2013) stated that, "Materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Moreover, they are forms of social mediation that allow flow of knowledge" (p. 10). Thus, materials helped teacher to mediate between social knowledge and simplify oral interaction in English classes. Hence, worksheets enhanced oral interaction using didactic activities where students had to answer some questions about their lives, interests and culture. The following excerpts evince these aspects.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION



(Figure 7. Worksheet No 4)

Besides, didactic activities within materials motivated students to communicate about their contexts. For example, on worksheet No. 4 they had to speak about some stereotyped messages in their town about gender.

To conclude, contextualized materials helped teachers motivate students' learning because they enhance curiosity through visual aids, increased students' learning awareness and focused on students' lives. In addition, they motivated learning processes by using innovative activities. A sample of this is the use of songs in the development of English materials.

Songs for relaxing classes to learn a foreign language. Songs are an excellent way to motivate and relax students to interact with others in English classes. Bearing this in mind, I presented the second category into three subcategories. According to Richards (1969), "Songs are often a welcome change from the routine classroom activity in learning a Language" (p. 161). That is, songs allow students to have a break from the daily activities in classrooms and it means a change from students' attitude, regarding English language. Therefore, songs bring advantages

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

for English teachers because by listening to them let students feel comfortable and become more sensitive with others. Besides, working with lyrics raised students' speaking process and improved their memory, vocabulary, and listening skills.

Listening to songs to make students being comfortable and more sensitive with others.

On the one hand, Lo and Li (1998) asserted that: "Songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced" (p.8). In that sense, songs create a friendly space to students, becoming the EFL classes from boring and intimidating class to a relaxing one. Hence, students felt comfortable and sensitive with the topics and situations presented on the worksheets because topics related to their daily life. The selected songs had rhythms they liked and they were easy to sing for them. The next samples from field notes, worksheets and video transcripts demonstrated that songs motivated students; they felt relaxed to dance with the song and students could relate songs with social problems.

(...) I played the song for first time and some of them began to dance. I felt happy because they liked it (...). [sic]

(Field Note No.4 - Pre Speaking Activity lines 30-32)

(...) Hello, ok have you hear the beautiful song? What is the song about? S3: Yes, so so... it is an interesting song because it is different. Which is the message that the author wants to express? S4: I feel...that the author (1.0).you don't feel bad. (...) [sic]

(Video transcript No.1 - While Speaking Activity)

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

a. How would you rate this lyric? From 1 to 5. Taking into account that 1 is bad and 5 is good.

b. How does this song make you feel regarding education?

- 1 -Motivated/interested
- 2 -Discouraged/depressed
- 3 - Angry/annoyed
- 4 - Surprised/astonished
- 5 -All of the above
- 6 -None of the above

c. What does the song talk about?

- 1 -The role of the students
- 2 -The role of the teachers
- 3 -The role of the education nowadays
- 4 - Education in the past
- 5 -All of the above
- 6 -None of the above

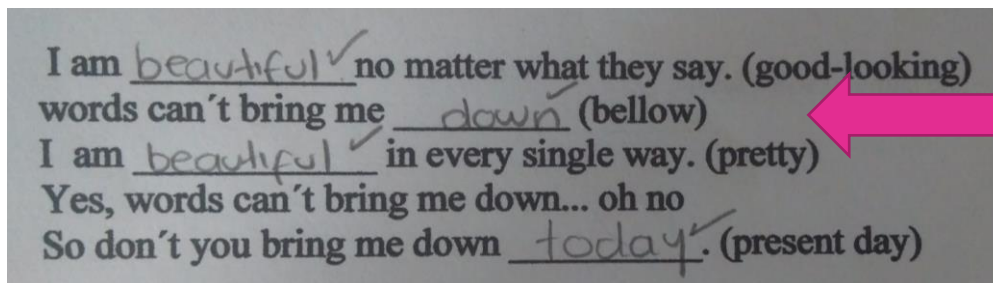
	a	b	c
1	4	4	1
2	4	1	3
3	5	1	5
4	4	1	5
5	4	1	3

(Figure 8. Worksheet No 3 While-Speaking)

As observed, students became more easygoing during the process of solving worksheets involving songs because rhythm triggered them to dance, and lyrics put them close to real situation and feelings.

Using songs to memorize, learn vocabulary, and foster listening skills. According to Carrol, Freeman and Long, Williams and Burden stated in a Research on psycholinguistic that, “Songs can activate language acquisition and learning in both hemispheres of the human brain” (as cited in Malekian, 2016, p. 22). Songs brought to English classes could be a resource to improve memory through repetition. Hence, students increased their vocabulary and the pronunciation of it as evinced in the following excerpts.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION



(Figure 9. Worksheet No 1 Pre-Speaking)

(...)S9: Good afternoon guys ok in our opinion gay love and search equality is important because the person need Love and equality for happiness we can't bring down people.(...). [sic]

(Video transcript No. 1- Post Speaking Activity)

(...)After that, they ratify their words listening the song,50 % of the students were happy because they remember some synonyms without check the page before. Next, I explain pronunciation of some words in the lyrics they did not know. Later, we sang the song three times because they asked to do it again. (...). [sic]

(Field Note No.1 - Pre Speaking Activity lines 48-52)

Here, the samples could show how students used in their conversations some words from lyrics adapting them to their interaction.

Lyrics that raise students' speaking process. Oral interaction needs an organized strategy to foster students to speak. I found that songs are a resource for students that want to express without fear. Grifee (2001) explained that songs promote: (a) mimics, gesture and associated to the meaning; (b) they are good to introduce supra segmental phonetic (stress, rhythm, and intonation); (c) they can be applied to comprehension stage or production and (d) Students learn English very easily, through echoic memory. (p. 63)

Songs encourage students to communicate by using their body language or gesture when they could not do it by speaking. Therefore, songs helped teachers to teach pronunciation and intonation through singing. Furthermore, students could use the main topic of the lyrics as a means to speak about them. The following excerpts evinced how students used mimics to

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

communicate ideas when they do not know some vocabulary but they wanted to continue with oral interaction. Additionally, it could show how students used vocabulary and pronunciation learned through songs.

(...)S7: What is the song talking about?

S8: the song is about a man ...poor. What would happen if you didn't have food to eat?

S7: uy...eee... ((Ss moves his hand like asking something)) to ask in the street. Ja ja ja

S8: What would happen if you didn't have clothes to dress?

S7: it is cold and ...I live under a bridge. What is your opinion about the lyrics?

S8: in my opinion the lyrics are very sad....because it can show the way people live without money.(...) [sic]

(Video transcript No. 5- While Speaking Activity)

Furthermore, lyrics were used during the implantation of the material as an initiation in student's oral interaction since they had the chance to speak about topic, messages and situations represented on the lyrics. As shows next illustration.

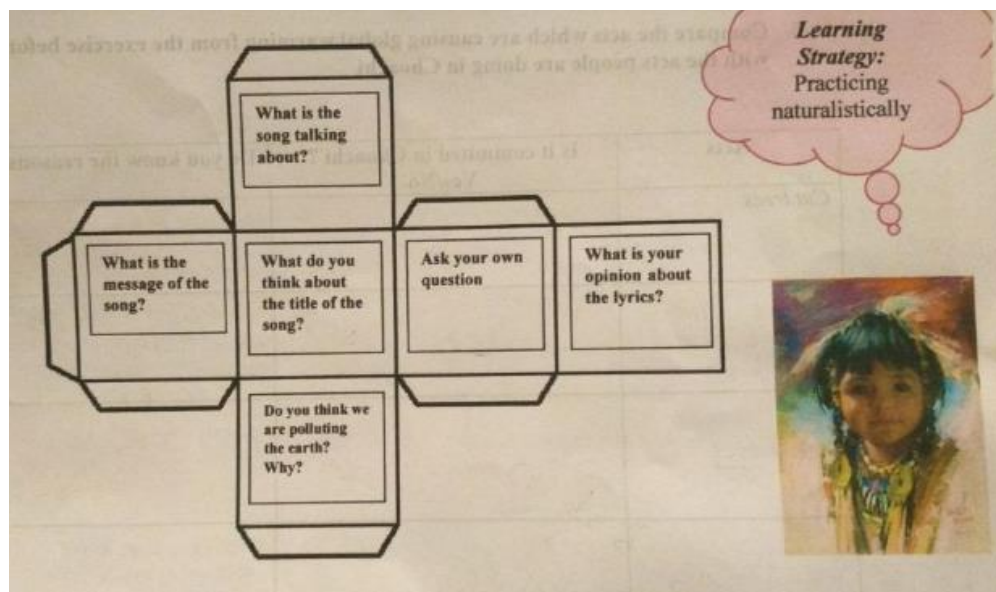


Figure 10. (Worksheet No 6)

(...)The first activity of this part was: choose one topic from the mental map about the song and write a sentence giving their opinion about it and its consequences (...) [sic]
(Field Note No.1 – while Speaking Activity lines 64-66)

As the previous excerpts showed, lyrics triggered in students some topics to speak about taking into account the song message making them talk about their context and real life situation.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

In brief, the use of songs in EFL classes created smooth environments where the learning process is easy reachable due to the nature of the material. Moreover, songs fostered speaking skills since the topic of lyrics made them express freely and with no fear.

Oral interaction: a construction of Teachers and student to communicate ideas. This category agrees with Oliver and Philp's (2014) assertion: "The spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time in communicative exchanges" (p. 105). Oral interaction is a communicative activity performed in the present time. Thus, I established three subcategories: *Body language to interpret information and communicate ideas*, *mother tongue as a support to clarify information* and students and teacher's role to promote group work to enhance speaking.

Body language to interpret information and communicate ideas. Oral interaction is not only speaking with others. It entails interpreting what they say through their bodies. Fridlund claimed that, "The function of facial movements is to communicate information to others rather than simply to express anything. Facial displays are thus intrinsically other-oriented messages rather than individual reactions" (as cited in Parkinson, 2005, p. 285). In this matter, the use of body language is essential to fill in the gaps that occur when the L2 is not enough to communicate what people want to express. Through gestures, students made their messages clear when a word or expression did not convey them. The aforementioned was evinced when students moved their hands or made facial gestures to explain what they wanted to say.

(..)S7: In my opinion, the education ((he laughed and looked at his peers)) is the solution because help us to...aaaaa.... ((he moved his hands forwards))...think in the future.(...) [*sic*]

(Video transcript No. 5- Post Speaking Activity)

(...)Later, I read aloud the objectives of the worksheet, I asked to them if they understood what I wanted with the worksheet but majority of the class where lost, some of them raised up their eyebrows, others laughed for that reason I had to explain the goals in Spanish.(...)

(Field note No.1 - Pre Speaking Activity)

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

... and one topic from the exercise above. ... organize a trial taking into account the role

Lawyer

Could you briefly describe...?
Please raise your right hand
Can you tell the Jury...?

Witness

I was walking down the street
when suddenly...
I was driving my car when I
saw...
I swear...

Judge

Please proceed
Call your next witness
Members of the jury you are
instructed to disregard.

Defendant

It's not risky for the environment.
I swear God, I didn't do that.
I was doing my job.

Jury

After disregard the Jury concluded
that...
Defendant is guilty / innocent
because...

Steps in the Trial:

- The Prosecutor's Statement.
- The Defendant Statement.
- The Prosecutor calls Witnesses.
- The Defence calls Witnesses.
- The Prosecutor's closing statement.
- The defendant's closing statement.
- Deliberation of the Jury.
- The Verdict.

Figure 11. (Worksheet No 6)

As evinced in the samples mentioned in advance, body language is a feasible way to help students communicate due to lack of vocabulary. Besides, using contextualized worksheets caused an enormous impact on the students, as proposed activities increased their motivation to perform movements as an aid to convey a clear message.

Mother tongue as a support to clarify information. During the pedagogical intervention, students used the L1, and the use of the mother language is valid to maintain fluent conversations and to give students the opportunity to relate the known vocabulary and structures with the new. Referring to that, Larsen-Freeman (2000) claimed that, “The native language of the students is

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language words clear” (p. 101). Language acquisition is a tough process; the use of L1 is a fundamental resource to bring students closer to L2, to make a contrast and to show differences between them. Furthermore, mother tongue in English classes helped the students keep motivated and hooked to their learning process.

On the other hand, L1 is a helpful means to clarify information to students in the Language Learning process. As stated by Dailey-O’Cain and Liebscher “L1 can serve as a facilitator to teach difficult concepts, to explain grammar or vocabulary, and to provide discipline. Recently, a consensus that L1 cannot be banned from the foreign language classroom seems to have been reached” (as cited in Sener, 2017, p. 41). Therefore, mother tongue can be used inside English classroom to clarify students’ concepts, vocabulary and grammar aspects. The following excerpts illustrate how the use of mother tongue inside English classes helped students overcome obstacles presented such as lack of vocabulary or misunderstandings within the communication process.

(...)S7: for administrator I have to study economy oorrr... contabilidad eeee no sé. Which other professions can you find in Choachí that aren’t in the pictures?

S8: Farmer, eeee... Alcalde... Which are the abilities you need to develop these professions?
(...)[sic]

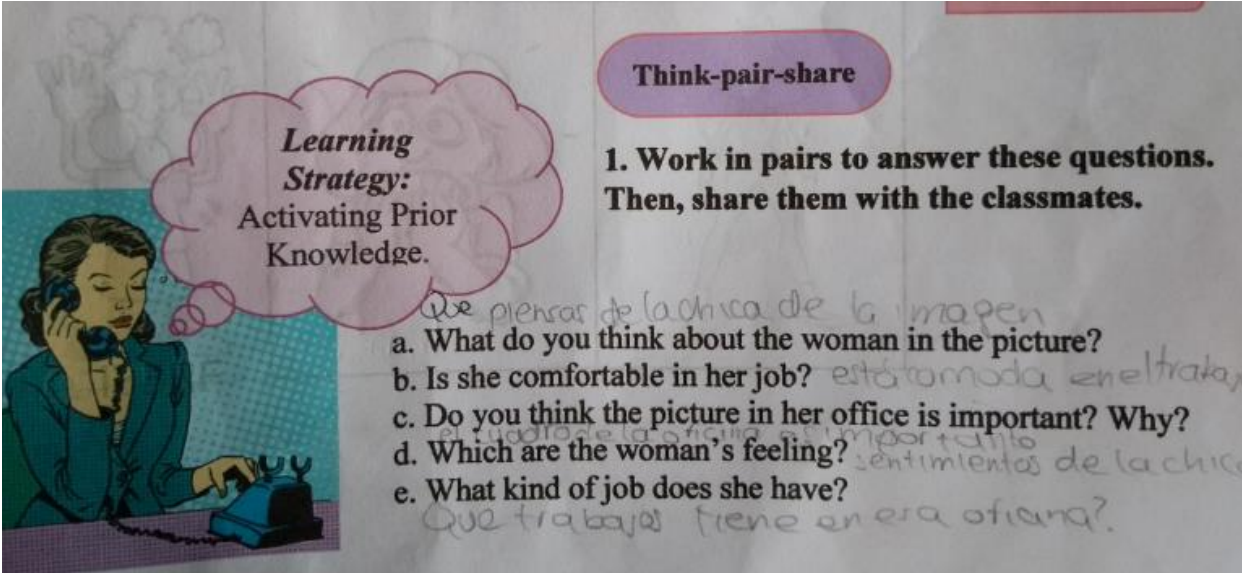
(Video transcript No. 2- Post Speaking Activity)

S2: People need (1.0).Profe (1.0)cómo se dice autoestima ?(.).ahhhhh(1.0)gracias self-steem and have to express the ideas the people have. No se asuste!!! jajajajaja

(Video transcript No. 1- While Speaking Activity) [sic]

(...) The next activity was harder to them, because they had to classify the vocabulary before into nouns verbs and adjectives. I explained them pair by pair the categories. They looked at me with fear faces. (Frequently, I had to explain them in Spanish). (...)

(Field note No.2 - Pre Speaking Activity)



Learning Strategy:
Activating Prior Knowledge.

Think-pair-share

1. Work in pairs to answer these questions. Then, share them with the classmates.

- What do you think about the woman in the picture?
- Is she comfortable in her job?
- Do you think the picture in her office is important? Why?
- Which are the woman's feeling?
- What kind of job does she have?

De pensar de la chica de la imagen
¿Está cómoda en el trabajo?
¿Qué trabajos tiene en era oficina?

Figure 12. (Worksheet No 2)

The above shown samples demonstrate how students continued their conversation in English using mother tongue to clarify, to name and to ask for information without losing oral interaction.

Students' and teacher's role to promote group work and speaking. Learning is a process where students and teachers have a commitment to reach a common objective. This research searched to improve the students' oral interaction and I had to work harder to achieve it. Hence, I identified roles to facilitate the speaking process through cooperative learning. According to Johnson and Johnson (1990), "In a cooperative learning group: Students are assigned to work together and are happy to do so. They know that their success depends on the efforts of all group members" (p. 9). Accordingly, cooperative learning is a relaxing activity because students liked to work together and they could help each other and each member of the team group had to work searching the success of all members. The following excerpts evince their happiness, their motivation to work with teams and their cooperation with others to win.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Likewise, teachers had an essential part in the oral interaction process. Teacher had to motivate to students to speak and search the best activity to do that. 0020Thus, English teachers' role implies triggering students to speak and produce meaningful accurate conversations. The next excerpts showed that the student was more likely to achieve team goals because they helped each other and encouraged them to be confident with their peers. As a result, they cheered peers to finish activities and interact orally.

(...) They were excited with the idea to play a role, they expressed it with the movements of their hands or jumping before took out the papers. They took this activity like a competition with other groups. They helped each other with the vocabulary and the role (...) [sic]

(Field note No.6 – Post Speaking Activity lines 71-74)

(...) S5:Can men hurt women? S6: Yes, because they are stupid. S5: Lea la pregunta.....lea ..What is the song talking about? S6: Eeeee the song is talking about a men cry for a woman. (...) [sic]

(Video transcript No. 1- While Speaking Activity)

The focus of some exercises on contextualized worksheet implemented aimed to promote teamwork using cooperative learning strategies. Moreover, developer teachers could endorse speaking through innovative activities that triggered oral interaction.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

8. In the same pairs talk about the topics mentioned in the lyrics “Beautiful”. Use some of the questions below to begin the conversation.

- What is the song about?
- Which is the message that the author wants to express?
- Do you think that the song is dedicated to someone in special?
- Why do you think that?

T.G.T

9. Make groups of four people. Cut the cards and make a raffle. Each member should have a card with a role. The role should be played in the next activities.

Role card # 1 Materials manager: picks up, distributes or puts away materials. Manages the materials during the group work.

Role card # 2 Recorder: Keeps notes on important thoughts expressed in the group in the video recording.

Role card # 3 Reporter: Shares summary of group with the large group. Speaks for the group.

Role card # 4 Checker: Checks for accuracy and clarity of thinking during discussions and keeps track of group's points.

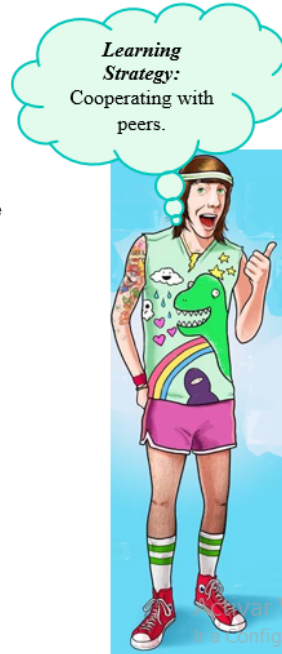
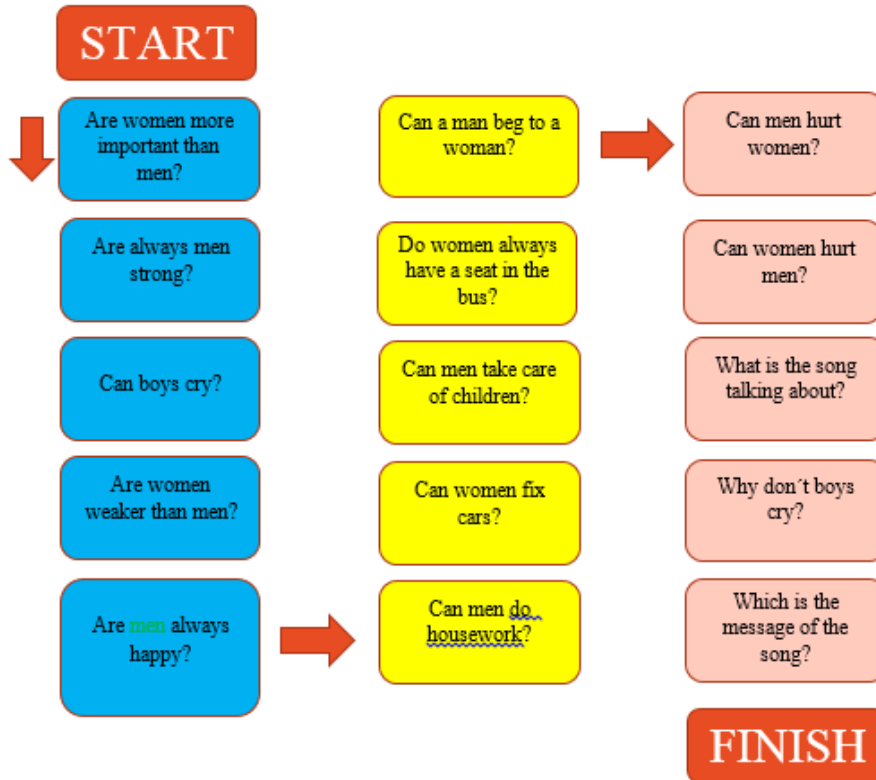


Figure 13. (Worksheet No 1)

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Rules

- Put the chip at the start
- Throw the dice and go forward the number of step the dice said
- If you do not answer the question you go back to the start.



WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

8. In the same pairs talk about the topics mentioned in the lyrics “Working Class Hero”. Use some of the questions below to begin the conversation. Speak with your classmate using the spinner.

Learning Strategy:
Practicing naturalistically

What do the phrases in bold mean? Choose one.

What is the song about?

Free Space! Make up your own question!

Free Space! Make up your own question!

Which are the problems related to employment you can find in the lyrics?

Which is the message that the author wants to express?

What do the phrases in bold mean? Choose one.

Free Space! Make up your own question!

Act
Ira (

Figure 14. (Worksheet No 2 and 4 While-Speaking)

After a careful explanation using evidences and theoretical aspects related to each category and subcategory, I proceed with chapter V in which I portray details about the way data analysis led to answer the research question.

Chapter V

Conclusions and Pedagogical Implications

In this chapter, I present the conclusions derived from the investigation process to answer the research question: How do the development and implementation of contextualized worksheets based on songs contribute to foster eleventh grade students' oral interaction at a public school? It also describes the pedagogical implications, limitations and further research questions.

Conclusions

To give an answer to my research question, I found that materials could motivate students learning process in my English classes, as the outcome of the design of contextualized worksheets because they helped students to enhance their curiosity and foster their speaking through materials with attractive presentation and colors. To this respect, Tomlinson (2011) stated that, "Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest and attention are attracted" (p. 8). In other words, materials created an influence in students due to their attractive and captivating layout and content. Likewise, students' attention span was more favorable. Furthermore, worksheets engaged students by means of setting clear objectives for students to learn the language and practice it. Hence, they were able to recognize their strengths to overcome challenges and improve their performance. Having in mind the students' interests through the design and implementation of contextualized materials made the learning process a practical endeavor where students felt comfortable and relaxed to speak.

Moreover, the use of songs in the English classes promoted a comfortable and peaceful atmosphere within the classroom fostering listening as well. Referring to this conclusion,

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Coromina (1993) stated that songs “provide a break from the text book and workbook routine” (p. 27). Hence, students needed to go out from the routine through songs. As a result, students felt relaxed and comfortable to speak without being obliged to do it.

Additionally, listening to songs in the ELF classes allowed students to memorize, learn vocabulary, and foster listening skills. Thus, the use of lyrics raised students’ speaking process. In Ur’s (1986) words, “Songs are taught for a variety of purposes: for the sake of the vocabulary of the structures they contain; to get students to produce oral English by singing them; as an aspect of English- language culture; for fun” (p. 66). This means, using songs in the EFL classroom helped the learning and teaching processes regarding the use of vocabulary, grammar structures and speaking. Besides, students practiced pronunciation and oral interaction through the topics of songs.

On the other hand, students relied on body language to interpret information and convey ideas due to the effectiveness of gesture to build up clear messages when they could not find appropriate words to communicate their thoughts. Furthermore, body language could communicate students’ feelings and moods.

Moreover, the use of mother tongue in English classes could be a support to clarify information. Kahraman (2009) argued that, “Statistically evident that the acceptance, valuing active, systematic and judicious use of the students’ mother tongue reduces anxiety, and enhances affective environment for learning a foreign language” (p. 107). To that extent, mother tongue was a resource for teachers to bring students closer to the language and clarify important concepts (definitions, grammar) in the EFL classes.

Hence, worksheets promoted the cooperative learning, and as result of the implementation of some strategies as think-pair-share, T.G.T, corners, chalkboard share, give one - get one, among

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

others. Consequently, students could work together and help each other to achieve common objectives and success. Besides, the teacher played an essential role within cooperative learning.

This role was to enhance students' speaking because the teacher designed motivating activities to enroll students to speak this could be inside classes using interesting topics and contextualized activities. It is worth mentioning that I identified a general conclusion related to the importance of cooperative learning to foster students' oral interaction. Kagan (as cited in Richard & Rodgers, 2014) established that:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (p. 192)

In addition, cooperative learning is an approach created to learn from others and to enhance own learning. In this regard, this method allows students to work with others in a comfortable atmosphere to learn using songs. Thus, students were involved their learning process; they realized their learning improvement in relation to their oral interaction by developing contextualized worksheets.

This research experience allowed me to learn how to design contextualized materials to teach English in an effective way turning my classes in a relaxed space to learn. The impact my research project had in the teaching context, and in the ELF community and in Choachí.

Pedagogical implications

This research study was essential to change my teaching practices by means of the development and implementation of materials that foster students' learning process. Students enhanced their oral interaction, learn vocabulary and discuss about topics they live in their

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

context. They also enjoyed the materials I developed because they considered it was colorful and the pictures related to their interests and daily life in Choachí. In my case, I noticed that I could improve my role of materials-developer due to the knowledge received in the Master's program with the seminars of Materials Development and Research. The theoretical foundations learned through these seminars allowed me to reflect upon the materials I designed and the purposes of developing them for my students. In addition, in my role as researcher, I could evidence the importance of conducting action research to improve my teaching practice and be able to solve main concerns I could face during the pedagogical intervention. I know that I can continue transforming the worksheets in the future by means of action research phases.

Regarding the school conditions, one of the assets is that I could motivate students through the development of materials. My coworkers were also interested in learning about the implementation I did. There was a sense of satisfaction, I noticed from the school staff when I explained my achievement. They encouraged me to continue implementing the worksheets. Finally, concerning the EFL community, it is fundamental to look for following a reflective attitude regarding our teaching practice to see results on students' learning process. The fact that teachers pursue improvement it will be evinced in students' benefits towards the language learning.

Limitations

Despite the advantages of the research study, I identified some limitations. First, time constrain due to the Colombian teachers' strike in public schools. Therefore, I had to implement the worksheets in fourth semester and the systematization of the information at the same time.

This fact made me face a hardworking process in terms of the systematization and analysis of the research study. Likewise, this practice was time consuming. By the time I implemented my

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

worksheets, I had to record my students and describe thoroughly (field notes) the teaching practices, and students' learning process and attitudes.

Besides, when I made the video transcriptions, I realized that I could not understand some parts because of the noisy environment at school. Frequently, in public schools, students speak aloud, and the classrooms do not have a great acoustic. Therefore, I suggested to future researchers to give students the opportunity to record by themselves with smartphones. Nevertheless, the above limitations, students were active and creative during the process of implementation.

In conclusion, English teachers should encourage students to improve by themselves. It means that teachers must create friendly spaces for students to interact in a non-threatening way by providing opportunities to develop oral skills. In that sense, contextualized worksheets based on songs could contribute in this objective. Furthermore, this kind of materials generate chances to involve teachers and students in active roles inside language exchanges because it is necessary to develop worksheets goals. The connection between contextualized materials, songs and oral interaction triggered students' motivation. As a result, motivated students could improve oral interaction overcoming fearful and shyness when working with peers and creative activities.

Further research

There were some concerns that emerged from the implementation of the research study. From these concerns, I derive the following questions: (a) how do the development and implementation of worksheets based on songs enhance students' critical-thinking? (b) And how do the development and implementation of worksheets based on cultural issues focused on students living in rural areas can motivate students to enhance oral interaction in the EFL?

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Appendix A: Interests Survey**Institucion Educativa Departamental Ignacio Pescador
Students Interests Survey****Grade:** _____**Date:** _____

Dear students:

This survey has the purpose to gather data related to your oral interaction in the English Class. Please answer the questions honestly. The collected information is confidential and it will be used to research objectives.

Objective: To explore what students perceive in connection to worksheets, songs and oral interaction.

Instructions

The survey is composed by fifteen mixed questions (Multiple choice questions and open questions) Circle the answers that better fit with your opinion.

1. What do you experience when you are speaking in English?

- a. you are afraid of make questions
- b. you are relaxed because you understand what your partner are saying to you
- c. you cannot speak because you do not understand what your partner are saying to you
- d. you do not like to speak because you are shy
- e. Other? What? _____

2. In your opinion what is the most important aspect of the English class?

- a. to know about other countries and cultures
- b. to write in a correct way
- c. to understand what you reading
- d. to be able to speak in English with other people
- e. Other? Which? _____

3. How do you prefer to get oral interaction?

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

- a. informal conversations ____
- b. informal discussions ____
- c. formal discussions ____
- d. debates ____
- e. interviews ____
- f. negotiations ____
- g. expositions ____
- i. Other, Which? _____

5. When you are speaking in English you prefer...

- a. speaking only with your partners
- b. speaking only with your teacher
- c. speaking with my teacher and partners

groups girls random boys best friends

6. In your opinion, which is the best way to work with songs in your English class?

- a. using the lyric and the vocabulary inside them
- b. using the song's context and the topics inside it
- c. using the song's video clip
- d. using the messages inside the song
- e. . Other, Which? _____

7. Which is the reaction of your partner when you are speaking in English?

- a. they laugh at you
- b. they correct you
- c. they help to you to stablish a conversation
- d. Other, Which? _____

9. What song's topics do you prefer?

- a. Delinquency
- b. Drugs
- c. Environmental topics
- d. Familiar problems
- e. Heart breaking
- f. Human rights
- g. Lack of money
- h. Lack of opportunities
- i. Love
- j. Peace
- k. Respect
- l. Theft
- m. Violence

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

10. What is your favorite genre of music??

- a. Rock
- b. Pop
- c. Reggae
- d. Ballads
- e. Electronic
- f. Hip Hop
- g. Jazz
- h. Rap
- i. Other, Which? _____

11. How do you prefer to learn English through?

- a. songs
- b. poems
- c. news
- d. scripts
- e. Other, Which? _____

12. In your opinion, the worksheets that you use in English class should...

- a.** facilitate learners' self-investment to develop in the students their self-discovery.
- b.** achieve impact through novelty, variety, attractive presentation, new activities and appealing content.
- c.** help learners to develop confidence
- d.** addressing student's learning styles
- e.** provide the learners with opportunities to use the language to achieve
- f.** help the teacher to assess the learners and to give constructive feedback in relation of intended outcomes.

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Field Note No. <u> 0 </u>			
Date:	Worksheet No.	Topic:	Section: 0
School:	Population:	Materials:	
Research Question:	Research objectives:		
Line	Observations	Analysis	
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WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Appendix C: Video Recordings

Date:	Number of students:	Hour:
<p style="text-align: center;">Question</p> <p>How do the development and implementation of contextualized worksheets based on songs contribute to foster eleventh grade students' oral interaction at a public school?</p> <p>General objective. To explore the impact of the development and implementation of contextualized worksheets based on songs on eleventh graders' oral interaction at a public school.</p> <p>Specific objectives. (a) To analyze how contextualized worksheets foster students' oral interaction. (b) To describe the incidence of contextualized worksheets on students' vocabulary acquisition. (c) To explore the incidence of designed worksheets based on songs in oral interaction.</p>		
<p>Lesson Objectives</p>		
<p>Transcripts</p>		<p>Analysis</p>

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Appendix D: Consent Form

IED Ignacio Pescador

Título de la investigación:

Development and Implementation of Worksheets Based on Songs to Foster the Oral Interaction

Investigadora: Neidy Ruth Guerrero Prieto

Consentimiento Informado

Me encuentro realizando una investigación relacionada con el desarrollo e implementación de materiales para la enseñanza del idioma Inglés como lengua extranjera. Esta investigación hace parte de mis estudios de tercer semestre en la Maestría en Educación con énfasis en Didáctica del inglés de la Universidad Externado de Colombia.

El objetivo de mi investigación pretende explorar el impacto del diseño e implementación de guías contextualizadas basadas en canciones para mejorar la interacción oral en los aprendices de la lengua extranjera - Inglés. Los participantes dentro de esta investigación son los estudiantes de grado undécimo de esta institución. Es esencial que Usted esté informado sobre la protección de los estudiantes en cuanto a su identidad y anonimato. De la misma manera, es importante que Usted conozca las utilidades de la investigación que se relacionan con una mejor interacción oral en el idioma extranjero inglés dentro del aula y para la vida diaria. Asimismo, quiero informarle que se desarrollarán observaciones de aula, encuestas y video grabaciones para esto se tendrán en cuenta las respectivas normas de confidencialidad de la información sobre los participantes.

Cabe aclarar que la participación del estudiante dentro de esta investigación es voluntaria y no ocasionará ningún inconveniente como estudiante de la institución si decide no hacer parte. Por otro lado, es posible el retiro del participante en cualquier momento del proceso. Finalmente,

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

está abierta la oportunidad de hacer indagaciones sobre la investigación y su debida información cuando se requiera.

Para cualquier aclaración e información requerida en relación con la investigación y su proceso puede comunicarse al correo electrónico niniguerrier@gmail.com y/o al teléfono 319 568 34 74.

He leído la información proporcionada, comprendo con claridad la participación de mi hijo (a) dentro de la investigación realizada por la profesora Neidy Ruth Guerrero Prieto, conozco los beneficios y condiciones de los resultados de la investigación.

Finalmente, consiento voluntariamente que mi hijo(a) se encuentre en esta investigación como participante y entiendo que tiene el derecho de retirarse de la investigación en cualquier momento sin que le afecte de ninguna manera su proceso académico. Asimismo, conozco que los resultados de la investigación serán socializados en la comunidad académica.

Nombre del Acudiente _____

Firma del Acudiente _____

Nombre del estudiante _____

Correo electrónico del estudiante (Gmail) _____

Fecha _____ Día/mes/año

Nombre de la investigadora: Neidy Ruth Guerrero Prieto

Número de cédula: 1'018.429.505

Fecha _____ Día/mes/año

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION

Appendix E: Consent Form

Choachí, 28 Noviembre 2016

Lyda Herrera Palechor
Rectora IED Ignacio Pescador

Respetada Rectora:

Me permito informarle a través de este medio que me encuentro realizando mis estudios de Maestría en Educación con énfasis en didáctica del inglés en la Universidad Externado de Colombia, en la cual llevaremos a cabo una investigación, su título es: Development and Implementation of Worksheets Based on Songs to Foster the Oral Interaction (Desarrollo e Implementación de guías contextualizadas para mejorar la interacción oral) y su objetivo es explorar el impacto del diseño e implementación de guías contextualizadas basadas en canciones para mejorar la interacción oral en los aprendices de la lengua extranjera- Inglés.

Cordialmente pido su aprobación para realizarla con los estudiantes del grado undécimo. Asimismo, quiero informarle que se desarrollarán observaciones de aula, encuestas y video grabaciones para esto se tendrán en cuenta las respectivas normas de confidencialidad de la información sobre los participantes.

Anexo el consentimiento informado que se dará a los estudiantes de undécimo.

Agradezco su tiempo y colaboración.

Cordialmente,

Neidy Ruth Guerrero Prieto
Maestría en Educación
Universidad Externado de Colombia

WORKSHEETS BASED ON SONGS TO FOSTER ORAL INTERACTION