ANDRAGOGY AS A MEANS TO DEVELOP THE COMMUNICATIVE COMPETENCE THROUGH LEXICAL APPROACH IN IMMEDIATE CONTEXT: SYNCHRONOUS ONLINE COURSE

JULIANA ARANGO VERA, JUAN CAMILO ARROYAVE GUEVARA AND STEPHANE BAÑOL ACEVEDO

LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS, FACULTAD DE BELLAS ARTES Y HUMANIDADES
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Classroom Project to obtain the title Licenciado en Bilingüismo con énfasis en Inglés

Advisors
Dolly Ramos Gallego
Javier Vanegas S

LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS, FACULTAD DE BELLAS ARTES Y HUMANIDADES
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Acknowledgements

Concluding this important part of my life, I am very thankful to God for giving me the opportunity to be part of this gratifying classroom project and for achieving the enormous goal of being an English teacher.

I want to thank my family who have encouraged and supported me during my personal and professional growth, without them, I would not be the person who I am today.

Moreover, my sincere thanks to my project's colleagues: Juan Camilo Arroyave Guevara and Stephane Bañol Acevedo for giving their best and who never surrendered to this project, and to professor Dolly Ramos Gallego who guided and supported us during the academic process.

Juliana Arango Vera

It has been long work progress to carry out this thesis, but it was a totally enriching experience for my academic life. I am grateful for all the knowledge acquired during the entire program, and I must thank all the professors that spent time giving us all the information that helped us to properly scaffold throughout the courses and appropriately achieve the creation of this classroom project; of which we have put our souls into making it possible. I have to thank our advisor Dolly Ramos Gallego for taking the time to guide and lead us into the best path of our project and would not be possible without her knowledge and support. Also, a big thank you to my project partners Juliana Arango and Stephane Bañol, without their individual skills, knowledge, support, and effort this would not be possible. And a final thank you to my small family, mostly my mother, who supported and helped me to continue my academic process, and without her, I would not be finishing this important part of my academic life.

Juan Camilo Arroyave Guevara

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1. Justification

Teaching a foreign language to adults should be done by implementing the Andragogy approach and translanguaging as a strategy since adults use the L1 to bring their life experiences to class and learn with them. This project seeks to answer what is the impact of the implementation of songs on the learning of lexical chunks in English in older adults.

The United Nations System (ONU) states that 1.2 billion people will be over sixty by 2025. This organization concludes that this high percentage of older people from many countries will represent a problematic issue due to the lack of social programs. Governments from different countries need to develop policies to aid these communities, they will face big social issues around the world such as poverty, inequality, and lack of wellness. For example, imagine older adults with poor living conditions such as not having social security or the care of their basic needs. In that way, adapting new programs, policies, and norms in favor of older adults may promote equality, freedom, and protection to this vulnerable population. In terms of education, different international organizations as ONU, The United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Inter-American Court of Human Rights (CIDH) agree on the fact that everyone has the right to access to education regardless of age, gender, and beliefs. Furthermore, they foster educational programs for older people who do not have opportunities to study in a school, high school, or university. The main idea is that older people get access to an educational system and improve their living conditions. Education brings many advantages since it allows them to develop general, communicative, and intercultural competences.

ONU experts in 2017 considered that by 2050 older people are expected to be around 35 percent of the population in Europe, 28 percent in Northern America, 25 percent in Latin America. Based on this, there will be an enormous growth of the senior people around the world for the next few years. Now that no one should be excluded from the opportunity to advantage from the development and growth in all areas, the participation of the older population in the socio-economic development of society joined with the social and economic variations that are taking place in all nations, cause the need to take immediate measures to guarantee constant integration and empowerment of senior people.

In Colombia, new policies have been designed by the MEN such as Law 1753 in 2015, whose aim is to guarantee Colombian education quality for children, adults, and senior people (from 60 years old and so on). This, as its vision, is to make Colombia the most educated country in South America as proposed in the program called " *Colombia, la mejor educada* en el 2025" by MEN. In this way, communities like senior people are taken into consideration to generate opportunities for everyone thanks to the higher quality education aimed to be accomplished. Consequently, MEN created an educational program called "Lineamientos Generales y Orientaciones para la educación formal de personas jóvenes y adultas en Colombia" whose aim is to help adults and teenagers acquiring quality education to improve their lives and those of their families. Additionally, by 2015 the Ministry of Health and Social Protection (MinSalud) updated the *Política Colombiana de Envejecimiento Humano y Vejez*, which has a general objective to guarantee the overcoming of economic and social inequalities in old age, in terms of health services, lifelong education, among others.

Public institutions of higher education such as Universidad Pedagógica y Tecnológica de Tunja, and Universidad de Antioquia (UdeA) are implementing the concept of inclusiveness, since students, professors, and seedbeds are carrying out projects whose focus of interest is andragogy. One of the projects belongs to the UdeA and it is called "El Aula Universitaria de Mayores" where older people are trained in the nursing and health area. In that sense, institutions like the ones mentioned above are part of the program *"Colombia la Mejor Educada en el 2025"* which was implemented in 2015 by Mineducación.

In 2008 the seedbed In Bloom was born as the result of the need to improve a broad set of conditions for the senior population in the city of Pereira. Its main objective is teaching English as a foreign language to increase the mental capacities to avoid the risks of getting degenerative diseases such as Alzheimer's (and other diseases underlying this condition) through different interventions applying among other things andragogy framework in alternative places as nursing homes. This project also aims to promote students' abilities for research; at the same time, they are working on the strengthening of the general competencies of the old population: cognitive abilities, health, personality, and social support. Many adults did not have the opportunity to access education due to different situations. For this reason, the seedbed In Bloom aims to train professionals teaching English with this community.

Although in the educational field there has been a lot of research about English teaching concerning the effectiveness of songs in the young population, there is a need to open projects and research to develop the linguistic competencies in terms of adults as EFL learners by using songs. This embraces how older adults can interact with two codes using translanguaging, the capacity of these people to adapt to a bilingual context, and the improvement of the foreign language skills based on the continuous change of codes.

The purpose of this project is to improve the communicative competence of the adult population through song activities applying the andragogy framework. By implementing this classroom project, it will be examined the impact of andragogy in the development of speaking competence. Andragogy takes as a starting point for learning the previous knowledge to teach something new, so the subjects are easier to understand by the adult learners because they can connect them with previous life experiences. Likewise, the translanguaging approach supports the second Knowles' principle, according to which adults bring their life experiences in their L1 to their learning experiences in the L2. It offers a wide range of possibilities to learn a foreign language since learners can integrate abilities related to general, sociolinguistic, and linguistic competences. In other words, this project comprises the adult learning field which is supported by the andragogy framework to comprehend how adult people improve their communicative competence through the use of contextual situations presented through songs and lexical chunks in a synchronous online course. Thus, the cognitive and neurological advantages of handling two languages are also enlarged for adults and old people. According to Marian & Shook (2012), bilingualism adds a means of rejection to the natural decrease of cognitive function and preserving what is called "cognitive reserve". Cognitive reserve refers to the effective usage of brain networks to boost brain activity during aging. Having a certain level of bilingualism may go a long way with this reserve by keeping the cognitive mechanisms strong and favoring to raise alternate brain networks to outweigh those that got injured during aging.

Andragogy supports the learning of English in elderly adults, and it states that these learners can internalize a few basic elements but those that have a meaningful value in their learning process. Senior people can learn a second language through the use of translanguaging. Arias' citation of Lewis, et al (2012) describes the function of this concept as the acceptance of the use of one or more languages in a bilingual classroom to establish

conceptual associations (p.65). In the same line, adult and senior people can develop their second language skills because they establish connections of concepts, words, or expressions in both of them, the native and target language, so it is easier for them to learn and understand them.

To conclude, the basis of our project is the implementation and analysis of songs activities and lexical chunks through andragogy framework in a different proficiency level (adults and senior people) using the three established stages: pre-, while-, and post-listening included and explained in the design section of this work.

2. Objectives

2.1. Teaching objectives

2.1.1 General teaching objective

- To implement the andragogy framework to develop communicative competence through the lexical approach in the immediate context: a synchronous online course.

2.1.2 Specific teaching objectives

- To identify the most appropriate English songs and lexical repertoire according to the English level of adult learners to improve communicative competence specifically fluency, pronunciation, and lexical repertoire through an andragogy framework through a synchronous online course.
- To evaluate the extent to which adult learners can expand their lexical repertoire and develop their communicative competence specifically fluency and pronunciation through andragogy framework in a synchronous online course.

-To analyze the most effective strategies to encourage interaction fostering dialogic communication between teachers and students through the synchronous online course.

2.2. Learning objectives

2.2.1 General learning objective

- To improve communicative competence specifically fluency, pronunciation, and lexical repertoire through the Andragogy framework in Immediate Context: a synchronous online course.

2.2.2 Specific learning objectives

- To complete gap-filling exercises according to the lexical repertoire presented at the *pre-listening stage* to prepare for the *post-listening stage* to carry out the final oral tasks of the three last sessions of the synchronous online course.

- To discuss the message of the song in the *post-listening stage* applying the lexical repertoire provided in previous stages through flashcards, explanations by teachers, gap-filling exercises, predictions activities, presentation of key vocabulary, ordering lines, matching definitions, and true-false/multiple-choice questions.

- To create audio where each participant responds to the questions provided not only retelling, discussing the message but also justifying their responses about themes related to the message of the songs.

3. Theoretical framework

3.1. Literature review

To develop this work, two researchers have made important advances in studies related to the use of songs in young learners, so those studies were adapted to our classroom project taking into account the differences between young learners and adult learners. In this way, two will be described during the present section, Çevikbaş, Mede & Yumurtacı, (2018) addressed the study " Effects of songs on the development of vocabulary among first grade EFL learners." and Davis (2017) conducted the study "Songs in the young learner classroom: a critical review of the evidence"

In the first study, Çevikbaş et al. (2018) led research where the participants were 1st grade Turkish EFL learners studying at a private k-12 school in Istanbul, Turkey. The research objective was to determine whether or not using songs in English as a foreign language (EFL) classrooms contribute to the vocabulary increase of the first graders. According to the previous objective, the following research questions were addressed: 1. Does the use of songs have any impact on the vocabulary development of first grade EFL learners? 2. To what extent does the use of songs contribute to the vocabulary development of the participating students? 3. What are the teacher's reflections about using songs to promote vocabulary in first grade English classrooms? The study showed that songs help young

learners to improve their vocabulary and they are also perceived by their teacher as effective pedagogical tools to promote vocabulary while teaching English to young learners.

Further, the methodology to collect the data was through the design of the pre- and post- vocabulary tests based on three songs. The content of the songs was chosen based on the 1st grade English program: daily routines, food, and habits. The tests included an option to choose pictures that depicted the sentences, selecting pictures depending on the questions, reflections by the in-service teacher, among a few others. The study showed the analysis of data through different organized tables and with the corresponding percentages of answers given by students after listening to the songs. The results showed that there was a significant increase in the vocabulary studied by the majority of pupils through songs, while some other students had not an increase but a decrease. Finally, this study offers some suggestions for further research as that of researchers can focus on the differences between the performances of students with different proficiency levels which can provide comparative results.

In the second study "Songs in the young learner classroom: a critical review of the evidence" by Davis (2017), it is mentioned how Copland & Garton (2014) had in mind the purpose of investigating young learners, namely those at the pre-primary and primary level, from 3 to 12 years of age. For this article, an extensive literature search was performed, including manually reviewing the top 200 results on Google Scholar for each combination of young learners', 'songs', and 'music', and following citations in all related literature. These nine studies contain students with five different L1s representing multiple language families, and span the full range of young learners from ages 3 to 12. Both ESL and EFL environments are represented, and eight different countries are included. As such, these studies include a wide range of young learner classroom contexts, allowing for more generalizability of the conclusions.

The previous study: Davis (2017) "Songs in the young learner classroom: a critical review of the evidence" was focused on the implementation of different songs in language teaching is the first reviewed, and then empirical studies of the effects of songs in teaching English to young learners in real classrooms were evaluated. The bulk of these papers discuss the use of effective songs in language teaching with no reference to empirical research; instead, the arguments are mainly based on intuition. After reviewing all the studies, 15 were found that focused on Copland & Garton's (2014) young learner range (3 to 12 years of

age) and were examples of classroom research that centered on learning English as a second or foreign language, rather than suggestions for pedagogy with no original research. Of these 15 studies, six were removed from consideration due to insufficient detail regarding the implementation of songs in the classroom or the assessment measures used, leaving a total of nine studies that are reviewed in this article media, which can be delivered through a wide variety of printed, audio, and visual formats which were planned to integrate into language lessons in a diversity of ways by developing activities based on radio programs, television shows, newspapers, and videos.

Moreover, the same study was focused on the current information age, which requires teachers to be familiar with media and media literacy. The effects of songs on vocabulary development and motivation have received the most focus to this point, and the general pattern of results indicates that songs have positive effects on both, although attention should be paid to the potentially demotivating or pedagogically ineffective nature of songs that are too difficult for individual students (Castro Huertas & Navarro Parra, 2014a) & (Coyle & Gómez Gracia, 2014b). Other aspects of language show promising results in limited samples: further research into the effects of songs on pronunciation, communicative abilities, and literacy would help to illuminate these relationships.

The previously exposed articles are important since they constitute a valuable departure to begin the present project. These articles support the importance of songs to develop vocabulary. Paquette & Rieg (2008) affirmed that songs have a particular theme and they provide a meaningful learning context. Instead of word-level or sentence level learning, helping students to learn through the immediate context of a word, and its use in the context of the presented song makes it easier for them to retrieve the meaning. The first study (Çevikbaş, G., Mede, E., & Yumurtacı, N., 2018 can be very useful to this project as it shows the evidence that songs entertainingly increase vocabulary. One of the final suggestions of the cited study was that researchers can focus on the differences between the performance of students with different proficiency levels which can provide comparative results. Although the present classroom project will not work with a different proficiency level, it will work with a different population; which will provide new pedagogical implications. According to Hu (2016), there are some factors affecting children's and adults' second language learning besides age. Although the cognitive, educational, social-psychological, and neurological

factors affect learners' second language learning, there are some principles proposed by the andragogy framework about the learning of adults as learners' motivation, self-concept, experience, readiness to learn, and orientation to learn: which are determining factors in the eventual success of language learning in adult and senior population.

To conclude, the basis of our project is the implementation and analysis of songs with a different target population (adults and senior people) using songs to encourage learners to the speaking production collected through audio recordings (retelling the message of the song with a focus on a contextualized situation). Kramsch and Andersen (1999) summed up the issue like this: "The problem with learning a language from live context is that context itself cannot be learned, it can only be experienced" (p. 33). Blyth (2018) stated, "the solution that Kramsch & Andersen proposed at the time was to make the context learnable by contextualizing it—that is, by transforming it into an 'analyzable text' through the use of video and multimedia". Also, Blyth (2018) in his work "*Immersive technologies and language learning*" concluded that in the following decades the complaint that context can not be learned will be impacted by new immersive technologies, whose applications of language use within authentic contexts will make experiential language learning a real fact.

4. Conceptual framework

Nowadays the implementations of songs to teach English as a second and foreign language have been executed mostly in the first grades of primary school. The findings regarding adults and senior people need to be collected to understand how the methodology implemented to young learners can be applied in this population. In this way, the present section aims to provide a deep explanation of why it is important to provide an appropriate atmosphere to teach English as a second language through songs, in this case, and how linguistic competence can be improved by applying songs as a resource in an adult and senior population at a public university in Pereira.

Besides, the importance of songs throughout language learning processes will be addressed by Kömür (2005), who agrees that songs can play a significant role to improve language learning. Furthermore, to illustrate the purpose of this classroom project, there will be an explanation of the relation between songs and the brain, the use of andragogy methods

and principles, advice about why and how to implement songs to adult and senior people, and the lexical approach to achieve the expected results.

4.1. Andragogy

When it is made an overview of andragogy and pedagogy for understanding the relevant differences and similarities, the idea to focus on significant aspects that contribute to the teaching/learning of adult and senior people becomes important. Another important fact to highlight is the role that andragogy played in North America and Europe, where many educators focused on the implementation and understanding of this teaching theory. Also, the presentation of historical events that will help the reader understand the roots and the intention of andragogy, in other words, how this theory created an important contribution to adult and senior people education in the 20th century.

4.1.1. History of Andragogy

To understand the contribution of andragogy in teaching and learning theories concerned with adult learners; Knowles (1970) presents a wide view of the events that participated in the construction of andragogy. Before World War II, educators were concerned just with the implementation of pedagogy. Laboratory experiments with children were exclusively focused on pedagogy and its contributions to the development of their learning processes. All the applications and investigations concerned with the topic began in Europe between the seventh and twelfth centuries. Later on, in the nineteenth century, pedagogy started to be a concern and was then initiated its application in North America. Knowles (1970) also presents that after World War II educators began getting interested in adult education implementing pedagogy in their academic process, but during their activities educators came to the conclusion that their methods were not appropriate for these learners. This was the base to understand that teaching adult was not the same as teaching children. Knowles (1970) states that in the 1920s adult learning started to be organized systematically by pointing out what nowadays is known as the five principles of adults and senior people education. At the same time, many other teachers who were working with the population mentioned continued realizing that pedagogical strategies and methodologies were not giving the expected results. Instead, between 1929 and 1950, a variety of publications concerning adult learning started giving more bases to a new learning theory. The most relevant

publication was in 1950 by Malcolm Knowles called Informal adult Education. In this book, the author stated principles related to adult learning. In 1960, this theory achieved curiosity in other authors and educators; for instance, authors like Cyril O. Houle in his book **The Inquiring Mind** (1961) proved that scholars began to show interest in the development of an adult learning theory by working in the field, and comparing the methodological aspects of pedagogy with teaching adults (Knowles, 1970). Since there was an impact in the academic field, European educators felt the necessity of giving a name to distinguish the adult learning theory from pedagogy, giving birth to the term andragogy. To sum up, pedagogy as a base of education contributed to the construction of another theory concerned with the academic development of adults. Having in mind a historical background; andragogy will be defined from a deeper perspective.

4.1.2. Defining andragogy

Teaching adults is relatively a new field of knowledge in which andragogy methodology has played an important role in understanding how adult and senior people learn. Merriam (2001) contributes to the general definition of this term by pointing out that it has been one of the most relevant methods in teaching the elderly, which revolves around the practice of adults' education. Additionally, Knowles (1970) gives a more precise definition of andragogy by describing it as "the art and science of helping adults learn" (p. 43); and pedagogy as "the art and science of teaching children" (p. 43), both definitions explain the role of theories in teaching. Children and adults are dependent on the teachers, and the methods of implementation must be focused on teaching and guiding the learners. Nevertheless, adults need a different base and help to develop their learning process, as teachers are facilitators and guide the path of learners, they are the ones in charge to create the right specific path for them. Supporting Knowles and Finn (2011) postulate that "the foundation of the term is based upon the assumption that adults and children learn differently" (p. 36). As it is clear that children and adults need different methods of learning, Finn (2011) supports its definition with the assumptions that Knowles (1984) presents as the structures of andragogy.

Andragogy has paramount aspects that differentiate it from pedagogy, these are mentioned by Knowles (1984) in the development of five crucial assumptions as to the main characteristics of adults' cognitive development during the learning process. The fifth

assumption is the newest one which Smith (2002) explains was added later by Malcolm Knowles:

- Self-concept: In this aspect, the learners have sufficient maturity to pass from a dependent learner to a self-directed learner.
- Experience: Adults count with a big range of experience and development during their lifetime, which becomes a good tool for teachers to use for the learning process.
- Readiness to learn: Adults' readiness to learn increases during their development in terms of their social role.
- Orientation to learning: Because many adults are used to different learning processes, it is important to achieve learners to understand and deal with new methodologies.
- Motivation: Referring to adult motivation, it is internal.

The five assumptions previously explained are the base and the goals that andragogy provides to educators to apply with adult learners, being also a point of differentiation between pedagogy and andragogy (Knowles, 1984). Similarly, Darkenwald and Merriam (1982) proposed eight principles of adult education, of which some agree with Knowles' assumptions:

- First, both authors stated that adults' motivation is intrinsic and permanent learning comes from it.
- Then, both researchers pointed out that adults' readiness to learn is parallel to their previous learning; in most cases, it is related to their social role.
- Finally, Darkenwald and Merriam mention another principle that has to do with how the material is presented to adults. They argue that it should be fashion presented to engage them and that positive boosting is valuable.

Darkenwald and Merriam (1982), eight principles of adult education.

1.   Adult's readiness to learn is dependent upon the amount of previous learning

2.   More pervasive and permanent learning stems from intrinsic motivation

3.   Positive reinforcement is effective

4.   Material should be presented in an organized fashion

5.   Learning is enhanced by repetition

6.   Meaningful tasks and material can be more fully and easily learned

7.   Active participation improves retention,

8.   Environmental factors affect learning.

4.2. Songs

The implementations of songs to teach English as a second and foreign language have been executed mostly in the first grades of primary school. The findings regarding adult and senior people need to be collected to understand how the methodology implemented to young learners can be applied in this population. In this way, the present section aims to provide a deep explanation of the findings concerning the relationship of semantics in language and listeners' emotional experience with music, implementation of three stages to achieve the production expected by learners, and the explanation of the post-listening stage to conclude the process.

4.2.1. Why to teach English through songs

The importance of teaching English through songs has several benefits. The importance of songs as a teaching resource is pointed out by Kömür (2005) as the author found that the use of songs can play a significant role to improve language learning and in that study, both teachers and students agreed that listening activities were very useful in the learning process. The effectiveness of using songs is not only proved by opinions and experiences, but also by research such as the one done by Strait (2011), where the music and language skills were measured by neural sensitivity (which are the positive responses of the neurons to the stimulus) with songs. The findings showed positive results in regards to the existing correlation between musical skills and speech processing, providing a more effective way of learning as the brain creates better connections with the information given, and the long term memory improves.

Music is widely known to provide not only entertainment but also relaxation. Besides, it creates a better atmosphere that boosts relatively positive feelings, this is where the

Affective Filter Hypothesis plays an important role, just as Metaxa (2013) mentions that a comfortable atmosphere improves the process of language acquisition; music is used every day because it is enjoyable and helpful to provide a convenient ambiance for everyone. By this means, the use of songs for teaching is a good resource to find effective ways to create an appropriate environment to the learning process, but this learning process is more beneficial when it is involved in linguistic activities which will be discussed in the following sub-concept.

4.2.2. Songs and the brain

Music was previously mentioned to have positive effects on the human mind just as language does. Language consists of certain structures, and music has its categorization as well; even though both -language and music structures- are not the same, they can be compared as music and language have individual sounds as the smallest part -minimum unit Sloboda. Indeed, "in a language, these sounds are phonemes; in music, they are notes" (Sloboda, 1990 as mentioned in Stokes, 2008, p.23). Sloboda adds the relationship of semantics in language and listeners' emotional experience with music. In other words, language and music share some distinctions that make it easy to understand that when they are used together, it can have a positive impact in a learning scenario. Such as the listening tasks provided in a language course that worked effectively for students' understanding of related topic content.

Patel and Daniel (2003) found that some of these parallels may be culturally specific. If this is true of English, as their study suggested, then using English songs with students might naturally introduce them to speech patterns of English speakers. For example, when speaking English, the prosody of the language requires certain words and syllables to receive accents as part of regular pronunciation. By using rhythmic chants or songs to teach words and phrases, students may learn the proper placement of accents, as well as common pacing of speech (page 30).

The study by Bonnel et al. (2001) demonstrates that music and language are processed independently in the brain. This implies that focusing on both music and language simultaneously should not interfere with the memory of either. That is, using music while teaching students language will not distract them or inhibit their acquisition of linguistic forms. Rather, music will increase language acquisition on cognitive levels, especially with

regards to memory. Wallace's (1994) earlier findings support the idea that music can aid memory. Wallace found that when text is set to music, recall of that text is significantly higher than when the text is spoken. Interestingly, Wallace also found that recall of text set to music is significantly better than when the same text is spoken in a rhythmic pattern. Thus, though many EFL professionals effectively use rhythmic recitations to teach English, instructors may further promote language acquisition by adding actual melodies and songs to their curricula (Pag 31).

The cognitive processing of music and language may also increase language acquisition. Memory is an important aspect of language learning, and many studies have linked musical support with improved memorization. In his book, Introduction to the Musical Brain, Campbell (1992) notes that the more connections made in the brain, the more integrated an experience becomes within memory (as cited in Adkins, 1997).

Combining music with language creates many connections, as language is primarily processed in the brain's left hemisphere and music in its right hemisphere (p. 27).

Although music and speaking abilities are in different hemispheres, they are connected. As supported by Patel (2008), while the two, musical and speaking skills, are located in different brain hemispheres, they converge to a large degree in the learning process that is positively improved. As Xue (2018) draws from Patel (2008), the "Shared Syntactic Integration Resources Hypothesis" (SSIEH) agrees that language and music syntax share some mechanisms "overlapping frontal lobe regions" which are controlling the part of the brain in charge of specific syntactic representations of posterior brain regions. This can be interpreted as the use of songs as a viable way to enhance language learning when properly applied in the learning process because Patel (2008) found out that language and music share a similar syntax-specific process. However, in the thesis "EVIDENCE OF A DOMAIN-GENERAL SYNTAX RESOURCE Understanding the P600 response to syntax violations in language and music" Dr. Teow (2019) concludes that it is necessary to do more research in the investigation of the language-music interaction and propose new links to general processes instead of a language and music syntax -specific process.

Taking into account the investigations, it is clear there is a relation between music and language and this can be an advantage when it comes to improving the teaching processes. In this sense musical and language abilities are implicated when doing certain activities (language and music syntax -specific process and even could be related in general processes-

more studies needed). In this sense, it is necessary to understand how music and language can be implemented to achieve that expected relation between music and language in the learning process.

4.2.3. How to teach songs

The benefits of using songs within classroom activities is well known by many language teachers around the world, making it a relevant tool for the current modern generation. In the article "Utilizing Music and Songs to Promote Student Engagement in ESL Classrooms", Bokiev, D., Bokiev, U., Aralas, D., Ismail, L., & Othman, M. (2018) provide a well set of steps explaining how to teach through songs.

- The first step in regards to the previous study is to select the song according to the theme of the study. In this sense, the theme of the study will be selected according to the song choice (making surveys and interviews to understand the preferences of the adults). See Appendix F.

- The second step is to select the songs according to the learners' age and proficiency level. In the present project, the proficiency level will be identified by providing different diagnostic tests.

- Third, the music preferences need to be considered, in doing that, a survey will be implemented to find the music preferences for both sides. As stated by Bokiev et al. (2018), teachers need to be critical concerning the selection of music videos focusing on their content and messages since a song containing appropriate lyrics can be downgraded by its music video, which would affect the aim of the session. The reason why in the present project there will be a focus on the lyrics and not in the video is because of the intention to promote creativity by learners at the moment to retell the story told in the song which will be presented as a product explained in the following table. As Bokiev et al. (2018) draw from Abbot (2002); Gonzalez (2007) and Lorenzutti (2014) that it is beneficial to divide the songs' activities in three stages: Pre-listening, while-listening, and post-listening.

Pre-listening stage	While-listening stage	Post-listening stage
▪ Warm-up questions. ▪ Presentation of key vocabulary, phrases, or grammar structures. ▪ Prediction activities (song title, content, and theme, singer).	▪ Presentation of key vocabulary, phrases, or grammar structures. ▪ Prediction activities (song title, content, and theme, singer). ▪ Recognizing theme-specific words or grammatical forms (e.g. colors, animals/tenses). ▪ Ordering words, lines, or verses ▪ listening for detail (gap-fill, true/false, short answers, spot the-error). ▪ Listening for gist (the topic of the song). ▪ Matching (e.g. definitions).	▪ Singing/chanting (for fluency and pronunciation). ▪ Retell the story of the song. ▪ Discuss the message of the song. ▪ Write a summary of the story told in the song. ▪ Read an article related to the topic of the song.

In this way, the present project implemented the three previous stages to achieve the production expected by learners:

▪ Retell the story of the song.

▪ Discuss the message of the song.

In this way, to retell the story and discuss the message of the song, the post-listening stage was achieved through the following process: In the Pre-listening stage, adults made predictions of the title, content, theme, and the singer. Learners were guided to speak, they listened to the instructions using translanguaging. The instruction in this stage was given in L1 and L2 by using translanguaging. In the while-listening stage, learners were encouraged to listen to the explanations by teachers, gap-filling exercises, ordering lines, matching definitions, and true-false/multiple-choice questions to present also grammatical forms required to understand the lexical chunks presented through the songs.

To sum up, our project sought to complete the gap concerning the findings of the implementation of songs to adults and senior people. In the final analysis, the present project comprises the explanation of why songs are important to create an appropriate environment for learners who are learning English as a second or foreign language, what is the relation

between the songs and the brain to evidence the effectiveness of the use of music in a learning environment, how to teach songs to improve the level learners language by selecting the appropriate material considering the preferences by adult learners of different songs, learners age and proficiency level for a more meaningful experience.

4.3. Lexical Approach

The lexical approach consists of being able to understand and produce lexical phrases as chunks. This approach has become a predominant view in the language teaching field since the acquisition of vocabulary and phrases have become more important than grammar in the communicative field and it was proposed by the writer Lewis (1990) who emphasized in the importance and role that plays the lexis in the learning of a language and language proficiency. He highlights that learning any language consists of the ability to comprehend and generate lexical phrases such as chunks because humans use chunks to communicate in real life, and the use of them in different contexts allows the communication flows. For example; the expression nice to see you, the understanding of these pieces of language explains how a specific language works because this lexical item leads to learning grammar patterns implicitly, vocabulary, and common expressions. Lewis suggests that learning the application of the Lexical Approach in language learners fosters communicative competence because when learners start using lexical chunks, they feel more comfortable interacting with others. At this point, it is necessary to point out to Richards and Rodgers (2001) who agree with this approach is the fact that the main components when learning a new language is not grammar, functions, or notions, but it is a word-word combination of lexical items because learners can use it to express real-world situations. For instance, good morning or how are you? The greeting is a common situation that learners have to face every day, so they learn them by the real use of the lexical chunks. This is an example of how the lexical approach facilitates the learning of a second language through the use of lexical chunks.

4.3.1. Lexical Chunks

Lewis (1990) defined lexical chunks as any word or pair of words which are commonly found together, or nearby. The lexical approach holds the idea that learning a language consists of being able to understand and produce lexical chunks or pieces of language. Lexical chunks play an important role in language learning because they are easy

to store and are ready to be used. Lewis (1990) defines lexical chunks as pairs of words that are commonly found together such as phrasal verbs, in this same line, Wray (2000) agrees with this definition and adds that these lexical items are prefabricated pieces of language that are a recurring string of words. Moreover, once the new combination of words in the foreign language are learned, they are stored in the mental lexicons in the brains (Olga 2001). On the other hand, although many language educators recognize that grammar and vocabulary should not be the focus to develop communicative competence, many of them apply and master the grammar as a requisite to teach the language. Moreover, the lexicalists classified the lexical chunks into different categories, and some of them are words, idioms, and collocations, and these will be explained in detail in the following paragraphs.

4.3.2. Words

The construct word is defined as a unit of language that has a spoken or written representation, and it is recognized for being the smallest part of the language (Edward, Sapir, 1921). For instance, hello or good are small units that are used in common situations and people use it frequently. To continue with this view, Lewis (1992) suggests that each word has its own grammatical patterns and it does not necessarily make a strong difference between vocabulary and grammar; that is to say; words have a double function; grammatically, a word is teaching indirectly written patterns, and in term of vocabulary, it is teaching a new meaning. For example, the words sadness or happiness are showing indirectly that some nouns finish with the suffix ness, so it provides the connotation that they are nouns. It is paramount to clarify that a word in the lexical approach is not understood as a group of words in general, instead, it should be taken as a particular unit that we traditionally know as vocabulary. In this same line, Jarmer (2014) and Sapir (1921) state how crucial words are in language learning, and that the speakers choose words to express a specific meaning. This last thought can be observed in real life where learners are conscious to select words; for instance, when selecting the word excellent to express that something was amazing, instead of using well to say that something was not that amazing. Similar to words, idioms play an important role in language learning because of the benefits it brings when interacting. Words facilitate the learning of a second language because of its simplicity to memorize it, and the union of different words can be classified as idioms or collocations.

4.3.3. Idioms

An essential part of language learning has to do with the fact of acquiring multi-word items that allow communication flows. There have been numerous authors that talk about the importance of prefabricated chunks; one of them is Moon (1998) who points out that idioms are a special way of expressing something in a particular language, music, or art, and these lexical chunks give identification to a specific group or person. For example, the idiom, "Taking the Mickey" which means to make fun of someone, which non-English speakers might associate it with the American culture instead with the British, Irish, African, New Zealand, and Australian culture. Oxam (2011) states that these are common words that say something beyond their literal meaning, and they are learned and understood because of the common usage. To exemplify this viewpoint, the idiom "break a leg", it is not expressing the desire that someone gets a leg fracture; on the contrary, it means the wish that someone has luck in a particular situation, a term used in theatre to wish a performer "good luck" and understood by the rest of the people because of the common usage. The way idioms are understood in the lexical approach is what Oxam had previously mentioned above and the same as Leeza Erfesoglou (2017) point out that idioms allow comprehending thoughts, emotions, and speaker's background. To illustrate this point how idioms represent people's backgrounds, it is important to take an example from the United States of America. There, people use the idiom "cost an arm and a leg" means that something is highly expensive, and this comes from the American history background since George Washington paintings were sold without certain limbs, and having these limbs required extra money. Another type of lexical phrase is collocations, it helps language learners to communicate and express their ideas easily. All these lexical chunks are important for the project since the understanding and production of lexical chunks are easy so they facilitate the learning process of the adults of English.

4.3.4. Collocations

It is interesting to point out that in the same way we teach vocabulary and idioms, collocation should be taught too. According to Lewis (1990), collocations are a set of words that are normally used together. Furthermore, Bahns & Eldaw (1993) Crowther, Dignen & Lea, (2002); McCarthy& ODell, (2005); Nesselhouslf, (2003); O´dell and McCarthy, (2008) share the same definition as Lewis, but they emphasize on the fact that combinations have

restrictive structural variation, which means that some collocations have intangible grammatical patterns that can not be a break. For instance, the collocation surprising result has a grammatical sequence that cannot be broken, so it can be said to be a surprising result since English grammar requires first the adjective and the noun. On the other hand, (Nattinger & De Carrico 1992: 20) give a more detailed definition and advocate that "Collocations describe specific lexical items and the frequency with which these items occur with other lexical items. A collocational unit consists of a 'node' that co-occurs with a 'span' of words on either side". This definition contributes to a clearer understanding of how collocations should be understood, so the node is the main term; for instance, eggs and collocation or span is the word that we add to that main word and changes the meaning such as "scrambled". We consider that teaching collocation is an excellent strategy since they drive students to use them in real-world situations, to know grammatical structures, and learn new vocabulary.

4.4. Conclusion

Andragogy implementation as the main (purpose) of the project is aimed to be constructed taking into account the principles mentioned by Knowles and Darkenwald and Merriam to conduct a pedagogical methodology adjusted for adult cognitive development as purposefully. Darkenwald and Merriam (1982) proposed a list of eight principles of learning that can serve as a guideline for effective facilitation. They believe that an adult's readiness to learn is dependent upon the amount of previous learning, that more pervasive and permanent learning stems from intrinsic motivation, that positive reinforcement is effective, that the material should be presented in an organized fashion, that learning is enhanced by repetition, that meaningful tasks and material can be more fully and easily learned, that active participation improves retention and that environmental factors have an effect on learning. Taking into account these principles, the use of songs played a fundamental role in the implementation of our project. By implementing the different listening exercises, the target population learned the lexical chunks by retelling - discussing the message of the song.

5. Purpose of the statement

The present classroom project will seek to apply songs using a methodology applied in primary schools by adapting it considering that adult people learn differently than those of

young age. In this sense, andragogy methodology will be the base to implement the classroom project since the previous experiences of learners were used as an advantage to achieve the established learning goals in this population. Besides, it will be analyzed a set of steps to achieve the expected production by the target population. It goes from performing different strategies (cognitive, metacognitive, and socio-affective) to complete the final listening activity contextualizing, describing, and retelling (expressing) the final message of the song.

6. Methodology

The implementation of this classroom project will take place at Universidad Tecnológica de Pereira. The population is 20 adults between 29 and 63 years old, and the teachers in development which are three students of "Licenciatura en Bilingüismo con Énfasis en Inglés" from the Universidad Tecnológica de Pereira. In this specific project, the practitioners work relied on the andragogy method to approach speaking vocabulary: Lexical approach through listening activities by using songs in immediate contexts: a synchronous online course.

6.1. Context

This project will be carried out at Universidad Tecnológica de Pereira (UTP), which is located in Risaralda - Colombia. This university works with *Asociación de Padres de Familia y Acudientes*. This association is a non-profit organization, with its autonomy, an independent heritage whose purpose is to promote the well-being of associates, students, and the university community in general. This institution has as a goal to implement the necessary mechanisms to assume, promote, and coordinate activities (social, cultural, sports, academic, research, and scientific) which tend to achieve comprehensive development and social welfare of all members, of their children as a family nucleus, of students of the UTP, and with the extension towards the community in all areas, (social, cultural, academic, research and scientists, and solidarity support in diary events) and also allows maintaining the quality of higher education.

6.2. Setting

This classroom project will be developed at located "Asociación de Padres de Familia y Acudientes" in Pereira. This institution provides different opportunities for this population as complementary courses of English and computing. The virtual classes carried out through the platform *Google Meet* will constitute the scenario by which the three teachers in development along with the participants will interact, applying the new paradigms of communication in the educational field. The present project will work with the Education Committee, whose objective is to develop the principle of lifelong education to the personnel, family, and Board of Directors (contained in the Mission article 4 of the statutes). The projects involved with this committee will promote the generation of training spaces on topics of interest, and needs to be detected in parents that contribute to the professional and labor development of applicants.

6.3. Participants

Although the present project works with probability sampling, it is not a stratified sampling. Three students from the "Licenciatura en Bilingüismo con Énfasis en Inglés" from UTP will be teaching the scheduled classes to the population presented through the In- Bloom seedbed to implement andragogy, promote the learning of English through different listening activities through immediate context: a synchronous online course. To know more about the sampling population, one preliminary online survey was carried out to know about participants with some options as the population age, studies or workplace, gender population, residence city, English level, and musical preferences. Besides learners were asked about their disposition to participate in the classroom project. See Appendix A.

6.3.1. Adults

The participants of this classroom project were at the first 20 adult participants whose ages were from 29 and 63 years old, and the sampling was 15 between those mentioned ages who were who finished the complete course. Although all participants graduated from high school, some of them were housekeepers and others came from the areas of finances, education, commerce, and health. Through some questions, it was determined that the majority of the adult population were at A2 level according to The Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

6.3.2. Pre-Service teachers

For the execution of the project, the adult population was taught by three practitioners who belong to the seedbed group - *Poliglosia Research Group* in the line of Bilingualism and Bilingual Education at UTP Risaralda, Colombia. The pre-service teachers designed the materials and implemented each of the synchronous online sessions. They also collected the data and the data analysis was done in collaboration with the Director of the Poliglosia Research Group MA Dolly Ramos Gallego. They were in charge of designing (lesson plans and assessment-rubrics), seeking and selecting carefully the material (English songs, lexical repertoire, didactic activities). Further, the observations, journals, and classifications of data to take the relevant information about linguistic outcomes, students' responses, and professional growth and specifically to determine whether or not the adult population improved their communicative English competence through an andragogy framework. To add, the three practitioners switched their roles to implement and observe each of the sessions.

6.4. Reflection instruments

To collect the data needed to evaluate adult learners' progress concerning the acquisition of lexical repertoire and development of communicative competence specifically fluency and pronunciation through the online course it was necessary to design different instruments. As resources, practitioners made use of Drive folders to store all the data collected: observations, journals, matching activity worksheets, audios, rubric, and surveys.

6.4.1. Observation

At the implementation session of this classroom project, the roles of the practitioners switched from the two implementing to the other who observed participants' behavior towards the lessons as well as their outcomes: what went well, what did not go well, and what could be improved to then classify relevant information to analyze students' outcomes and professional growth. In this study, we used peer observation since it allowed observers to have a deeper, and valid way to determine what aspects went well, needed improvement, and which will be changed to improve the professional growth and to impact linguistic outcomes. One argument in favor of peer observations rather than bringing in an outside evaluator is that only colleagues are in a position to judge the instructor's mastery of the content and the

appropriateness of the pedagogy for different types of students (Brent & Felder, 2004).

6.4.2. Journal

This instrument was used by practitioners to take note of each of the 12 lessons implemented. For each session, there was an analysis of what went well, what went wrong, and what things could be done differently for the next session of the classroom project. Additionally, there was a reflection of the final results of each of the sessions. According to Dyment and O'Connell (2011), the advantages of the use of reflective journals in teacher education include: strengthening the relationship between the instructor and the trainee and improving the learning of students, teachers, and instructors as well as improving the learning processes.

6.4.3. Students' artifacts

6.4.3.1. Matching activity worksheets

To justify the final product: recorded audios. It was necessary to create different matching activity worksheets to guarantee the acquisition of lexical repertoire by adult learners to perform the final oral task. As the andragogy approach highlights the importance of the learning process, the while – listening products provided some data which helped to provide valuable information about the final product. This was collected by the pre-service teachers from the second session and until the eleventh session of the implementation.

6.4.3.2. Audios

The audios were one of the most important artifacts in order to determine whether or not the adult population expanded the lexical repertoire and developed communicative competence. More specifically with fluency, and pronunciation according to their English level -A2- and taking as standards the ones that will be explained through the following artifact: rubric. See Appendix B.

6.4.3.3. Rubrics

The rubric was another important artifact to determine the development of communicative competence. This rubric was carefully designed taking as a base the standards from The Common European Framework of Reference for Languages (CEFR) specifically

pp.(24,26,74 &129). In this rubric, there are different sections to assess: fluency, pronunciation, volume-intonation, and correct use of words (explained at the beginning of each of the sessions to ensure a complete understanding by the adult learner. See Appendix B.

6.5. Instructional Design

To achieve the teaching and learning objectives in the adult population with a basic level of English (native Spanish speakers), it was necessary to include different listening (song) activities. As an example of one of the inquiries presented in the literature review responded through the some of the teaching and communicative practices implemented in this classroom project is the fact of responding to Blyth (2018) who ends his work by expressing the need to include contextualized teaching scenarios through the use of video and multimedia before the technological field make a new advance in the world by including a "new immersive technologies, whose applications of language use within authentic contexts will make experiential language learning a real fact." p. (6).

To this project it was used and adapted the three stages: Pre-listening, while-listening, and post-listening from the study "Utilizing Music and Songs to Promote Student Engagement in ESL Classrooms" from Bokiev, Bokiev, Aralas, Ismail, & Othman (2018). The original study was described at the beginning of the present classroom project and this section aims to construct the relation between the design for pedagogy with that of the andragogy as express by Valdez (2010) " la pedagogía y la andragogía sustentan la continuidad de los procesos de aprendizaje de los seres humanos." p. (35). Besides, the present classroom project aimed to only to prove if the native Spanish population (adults) improve their communicative English competence through the application of andragogy framework by making emphasis on the Lexical Approach through an online course but also to show that both, pedagogy and andragogy nourish the continuity to develop the learning process during the entire life of the human being. As the present classroom project showed the adaptation made from a design created for a young population to an adult population, it intended to emphasize the importance of creating connections between pedagogy and andragogy to promote education in the lifetime of the human being.

Moreover, the project was sustained in the need to apply the Inferential Ostensive Model from Sperber and Wilson to align the teaching process with the use of technology and provide a meaningful learning experience to the population. Although, the Inferential Ostensive Model was used as a guide to implementing the present classroom project, the context was also the guide to implement the best teaching practices in the present classroom project, analyzing and responding to specific needs of each of the participants to provide not only a meaningful learning experience but also an appropriate communication between pre-service teachers and learners. To clarify, the present classroom made use of different communicative models and communicative practices as a way to achieve the teaching and learning objectives of the present Professional Thesis. The previously mentioned to show how the experience and motivation principles of andragogy framework were applied through the help of applications such as Google Meet and Whatsapp to create a dialogic communication between learners and pre-service teachers.

6.5.1.Development and implementation

First, in the **Pre-listening stage**, it was necessary to help the adult population to assimilate possible unknown vocabulary necessary to the implementation of the post-listening stage. As concluded by Anýžová, Vinopal & Ždímalov (2015) in the study "Pre-listening Techniques in Listening Instruction from the Adult Learner's Perspective", the inclusion of pre-listening techniques in the listening class is considered very useful by the learners since they understand better the listening material and improve the motivation and performance in the listening class. Besides, the learners across all levels note as the most effective those pre-listening techniques that focus on lexis, namely "brainstorming topical lexis" and "pre-teaching keywords"

Second, in the **While - listening stage** the aim was to help learners become more effective listeners, usually through raising their awareness of listening sub-skills and strategies. According to Manik and Christiani (2016), the proper use of words and the mastering of the meaning of concepts can give the easiness for learners to develop their communicative competences. A learner with good vocabulary will be able to express more ideas because students can learn and understand unfamiliar words and the concept of using the words. To this classroom project, learners acquired the meaning of different concepts and

applied the learned through gap-filling, matching definitions, and other activities included in the pieces of evidence. See Appendix C.

Lastly, in the **Post - listening stage** the adult population worked in two secondary skills of the project, writing and speaking, to utilize the knowledge obtained from the listening audio (song). As stated by Al-Batal (2010), a post-listening activity of the class depicts a follow up to the listening class activity and aims to utilize the knowledge gained from that listening for the development of other skills such as speaking or writing.

In the execution of this classroom project, several materials were used to carry out the session in such a dynamic way. The material played an important role in this implementation, so for each lesson was implemented flashcards, audios, videos, and songs; the materials most frequently used were images and pictures presented as flashcards.

The flashcards were used most of the session with three different purposes, presentation of new words, checking of background knowledge, and practice of vocabulary. The flashcards were vital in the development of different activities and for different stages of the design as also Gardner's (2006) research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flashcards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinaesthetic learners. See Appendix D.

Other relevant materials for the lessons were songs and videos. Songs were important because listening activities were the focus of the project, and songs have been the most representative listening material; furthermore, they provide certain contextual aspects and other elements that help in the understanding of messages. Besides, Borraz (2012) states that motivation is the best vehicle for learning since "most students are highly motivated by song-based activities, which they perceive to be fun". Besides, students can be exposed to different styles of English through the use of songs; due to songs help to increase vocabulary, to develop listening and speaking skills, to let the students be in contact with the target language, to motivate students, and to some other reasons. Furthermore, not only children but also adults prefer to listen to music with beautiful melodies and highly memorable lyrics, introducing English songs to students listening and teaching can create a relaxed atmosphere, improve learners' motivation and provide enough language input. See

Appendix E.

7. Results

7.1 Professional Growth

Professional Growth refers to the experiences of practitioners during the implementation of the project. Some of the issues here described might include lesson planning, time management, classroom management, disruptive behavior management, actual teaching strategies, among others. The main sources for this are the journal of the students and all the reflections gathered throughout the implementation of the lessons.

According to Topkaya and ÿelik (2016), professional development can be divided into three stages: survival, adjustment, and maturity. Besides, they concluded that understanding those stages can be further beneficial for the learning process. In this way, two practitioners were within the adjustment stage and one in the mature stage which can explain differences in the form of using the teaching strategies and classroom management. Certainly, the previous said can influence how the learning strategies are handled and included within the virtual lessons.

Complementing the previous mentioned, one teacher's abilities.

7.1.1 Strengths

Classroom management

According to Claughton, Cumings, and Cho (2020), there are different branches of classroom management (e.g., ecological, behavioral, social-emotional) and these three types of classroom management are supported by studies of Bear, 2015; Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016; Osher, Bear, Sprague, & Doyle, 2010. Therefore, ecological might address classroom environment, behavioral focus on systems of support and intervention and the socioemotional type can be explained by the affective filter of Krashen. Claughton et al. (2020) reflect upon the fact that it is not clear how advancements in digital technologies might support the previous types of classroom management understanding that technology should work aligned with education in either way.

The main focus of the present classroom project aimed to implement different strategies (cognitive, metacognitive, and socio-affective) in a synchronous informal online course to achieve the development of the lexical repertoire of adult learners through an andragogy framework (there was not an LMS established). In particular to this classroom project, there was a change from the face - to face to virtual classes due to contact restrictions caused by the 2020 Coronavirus Pandemic. Consequently, the strategies used for ecological classroom management were guided for the technological platform "Google Meets" in each of the twelve sessions. As there is not further studies concerning what are the main developments concerning ecological classroom management advantages of the Google Meets platform, we can conclude at least in the present project that it allowed teachers to organize their classes easily which contributed to good management of the content of the synchronous online course.

Concerning behavioral classroom management, there were different times to promote complete discussions, and in that way, the interventions were managed easily due to good planning of the topics of discussion taking into consideration the English level and themes that took the attention of learners (readiness to learn and motivation principles of andragogy framework).

Lastly, socio-emotional classroom management took an important play to achieve one of the specific learning objectives: - To create audio where each participant responds to the questions provided not only retelling and discussing the message but also justifying their responses about themes related to the message of the song. As English teachers in development, we understand the role of praising learners to promote confidence to take risks and a pleasant learning environment. Besides, the intrinsic motivation played an important role that worked aligned with the inquiry of each of the learners to go beyond the content we presented: "Los estudiantes buscan una mejor comprensión del vocabulario. Preguntan a los profesores que si pueden aclarar la diferencia entre Sky y Heaven. Piden el significado de esas dos palabras con ejemplos.

- Piden que repita el audio además de las dos veces; una tercera vez.

- Los participantes analizan los diferentes usos de cada palabra enseñada. Como se usarían en un caso hipotético diferente."

Observation of 2nd class - May 30, 2020.

Time: 5:30 p.m.- 7:00 p.m.

Lesson planning

To start with the insights about the lesson planning of the present classroom project, it is important to mention the concept of "expertise" to explain what it means a good planning. As cited in Li and Zou (2017) from Tsui, 2003, Tsui, 2009, expertise is characterized by bountiful and elaborate planning thoughts and 'mental dialogues' at the pre-active stage at one side, and otherwise, an ability to integrate learners' communicative needs, the instructional objectives and language skills into language tasks; maximizing opportunities for learners' language learning at the interactive stage. After presenting this concept, we will move forward to present the strengths of the planning in this project since these were enriched for previous teaching experiences of the teachers implied. One of the major strengths of our planning, taking aside the three complete stages of planning chosen (pre, while, and post), the activities involved were taken from work with very good results concerning the use of songs. In that project from Boviev, Boviev, Aralas, Ismail & Othman (2018) argued that there was a need to work with different proficiency levels. Although the proficiency level was the same (A2), the population was different since they worked with young learners instead of adult learners as in the present classroom project. In this way, two aspects settle our planning, the five principles of andragogy framework and the activities taken from Boviev and others (2018), adapting those activities to the specific needs of the target population. The main activities used were gap-filling exercises, prediction activities, ordering lines, matching definitions, true-false/multiple-choice questions. Besides, there were added other activities like role-playing, and discussion, which were fundamental to achieve the aim of the project. You will see a specific section of our planning including the added activities:

A learner gave the following opinion in a short discussion presented at the pre-listening stage while presenting the lexical chunks: I can have a wonderful life (the same learner asked for the use of modal verb can and it was explained by practitioner J. Then, other learners started to interact more about this topic being more fluent that at the beginning of the implementation: - To live in the world can affect the lives of others. (I observe with this example, this learner shows more confidence at the time to give her answers reached by the

practice during the different oral participations of the classes since at the beginning of the course her responses were more limited).

Observation of 11th class - June 6, 2020.

Time: 530 p.m. - 7: 00 p.m.

Learning strategies

According to Gao Wang & Sun (2009), in a productive discussion, learners should manifest the subsequent actions: (a) discuss to comprehend, where learners are immersed in cognitive processes such as interpretation, elaboration, and making connections; (b) discuss to critique, where learners examine and analyze other people's views, and (c) discuss to construct knowledge, where learners settle meanings and redesign previous thinking.

Consequently, the following four strategies were selected to sustain each of the actions: elaborating and clarifying (Action 1), making connections (Action 2), challenging others' views (Action 3), and building upon others' views (Action 4). The questioning was placed as the fifth strategy. Those strategies were evidenced during the learning process of some of the learners since some were more extroverts that others without declaring that the introverted learners did not assimilate the content of the synchronous classes:

Se presenta el vocabulario, entre las "lexical chunks" se incluyó "War"y expresiones con esta palabra. Los participantes mencionan que la guerra es una revolución. J explica el significado a los aprendices y presenta cada nueva palabra nueva añadida con la correcta pronunciación del vocabulario completo. Un participante pregunta la diferencia existente entre a strife and a war. La respuesta de otro participante fue: Por ejemplo, existen diferentes tipos de conflictos y la guerra es un conflicto armado.

7.1.2 Challenges

Challenges of classroom management

Time management:

As cited in Xu, Du, Wang, Liu, Huang, Zhang, & Xie (2020) from Pintrich (2004) the behavior, motivation, cognition, and context are the four areas in which self-regulation is classified. In particular, each area also has four phases of self-regulation: forethought,

monitoring, control, and reflection. In the same study, time management "is a main aspect of behavior for self-regulation (i.e., involving an individual's initiatives to budget, monitor, and regulate time use)". Taking that in mind, the research question asked about the relationship between intrinsic motivation, time management, and achievement, concluding that intrinsic motivation affects time management and achievement. The specific impact of this study in our classroom project shows that intrinsic motivation played a huge role in time management, as you will see in the following observation, it is evidenced challenges with this aspect:

"It is known the limited time of the class tends to make some exercises shorter than expected and this opportunity was overlooked to successfully continue to the production section that they were required to execute; on a different scenario, where more time for the class was given, the exercises could be implemented better." This challenge occurred not only in the ninth class but in another lesson since ecological aspects may also influence learners' disposition to start the class due to Coronavirus Pandemic.

Observation - 9th class. May 26, 2020.

Time: 5:30 p.m.- 7:00 p.m.

7.2 Students Responses

Students' Responses which refer to the reaction of the targeted students during the delivery of the class sessions, and:

The adult learners showed a high interest in the implementation of the classes that we were giving to them. They were grateful to the efforts that we were putting in the class to make it enjoyable, to make it understandable when using English only during most of the class time, and to make it a comfortable place in which they could participate in abundance even when making mistakes.

Some evidence from participants are displayed in the surveys that they needed to fill in at the end of each class. The following are some responses based on the question "*¿Les gustó la clase y la implementación? y, por qué?*"

An entry for the third and sixth class too said:
"*Es muy dinámica y participativa.*

Another response from the fifth class said: "*Si, fue una clase de mucho aprendizaje los docentes están siempre dispuestos a responder dudas y ayudar.*"

In many other entries during the entirety of the course, it is mentioned that the care,

patience, and attention of the teachers was something to highlight, as they felt more engaged to continue with the learning process of the course.

It was known that there was a gap of English knowledge among the students, in which a few had very little background knowledge compared to the others; however, they kept on with the course as they saw that even though it was a little difficult to understand what was said or carried out during the activities, they had the teachers help and support to make them elaborate acceptable products and productions during the class. This showed an improvement on their English vocabulary and pronunciation as the classes continued.

The students' participation engagement, and interest in the process: It was evidenced that the number of participants was very consistent throughout the whole English course given. The first class had fifteen adults assisting in the class, then the number of the participants was reduced to ten as the majority (there were a number of ten adult learners that assisted five out of twelve classes, not all of them were the same students).

In some other classes, the number was reduced to eight; there was one day in which only six participants could assist because of personal situations and responsibilities that others needed to attend to. Nevertheless, the students were always active and willing to attend all the classes as they felt as if the online classes were entertaining and fun while learning English. They were highly engaged by the class sessions thanks to the materials that we used to introduce the vocabulary, the topic for the correspondent day, and the songs. It was also directly spoken to us that they felt engaged due to the focus on pronunciation that we were giving, which they found as very useful and necessary with their learning process.

When it comes to affective factors, the participants were highly encouraged to participate in their improvement, which they took positively and helped them to feel comfortable in the online sessions. At the first classes, very adults were participating, with the progress of the class the participation of all students was increasing to the point that almost everyone was effectively participating in each class. They were decidedly motivated to join each class to learn with a positive attitude and they felt as if they were in an adequate virtual environment where all could help each other as well.

7.2.1 Strengths

As it was already stated, one strength is the willingness that participants had throughout the course. The interest they had in the classes helped in the engagement aspect,

thus making the adult learners highly participative during the activities and when asking for the doubts they encountered in the lessons.

The implementation of songs can be considered as a strength, as most of the songs used were recognized by the participants and everyone was interested in listening to the entire songs on their own after the virtual classes were given. Additionally, we tried to apply some historical background based on the artists or the topics of the songs; this provided a fully integrated class in which the adults were not only learning English vocabulary, but also the language in use and real facts related to some previous knowledge that they had -making these connections improved their learning process.-

7.2.2 Challenges

Despite the strengths mentioned above, there were some challenges that we were required to adapt and overcome.

Firstly, the project was aimed to be carried out giving presential classes at the beginning of the year 2020; however, by March the pandemic started in Colombia, making the aim of the project to be done through virtual classes. This challenge was not only for us as English language teachers in development to create a virtual course, but for the participants as well. This due to the change of the first potential participants for the project, as it was later official that the participants were going to be adults that had a wider range of age difference.

Secondly, continuing with the last statement above, the range of age of the participants can be considered as a challenge. Being the older participants around 60 years old and the younger ones around 35 years old. This age difference led us to carefully plan the lessons as we wanted everyone to effectively understand and participate as much as possible, and to keep the classes interesting for everyone with topics that everyone could be involved in.

The interesting factor was paramount for us as the virtual classes were a totally new experience for the adults, and this required the course to be engaging enough for them to be enthusiastic and participative in the project; A challenge that was gladly overcome.

7.3 Linguistic Outcomes

We are going to report the learning process of elderly learners by classifying their progress in terms of strengths and challenges students presented in oral and written

production in the second language learning process throughout the online classes. Linguistic Outcomes which refer to the actual learning of the students in terms of language chunks, formulae, listening abilities, reading skills, writing skills. The main source for these are to be located in the diaries of the practitioners, the products of the classes like worksheets, assignments, quizzes, and all of the evidence gathered in videos, photographs, audios.

7.3.1 Strengths

From the beginning, we could notice positive aspects in terms of the participants' production, or linguistic outcomes that can be consequently divided in terms of verbal outcomes which will be concerned with every oral production executed by the participants and association of words with the real context, the participants show comprehension of the target vocabulary and the accomplishment of the main goal of the activity. Through the use of songs, we can say that this technique favored the participants' production of different vocabulary that therefore can be considered as progress in their linguistic outcomes. For example: in one of the last classes the practitioner taught about the phrasal verb: pass by and gave its meaning: pasar cerca, o pasar desapercibido. Besides, she relates this phrasal verb with the verb walk and encourages learners to create new sentences with this new word. A learner showed a creative example with the current situation lived due to coronavirus: I will pass by you home after the quarantine.

We could evidence that they progressed from using simple languages centered on their situations and relationships to more complex language structures relating to a variety of topic areas that reflect society and the wider world and which can be used in a wide range of contexts and with different audiences. Learners will learn the language of description, negotiation, discussion, narrative, reporting, and presentation, which can be transferred to the classes after they leave the virtual classes. They will be able to use different tenses with increasing accuracy and demonstrate meta-cognitive skills so that they can see connections between languages, developing problem-solving skills which help them to make sense of and be creative with language.

At the end of each class, we ended receiving the work made by learners and sent through Whatsapp. Further, the class course not only took the oral production to have evidence but also to get the information to assess and identify the learning progress along the course.

The assessments best suited to guide improvements in student learning are the quizzes, tests, writing assignments, and other assessments that teachers administer regularly in their classrooms. Teachers trust the results from these assessments because of their direct relation to classroom instructional goals. Plus, results are immediate and easy to analyze at the individual student level. To use classroom assessments to make improvements, however, teachers must change both their view of assessments and their interpretation of results. Specifically, they need to see their assessments as an integral part of the instruction process and as crucial for helping students learn. (Barton, 2002; Kifer, 2001).

When we were planning every lesson especially the assessing part we worked as a team and we always tried to follow one same structure and methodology Although we generally tried to incorporate different teaching approaches from the first plan to their lessons even for the assessment, including corrective instruction that involves extending and strengthening that work. Also, those students who have few or no learning errors to correct should receive enrichment activities to help broaden and expand their learning but at the same time for those who do not have the same level, we focused the materials designed to provide an excellent resource for such activities. We shared our ideas and strategies which were very useful to carry out each class following the methodology but with different activities. According to Guskey (1998) developing ideas for corrective instruction and enrichment activities can be difficult, especially if teachers believe that they must do it alone, but structured professional development opportunities can help teachers share strategies and collaborate on teaching techniques.

7.3.2 Challenges

Learners will learn how to transfer previous learning to new contexts and deal with communication challenges. One of the challenges was how learners will become knowledgeable about pronunciation and language systems and will be able to identify patterns in language and pronunciation which they can then use to develop their language learning independently but we could see that learners demonstrated their progress through increasing fluency and accuracy in the four skills: listening, speaking, reading and writing, as they develop communicative competence at different levels. Learners had the opportunity to develop a rich resource of language expression along with an understanding of the language structures to achieve communicative competence.

When we were looking for their outcomes and we evidenced there were some hollows, as teachers we must therefore follow their assessments with instructional alternatives that present those concepts in new ways and engage students in different and more appropriate learning experiences. Therefore, we tried to guide them through strategies. Corrective instruction is not the same as reteaching, which often consists simply of restating the original explanations louder and more slowly. Instead, Sternberg (1994) mentioned that the teacher must use approaches that accommodate differences in students' learning styles and bits of intelligence.

8. Limitations

Due to the warning given by the World Health Organization in March 2020 on the Covid-19 virus spread in the form of a pandemic affecting the whole planet, the people everywhere had to change their everyday life routines. Education was also affected now that virtual education or *online* classes emerged as the only way to the current, traditional face to face education. Nobody was prepared for those changes and that implied last time decisions and these last-minute decisions affected our project now that we did not count on those and that implied a great deal of improvisation with all its negative consequences.

Another drawback was the selection of the students now that they were supposed to be at the same age group as the project was designed to be applied to a group of elder people. The uneven ages of learners made the sessions planning quite different from the original course sketch since the needs of the students were changed.

The advent of virtual sessions implied knowledge of basic technology management issues to attend sessions, participate during the sessions, etc and not all the students had that basic knowledge. In addition, the technical problems that emerge such as the speed of the internet connection, electricity cuts, among others also contributed to the drawbacks concerning technological and technical issues.

The time allotted for the designing, implementation and assessment of the course was also against us. We felt we had to hurry to get everything done.

Learners complained they did not have the time to be devoted to the tasks and activities derived from the course.

9. Pedagogical Implications

This classroom project might be of interest to pre-service teachers whose focus moves about teaching adults, and also those interested in the relationship between pedagogy and andragogy. It might also be of interest to those pre-service students who teach adults and create audio materials for their classes.

10. Conclusions

For the preparation, designing, implementation, and assessment of this classroom project, we conclude that in spite of the previously mentioned time constraints, the materials used sparkled the participation and critical thinking of the participants. Along with the contents of the songs used in the classes, they also motivated learners to take risks now that each session implied a step up in the level of difficulty of the contents.   We also provided variety in the treatment of the topics in terms of vocabulary building and language structure awareness. If we had the chance to redesign the course from the beginning, we would probably be more specific on the age homogeneity of the participants and we would also provide an LMS program prior to the starting of the course.

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