COGNITIVE ACTIVITIES THROUGH LYRICS

DANIEL FELIPE ESTRADA CARDONA
EMERSON ÁLVAREZ GÓMEZ
JOHN JAIRO VINASCO MONCALEANO

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DANIEL FELIPE ESTRADA CARDONA
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Asesor: Daniel Murcia

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STATEMENT OF THE PROBLEM

Most of the times, students in English classes are not able to support their answers or opinions. This means that leaners are more focused on memorizing the answer about a certain question or exercise, but they are not informed about where the answer comes from or why is that the answer. Most of the daily topics addressed in an English lesson require the inference, opinions from learners in order to explore thoroughly different points of view and ways of expression.

Taking into account what was previously mentioned, it was established to develop an appropriate level of argumentation in learners' answers. The four skills (e.g. Writing, Speaking, Reading and Listening) also need to be included. Paul and Elder (2006) claimed that Socratic Questioning (SQ) is an essential element that can give students the opportunity to learn the answer of a question or an exercise, but sharing the origins of that answer in their own words. Furthermore, English songs work as a necessary resource to enhance the motivation of students and encourage them to participate in class discussions. Our proposal is to develop High Order Thinking Skills (HOTS) through SQ in young learners through the implementation of songs as a teaching resource to stimulate learning. It consists in the design of activities in which students start reflecting about their own knowledge in order to create new concepts and ideas. In other words, to develop a rational society that can create questions to find a solution for every situation. The project is important because there are no other studies that involve the use of songs in English, language and SQ development in teaching. It is considered that the Socratic Method could

be applied in the development of the HOTS; however, it requires to be implemented in order to proof its reliability.

For the sake of English language teaching and learning, this project is concerned in the teaching of English as a Foreign Language (EFL) in Colombian context. As well as "Colombia very well" (2014) which is an enforcement program related to linguistic development in foreign language competences. This program provides some pedagogical models (e.g. Bunny Bonita, My ABC English Kit and English for Colombia) based on social needs. In the same way, our project is aimed to work with the needs of the population, but focused on SQ for English communicative purposes. For doing this, it is necessary to take advantage of songs in English as a teaching strategy, which could provide to the Colombian community the chance to integrate a new world that requires the use of English to face this new challenge. On the other hand, the goals proposed by National Program of Bilingualism are the enhancement of English communicative competences. That is to say that our project might provide positives contributions to this approach.

It is expected that young students of different educational levels can develop HOTS. The facilitators believe that it would increase the low level of reasoning and logic that can be found in students of primary, secondary and even in the university. Teachers can develop an adequate use of songs in English as a motivational tool for students to increase their language skills and the teacher is professionally growing by analyzing their performance, how the students receive the activities and also the attitudes are part of the professional development.

According to Onur (2014) people who wants to expand the HOTS requires a critical disposition. The author claims that teachers are called to implement Critical Thinking (CT) in a variety of areas by using some counterexamples to increase the complexity and provides a good exemplification of what is being discussed or taught. Otherwise, the author highlight that songs in English must work together with the facilitator from others subject with the intention to allow his/her students to put on CT in divers academic environment.

Teachers are required to take risk at the moment of creating activities that promote critical or reflective thinking in learners by using modern songs in English. In the same sense, learners dare to use the extrinsic motivation that songs can provide and try to find a possible solution to any problem proposed. Moreover, they should recognize their faults, learn from them, and finally, find a solution to solve any difficulty presented.

The facilitator must analyze his/her teaching process, teaching quality, teaching environment and students' needs. For this project, the pre-service teachers are going to take advantage of the previous elements mentioned, the material resources, students' reactions, and also, the observations and the point of view of the pre-service teachers. It is an important data which is collected through the pre-service teacher's observation, and this information will determine if the activities proposed are useful, if those exercises could be reused, which must be improved or changed? Additionally, the observation provides part of the evidences to conclude the reliability of this project.

Throughout this part of the project, pre-service teachers decided to define and compare what was the main goal of the HOTS, and how it can be compared with the

'Instituto Colombiano para la Evaluación de la Educación' (ICFES) test. First, the CT community defines the HOTS as the process of analyze, synthetize and evaluate a piece of information gathered from any source either the results of observation, reasoning or communication. In other words, it is the process in which a person is able to receive an amount of information an implement their own reasoning to comprehend what it means. On the other hand, based on the guidelines of ICFES test, it is necessary to select which students are able to continue with the higher education, and monitoring the quality of the education provided by the national institutions. It is implemented in the population of students that are ending the high school. Bearing the previous information in mind, we can start by saying why the development of the HOST is important Colombia's education; first, to help students not only to acquire new knowledge, but to teach them to support answers coming from that knowledge and helps to develop more curiosity about what everything around. And second, because high education requires students who can apply investigatory abilities and ICFES makes sure if those learners acquire that capacity in the school.

2. OBJECTIVES

2.1 General Objective

Determine how the lyrics of the songs in English, along with Socratic Questioning can increase students' High Order Thinking in an EFL Ninth grade.

2.2 Specific Objectives

1. To create/design activities which involve the lyrical content of songs together with Socratic Method.

2. To analyze students' reactions towards those activities proposed.

3. To determine the type of answers provided by participants for the Socratic questionings done during the activities.

4. To analyze the advantages and disadvantages during the inclusion of Socratic questioning with songs in English.

5. To prove High Order Thinking Skills levels which students developed during the implementation of Socratic Method and the lyrical content of the songs in English.

3. THEORETICAL FRAMEWORK

3.1 Conceptual Framework

3.1.1 Using Songs to Promote High Order Thinking Skills (HOTS)

The current chapter presents the concepts that are supported for this classroom project, based on the theoretical background with the most outstanding aspects focused on the implementation of songs in English to promote the HOTS in EFL. Nowadays, songs in English became into an important part of our daily life, so the practitioners decided to integrate it as a source to stimulate the motivation and participation of the learners during the sessions. In addition, Socratic Questioning (SQ) is selected as a way to develop the HOTS in young learners as it was proposed centuries ago by Socrates. (Paul and Elder, 2007; Aguirre, 2004; Maiorana, 1991) agreed that the use of SQ provides positive outcomes, since it makes that learners feel engaged with what they are doing; furthermore, it can also increase the students' participation within the classroom inasmuch as students feel attracted by the challenge previously planned by the facilitator, and presented through a set of questions for pupils to answer.

Paul and Elder (2007) mentioned that Socratic Method (SQ) is considered as a discipline and had been used with multiple purposes. First, it allowed teachers to establish any kind of problem, and second, it provided students with the capacity of solving problems by "exploring complex ideas, to identify the truth of a problem, uncover assumptions, analyze concepts and differentiate between what we might know from what is

unknown for us, by the use of a logical process". At the same time, Socratic Method can foster motivation in target population since the SQ plays with the curiosity of the population, and this curiosity is what encourages learners to be willing to participate in what is being proposed. For this purpose, the facilitators implemented a set of Socratic questions that helped to prove the range of knowledge that students have; additionally, the students' motivation will increase since the target population are getting involved into the learning process through the challenge that represents the types of questions. At the end, it is thought that learners will be able to analyze, reflect and think over about complex issues and comprehend the depth in the thinking of the people surrounding.

Based on the previous statement, SQ possess some ways to draw students' attention by the use of learners' curiosity; what would happen if there is a second way to promote pupils' participation? Murphey (1992) said that songs in English has the power to promote a range of reactions and feelings on the people around; therefore, the author highlights the role of songs in English in people's life because whole mankind have musical preferences, and teachers are equipped with a tool like this one, which can stimulate his/her target population to be active participants during a class. As a result of it, learners are going to be engaged in what they are doing, the motivation increases as well as percentage of participation on the activities, and one of the most important facts is the rapport that the facilitator creates with his pupils.

The pre-service teachers considered that making a mix of those two elements (HOTS and songs in English) could take advantage of what students can learn during a session.

The concept map below shows the reader an overview of the relevant terms for the study presented in Chart 1.

Songs. Murphey (1992)

↓

Lyrics. Murphey (1990)

↓

Motivation. Murphey (1992)

↓

Socratic Questioning. Paul and Elder (2002)

↓

Questions. Paul and Elder (2006)

↓

Discussion. Paul and Elder (2002)

↓

High Order Thinking Skills. Boghossian (2003)
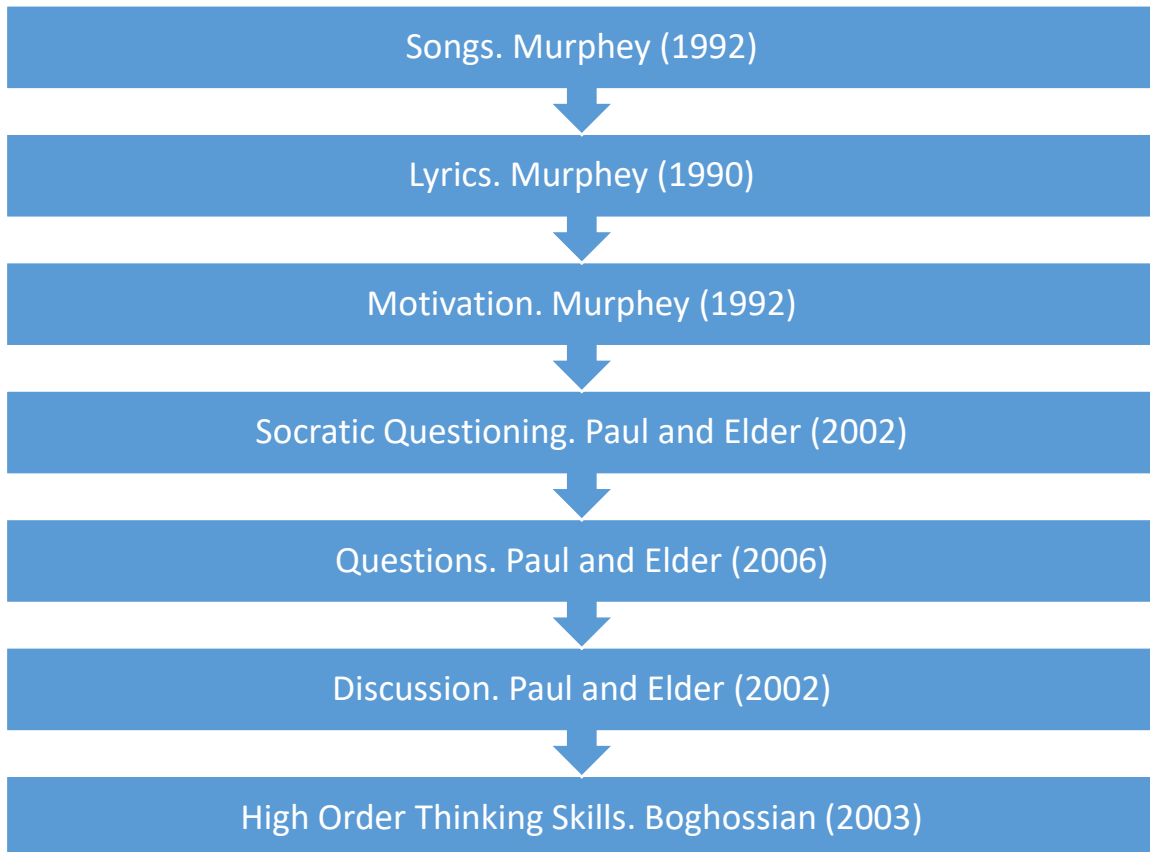
Chart 1. Elements chosen for project's development

The Chart 1 shows a conceptualization of the topics included in the project, and how were they organized to achieve the objectives established.

3.2 Socratic Questioning

The Socratic Questioning (SQ) was proposed by Socrates (470-399 B.C) who argued that the best way to learn something is based on the practice of thoughtful questions. Socrates believed that questions allows learners to prove the reliability of their thought throughout the examination of each one of their beliefs by the use of logic. For instance, the facilitator admits his lack of knowledge about the topic with the intention to increase students' motivation.

Paul and Elder (2006) defined the Socratic Method as a discipline that allows to explore new concepts and ideas in several directions. First, it can be used to prove the reliability of thoughts and to find the true behind any theory; second, it can open up issues and problems analyzing concepts and determine the veracity of what is known, in order to compare it with what is not known. In contrast, the authors highlighted the importance of SQ since it is closely related to Critical Thinking (CT) given the fact that both share the same aim "HOTS development". The SQ is used to promote new levels of thinking in the young population, inasmuch as the obtaining of this capacity permits learners to monitor, assess and reconstitute our thinking and feelings in a rational way. Socratic Method is defined as a process and an outcome, given the fact that it is a type of thought or a human capacity that let us analyze our thinking; to explain it, the entire humanity have the inner capacity to analyze, assess our thinking; nevertheless, it is required to start developing throughout our life, and one of the ways found to cultivate this kind of abilities is by applying the SQ in any aspect that are surrounding us.

3.2.1 The three Kinds of Questions defined in the Socratic Method

Paul and Elder (2007) stated that there are three kinds of questioning. First, the types of questions that possess one right or definitive answer. In other words, it requires reasoning, evidence to accomplish the finding of the right answer. Second, this type of interrogation allows a subjective answer or it also be defined as an own perspective of a person. Finally, the third type of question can contain multiple answers. It might be depending on the focus given by a person; on the top of that. Each answer provided must be supported with evidence and reasoning. The final answer can be defined by judgment, depending of the reason and the evidence presented.

Paul and Elder (2007) believed that there are plenty of things required to take into account when it is aiming to develop the HOTS by using the SQ. First, "the belief or statement" after that the inclusion of the types of questions such as: (p. 28)

Table 1. Types of Questions based on Socratic Method

TYPES OF QUESTIONING	
Clarity	Could you illustrate what you mean?
Accuracy	How can we find out if that is true?
precision	Could you give me more details?
relevance	How does that relate to the problem
depth	What factors make this a difficult problem?
breadth	Do we need to consider another point of view?
Logic	Does what you say follow from the evidence?
Significance	Is this the most important problem to consider?

Fairness	Do I have any vested interest in this issue?

The Table 1 shows some of the types of questions implemented in the activities related to project's development.

Previously it was listed the nine types of Socratic questions proposed by (Elder and Paul, 2007), and approved by the foundation for CT. Maiorana (1990) and Paul (1993) agreed that SQ can be defined as a good strategy to promote cognitive development or/and HOTS enhancement in young learners. The authors also stated that as a result of the implementation of SQ, students are changing the way to think, and this population are proving the reliability of several concepts that they already had by others that can be supported with evidence.

Socratic questions have been defined by our main authors (e.g. Elder, Paul, and Maiorana). It is to say, that there are several advantages on the implementation of SQ in teaching a second language. First, the development of HOTS which allows pupils to be able to determine when a concept is real or fake through the own question a reasoning. Second, the interaction between teacher and learners makes that the flow of the class can be carried out in pleasant way, as a result of this enjoyable behavior the curiosity of the students will increase. Additionally, it is known that through the motivation can easily achieve a goal students consider difficult to face, because it is the reason why students are able to find out new capacities they have without knowing it.

3.2.2 Socratic questioning as a pedagogical component

Boghossian (2003) argued that Socratic pedagogy provides several advantages, the main of them is to help students in how to think critically throughout a deep analysis about their own thoughts. Furthermore, the systematic engagement is used to maintain learners' engage in the activities; it happens through the practice where participants are mentally involved by the usage of a simple question. "Socratic pedagogy impacts the entire learning community because even those students who are hesitant to speak up in class can benefit from seeing a genuine discourse modeled." (Boghossian, 2014: p, 20).

Boghossian (2003) said that Socratic pedagogy promotes the active participation and provides the tools or process required that let students to analyze and clarify issues proposed by the teacher. Socratic practice cannot be defined as a method implemented by teachers to connect students with a subject, but it can be defined as "a way of thinking that we impose upon ourselves." (Boghossian, 2014: p. 20).

3.2.3 Do's and Do not's by implementing the Socratic Questioning

Along with this project, pre-service teachers realize that most of the theories proposed by a variety of authors (e.g. Paul and elder, Socrates, Maiorana, Boghossian) suggest that SQ provides a set of benefits that allow students to have a better learning process. Some of those benefits are: enhancement high levels of motivation, providing comprehensible input and keep students engaged. Furthermore, Boghossian (2003) claimed that there are several things that should and should not be used in Socratic Method.

1. Start by examining a claim or asking a question. There is not any restriction for the topic; motivates the entire population to participate in the dialogue.

2. Understand first. Ask students exactly what they mean; if there is any misunderstanding, it is important to formulate a simple question to clarify.

3. Offer a counterexample. Make the counterexample clear and comprehensible.

4. Repeat and relate to the initial claim. Make sure that learners comprehend the claims used as an argument and how are those related.

5. It ends when it ends. It does not have an endless time; it can be ended according to the teacher's consideration.

4. SONGS IN ENGLISH AS A PEDAGOGICAL RESOURCE

Murphey (1992) argued that the use of songs in English as a tool for teaching has shown that there were many ways to encourage learners to learn. The practice of this technique avoided that students who could be less interested during the activities proposed by the facilitators, and it helped learners to acquire the new language by having fun; for instance, the author suggests that implementation of songs in English inside the academic contexts promotes motivation through the different roles that lyrical content can play, and it can assist learners to improve vocabulary and pronunciation skills. Cakir (1999) stated that teachers around the world are using songs in English to enhance the children's language acquisition. Besides, Cakir (1999) also said that songs in English is being implemented to increase the interest, motivation and simplify the learning process.

It is to say that songs in English are not limited by the way in which they can be implemented in a classroom. Millington (2011) argued that the flexibility of songs in English are used with multiple purposes in teaching (it helps to improve Listening and Speaking) since it contains high pedagogical components which help in the learning process. In addition, Songs in English are considered as useful items to develop the cognitive process in students and their respective skills; for instance, listening, pronunciation and speaking. Murphey (1992) suggested that songs are useful in teaching to enhance aspects such as vocabulary, grammar, lyrics and sentence structure, as well as cultural facts implemented in a fun way.

Murphey (1992) claimed that songs in English are omnipresent since they can be found in any place surrounding us (e.g. houses, malls and bars). However, the place where can bring the highest beneficial it is not used (e.g. schools). It is on the school where songs in English can affect in a positive way the language learning process in a target population; otherwise, the learning and teaching process become in a monotonous process in which the facilitator is just in front of the class guiding or providing learners with the tools to achieve any goal proposed for the period. Murphey (1992) proposed a list of activities that are actually developed by the common people in their daily life and in classroom where songs in English are included:

Table 2. What do people usually do with songs in everyday life?

1. Listen
2. Sing, hum, whistle, tap and snap fingers while listening
3. Sing without listening to any sound track.
4. Talk about the songs in English
5. Talk about lyrics.
6. Talk about the singer/group
7. Talk about video clips
8. Use songs and songs in English to set or change an atmosphere
9. Use songs and songs in English to make a social environment
10. Read about singers or bands, concerts, producers and authors of songs in English and songs
11. Use songs in English in dreams
12. Use songs in English and song to make internal associations with people, places and times in our lives
13. Some people also write or perform songs, make video clips, write articles, do interviews or surveys, make hit lists

(Adopted from Murphey´s book *Songs in English and Song*, 1992)

The Table 2 contains some of type of activities made through the songs in English in teaching.

Table 2.1. What can we do with songs or texts about songs in the classroom?

1. Practice listening for specific information (gap-fill, cloze, correction....)
2. Study grammar
3. Translate songs
4. Dictate a song
5. Practice pronunciation, intonation and stress
6. Teach vocabulary
7. Teach culture
8. Discuss the song and the lyrics of the song
9. Integrate songs into project work
10. Energies or relax classes mentally and create a relaxing classroom Atmosphere
11. Use background songs in English for other activities
12. Break the routine
13. Have fun

(Adopted from Murphey´s book *Songs in English and Song*, 1992)

The Table 2.1 illustrates the possibilities explored during the implementation of the project.

As it was mentioned in the list above, there are several options in which songs in English can be exploited as a resource in and outside of classroom; nonetheless, Murphey (1992) stated that just one type of activities should not be abused in the implementation of the classes since this kind of activity involves too much work and do not allow learners to have fun while pupils are working, and the main aim of using song in academic environment is that students can enjoy their classes whereas they are working.

Abott (2002) and Murphey (1992) agreed that one of the properties that songs have are that they can stick to our minds, and are difficult to forget them; for that reason, songs are considered memorable because of the flow of the songs bring us rhythm, rhyme and one of the characteristics that engage most to the people is the repetition of the lyrics. Further, songs can also show a variety of complexity; for instance, children use to like songs that are

slow and involve things that they can identify and touch because kids are in the process of discovering the world; notwithstanding, young people use to listen to songs (e.g. pop songs) in English that involve real life's stories or poetry. Abott (2002) suggested the inclusion of songs in classes as a complement that can be used in different ways with the intention to fit with students' learning styles and preferences.

4.1 Songs

Griffee (1992) said that songs possess many common elements with speech and poetry, since they just have a unique form. One of the main characteristics that songs have is the fact that they produce a special reaction that makes the listener to feel identified with the song as it were made for them. The songs chosen raised the motivation of students, and make them willing to participate in all activities proposed. Those activities can include (e.g. filling the gaps, multiple choice and song discussion) exercises in which students had to provide answers according to the lyrical content of the song.

Murphey (1990) considered that songs work as a motivational strategy, which involves the different types of populations from childhood to adulthood. The different types of musical genres have produced diverse subcultures, which are motivated or stimulated depending on the type of songs in English related with their own life style.

4.1.1 Song's classification

Murphey (1992) stated that there are diverse kind of songs which have different applicability according to the language classroom; nonetheless, it is really hard to make the decision about what would be the best song for using in an EFL class. However, there are some types of songs that fit better with the learner style, preferences or a particular age (e.g. children, teenager or adults). Murphey (1990) proposed three main songs categories:

· **Made-for-EFL songs:** Made-for-EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes. Made for-EFL songs can be found especially in older textbooks.

· **Traditional/folk songs:** Traditional/folk songs originated in the native environment and contain the vital concerns and characteristics of people of a certain nation and supply many notes and historical background of the songs (Murphey, 1990).

· **Contemporary songs:** Contemporary songs are popular songs which can be heard in the out-of-school environment of students. They can be of any songs in English genre – pop, rock, hard rock, rock n´roll, R&B, rap, heavy metal, punk, reggae or others. (Adopted from Murphey´s book *Songs in English and Song*, 1992).

4.2 How to teach through songs in English

There are several manners in which a facilitator can include songs in English inside the classroom; those can be found in different websites or even in books, journals and some others sources. Besides, all of those ways proposed are supported by some authors like Aloha (2005) "use of songs in English in language play", or Gabriel (2010) who stated that the use of popular songs contain familiar words (e.g. Twinkle, Twinkle Little Star) which can be used to teach grammatical rules and some otters aspects by replacing some words of the song.

An important fact is that teachers have to look for new ways to keep students engaged in learning English as a foreign language. Ara (2009) believed that the use of songs in English inside classroom offers a reduction of natural anxiety; it also boosts learners to work on the activities and have fun by doing the exercises. Moreover, the most effective techniques implemented for teaching pupils in class were songs, rhymes and games since those are useful materials which benefits learners to increase their skills.

4.2.1 Fun Activities

There are several activities or techniques proposed by Ara (2009) who said that the most effective activities or materials that can be used in classroom are the Songs in English, rhymes and games, because those exercises provide high levels of motivation and less boredom. Furthermore, it helps learners to have unlimited aids from what participants perform.

4.2.2 Rhymes

Children's love for rhymes offers them new possibilities to make connection between words and phrases, and the meaning is going to be based on the previous significance experiences they had. Moreover, there are some reasons why it is so successful. First, it is the repetition of lyrics of the songs. Finally, the fun obtained by learners within this process (Cakir, 1999).

4.2.3 Games

Ara (2009) songs, rhymes and games are known as a meaningful source for teaching, because it gives pupils the chance to feel comfortable inside classroom. Vernon (2009) claimed that as a result of being involved in songs and rhymes, learners are willing to participate in any activity that could make them have fun. Additionally, it had been discovered that games are known as an effective source of teaching. There are several reasons that support why games are so successful. Firstly, as students are eager to participate and they are more attentive, learners will have a better comprehension of what they are doing. Second, the purpose of the games is to focus on the results, those games were determined with communicative purposes, and in that way, learners have to convey a message as a result of the activity. In addition to this, games carried out children into the next level of education. Students who did not play his/her role into an activity cannot be useful to support within their team, in that sense, if learner's role was to be efficient, learners add more chances to pick up more useful knowledge from the activities developed.

5. STUDIES RELATED

5.1 Critical Thinking and Reading Comprehension in EFL

The concept of Socratic Questioning (SQ) comes from many centuries ago proposed by Socrates. It was defined as a discipline used to promote high mental processes in people; besides, nowadays it can be implemented in such different ways and with several purposes.

This study, carried out by Fernandez, Mayorana and Louis (2015) suggested that Critical Thinking (CT) can be promoted through activities which include reading comprehension tasks with technical and scientific texts. Results obtained from the study highlighted the low relationship between CT and reading comprehension; however, reading comprehension provided positive outcomes to develop CT. Paul and Elder (2008) defined CT as a way of thinking about certain topics, contents or issues, in which the 'thinker' improves his/her thinking quality through the control of structures connected to the thoughts and imposing intellectual standards. The experimental research was carried out in a period of 48 hours, and during this time two tests were carried out. The first one, ID1113-DT (one at half, and the other by the end of the week), and the second applied was CTET (which is an instrument that has been widely implemented to prove the CTS in native people) those tests took about 40 minutes; however, participants said that they have the chance to use their native language to answer the question. The two tests had about 20 questions with a ponderation of a one point for each answer, and as there were 2 tests, the total score was 40 points. It was thought with the intention that students do not have any kind of limitation at the moment of answering the questionnaire. Everything related with

the CTET test followed the rubrics proposed by (Ennis and Weir, 1985, p. 4-10) and two facilitators were participants at the moment to assess this process. Taking into consideration the data, it was analyzed by Statistical Package for the Social Sciences. For this study, there were 94 participants, 60% of them were male, and the 40% were female of the third level of English Reading Program Scientific and Technical from Simon Bolivar University.

On the other hand, the use of songs in a teaching process is a common fact since it makes that all people implicated in that process, or in that classroom, can involve emotions, feelings and their energy on what they are doing in a positive way. Bearing this in mind, the researcher wanted to determine how effective the songs are to promote oral production in a teaching process. To prove this, he had proposed a study to evidence the reliability of songs in academic environment.

Cifuentes (2006) determined that the use of songs in class promote positive aspects to learners. The writer found that by the implementation of songs, students can talk about their favorite music and lyrics without hesitations; since the study shows that learners seem to be relaxed and willing to participate when they are immerse in a context which contains their favorite songs. For doing this inquiry, the researchers started by proposing questions like: How can songs in English promote students' oral production? How do students react towards the proposed activities using songs in English? And what changes can we observe in students' oral production when they are engaged in such activities? Bearing this in mind, Cifuentes (2006) started with a project at León de Greiff public school, zone 19, Ciudad Bolívar, in Bogotá. For this inquiry, 45 tenth graders with an average ages between 14 and

17 years old were selected; this group of students was divided into teams of 5 or 6 students. This research was focalized in five groups from the afternoon shift. This research was thought to be developed in four stages: those are Gathering data, designing, implementing activities using songs in English, Interpreting, analyzing the data and writing the project report. To carry out those stages there were designed some activities, which included the use of songs and learners needed to work in small groups. It was done intentionally in order to make easier the collection of data; for gathering the data was use observing and taking notes, recording of videos to determine learners' attitudes, reactions and how each student improve the oral speech throughout the course.

Cifuentes (2006) reported that there were significant changes in students' oral production; furthermore, it promoted positive outcomes in learners such as high motivation, participation, cooperation and self-confidence. However, songs can also affect students in a negative way, like upholding anxiety and lack of confidence; on the other hand, the activities showed that learners improved their oral speech; participants were able to express their ideas in a fluent way when they felt confident or identified with the topic of the song.

6. METHODOLOGY

This project was aimed to implement songs with their respective lyrics as a strategy to raise High Order of Thinking Skills (HOTS). For doing this, it is important to know how it affected the learning and teaching process. The use of activities which involved songs motivated learners to participate during all the lessons; also, learners acquired an amount of vocabulary or language required to carry out the project. This vocabulary was selected by analyzing "likes and dislikes"; furthermore, through the implementation of the vocabulary presented, pre-service teachers designed some questions for students to answer in a reading; additionally, those questions were created based on Socratic Questioning (SQ), which was developed to enhance the HOTS by making people reflect and validate his/her own knowledge. In the following section, it was explained in detail who and how was developed this classroom project.

6.1 Context

This project was aimed to develop HOTS by the implementation of songs to nine graders at a public high school located in Pereira Risaralda, "Institución Educativa Instituto Técnico Superior". This school was oriented by the Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés; which were the guidelines that allowed the teacher to know what leaners must learn through the courses from first to eleven grade, and the competences that students had to improve during the process. Other important fact is the schedule assigned to the pre-service teacher; facilitator was guiding three hours weekly; those hours were divided into two classes, the first class of 1 hour and the second of two

hours per week. The classes were carried out for a period of three months, and during that time, the results obtained were analyzed and evaluated in the outcomes of the project.

6.1.1 Setting

Following with; it was necessary to explore the classroom where the implementation took place. The project was carried out in a 41 students' context from ninth grade. The classroom provided comfortable chairs; seemingly; the room counted with appropriate classroom setting. Thus, all students were assigned with their own chair and the place required a board in order to provide teaching and a CD player. Nonetheless, classroom atmosphere was complex in sense of students' amount inside academic environment. Having in mind these 41 students, facilitators decided to analyze the different types of answers obtained from written activities and class talking in which the Socratic Method was involved among with the lyrical content of the songs proposed for the lessons.

6.2 Participants

This classroom project was implemented out with 41 ninth graders from a public secondary school located in Pereira. Those forty-one students consisted of thirteen girls and twenty-nine boys. Their ages varied from fourteen to seventeen years old. Learners were exposed to English language once a week for two hours which is why their level was very low; however, some of them have previous knowledge about simple vocabulary and common expressions like greetings and some verbs.

6.2.1 Practitioners

There are three pre-service teachers; all of them are in charge of selecting, designing, organizing and evaluating all the activities. The researchers were coursing ninth semester students from a public university. During the time in which the project took place, where the practitioners were carrying out their pedagogical practicum, and this practicum was focused on the development of activities involving songs with the Socratic Method.

6.2.2 Students

This classroom project was developed with forty one ninth graders from a public secondary school located in Pereira. Those forty one students consisted of thirteen girls and twenty eight boys. Their ages varied from fourteen to seventeen years old. Learners were exposed to English once a week for two hours which is why their level is very low; however, most of them have previous knowledge about simple vocabulary and common expressions like greetings and some verbs.

6.3 Instructional design

6.3.1 Analysis

Before starting with the implementation, the practitioners carried out different observations in the classroom in which the project was supposed to be developed. This was necessary in order to examine how students behave and notice if participants had a previous

knowledge or skills about the English language; specially connected to speaking skills and the possible methodologies or techniques applied to design activities to rise students' learning process about foreign language; also, to figure out what could be the impact of using Socratic Questioning during classes. To achieve the goals of the observations, it was necessary to make some reflection logs to analyze learners' process and different behavior towards implementation.

6.3.2 Design

The main goal of our project was focused on the implementation of Socratic Questioning with Ninth grade students to foster High Order of Thinking Skills. "Critical Thinking is about becoming a better thinker in every aspect of your life: in your career, and as a consumer, citizen, friend, parent, and lover. Discover the core skills of effective thinking; then analyze your own thought processes, identify weaknesses, and overcome them. Learn how to translate more effective thinking into better decisions, less frustration, more wealth, and above all, greater confidence to pursue and achieve your most important goals in life" (Paul and Elder, 2002). It is mentioned in the conceptual framework that SQ bring benefits to EFL; for example, it does not only permit communication act, SQ also assists learners to increase their motivation. Murphey (1992) argues that there is no place on the society without songs in English, because songs in English has an important part of the culture and the individual achievement of each one of people surrounding. Songs in English and songs can offer two key advantages: both of them are highly memorable since it promotes a state of relaxing as a result of the rhythms and emotional messages that are

transmitted through lyrical content of the songs. Teaching through songs needs to be reconsidered in terms of how to teach them and how much exposure of time learners require since through the years in the ESL and EFL classroom this tool was seen as less important. Bearing the previous mention in mind, pre-service teacher planned all the lessons using different types of questionings through which participants can infer about the meaning of the lyrical content of a song presented during a session.

The types of songs implemented were based on previous analysis pre-service teachers made to determine which songs in English genre could students like or artists of their preference. Additionally, for the songs' selection the concept of contemporary songs proposed by Murphey (1990) in which is argued that these type of songs can be heard by people from different cultures in and out of the classroom. Also, the different questionings for SQ:

Table 3. Types of questioning

Questioning clarity.	Recognize that thinking is always more or less clear. Assume that you do not fully understand a thought except to the extent you can elaborate, illustrate and exemplify it.
Questioning precision.	Recognize that thinking is always more or less precise. Assume that you do not fully understand a thought except to the extent you can specify It in detail
Questioning Accuracy	Recognize that thinking is always more or less accurate. Assume that you do not fully understand a thought except to the extent you have checked to determine whether it represents things as they really are.
Questioning relevance	Recognize that thinking is always capable of straying from the task, question, problem or issue under consideration. Assume that you have not fully assessed thinking except to the extent that you have ensured that all considerations used in addressing it are genuinely relevant to it.
Questioning depth	Recognize that thinking can either function at the surface of things or probe beneath that surface to deeper matter and

	issues. Assume that you have not fully assessed thinking a line thinking of except to the extent that you have determine the depth required for the task at hand.
Questioning breadth	Recognize that thinking is always more or less broad-minded. And the breadth of thinking requires the thinker to think insightfully within more than one point of view or frame of reference. Assume that you have not fully assessed a line of thinking of except to the extent that you have determined how much breadth of thinking is required.

The Table 3. Shows six of the nine categories of questioning which are related to the use of High order of thinking Skills.

6.3.3 Development

There were some aspects which had to be considered when teachers implemented this project; as an illustration, the type of activities that were planned to be implemented, how to implement those activities, the suitable learning strategies, students learning styles, how to face these differences and lesson plans were designed according to the variables previously mentioned. The pre-service teachers made use of the Engage, Study and Activate (ESA) teaching model proposed by Harmer (1998) in order to create a specific structure to carry out the class. The usefulness of implementing songs in the English classroom is relative. For example, in all the implementations, the key vocabulary of the songs' lyrics was presented in the engage part.

The content along with the type of activities was chosen to be strictly related somehow; to clarify, the new knowledge students acquired during first class implementation was helpful for the next sessions, due to the topics covered and the type of

activities were quite similar. It was necessary to design enjoyable assignments for pupils to be with positive attitude in the classroom. The exercises included the standards provided for learners' levels, in order to follow an organized sequence for the activities to be carried out, the resources used and the strategies which fulfill this purpose during the implementation. It is important to take into consideration the analysis of results obtained, based on the project's activities and goals. To achieve this, there were designed three types of codes that help the reader to analyze the data gathered from the implementation, which are divided into: (1) teaching artifacts (T.A), (2) reflective logs (R.L.) and (3) video recordings (V.R.). Besides, each code correspond to one of the other three categories such as: Professional Development (P.D.), Linguistic Outcomes (L.O.) and Students' Responses (S.R.).

6.3.4 Implementation

In order to do the implementation, pre-service teachers used different materials according to the type of activities used. For the songs' plays, to illustrate, the practitioners provided learners with the lyrical content of the song chosen in pieces of paper, so students could take advantage of it to comprehend the new vocabulary, and they could sing it by themselves. To introduce the lesson, the practitioners used flashcards, images and handouts to present the key vocabulary of the song so far in order to carry out the activities.

This classroom project was aimed at focusing special attention on the use of HOTS through songs in high school. According to Elder & Paul (2006) the use of Socratic questioning in classroom environment encourages learners to participate in activities that

help them to develop the capacity to reflect, give and support opinions (argumentative, evidenced and analytical) since they were dare to analyze and use the logic to prove the reliability of their knowledge.

In the implementation of the project, it was planned to involve learners in activities that promoted HOTS by using songs and specific instructions. Songs in English played an important role in the teaching process, because through its lyrics, the pre-service teachers were able to explain the key vocabulary of the songs and then, learner were provided with the explicit instruction about what pupils had to do, and how to do it. For doing this, it was required to take advantage of worksheets with the songs previously selected, computer, and video beam (optional); lyrics and flashcards. Additionally, all the elements previously presented were put together in different activities like: teams work and talks.

There were three instruments used during this project to collect the data. The instruments included a teacher's reflection, students' worksheets, and a teacher observation. All the materials were designed by the pre-service teachers.

The first instrument used was a worksheet to determine general students' knowledge in L2. This project aimed to find an approach that led the teachers through the implementation and comprehension of HOTS.

The teacher's reflections were valuable instrument, because they provided help to determine what went well, what did not go well, and what can be done next time.

Moreover, it was useful to evaluate students' behavior and attitudes toward the critical thinking process.

The classroom teacher observation was used as the final instrument to be implemented. The teachers were observing the aimed skills; it required to write down in a log to demonstrate the behavior, also the date it was observed too.

6.3.5 Assessment

At this stage, learners were assisted in the activities carried out in class; they received feedback on the activities, and in some cases, they obtained extra points according to the answer and how well students could support it; also, their performance in writing skills was considered too. Moreover, learners were asked to share with the whole class what was the topic of the song presented, how could they feel identified with the context of the song, and what was the function of certain words in the lyrical content.

During the questioning activities almost all learners felt shy and embarrassed to share their answer or justify them. For this situation, practitioners provided useful vocabulary and clues which facilitated learners' contributions. One strategy implemented, was to develop the activity in a type of contest which included rewards for those students who answered well. This strategy was not always implemented due to the fact that sometimes learners decided to participate by their own or simply because the lack of time.

6.4 Resources

       To carry out this project, pre-service teachers employed some useful materials which were selected considering what types of songs and activities could be implemented. In the first part, the three songs were chosen based on the type of artists students like, and because of the practitioners' experience and knowledge, as well as songs that could be suitable for the lessons and somewhat familiar for learners to enjoy the assignments. After selecting the songs, pre-service teachers adapted those songs to the class using visual materials (flashcards, slide presentations); furthermore, students took advantage of the Bilingual dictionary provided if it was necessary. In addition to this, some technological devices were used such as a laptop, TV set and speakers.

7. REFLECTION

According to Wallace (1991) he argues that reflective teaching is one of the greatest sources that teachers have to develop in order to achieve the degree of professionalism. Also, it helps teachers to improve the comprehension about his/her own teaching process. Taking this into account, the reflection is going to involve three main points that must be analyzed, those are: students Linguistic outcomes, Teacher professional development and students responses; additionally, the data collected during the observation classes and teacher's journal.

8. RESULTS

8.1 Professional development

There were many aspects to reflect during the execution of the project in terms of professional development. In this section, the practitioners analyzed the teaching process which involves: all activities implemented for the project, how these activities were carried out. What were the results at the end of the sessions (What did go well and what did not go well? What type of resources were used as teaching support? What kinds of results were observed while using these resources. Which aspects need to be improved for future classes.

8.1.1 Flashcard and Socratic Questioning promoted the expansion of the vocabulary

Through the implementation of this classroom project, it was determined how useful were the flashcards at the moment to present the new vocabulary to pupils, due to the fact that they were able to link one word with the corresponding meaning, and it leaded students to acquire new vocabulary easily.

Bearing this in mind, the results obtained from the classes, it was shown that the use of flashcards provided a better comprehension of the new vocabulary to the target population. Further, it was evidenced from different ways, such as direct questioning, that after certain period of time the use of Socratic Questioning (SQ) made students analyze the vocabulary established in some phrases of song's lyrics to give a possible abstraction based on the context presented in those lyrics.

P.D T.A L- (15-19)

"When presenting new vocabulary through flashcards (image/word), sometimes there were some words that could not be explained by the simple relation between image and word, so the teacher used SQ to help participants to infer about the meaning of the unknown words."

Based on the sample, it could be determined the usefulness of flashcards and SQ for the comprehension of the words, because this was necessary at the moment when students

did not understand a word directly. For instance, the image with the word "Calling" shows Bart Simpson laughing at Moe Szyslack while they are talking by phone, so the teacher asked students: what does the word "calling" mean according to the image? Learners assumed that the word made reference to a joke by phone based on the image, that caused that some of students answered *"Calling significa 'broma' en inglés".* Throughout this implementation, the teacher had the chance to identify some facts of flashcards during the application of these in sessions. One of the benefits is that learners take advantage of flashcards to memorize easily the new vocabulary since they can link the image with the word to find the corresponding meaning. However, some flashcards used were not totally illustrative by themselves, which required the implementation of SQ to encourage students to infer the meaning of the unclear words.

Hill (1990) stated that the use of flashcards is useful to draw the attention of students when participants are shown with new vocabulary. Furthermore, it can reduce the anxiety, the boredom and promotes high levels of motivation in learners. It was agreed with Hill (1990) that the biggest flashcards work as a link that connects the target population with the activities that they are doing. On the other hand, Hill (1990) says that flashcards also help to endorse control over the students in the class, but it cannot be generalized in the whole context. In the ninth grade, flashcards were planned to work with students to teach vocabulary; although it had a positive results in terms of vocabulary learning, there were some issues that caused disruptive behavior in students due to the wrong planning by the teacher.

The use of lyrics can be implemented in order to illustrate learners with what the author of a certain song is trying to say. They work as support between learner's previous knowledge and the words that represent the new vocabulary to be acquired. Similarly, lyrics can be presented through worksheets, but it requires too much clarification due to most of students could not be familiarized with the rest of the words in the text, and class is going to be delayed.

During this lesson, it was evidenced that there are some situations that usually are not taken into account, and that can affect the development of the plan prepared for the class about the worksheet assigned.

P.D-V.R – L (27-29)

"Students start reading the lyrics trying to guess the meaning of the words in the text. They remember some of the words presented in the introduction of vocabulary, but there were some misunderstanding with other words."

Based on the results found it could be determined that the content of the lyrics employed along with songs, helped students to generate opinions, either positive and negative, depending on the lyrics of the song. In the questions session, students were asked about "What they consider is the main message of the author of the song called "wrong" composed and performed by the group "Depeche Mode". From this question, it was evidenced that students were not analyzing the questions thoroughly, but learners made it

superficially without thinking beyond the explicit message established in the lyrics of the song, which the artist wanted to express in the lyrical content. One of the answers provided for the question by learners was *"La persona que escribió la canción sufre de depresión y se quiere morir"* (The person who wrote the song suffers depression and wants to die). The rest of the answers were quite similar in terms of simplicity, and it demonstrated that the analysis made by learners did not cover aspects of the lyrics in detail.

Ornerová (2009) suggests that the songs chosen with teaching purposes need to have comprehensible lyrics which transmit a meaningful message for students. During the implementation, lyrics had a crucial role in the engaging of students with the lesson, due to the content established the way in which each learner participated in the SQ session related to the lyrical content of the song chosen; the key words made students get familiarized with the context illustrated by the lyrics, and students had the chance to share their opinions about those terms and explain them, despite of it was too superficial. In sum, the type of song considerably affected the students' population, and it was considered that the songs to work with learners should have a positive message to motivate students to continue developing the next activities after the topics related to the song which involve SQ.

8.1.2 Grouping made the difference between a successful or failed activity

It is important to have in mind; the amount of learners in order to design a good strategy at the moment of selecting the groups of students. This is done in order to make students to have more support each other for carrying out the activities proposed of Socratic Questioning (SQ), which allows leaners to analyze the lyrics of songs through discussions, and questions made by the teacher to have a better comprehension of the vocabulary and the content of the song itself.

In the following sample, it was observed that at the right moment when pupils were getting together as part of the grouping, there were short periods of time in which they were making noise such as talking too loud, moving the chairs without taking them up and borrow things from classmates without permission.

P.D - R.L - L- (18-21)

"The part of grouping was very well used for part of the teacher by selecting couples according to the number assigned to every student. In spite of that, T could evidence that the class became a little disordered at the moment when participants had to look for their partners."

Grouping promoted a successful activity, due to students had the possibility to support each other. Besides, this strategy allowed learners to improve their relationship as

partners to contribute providing answers to the questions assigned through the SQ. For instance, at the moment of participating in the questioning activity, each participant could help their partner to complement answers if he/she did not provide a complete idea. On the other hand, there were not good instructions for learners to organize the groups, which caused disruptive behavior inside the classroom.

Hock (1961) argues that the use of grouping is based on the necessity to explore the different skills in students. This strategy is useful at the moment of students applying their strengths during activities to generate a better interaction, comprehension, analysis and results based on the SQ implementation. According to the mention of Hock (1961) it was concluded that the strategy of grouping in class results in terms of making students to have a reciprocal learning where all learners support each other with ideas to participate in the exercises provided for the activities. As a pedagogical strategy, caused a disruptive behavior by students, and this is generated mainly in the way in which instructions are given while the grouping part. If instructions are not well explained at the moment of grouping, pupils started making noise while meeting each other to form the groups.

8.1.3 The type of song affected positively the cognitive development in students

During the implementation it could be evidenced that the type of song chosen for an activity affected the cognitive development of the students. The problem was when learners started to feel uninterested or not motivated with the environment produced by the first song presented.

There was a significant change in students' behavior for the second song, and it was established in the lyrics of it. The teacher made a change in which he replaced the type of song presented previously, which was considered depressive and complex by students, and teacher used a more popular song for the lesson; which was well accepted by learners.

P.D - T.A L– (13-15)

"During the current session it was evidenced that a Bon Jovi's song was more effective than the previous one, due to the type of song made students feel more motivated."

As a result of implementing songs in English, it was concluded that the types of songs chosen affected significantly the learning process of this ninth grade population. On the one hand, the song promoted motivation for learners to be more participative, which permitted to establish different questions to discuss and define about the meaning of the song's messages on its lyrical content. On the other hand, such motivation was reflected in the willing pupils had towards the SQ session. The teacher took advantage of their like for the song to generate deep questions according to the song's message, in order to guide students to go beyond a conventional analysis.

Murphey (1992) claimed that the implementation of songs, in academic environments, implies to lead students from a monotonous stage to a motivational exercise, which highlights the choosing of material to avoid boredom. In the case of the project, different types of Rock songs were implemented, based on a data compilation where

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students expressed their musical preferences. It is necessary to mention the variations in Rock songs in English, the types of lyrics and rhythms stimulated learners to get involved with the activities planned. At the same time, it was noticed that songs had an easy and comprehensible vocabulary; although the songs were simple to comprehend, they had certain level of complexity which motivated learners to make analysis through SQ, in order to increase their High Order of Thinking Skills (HOTS) to encourage learners in participating during questions sessions. It was concluded that the choosing of popular and comprehensible songs helped to develop the activities presented in class.

8.1.4 Providing feedback allowed students to have a better comprehension of lyrics through Socratic Questioning (SQ)

During the implementation, the teacher found that generating an adequate feedback through SQ provided a significant learning; due to it directly helped to increase capacity of analysis in students. It was illustrated in the types of answers given and proposals that learners shared during the discussions. As teachers, it is necessary to be careful with students' production. Most of the times, pupils tend to feel unconfident with what they will probably answer, but if the teacher provides the instructions well, and if the space to share ideas is opened, students participate more relaxed and provide better answers.

The teacher provided feedback for questions in order to generate an analysis about the questionnaires asked in the activity planned, in order to foster comprehension of the song presented in the lesson. Although the results of the activity were mainly positive for

this population, there were other limitations in which it was difficult to cover the whole class and helped participants to understand better the general meaning of the songs' lyrics. The positive results obtained were in terms of concept elaboration that students made by implementing SQ to express their opinions about the concepts presented. Besides, this type of questions helped gradually to generate more inquires to get a bigger and a more complete conception of the message expressed in the lyrical content of a song in a foreign language.

Lyster and Ranta (1997) proposed the metalinguistic feedback as a form of explicit feedback, which is focused on comments, information and questions related to the well-formedness of learner's utterances. This requires both positive and negative evidence, because it is necessary to mention the mistake committed by the learner to exemplify the correction. In the case of the project, there was a misunderstanding of words at the moment of presenting the key vocabulary of the lesson. The most relevant mistake found was with the flashcard with the word "Tendencies" (see Appendix 1-A) which students confused the meaning of the image by mentioning (e.g. "Shorts", T-shirt", "Wallet", "Cap") like trying to guess the meaning without thinking in detail. Based on this, the teacher applied the SQ by asking "Do you really think that all these clothing parts mean only one thing?" so pupils immediately started analyzing the flashcard again and carefully, that was when the teacher asked a second question: "What do you think that these clothing can represent in a social context?" This is related to metalinguistic feedback in terms of helping students to recognize and correct their mistakes through SQ according to the answers provided. Also,

learners were indirectly asked to make a deep analysis of the topic exposed in the lesson to find the right meaning of each word presented.

8.1.5 The Implementation of Technological Devices as Teaching Support Delayed the Development of the Lesson

The usage of some technological devices in academic environment is usually useful; nevertheless, this type of resources requires a previous knowledge about the application of these, because an incorrect use of the technological devices drives the sessions to be delayed.

Bearing in mind the outcomes obtained from the activities, it was proved that during this type of implementation, in which pre-service teachers were depending on the technology, it was not anticipated that these technological resources could work wrong, producing interference in the development of the class as planned.

P.D R.L L- (2-5)

"A lot of time had been wasted, due to some technical problems with the TV set located in the classroom. This TV set is HDMI cable, which is not compatible with the laptop provided by the pre-service teacher and one of the two observers."

As shown in the sample, the activity designed was based in the application of technological resources, which presented technical difficulties during the second implementation of the project. This situation produced disruptive behavior in students that led the teachers to have pedagogical limitations at the moment of developing the activities proposed. At the moment of making the question session, learners did not have the capacity to understand the questioning because the presentation of vocabulary was done through the devices that finally worked, but due to the waste of time, vocabulary was presented in a fast way. This caused confusion in students that tried to associate the images for the words presented with the wrong meanings: As example, the word "Better" was illustrated with an image representing a quality ascent literally on an upstairs (Good – Better – Best) (See Appendix 2-A) and students' conceptions were simply to relate the word "Better" with "Upstairs" as synonyms. Thus, question session's objectives could not be achieved, and it guided the teacher to re-design the way to plan the activities and re-define the use of tools for the development of the class, without totally depending on a certain type of technological resources.

Harmer (1998) mentioned that lesson planning is an important procedure that helps teacher to overpass the different situations that might occur in a classroom. In other words, planning allows teachers to anticipate several types of problems that can be found in academic environments. In this particular case, there were some unexpected problems that were not took into consideration such as the technology broke down which delayed the lesson's development. Based on the contributions made by Harmer (1998), the teacher agreed in the prevention of technical difficulties while teaching, in which it is necessary to

design different types of activities in order to accomplish all objectives established for the class without depending on technology resources.

8.2 Linguistic Outcomes

8.2.1 Students analyzed the meaning of words in the flashcards helped by supporting images and Socratic Questioning (SQ)

Through different implementations it was proved the efficacy of components (e.g. flashcards, SQ, Songs) that helped students to have a better comprehension of the topics exposed in the lyrics of the songs presented in the lessons.

Part of the linguistic component explored during the implementation, was the presentation of key vocabulary for the development of the activities designed related to SQ. The next sample illustrates what happened when students were shown with certain words from the songs chosen for the lesson.

L.O T.A. L- (21-24)

"Some key words of the song were presented, and students comprehended the meaning of some words like: Highway, prayer, shout and forever immediately; thanks to the supporting representative images for every word." (See appendix 2-B)

Students took advantage of the images with the words presented in the flashcards, and that was a crucial element which facilitated the recognition of those words in L1. It was noticed that the implementation of flashcards to teach vocabulary was useful, even more if it involved SQ to have better outcomes at the moment to generate a comprehension of such vocabulary, or a specific message expressed in the songs' verses. For example, students were provided with an image which contained a tree as a visual representation of the word "alive", the teacher asked: *"What do you think when you see a tree with these characteristics"* (talking about the vitality of the tree of the image). For doing this, it was necessary to compare between a complete tree (with its roots, trunk, branches and leafs) and another tree with just the body of it; for students to analyze the difference to conclude in one word the type of condition in the tree of the "Alive" word's flashcard.

Khodareza (2012) indicates that using flashcards facilitates learner's vocabulary acquisition since they are more motivated, and this motivation led them to be willing to participate, share answers, pay more attention, and provide samples. In the project, the use of flashcards helped to foster the understanding and management of new vocabulary. Based on the strategy with flashcards, students learned the meaning of the words presented through the link of the words in the flashcards with the supporting image of it.

8.2.2 The use of L1 as a communicative strategy to provide answers

In the implementation, the main expectation was the use of L2 in students in order to start interacting with others in second language lessons. However, students did not have

a required level in English language management, which affected the analysis process in the questions to be developed during the Socratic Questioning (SQ) activities.

Although students did not have a high knowledge of L2, some of them were able to comprehend the meaning of the songs and the questions made about a given vocabulary at the beginning of the session. Those students were involved in the lesson, which permitted the development of the SQ activities more effectively; pupils also helped their partners to solve the questions asked.

L.O R.L L-(9-10)

"Students had to use L1 as a communicative source, because most of them were not able to support their answers through L2."

During the implementation, it was found that the use of L1 worked as a support to justify answers appropriately in the SQ session, and this evidenced certain low level of analytical thinking in students. One of the considerations found was that pupils felt limited at the moment of providing answers to the questions in the activities planned, due to the lack of vocabulary they had in L2. It was the reason why the teacher had to allow the use of L1 during the class, because students found themselves more able to share their answers by using the mother tongue. SQ was planned to be use through L2, in order to foster more comprehension in students for second language. In spite of the fact that there was a low L2 level in pupils, they were able to understand the words of the key vocabulary of the song

chosen presented at the beginning of the session. This permitted learners to have a considerable comprehension through the SQ activities.

Thornbury (2010) and Mahboob (2011) argued that the use of L1 in EFL classroom is crucial in certain moments of the class, and during the clarification of some ideas, the use of L1 is not a recommendation but a necessity. Based on what Thornbury (2010) and Mahboob (2011) claimed, and according to the complexity of the questions allowed the use of L1. However, it is important to take into consideration the thematic of the class about the development of a second language, and it was possible through the use of SQ in L2 by the teacher, in order to generate more comprehension in students.

Another phenomenon presented during class sessions, was the type of answers provided by students according to the instructions given by the teacher.

L.O. R.L L-(40-44)

During the class students developed the activity more effectively while teacher explained using both L1 and L2, in this way, learners comprehended vocabulary at the moment of speaking L2. Sample of it: "Stabbed" (Part of the song's vocabulary) Giving instructions: "Make groups of 4 students working together".

The words shown in the presentation of the key vocabulary required a visual representation (Phono Mimic). In the word "Stabbed" the teacher acted moving his hand as simulating how he stabs any object, and students suddenly understood the idea of what "stabbed" means. At the moment of organizing the class in groups of 4, teacher took advantage of his body language to indicate what he was trying to represent, because the teacher was using L2 when giving these instructions; however, students found the meaning through his movements and the whole class was organized as the teacher commanded.

Taking into account the previously mentioned, it was evidenced that most of the learners were in a basic level of knowledge in L2; since they were not able to answer the question made in English by using the same language, but it was done by their use of L1. Although they showed low levels of grammatical structures and vocabulary of the second language, pupils demonstrated that they have a good comprehension of what they were asked to answer.

L.O- T.A (150)

Does the name of the song (Highway to hell) means to religious issues? YES/NO Why?
NO ES EL INFIERNO SOLO ES UN LUGAR DONDE SE REUNEN PERSONAS CON VICIOS

Throughout this activity, it was possible to identify the level of comprehension that students had towards L2, in which the SQ session was developed. As represented in the

sample, students were able to answer the questions activity in a superficial way; because pupils did not analyze thoroughly which other explanations were behind the question established. Besides, learners did not provide a supported reason for their answers, participants only mentioned what they interpreted about the song in a basic way. Through SQ the teacher considered to continue implementing these types of questions, in order to motivate learners to analyze, in different manners, the questions for students to find more than one point of view to guide them to gradually develop High Order of Thinking Skills by the analysis of the questions established in the activities.

Harmer (2007) argues that there are some benefits that can be obtained from the use of L1 in L2 classroom; some of those benefits are that L1 permits a fluent communication between teacher and learner at the moment of providing an explanation of a topic. Besides, L1 works as a link that facilitates students to compare the differences concerning L1 and L2. Although L1 works efficiently, it cannot be dependent in a second language learning environment, due to it avoids the development of L2. Having in mind the previous situation, it was found that through the implementation of the project, the use of L1 was required in determined communicative aspects to obtain better results. However, it was observed that making an implementation of SQ in L2, allowed to promote efficiently the process of understanding of L2 by students.

8.3 Students Responses

8.3.1 Reading and Socratic Questioning (SQ) allowed students to have a general comprehension of the songs' lyrics

Making students read songs' lyrics in order to stimulate inference, encouraged learners to search a basic conception of the author's intention behind the text. All activities were planned with the use of worksheets, which included the lyrics of the songs to work with. The lyrics were printed underlining the key words that were presented previously and others that students certainly did not recognize.

The idea was that students infer about what the text provided said. It was thought that, based on specific evidence, learners identify the concepts established in the song's lyrics as detailed as possible.

S.R. V.R L-(14-17)

"Teacher asks students to read the text that is in the worksheet, without telling them that those were the lyrics from a song. Learners asked to the teacher about the text and the words included in it, but students knew that the text were the lyrics of a song."

The reading of the texts allowed learners to have a basic idea about how the lyrics of the song are written. On the other hand, SQ worked as a strategy to identify the students' skills in the process of analyzing the lyrics of the song, in order to encourage learners to search for the main message according to the text, and to generate opinions or ideas related to the song's theme which guided learners to answer in a coherent way.

Maiorana (1990) and Paul (1993) agreed that SQ can be defined as a good strategy to promote HOTS enhancement in young learners. It leads students to reevaluate their own knowledge through questions which drive to a deep analysis of the ideas found in certain sources (in this case, lyrics of songs).

8.3.2 Students were limited to support answers in Socratic Questioning (SQ) activities

Previously it was stated that the lack of vocabulary in the second language was one the main limitations in students. Nonetheless, part of the problem was the low interest showed by a certain part of the group towards the activity, and how this situation affected the objectives established for the SQ session. The activity was planned to start by asking a question of the questioning precision type, which is focused in providing a detailed answer towards an open question.

Students gave answers supported by phrases of the lyrical content of the song to work with, but another different fact is that learners provided their answers to a certain

questions such as: "what do you think about the song and why?" This means that it was supposed that students had to share their answers based on their own conceptions, by analyzing beyond the topic illustrated in the song together with ideas based on the individual perception of each student.

S.R. R.L L-(39-41)

"During the SQ activity, it was evidenced that students were not able to provide an answer supporting their point of view or author's message based on his/her own ideas."

It was determined that the low level of interest in learners during the activity was mainly due to the songs' lyrics chosen for the activity. According to opinions given by some students, participants said that they did not like the lyrics of the song; however, students were not totally able to share reasons with solid arguments about their dislike, and this was caused by the wrong focus in learners towards the lyrics. Students read the lyrics superficially and despite of learners understood, pupils did not make the analysis deeply in order to combine the content of the lyrics with their own perceptions.

Boghossian (2003) argues that Socratic pedagogy is concerned in helping students about how to think critically throughout a deep analysis in their own thoughts. In the case of the project, it was observed that learners tended to answer the questions in a general way, because the ideas given were established in a superficial perspective. This situation did not

allow participants to construct a better perception of the author's message in the lyrical content, and also affected the point of view of students about the song's theme and how to relate it to their own conception, as the SQ demanded.

8.3.3 Choosing appropriate songs and Socratic Questioning (SQ) promoted motivation in students

Through studies made by Murphy (1992) the inclusion of songs in English as a pedagogical element promoted learning and motivation in students towards second language, taking into consideration the different types of cultures that the concept of songs in English can cover.

In this particular case, students had several reactions according to the songs chosen. The first implementation affected the lesson and learners showed in their lack of interest during the activities done; however, for the second and third implementation, the songs were key characters in the development of the task and students' motivation.

S.R. V.R L-(50-53)

> "Most of students recognized the Bon Jovi's song (It's my life), which was reflected in some reactions in students such as: learners were able to follow the lyrics accurately due to these participants knew the song previously, started to sing aloud."

The previous sample demonstrated that motivation in students increased in relation to the song chosen, in comparison with the previous session, students shown uninterested with the song, which caused that pupils were not able to answer the questions provided in the SQ activity. However, during the second implementation, the song chosen made half students' population feel more willing to participate in class, as soon as learners heard the rhythm. This situation facilitated the development of the SQ activities, which allowed learners to interact and generate conversations to analyze thoroughly the content of the lyrics. The teacher asked students: "What do you think is the main message of the song?" which some learners agreed by saying *"La canción hace referencia a cómo se debe vivir la vida y hacer lo que queramos."* (The song makes reference in how to live our lives and do whatever we want). Based on the previous answer, it is determined that students understood the intention of the author of the song.

Murphey (1992) mentioned that songs in English had a huge power influence in any kind of dweller. It was agreed with Murphey (1992) in the sense that songs in English take us out from the routine, it connect us with our culture, memories and even take us to a future days. In relation to SQ, the use of songs permitted to develop the activities as planned. The behavior that students had during the class was caused by the song chosen. Participants were more involved in the activities, trying to figure out the content of the song as detailed as possible.

9. CONCLUSIONS

This section presents the conclusions of the project's development during the implementation. The purpose of the project was to increase the High Order Thinking Skills (HOTS) levels through the use of songs in English and Socratic Questioning (SQ). It provides the most relevant aspects that emerged from the 3-weeks implementation.

First of all, it is important to cover the objective of the project which was focused on how lyrics of songs in English along with SQ can increase the HOTS in a ninth grade students from a public high school located in Pereira. The study also explored the way the target population was influenced by the songs chosen and the types of questions made during a 3-weeks implementation, which included activities regarding lyrical content analysis and new vocabulary acquisition. This document also mentioned the events occurred inside the classroom, how the activities were planned, designed, presented to learners, the teacher's preparation and students' responses towards the activities performed. The project development was guided by three research questions: (a) what are the benefits of implementing lyrics of English songs with SQ in terms of HOTS development? (b) what perspectives can be collected from the design and implementation of discussions in class? (c) what are the students' attitude towards activities proposed?

The collection of the data was done through different methods (e.g. Reading Logs, Video Recordings and Teaching artifacts). The analysis of the data drawn 10 different outcomes for the project's implementation: (1) flashcards and SQ promoted the expansion of the vocabulary, (2) grouping made the difference between a successful or a failed

activity, (3) the type of song affected positively the cognitive development in students, (4) providing feedback allowed students to have a better comprehension of lyrics through SQ, (5) the implementation of technological devices as teaching support delayed the development of the lesson, (6) students analyzed the meaning of the words in the flashcards helped by supporting images and SQ, (7) the use of L1 as a communicative strategy to provide answers, (8) choosing an appropriate songs and SQ promoted the motivation in students, (9) students were limited to support answers in SQ activities, (10) reading and SQ allowed students to have a general comprehension of the songs' lyrics.

These results together made part of what was evidenced during the 3-weeks implementation of the project. The next part is to describe the results found while developing the activities regarding to English songs' lyrics and SQ discussions.

First of all, it is necessary to mention that the use of lyrics of songs in English along with SQ to develop HOTS brought benefits like: increasing the levels of motivation, engaging students to participate in discussions and avoiding monotony in classroom. Second, it was noticed the type of professional growth in the way how the teacher implemented the activities planned according to the project. The educational strategy involved the inclusion of flashcards as resource for motivation and SQ as a method to foster HOTS. The result was positive, because these two elements shown an increase of comprehension in pupils towards the English songs lyrics' vocabulary. Elder & Paul (2007) mentioned SQ as a discipline that allows learners to achieve a better conceptualization exploring complex ideas and to find the truth behind things through the analysis of known concepts following a logical order of thinking. Also, Hill (1990) said that the type of

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images and learners' inference improves the cognitive abilities of students promoting motivation. The mixture of both elements can be done due to the result shown in the study, when students learnt new vocabulary.

According to what was mentioned above, it was concluded that flashcards were used as an important teaching resource at the moment of presenting the key vocabulary for the lesson. Students tried to guess the meaning of the words by analyzing the images in the flashcards, and also supported by some clues given by the teacher, which provided doubts making pupils to feel encourage to explore thoroughly and find the meaning of the words easily.

Moreover, the findings established that the type of song chosen for the lessons depicted an important role in the development of the project, and students' motivation was affected positive or negatively based on the songs selected. For example, using the song (e.g. "Wrong" by the group "Depeche Mode") drawn a negative result compared to the acceptation of rhythm and lyrical content of it, because students did not felt active towards the song which impeded to develop a successful lesson due to the lack of interest from learners. However, with the song (e.g. "It's my life" from "Bon Jovi") permitted a better development of the lesson in terms of learners' attitude, and it was evidenced in the part of SQ application due to students provided more appropriate answers which evidenced an increasing of HOTS in the comprehension of songs' lyrics. Murphey (1992) established that songs in English (e.g. pop or rock) do not have a certain population to focus on, and generate positive feelings that make students be active at the moment of listening to these songs. Having in mind the previous mention, (e.g. "It's my life" from "Bon Jovi") made

students to be motivated and participating actively, which permitted a development of activities and an increasing in HOTS in learners as planned in the project.

Another important finding to be considered was the feedback provided to students by the teacher during the implementation of the project. It was observed that learners committed mistakes related to words confusion in the part of presenting vocabulary through flashcards. Lyster and Ranta (1997) proposed the metalinguistic feedback type which is applied though comments, information and questions, and in the case of the project, leaded students to recognize their mistakes about the words' meanings, taking advantage of the SQ made by the teacher to generate new questions which encouraged students to make the corrections.

One of the findings mentioned the implementation of technological devices as a fact which delayed the development of the class. The technology used (e.g. Laptop and TV Set) broke down and it was not possible to start the class on time, which affected students' learning while teaching the second session lesson planned for the project. Harmer (1998) said that teachers had to be prepared when lesson planning, and it includes the anticipation of problems that may occur in the development of the classes. However, this contribution was not taken into consideration at the moment of implementing, and that is why these technical difficulties happened and the teacher could not face them correctly. At the end, it was concluded that technological devices are useful tools for teaching, but as they can represent several disadvantages if the facilitator does not know how to manage the situation when technology break down. Therefore, it is necessary to have complementary exercises

for students, which do not require the use of technology in order to cover the time and the teaching process complete.

Part of the findings was also the use of L1 as a communicative tool which permitted the clarification of ideas shared by students. L1 was important due to learners required a way to provide answers to the concepts explored while interpreting the content of the songs presented, because the main limitation was that pupils had low level of vocabulary in L2 to deal with complex topics as the ones exposed. Based on Thornbury (2010) and Mahboob (2011) it is correct to use L1, but only if the vocabulary or complexity of questions in L2 is high in comparison with individual's knowledge, which leads to the implementation of L1 as a communicative source for comprehension. The teacher had to use a contextual balance in order to allow the use of L1 and L2 to facilitate the analysis of concepts and participate in the process of communication.

The findings related to students' reactions established that through the use of reading along with SQ allowed the comprehension of songs' lyrics. Boghossian (2003) claimed that SQ helps to foster the deep analysis of things for students to think more critically. Learners developed a general comprehension of the song's ideas, but they were not able to explain in detail what the lyrics expressed. This situation led the teacher to conclude that the use of SQ should be implemented for a long period of time, because this project only covered the questions related to a single right answer with supported evidence, and it is necessary to explore more questions that can evoke subjective answers supported by tangible evidence.

The final finding claimed that choosing a popular song was reflected in the attitude of students towards activities. Nine graders demonstrated a positive attitude during the implementation of popular songs recognized by the participants (e.g. "It's my life" by "Bon Jovi" and "Highway to hell" by "AC/DC"). As learners knew the songs previously, the behavior shown towards the activities caused that most of students were willing to participate in the exercises planned. Murphey (1992) argued that songs in English can make students to feel in other contexts or bring memories, which in the case of the project facilitated the SQ activities, due to pupils felt motivated to figure out more about the content of the song. It was concluded that it is recommendable to choose a song which can awake students' interest towards the lesson, because it facilitates the development of the class and make the lessons more enjoyable.

To conclude, the practitioners agreed that the lack of lesson planning impeded the development of English lessons effectively and practical for students. Besides, another limitation was that participants were not exposed enough time to English language (only two hours per week). This made the language learning more difficult, and classes proceeded gradually according to students' capacities and knowledge. However, in spite of the issues mentioned above, it was possible to achieve some of the goals proposed for the project's implementation. Although, it is suggested to make new investigations to prove the results gathered from this project.

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11. APPENDIXES

11.1 Appendix 1

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

INSTITUTION: Instituto Técnico Superior	**Branch:** High school
NAME OF THE PRACTITIONER(S): Daniel Estrada Cardona – Emerson Álvarez Gómez – John Vinasco Moncaleano	
GRADE & GROUP: 9TH grade	**ROOM:** Nº 1
TIME TABLE: Friday 12:30 – 2:20 p.m.	**LEVEL OF LEARNERS (CEF)** A2
NUMBER OF LEARNERS: About 35-40.	**AVERAGE AGE OF LEARNERS:** Between 14-17 years.
GENERAL DESCRIPTION OF THE CLASSROOM: The classroom is large; it has about 40 chairs, which is enough for all the students. For now the classroom counts on little to no resources. The class is very loud and energetic, while the classroom itself is very hot.	
PROFILE OF THE LEARNERS: The learners are very full of energy and have trouble staying seated. The students are very eager to participate and they usually do not demonstrate respect when the teacher commands authority. However, learners responded well when shown kindness. The students have a very low English proficiency. Moreover, the teacher provides them good tools in order to engage the students in active learning.	

GENERAL OBSERVATIONS:

The teacher is very patient with students when teaching English, besides; he uses Spanish to help them to comprehend concepts in English.

LESSON PLAN

Date of the class: Friday, October 2nd / 2015	Class Number: 1st

AIM:

By the end of the lesson, students will be able to read and discuss the topic of an English song. To achieve this, learners will take advantage of the lyrics of the song (Wrong by Depeche Mode) and the vocabulary presented.

Estándares Básicos de Competencias (MEN):

Estándar General:

- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Reconozco el propósito de una descripción en textos narrativos de mediana extensión.

Estándares Específicos
- **Escucha:** Reconozco los elementos de enlace de un texto oral para identificar su secuencia.
- **Lectura:** Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- **Habla:** Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.

Indicadores de logro:

- Que el estudiante reconozca diferentes palabras que conforman el vocabulario anglófono repasado en clases y pueda aplicarlo para la vida cotidiana.

Assumed Knowledge: I assume that students recognize some of the words that compose the vocabulary of the song that will be presented.

Materials: Lesson plan, markers, speakers, laptop, song, worksheets, flashcards.

DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Engage 30 minutes **Study** 30 minutes	T starts the class by making a questions to SS about if they are happy with their lives (Are you happy with your life?) After this, T gives a brief description about the song that will be presented for the lesson. SS answer: "Yes, I am" or "No, I don't". No matter what is the answer provided, there will be complemented with different types of question for student to support and provide answer about what is being discussed. One is to prove information 'could you explain your reasons to us?' in order to explain thoroughly what the explanation for the answer given is. Another question could be of clarification like 'What do you mean by saying _____ 'or a question for viewpoints or perspectives 'What is an alternative of living someone else's life?'	Some students could not relate the vocabulary with English language. So, the instructions will be provided Some students could not be familiarized with the morphological structures. So, it is going to be written on the board, and pronunciation will be reviewed.	
Activate 30 minutes	T shows a PPP with the required vocabulary for the lesson. In case that video beam is not available, T will bring flashcards to review the key words for the class. Vocabulary: Wrong, Sign, ascendancy, road, tendencies, rhyme Inherently, mix, reached, lies, vibes, replies, drum, scum, pissing out.	Some students could not understand the exercise, so, instructions will be carefully given.	

	T makes sure that SS comprehend the meaning of those words by selecting five students randomly and ask them to guess the word by the respective meaning.
	
	T provides numbers from one to twenty, then he ask SS to look for the partners with the same number assigned. T provides the lyrics of the song for the couples, and he gives them some minutes for SS infer about the possible main idea of the song. In order to develop this task, T writes the questions in the board:
	
	    1- How does 'Wrong' relate to daily life?
	    2- What is the purpose of the main character of this song?
	    3- What is being assumed that the author of the song has lived a difficult life?
	    4- Do you have any evidence to support your assertions related to the author's life?
	    5- Does someone disagrees with our partner's point of view?
	
	T asks students to listen to the song carefully by following the lyrics and the word's pronunciation.
	
	T provides students a worksheet, in which learners can write their own perspectives related to the song: however, it has to be provided with supportable evidence for each one of the answers.		

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

For next class students will be taught with another topic.

REFLECTION SESSION:

What went well?
How do you know that?
What didn't go that well?
What would you do different next time?

11.1.1 Appendix (1-A)

11.1.3 Appendix (1-B)

"Wrong" by Depeche mode

I was born with the wrong sign
In the wrong house
With the wrong ascendancy
I took the wrong road
That led to the wrong tendencies
I was in the wrong place at the wrong time
For the wrong reason and the wrong rhyme
On the wrong day of the wrong week
Used the wrong method
with the wrong technique
Wrong.

There's something wrong with me
Chemically
Something wrong with me
Inherently

The wrong mix in the wrong genes
I reached the wrong ends
by the wrong means
It was the wrong plan
In the wrong hands
With the wrong theory for the wrong man
The wrong lies, on the wrong vibes
The wrong questions with the wrong replies
Wrong.

I was marching to the wrong drum
With the wrong scum
Pissing out the wrong energy
Using all the wrong lines
And the wrong signs
With the wrong intensity
I was on the wrong page of the wrong book
With the wrong rendition of the wrong hook
Made the wrong move, every wrong night
With the wrong tune played
till it sounded right
Wrong.

Too long
Wrong

I was born with the wrong sign
In the wrong house
With the wrong ascendancy
I took the wrong road
That led to the wrong tendencies
I was in the wrong place at the wrong time
For the wrong reason and the wrong rhyme
On the wrong day of the wrong week
Used the wrong method
with the wrong technique
Wrong.

11.1.4 Appendix (1-C)

What is your opinion about the lyrical content of the song?_____
_____
_____
_____

What could be the effects of applying the content of the song in real life?_____
_____
_____
_____

What are the possible reasons of the author to write this song you heard?_____
_____
_____
_____

11.2 Appendix 2

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

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NAME OF THE PRACTITIONER(S): Daniel Estrada Cardona – Emerson Álvarez Gómez – John Vinasco Moncaleano	
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TIME TABLE: Friday 12:30 – 2:20 p.m.	**LEVEL OF LEARNERS (CEF)** A2
NUMBER OF LEARNERS: About 35-40.	**AVERAGE AGE OF LEARNERS:** Between 14-17 years.

GENERAL DESCRIPTION OF THE CLASSROOM:

The classroom is large; it has about 40 chairs, which is enough for all the students. For now the classroom counts on little to no resources. The class is very loud and energetic, while the classroom itself is very hot.

PROFILE OF THE LEARNERS:

The learners are very full of energy and have trouble staying seated. The students are very eager to participate and they usually do not demonstrate respect when the teacher commands authority. However, learners responded well when shown kindness. The students have a very low English proficiency. Moreover, the teacher provides them good tools in order to engage the students in active learning.

<table>
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GENERAL OBSERVATIONS:

The teacher is very patient with students when teaching English, besides; he uses Spanish to help them to comprehend concepts in English.

LESSON PLAN

Date of the class: Friday, October 9th / 2015	**Class Number:** 2nd

AIM:

By the end of the lesson, students will be able to read and discuss the topic of an English song. To achieve this, learners will take advantage of the lyrics of the song (It's my life by Bon Jovi) and the vocabulary presented.

Estándares Básicos de Competencias (MEN):

Estándar General:

- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Reconozco el propósito de una descripción en textos narrativos de mediana extensión.

Estándares Específicos
- **Escucha:** Reconozco los elementos de enlace de un texto oral para identificar su secuencia.
- **Lectura:** Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- **Habla:** Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.

Indicadores de logro:
- Que el estudiante reconozca diferentes palabras que conforman el vocabulario anglófono

repasado en clases y pueda aplicarlo para la vida cotidiana.

Assumed Knowledge: I assume that students recognize some of the words that compose the vocabulary of the song that will be presented.

Materials: Lesson plan, markers, speakers, laptop, song, worksheets, flashcards.

DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Engage 30 minutes	Students will be shown three different pictures of songs in English artists. They will be asked to say what they know about them, and what artists are their favorite ones and why? (Several options will be carried out) **Modeling:** Bon Jovi. **Structure:** I like this song, because… I like/prefer this artist, since…	Some students could not relate the vocabulary with English language. So, the instructions will be provided	
Study 30 minutes	T will write on the board some words of the key vocabulary of the song (It's my life by Bon Jovi). Ss are asked to answer which of those words they know or don't know. T will use flash cards to introduce the new Vocabulary. Vocabulary: Prayer, Shout, Crowd, Hear, Never, Forever, Alive, Highway, Wanna, Lucky, Mistake, Stood, Breaks, Better, Bend and Calling.	Some students could not be familiarized with the morphological structures. So, it is going to be written on the board, and pronunciation will be reviewed.	
Activate 30 minutes	Ss will be divided into couples, and T will provides Ls with a worksheet that contain part of the song for them to completed after listening; afterward, s have to infer what the real message of the song probably is. In the same couples, SS will listen to the song, and during that time, they will try to follow the	Some students could not understand the exercise, so, instructions will be carefully given.	

lyrics by singing and trying to fill the empty gaps in the worksheet according to the vocabulary and that they will find in the description of the song. Finally, T will be monitoring to check if SS complete the worksheet.

(The song will be played three times)

After each listening…

1- Exploration of the most complex vocabulary through questioning. (Which are the most difficult words for understanding) Explanation of the vocabulary will be done.
2- T check the pronunciation by asking some students randomly to read his/her verses assigned.
3- T starts reading the song's lyrics, and ask his learners to read the whole verse with all the gaps filled.

T will write some questions on the board for students to answer them according to the song's context (those question might appear in a PPP) he tells Ss to write the question in a piece of papers then, he gives them a deadline to start sharing answer and making some others questioning. E.g. He also explains that they have 2 min to answer those questions in a piece of paper; for doing this Ls have to answer those questions following the appropriate model provided below.

- What does the name of the song 'It's my life' refers to?
- What does the author means by saying 'It's my life'?
- Provide an example of what Bon Jovi want to say with 'It's my life'.
- What does the expression 'Broken-hearted' means?
- What could be the conclusion that the lyrical content of the song provides us?
- What drove you to that conclusion?

	These questions are made with the purpose of create a discussion in class, which will be carried out through the implementation of spontaneous discussion questioning.		

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

For next class students will be taught with another topic.

REFLECTION SESSION:

What went well?
How do you know that?
What didn't go that well?
What would you do different next time?

11.2.2 Appendix (2-A)
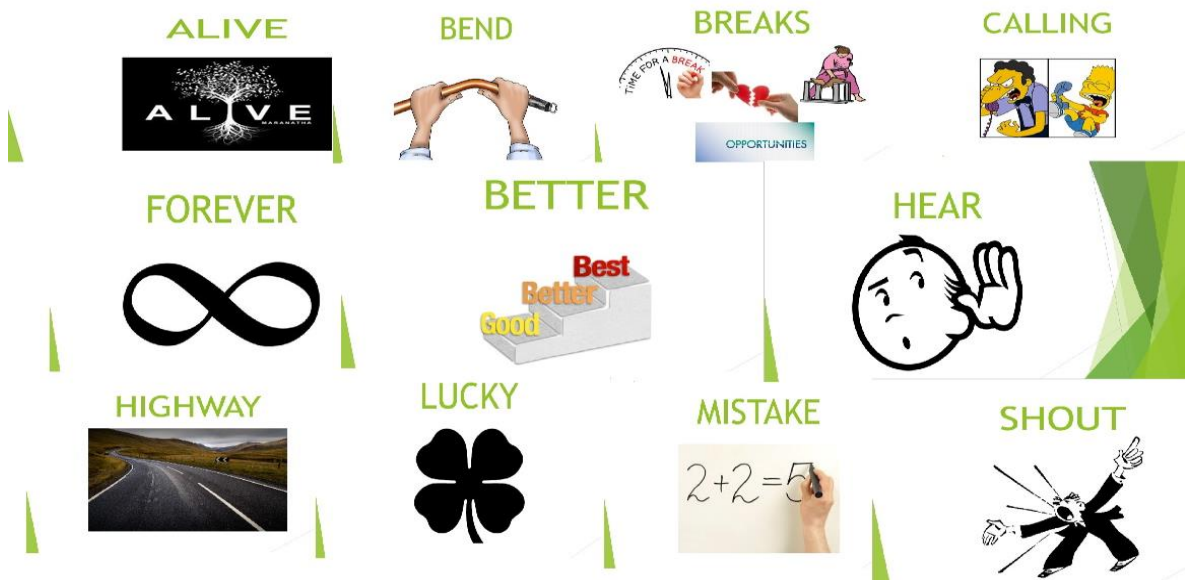
11.2.3 Appendix (2-B)

SONG: "It's my life" by Bon Jovi

This ain't a song for the broken-hearted
No silent prayer for the faith-departed
I ain't gonna be just a face in the crowd
You're gonna hear my voice
When I shout it out loud

It's my life
It's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life)
My heart is like an open highway
Like Frankie said
I did it my way
I just wanna live while I'm alive
It's my life

This is for the ones who stood their ground
For Tommy and Gina who never backed down
Tomorrow's getting harder make no mistake
Luck ain't even lucky
Got to make your own breaks

It's my life
And it's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life)
My heart is like an open highway
Like Frankie said
I did it my way
I just want to live while I'm alive
'Cause it's my life

Better stand tall when they're calling you out
Don't bend, don't break, baby, don't back down

It's my life
And it's now or never
'Cause I ain't gonna live forever

I just want to live while I'm alive
(It's my life)
My heart is like an open highway
Like Frankie said
I did it my way
I just want to live while I'm alive

It's my life
And it's now or never
'Cause I ain't gonna live forever
I just want to live while I'm alive
(It's my life)
My heart is like an open highway
Like Frankie said
I did it my way
I just want to live while I'm alive
'Cause it's my life!

11.2.4 Appendix (2-C)

- What does the name of the song 'It's my life' refers to?

- What does the author means by saying 'It's my life'?

- Provide an example of what Bon Jovi want to say with 'It's my life'.

- What does the expression 'Broken-hearted' means?

- What could be the conclusion that the lyrical content of the song provides us?

- What drove you to that conclusion?

11.3 Appendix 3

<table>
<tr><td colspan="2">UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION</td></tr>
</table>

INSTITUTION: Instituto Técnico Superior	**Branch:** High school
NAME OF THE PRACTITIONER(S): Daniel Estrada Cardona – Emerson Álvarez Gómez – John Vinasco Moncaleano	
GRADE & GROUP: 9TH grade	**ROOM:** Nº 1
TIME TABLE: Friday 12:30 – 2:20 p.m.	**LEVEL OF LEARNERS (CEF)** A2
NUMBER OF LEARNERS: About 35-40.	**AVERAGE AGE OF LEARNERS:** Between 14-17 years.

GENERAL DESCRIPTION OF THE CLASSROOM:

The classroom is large; it has about 40 chairs, which is enough for all the students. For now the classroom counts on little to no resources. The class is very loud and energetic, while the classroom itself is very hot.

PROFILE OF THE LEARNERS:

The learners are very full of energy and have trouble staying seated. The students are very eager to participate and they usually do not demonstrate respect when the teacher commands authority. However, learners responded well when shown kindness. The students have a very low English proficiency. Moreover, the teacher provides them good tools in order to engage the students in active learning.

<table>
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</table>

GENERAL OBSERVATIONS:

The teacher is very patient with students when teaching English, besides; he uses Spanish to help them to comprehend concepts in English.

LESSON PLAN

Date of the class: Friday, October 23th / 2015	**Class Number:** 3rd

AIM:

By the end of the lesson, students will be able to read and discuss the topic of an English song. To achieve this, learners will take advantage of the lyrics of the song (Highway to Hell by AC/DC) and the vocabulary presented.

Estándares Básicos de Competencias (MEN):

Estándar General:

- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Reconozco el propósito de una descripción en textos narrativos de mediana extensión.

Estándares Específicos
- **Escucha:** Reconozco los elementos de enlace de un texto oral para identificar su secuencia.
- **Lectura:** Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- **Habla:** Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.

Indicadores de logro:
- Que el estudiante reconozca diferentes palabras que conforman el vocabulario anglófono repasado en clases y pueda aplicarlo para la vida cotidiana.

Assumed Knowledge: I assume that students recognize some of the words that compose the vocabulary of the song that will be presented.

Materials: Lesson plan, markers, speakers, laptop, song, worksheets, flashcards.

DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Engage 30 minutes	T starts the class by making a questions to Ss	Some students could not relate the vocabulary with English language. So, the instructions will be provided	
	What do you want to be when growing up? Could you explain us further?		
	If you have the chance to be someone else who would you like to be? Why do you decide to choose that person?		
Study 30 minutes	If you have the chance so select from two ways one is easy to carry out and the other is hard but it is what you like, which would you select and why?	Some students could not be familiarized with the morphological structures. So, it is going to be written on the board, and pronunciation will be reviewed.	
Activate 30 minutes	T shows a set of flashcards with the required vocabulary for the lesson.		
	Vocabulary: Season ticket, rhyme, stride, ain't, party time, highway, signs, speed, wheel, spin, dues, land, down.	Some students could not understand the exercise, so, instructions will be carefully given.	
	T makes sure that SS comprehend the meaning of those words by selecting five students randomly and ask them to guess the word by the respective meaning.		
	T provides numbers from one to twenty, then he ask SS to look for the partners with the same number assigned. T provides the		

lyrics of the song for the couples, and he gives them some minutes for SS infer about the possible main idea of the song. In order to develop this task. Students are asked to analyze the key words in the worksheets, for them to try to fill the gaps of the lyrics without listening to the song. T asks students to listen to the song carefully by following the lyrics and the word's pronunciation. Students have to fill the empty gaps while the song is being played, when the last listening is finished, learners are asked to share what they could get during the process. T will correct the right order of the words in the lyrics. T asks students to get in groups of four people. The groups are asked to answer questions in papers provided by the T, and the group that answers more questions correctly, will obtain points, that at the end, the group with the highest score will have extra points in the subject. The final assignment is a short activity in which they have to answer some question related to the song, and some of those question might were discussed in the previous activity.		

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

For next class students will be taught with another topic.

REFLECTION SESSION:

What went well?
How do you know that?
What didn't go that well?
What would you do different next time?

11.3.1 Appendix (3-A)

Does the name of the song (Highway to hell) means to religious issues? YES/NO
Why?

_____
_____
_____
_____

What is main message of the song? Support with evidence according to the lyrical content.

_____
_____
_____
_____

What is your perception about the song and how do you compare yourself with it?

_____
_____
_____
_____

11.3.2 Appendix (3-B)

Living easy, living free
season ticket on a one-way ride
asking nothing, leave me be
taking everything in my stride
don't need reason, don't need rhyme
ain't nothing I would rather do
going down, party time
my friends are gonna be there too

I'm on the highway to hell

No stop signs, speed limit
nobody's gonna slow me down
like a wheel, gonna spin it
nobody's gonna mess me round
hey Satan, paid my dues
playing in a rocking band
hey momma, look at me

I'm on my way to the Promised Land

I'm on the highway to hell
(don't stop me)

And I'm going down, all the way down
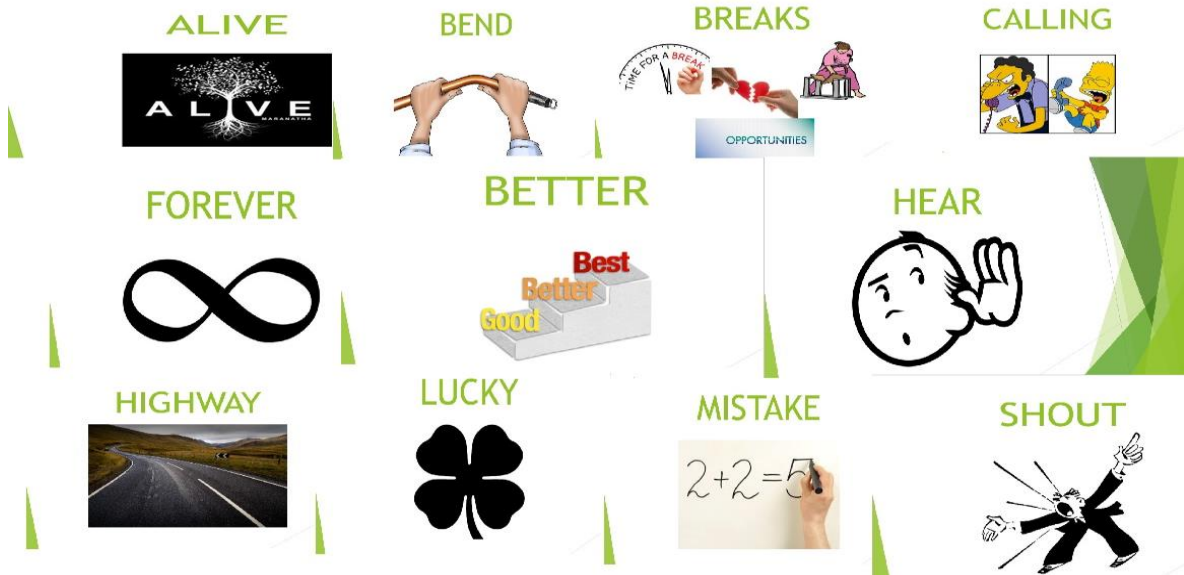
I'm on the highway to hell

11.4. Appendix 4

11.4.1 Teaching artifacts

For the class implementations done during the project's development, carried out different advantages in order to support, facilitate and obtain truthful information about the relation between Socratic Method, songs and lyrics with ninth grade students.

Ascendancy

Drum

Inherently

Pissing Out

MIX

Reached

Replies

Road

Wrong

Tendencies

Rhyme

Scum

Vibes

Yellow Sign

ALIVE BEND BREAKS CALLING

FOREVER BETTER HEAR

HIGHWAY LUCKY MISTAKE SHOUT

All the lessons implemented were introduced by presenting the key vocabulary for the songs chosen for three lessons (e.g. 'Wrong' by Depeche Mode, 'It's my life' by Bon Jovi and 'Highway to hell' by AC/DC). During the current session it was evidenced that a Bon Jovi's song was more effective than the previous one, due to the type of song made students feel more motivated. The words showed through flashcards drove the facilitators to determine different findings about how students assimilated the activity and the new vocabulary acquisition. When the teacher presented new vocabulary through flashcards (image/word), sometimes there were some words that could not be explained by the simple relation between image and word, so the teacher used SQ to help participants to infer about the meaning of the unknown words." Some key words of the song were presented, and students comprehended the meaning of some words like: Highway, prayer, shout and forever immediately; thanks to the supporting representative images for every word. Additionally to this, it was evidenced that learners at the beginning and at the end of the classes, they got the new words: also, it was illustrated that this presentation of words was

facilitated by supporting each word with a representative picture, and pupils were more motivated because they wanted to participate, share ideas, with the use of images and SQ in order to make learners be able to participate and feel identified.

One of the things showed, when students tried to identify the words, learners put some humor in order to make the activity more joyful. Due to this type of behavior and the results according to vocabulary, pre-service teacher decided that this methodology for vocabulary presenting should be done for future lessons.

Another artifact implemented was the use of worksheets which contained the complete lyrical content of the song to guide students while they were listening to the song, without forgetting that this worksheet included the questioning part asking learners what do they think about the song and some specific aspects they can feel identified. What students consider and analyze related to the lyrical content presented.

1 "Wrong" by Depeche mode

2 I was born with the wrong sign
3 In the wrong house
4 With the wrong ascendancy
5 I took the wrong road
6 That led to the wrong tendencies
7 I was in the wrong place at the wrong
8 time
9 For the wrong reason and the wrong
10 rhyme
11 On the wrong day of the wrong week
12 Used the wrong method

13 with the wrong technique
14 Wrong.
15
16 There's something wrong with me
17 Chemically
18 Something wrong with me
19 Inherently
20 The wrong mix in the wrong genes
21 I reached the wrong ends
22 by the wrong means
23 It was the wrong plan
24 In the wrong hands

25 With the wrong theory for the wrong
26 man
27 The wrong lies, on the wrong vibes
28 The wrong questions with the wrong
29 replies
30 Wrong.
31
32 I was marching to the wrong drum
33 With the wrong scum
34 Pissing out the wrong energy
35 Using all the wrong lines
36 And the wrong signs
37 With the wrong intensity
38 I was on the wrong page of the wrong
39 book
40 With the wrong rendition of the wrong
41 hook
42 Made the wrong move, every wrong
43 night
44 With the wrong tune played
45 till it sounded right
46 Wrong.
47
48

49 Too long
50 Wrong
51
52 I was born with the wrong sign
53 In the wrong house
54 With the wrong ascendancy
55 I took the wrong road
56 That led to the wrong tendencies
57 I was in the wrong place at the wrong
58 time
59 For the wrong reason and the wrong
60 rhyme
61 On the wrong day of the wrong week
62 Used the wrong method
63 with the wrong technique
64 Wrong.

65

66 **SONG: "It's my life" by Bon Jovi**

67 This ain't a song for the broken-hearted
68 No silent prayer for the faith-departed
69 I ain't gonna be just a face in the crowd
70 You're gonna hear my voice
71 When I shout it out loud
72
73 It's my life
74 It's now or never
75 I ain't gonna live forever
76 I just want to live while I'm alive
77 (It's my life)
78 My heart is like an open highway
79 Like Frankie said
80 I did it my way
81 I just wanna live while I'm alive
82 It's my life
83
84 This is for the ones who stood their
85 ground
86 For Tommy and Gina who never backed
87 down
88 Tomorrow's getting harder make no
89 mistake
90 Luck ain't even lucky
91 Got to make your own breaks
92
93 It's my life
94 And it's now or never
95 I ain't gonna live forever
96 I just want to live while I'm alive
97 (It's my life)
98 My heart is like an open highway
99 Like Frankie said
100 I did it my way
101 I just want to live while I'm alive
102 'Cause it's my life
103
104 Better stand tall when they're calling you
105 out
106 Don't bend, don't break, baby, don't back
107 down
108
109 It's my life

110   And it's now or never
111   'Cause I ain't gonna live forever
112   I just want to live while I'm alive
113   (It's my life)
114   My heart is like an open highway
115   Like Frankie said
116   I did it my way
117   I just want to live while I'm alive
118
119   It's my life
120   And it's now or never
121   'Cause I ain't gonna live forever
122   I just want to live while I'm alive
123   (It's my life)
124   My heart is like an open highway
125   Like Frankie said
126   I did it my way
127   I just want to live while I'm alive
128   'Cause it's my life!

Does the name of the song (Highway to hell) means to religious issues? YES/NO
Why?

no porque esta cancion habla de el camino que se recorre para llegar al lugar donde se celebra dia y noche

What is main message of the song? Support with evidence according to the lyrical content.

debemos aprovechar y celebrar el recorrido por esos caminos dificiles en la cancion cuentan sobre un camino al infierno lo cual hace referencia a lo dificil de recorrerlo lo recorren para celebrar con sus amigos

What is your perception about the song and how do you compare yourself with it?

yo creo que la cancion nos enseña a superar las dificultades para luego poder disfrutar de la recompensa

Does the name of the song (Highway to hell) means to religious issues? YES/NO
Why?

NO ES EL INFIERNO SOLO ES UN LUGAR DONDE SE REUNEN PERSONAS CON VICIOS

What is main message of the song? Support with evidence according to the lyrical content.

QUE EN LA VIDA HAY CAMINOS DIFICILES Y MUCHAS VESES SON LOS MAS PELIGROSOS

What is your perception about the song and how do you compare yourself with it?

QUE PARA LLEGAR A CUALQUIER LUGAR O DESTINO DEBO PASAR POR MUCHOS TROPIESOS Y OSTACULOS PARA CONCEGUIR LO QUE QUIER

99

Does the name of the song (Highway to hell) means to religious issues? YES/NO Why?

No, porque la cancion no habla de cuestiones religiosas sino de fiesta sin control.

What is main message of the song? Support with evidence according to the lyrical content.

La vida te da muchas sorpresas cuando te diviertes con tus amigos y nadie puede pararme como dice la cancion.

What is your perception about the song and how do you compare yourself with it?

La cancion me gusta bastante, y yo no creo compararme con ella porque yo si me divierto pero sin poner en riesgo mi vida.

The questioning part was constituted by question related to how do students perceive the song and how much did they get the message or felt identified with the context proposed. First, based on the observations of pre-service teacher, it was noticed that students had different reactions depending of the song implemented. Between these two implemented, it was clearly showed that students were not totally engaged to develop the activities although the song was a sticky and depressive environment, some of them argued that the rhythm was good but the voice of the singer was not attractive, without forgetting that the context was so complex for ninth graders. In comparison to the second song, it was the opposite. That is because the song sounded happier and some learners known that song,

in consequence, their behavior was positive and it was also illustrated in the part of vocabulary. However, learners got more understanding of the song when they realized of the type of thematic covered, more easy to understand and more related to daily life.

The written part included reflective questioning facilitators searched for employing the Socratic questioning to promote the HOTS in students. To achieve this, the questions illustrated previously determined that the linguistic growing up was none, due to participants from this ninth grade did not count with L2 structure to answer those questions. For this reason, facilitators allowed the students to implement L1 as a resource of communication. Also, teachers observed that although definitions provided were not totally certain, they could be considered partially truth, obtaining the goal established from the beginning. However, there were some exceptions related about what it was asked, but the answers provided were more closed to the objective than the previous song, which could not achieve it because of its complexity. Pre-service teachers considered that this type of questioning can be implemented for future lessons, in order to keep on exploring the capacity of students to share opinions and improve their HOTS.

11.4.2 Video recording 1

Part of the resources used for the data collection during the implementation was the video recording of some specific moments shown important aspects which were evidenced. The activities of the first class consisted in developing a series of questions for students, related to how they feel with the life they have. To achieve this, it was necessary to present a song (Wrong by Depeche Mode) which drive us to think that there could be some peoples' lives which are surrounded of extreme negativism. The idea with this song, was to involve students and try to be at the place of the person who the song talks about for students to imagine that situation and start thinking in a decision to solve that feeling.

During the engaging part, facilitators asked the question "are you happy with your life?" Students had to answer and justify why? So, it was evidenced that:

Teacher asks students to read the text that is in the worksheet, without telling them that those were the lyrics from a song. Learners asked to the teacher about the text and the words included in it, but students knew that the text were the lyrics of a song. The pupils' attitude was surprising according to their interest and inference towards the activity's material. Some students wanted to participate, even without understanding what the aim was. Furthermore, most of students' answers were positive; however, the answers were not well supported, due to the fact that learners did not describe why they feel happy? Some of the answers were: "I'm happy because I have everything to live comfortable, like good

health and family", "I'm happy because I have an improved Internet connection at home", "I'm happy because I still living with my parents and they paid for everything I want and I need".

In the presentation of the vocabulary, students were motivated and attentive, due to vocabulary was not literally explained in L1. Flashcards contained the word written and a supporting image which had the clue that make students infer what the word was. At the end of the activity, teachers asked students randomly if they were able to recognize the vocabulary exposed. Additionally, it cannot be forget it that the use of PPP in the lesson made the class be delayed since it was not enough prepared to foreknow that two computers were not sufficient to fix the difficulties faced during this implementation. This issue took about 30 minutes to be solved and in the course of it were chatting or promoting disruptive behavior. For that reason, T provides pupils with lyrics of the song for them to read and try to comprehend while the problem was solved.

Students were able to express their opinion about the song, by answering the questions of the activity, and likes and dislikes of the song according to the lyrical content which was more dislike because learners considered as depressive. Some examples of the opinions provided was: "We did not like the song", "Lyrics were creepy and not understandable". Pre-service teachers considered that students were not totally interested in the song because of its complexity in the lyrical content.

Facilitators took advantage of the results obtained from the first implementation that it was necessary to look for other songs more appropriate for the group where the project was carried out. Besides, some failings were identified to make Socratic Questioning more spontaneously to which teacher looked for different methods to improve stability (reading of songs, and group discussions between pre-service teachers to develop this type of questioning. In the last activity students participated actively at the moment of answering it based on their opinions; however, their arguments were too superficial and not well supported.

In the second session, most of students recognized the Bon Jovi's song (It's my life), which was reflected in some reactions in students such as: learners were able to follow the lyrics accurately due to these participants knew the song previously, started to sing aloud.

Video Recording 2

In the first part of the implementation, teachers decided to start by showing the key vocabulary of the song chosen for this second lesson (It's my life by Bon Jovi) pre-service teachers took advantage of the TV set provided in the classroom to play some Power Point Slides to present the vocabulary with a representative image. The introduction of the topic, teachers presented three different musicians (Charrito Negro, Wendy Sulca and Bon Jovi)

and according to the current likes of students, it was considered that students would choose Bon Jovi as their favorite from those three.

In the first activity was identified that students' decision towards the artists was influenced by their musical likes, and as some of them like rock music, it was more expected that the option chosen would be Bon Jovi. During the activity more than 60% from students' attention and participation could be obtained, because the song was partially known by learners. As a result of that positive behavior shown by students, due to it was evidenced in the activities proposed like: filling gaps, discussion and written activity. The results obtained by students were just about the vocabulary presented, however, these participants had not the capacity to make discussion through L2. For that reason, L1 was implemented as a discussion resource. To apply the type of questioning helped teachers to have a more successful development of the class, due to the fact that the type of questions provided, such as: What does the name "it's my life" means? And what is your opinion about the song? Made the activity more entertaining and comprehensible for students to provide the appropriate answers. Some of the answers provided were: Ï can do whatever I want", "I can live my life, whenever, wherever, whoever, without any restriction", "this is my life, and I can decide about any aspect of it".

11.4.3 Reflective Logs

1. Using flashcards as a strategy to introduce unknown vocabulary, Teacher noticed the improvement of the class due to the participation for part of the learners.

2. The nine graders participate saying the meaning of the words helped by the images of the flashcards; however, students must use L1 at the moment when they have to do an intervention.

3. Professor explains to students about a special word not very common in English. T tells to learners the use of that word clarifying doubts with the use of L1, for most of the nine graders do not understand that meaning in L2.

4. Teacher realized that the use of questions related to the activity, it worked great and motivates students to participate. Moreover, teacher had the possibility to interact between them giving advises or suggestions.

5. The part of grouping was very well used for part of the teacher by selecting couples according to the number assigned to every student. Nonetheless, T could evidence that the class became a little disordered at the moment when participants had to look for their partners.

6. Teacher asks to students for reading the lyrics that are implicit in the worksheet, without telling them that are the lyrics from a song. The learners ask to the professor about the paper and the words included in it, they think that are lyrics from a song.

7. The song highway to hell from the A.C.D.C. band is played, students follow the song reading the lyrics of the paper but some of them seem confused. Due to the fact that, it is a large group and many students talk at the moment when the song is being played.

8. The class seem be divided regarding with the song, some students make comments about a different type of music. Despite this, the song is known by many students which facilitates to the teacher continue with the class.

9. The use of known songs motivates students to research for the total meaning of the complete song. This was evidenced for part of many learners which were looking for the words meaning.

10. Teacher's monitoring is very useful in order to get good results with the activity because with this, professor can check for understanding and to clarify doubts with the students regarding with the activity.

11. During the SQ activity, it was evidenced that students were not able to provide an answer supporting their point of view or author's message based on his/her own ideas.

12. Ask for explanation is very common in class for part of the learners, maybe could be because some students do not pay attention carefully to the explanations made by the professor.

13. The final activity in which motivates students as the reward of earning points for every correct answer, it had positives outcomes for part of the students. All of them wanted to participate in order to win a point for their groups and finish as the winners of the class.

Reflective Log

1. The class started, but a lot of time had been wasted, due to some technical problems with the TV set located in the classroom. This TV set is HDMI cable, which is not compatible with the laptop provided by the pre-service teacher and one of the two observers

2. Another practitioner located in the same school teaching her autonomous practicum class in the classroom next to us, she had to borrow us her computer in order to finally use the TV Set, due to the fact that this class was planned to be started with the presentation of the key vocabulary of the song chosen for this lesson (It's my life by Bon Jovi). As consequence, students start running around, shouting and throwing paper each other, disrupting the classroom environment.

3. Teacher starts presenting the key vocabulary of the song by showing some slides to students, and the words are supported by a representative image of each word's meaning, which is something helpful for students to guess the meaning of the words in Spanish.

4. Some key words of the song were presented, and students got the meaning of some words like: Highway, prayer, shout and forever immediately, thanks to the supporting representative images for every word.

5. Teacher organizes the group in couples, and learners are provided with a worksheet for the activity, which contains the lyrics of the song selected for the lesson with some blank spaces to fill them with some missing words (which are the same words reviewed previously) and those words are listed in the same worksheet.

6. Most of students recognized the Bon Jovi's song, which could facilitate their understanding and encouragement during the listening part.

7. The song is being played and students try to fill the blank spaces with the missing words. Those missing words are provided in the upper part of the same worksheet.