Universidad Antonio Nariño

Education Faculty

Teaching Listening Comprehension skills in Second Graders through Songs and TPR

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Dedication

This project is dedicated first of all to god, to my mother Maria Fabiola Perez Jimenez and my father Jose Antonio Guerra Rojas, because they have been my support giving strength and encouragement to finish this project. So, it is dedicated to my family, friends, teacher like Lilian Buitrago and Angela Torrejano for allowing me to do my internships at the Mercedes Nariño School facilities.

Thanks

This project was made with sacrifice, because was several days of struggle, effort and dedication to move this project forward. Thanks to my teacher Rosa Delia Acosta who was a support to make it possible. She supports me lot, she was there with me giving encouragement to get ahead. During my practices, Thanks to the teachers Lilian Buitrago and Angela Torrejano.

Abstract

The main purpose of this research is to show some improvements related to focus on listening skills in second graders at Mercedes Nariño School during the practice process. It was a total of 30 students who participated in this process. A need analysis was diagnosed, and it was obtained through the application of some important instruments such as classroom observation, diagnostic test, and survey for identifying necessities and preferences for learning English. The main variables identified were the lack of motivation in learning a foreign language, and the incomprehensible input because of their difficulties in listening skills. A qualitative approach based on action research method; using arrival and final test, a material was designed by taking elements from TPR (Total Physical Response) for teaching language through motor activities with a motivated strategy through learning by songs. Some of the preliminary findings show that students prefer learning English by singing and playing. It is evident a meaningful improvement in second graders language level, through the pedagogical material intervention.

Key words: learning, teaching of English, didactic unit, songs, TPR.

Resumen

El objetivo principal de esta investigación es mostrar algunas mejoras relacionadas con las habilidades de escucha comprensiva en estudiantes de segundo grado del Liceo Femenino Mercedes Nariño durante el proceso de práctica pedagógica. Un total de 30 estudiantes participaron en esta intervención. Se diagnosticó un análisis de necesidad, el cual se obtuvo mediante la aplicación de algunos instrumentos importantes como la observación de clases, la aplicación de una prueba diagnóstica y una encuesta, esto para lograr identificar las necesidades, debilidades y preferencias para aprender inglés. Las principales variables identificadas fueron; la falta de motivación en el aprendizaje de un idioma extranjero y la incomprensión de la lengua y por supuesto la dificultad para expresar sus emociones, y sentimientos en la lengua extranjera. El diseño de investigación tenido en cuenta es una perspectiva cualitativa basado en el método de investigación acción en el aula. Se utilizo una prueba de diagnóstico y una final, se diseñó un material didáctico basado en elementos del enfoque Comunicativo y TPR (Total Física, Response), para enseñar la lengua a través de actividades motoras y lúdicas, empleando canciones y algunas estrategias de aprendizaje. Hallazgos preliminares mostraron que las estudiantes prefieren aprender inglés cantando y jugando. Hay un avance significativo en el aprendizaje y mejoramiento de la lengua, a través de la intervención y aplicación de cada uno de los talleres.

Palabras clave: aprendizaje, enseñanza del inglés, unidad didáctica, canciones, TPR.

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Introduction

Listening is the important skill for learning of a foreign language. Learners receive the linguistic input through listening. Recent researches assert that listening skills present the highest level of difficulty in teaching English to elementary grades.

Listening comprehension is not a passive activity. It is a complex active process in which the student must discriminate sounds, understand vocabulary and grammatical structure, interpret stress and intonation and associate it into the context. (Vandergrift 1999).

(TPR) Total Physical Response is a language teaching approach used by teachers. This project is developed through the use of kinesthetic behaviors. Teacher uses in his practice's classes in the following way: the teacher gestures, models, ask commands and the students perform following commands with the body's movement. listening the songs.

Hancock in 2005 (cited by Utíkalová) states that "the learners can profit from the mnemotechnic side of the songs as the lyrics of the songs are much easier to remember in connection with the basics of songs which are rhythm and melody". (Utíkalová, 2012).

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. (Oxford R., 1999)

Listening strategies involving the creating and checking of inferences are best modelled incorporated into the pattern of the listening lesson - rather than taught individual.

This research was made by the model action research; it evaluated the competences of the students. The students of second grade at Mercedes Nariño School improve their listening comprehension skills through games, and songs. Therefore, this proposal was designed for the students to take a fun class through games, learning songs and the TPR method, which is based on the body's movement.

1. Identification

The topics of this research are based in the design and application of some elements to improve listening comprehension skills in second graders using learning strategies, movement, and songs. These are active in the motivation for the students to turn on their learning. In other words, it is a way of carrying to the classroom a fun style of teaching to the students.

Also, in the classroom, a particular method called total physical response (TPR) is used. It is an ability that helps the students to recognize rhythm and melody of the songs based on the movement of body. The kinesthetic learners learn best with this method, while the students are motivated, they acquire new knowledge.

1.1 Research Line in which project is registered.

My proposal is based and supported by a line of research called "Language and Human Development". Language is constitutive of the human; in it we describe and generate the world, as well as build our identity, from different perspectives such as social, contextual and pragmatic use.

In this sense, human development is seen as a social activity in which each individual participates, as a fundamentally social human activity that is generated and developed precisely in social and interactive situations. Consequently, great importance is attached to the study of the role that social and appropriate linguistic interaction plays in language development.

1.2 Justification

This research was made to overcome the difficulties that were shown in a diagnostic test, in order to teach with the appropriate strategies, according to the necessities and preferences of the learners. It was analyzed and implemented with activities to achieve a good listening skill in the students at the Mercedes Nariño school.

The most important aim for the English teaching is to create new strategies for motivating the students in the English learning and to reinforce their academic process; it is a method of learning new vocabulary through videos and children rounds, so that they acquire new words and enrich their learning.

2. Construction of the Study Object and the Intervention Field

2.1 Institutional and Population Characterization

The Liceo Femenino Mercedes Nariño School is a public institution located in San Jose neighborhood, in Antonio Nariño's Locality, in Bogota, its address is Caracas Avenue N 23-24 south and attends learners from pre-school up eleventh grade. The school focuses on liberating thought that promotes the integral formation of women in autonomy, creativity, responsibility and critical analysis of reality.

One of the school projects is the English song festival; this event has been taking place for fifteen years. At first, it was a classroom project; nowadays it integrates schools of the locality. Students have to demonstrate their abilities in corporal expression, theater, music and knowledge acquired in those areas. From primary grades students are motivated to participated in the festival. At the same time, English is the language used all the time for the communication. This was an important element to choose the songs like learning strategy for teaching English Language in second grade.

Students who participated in this project are 30 second grade of the afternoon school with age ranges from 6 to 8 years. Generally, the student's behavior in the learning of a new language is enrich, because they like learn something new every day more. They belong to the first and second socioeconomic level. They speak just Spanish to talk among themselves and just a little English word to answer questions or follow instructions from the teacher.

The teacher is Lilian Buitrago who has a degree in pedagogical special education of the Universidad Cooperative de Colombia. She is a dedicated teacher who uses different learning tactics to promote Spanish language, however she does not speak English. She encourages students to participate as they work in groups.

2.2. Definition and Delimitation of the Research Problem

A learning preferences survey was applied to second grade students. It indicated that they prefer to learn English by singing, playing and coloring their classwork worksheets. Some classroom observations were taking to account to identify students' difficulties and necessities, it was clear to understand that students are in their first touch with the language and will be important to get a fun and motivating class for them.

The problems identified in this project were detected based on the results obtained through a diagnostic test to distinguish the difficulties of the students. The data collection evidenced that they presented problems in the aural skills, they do not understand simple commands, and they cannot follow simple instructions in the foreign language.

In general, the students have a learning of English as a foreign language comprehension problem, they experience difficulties to develop their skills and comprehend an English topic when acquiring the foreign language. Students have lack of motivation, unfortunately do not take an acquisition of language through a fun method.

According to Hossain: "the major problems of teaching and learning English at the primary level are lack of teacher's training course, appropriate teaching materials, proper

infrastructure, lack of efficient teachers, teachers' motivation, lack of proper experience of teaching, lack of scientific teaching method, and lack of ELT research". (Hossain, 2018).

In relation, students present difficulties to learn a foreign language, because they are not provided enough tools by the teachers. Students face a difficult experience with the foreign language learning when a teacher makes filling the board with words and grammar. The students need motivation to have a comfortable performance improving their academic process with some strategies like song learning through TPR method.

2.2. Background

Ramirez, and Diaz (2018), who researched with first-grade students, designed and implemented a didactic unit, which application in the classroom allows demonstrating the effectiveness of the TPR method for first-grade students. They state:

TPR is an appropriate method for implementation in children because it allows learning through movement and sequence instructions carefully planned and socialized; in addition, the physical interaction of trainees with their teachers allow them to develop body level skills (Ramirez and Díaz, 2018, pág. 2).

Richards and Rodgers in 2001 (cited by Odabaşı) affirmed: "TPR is a method which is built around the coordination of speech and action; On the other words, it is to teach language through activity" (Odabaşı, 3rd World Conference on Learning, Teaching and Educational Leadership, 2012, pág. 1)

Murphey, in 1992, (cited by Nadera) states that "

Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills and songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture!" (Nadera, 2015, pág. 3).

Jones (2009) states that "the model, based on research and theory, consists of five components that an instructor should consider when designing instruction: (1) empowerment, (2) usefulness, (3) success, (4) interest, and (5) caring". (Jones, 2009, pág. 1). This author has presented a model of academic motivation where the instructors can design courses to engage the students in their learning and in their academic process.

Muhren in 2003 (cited by Widodo) states that

The basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are

simple at the beginning (stand up, sit down), but after some time they may become more complex (I want the boys to stand in a circle, please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down: dear ...) or even contain a story-line. (Widodo, 2005, pág. 7).

According to Castro (2014), who designed a research project with elementary education, when it comes to learning language, the songs are a motivating and novel element that will activate our students and end with the stiffness of the English classrooms. Students will have fun learning English through resources of utility like music. (Castro, 2014, pág. 8)

Songs create motivation in the students because it helps in their grammar and vocabulary learning process. The author's methodology is developed though a lipdub. It implies the English language will be protagonist accompanied by a melody that it will make get up the students from their seats. The results obtained indicate that students are having fun listening to songs and singing, enriching their vocabulary through the repetition of words and their learning.

Ahsan (2013), who designed an investigation with first-grade students, states that "the study explored CLT would be an effective way of teaching language that requires extensive

training for teachers, setting up unique curriculum in the school syllabus, using more teaching techniques to encourage English learners in improving their language skills". (Ahsan, 2013, pág. 1). In this document, the methodology helps to have an interaction among teachers and students through a text-book for improving their speaking skills. The results were of great help, because it encourages the students to achieve their comprehension and understanding level.

In other hand, Vera in 2014 says

TPR can be very beneficial as it responds favorably to their tendency to learn best by doing; it also respects children's need to develop listening comprehension before speaking and to take as much time as necessary before they feel ready to speak". (Vera, 2014, pág. 2).

The topic for teaching listening comprehension skills in second graders through songs and TPR is based on the songs learning, where the student discovers and improves their comprehension. The coordination and motivation is made through TPR method that is comprehended with body's Movement. In this process, the student develops her skills and learning by singing because they acquire knowledge with a fun method.

3. Objectives

3.1 General Objective

  ✓ Improve listening comprehension skills in second graders through a didactic strategy teaching with TPR and songs.

3.2 Specific Objectives

  ✓ Diagnose the English level and preferences of the students for learning English.

  ✓ Design a teaching strategy based on didactic material built up TPR, songs and learning strategies for improving English language level in second graders.

  ✓ Apply a didactic recourse for reinforcing the listening comprehension skills in the students at Mercedes Nariño School.

  ✓ Evaluate the teaching strategy and material applied in second graders.

4. Theoretical References

4.1 Disciplinary Framework

4.1.1. Teaching with TPR Method

  Crain in 2005 (cited by Ferhan) states that "TPR (total physical response) early childhood is a precious period when children get their most rapid performance in terms of emotional, physical, cognitive and language development.". (Odabaşı, 2013, pág. 1)

TPR is a method developed by James Asher and it attempts to teach language through speech and physical activity at the same time. Motor activities are means to language learning. TPR is a method which is built around the coordination of speech and action; On the other words, it is used to teach language through activity (Richards and Rodgers, 2001). Total Physical Response trainers try to appeal to three kinds of learning: kinesthetic, the students need to move their body; they have a huge amount of energy.

Asher (1977) (cited by (Hashemi) states that "children listen and physically respond to a series of instructions or commands from the teacher through the Total Physical Response (TPR) method. The more fun the activities, the better they will remember the language materials presented" (Hashemi, Teaching English To Children: A Unique, Challenging Experience for Teachers, Effective Teaching Ideas, 2011). When the activities are games, the students have a best learning; it connects to the memory though actions, it motivates the students to show interest in their learning.

Both strategies in this set, using physical response or sensation and using mechanical tricks, involve some kind of meaningful movement or action. These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning. Physically acting out a new expression (e.g., going to the door), or meaningfully relating a new expression to a physical feeling or sensation (e.g., warmth). (Oxford R., 1990).

Asher holds that "the child language learner acquires language through motor movement. There are 2 hemispheres in our brain: right-hemisphere activities must occur before the left hemisphere can process language for production". (Ascher, 1965). Taking to account this statement about the disposition of the brain to learn a language through motor activities performance first than language activities. TPR was taken into account to design first part of the classwork in which physical activities through songs invited to move, dance and sing.
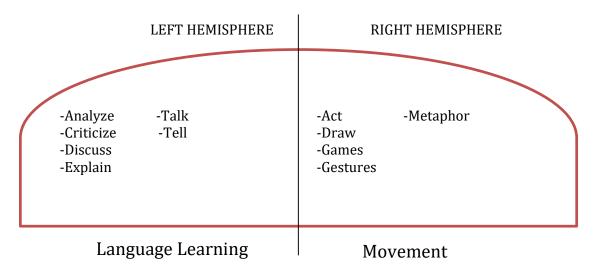

Figure 1. This figure shows the 2 hemispheres for the students' learning, where the students develop in their left hemisphere the language learning and in the right hemisphere the body's movement.

4.1.2. Communicative Language Teaching

According to Larssen-freeman in 2000 (mentioned by Dorji) "the most salient characteristic of CLT is to make the classroom interactive and communicative, it is through activities such as information gathering, discussions, role plays, simulation, and problem solving" (Dorji, 2017, pág. 2). Regarding this comment, CLT can improve the listening comprehension and speaking skills in the students with different activities for learning with a fun method such as mimic.

4.1.3 Teaching Songs

Murphey in 1992 (cited by Millington) says that

> Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. (Millington, 2011).

Brown in 2000 (cited by Kömür, et. al) states that "learning of a second language is a long and complex undertaking. the whole person is affected as you struggle to reach beyond the confines of your first language into a new language, a new culture, a new way of thinking, feeling, and acting" (KÖMÜR, 2005, pág. 1)

When the students face a new language, they improve their skills and abilities. "Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value" (Schoepp, The Internet TESL Journal, 2001, pág. 1).

Gatbonton and Segalowitz in 1988 (cited by Schoepp) say that "it is a component of language fluency which involves both knowing what to say and producing language rapidly without pauses. Using songs can help automatize the language development process". (Schoepp, Reasons for Using Songs in the ESL/EFL Classroom, 2016).

According to Porvaldsdottir in 2008 (cited by Kumar), "active listening is the process whereby students start to add feelings and understand their ability to listen and check for comprehension and body language is an important aspect to focus on while listening for understanding". (Kumar, 2018, pág. 6).

5.2 Pedagogical Framework

Languages learning is constantly improving, new learning theories are built on students' existing knowledge and understanding. Learners have the opportunity to apply from lower and higher-order thinking skills and engage with age-appropriate content. Alan Bloom's taxonomy (1956) is a classification system used to define and distinguish different levels of human cognition (thinking, learning, understanding). Teachers use Bloom's taxonomy to

guide assessments, curriculum, and instructional methods. This proposal takes into account Bloom' taxonomy which proposes six levels for knowledge acquisition; remember, understand, apply, analyze, synthesize and evaluate, they were reevaluated by Anderson and Krathwohl in 2001 and Churches in 2008 (Teaching Innovation Pedagogical Support, 2018). The three lower order thinking skills (remembering, understanding, applying) were taking into account for designing English listening comprehension activities for second graders.

5.1 Listening Comprehension

5.1.1 Listening Micro Skills and Strategies.

Richards (1983) cited by Brown (1994), who mentions a list with some micro skills useful for learners to acquire effective interactive listening strategies. Some of these micro-skills were taken as criteria to develop listening in this project: Retain chunks of language of different length in short- term memory. Discriminate among the distinctive sounds of English. Recognize reduced forms of words.

During the classroom activities the planning steps were designed in three moments, according to Bloom's taxonomy cognitive levels, they were linking to listening comprehension strategies, the material was designed with this following three steps.

✔ Remembering: Learner's ability to recall information.

✔ Understanding: Learner's ability to understand information.

✔ Applying: Learner's ability to use information in a new way.

Table 1

Didactic unit steps

Remembering Before Listening	Understanding: During Listening	Applying After Listening
✓ Connect: knowledge of new vocabulary. ✓ Predict: guessing clues. ✓ Key words: thinking in the title. ✓ Brainstorming: new ideas for guessing.	✓ Listen for answer: listening questions. ✓ Getting the main idea: comprehension with new vocabulary. ✓ Re-listening/find a fix: confuse the audio.	✓ Respond: following the commands. ✓ Extend: go beyond. Giving vocabulary. ✓ Contextualization: role play activity.

5.2 Legal Framework

The research is framed in the Common European Framework which allows checking the process of the students in their learning. The Common European Framework consists of the knowledge and the skills of the students. A new knowledge is added to their vocabulary and produced by them.

According to the Common European Framework (CEFR) stipulates:

"…common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" *(*Council of Europe, 2012, 10).

In other words, they are a set of sources for observing the quality of English learning looking for "equality" among English speakers.

The global scale is comprised of three kinds of users of the language: Basic, Independent and Proficient. Each kind of user is subdivided into two categories labeled with letters and numbers: Basic A1 (Breakthrough) and Basic A2 (Waystage), Independent B1 (Threshold) and Independent B2 (Vantage), and Proficient C1 (Effective Operational Proficiency) and Proficient C2 (Mastery).

At the same time, the framework provides the strategies to develop communicative activities: understanding, speaking and writing in order to do a self-assessment. To know the own process is good for students' motivation and the effort they apply to learn a language.

In addition, in Colombia, the Ministerio de Educación Nacional (MEN) (2006) established and published, as a curriculum guideline, the "Basic standards of competence in foreign language: English", which refers to the National program of Bilingualism. This program intends to "achieve citizens able to communicate in English", adopting the levels of the Common European Framework. Standards are shown in the next table:

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	•Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	•Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		•Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Table 2. Articulación estándares – Marco Común Europeo. From Estándares básicos de competencias en lenguas extranjeras: inglés.

A1 level, in the listening comprehension, include some indicators such as recognizing when the teacher talks in a verbal and nonverbal way following clues. Students understand when his classmate greets and farewells; next, they follow instructions in the classroom about commands. Therefore, they comprehend songs, rhythms and children rounds shown with gestures and movements. In the speaking skills, students sing songs which they comprehend with rhythm and appropriate intonation. Students express their feelings and emotions; they mention their likes and dislikes and they participate in short conversations, interacting with their classmates.

The articulation shown in second grade should be in A1 level. They do not recognize new words. However, the students comprehend, recognize and improve in their academic process, learning new vocabulary and specific information of the different topics taught in the classroom.

6. Methodology

A qualitative approach was applied based on action research method; using an entry and a final test, Teaching material was designed and implemented. The model action research recognized a situation or issue in the participants; in this case the problem identified was lack of motivation, and the incomprehensible input. This problem was identified through classroom observation, the students had a good learning, but the teachers weren't presented enough tools to achieve develop the students 'motivation. The idea of action research is to present changes about students' difficulties on language learning.

6.1 Action Research

Action Research (AR) seeks to comprehend and identify difficulties in the community, attempting a positive change and improvement in the students. This model presents a plan, which has some exercises to understand a topic in the classroom and then, there are some results. According to the outcomes, the teacher generates alternatives to show and create a new plan. Burns in 2015 (cited by Cornwell) states that

> Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. (Burns, 2015).

In relationship to Mills, in 2003 (mentioned by Nasrollahi, Krish and Noor), provides the following definition: "Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach and how well their students learn" (Nasrollahi, 2012, pág. 2). Related to this definition, AR (Action Research) is defined as the action of recollecting information of a plan, developed by the teacher, to evaluate the competences of the students. In other words, the effective model for identifying the difficulties of every student, in order to readjust and improve the plan, depending on the needs of the students.

Borgia, in 2003 (cited by Latief), comment that

 classroom action research starts from teachers' serious concern about their success in their own instructions, their students' learning progress, their students' behavior, their students' learning problems, and the learning environment, which they assess throughout the whole process of instruction for the purpose of planning, implementing, and evaluating improvement. (Latief, 2009, pág. 2).

In short, this model is applied to make a diagnostic by evaluating and analyzing students prior knowledge. Thus, finding a different way of learning, implementing a plan or strategies through the results found in the diagnostic test, to reinforce their strengths and weaknesses.

According to Ferrance, in 2000, "Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research". (Ferrance, 2000). Consequently, this author mentions that it is based on the following assumptions:

Table 3

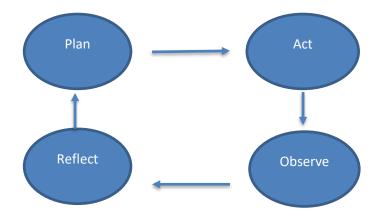| |
|---|
| • Teachers and principals work best on problems they have identified for themselves |
| • Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently |
| • Teachers and principals help each other by working collaboratively |
| • Working with colleagues helps teachers and principals in their professional development. |

(Watts, 1985, p. 118)

Figure 2. This figure performances and shows the steps of Action Research to consider in the development of new plan for the students.

This project is supported by this model Action Research, because some listening comprehension problems were identified during the classroom process. It is noted through a diagnostic test that measures the English level and the prior knowledge of the learners. According to this, there was an observation analyzing results to create a new plan, which consist on designed a special didactic material by teaching with songs, TPR method based on the body's movement and some learning strategies. Therefore, the students fill in a worksheet of what is understood in each class and then, take a final test, which is the evaluation of what is learned.

Table 4

ACTION RESEARCH

Steps	Definition	Songs project
Planning	It consisted to identify the problem and develop a plan for improve it.	Needs Analysis to diagnose students difficulties and problems for learning a foreign language. Listening comprehension plan was designed based on TPR, songs and strategies.
Action	Searching alternatives and implement	Design and Implemented a pedagogical treatment based on TPR, songs and learning strategies. A didactic material was designed and applied in classroom.
Observation	Find the difficulties and make improvements in their listening comprehension and speaking skills.	Classroom observation, journals and a final test was applied.
Reflection	Analyzing data it was consisted in the evaluation and describing of the effects of the concepts worked with the first grade learners in their academic process. (Kemmis and McTaggart, 1988),	Making an evaluation and obtaining results.

6.1.1. Planning

According to Burns, in 1999 (cited by Molina), "it is the phase that involves developing a viable plan of action for gathering data, and selecting the appropriate research method". (Molina, 2016). It consisted of identifying the problem of the second-grade students in relation to their listening comprehension skills, and developing a plan to improve it. Different instruments were applied to gather data. A set of classroom observations, a diagnostic test and a student's survey were applied to get the diagnoses step.

- Diagnostic Test: a total of ten question were asking. Student was asked to circle the corresponding animal that the teacher indicated: e.g. the student circles a black color in the cat. Another activity included to color blue dog and pink a cat. Finally, the student was asked to paint a drawing with the colors below. The results found from this instrument show low performance in identify vocabulary, fail on follow instructions. They do not understand teacher instructions.

Diagnostic Test consists of two parts: First one: Listening to your teacher (students must follow instructions), they must circle the animals according to the teacher' explanation.

Ex: circle the brown lion.

DIAGNOSTIC RESULTS PART I

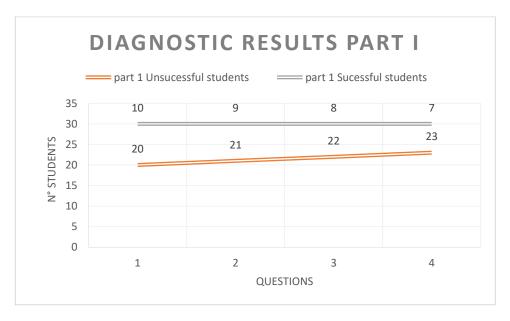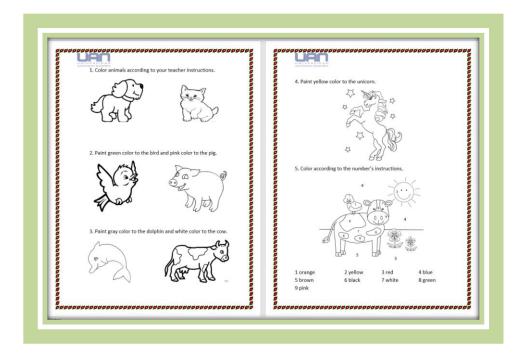Illustration 1 shows diagnostic Results Part I. In this part, students show low

level, they don't achieve to identify in what the teachers says. They have difficulty to

comprehend the indications.

Second part; teacher asks to choose the words that he pronounces and color the image (Color a

beautiful and cute yellow cat). In this part students listens to the teacher and color different

objects according to his instructions.
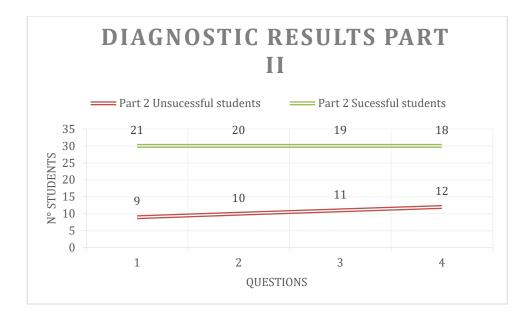
DIAGNOSTIC RESULTS PART II

Illustration 2 shows diagnostic Results Part II. Learners do not color animals according to teacher instructions., instant they color all animals according to their chooses. In this part, students show a basic level, they don't achieve to identify in their listening comprehension the instructions that the teacher mentions, they don't recognize the colors indicated.

- Class observation: The difficulties identified were in listening comprehension skills. Students lack of motivation, they were distractive in class, they do not focus on learning, some of them misbehave and do not listen to the teacher. For them was difficult to follow instructions, they did not understand that teachers says and getting doing different actions. °

- Likes and dislikes Survey: it was designed to identify students likes and dislikes for learning and search for preferences in their learning. Students were asked about their

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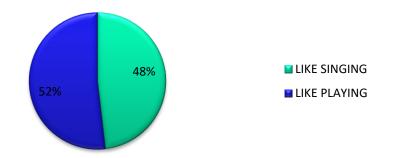preferences; if they prefer learning English by playing or singing. Students select with a check their preferences. It shows that they like learning English by singing and playing. It was the best way for that the students improve with motivation their process for the development and learning of a L2 as a foreign language.

The results show that 52%, = 17 students prefer playing and the 48%, = 13 learners desire singing:

N° students	percentages
17	52%
13	48%

STUDENTS LIKE LEARNING BY

48%

52%

■ LIKE SINGING

■ LIKE PLAYING

6.1.2 Action

Latief says

The researcher at this stage is not in the process of learning how to implement the plan, nor in the process of improving the quality of teachers' performance, but in the process of actually trying out the strategy to test how much the strategy can solve the classroom problems. (Latief , 2009, P.).

The plan was carefully considered. It involves; first, a plan and the design of teaching material, with some deliberate interventions. Second my teaching was put into action over 11 weeks. In this step, searching and reading different research documents in which some

important alternatives for teaching children a foreign language was found. Teaching with TPR method, learning strategies, and songs were considered to design the teaching plan through effective material, where the students can use them to sing and achieve their skills.

6.1.2.1 Pedagogical Proposal.

In other hand, the teaching with movement and songs training in English was developed through nine workshops designed and applied to improve students' weakness.

Each workshop was designed and applied following a lesson plan class stablished. The first part starts with the warm up, the prior activity before present the topic. It allows students to activate previous knowledge, increasing their participation and motivation. These are activities in which the students can join to English language and prepare for the topics in the session. Teacher plays the video song. The second one is Presentation of the topic, it is called input, pre-task, remembering activities. In this moment, the teacher presents the topic, this section activates students' previous knowledge through some learning strategies like key words, guessing, brainstorming.   The third one is called Practice, understanding. This is the interaction with students and language, students practice the new vocabulary. Teacher works on students' comprehension with the different activities designed using learning strategies, like getting the main idea, and the pupils are ready to practice language, e.g. conversation. The next one is Production, it also is called post-task, in this moment; the students prepare the application of the vocabulary learned with a short conversation, like, for example, ask her classmate about her favorite colors. Finally, the assessment which consists on getting a feed-

back of the topic learned. Students are asking whether or not enjoy learning the topic. The different nine workshops are presented below:

Illustration 3. In this diagram didactic unit appears 9 workshops "Good morning", "Colors", "Numbers", "Feeling and emotions", "Face parts", "Body parts", "Body parts II" and "Food".

Each workshop began with the learning objectives and what the student will learn during the development of the activities. There are exercises Remembering is following to the teacher, in other words, the students are following commands, for example: clap your hands, recognizing vocabulary. Next, learners listened songs like "Good morning", "five little monkeys", daddy fingers", whatever, and practiced singing. Understanding part, the students completed the filling the gaps with the numbers that is in the pictures. and other activity, the students matched the word, ex: Good morning with the picture. So, apply step the students

colored the pictures, according to the vocabulary related with the song. Finally, the part of production is called speaking activity to improve their skills, they have a short conversation with their classmate.

Workshop One

Illustration 4. Good morning.

In this picture presents motor activities listened to the teacher, after that the students followed commands, for example: clap your hands, developing and comprehending vocabulary. So, learners listened "Good morning song" and practiced singing. Understanding part, the students completed the same song "Good morning song" with the numbers that appeared in the pictures and other activity, the students matched the word, ex: Good morning with the picture. So, apply step the students colored the pictures, according to the vocabulary related with the song. Finally, the part of production is called speaking activity to improve their skills.

Self- check

Learning Objectives	Yes	No
Talk with classmates about good morning and how are you?.		
Improve my listening comprehension through practice the song like "good morning".		
Recognize vocabulary like dance, clap your hands.		

Workshop Two

Illustration 5. Colors.

In this workshop, there are activities for that the students achieved comprehend vocabulary. In this part, there are exercises to identify colors, recognizing vocabulary and checking colors, next, learners listened "I see colors everywhere" and practiced singing. Understanding part, the students completed the same song "I see colors everywhere" with the numbers that is in the pictures and other activity, the students colored some flags, according with the color. Then, they colored some hats, according with the color. So, apply step the students

colored the dinosaur, according to the color. There are some numbers, each number has a color

and the dinosaur has numbers to color and according to the numbers color the drawing. Finally,

the students talked about their favorite color with the classmate.

Self- check

Learning Objectives	Yes	No
Talk about some colors.		
Improve my listening comprehension through practice the song like "I see colors everywhere".		
Recognize vocabulary about colors.		

Workshop Three

Illustration 6. Numbers.

There are some learning objectives and what the student will learn. In this stage, there are activities for that the students achieved comprehend vocabulary. In this part, there are exercises to identify the numbers, recognizing vocabulary. Next, the students check the numbers of 1 to 10. Learners listened "Five little monkeys" and practiced singing. Understanding part, according to the numbers, the students draw monkeys, ex: 1 monkey. Then, the students identify the monkeys,

according to the numbers make a circle in the number. After that, the students color the mama and doctor monkey. Furthermore, apply step the students, according to the number draw a thing. Finally, the students talked about their age with the classmate.

Self- check

Learning Objectives	Yes	No
Count with the numbers of 1 to 10.		
Improve my listening comprehension through practice the song like "Five little monkeys".		
Recognize vocabulary about numbers of 1 to 10.		

Workshop Four

Illustration 7. Feeling and emotions.

There are some learning objectives and what the student will learn. In this stage, there are activities for that the students achieved comprehend vocabulary. In this part, there are exercises to identify the emotions and feelings, recognizing vocabulary. Next, learners listened "If you're happy" and practiced singing. Understanding part, the students completed the same song "If you're happy" with the numbers that is in the pictures and other activity, the students painted the emotions and feelings that appearance below of the face. Then, the student

matched the word, ex: happy, with the picture. So, apply step the students colored the emotions and feeling, according to the example. Finally, the students talked about their feelings and emotions with the classmate.

Self- check

Learning Objectives	Yes	No
Talk about my emotions and feelings.		
Improve my listening comprehension through practice the song like "if you're happy.		
Recognize vocabulary about emotions and feelings.		

Workshop Five

Illustration 8. Face parts.

There are activities for that the students develop and comprehended vocabulary. In this part, there are exercises of followed to the teacher, which the student followed the commands, for example: clap your hands, recognizing vocabulary, next, learners listened "Face parts song" and practiced singing. Understanding part, the students completed the same song "Face parts song" with the numbers that is in the pictures and other activity, the students identified

the face parts with the picture. Then in the apply part, the students cut the face parts and stick

on the face. Finally, the part of production is called speaking activity to improve and identify

the face parts with the body.

Self- check

Learning Objectives	Yes	No
Talk about the face parts.		
Improve my listening comprehension through practice the song "face parts".		
Recognize vocabulary about the face parts and identify them.		

Workshop Six

Illustration 9. Body parts.

There are activities for that the students develop and comprehend vocabulary. In this part, there are exercises of followed to the teacher, which the student followed the commands, for example: clap your hands, recognizing vocabulary, next, learners listened "Body parts

song" and practiced singing. Understanding part, the students completed the same song "Body parts song" with the numbers that is in the pictures and other activity, the students identify the Body parts through a relation with the word, ex: nose and the picture. After that, the student color the picture, identifying the body parts and recognizing the same. Finally, the part of production is called speaking activity to improve and identify the body parts with the body.

Self- check

Learning Objectives	Yes	No
Talk about the body parts.		
Improve my listening comprehension through practice the song "Head, shoulders, knees and toes.".		
Recognize vocabulary about body parts and identify them.		

Workshop Seven

Illustration 10. Body parts II.

There are exercises where each student follows the commands, for example: put your finger on your head, recognizing vocabulary, next, learners listen "One little finger" and

practiced singing. Understanding part, the students completed the same song "One little finger" with the numbers that is in the pictures and other activity, the students identify the One little finger through a relation with the word, ex: chin and the picture. After that, the students color the picture, identifying the body parts II and recognizing the same and they identify the body parts II with their own body. Finally, the part of production is called speaking activity to improve and identify the body parts II with their body.

Self-check

Learning Objectives	Yes	No
Talk about my body parts II.		
Improve my listening comprehension through practice the song "one little finger".		
Recognize vocabulary about body parts II and identify them.		

Workshop Eight

Illustration 11. Family members.

There are some learning objectives and what the student will learn. In this stage, there are activities for that the students develop and comprehend vocabulary. In this part, there are

exercises, the students identify making a circle of family member. Next, learners listen "fingers family" and practiced singing. Understanding part, the students sing the same song used puppets. After that, the students color the pictures of the family members. Then, the students draw the family through a family tree. Finally, the part of production is called speaking activity to improve and identify the family.

Self-check

Learning Objectives	Yes	No
Talk about my family.		
Improve my listening comprehension through practice the song like "fingers family".		
Recognize vocabulary about my family.		

Workshop Nine

Illustration 12. Food.

There are activities for that the students develop and comprehend vocabulary. In this part, there are exercises, the students identify putting a check, according to the preferences. Next, they listen the food song. Understanding part, the students sing the same song and complete with the

number is in the picture. After that, the students identify their fruits and vegetables the ones they like or dislikes. Finally, the part of production is called speaking activity to improve and identify the preferences.

Self- check

Learning Objectives	Yes	No
Talk about my food and recognize my favorite food.		
Improve my listening comprehension through a musical video about "food song".		
Recognize vocabulary about food.		

6.1.2.1.1 Workshops Components

- **Step 1: Remembering.**

Keywords: Students learn the target vocabulary about the topics.

Brainstorming: Students gather ideas about the topic

Contextualization: Students sing the song with the keywords with help of body.

- **Step 2: Understanding.**

Brainstorming: Students gather ideas about the topic.

Filling the gaps: Students complete the white space with the number what is in the picture.
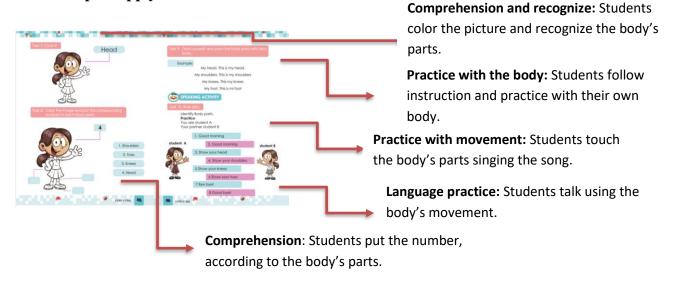
Language focus: Students match the pictures with the words.

- **Step 3: Apply.**

Comprehension and recognize: Students color the picture and recognize the body's parts.

Practice with the body: Students follow instruction and practice with their own body.

Practice with movement: Students touch the body's parts singing the song.

Language practice: Students talk using the body's movement.

Comprehension: Students put the number, according to the body's parts.

6.1.2.1.2. Material Evaluation and Validation

In this part, two expert teachers evaluated the material designed (workshops), the checked the didactic material, a rubric presented in the design material proposal for UAN Education Faculty was taken into account for testing the material, the items were scored from1 to 5, according to the characteristics of the workshops.

Teachers' Profile:

Profile 1: Lilian Buitrago

The first teacher is Lilian Buitrago who has a degree in pedagogical special education of the Universidad Cooperativa de Colombia. She is a dedicated teacher who uses different learning

tactics to promote Spanish and English language; however, she does not speak good English, she tries to improve her level. She always encourages students to participate and work in class by groups.

Profile 2 Angela Torrejano

The second teacher is Angela Torrejano who has a degree in special education with specialization in human development with focus on creative and effectiveness process. She studied at Francisco Jose de Caldas Distrital University. She is a dedicated teacher who uses different learning strategies to promote Spanish and English language; however. She encourages students to practice English in class.

First Rubric filled by: Lilian Buitrago and second Rubric filled by: Angela Torrejano.

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación se explican los descriptores para la interpretación del puntaje obtenido.

55 -60: Excelente

45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).

30 - 44: Aceptable(es un material que requiere ajustes sustanciales).

Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	1 2 3 4 ⑤
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc.	1 2 3 4 ⑤
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	1 2 3 4 ⑤
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc.	1 2 3 4 ⑤
CONTENIDO	
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara.	1 2 3 4 ⑤
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	1 2 3 4 ⑤
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	1 2 3 4 ⑤
La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar.	1 2 3 ④ 5
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	1 2 3 4 ⑤
DISEÑO	
La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impacta favorablemente y genera interés.	1 2 3 4 ⑤
El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje.	1 2 3 4 ⑤
Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje.	1 2 3 4 ⑤

OBSERVACIONES: _Seria bueno tener la cartilla de forma individualizada y poderla trabajar con las niñas._

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Material de trabajo elaborado por Angélica Aguilón Lombana

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación se explican los descriptores para la interpretación del puntaje obtenido.

55 -60: Excelente

45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).

30 - 44: Aceptable (es un material que requiere ajustes sustanciales).

Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	1 2 3 ⨉ 5
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc.	1 2 3 ⨉ 5
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	1 2 3 ⨉ 5
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc.	1 2 3 4 ⨉
CONTENIDO	
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara.	1 2 3 ⨉ 5
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	1 2 3 4 ⨉
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	1 2 3 ⨉ 5
La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar.	1 2 3 ⨉ 5
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	1 2 ⨉ 4 5
DISEÑO	
La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impacta favorablemente y genera interés.	1 2 3 ⨉ 5
El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje.	1 2 3 ⨉ 5
Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje.	1 2 3 ⨉ 5

OBSERVACIONES: La cartilla está muy bien, estructurada y organizada, maneja una información gráfica y adecuada para el grado. Es importante recordar el gran trabajo elaborado frente a la secuencia de los contenidos.

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6.1.3. Observation

Latief (2009) says "at this observing stage, which aims at collecting data, the researcher and the collaborator have to define the type of data to be collected, the instrument to collect the data, the data sources, and the technique of data collecting. In other words, the discussion on those topics should be under this observing stage". (Latief M., 2009).

This phase was recollecting data over an observation systematically finding the effects of the action. To observe how students, answer to the training implemented with the different activities designed for their improving. In other words, it was based on observation of students' behavior in front of each of the workshop applied and teaching interventions. Special attention focused on finding the strengths and weakness of second grade students to make improvements in their listening comprehension skills. Next chart shows the register in each class and students results in their language learning process.

WORKSHOP No. 1: Good Morning

Learning objective: Greet to the classmate.
Song: Good Morning
Vocabulary Learning: Good morning, afternoon, evening, clap, hands, shout, dance.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the greeting and farewells. (Song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Listening for general information: This strategy focuses on getting student's attention to identify the main topic and main ideas, it refers to the use of background knowledge in understanding the meaning of a message.	**2.** This strategy was applied with the student when teacher asked about general meaning of the song and the different situations in relation with images. Students used keywords to construct the schema greetings.
3. Listening for specific information: This strategy focuses on getting students' attention on specific words or details in a listening exercise.	3. This strategy was applied when the students were fillings gaps with "Good morning song" and match with the images to improve vocabulary.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They had a great comprehension and followed the correct instructions.	

WORKSHOP No. 2: Colors.

Learning objective: tell about their favorite color.

Song: I See Colors Everywhere Songs.

Vocabulary Learning: yellow, blue, red, orange, white, black, purple, green, pink.

Learning strategies	Application and results
1. Brainstorming: Thinking of as many new words and ideas as students can.	1. This strategy was used in the classroom at the beginning of the class; the teacher asked students why they think about the rainbow.
2. Previewing: This strategy is used with pictures, titles and headings to anticipate information and events in listening exercises.	2. This strategy was applied when the teacher began the class, for activate previous knowledge.
3. Predicting: saying what students think will happen. This strategy searches students guess about the main topic.	3. This strategy was applied when teacher presented the topic at the beginning the class and the students recognized and identified the subject.
4. Key Words: remembering a new word by using auditory and visual links.	4. This strategy was applied with the students to complete the song every image has a number and the students fill in the gaps with the numbers.
5. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	5. This strategy was applied all of the time when teacher achieved different movements and gestures that students followed and carried out commands with their body's movement through Simon says game.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They comprehended the song and identified the meanings of the words.	

WORKSHOP No. 3: Numbers.

Learning objective: count the numbers of 1 to 10.

Song: Five little monkeys.

Vocabulary Learning: one, two, three, four, five, six, seven, eight, nine, ten.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played a video-song about the number 1 to 10 (Song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Imagery: relating new information to visual concepts in memory via familiar easily retrievable visualizations, phases or locations.	**2.** This strategy was applied when teacher showed some Ping-Pong. Every Ping-Pong had a number and the students guessed the correct number.
3. Auditory representation: retention new information to visual of the sound or a similar sound of a word, phase or longer language sequence.	3. This strategy was applied when teacher presented in a worksheet the sequence the song and the students followed singing the records.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They comprehended, sang the song and followed the sequence.	

WORKSHOP No. 4: Feeling and emotions.

Learning objective: tell about their feelings and emotions.

Song: If you're happy clap your hands.

Vocabulary Learning: happy, angry, hungry, scared, sleepy.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the feeling and emotions (Song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Repetition: Imitating a language model, including overt practice and silent rehearsal.	**2.** This strategy was applied with the student when teacher made the mimic about a feeling or emotion and the students guess.
3. Listening for specific information: This strategy focuses on getting students' attention on specific words or details in a listening exercise.	3. This strategy was applied when the students were fillings gaps with "Feeling and emotions" and match with the images to improve vocabulary.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They had a great comprehension and followed the correct instructions.	

WORKSHOP No. 5: Face parts.

Learning objective: identify the face parts.

Song: Face parts.

Vocabulary Learning: eyes, ears, nose, mouth, chin, cheeks.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the greeting and farewells. (Song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Key Words: remembering a new word by using auditory and visual links.	**2.** This strategy was applied with the student when teacher taught the face parts. Then, students comprehended and learned some vocabulary.
3. Listening for specific information: This strategy focuses on getting students' attention on specific words or details in a listening exercise.	3. This strategy was applied when the students were fillings gaps with "face parts" and match with the images to improve vocabulary.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They had a great comprehension and followed the correct instructions.	

WORKSHOP No. 6: Body parts.

Learning objective: identify the body parts.

Song: Head Shoulders Knees & Toes.

Vocabulary Learning: Head, shoulders, knees, toes.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the greeting and farewells. (Song). Then he showed some flashcards (key words) that are presented in the video and song.
3. Predicting: saying what students think will happen. This strategy searches students guess about the main topic.	**2.** This strategy was applied when teacher said to the students "today, we going to work body parts". The students thought in the vocabulary or words.
3. Listening for specific information: This strategy focuses on getting students' attention on specific words or details in a listening exercise.	3. This strategy was applied when the students were fillings gaps with "Good morning song" and match with the images to improve vocabulary.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They had a great comprehension and followed the correct instructions.	

WORKSHOP No. 7: Body parts II.

Learning objective: identify the body parts II.

Song: One little finger.

Vocabulary Learning: Head, chin, arm, leg, finger, foot.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the body parts II (Song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Key Words: remembering a new word by using auditory and visual links.	**2.** This strategy was presented with the vocabulary seen in class. Students comprehended and learned the words
3. Listening for specific information: This strategy focuses on getting students' attention on specific words or details in a listening exercise.	3. This strategy was applied when the students were fillings gaps with "Body parts II" and match with the images to improve vocabulary.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They identified with their own body the parts.	

WORKSHOP No. 8: Family members.

Learning objective: tell about the family.

Song: finger family.

Vocabulary Learning: Father, mother, brother, sister, baby.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the family members. (Song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Brainstorming: Thinking of as many new words and ideas as students can	**2.** This strategy was useful when teacher presented the topic and the students gave word with relation to the subject.
3. Key Words: remembering a new word by using auditory and visual links.	3. This strategy was applied when the teacher gave the vocabulary, according to the title.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They achieved have a great comprehension singing a song using puppets.	

WORKSHOP No. 9: Food.

Learning objective: tell about the food.

Song: The food.

Vocabulary Learning: Oranges, apples, chips, candy, carrots and junk food.

Learning strategies	Application and results
1. Picture exploration: this strategy is used to describe the images that accompany the listening exercise.	1. This strategy was used in the classroom at the beginning of the class; the teacher played an audio about the greeting and farewells. (song). Then he showed some flashcards (key words) that are presented in the video and song.
2. Key Words: remembering a new word by using auditory and visual links.	**2.** This strategy was applied with the student when teacher asked about general meaning of the song and the different situations in relation with images. Students used keywords} to construct the schema greetings.
3 Imagery: relating new information to visual concepts in memory via familiar easily retrievable visualizations, phases or locations.	3. This strategy was applied when the students were fillings gaps with "food" and checked the preferences food.
4. Using non-verbal clues: In this strategy teacher uses non-verbal elements such tone of voice, gestures and facial expressions.	4. This strategy was applied all of the time when teacher performed different movements and gestures that students followed and carried out commands with their body's movement.
Main Results	
Students showed great enthusiastic with the video-song. They could recognize new vocabulary and understand the meaning of the song. They identified vocabulary about healthy food, junk food and dessert. Students choose their preferences.	

Oxford, R.L., 1990: Language Learning Strategies: What Every Teacher Should Know. Boston:

Heinle & Heinle

6.1.4. Reflection

Latief define this step like

> the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflection also shows what factors support the success of the strategy or what other problems may occur during the implementation process (Latief M., 2009).

It was consisted in the evaluation and describing of the effects of the concepts worked with the second-grade learners in their academic process. A final test was applied for measure if the training applied has any effect in students learning process. The comparative graphic shows how students could improve their understanding skills. The different results are shown down.
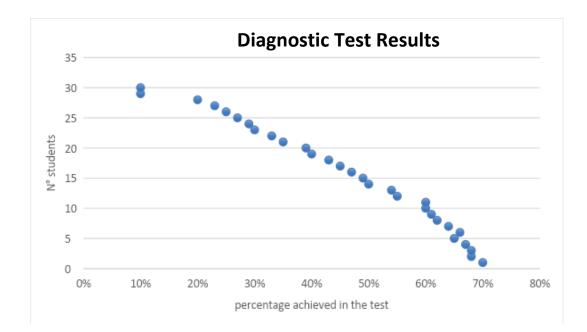
Diagnostic Test Results

Illustration 13. In this graph shows that more than 10% of students are failing the test, they are not getting good scores, just a few of them reached 70%. Students get incomprehensible input, they do not understand teacher instructions, some of them asked in their mother tongue. they don't recognize the vocabulary and just color according to their choices.
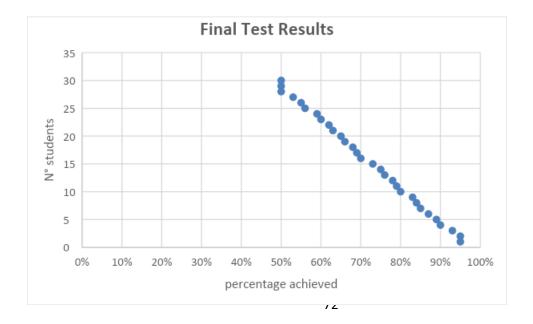

Final Test Results

Illustration 14. it can appreciate that the learners achieve the aim and they improve in their results. The students had improve Final Test on Diagnostic Test were in a stage incomprehensible, at the time of learning of a new language. But, according to the results they had a comprehension. They identified and used the vocabulary learned.
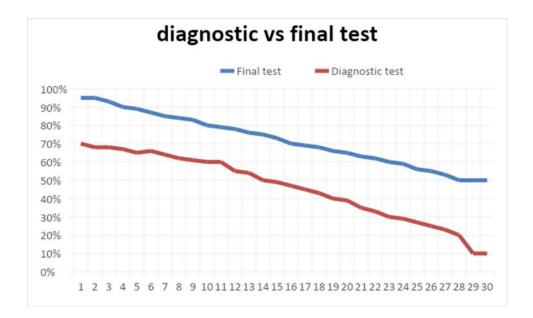
diagnostic vs final test

Final test   Diagnostic test

Illustration 15. In this process, the results were encouraging, because when students presented the diagnostic test results showed they failed their test. Contrary on the final test, more than 80% could improve an increase in their process finding a certain audio comprehension and recognizing and use the new vocabulary.

Students' motivation and interests in learning English were enhanced thorough TPR. In addition, TPR is also effective when working as a result student started to say more words in English that in the first language. Students performed with energy some activities such as moving their body, singing, and therefore, improving their listening and speaking skills. The apprentices' learning was based on songs, TPR method, movement of body and oral dialogues about the vocabulary of songs projected in classroom.

7. Conclusions

The general objective proposed in this project was achieved correctly by the students, since they improved their listening comprehension skills through the use of songs. They could develop their comprehension abilities. Furthermore, speaking skills were achieved with conversations between classmates.

TPR method is made to improve the stress, the coordination and the students' motivation. This learning is carried out by the students when teacher mentions some commands and learners listen to teacher and follow instructions and listening strategies are based in classroom through the songs to reinforce vocabulary and motivate the students' enthusiasm and participation.

Students have a best comprehension in their learning of a new language. Furthermore, they can improve the auditory comprehension through songs teaching and their speaking skills by the repetition of the words or the new vocabulary. In short, thanks to those elements, the students reinforce their skills to face the learning of the second language.

Specific Objectives were completed. The pedagogical strategy was comprehended through songs and TPR method, which were motivational for students. These results are obtained with relation the preferences of students' learning. According to the strategies of motivation, students played to participate and recognize vocabulary, So, they sang songs to improve and have a certain comprehension through rhythm and melody.

8. Recommendations

Students should practice their listening comprehension through songs. They can improve with audio activities to understand, to learn, vocabulary of the easy way, learners choose keyword to identify and comprehend the vocabulary

Students need interesting songs to help in their learning, the songs that be flashy and entertaining. These songs have to engage the students with help of the rhythm and melody, the musical videos for the children should contain basic vocabulary. The children need motivation and some teachers implement strategies that aren't necessary for them, children of early ages require in their academic process methods to achieve in their learning a perfect comprehension.

Teachers have to show alternatives for that the children's learning be compressive, teachers have to make a diagnose to identify difficulties or problems in their learning. So, they have to design a plan, depending of the results proposal a new plan. Teachers should have account the students' needs, not everyone learns the same way.

The children's learning can make satisfactory, if the teacher chooses a repertoire of songs for kids like Good morning, five little monkeys to identify beginner vocabulary. Furthermore, the teacher plays a song, for instance Daddy fingers. Learners can accompany the song with puppets to familiar with the song.

Teachers can make a class with TPR method (Total Physical Response), it is important because it reduces the stress and increase the motivation for the classes are fun. They can perform actions and commands to have a coordination and motor activities to begin the class with energy and motivation.

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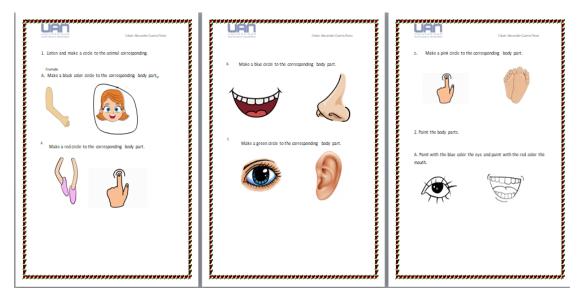
11. Annexes

Anexo A. Questionnaire of student's like and dislike.

Put the check ☑ on the like or dislike.

	like	dislike
1. Do you like this class?	✓	
2. Do you enjoy this class?	✓	
3. Do you learn Good morning?	✓	
4. Can you sing the song?	✓	

Anexo B. Students singing the song "Good morning".

Anexo C. Diagnostic test II about body parts.

Anexo D. Students singing the song "Five little monkeys".

Anexo E. Students singing the song "Family fingers".