

The importance of music in L2 acquisition

Innovation and research project

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INDEX

INTRODUCTION	3
JUSTIFICATION	4
Krashen's Second Language Hypotheses	5
Gardner's Theory of Multiple Intelligences	6
METHODOLOGY	7
Aims	7
Participants	8
Instruments	8
Surveys	8
Available resources	9
Procedure	10
Phase I: Development of the questionnaires.	10
Phase II: Collection of questionnaires and analysis of resources.	11
Phase III: Analysis of data.	11
Analysis of the students' survey	11
Analysis of the Teachers' Survey	19
The implementation	19
Phase IV: Proposal of teaching resources aimed at improving the learning of English.	21
CONCLUSIONS	23
BIBLIOGRAPHY	24
APPENDIX	25
Apendix I	25
Apendix II	27
Apendix III	30

INTRODUCTION

Music is an essential learning tool because it is part of our identity, it also supports us in the development and practice of listening skill, pronunciation, and vocabulary acquisition. Since an early age we identify words and objects through the songs, so it is assumed that this process can be applied to the education and to the learning of a foreign language, in this case English.

Since the moment we are born we listen, we transmit and feel through musical manifestation. We hear the singing of birds, lullabies sung by our mothers and thus music becomes in a universal and transcendental language in our lives.

Using music extensive information music is also acquired from the social and historical context of the language. It is also regarded as a vehicle of the language, because it offers opportunities to practice areas which are difficult for some students, areas or features supra-segmental of communication, such as rhythm and intonation, and of course it is an important source of vocabulary. Therefore, music supports the content for the learning of language and the language learning process.

Musical ability is recognized as the one of the seven forms of intelligence, although all of them occupy similar space on the brain and equal importance in the development of the global intelligence. Gardner (1993).

Songs are not correctly used in the classroom, that is to say they do not just create a friendly and communicative used atmosphere among the students, they should offer much more in practice. They offer an emersion in the culture, especially through the stories and myths from other societies, in this case from English speaking community.

According to Oller (1993) *"teachers should be more innovative and creative, and they must use a wide variety of activities to strengthen, enable and motivate students to learn."*

JUSTIFICATION

The reason why we chose this subject for a project is that we consider the music to be a central aspect of language learning acquisition. That is to say we consider music to be central to create relaxed, interactive and dynamic environment in which students will gain confidence and fluency in the English-speaking.

From our point of view, we believe that songs stimulate a natural accumulation of vocabulary that students will be able to use in real life situations.

This project describes the theoretical and practical reasons for using music on a weekly or daily basis in the teaching of foreign languages.

To this end, we decided to implement this project in the state high school "Miguel de Molinos". The experimental group chosen to carry out the project has been 14 students of 2nd year of ESO who belong to the bilingual program at the center was set up.

The bilingual program regulated by the British Council tries to instill their culture in the students helping them by understand their artistic manifestations. During the period of our teaching practices we could collaborate with them in the Irish cultural week checking the effectiveness of the music. For example we used songs such as "Molly Malone" and "Whiskey in the jar" immersed in a context, to help students to develop the four basic skills and also to learn more about Irish culture.

Krashen's Second Language Hypotheses

Following the “Nativist Tradition” of Noam Chomsky (1965), which say that all human beings are born with the predisposition to acquire a language. Krashen developed his five hypotheses, being the best known of which are referred to as the “Input” and “Affective filter” hypotheses. According to Krashen's Input Hypothesis, new, unfamiliar vocabulary is acquired when its meaning in a context is made clear to the learner. Meaning is transmitted with the help illustrations, actions, photos and realia. Krashen refers to "comprehensible input" when the linguistic input is made comprehensible to the second language learner. Krashen says that the amount of comprehensible input is proportional to the amount of vocabulary acquired. Thus, according to Krashen (1989), vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary, and picture illustrations clarify the meaning of unfamiliar words. There is evidence that picture illustrations succeed at supporting the reading process clarifying the meaning of incoming verbal information (Hudson, 1982; Omaggio, 1979; Mueller, 1980; Bradsford and Johnson, 1972). In short, meaning is critical to the acquisition of second language vocabulary.

The use of music in the second language classroom is consistent with both of Krashen's hypotheses. When second language learners hear “story songs”, that is stories which have been set to music, it is possible to assimilate and acquire vocabulary. As in the case of orally-read stories, story songs which are presented with picture illustrations, photos or gestures provide the necessary extra linguistic support which results in language acquisition. Furthermore, because of the positive effects which music has upon second language learners, story songs may motivate and captivate the attention of second language learners in ways that oral stories cannot.

Krashen's second hypothesis, the “Affective Filter hypothesis,” also refers to the use of music in the second language classroom. According to this hypothesis, the extent to which linguistic input is received from the environment depends largely upon the learner's “affect”, that is his inner feelings and attitude. Negative emotions, functioning much like a filter, can prevent the learner from making total use of the linguistic input from his environment. Therefore, if he is anxious, unmotivated, or simply lacks

confidence, language acquisition will be limited. Therefore, a positive mental attitude has to be present in the interest of the second language teacher to provide an environment which evokes positive emotions. Music does precisely that. Whether learners simply listen to instrumental music, vocals in the target language, or sing in unison, it is a pleasurable experience. Furthermore, as reported in the literature, singing songs in unison produces a sense of community and increases student confidence when speaking the second language. In others words, music lowers the “affective filter” and brings about language acquisition.

Gardner’s Theory of Multiple Intelligences

The use of music in the second language classroom is supported by the work of still another theorist, Howard Gardner (1993). According to this psychologist, there exist eight distinct types of intelligence: musical, spatial, logical, linguistic (verbal), logical-mathematical, bodily-kinesthetic (movement), interpersonal (understanding others) and intrapersonal (understanding self) and naturalist (observing and understanding natural and human-made patterns and systems). Brain research supports the notion that these distinct abilities appear to be independent of one another. That is, patients experiencing difficulties in one location in the brain do not generally experience problems in other areas. To him, all humans are born with a propensity to excel in all of these areas, yet their ability to bring these up to date is largely dependent upon the influences of culture, motivation level and experiences (1998). As a result, most individuals tend to excel in only one or two of these areas. There are several implications for educators. First, Gardner believes that it is the responsibility of educational institutions to cultivate these intelligences. Also, educators need to be reminded that historically schools have focused on the development of only two of these intelligences: linguistic and logical/mathematical skills. Such a perspective is narrow since humans possess a greater number of intelligences,

According to Gardner, given this, schools need to acknowledge and foster a broader range of intelligences. Therefore, teachers need to instruct in ways that tap a wide variety of intelligences. Although it is impossible to tap all intelligences at all times, teachers need to incorporate a variety of strategies. Using music as a vehicle for second language learning is consistent with Gardner’s theory of multiple intelligences. Music

can be used in any number of ways to instruct the second language to second language learners. Students may listen to instrumental background music while writing an essay. To elicit verbal responses, students may be asked to listen to classical or jazz music. In order to acquire new vocabulary, students may listen to a song that tells a story while the teacher points to picture, illustrations of key vocabulary words. Students may learn to sing songs with lyrics containing key target language structures. Clearly, there are numerous ways in which music can be used to instruct the second language, so students will also cultivate the musical intelligence which Gardner speaks of. Furthermore, those students who have superior musical intelligence will benefit ever more.

METHODOLOGY

The following study has been based on our observation and the results which we have obtained during Practicum II and III at the State High School Miguel de Molinos, with a group in the second year of ESO.

Aims

Our proposed objectives are:

- ♦ To promote the use of and production of music as a tool of encouragement and motivation in the development of the skills in English.
- ♦ To offer a tutorial on the correct use of music as a tool in the English classroom.
- ♦ To analyze the uses of music in the educational of our case study the High School.
- ♦ To show the development of the learning strategies as a result of our experience.
- ♦ To demonstrate the degree of influence and effectiveness of music in the English learning process.

Participants

Before starting our project, we considered it important to know the context in which we were going to put into practice our reaching method. As we said before, the subjects of our study have been supposedly bilingual students in the second year of ESO. This bilingual program is regulated by the British Council. We should say that these students came from a bilingual Primary School called Jose Antonio Labordeta.

We could see that the bilingual classes were dynamic, distended and also entertaining because the teacher used a great variety of strategies such as reading books and preparing different cultural events like Saint Patrick's day, etc

It is important to say that they have a Native English language assistant who collaborated in the practical teaching of the language so the level of these students corresponded to an intermediate level. For all these reasons we decided to work with them.

Instruments

Music is something easily accessible, for this reason, we decided to plan some activities with songs taking advantage of the audio provided by the High School.

Since the implementation of the program web 2.0, we have been able to use the digital board and also the radio cassette, internet, tablet pc for students, etc. These resources have favoured the use of the ICT.

Surveys

We have also conducted some surveys to find out the interests of our students, because we consider it very important to motivate/ captivate their interest in the activities. These surveys [see Appendix1] show their interests and also their habits with regard to music.

The questions which appear in them were selected mainly in order to answer the following questions:

- Do you like learning through music?
- What kind of music is your favourite?
- How do you like to work with music?
- Are you used to working with music?

Furthermore, we designed a survey directed at the teachers to find out their point of view as well with regard to music, and to answer these questions:

- Do you use music in class as a learning tool? Why? Why not?
- How do you use it?

We will talk later about the analysis of the results we achieved from all these surveys.

Available resources

The resources provided by the school have been useful to carry out different activities. Through internet, students have worked on websites such as: <http://www.masterkeyenglish.com/blog/> . These kinds of websites provide the learners with some resources which enable them to learn their favourite lyrics easily. In internet, we can also look for video-clips which that illustrate stories, promoting a better understanding. Moreover, internet can provide you with information about singers, music culture, etc.

In the Appendix III (page9): you can also find the activities we carried out with the students which show how you can work with a song apart from “fill in the gaps” activity.

In the implementation of the project and in phase IV we will explain how these activities work in a real context, and we will also provide information about some activities you can put into practice in your lessons.

Procedure

We have followed four stages in order to achieve our aims. This part contains the procedure of our research divided in phases which we carried out along the elaboration of this project.

Phase I: Development of the questionnaires.

Before using the music in our lessons it would be advisable to carry out a survey among our students to know what kind of music they like, and how they like to learn English [see appendix I:]. Our idea was to use the music which they are used to listen because it is the base of their motivation. In our opinion, it is an outstanding point to know the interests of our students, because it is important to keep them motivated and to encourage their participation and create a comfortable atmosphere in class.

If they really like the songs that we use in the activities they will be more interested to understand them. If we are careful with the choice of the goal which we have to achieve, even the students with more difficulties will be able to take advantage of the activity.

Songs could be a source of interest and motivation which come from the real world being able to go deep into our students. There are many activities you can do with a song to favor the second language acquisition of the learners.

Secondly, we consider to carry out another survey directed to the teachers from this High School to know how they use music in their lessons, and what their opinion about it are [see appendix II].

Phase II: Collection of questionnaires and analysis of resources.

To carry out our project it was necessary to know the resources we had in order to start implementing our project.

First, after the collection of the questionnaires, our work was to prepare different activities and to begin to search for songs which would meet the requirements of our students. It was very important to take into consideration students' interests to obtain successful results.

We didn't have enough cooperation from the teacher's team so we had to try and anticipate difficulties because we didn't have any point of reference from which to begin our work. We decided to design different activities to do research into which one would be most successful for future use.

On the other hand, the resources available to use at the High School us were:

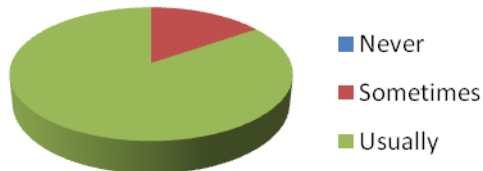
- ♦ A digital board and an internet connection: these resources were useful because, as we have said before, the video clips help improve comprehension of lyrics, through subtitles and the images.
- ♦ A Master computer for the teacher's use, which could project material for whole class to see.
- ♦ The School, in turn, had a complete arsenal of materials; dictionaries or technological equipment for making materials, etc, at its disposal.

Phase III: Analysis of data.

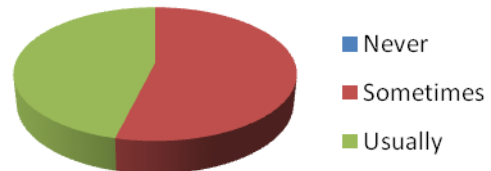
Analysis of the students' survey

Through the survey (appendix 1) we carried out on the students we obtained the following results:

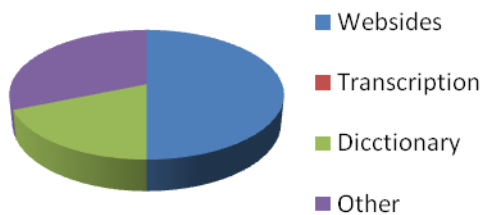
1. Do you listen to English Music?



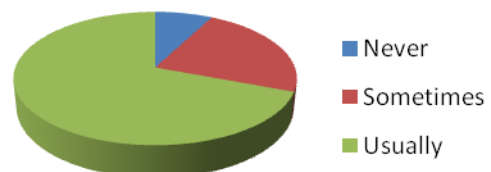
2. Can you understand the lyrics?



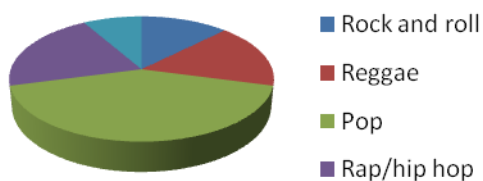
3. How do you learn lyrics?



4. Do you download music?



5. What type of music is your favorite?



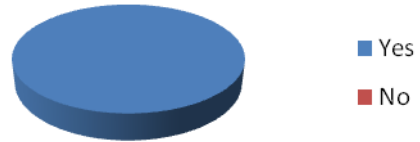
6. Who is your favorite singer or what is your favorite band in English?

Marnoon five, LMFAO, Cold play, Bob Marley, Elvis Presley, the Beatles, Jenifer Lopez, David Guetta, One Direccion, Adele, Rihanna, Madonna, Katy Perry

7. Is there a song you can think of that has deep significance for you? What is it? Why is it significant?

Free answer.

8. Do you like watching the video-clips of the songs?



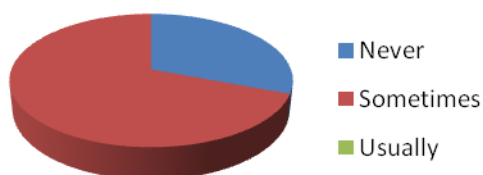
In the first part of the survey, we can find general information about the music habits of the students. The results show that music is an element which is present in the daily life of the students. Most of them listen to music, download songs and working with the lyrics through internet, they also try to memorize the lyrics listening the song several times. We can say that students identify with music, so these factors have been useful when putting our project into practice.

Regarding the kind of music they like, Pop music is the most outstanding, so we tried to work with this type of music in order to keep the students motivated. As we have said throughout this project, it is important to take into account the student's interests. All these aspects facilitated their participation in the activities carried out.

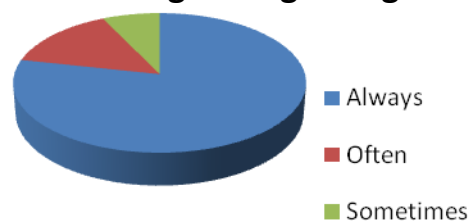
We provided them with extra linguistic support such as the video-clips of the songs which gave them a visual point of reference so then they could understand the context of the song better.

We found in internet using the web 2.0 program.

9. Does your teacher use music in class?



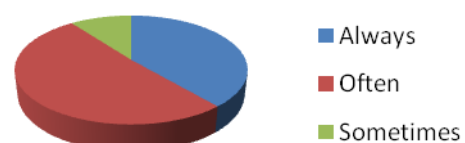
11. In class, I like learning through songs.



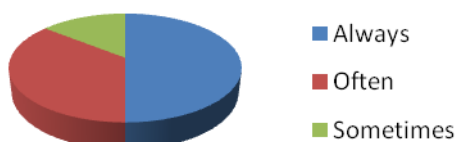
10. What is your main reason for learning English?

We find different answers such as: to work, to travel, to know another language and grammar, like it, no answers.

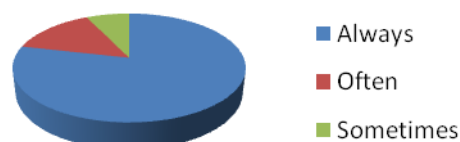
12. In class, I like listening to and using cds.



13. In class, I like learning through games



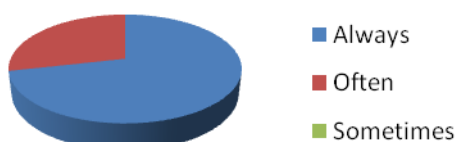
14. In class, I like learning through pictures, films and...



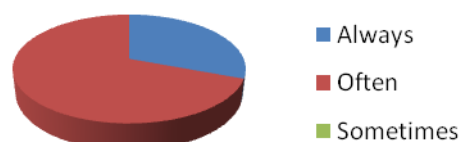
The results in the first part of the survey demonstrated that students like working with music, in the second part we can see that songs are not worked enough in English lessons. For this reason, we found interesting to evaluate aspects such as: they like to learn through games, therefore we will try to promote the use of them in the implementation of our project as well as visual supports to complement their learning. The results reveal that students are supporters of innovation and not traditional methods. It will be an advantage to work with a small group because we can carry out some groups activities, so the cooperative learning will be present in the development of this research.

The motivation to study English among these students is promoted by several reasons. They consider English as a useful tool to their future, so using songs in their learning process provide them real contexts which do not appear in text books.

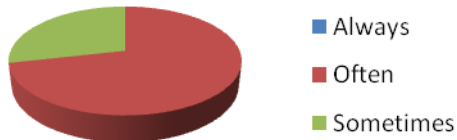
15. I like teacher explains everything to us.



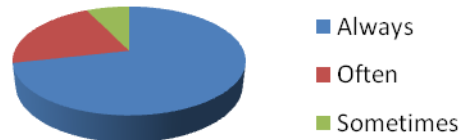
16. I like teacher helps me to talk about my interests.



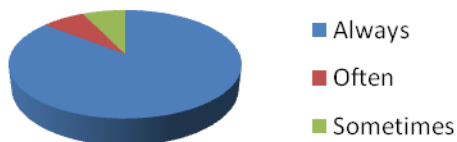
**17. I like studing
English by myself
(alone)**



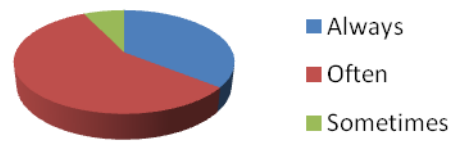
**18. I like learning
English working in
pairs.**



**19. I like learning
English in small
groups.**



**20. I like learning
English with the
whole class.**



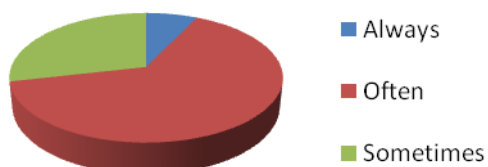
The students always preferred to have clear constructions about what to do. Therefore, one of our goals was be precise with our instructions.

Students do not like learning alone, as far as possible we avoided this. We promoted tasks in small groups or pairs. The fact that we carried out this type of activity made tasks easier, because, by not working alone, the students always had a peer who could help them.

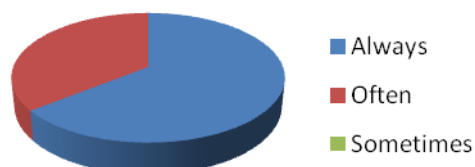
It is important to take into account the relative learning speeds of the students in the activity groups. An effective way to make groups would be to use the following chart which was established by Spencer Kagan (1990). He proposed that group work should be done in groups with mixed learning speeds. The following table shows how a group of four can be made up. Similarly, different combinations are possible for pairs (horizontal groups- avoiding the low and high level combination)

Low	Middle low
Middle high	High

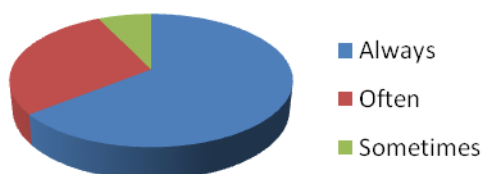
21. I like studing grammar.



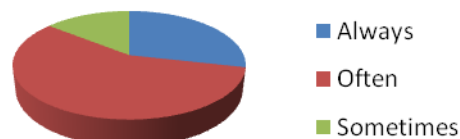
22. I like learning new words.



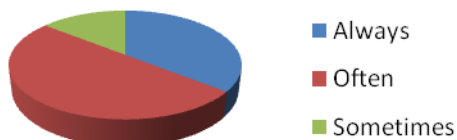
23. I like practicing songs.



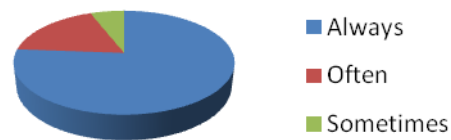
24. I like learning English words reading them



25. I like learning English words hearing them



26. I like learning English words doing something.



27. At home, I like learning using my favorite songs.



Finally we focus our questionnaire on learning and how our students like to acquire their knowledge. First it is important to say that this was an active and eager group, so there was good participation and interaction. They preferred to learn new vocabulary with visual supports as well as by reading and listening. Therefore, new vocabulary or structures were noted down in their notebooks after hearing to consolidate the learning process and make the words easier to remember in the long term.

We have the view that music will improve their pronunciation as well as their knowledge of many other areas such as vocabulary, grammar, etc. This questionnaire demonstrates that students like music, something which promotes foreign language acquisition. Therefore we provided material for the students to be able to work at home in a playful way. This avoided the dangers of the passive listener.

In conclusion, this questionnaire has been our main source of information to know the reality about the importance of music for the children and how this can be used to help them to learn English.

Analysis of the Teachers' Survey

Our main goal is to know: how, when and why music is used in classroom.

-Do they consider it useful or not to use music in the acquisition of a second language?

Most teachers consider that songs are very useful in the acquisition of the English language and they use them in class in a timely way. They argue that songs are useful to develop the student ear, to learn new vocabulary and to review grammar, because music brings the students in contact with colloquial English and some songs provide relaxation and awaken the students to the taste for English. It is a different method of learning.

Following this point, we will show you the reasons why teachers consider songs as a useful resource. The main abilities to pronounce well and the ability to learn new vocabulary quickly are improved with the use of the songs in the learning process.

On the other hand, sub-skills such as intonation, correct use of grammatical structures and speaking are also present.

These teachers expressed that the activities carried out are usually "fill in the gaps" or reorder the sentences. Rarely, they used an integrative group technique.

The modern Integrative method in Education means that language learning in school happens at the same time as the development of other abilities, such as creativity and individual investigation. One example of the integrative approach is the integration of language learning with musical appreciation development.

Phase IV: Implementation of the project.

The implementation

Through our observation and experience we can say these students are not used to working with songs in class, so we think that it is better to begin to work with songs from an earlier age. We did some activities with songs which they like, so they were motivated and participative. After finding out their favorite singers and types of music, we followed the three steps established by Lems (1996) y Poppeton (2001) to choose the songs:

- 1- The lyrics of the songs have to be clear and heard clearly.
- 2- The semantics of the song must be appropriate to the level of students.
- 3- The songs have to be reviewed to avoid controversial contents.

However, as we said before, an essential criterion which has to be in mind before selecting a song is the aim didactic purpose of the lesson. There are many reasons for using a song as a resource in the second language class such as:

- To provide a variety of worked skills: (listening, reading, writing and speaking).
A song allows you to work the four basic skills in two stages. The first stage develops the listening and reading skill when you are hearing and listening the song, and in the second stage the students can produce oral or written outputs.
- Exposition to English phonetics: (pronunciation, stress, rhythm, rhyme). One of the most difficult things about this foreign language is the difference between the pronunciation and spelling so using songs you can work on it.
- Learning about grammatical and lexical points: a positive aspect about using songs is that you can see the grammatical points learned in class in a real context. Moreover, the students can learn colloquial expressions which do not appear in the textbooks.
- Introduction to socio-cultural and educative aspects: using songs, teachers can promote educational values.
- Translation technique: some teachers do not agree with this technique in the leaning process, however in some moments it is beneficial for the students because they can see the difference between their mother tongue and the second language reflecting on their differences and resemblances to reinforce the second language.
- Adequate atmosphere: working with songs allows the students to be relaxed and at the same time motivated.

As we said before, we carried out some activities taking into account the information we got from the questionnaires. Some of this activities were individual (“why don’t you continue?”, “fill in the gaps” and “order the song”) and some were in groups (comic strips and debate club). The group activities had better results than the individual ones. In general the students were very participative in all the activities because all of them loved the songs we used. In the next chapter we will explain the development of some of these activities.

In short, the most important reasons for using songs in the second language acquisition are the following: to motivate and create interest in the students in the English language and to teach a foreign language in a funny and interesting way.

Phase IV: Proposal of teaching resources aimed at improving the learning of English.

Using music in the classroom is an effective way for teachers to achieve successful learning with L2 learners. In this chapter we propose some activities to carry out in L2 lessons using music. These activities are not the typical activities such as “fill in the gaps” or “correct the mistakes”. Students will be more involved in the activities and individually responsible for their learning. There are lots of activities to carry out with our students, it is only necessary to be creative and take into account their interests. Some of them are detailed below:

- Does it really rhyme? In this activity, students have to look for words in order to make rhymes, so they can use all the vocabulary they know.
- Comic strips: story songs can be used to promote cooperative learning. In this kind of activity students are divided into groups and the song is divided into strips. Each one has to represent a part of the song. They can to the story or change it. It is important to select the song carefully, being sure that students understand it. We did this activity with our students. The song we used was *Imagine*, The Beatles. They enjoyed performing this song so much. Before the performance, we were working on the vocabulary so that the students could understand the story of the song.
- Debate club: it is possible to create a debate among out students, so we can use a song to introduce and talk about topics. We used a song by Coldplay in order to talk about the story of the group. They were very motivated and participative because they liked this group.
- “Why don´t you continue?” We can carry out this activity giving them a song with some sentences deleted and they have to complete them through listening or they can complete them as they want. This activity was carried out with a song by Bruno Mars. They could use their vocabulary and grammar structures to complete the song. It allowed them to use their knowledge and imagination.
- It is also possible to carry out some projects with the whole class. For instance you can divide the class in small groups. Each group has to choose a song and work on in order to prepare an activity to be carried out by classmates.

Activities have to be adapted to the level of the students, so you can include reinforcement of the vocabulary in order to make it easier for low levels. You don't need to include them if the level is higher. You can also use visual supports such as photos, videos, realia, etc to promote a better understanding.

To sum up, it is important to know the context where you are teaching to achieve successful results.

CONCLUSIONS

The conclusions we have achieved in relation with our work research and its implementation are the following:

- Songs are useful tools to develop the basic skills
- Songs can connect the students with real contents
- Students can learn quickly in a familiar environment
- It is important to work on the songs properly in order to achieve successful results
- Teachers should receive more training about how to work with music.

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APPENDIX

Appendix I

Using Music to Teach English to Learners of English

Answer the following questions:

1- Do you listen to English music?

Never ☐ Sometimes ☐ Usually ☐

2- Can you understand the lyrics?

Never ☐ Sometimes ☐ Usually ☐

3- How do you learn lyrics?

- Websides
- Transcription.
- Diccionary
- Other: _____

4- Do you download music?

Never ☐ Sometimes ☐ Usually ☐

5- What type of music is your favorite?

<input type="checkbox"/> Rock and roll	<input type="checkbox"/> Rap/ hip hop
<input type="checkbox"/> Reggae	<input type="checkbox"/> House
<input type="checkbox"/> Pop	<input type="checkbox"/> Other: _____

6- Who is your favorite singer or what is your favorite English band?

7- Is there a song you can think of that has deep significance for you? What is it? Why is it significant?

8- Do you like watching the video clips of the songs?

☐ Yes
☐ No

9- Does your teacher use music in class?

Never ☐ Sometimes ☐ Usually ☐

10- What is your number one reason for learning English?

11- In English class, I like learning by songs.

☐Always ☐Often ☐Sometimes

12- In class, I like listening to and using CDs.

☐Always ☐Often ☐Sometimes

13- In class, I like learning through games.

☐Always ☐Often ☐Sometimes

14- In class, I like learning through pictures, films, videos.

☐Always ☐Often ☐Sometimes

15- I like the teacher to explain everything to us.

☐Always ☐Often ☐Sometimes

16- I like the teacher to help me to talk about my interests.

☐Always ☐Often ☐Sometimes

17- I like studying English by myself (alone).

☐Always ☐Often ☐Sometimes

18- I like learning English working in pairs.

☐Always ☐Often ☐Sometimes

19- I like learning English in a small group.

☐Always ☐Often ☐Sometimes

20- I like learning English with the whole class.

☐Always ☐Often ☐Sometimes

21- I like studying grammar.

☐Always ☐Often ☐Sometimes

22- I like learning many new words.

☐Always ☐Often ☐Sometimes

23- I like practicing sounds and pronunciation.

☐Always ☐Often ☐Sometimes

24- I like learning English words seeing them.

☐Always ☐Often ☐Sometimes

25- I like learning English words hearing them.

☐Always ☐Often ☐Sometimes

26- I like learning English words doing something.

☐Always ☐Often ☐Sometimes

27- At home, I like learning using your favorites songs.

☐Always ☐Often ☐Sometimes

Appendix II

Using Music to Teach English to Learners of English

Take the survey below:

Investigating how teachers use music—particularly songs and chants to teach English to students (ages 12-18).

Your personal opinion regarding the use of music in teaching young learners is very important, so please answer as sincerely as possible.

This will assure the success of this study. We hope that this allows you the opportunity to reflect upon your teaching.

1. Think about the average lesson. Check the activities that you do.

- | | |
|--|--|
| <input type="checkbox"/> Listening music and watching videos (chants/songs). | <input type="checkbox"/> Playing instruments |
| <input type="checkbox"/> Activities in the student book | <input type="checkbox"/> Reading books |
| <input type="checkbox"/> Saying chants (words spoken in a rhythmical beat) | <input type="checkbox"/> Playing games |
| <input type="checkbox"/> Singing songs (words set to a melody) | <input type="checkbox"/> Moving to music |
| <input type="checkbox"/> Patting or clapping the beat | <input type="checkbox"/> Doing workbook activities |
| | <input type="checkbox"/> Other:_____ |

2. Do you carry out musical activities with your students? Yes/No.

3. Think about when you use music in your teaching practice.

- | | |
|--|---|
| <input type="checkbox"/> To introduce new vocabulary. | <input type="checkbox"/> At transition times, such as clean up, as a way to manage changes from one activity to the next. |
| <input type="checkbox"/> To practice grammar patterns. | |
| <input type="checkbox"/> To practice a dialogue. | <input type="checkbox"/> In programs, such as Christmas or graduation, as a way to show |

- ☐ At the end of a lesson because learners love to sing or chant in English on their

own while leaving class.

- ☐ Other: _____

4. Think about the purpose of using music to teach English.

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Because my students like music. <input type="checkbox"/> As motivation. <input type="checkbox"/> As a way to teach students about culture. <input type="checkbox"/> To build my students' pronunciation skills. <input type="checkbox"/> To help my students speak English more naturally. <input type="checkbox"/> To help my students feel the rhythm of English. <input type="checkbox"/> To give me a break while my students listen to the CD. <input type="checkbox"/> Because it builds my students' confidence in speaking English. <input type="checkbox"/> Other: _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Because my students can move with music to learn language in a kinaesthetic way. <input type="checkbox"/> Because my students remember language from music in later classes. <input type="checkbox"/> Because young learners learn best through active learning using music. <input type="checkbox"/> Because music is suggested in the "natural approach" for teaching English to beginners. <input type="checkbox"/> Because students develop a sense of group harmony through music. <input type="checkbox"/> Because I believe that music is a powerful strategy for teaching young learners. |
|--|---|

7. How do you teach a chant/song to your students?

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> I model the chant/song. <input type="checkbox"/> I point to picture cards as the students chant or sing. <input type="checkbox"/> I write the lyrics on the board, pointing out each word. <input type="checkbox"/> I create a rebus drawing using both words and picture. <input type="checkbox"/> We do movement and gestures to represent the words. | <ul style="list-style-type: none"> <input type="checkbox"/> I say or sing the chant/song, without the CD or cassette. <input type="checkbox"/> We practice the chant/song with the CD or cassette. <input type="checkbox"/> I use more than one strategy. <input type="checkbox"/> Other: _____ |
|--|---|

8. What difficulties have you experienced with chants/songs?

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> The words on the CD or cassette are too fast for students to join along. <input type="checkbox"/> The CDs or cassettes are expensive to purchase. | <ul style="list-style-type: none"> <input type="checkbox"/> I don't have the CD or cassette to know how the chant/song should sound. <input type="checkbox"/> I have a difficult time keeping a beat. |
|---|---|

- ☐ There is a pause in the chant/song where there are no words, so I don't know what to do.
- ☐ I have had little training to teach chants/songs.
- ☐ I don't have enough time to teach the lesson along with the chants/songs.
- ☐ I never learned English using chants/songs.
- ☐ My students don't like chants/songs.
- ☐ The administration doesn't support the use of music.
- ☐ I have not experienced any difficulties.
- ☐ Other: _____

9. What makes chants/songs effective for learning language?

- ☐ Chants/songs reinforce the natural rhythm of the words.
- ☐ Chants/songs are a fun way for students to learn, creating a happy learning environment.
- ☐ Students remember chants/songs long after their lesson, as if "the songs are stuck in their heads".
- ☐ Students feel that they are a part of their class by saying a chant/ singing a song together.
- ☐ Chants/songs are easy for teachers and students to repeat many times in class
- ☐ Students develop fluency in speaking English.
- ☐ Students can build pronunciation skills.
- ☐ Chants/songs are motivating for students.
- ☐ Students become more confident by repeating chants/songs/videos.
- ☐ Chants/songs can be used to show parents student progress.
- ☐ Chants/songs allow students to move and speak.
- ☐ Chants/songs allow students to express themselves.
- ☐ I don't believe chants/songs help my students learn.
- ☐ Other language: _____

11- If you use the music as a resource in English lessons. Do you take the interests of your students into account? Yes/no. why?

Appendix III

Clocks



Coldplay

This UK band shot to prominence on the back of excitable comparisons to Jeff Buckley and Radiohead, for many commentators the twin figureheads of tortured white rock music in the late 90s. In reality, Coldplay's inoffensive and slightly bland acoustic rock songs bear stronger comparison to the hugely successful Travis. The band was formed in January 1998 by UCL students Chris Martin (b. 2 March 1977, Exeter, Devon, England; vocals), Jon Buckland (b. 11 September 1977, London, England; guitar), Guy Berryman (b. 12 April 1978, Kirkcaldy, Scotland; bass) and Will Champion (b. 31 July 1978, Southampton, Hampshire, England; drums). Self-financed demo sessions were productive enough to warrant the release of the Safety EP in May. One of the tracks on the EP, 'Bigger Stronger', earned the band excellent notices in the UK press. They appeared at September's In The City showcase for unsigned bands, but a performance at London's Camden Falcon in December, where they were watched by influential journalist and Fierce Panda Records' co-founder Simon Williams, provided the band with their big breakthrough. A one-off single for Fierce Panda, 'Brothers And Sisters', broke into the UK Top 100 at the start of 1999. The same May the band signed a major label deal with Parlophone Records. Following their appearance at the Glastonbury Festival the band released The Blue Room EP and concentrated on recording their debut album. In 2000, short tours with fellow newcomers Terris and Muse, and breakthrough hits with 'Shiver', 'Yellow' (number 4) and 'Trouble' helped maintain the hype level prior to the release of their chart-topping debut album, Parachutes, in July. The band was also nominated for the Mercury Music Prize.

Coldplay received a lot of press during the recording of their second album, with Martin stating that if it was not up to standard then they would give up. A Rush Of Blood To The Head turned out to be a strong follow-up, with tracks such as 'In My Place', 'The Scientist' and the stunning 'Clocks' matching the freshness of their debut. The album helped break the band in the USA, and its multi-platinum status cemented their reputation as one of the new millennium's biggest rock acts. Martin married American actress Gwyneth Paltrow in December 2003. The following February, 'Clocks' won a Grammy for record of the year.

1. Fill in the blanks with the following words:

take - saved - wanted - singing - brought - closing

The lights go out and I can't be _____.

Tides that I tried to swim against

Have _____ me down upon my knees

Oh I beg, I beg and I plead _____.

Come out of the things unsaid

Shoot an apple off my head

And a trouble that can't be named

A tiger's waiting to be tamed

Singing

You are

You are

Confusion that never stops

The _____ walls and ticking clocks

Gonna come back and _____ you home

I could not stop, that you now know

Singing come out upon my seas

Cursed missed opportunities

Am I a part of the cure

Or am I part of the disease

Singing

You are, you are (4x)

And nothing else compares (4x)

You are, you are

Home, home where I _____ to go (2x)

Home, home where I wanted to go (You are) (2x)

2. Write the sentences in the past tense.

a-The lights go out and I can't be saved

b-Oh I beg, I beg and I plead.

c-Gonna come back and take you home.



I don't want to miss a thing

1.Put the sentences into the correct order :

Where a moment spent with you is a
moment I treasure,

Watch you smile while you are sleeping,

While you are far away and dreaming

I could stay awake just to hear you
breathing,

While you are far away and dreaming,

I could stay lost in this moment forever,

(Chorus)

Cause I miss you baby, And I don't want to
miss a thing,

I don't want to close my eyes, I don't want
to fall asleep,

I still miss you baby and I don't want to
miss a thing

Cause even when I dream of you, the
sweetest dream will never do,

Then I kiss your eyes and thank god we're
together

Wondering if it's me you are seeing,

I just want to stay with you in this moment
forever and forever for ever

Lying close to you feeling your heart
beating

And I wondering what you are dreaming,

(Chorus)

I feel your heart so close to mine

And I don't want to miss one smile,

I don't want to miss one kiss,

I just want to be with you right here with
you,

Just like this, I just want to hold you close,

I don't want to miss one kiss,

And just stay here in this moment,

For all of the rest of time

(Chorus)

2. Answer the following questions about the lyrics:

1. What does he want more?

2. Does the title correspond to the text? Why?

3. Why doesn't he want to close his eyes?

4. For how long does he want to be with his big love?

Lyrics and suggested answers

I don't wanna miss a thing

I could stay awake just to hear you breathing,
Watch you smile while you are sleeping,
While you are far away and dreaming,
I could spend my life in this sweet surrender,
I could stay lost in this moment forever,
Where a moment spent with you is a moment I treasure
I don't want to close my eyes, I don't want to fall asleep,
Cause I miss you baby, And I don't want to miss a thing
Cause even when I dream of you, the sweetest dream will never do,
I still miss you baby and I don't want to miss a thing

Lying close to you feeling your heart beating,
And I wondering what you are dreaming,
Wondering if it's me you are seeing,
Then I kiss your eyes and thank god we're together,
I just want to stay with you in this moment forever and forever forever
(Chorus)

And I don't want to miss one smile,
I don't want to miss one kiss,
I just want to be with you right here with you,
Just like this, I just want to hold you close,
I feel your heart so close to mine
And just stay here in this moment,
For all of the rest of time

Listen to the song and complete the gaps. Enjoy, it is a cool song! (Bruno Mars)

Oh, her eyes, her eyes

Make the _____

Her hair, her hair,

Falls perfectly without her trying

Yea, I know, i know,

When I compliment her she won't believe me

And it's so, it's so

_____ to think that she don't see
what I see

But every time she asks me, do I look okay,

I say

When I see your _____

There is not a thing that I would change

Just the way you are

Cause girl you're amazing,

Just the way you are, hey

Her lips, her lips

I could _____ them all day if she'd let
me

Her laugh, her laugh

She hates but I think it's so sexy

She's so _____

And _____

Oh, you know, you know,

You know I'd never ask you to _____

If perfect's what you're searching for

Then just stay the same

So don't even bother asking if you look okay,

You _____

There is not a thing that i would change

Just _____

And when you smile,

The whole _____

for a while

Cause girl you're amazing,

Just the way you are

The way you are?

The way you are?

Girl you're amazing,

When _____

There's not a thing I would change

Cause _____

Just the way you are

And when you smile,

The whole _____
for a while

Cause girl you're amazing,

Just the way you are, yeah

IMAGINE
(John Lennon)

Imagine there's no heaven

It's easy if you try

No hell below us

Above us only sky

Imagine all the people

Living for today...

Imagine there are no countries

It isn't hard to do

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in peace...

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one

Imagine no possessions

I wonder if you can

No need for greed or hunger

Imagine all the people

Sharing all the world...

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will live as one

“ *Music is the universal
language of mankind.* ”

Henry Wadsworth Longfellow



2012

Port-folio II

Critical reflection

This document treats on the aspects in which I have based for the design of activities and his putting on practice on the classroom.

SILVIA GROOTE MURILLO
IES MIGUEL DE MOLINOS
10/04/2012



CRITICAL REFLECTION

The state secondary school called "Miguel de Molinos" introduces an English-Spanish bilingual section to give continuity to the studies that a good part of the pupils realize in the school "Jose Antonio Labordeta", within the framework of the agreement MEC/British Council.

Firstly, I have taught some activities so much in 2nd year of ESO as in 2nd year of Bachillerato. I would like to talk about the bilingual programme instead of the regular programme that we can know more information. It's necessary to say that students in the 2nd year of Bachillerato are preparing the university entrance examination so the lessons must be lead to pass the exams for this reason I decided to develop my didactic unit in ESO.

In the bilingual section, children have five English hours a week but in addition they also have Science and Social studies in English language so the students have a high English level and it is an opportunity to do different activities through the week.

In the English subject, the teacher has a diary programme that it consists in:

- Twice a week, to follow the ordinary book: in this case students are working in a higher level because they use the textbook called "High School 3" in the 2nd year of ESO.
- One a week:
 - ♦ Literacy addresses the reading, writing, and study of a full range of text types that children learn how language works at a word, sentence and text level.
 - ♦ English language assistant who collaborates in the practical teaching of the language through Power Points that depart from topics that it could be interesting for the own students.

- ♦ Reading: students usually read at least 3 or 4 books in a year. In the library we can find an original version books so this kinds of reading support their level however they use adapted version.

Furthermore this activities they also watch films, celebrate different cultural weeks about Britain among others.

Undoubtedly I have to take into account all of this aspects to develop my learning unit in a same way that the teacher does it. Thus, in the days that students use the text-book I develop my lessons. I also do literacy lessons following the sheets which the teacher has and on Friday I manage with the book of Hamlet.

Secondly I am talking about how the teacher engages the classroom and the strategies that the students are used to do every day. I would dare that the teacher is based on the communicative language teaching method. In her lessons students work in oral skill and they emphasise the grammar structures that she consider important to be learnt. In these cases, students write in their notebooks the structures with some examples that it can be useful for understand it.

The use of the mother tongue in English class is practical for translate some words that they can be a problem for its understand or also it is a vehicle for talk about some information that it can be relevant like scholarship, some matters that is necessary that students cannot any doubt about it.

The classes are dynamic, distended and also entertaining because the teacher uses a great variety of strategies as I can explain it before.

The management of the class is easier than the non-bilingual section due to the numbers of students is smaller so the teacher can support the same level for all the students and this factor allow that the classes are more participative.

When the teacher teaches in the lesson, she takes into account that there are in the classroom the same levels for all students so this circumstance does the lesson are very quickly and more or less all of them have the same doubt so it is a big advantage.

The methodology is adapted to the characteristics of the students to favor the capacity to learn on their own and work as a team promoting creativity so students are initiated in knowledge and application of communicative approach method.

The globalization is the methodological criteria most adapted to reach the significant learning and that this one is the result of the establishment of multiple relations between the new things and the already known things and not a mere accumulation of knowledge. An example it could be the good coordination that the teacher has with the other subjects: all the teachers of the bilingual section try to have coordination in their contents so this is very important for the student's knowledge.

Another aspect that I would like to highlight my tutor is interest towards forms of study of their students and she try to avoid she do her best.

The education is active; the child takes part in the knowledge so he/she is a protagonist of his own learning. It isn't a merely theoretical learning because they always put in practice all the drills that they learn.

I believe that the teacher teach in a good way because the results show that students achieve the goals along the year not only in the exams.

The structure of the sessions that I observe is similar in all of them:

At first in the class the teacher make an introduction of the activities that she is going to develop and in all the activities she makes questions to promote the conversation.

She continues with the development of the session where we can find the principal activities that were developing during it.

She sometimes finishes the meetings with a revision of grammar structures seen in the session.

The instruments that she based are: the oral skill, the direct observation of the pupils, the participation in dialogues, understanding written texts and the global meaning of different context and all of this are registered in a diary record.

In my opinion they don't work a lot the writing skills so the students can have some shortage in it. It seems to me that they don't work the activities of reinforcement and extension because all of them work in the same time or level consequently they don't realize this kind of tasks so all the students do the same activities regardless of some of them need to improve certain aspects of the language that it can be difficult for them.

In each of the meetings the teacher have specified the language that the pupils will must practice in the English class because it is necessary that they memorize structures of grammar and vocabulary.

For to realize my lessons I have based on the textbook that the pupils have.

Now I am going to speak about my put in practice of my sessions, efficiency of the activities, efficiency of the meetings and of the resources.

In the unit the students have seen all the contents but I would liked to have more time for review the contents to optimize the teaching- learning process.

I'm not a really a specialist in this topic but my put in practice has been fluid enough.

In my opinion the most difficult part to do are; the adaptation of teaching aid, the appropriateness of the methodology and adaptation of activities to individual differences of their students. I have done activities that enhance learning and activities that extension thosw of others. I try to take into account the individual pace of each student.

My pedagogic method is adapted to the characteristics of the students to favor the capacity to learn and work as a team promoting creativity and dynamism. As I will explain after I have integrated resources of information technologies and communications in learning.

The first sessions were the most difficult to do with the pupils because I was slightly nervous and I had never interacted before with the pupils.

The fact that a new teacher was giving the class it increased their distraction due to they are used to follow a constant routine with her teacher.

I have tried to follow more or less the same activities that they were accustomed, as my teacher recommended it to me.

Putting in practice the sessions I feel that I really like to give lessons and this help me to look for other learning strategies that before it had never seen.

In my view, it was very useful that my mates of the university stay in class when I put in practice my learning unit because they can avoid me about some aspects that I don't think before such as the pitch of the voice or the management when I did the speaking activities.

The resources used in class are the textbook and some materials that I make it with the digital blackboard like Power Points. The children do not use many resources due to teachers treat them in an adult way. These resources are those that every day they use in every unit to reinforce the contents.

In the majority of the lessons I have lacked time to realize every session because when I feel insecure as a result I do the activities faster.

The university teaches many technologies and methods to you to apply them in class but always they are focused on an ideal class, without problems.

When you put to give the lessons everything change. First because really you don't know very well the level of the children and their interaction in class .In my case the students were giving English as the second language for what my teaching- learning process of education was more easy.

In the university always the teachers have said to us that it is very advisable to follow the class in English but for me have been a possible task due to they have a suitable level and all of them follow the class without problems. As far as I am concern this factor is very important to learn a foreign language because when I observed the ordinary lessons for see the differences between the different sections I can see that it cannot be possible because the students hadn't enough level and always the same pupils were following the class for what it was a failure

It is necessary that the pupils of the university have theoretical knowledge over the different methods of education or theories that are advisable to use in class,

but in my opinion I would like that they were teaching methods to us to control the motivation and interest of almost all the pupils because it is the principal problem which I have met.

Regarding the relation and advice supported with the tutor of classroom I must say that it has been a fluid and egalitarian relation, helping myself to taking part in the classes and taking responsibilities in the development of the same ones, since correcting notebooks and activities, to help the pupils...

From the first moment the teacher explained me about the school performance, behaviors and difficulties that were affecting the pupils of my class.

During my stay in the high school, she was the manager of making me understand what these practices me had to contribute she give me useful techniques that I have to take into account for have a good management of the class. These techniques are given of her own experience so it can be practical now and in my future.

In my opinion, the coordination was good and without her help my labor in the practices might not have developed in the same way.

Finally I would like to talk about my future expectation like a teacher. At first I would like to improve my English overall in the pronunciation and in some functional aspects of the language because it is very important to feel that you can dominate the language in a native level because these days I learn a lot of cultural aspects that I have not any idea before.

The teacher's labor is enjoyable because the teacher learns new things every day and you can develop new strategies that you don't know before. The teacher teaches and learns of their students so is a cooperative learning. I wish that all of these experiences will be helpful for improve my teaching-learning process because the best thing that it happens in this kind of employment is to be competent. Teaching allows you learn along your life so is an interesting aspect that I can enjoy as teacher so I will try to do my best for achieve it.

7/5/2012

PRACTICUM III

IES MIGUEL DE MOLINOS



REFLECTION ON THE PROCESS CARRIED OUT IN THE PROJECT OF RESEARCH AND INNOVATION.

At first I am going to talk about the context which I put into practice my project about the learning of the second language through music.

I made this project with Nora Buey Martinez so we decided to make it in all the classrooms that our teacher has. We could put into practice in the two stages as ESO and Bachillerato.

As far as I am concerned it was very interesting to study the differences between the science and humanistic groups.

It is necessary to say that we find some difficulties when it comes to launch the project especially in the selection of music with their tastes, adequacy of the activities with their level of knowledge of the language or even to know how to adjust the contents with the songs. At the same time it has been a pity the lack of time and the little collaboration we have had from some of the teachers who contributed not to fill out a few surveys which we have prepared, so our perception of the reality cannot be studied completely.

On the one hand the music allows us to develop the basic skills which compose any language, in this case English (new vocabulary, grammar structures, pronunciation...), as well as cultural aspects of the language can be learned so they can perceive the sense of music.

We will use to perform different activities with the students like filling the gaps, correcting the mistakes or looking for different grammar structures but it is necessary to say that we found some problems because sometimes the activities were too easy or difficult so it is very important to know the grade of knowledge of the students to keep their attention.

Students of high school courses were shy when it comes to singing, so we limited a little the task to which we wanted to get, however in ESO the girls especially were the first who once liked a song wanted to practice it continually, which is a gratifying factor because it means that this song was successful.

On the other hand we took into account their musical tastes. It seems to be a very important factor to motivate them due to the fact that they usually work with old-fashioned songs, so the teachers don't know how to gain advantage from the resource of music; in saying this I think that teachers think that music in the acquisition of a foreign language is a waste of time.

Finally , this project have been for me a good experience and I think music it is worth working it in class but we have to promote its use since an early age.

A REFLECTION FOR LANGUAGE TEACHER EDUCATION

All this time I feel that I improve a lot my work as a teacher however there some aspects of the language that I need to have more control to feel more comfortable in my lessons plan.

The context in which I developed the practicum has been the ideal in order to develop my skills as a future teacher. The teacher of the Center made me a perfect contextualization in order to adequately develop my learning unit, assuming the role of the teacher of languages. Before starting to develop my sessions, I carefully analyzed the environment of the class in which I decided to develop my unit. Although, I try to anticipate all the problems it was in my implementation where I realize that I had certain skills should improve.

The fact of being in class with my classmates has made me enrich knowledge, analyzing what we did well and bad. I learn from my peers who have helped me in my educational task and I can share different points of view.

From the first day, the teacher gave us some guidelines on what resources were available to us, thus she has given me a great variety of materials. I have been able to adapt perfectly the content with material created by myself and that has meant that I could develop my creativity in order to complete my educational work.

In the first sessions I could find some problems such as not to anticipate me at the answer or question of pupils, have doubts with the pronunciation of certain words, not have present make a feedback after each session or not know to make the session temporary correctly.

Little by little all these problems will be improve thanks of my tutor advice or the feedback that I made with my classmates every day after the sessions.

According to the methodology I try to follow the communicative approach because the students were use to work on it so I try to do my best but I find a lot of variables or aspects which are present that I never think it before.

As related to written interaction, it seems to me quite easy and I am able to adapt different written activities depending on the topic of each unit. I have been able to guide and to assist each student making feedback about their mistakes at the end of each activity. As a teacher, I think this way is the best way to take into account certain aspects that it could help at the student in future works.

On my point of view I think the worst part is to evaluate a post written work because I think is something very subjective. It mainly depends on the level that the rest of the classmates have and for this reason I review several times all the writings that they gave me.

I took into account the range of vocabulary the use of different connectors or grammatical structure seen during the course.

The communicative approach is the methodology that my teacher use to use in class so the spoken interaction are present all the interventions that I did. I can select resources for improve this skill but sometimes I don't

I have no doubt that the conducting a lesson is a process that I can improve with the practice. At first, I have not had any problem at the moment of looking for materials or resources that help to support this interaction, nevertheless to correct the above mentioned interactions me it seems to me to be slightly more complicated.

The cooperative learning it has been the best experience that I had because I have learnt of my mistakes and I can solve it. The experience will provide me the knowdoledge about teaching strategies to put into practice with my students because all this time wasn't enough for develop all my teacher competence.