

STUDENTS' PERCEPTIONS ABOUT THE USE OF SONGS INTEGRATED INTO
TASK-BASED LEARNING INSIDE THE ENGLISH VIRTUAL CLASS

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Dedictory

I want to dedicate this small triumph to my parents Reina Narlin Castillo Ortiz and Victor Raul Varela Garzón, who were the ones who encouraged me to move forward and give you faint in my dream of obtaining my university degree,.

Their effort, patience and love will teach me that despite all the obstacles, dreams will always come true.

Abstract

This exploratory project seeks to know the perceptions of those studied regarding the use of the song integrated in TBL within a virtual environment looking to implement new strategies that help to continue with the educational process in times of pandemic. Based on Task-based learning helps to reduce stress and anxiety when acquiring a second language since tasks focus mainly on meaning rather than memorization of grammar, resembling real-life situations (Stehan cited by Rodriguez, 2010) and the song motivates the educational activity since in this process both hemispheres of the brain are activated (Thain, 2010) this project seeks to describe and analyze students' perceptions by integrating songs with TBL in a virtual classroom where they can explore their skills in real-life situations without restrictions. The use of data collection instruments such as interviews, surveys and questionnaires was necessary, which provided information that had to be analyzed under a qualitative approach of exploratory research which study a problem that has not been studied or thoroughly investigated in the past and is usually conducted to have a better understanding of the existing problem, but usually doesn't lead to a conclusive result. For conclude, the students' perceptions of this methodology were very positive, since the use of songs will help them learn vocabulary as well as the correct pronunciation of words with the help of easy and practical electronic didactic materials that will help them learn an L2. On the other hand, the students were able to perceive that the poor quality of the internet makes the learning process in a language very difficult and even more so in times of a pandemic when the demand for connectivity is so high.

Key words: Task based learning, Songs, Connectivity, Perceptions, virtually, e-learning materials

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Introduction

Educational innovation and creativity are increasingly frequent terms within the teaching and learning process of an L2 since the teacher seeks to make it meaningful for the Student, satisfying all the needs that the latter may have regarding English.

One of the strategies that have been used is the use of songs within the classes since they can be seen as authentic material with examples of language, whether oral or written, used by a native speaker” (Medina and Dzay, 2007 cited by Garcia and Corrales 2012) and which are enriched by the accompaniment of music, generating a continuous flow from expression to communication (Bernal 2010 cited by Garcia and Corrales 2012).

Another of the strategies that it has sold favoring the learning of English is virtuality since it lets access to education according to the learners' schedule as well as permit the teacher to implement more and better audio-visual “tools that allow dissipating the educational concerns and gaps and where can generate incentives to ensure that their class has the same quality ... responding to the different needs they have " (Solis, Karol, 2020).

This research exercise was carried out with 5 people between 18 and 35 years old, with technical and professional studies respectively and of whom 4 live in Bogota and 1 in Villa de Leyva, Boyacá. These people have to divide their time between working and studying their careers or postgraduate, for them English is like a door to improve their job,

educational and social opportunities, but the lack of time and money has prevented them from acquiring or improving their level in a second language, despite taking some basic levels of English at their universities, rating their knowledge as regular (80%) and good (20%)

Based on pretest (*see Appendix B*) they can be classified in A2 “since they are basic language users, able to communicate in everyday situations with expressions of frequent use and elementary vocabulary “(British Council, n.d) this may be because many of them have taken courses virtually in which they have used many audiovisual tools. The 80% of learners belongs to the middle class, which is between strata 2 and 3, only 20% of them belong to the lower class, which is strata 1 means people with limited technological resources.

According with the survey (*See Annex A*) and pretest (*See Annex B*) learners present difficulties in three of the four communicative skills of English, write (20%), listen (20%), and speak (60%) which limits their linguistic process, preventing them from understanding, expressing them self, arguing and analyzing in a L2. Some of them (60%) would like to meet a native English or someone who manages the English fluency since for them interactive is the best way to learn, also to make different activities like listening music/podcasts (20%), playing or make exercises (20%).

Internet use has been increasing, we use it mainly through our cell phones to check their social networks (20%) watch conferences (20%) listen to music (60%), and more recently to telework and tele-study, generating the need to acquire or perfect olfactory skills,

however only the 40% of the learners have knowledge in managing technological resources which would hinder the development of project activities, taking into account that they will be totally virtual.

The lack of technological resources by the 60% of students, like Pc or quality in internet connection has prevented them from accessing online courses, while 40% of student who have participated in online classes have done through platforms such as YouTube, Duolingo, zoom, and Jitsi meet, of which they obtained an excellent experience since they had many audiovisual resources, among which are the songs.

For the learners the song in English classes is very useful within the L2 learning process, since “a song is a piece of music with a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes (Hornby Cited by Arevalo, 2010), Bering in mind it was created for as an educational as well as cultural purpose, the songs have a cultural, recreational and even relaxing air, that allow memorize, understand, practice and learn language better in a real situation. Despite this, only 40% of students listen to music in English perhaps because they may feel scared or prefer to listen to salsa, pop, electronic and K-pop music.

Based on the analysis and identification of the grammatical strengths and weaknesses of the students, five workshops were created looking to know the students’ perceptions of using the songs integrated into TBL in a virtual English classroom. Which belongs to Macro project “Innovative practices in English teaching and learning: practices of the LLEI pre-service teacher” and the Subproject "Pedagogical innovations in EFL learning and teaching context.



This study is divided in different chapters; first, the problem statement, research question that guide this research project and includes the research objectives and justification. Second, a theoretical framework based on the use of song in the English classes, online English classes and the student's perceptions. Third, it refers to the research design which indicates the type of study, research context and participants, data collection instruments and techniques, approach, design and procedure. Fourth, is an analysis of the data gathered where it contains information about the procedures, implementation, collection, and findings. And finally, some conclusions will be found on this pedagogical research exercise.

Chapter 1; Problem statement

The need to learn a second language in the shortest possible time and in an easy way, has become the common denominator of today, however the time of pandemic that the world is going through has not only generated a restructuring in the health system It has also created many challenges for Colombian education, since it has seen the terrible consequences of the lack of technological resources and quality internet networks for virtual classes, in addition to demanding the creation of platforms that facilitate the development of an online class.

According to Mustafa (2020) "At the middle April 2020, approximately 1.723 billion learners have been affected due to school closures in response to the pandemic,... impacting about 98.4 percent of the world's student population" (p.1) since there are very few who have the technological facilities to access the new virtual educational system.

Once the educational institutions are closed, the unequal access to technology (computer, cellphones, lack of good internet connectivity or unequal access to resources (technological tools or platforms) they have become are obstacles to continued learning, especially for students from disadvantaged families and increases the difficulty of keeping up with distance learning. (Mustafa, 2020. p.3)

Based on the mandatory quarantine the activities created initially had to be rethought, going from an on-site class to an online class which are characterized by implementing learning strategies in the English class (audios, videos, and books) that seek to develop the four communication skills in students and facilitate their learning (Peralta, W. M, 2016). For this, the need to use some platforms such as Google Meet, Google Drive, and Jamboard was seen, as well as adapting the workshops to the educational needs and schedules of the students.

In this pedagogical and exploratory exercise carried out with five students (between 18 and over 30 years of age), it was observed that students are interested in learning more of English (culture, literature, etc.) since they considerate it important for their future plans, but most of them lack the time to learn English, since they have to work and study leaving their training process in a second language incomplete.

Some students have studied the levels of English that the university to which they belong offers them, as well as using applications such as Duolingo and attended Saturday courses to complement their knowledge, leaving the latter aside due to pandemic issues.

According to the survey (see Annex A), 40% of students have taken online courses and affirm that the teacher used songs in very few cases, helping them not only to improve pronunciation but also to learn vocabulary and improve their fluency (Lynch Cited by Jafre, 2011). In addition, for the learners the song helps them to memorize English a lot, thanks to its rhythm, since the little or no interaction with English or bilingual people has not allowed them to improve their language skills and they often forget what they have learned.

Taking into account that Task-based learning helps to reduce stress and anxiety when acquiring a second language since tasks focus mainly on meaning rather than memorization of grammar, resembling real-life situations (Stehan cited by Rodriguez, 2010) and the song motivates the educational activity since in this process both hemispheres of the brain are activated (Thain, 2010) It was decided to create this project that seeks to describe and analyze students' perceptions by integrating songs with TBL in a virtual classroom where they can explore their skills in real-life situations without restrictions.

For this reason, the macro project "Innovative practices in English teaching and learning: practices of the LLEI pre-service teacher" and the Research Subproject "Pedagogical innovations in EFL learning and teaching context" provide the opportunity of create and implement a project with authentic activities or task that help develop skills of a new language naturally under the cerebral stimulation of songs, and that it can be adapted to the availability of time of the apprentices through technologies and the Internet.

The intention for this project is using the song as a stimulate inside educative and creativity exercise that includes real and natural situations in the virtual classroom (as cited



in Stern, 1992) with fun content and relaxing which encourages people to use their communicative skills (Willis, cited in Córdoba and Navas, 2009). Paquette and Rieg (2008) claim that songs have a magical power to transform the classroom into a positive learning environment where people thrive academically, socially, and emotionally making the teaching of English meaningful to those studied (Ausubel, 1998).

Research question

Based on the previous problem statement emerges the research question that leads this research project:

What are the students' perceptions about the use of songs integrated into Task Based Learning in a virtual English Class?

Research Objective

Based on the research question it comes the intention of achieving the following general objective.

To describe and characterize students' perceptions about the use the use of songs integrated into Task Based Learning in a virtual English class.

Justification

Contextualization and innovation are necessary in education, the first one for learning meaningful; and the second to show a different way of learning and more taking into account the challenges and educational needs at a global level thanks to the sanitary confinement. The creation of methodologies that not only help the educational process but also create spaces where students can interact with confidence in real situations, virtually, becomes essential since according with Ihmeideh (cited by Haji, Zakariaa, Subahan, Osmana, Choon, Mahmuda & Krish, 2011) “Students need to put in the effort to develop their communication skills to be able to succeed in their chosen profession” (p.73)

For the five students participating in this project, English is an undeniable requirement to improve their current and future working conditions, however, the lack of time and money to access courses has prevented them from continuing with their educational process. For them, English helps them to know another culture; just as they recognize that songs are tools that could help them acquire this language better, teaching them the correct pronunciation and memorization of words (*See Annex A*).

For this reason, based on the fact that in the Task-Based learning, task is recognized as a communicative exercise that includes experiences articulating them within electronic learning (as cited in Stern, 1992) a virtual exploratory plan can be created that allows students navigate their own paths and learning routes developing their communicative skills where the language of the song is a dynamizer so that the student "forgets that he is still practicing his language skills and just has fun" (Parker, 1969)

Taking into account the student's survey (*see Annex A*), they are defining virtual classroom as a knowledge facilitator which provides spaces for easy learning with many audiovisual resources, as well as it can adjust to their schedules. Also for them, the song is a useful tool that allows to learn vocabulary and improve pronunciation.

According with Nielson, (2009, cited by Baralt 2017), online course cannot just be a "translation of an equivalent face-to-face course" it is necessary to create a space where the student takes a "a different attitude towards the acquisition of knowledge (Prabhu, Breen, and Candlin, cited by Oxford) since they are learning by playing, thinking and creating a non-threatening classroom environment in which the four language skills can be improved (Lo, R. and Fai Li, 1998)

In this order of ideas, the creation and implementation of activities focused on the integration of songs in virtual tasks allows to know and analyze the perceptions of the students about this methodology and thus evaluate its feasibility within the teaching of a foreign language in Pandemic season, as well as It let me to enrich my personal and professional training that I put into practice the knowledge acquired at the university and shows me that teaching is more than imparting knowledge and grammar.

The Research Subproject "Pedagogical Innovations in the Context of EFL Learning and Education" and the TBLT are related because they provide students with relevant assignments within a dynamic song-based learning environment in a virtual environment rather than in traditional classes led by teachers (Moss and Ross-Feldman, 2003, cited in Olenka Bilash, 2009). One of the benefits of this proposal for the research subproject is that

it allows obtaining perception data from students, compared to this new methodology that is useful for teachers who want to improve their classrooms (Cited by Vargas, 2018) thus seeking to promote a linguistic metamorphosis of students, defined by Rutherford (1987) and mentioned by Nunan (1999), which allows students to "grow" in the target language while developing and integrating all language skills that promote genuine communication and successful language learning. (Nunan, 1999).

Chapter 2: Theoretical Framework

Related studies

Due to TBLT is become a cornerstone of many educational institutions and ministries of education around the world we can find a lot of educational projects to has been implementing it inside the teaching a foreign language Like projects that use songs and virtual classrooms within the learning of an L2, such as

Kurnianto Sidik (2016) Students' perception towards the use of song lyrics in learning English at English education department of Universitas Muhammadiyah Yogyakarta. Indonesia.

A qualitative research that sought to know the perception of 3 university students from the University of Muhammadiyah Yogyakarta about the use of songs in learning English. The results obtained from this project create a solid base on the benefits of the songs since according to this, the students can enrich their vocabulary ... practice their listening skills and they can also examine their pronunciation. (Kurnianto, 2016 cited by Kurnianto 2016)

On the other hand, it was concluded that songs can increase student motivation and their use can be a pleasant place for students and that students' knowledge is increased. . In addition, some challenges are mentioned such as the confusion of the students in front of a new vocabulary, unstructured grammars, intonation and accents.

According to the author, the song greatly favors the learning of English since it shows it in a natural way. This project, in addition to providing solid foundations on the advantages and challenges of songs within the teaching of English, publishes a guide for the creation, execution and analysis of results focused on knowing the perceptions of students regarding this methodology, seeking to guarantee and improve the teaching of an L2

Lee, Lina (2016) Autonomous learning through task-based instruction in fully online language courses. University of New Hampshire. USA

An educational study that “investigated the affordances for autonomous learning in a fully online learning environment involving the implementation of task-based instruction in conjunction with Web 2.0 technologies“(Lee.2016), in the summer online Spanish courses of University of New Hampshire. Forty-eight native English speakers with basic knowledge of Spanish participated in this project, who were looking to improve Spanish in a dynamic and flexible way with their busy schedules.

The tasks were planned based on the 6 CALL task appropriateness by Chappelle (learner fit, meaning focus, authenticity, impact and practically) and the major principles of language acquisition (input, interaction, output). Wikis, blogs, VoiceThread, videos and MySpanishLab platform allowed to obtain positive results in this project. According to this project, it can be seen that the viability of this methodology lies not only in the type of tasks created and the materials that the teacher provides but also in the commitment of the learner allowing a good level of social interaction in fully online language learning.

The conceptual, theoretical and methodological references provided by this project allow that at the time of the creation of the tasks to avoid the use of unnecessary platforms and applications or to use the TBL methodology in an erroneous way. In addition, it can be seen that the use of TBL in a virtual environment, although it involves the use of various technological resources, is a good option for learning a foreign language in a significant way in case you have little time to do it.

Cordoba Zúñiga Eulices (2016) The Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University. Amazonia University

Which is a qualitative research carried out with two groups of twenty five people aged between sixteen and twenty- two. The learners had an English level A2 and belonged to six first-semester students of EFL learners in Florencia University. The task was planned based task-based language teaching as a way to integrate and improve foreign language skills through videos, readings, audios and role plays. At first, the students were confused by the

methodology since it was new to them, but as it was implemented the students felt more motivated in their English classes.

This project suggests the implementation of this method within EFL classrooms, since it motivates and allows the development of language skills in a naturally and within a reliable environment, as well as It is a guide for develop my project.

Romero, Martha Patricia (2015).The Teaching of English through Tasks Based on Songs in a State School of Primary Education in Colombia: A Methodological Proposal. University of Jaen in collaboration with the Iberoamerican University Foundation. Colombia.

This Master's Thesis consists of the design of a Didactic tasks based on songs for students of an elementary public school in Bogotá. The study was carried out with the students from second to fifth grade, who had an academic level A2 according to the pretest performed. However, being a public school there were students who came from other institutions and who did not have the basic knowledge in L2. This means that, in addition to the activities initially proposed, alternative activities were created for new students. Children's songs were used in this project, in the task the student drew, completed, created poster, complete crosswords and other activities that would help them improve their communication skills.

In this case, the student prefers the fast song because it was more dynamic, and could learn with some gestures and, moves as well they felt relax, learn and enjoy the class.

According with the author, this methodology is feasible by integrating the improvement of both brain hemispheres of the student and enhancing their brain power.

Taking into account the previous information, it is concluded that the song is an effective tool inside de English classroom not only for motive the learning process even for allow the development of the neurological students process helpful the leaning of a L2. In this project, we can see that the student prefers the fast song, because these rhythm put them active. Also, show us that it does not matter if you have English knowledge or not since the songs can help you understand and memorize English grammar better, as was the case of the students who came from other institutions.

Zhongshi Xie (2015) Teaching Chinese through integrating songs in Task-based learning. Ningbo University. Sydney.

This research focuses on the exploration of integrating songs in the Task-based Language Teaching (TBLT) approach to enhance the learnability of Chinese. The author of this projector was a volunteer for a program called ROSSETE created by the Australian Departmental Government and who focused this project on high school students by seeing the refusal of many students when learning an L2. To do this, it had to study the population very well through interviews, surveys and diagnostic tests, just as the structure of the TBL was slightly modified, adding a new phase called Song phrase, this structure was taken as an example for this project since provided a correct organization of a class based on songs.

This action research was looking for to give English to Chinese students through a playful pedagogical strategy. In this study, different types of songs were experimented and adjusted of TBLT, including the Pre-task phase, Song phase, Core task phase and Post-task phase, is developed to combine and to move the learning of songs to a higher plane of practice and application.

This project shows us the effectiveness of song integrated into TBL for learning English despite limitations of time and space that were found. In addition to providing great theoretical support, an example of a lesson plan where songs and tasks are integrated. It was concluded that with this project the students learned basic aspects of the Chinese language and changed negative thoughts when learning an L2.

Literature Review

Taking into account that this project focuses students' perceptions about the use of songs integrated into task-based learning inside the English virtual class, this chapter provides some concepts and theories used as the foundation of this research. There are several concepts and theories that are discussed in this section including task, Task based Learning, songs, virtual classroom, TBL online and perceptions.

Task

In recent studies and research on how to teach and learn a second language, the task has become an important educational piece. Ellis (2004) defines it as "the activities that refer

mainly to use of language-centered on meaning” (p.3) and that allows students to acquire the ability to respond to different communicative challenges within their reality.

The task has to respond to a communicative propose, which is significant for the student’s’ educational process. For this reason, the teacher is responsible to create a work plan that “has the potential to support learning, where he motivates the learner to get involved” (Muller-Hartmann & Shocker von Ditfurth, 2011) and engage the learner to use any of their four languages skills in the real circumstances

The task can be seen as a cognitive process where student processing and understand languages. For Nunan (1989, cited by Rodriguez & Rodriguez 2010) the task is “a piece of classroom work which involves the learners in comprehending, manipulating, producing, or interacting in the language target. (p 4), through the Task-Based Teaching and Learning (TBTL).

Task based teaching and learning

TBTL is a teaching methodology to helps learners to use the target language and increase communication by doing different tasks, propose by their necessities and likes. According to Willis (as cited by Buitrago, 2016) these tasks are defined as goal-oriented communicative activities with a specific outcome, through the exchange of meaning (Nunan, 2004.p3)

In addition, Nunan (1999) says that the task-based learning exploits the students’ linguistics metamorphosis process, defining by Rutherford (1987), and allows the learners

to “grow” into the target language whereas developing their communicative skills; through the three task phases: the pre-task, the task cycle, and the language focus.

For Willis (2012) the first one, introduces the class to the topic, activating topic related words and phrases. The task cycle offers learners the chance to use whatever language they already know in order to carry out the task and the language focus allows a closer study of some of the specific features used during the task cycle. (As cited by Buitrago, 2010, p.74)

According to Ellis (2004) “the task, hold a central place in current the Second Language Acquisition” (p.1) and this has been evidenced in recent researches on SLA, that affirmed that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003)

TBLT provides learners with natural exposure (input), chances to use language (without fear of getting things wrong) to express what they want to mean (output), to focus on improving their own language as they proceed from Task to Report stage. (Willis, 2009, p 2)

Songs

The song is defines as a musical work which is usually sung by the human voice, with fixed and differentiated tones, rhythms and patterns in the educational field can be a method for achieving a weak affective filter and promoting language learning (Li & Brand, 2009; Rosová, 2007).

The song help to create an environment of confidents and minimize learners' anxiety (Šišková, 2009) and make the English class in an enjoyable activity. In another hand, the song naturally provides the opportunities to expand vocabulary and gain familiarity with colloquial expressions and certain grammatical (Milano, as cited in Diakou, 2013, p. 45).

According with Suyanto (2007) "song has been created two goals, for being enjoyed (motivate the students) and for learning goals (teach vocabularies, pronunciation, phrase, sentences pattern.) (p.113)" if create intellectual challenges within the tasks incorporated songs, we will motivate students to explore their abilities and stimulate their creativity and logical thinking, developing personal and professional skills and constructed knowledge through the interactions with the world around them (Constructivist Theory of Learning).

Virtual classroom

A virtual class seeks to emulate the face-to-face educational experience, without neglecting pedagogical, informative resources and communication tools with tutors and peers achieving the learning objectives. Flexibility, Synchronous and asynchronous communication, economics, with feedback, accessibility and ease of use are characteristics of online classes, in addition to give language learning opportunities to people that otherwise would not be able to study a language, such as those with geographic limitations (Baralt, p. 8, 2017)

The students of today communicate with friends through cellular phones, email, instant messaging, whatsapp and facebook and Teachers should take advantage of both the technology expertise and excitement that students bring with them in order to learn from them and connect the use of technology to their teaching (as Cited by Herrera, Walker & White, 2013).

Needless to say, computers and other technological devices today are pivotal instruments through which learners can access knowledge anytime and anywhere. As Solomon & Schrum (2010), as cited by Herrera, suggest, “Web 2.0 applications are replacing—and improving on— student access to information, communications, and collaborations; and some districts are moving to virtual schooling” (p. 167). VLEs, then, constitute one of the recommended paths towards such purposes.

TBL online

Given that face-to-face education is different from virtual education, additional online virtual tools must be used to successfully develop student interaction, attention, and knowledge creation, which may require a cognitive effort from the teacher. (Gleason, 2013) .Technology-driven homework, in addition to providing knowledge, can help students develop technology skills outside of the language classroom, thereby promoting essential web literacy skills (Chapelle, 2014; Chapelle and Hegelheimer, 2004; González-Lloret and Ortega, 2014)

Perceptions

Perception is a cognitive impression that is formed from "Reality" and that has an impact on decision-making, actions, and on a person's behavior (Akande, 2009). This is achieved thanks to the sense organs which allow the person to assimilate this information that he/she obtains from the outside in a sensory way and thus transform it into something significant for their self while understanding better their environment. (Rao and Narayan, 1998).

Within educational research, perception is not only seen as the process in which students acquire, in one way or another, beliefs about the external world from a stimulus or input and that is fed through the senses (MacLachlan, 2013), but also allows obtaining data of the students to examine the learning environments in the classroom, in order for the teacher to reflect and guide their improvements in this environment (Aldridge and Fraser , 2008), seeking to facilitate the learning process during a class.

Chapter III: Research Design

Type of study

The methodological rethinking of this project due to the pandemic, generated that it focused on the analysis and description of the students' perceptions of the use of songs integrated into task-based learning in a virtual classroom, turning it into exploratory research with primary methods since involves gathering data through identify the problem, créate a hypotesis and futher research (Exploratory Research: Definition, Methods, Types and Examples, n.d)

First, five workshops initially created were adapted so that they could be run virtually with some platforms such as Google Format, Google Drive, Jamboard and YouTube, without neglecting the methodology of TBL that let create a real communication situation, where the student feels the need to communicate and create meanings, through their own exploration and stimulation but in this case within online classes one day a week at night (taking into account students' schedules). These classes seeks develop students' interlanguage through providing a task and then using language to solve it (Hashemi, Azizinezhad & Darvishicitar, 2011), since these provides the input and the output processing necessary for language acquisition. At the end of each class the students rated this using a Google format in order to collect information necessary for analysis and identifying the students' perception.

This research was developed under the qualitative approach of exploratory research, which studies a problem that has not been studied or thoroughly investigated in the past and usually conducted to have a better understanding of the existing problem, but usually doesn't lead to a conclusive result through primary research methods such the interview, observations, focus group (Formplus blog, n.d) and which provide information collected directly from the subject.

A deep understanding of teaching practice can be achieved with optimal results through exploratory research with a qualitative approach, since explore studies allow us to increase our knowledge of what is happening in educational process, finding some aspects of educational processes that may need improvement, as the same time provide a basis for development a similar projects.

In a beginning, this project belongs to Action Research Design since it is defining as the process to “involves the collection and analysis of data related to a problem in teaching (as cited in Wallace, 1998, p. 15), where the teacher become in a natural researcher whom as Dórnyci, 2017 say “seeks to gain a better understanding of their educational environment and improving the effectiveness of their teaching. (p.191). However, for all emergent situations within the development of the project, it was changed to an exploratory reach design since:

Exploratory research is defined as a research used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing problem, but will not provide conclusive results. For such a research, a researcher starts with a general idea and uses this research as a medium to identify issues that can be the focus for future research. (Exploratory Research: Definition, Methods, Types and Examples, n.d)

Students and teacher roles.

The workshops presented the educational process as collaborative work focused on the student, seeking to challenge their skills in L2 and to make the most of every opportunity to develop the language while doing the task. Richards and Rodgers (2004).

Being socially active beings and fulfilling one of the principles of the TBL, the development of these tasks are done in pairs or groups, where students are autonomous in choosing the way to carry out a task and what linguistic forms they will use for it. The role of the student is of utmost importance since everything revolves around solving their

educational needs. They are responsible for the interaction within the virtual classroom helping the collection of information that will later be analyzed.

On the other hand, the teacher is a facilitator, leader and organizer of the task, providing them with the technological tools that the students need for its development. The teacher monitors the students in the virtual class, this without interrupting the development of the task and giving them spaces of autonomy and responsibility with the educational exercise. This does not mean that their role is less important than that of the student, since the teacher must be prompt and attentive to solve possible questions or doubts regarding the subject or methodology of the class.

Methodology of research

Approach

Vygotsky defines language as "an unpredictable instrument for the cognitive and social development of the child" (Caruso, n.) In which thought can be developed through the intervention of the task as a catalyst for communication. Language in a communicative task is seen as bringing about an outcome through the exchange of meanings. (As cited Willis and Willis. 2001). In another hand, for Ellis, (2004), the task requires the participants to function primarily as "language users" in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities, help them to prepare for the challenges in a competitive and efficient world.

For the communication process the skills not in isolation but in tandem (as cited in Harmer, 2014, p 297), that means that doesn't sense develop one skill without the participation of the other ones; nevertheless, have moment when we focus more on one skill than any other (Harmer, 2014, p 297)

Design

Willis (2004) divide the TBL in three parts: pre-task phase, task cycle and language focus (picture 1); but to integrate songs into task-based learning, it is necessary adapted Willis' three-phase TBLT model into a four-phase TBLT model.(Picture 2)

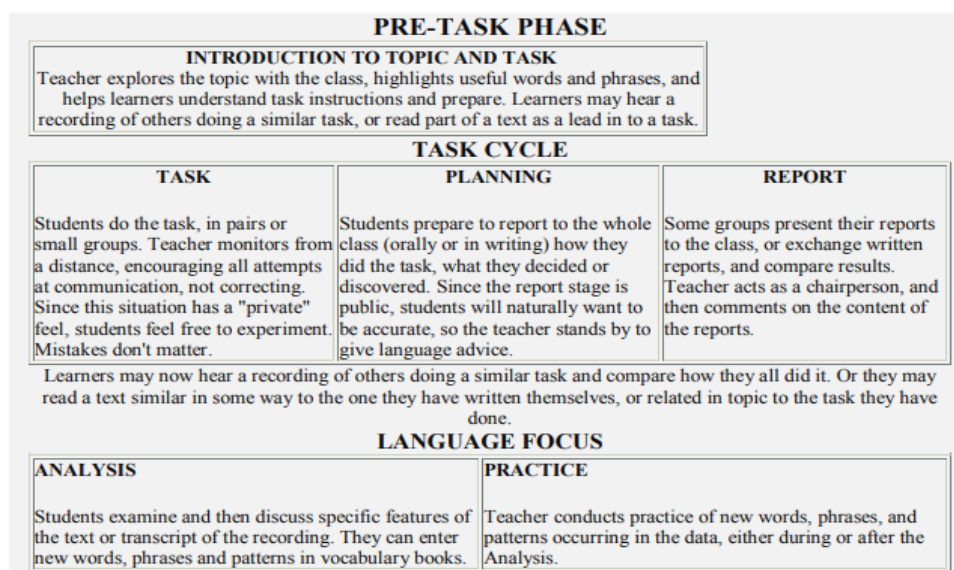


Illustration 1: Taken by A framework for TBLT

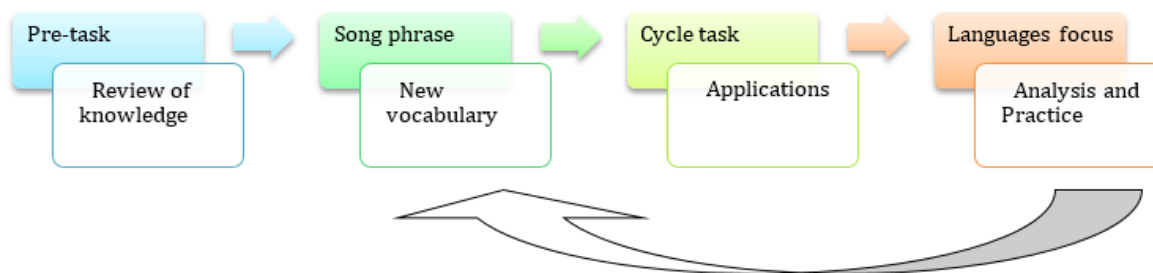


Illustration 2. Taken by teaching Chinese through integrating songs in TBL project.

The pre-task phase is focus on review prior knowledge. The song phrase the student identify new vocabulary in real context, in a song. Cycle task the student in groups make the task and planning a report about it. Languages focus, analyze possible grammatical or phonetic errors, then a few constructive activities were employed accordingly to fix up these issues. This last phase the exercises will be carried out in the song of the Song Phrase

Syllabus

In the Task-based learning is very important since the way meaning is brought into prominence in goals and activities. For this reason, task-based syllabus allows that the educational process are meaning is primary with a goal which needs to be worked towards in real situations and whose result is evaluated.

Integrating the task with the analysis of the skills and knowledge that the learner will need, require that the teacher make a Task selection or pedagogics task that learners are expected to do, with a Task gradation or reasonable level of difficulty inside the task implementation (the pre-task, the task cycle, and the language focus) and where the Input

characteristics attract "... students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1992. p. 45)

In the procedural process of TBL syllabus, the teacher has large control over the choices of activities, since it seeks "normal communication and triggering of inquisitional processes" (Skehan, 1998. P. 277) based on an accessible task to the learner which giving meaning and sense to the linguistic process.

Procedure

The workshops were created based on five different songs (see Annex H), with these activities it is sought to integrate two or more skills in the tasks when students are involved in research (through reading or listening) speaking (e.g. discussion or presentation) and writing (e.g. read a report). Taking into account that the workshops would be implemented in a virtual class, it was necessary to articulate the lesson plans (see Annex F), with virtual tools such as Jamboard, Drive and Hangouts. The song was defining taking into account the students' English level

Data Collection Instruments and Techniques

The data collection for this investigation was achieved thanks to the implementation of instruments such as journals, surveys, direct observations and questionnaires, before, during and after online classes. The participants were clear about the objective of the research as well as the instruments that would be implemented for data collection which

would be treated anonymously and for educational purposes only, for this it was necessary to create a consent form which was signed for each of the students (see Annex D).

The teaching observation of the classes sought for nonverbal cues about feelings, check the pattern of interaction (who talks to whom), observe how participants interact, and also record the time they spend in different activities (Schmuck, 1997) Through the mode of observation, the researcher gets to describe situations as they exist, by making use of five senses, thus presenting a sketch of a situation under study (Erlandson, Harris, Skipper, & Allen, 1993) and records the results of these observations in journals. (Huma Parveen Aligarh, 2017)

The use of journals in each of the online classes helped to record experiences and events within the virtual classroom, since being "a training instrument, which facilitates participation and develops introspection, and research, allows the development of observation and self-observation of observations of different types "(as cited by Latorre, 1996 in Gonzalo, 2003). These observations will be analyzed seeking to identify positive aspects and aspects within the educational exercise.

Surveys are used to describe and explore human behavior within qualitative research strategies (for example, using open-ended questions) to try to obtain information that quickly describes the characteristics and interests of students. In this project a survey of students was implemented that in order to find information on personal, educational and social aspects. The idea was to be able to know if they had already used the songs in their learning of English as well as to know if their Experience was good or not "through their answers to questions" (As Cited by Pract Oncol, J. Adv. 2015).

In order to make a complete data collection, the classes were recorded with the help of the google meet tool. The recordings are seen as the mirror in which they are looked at for the first time with relative amazement. With the help of the recordings, a more expanded perspective can be obtained from different perspectives, taking up situations or details that could have been overlooked indirect observation. It is worth mentioning that before each recording, the students were notified, in addition to that in the consent form that they signed they gave the authorization for this activity. Thanks to class records, immediate feedback on the training process can be given in an L; 2 (Cited by Caraballo & Cazcarro, n.d).

Finally, some questionnaires such as diagnostic tests and class classifications were used within the investigation. The first to know the previous knowledge and ability of children about communication skills in English. (Ellis, 2004) (Dörnyei, 2017) and the second, seeking to know the perception of the student in front of the English process with the use of songs in a virtual environment.

Chapter IV: Data Analysis

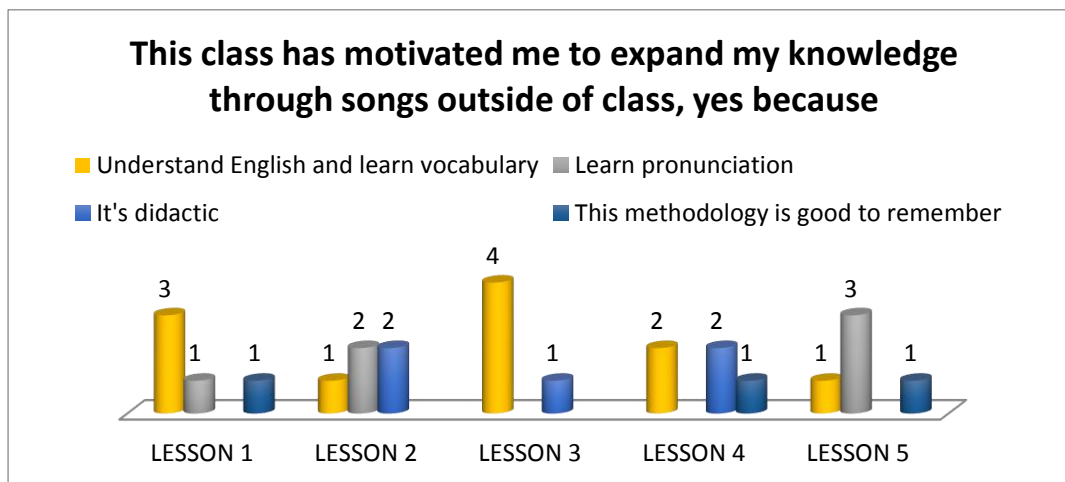
Methodology for Data Analysis

Once the data has been obtained, the researcher will continue his study through descriptive investigation. Qualitative analysis methods are used to further study the subject in detail and find out if the information is true or not. (Question pro, n.d). For this reason, data analysis based on qualitative analysis allows establishing the meaning of the information obtained, helping the researcher to answer his questions. (O'Connor & Gibson, 2003, p. 1) For this it is necessary to organize the information in a clear and understandable

way using the steps proposed by H. O'Connor, N. Gibson's (2003) in his book entitled *A Step-by-Step Guide to Qualitative Data Analysis*.

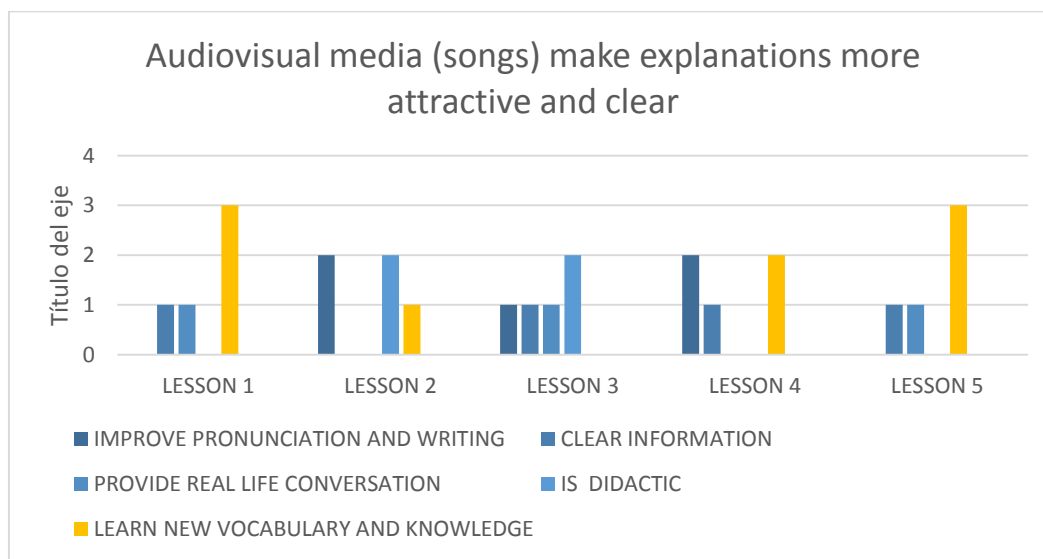
Step 1: *Organizing the Data*: The revision, organization and tabulation of the information obtained from the questionnaires to students in the online classes, according with H. O'Connor, N. Gibson's (2003) : is necessary for "identify and differentiate between the questions/topics we are trying to answer"(p.7) (see Annex C) .The Reacher Organizing and displaying the data allows the researcher to look at the responses to each topic and 7specific question individually, in order to make it easier to pick out concepts and themes. (H. O'Connor, N. Gibson's, 2003, p. 3)

Step 2: *Finding and Organizing Ideas and Concepts*: Within the analysis of the information obtained from the class rating questionnaire, it was found that many of the students' ideas were repeated in each of the lessons. Some of these ideas were poor connectivity, learning vocabulary and use of didactic, easy and practical material (information which can be seen in yellow in color in the graphics below). This is where the coding and categorization process begins since by identifying the frequently used words/phrases, as well as the ideas that emerge from how the interviewee has expressed himself and the stories he has told him, they are organized in codes or categories. (H. O'Connor, N. Gibson's, 2003, p. 4)



Graph 1. Students' answers of question 5 of the class grade, in all lessons

In this graph, we can see the reasons for the students, in each injury on why these classes have motivated them to expand their knowledge in English through songs. In lesson 1, for 3 students with this methodology, you can understand and learn English better, 1 student says that with songs you will learn the pronunciation and with 1 student this methodology helps you remember. In lesson 2, 1 student says that with the songs they can understand English and learn vocabulary, 2 students say that with the songs one learns the pronunciation and 2 students affirm that the songs are didactic. In lesson 3, 4 students affirm that with this type of class you can better understand English and learn new vocabulary and 1 learner says that it is very didactic. In lesson 4, 2 students say that English is more understandable and learn vocabulary, 2 learners say that it is more didactic and 1 student says that it is a good methodology to remember. In lesson 5, for 1 student the songs help to understand and learn better vocabulary, for 3 students the pronunciation is learned and for 1 student with songs better grammar and vocabulary are remembered.

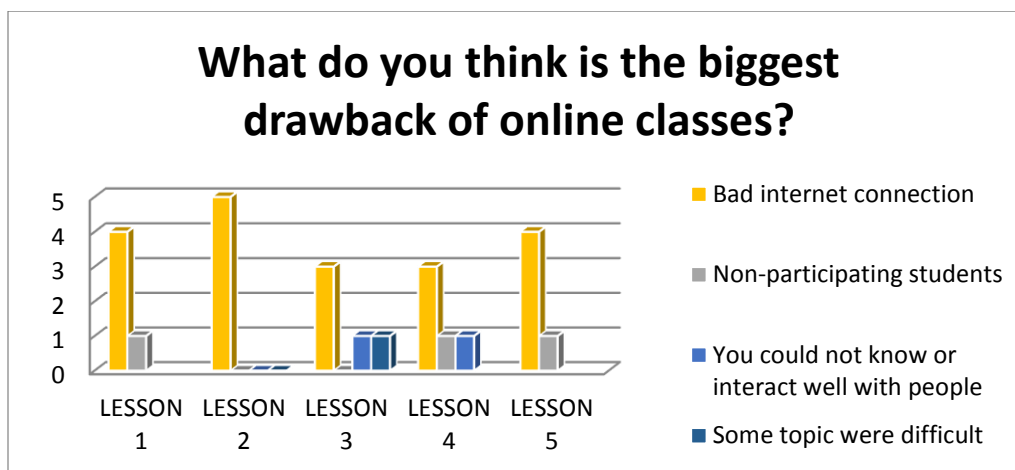


Graph 2. Students' answers of question 6 of the class grade, in all lessons

In this graph, we can see the justifications of the students, in each injury on why they consider that technologies are a useful tool in the English class. In lesson 1, 1 student says that the information is clear, 1 student says that the songs provide a real conversation and 3 students claim that with songs they learn new vocabulary and knowledge in English. In lesson 2, 2 students say that the songs help improve pronunciation and writing in English, 2 students affirm that the songs are didactic and 1 student says that the songs learn more vocabulary and songs. In lesson 3, 1 student says that the songs provide clear information, 1 student thinks that they help improve pronunciation and writing, 1 student says that the songs provide real conversations in English and 2 students say that they are very didactic. In lesson 4, 2 students think that

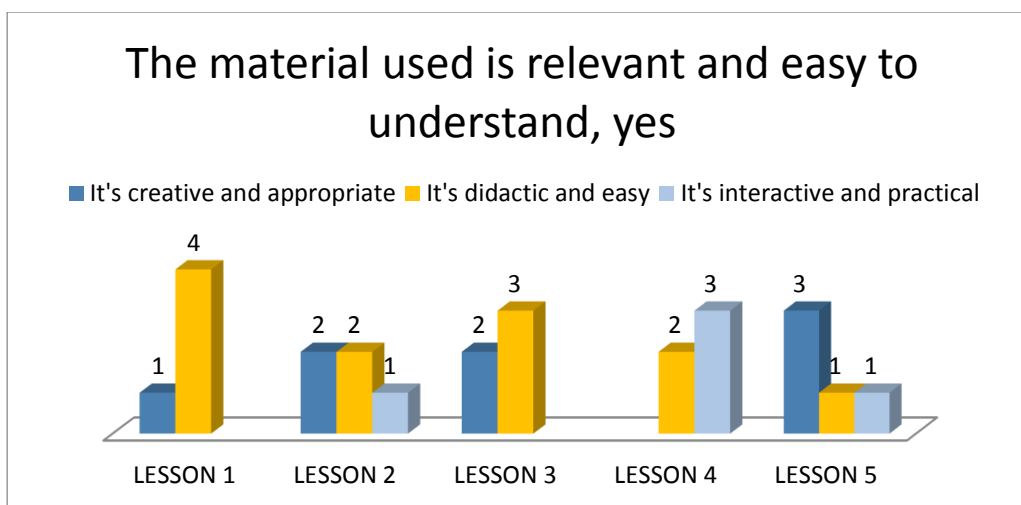


songs help improve pronunciation and writing in English, 1 student says that they have clear information and 2 students say that with vocations you learn more vocabulary. In lesson 5, 1 student says that the information is clear, 1 student says that the songs give him a real conversation and 3 students affirm that with songs they learn new vocabulary and knowledge.



Graph 3. Students' answers of question 3 of the class grade, in all lessons

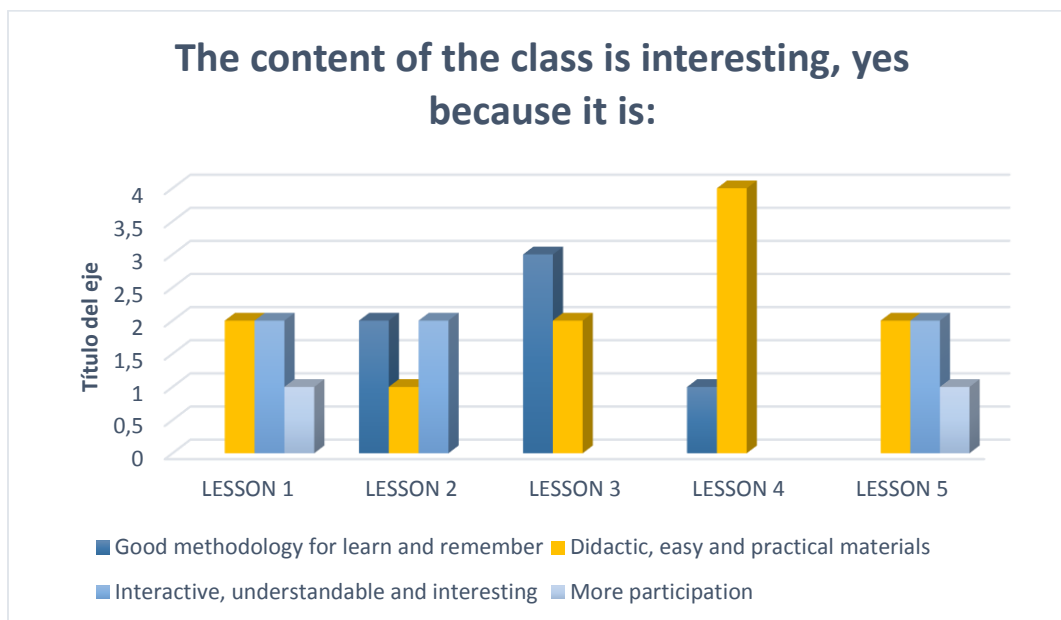
In this graph, we can see the students' answers in each class. In lesson 1, for 4 students the bad internet made the class difficult and 1 student said that the drawback was due to the low participation of some students. In lesson 2, all the student claim that bad internet connection was the biggest drawback in lesson 3, 3 students said that bad internet connection was a problem, 1 student claims that the lack of interaction face to face with his partner and 1 student thought that some topics were difficult. In lesson 4, 3 learners mention that bad internet connection difficult the class, 1 student thought that the lack of participation of some students and 1 student claims that not being able to meet or interact face to face with their classmates makes the class difficult. In lesson 5, 4 apprentices say that the bad connection made the class difficult and 1 student says that this was due to the low participation of some students



Graph 4. Students' answers of question 10 of the class grade, in all lessons

In this graph we can see the reasons for the students, in each injury on why these classes were relevant and easy to understand. In lesson 1, for 1 student the materials used were creative and appropriate for the class, and for 4 students the materials were didactic and easy to understand. In lesson 2, 2 students say that the

material is didactic and easy, 2 students that these were creative and appropriate and 1 student that it is interactive and practical. In lesson 3, 3 students claim that the materials are didactic and easy, and 2 students say that they are creative and appropriate to the class. In lesson 4, 2 learners said the materials were didactic and easy and 3 students said the materials were interactive and practical. In lesson 5, 3 students say the materials were creative and appropriate for the class, 1 student says they were didactic and easy to understand, 1 student says it was interactive and practical.



Graph 5. Students' answers of question 11 of the class grade, in all lessons

In this graph we can see the reasons for the students, in each injury on why they consider that the classes were interesting. In lesson 1, for 2 students the class was interesting because it had easy, practical and didactic materials, 2 students say that the materials were interactive and understandable and 1 student said it was interesting because there was more student participation. In lesson 2, 2 students say that the content was interesting because it is a good methodology to learn and remember, 1 student, affirms that the class was interesting because it had didactic, easy, and practical materials; and 2 students say the class was interactive, understandable and interesting. In lesson 3, 3 students say that the methodology was good to learn and remember and 2 students affirm that the class had didactic, easy and practical materials. In lesson 4, 1 student says that the class had a good methodology for learning and remember and 4 students say that the class was based on didactic, facies and practical materials. In lesson 5, 2 students say that thanks to the materials being didactic, easy and practical, 1 student says that the participation of the students helped the class to be interesting and 2 students say that the materials in the class were interactive and understandable.

Step 3: Building Over-Arching Themes in the Data: Taking into account the identification of ideas or words repeated by the students, in this step it was necessary to transcribe some of their answers in tables, looking for each of the answer categories to have one or more associated topics that give a deeper meaning to the data. (H O'Connor,N. Gibson, 2003, p, 5)

The answers given by the students in English were divided into three different groups and recorded in tables and by lessons (see Annex E) to be able to analyze this information more easily.

Class 1		
Bad connection	Learn vocabulary	Use of didactic, easy and practical material
A1. If you don't have a good Internet you don't have a good experience of the online classes.	A1. It is interesting because it helps us to remember and identify more vocabulary	A1. Because the teacher brings didactic material very interesting.
A2. The biggest problem is not having internet access	A2. Learn more structure and vocabulary.	A2. They are didactic and practical
A3. There is very bad internet signal that affects online classes.	A3. we find vocabulary that helps improve our English	A3. It is easily understood
	A4. I have learned new vocabulary and have better understood English	

Chart 1. Sample of Building Over-Arching Themes.

Step 4: Ensuring Reliability and Validity in the Data Analysis and in the Findings: In this step, triangulation allows the results to be reliable and can be confirmed using various sources or measurement instruments (H O'Connor, N. Gibson, 2003, p, 8) which in this case are the data collection instruments. Thanks to the teacher's diary, observations, questionnaires, and student surveys, the triangulation of information for this project was achieved seeking to guarantee the results and organizing the data in charts and journals (see Annex G) facilitating access and understanding.

Step 5: Finding Possible and Plausible Explanations of the Findings: Once the information is organized and summarized in tables, a reflection is carried out with questions such as Are these findings what you expected, according to the literature? Were there any major surprises in the findings? How are they different / similar to what is stated in the literature of other similar studies? This is not only important in terms of finding explanations for the results, but also in terms of implications of the students' findings, the latter being an important part of the final report. (H O'Connor, N. Gibson, 2003, p, 11)

It must be said that despite the innumerable educational, technological and social challenges (taking into account the pandemic), these results are very similar to those expected in this research. Although connectivity made classes a bit difficult, like some related studies, the song is a fun element that has also been of paramount importance to make my students enjoy their learning of a foreign language. (Romero, 2015)

Categorization and Findings

The information obtained through the data collection instruments was organized so that the results could be easily displayed, thus finding some similarities in various answers given by the students.

The common aspects were First when they talked about how songs make English vocabulary easier to learn. Second; when they expressed that the teacher provided didactic and practical materials with many audiovisual tools that allowed them to learn new things easily and finally when they mentioned how the quality of the connectivity influenced the

development of the class, having already low Internet quality. Sometimes it prevented listening to the teacher and listening or watching the video of the song.

Bear in mind the research question: *What are the students' perceptions about the use of songs integrated into Task Based Learning in a virtual English Class?* And based on the data organization three categories were proposed in order to present the results of this investigation. First the Relation between Learning and connectivity, second the Relation between Learning and Songs and finally the Relation between Learning and e-learning materials.

Learning and connectivity

For the five participants in this research, having good connectivity is of utmost importance in times of a pandemic, since this guarantees that they can perform academically (tele study) and labor (telework).

Within the development of this research proposal, five workshops were implemented in five different online classes, at the end of each of them, the students solved a series of questionnaires including the class grade. One of the questions in this questionnaire was: *What do you think is the biggest drawback of online classes?* To which the students mostly answered that the poor quality of the internet interrupted the development of the class, in addition to others problems such as the low participation, that some topics were very complicated, and the lack of face-to-face interaction with their classmates. (See Annex J)

Another question that was applied to the students in relation to this category was: *How do you think today's class could be improved?* In accordance with the students' answers in the first and fourth class, it is important to improve connectivity since the need for a good connection is evident within the virtual learning-teaching process, for them, the intermittency of the signal prevented them in many occasions listen to the teacher or the audio of the songs. (See Annex K)

In order to validate this information, the researcher's perceptions recorded in the teacher's journal (see Annex G) were taken into account and where there was some comments from the students during the class related to how they feel with the connectivity problems, as well as the opinions of the students during the class, which are found in the class recordings (see Annex I & L)

Throughout the process, I found that in general, the five learners expressed that the poor connectivity in the virtual English class was delayed and prevented the development of some activities. Although they were aware that the poor internet connection was due to the great demand for it due to the pandemic, since according to the Ministry of Information Technologies and Communications of Colombia (2020, April 12) an increase of 40% in internet connectivity has been reported during the quarantine, because of the confinement turned connectivity into something transversal that allows us to study, work or entertain ourselves from home.

It was inevitable that they did not define this situation as the greatest inconvenience in each of the classes, since not only on some occasions it prevented them from listening to the teacher, but rather generated interference between the audios of the songs, requiring

them to be played more than three times so that the planned exercises could be developed correctly. According to the students, in order to have a good experience in a virtual classroom, good connectivity is essential.

In addition, the bad signal forced the researcher to rethink some of the proposed activities right in the middle of class, this does not mean that the structure of the TBL was modified, only that one or two complementary platforms were used. Some of which were Google Drive Jamboard and liveworksheets

Beyond the fact that the internet is seen as the digital oracle, which provides a kaleidoscopic vision of our culture (Aguiar and Cuesta, 2009), it has allowed within education to break with the monopoly of knowledge, taking the learning process along a path of creativity and social reality.

Given the current global situation, connectivity has allowed the creation of highly versatile education and training environments that can provide equal access to students regardless of their gender, geographic location or socio-economic origin. This has become a technological solution that allows students to achieve greater and better academic performance by adjusting the activities to their needs.

In Colombia, access to the internet is very limited in part due to the geographical distribution that prevents the deployment of telecommunications infrastructure to certain parts of the country, as well as due to the lack of economic resources. According to a study by the Javeriana University, 63% of the student population does not have internet, a

worrying figure at a time when virtual education is intended to be used as a weapon against the coronavirus and school dropout.

Besides that, the quality of the internet is not good. According to the most recent report by Cable.co.uk, in conjunction with New America's Open Technology Institute and Google Open Source Research, Colombia ranked 131st in the world in 2019 for its internet speed. (Neira, 2020, paragraph 5)

Even though connectivity brings many audiovisual tools that help in the teaching-learning process, it must be clear that, like any tool, you have to know how to use it or you can have the opposite effects to those intended (Bausela, 2009). The internet could be the mole of virtual education in Colombia, since according to Velásquez (2020) “the tele study has many challenges, the students may not be prepared. Furthermore, the quality may not be the same because the face-to-face is better”(paragraph 7). Also for Houlin Zhao (2020) “Digital inclusion can only be meaningful and effective if internet users feel empowered to use technology, and when it is affordable, attractive and secure” (paragraph 9).

As an English teacher, I can say that connectivity is a necessary tool within the educational process, however the poor quality or misuse of it can delay, modify and deviate the objectives set for a class, generating possible learning confusing and unequivocal to students, as it happened in this investigative exercise. Within the teaching of English, the internet provides numerous audiovisual tools that allow students to develop linguistic, grammatical and communicative skills, as well as to learn to correct their own mistakes and to express themselves in the best possible way (Contreras, 2010). Thus, despite the fact

that for many years the internet has been used as a technical support within the education of an L2, during the quarantine period its use increased, modifying teaching models and opening new communication channels, breaking, as has been said so many times, conceptual temporal and spatial barriers (López and Morcillo, 2007).

Relation between Learning and songs

For this category there were different comments on the students' questionnaire in different questions. The students' general perceptions were through songs, they can acquire a variety of useful vocabulary and improving their pronunciation (Cited by Farrah, Mohammed, 2017).

For the question: *Audiovisual media (songs) make explanations more attractive and clear?* The students answered that if they already allowed them to learn new vocabulary, improve pronunciation and writing, provide a real life conversation and it is didactic way for learn. (See Annex C & M).

To the question: *This class has motivated me to expand my knowledge through songs outside of class?* Affirmative answers were found since according to the learners the songs allowed them to understand and learn the vocabulary in English, learn pronunciation, it is a didactic strategy and because it allowed them to remember what they learned (see Annex C & L) Also, the uses of these videos help to explain the grammar and vocabulary easier since they were animated. (See annex N)

In this category, the students' perception of the songs focused on the fact that they facilitate the learning of vocabulary and correct pronunciation. Even though at the beginning of this investigative exercise most of the students stated that they did not like the songs in English and preferred other musical genres, preferably in Spanish, perhaps for fear of not understanding what they say, once all the workshops were finished It was possible to see how this perception changed to the point that many of them affirmed that from now on they would listen to music in English since through these they understood this language better. For students, songs allow them to visualize grammar within a real context while allowing them to learn vocabulary in an easy and fun way. The different musical rhythms help to predispose students positively before starting class, motivating them towards language learning (Al-Mamary, 2007) while showing the correct pronunciation of words.

Within the teaching of a language, songs play an important role since they not only help motivate students but also increase their lexical, grammatical, phonological, sociolinguistic and cultural competences (McLaren and Lankshear, 1994). On the other hand, songs allow the development of linguistic skills: reading, writing, oral and listening expression, pronunciation, rhythm, grammar, and vocabulary (Lo and Li, 1998) within a dynamic, fun, and interesting environment. With the help of these educational tools, the student can acquire and memorize a variety of useful vocabulary (Medina, 1993), improve pronunciation (Ulate, 2008) and develop auditory discrimination skills, including the integration of letter sounds, syllabification and pronunciation of words(Cited by Farrah, Mohammed, 2017).

As an English teacher and taking into account the observations of the classes, I can affirm that the students learned as much vocabulary as possible, as well as, reviewed grammar that was in the songs. This learning was achieved in part because the videos of the songs were very animated, they also had a basic vocabulary and a slow rhythm. When proposing tasks based on songs, the aim was to reinforce or develop English skills in students with the help of cooperative work within a virtual environment, however, having a limited amount of time, workshops and activities did not allow the students to fully develop their language skills, which made them turn their attention to the new vocabulary that the songs provided.

Relation between Learning and E-learning materials.

For this third category there were different comments on the students' questionnaires in different questions. However, most of the comments agreed that Learning becomes very convenient and interesting (Klement, Dostálb & Marešová, 2013) thanks to the materials didactic, easy, and practical used by the teacher.

To the question: *The material used is relevant and easy to understand?* In 100% the students said yes because this was didactic and easy, creative and appropriate, and very interactive and practical. (See annex Ñ)

Another question that favored the analysis of the results in this category was: *The content of the class is interesting?* Despite the many comments given by the students at the end of each of the classes, it could be seen that all of these reached the same conclusion, for

them the materials were didactic, interactive, easy to understand and very practical, which allowed them to learn or remember English vocabulary and grammar. (See annex O)

The students' perceptions regarding this category were quite similar, for them the audio visual materials, applications and platforms used in the classes were didactic, interesting, practical and easy to handle. Despite the fact that in the initial class some of the students presented problems with the management of resources, perhaps due to ignorance, as the classes developed, these problems disappeared. E-learning materials are characterized by being interactive since they have a wide range of multimedia elements that are intended to stimulate as many components of the student's perception as possible, within totally virtual environments. In education, electronic materials help to motivate students in the classroom through multimedia and interactive elements (animations, multimedia records, simulation dynamics, sound recordings, etc.), providing effective support to study (Kopecký, 2006).

As an English teacher I can say that E-learning materials are very conducive to teaching practices, especially the teaching of English, since these seek that the student has an active role within their learning. For this reason, the teacher must know how to develop good material that motivates and facilitates the acquisition of knowledge, and thus awakens emotions and interest by proposing challenges and creating learning scenarios. In this case, the use of songs as learning tools must go hand in hand with good and adequate e-learning materials, because the lack of correct integration of these can make students live and enjoy the class while losing sight of the objectives learning.

The effectiveness of these materials within each of the classes could be evidenced in the correct development of the tasks. Although it was a bit time consuming, the use of various

platforms, applications and other electronic resources for each of the phases of the TBL, the students were able to appreciate English in a different way.

Chapter V: Conclusions

Conclusions

Taking into account the main idea of the project was to analyze and characterize the students' perceptions regarding the use of songs integrated into TBL in a virtual environment, several conclusions could be reached.

The first is that songs are viewed by students as dynamic, interactive, and engaging educational tools. In addition, you can appreciate the grammatical variations within a real environment, as well as easily learning new vocabulary as well as the correct pronunciation of words. Based on this, it is concluded that the students' perception of the use of songs in an English class was very positive since, in addition to helping them learn new vocabulary, it motivated them to listen to music in English.

Based on the fact that the songs have been implemented in various educational projects where they are seen as something more than motivational and educational tools, and taking into account the responses and perceptions of the students throughout the development of this project, it can be said that possibly the songs are tools that help to develop more than pronunciation and vocabulary in a second language, however, the lack of activities and workshops based on these prevented corroborating the viability of this theory with this group of students.

The implementation of electronic materials in the development of the class allowed students to learn in an interactive, easy and very dynamic way, despite the fact that sometimes interactions with classmates could not be carried out, according to the students, the materials were relevant to the objective and methodology (TBL). Besides, the songs allowed generated in the students a positive perception of the teaching and learning process based on tasks in a virtual environment.

The perception of online classes by students is somewhat divided. On the one hand, we find that according to the learners, the greatest benefit of this type of class not only lies in the fact that they allow them to continue with their training process in an L2, during quarantine, but that it allows them to make proper use of the free time they have. However, they affirm that the biggest drawback of this virtual project was the lack of a good internet, which delayed and caused the development of classes to be too difficult and perhaps avoiding better academic and research results.

Within this exploratory research, several successes could be found as unexpected findings, which allowed answering the apparently posed question. At a general level, the students' perceptions of this methodology were very positive, since the use of songs will help them learn vocabulary as well as the correct pronunciation of words with the help of easy and practical electronic didactic materials that will help them learn an L2. On the other hand, the students were able to perceive that the poor quality of the internet makes the learning process in a language very difficult and even more so in times of a pandemic when the demand for connectivity is so high.

Limitations of this Study

The development of this project was seriously affected by the global health emergency, generated its restructuring concerning the population, workshops and materials or means for its implementation.

A change in population became necessary thanks to the closure of schools nationwide, although some schools continued with virtual education, the school for which it was destined for this project did not have educational platforms that facilitate teaching during the quarantine generating that they communicated via WhatsApp with their students, not having direct access to the students and taking into account that they were very saturated with virtual jobs, I could no longer work with this population.

For this reason, five volunteers were sought for the development of this project and the workshops already created were modified so that they were implemented virtually. However, having such a limited population as well as the five workshops, it was difficult to collect enough and truthful information to demonstrate significant relationships in the development of auditory and oral skills in an L2.

The lack of time of the students was also an important limitation, since many of them work and study at the same time, which only gives them free time in the evening hours when the internet is very slow. Another limitation was the lack of fluency in the language of both the students and the teacher, which led to the fact that on some occasions Spanish leaving aside the educational objectives.

Although there are some projects related to the use of songs in English classes and others to the use of TBL, no project was found to articulated songs and TBL for the process of teaching and learning a language in a virtual environment, which prevented partly have a good conceptual, theoretical, and methodological basis.

Another limitation was the lack of a technological tool that allowed to develop the class without affecting the structure of the TBL and without neglecting the learning objective.

Recommendations for Further Research

Taking into account the innumerable benefits of TBL within the teaching of English, several projects based on this methodology have been implemented in different countries, however, a project that integrates songs, learning by tasks and virtual environments has never been created. For this reason, they make the following recommendations.

In the first place, the implementation of better Web 2.0 tools that facilitate the development of the class is suggested, without neglecting the dynamism, practicality, and innovation, nor the structure of the TBL. This virtual class has to articulate the needs and capacities of the students with the objective of learning.

This pandemic has shown that not only Colombia had deficiencies in the internet network system that allowed virtual education, but that this educational emergency was worldwide. For this reason, it is suggested to create wireless mechanisms that allow

populations to have internet since it is an indispensable source in our daily lives, guaranteeing not only education but also communication and connectivity opportunities.

Likewise, I recommend that to avoid limited access to within the development of some activities, first you have a network with greater capacity, Second, these activities or classes are done at a time when the internet is not so saturated and third have a plan B in case failure of connectivity, avoiding affecting the educational process in the classroom.

Finally, it is suggested to use this methodology not only to focus so much on listening and speaking but to know the perceptions of the students, however, this can also vary taking into account the number of workshops and the number of students. Planning more activities can develop the communication skills of students since they can experiment, interact and interact for longer and with more partners in a foreign language, just as the few workshops and students can only allow knowing their perceptions versus this methodology.

Pedagogical implication.

The finding of this study have some pedagogical implications.

Songs are significant tools within the process of teaching and learning a second language, which also provides colloquial language and New vocabulary motivates the Student through their rhythms and melodies while simulating the cerebral hemispheres

Using the songs based on tasks can be very effective within a face-to-face process, where the interaction of the students is easier and more natural.

The virtual implementation of this strategy can be significant if you have technological tools and/or platforms that allow you to easily follow the steps of the TBL.

The model adapted from the TBL of Willis (see *Illustration 2*) Taken by teaching Chinese through integrating songs in the TBL project, can be very effective in the development of the class, however, more than two tasks must be created that allow the student to interact better with English.

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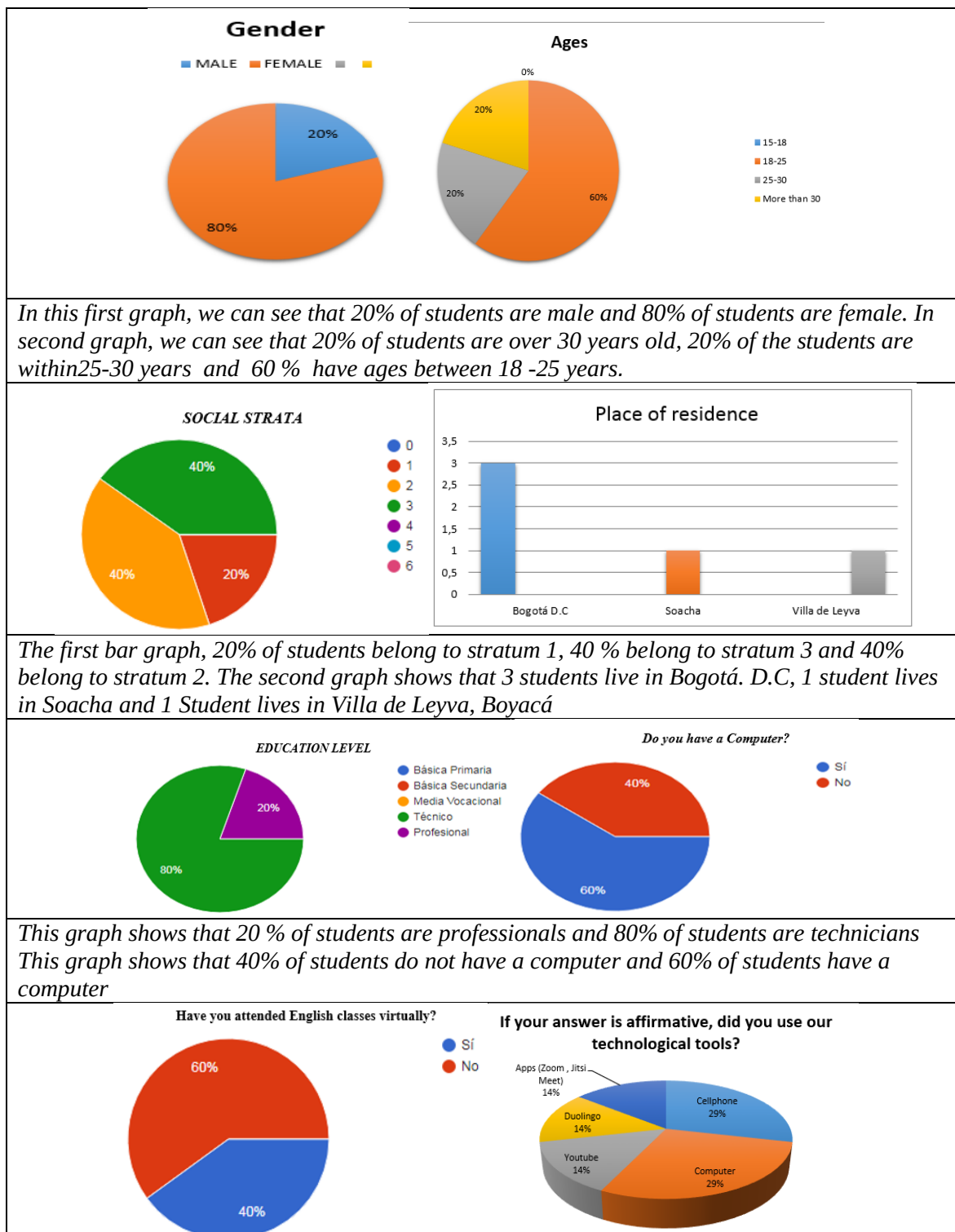
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Appendices

APPENDIX A

STUDENTS' SURVEY ANALYSIS RESULT

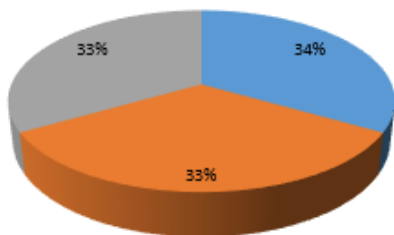




This first graph shows that 40% of the students have attended English classes virtually and 60 % of students have not attended English classes online. This second bar graph shows that the answers of students who have attended virtual classes. 14% of students have used Apps like Zoom and Jitsi Meet; 14% of students have used Duolingo, 14% of the students have used YouTube 29% of the students have used their cellphones and 29% of the students have used their computers.

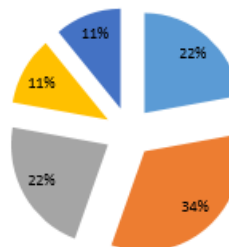
If your answer is yes, what was your experience in this virtual course?

■ Excellent ■ Good ■ You learn with facilities, many audiovisual aids



Do you listen to music in English? If yes, what kind of music do you listen to in English?

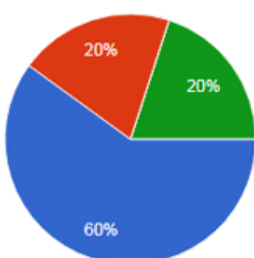
■ Pop ■ Rock ■ Ballads ■ Classics ■ Occasionally



In this first circle graph, we can see that 34% of the students who had experience with a virtual course was Excellent, 33% of the students said that the experience in a virtual course was good and 33% of the students stated that the virtual course provides spaces for easy learning with many audiovisual resources. This second graph shows the kind of music that the students listen to. 11% of the students occasionally listen to music in English, 11% of the students listen to classics in English, 22% of the students listen Pop, 22% listen to Ballads and 34% of the students listen to Rock.

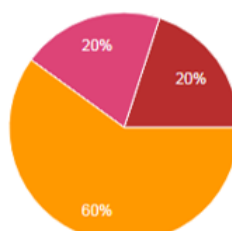
How often do you use the Internet per week?

■ Mucho ■ Poco ■ Nada ■ Ocasionalmente



What is the most used use of the Internet?

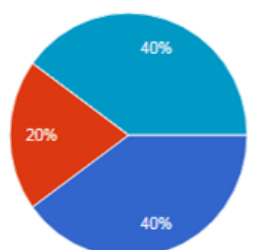
■ Chat ■ Video ■ Música ■ Deportes ■ Ocio ■ Estudio ■ Redes sociales ■ Correo electrónico ■ Conferencias



In this first graph, we can see that 20% of the students use occasionally the internet, 20% of the students use a little the internet and 60% of the students use a lot the internet. In the second graph, we can see that 20% of the students use the internet for conferences, 20% of the students use it for their social media and 60% of the students use It for listening music.

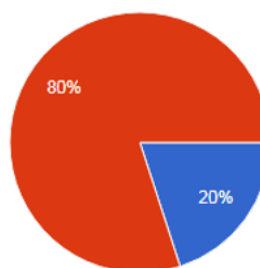
What difficulty do you encounter in using the Internet?

■ Lentitud de conexión ■ Falta de acceso a internet ■ Poca disponibilidad de dispositivos de conexión como computadores ■ Falta de seguridad y confidencialidad de datos ■ Plan limitado de datos ■ No tengo ninguna dificultad



In your English classes, have you used English songs for learning?

■ Sí ■ No

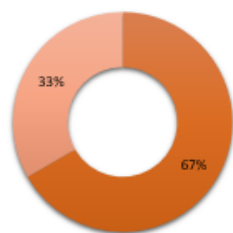


This first graph shows that 20% of the students lack internet access, 40% of the students have



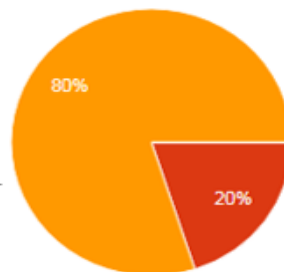
slow internet and 40% of the students have not a difficulty. In this second graph, we can see that 80% of the students have not used songs in their English Class and 20% of the students have used songs in their English Class.

If your answer is yes, do you enjoy this experience? Justify your answer



■ Yes, It is interesting
■ I practice my knowledge

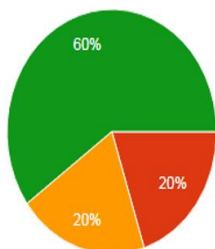
How do you rate your level of English?



● Excelente
● Bueno
● Regular
● Malo

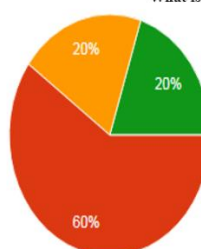
This first graph shows that 33% of the students said that with songs they can practice their English knowledge and 67% of the students said that the English Classes with songs are interesting. This second graph shows that 20% of the students assure that they have a good level of English and 80% of the students say that they have a regular level of English.

How do you learn English faster and better?



● Leyendo
● Escuchando
● Haciendo ejercicios /jugando
● Hablando e interactuando con otras personas

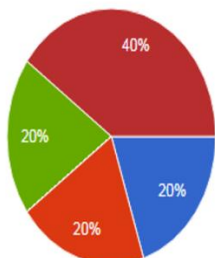
What is more difficult for you in English?



● Leer documentos/ historias
● Hablar o contar una historia
● Escribir oraciones
● Comprender cuando alguien más habla

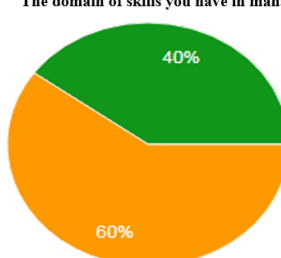
In this first graph, we can see that 20 % of the students learn English making exercises and playing, 20% of the students learn better listening and 60% of the students learn English faster and better, speaking and interact with other persons. This second graph shows that 20% of the students cannot understand when someone speaking, 20% of the students have difficulty in write sentences or documents and 60% have difficulty speaking or tell a story.

What kind of music do you listen to?



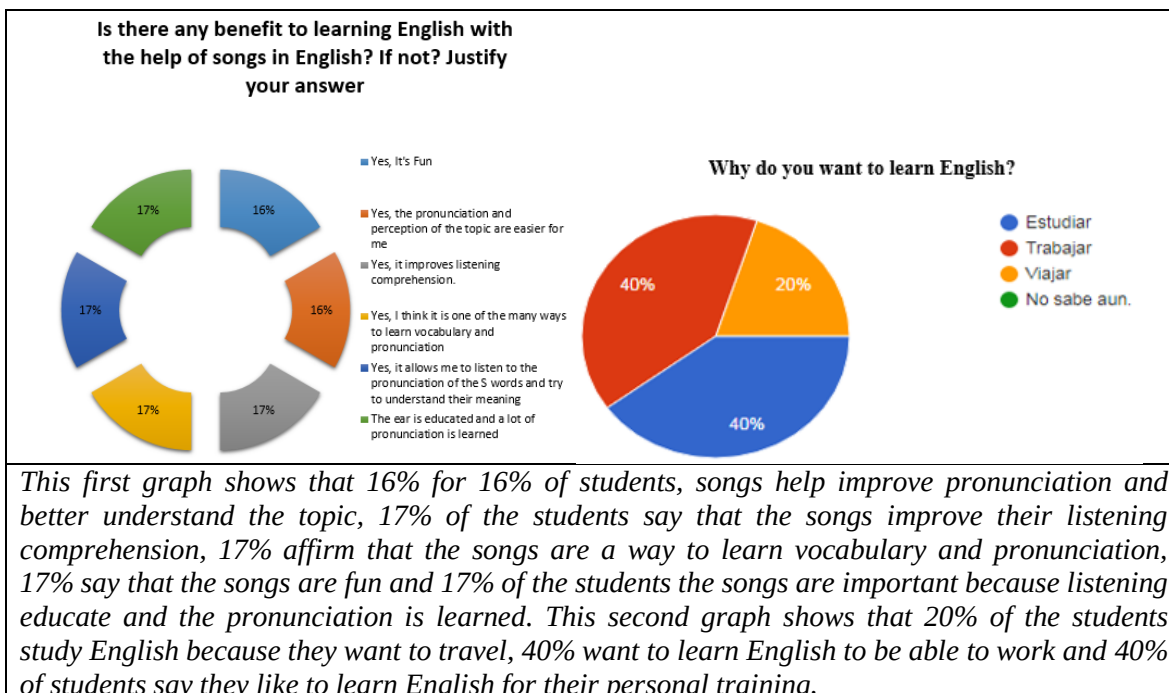
● Vallenato
● Pop
● Rock
● Salsa
● Reggaeton
● Electronica
● Ranchera
● K-pop
● Música en ingles

The domain of skills you have in managing Internet use and online resources is:



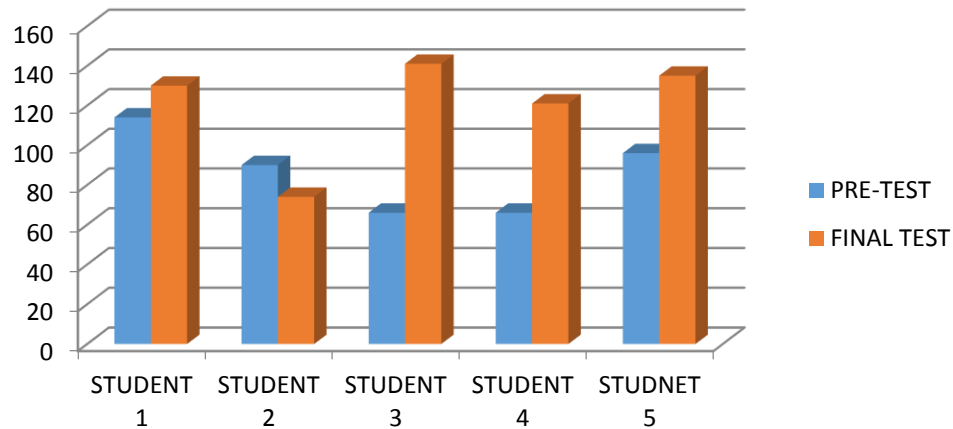
● Nulo
● Regular
● Bueno
● Excelente

In this first graph, we can see that 20% of the students listen to electronic music, 20% listen to Pop music, 20% listen to K-pop music and 40% listen to English music. This second graph shows that 50% of the students have excellent use of the internet and technological tools and 50% have good management of technologies and internet.



APPENDIX B

PRETEST AND FINAL ANALYSIS RESULTS

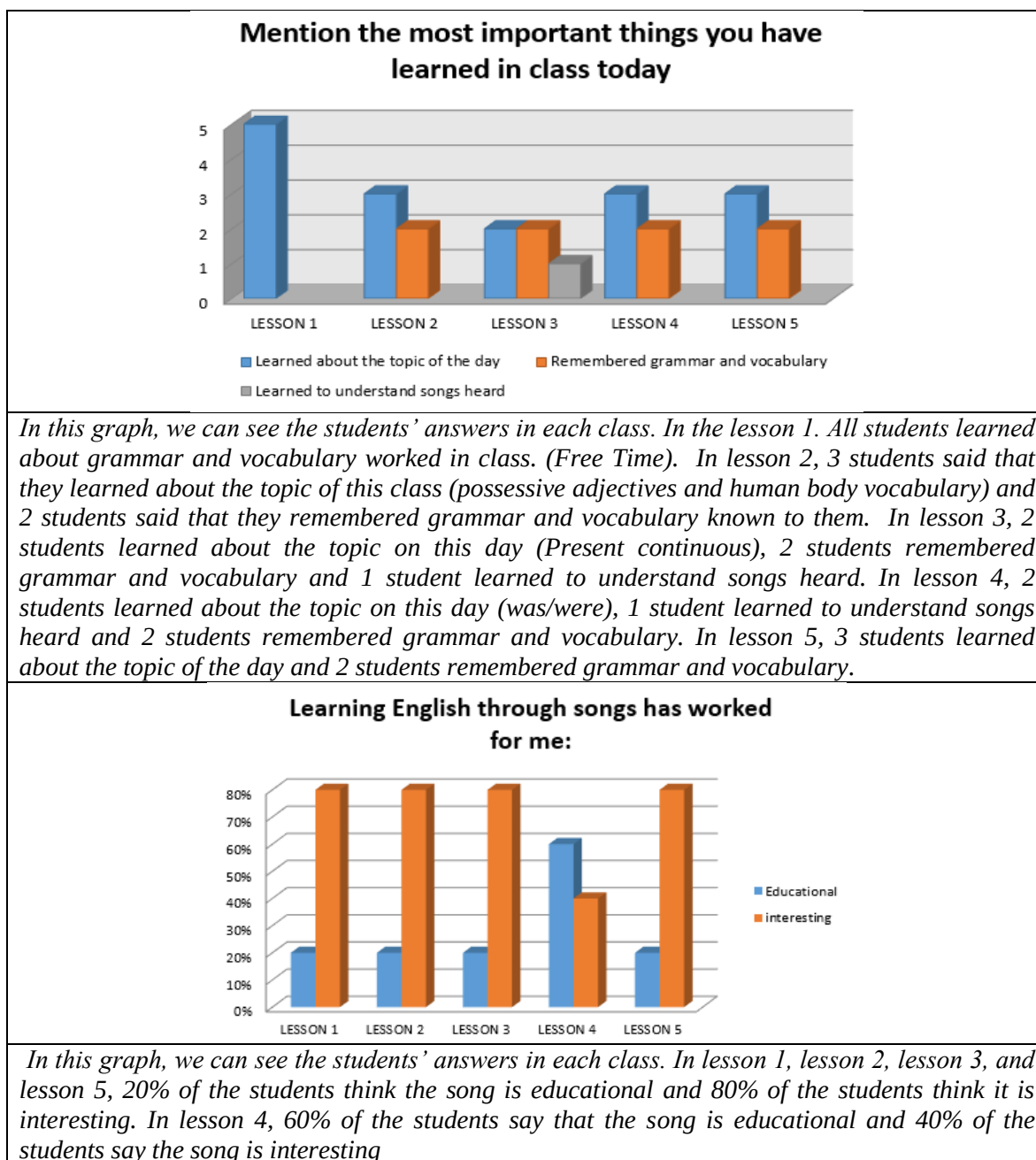


This graph shows the scores obtained in the pretest and the final test of the students individually, It is worth mentioning that both tests with a score of 150.. Student 1 obtained 114 points in the pretest and 130 points in the final test. Student 2 in the pretest obtained 90 points and in the final test 74 points. Student 3 in the pretest obtained 66 points and in the final test 141 points. Student 4 obtained 66 points and in the final test 121, student 5 in the pretest obtained 96 points and in the final test 135 points. At a general level, it can be seen that 4 out of 5 students improved their knowledge and obtained better scores in the final test, compared to the pretest. But, student 2 obtained a better score in the pretest as opposed to the final test, instead of improving his low score.



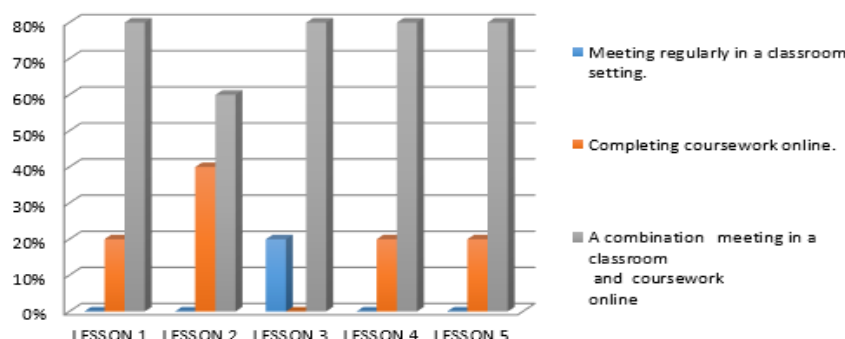
APPENDIX C

CLASS RATE



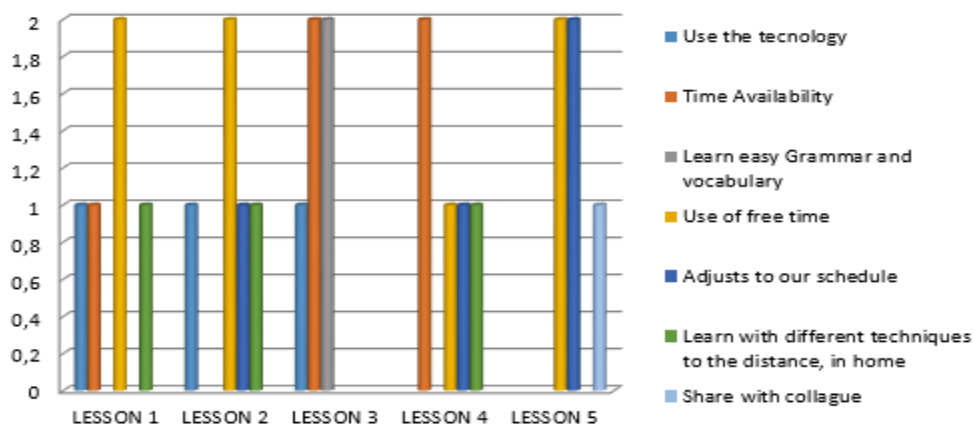


What class format do you or would you prefer?



This graph shows the students' answers in each class. In lesson 1, 20% of the students like coursework online and 80% of the students like a combination between face to face class and virtual class. In lesson 2, 40% of the students prefer coursework online and 60% of the students choose a combination of classroom classes and coursework online. In lesson 3, 20% of the students select classroom classes and 80% of the learners prefer a combination of classroom classes and course work online. In lesson 4, 20% of the learners prefer coursework online and 80% of the students select a combination of coursework online and classroom setting. In lesson 5, 20% of the students prefer an online course and 80% of the students prefer a combination meeting in a classroom and course online.

What do you think is or might be the greatest benefit of online learning?

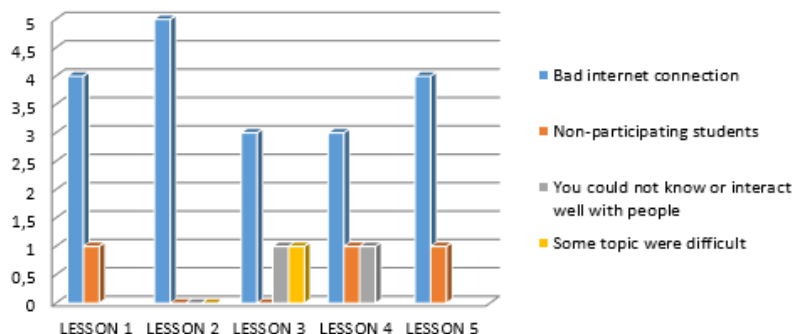


This graph shows the responses of the students in each class. In lesson 1, 1 student says that the use of technology (computer and cell phone) is the benefit in this class, 1 student thinks that the online class is adapted to their availability of time, 2 students learn to take advantage of free time, 1 student thinks that learning with different distance techniques is the greatest benefit. In lesson 2, 1 student says that the use of technology is the benefit of online learning, 2 students affirm that this methodology helps them occupy their free time, 1 student mentions that these activities can be adjusted to their schedules and 1 student Claim in class online. You can learn with different techniques at home. In Lesson 3, 1 student says in these classes that we can use technology, 2 students think that online classes allow time availability, and 2 students in these classes learn easy grammar and vocabulary. In lesson 4, 2 students mention that online classes allow time availability, 1 student says that with these classes they can make better use of their time, and 1 student affirms that they learn with different techniques from home. In Lesson 5, 2 students say that the benefit is that it can be adapted to their schedules, 2 students say that



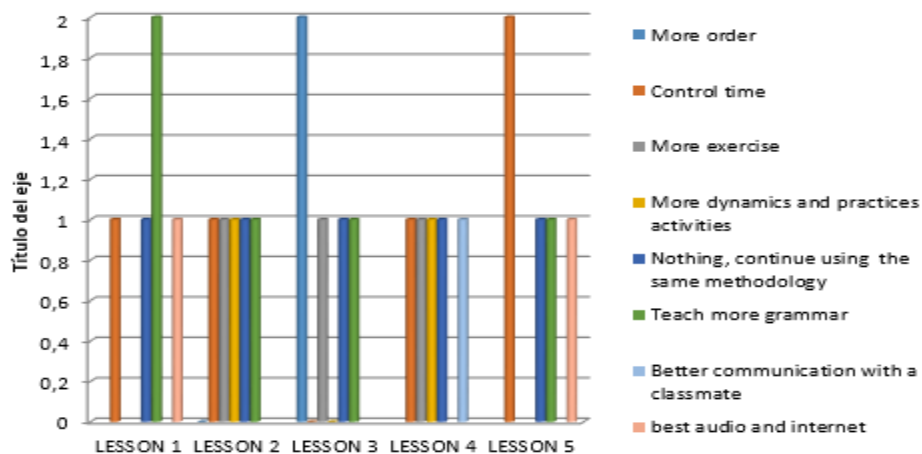
technology is the greatest benefit of the class and 1 student that the benefit can be shared with classmates.

What do you think is the biggest drawback of online classes?



In this graph, we can see the students' answers in each class. In lesson 1, for 4 students the bad internet made the class difficult and 1 student said that the drawback was due to the low participation of some students. In lesson 2, all the student claim that bad internet connection was the biggest drawback. In lesson 3, 3 students said that bad internet connection was a problem, 1 student claims that the lack of interaction face to face with his partner and 1 student thought that some topics were difficult. In lesson 4, 3 learners mention that bad internet connection difficult the class, 1 student thought that the lack of participation of some students and 1 student claims that not being able to meet or interact face to face with their classmates makes the class difficult. In lesson 5, 4 apprentices say that the bad connection made the class difficult and 1 student says that this was due to the low participation of some students.

How do you think today's class could be improved?

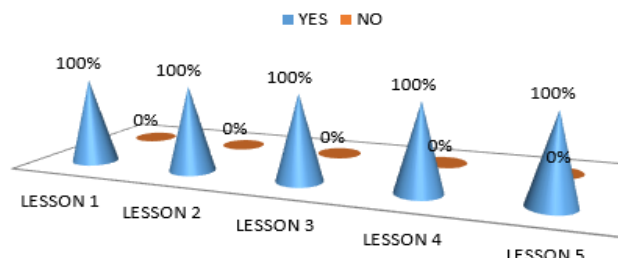


This graph shows the students' answers in each class. In lesson 1, 1 student says it is necessary more time control, 1 student says that nothing needs to be changed, the class seems appropriate, 2 students say that in-depth teaching of grammar is necessary and 1 student says that the audio and Internet. In lesson 2, 1 student said is necessary control time, 1 student said that more exercises could be implemented, 1 student stated that more practical and dynamic activities were needed, 1 student thought that more grammar needed to be taught and 1 student considered that it would not improve something in the class, as it seemed appropriate. In lesson 3, 2 students think that order is necessary, 1 student thinks that it requires more practice exercises, 1 student



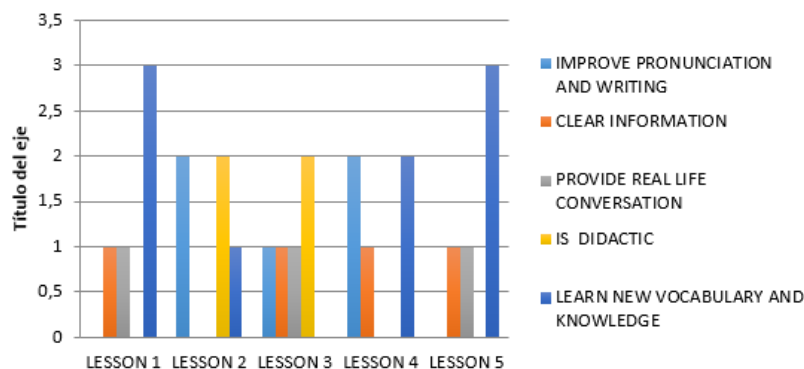
says that it is necessary to explain more the grammar and 1 student does not change anything in the class because they consider the pertinent methodology. In lesson 4, 1 student says that the time should be better controlled, 1 student says that more exercises need to be done, 1 student says that more dynamic and practical activities should be implemented and 1 student would not change anything in the class. In lesson 5, 2 it is necessary to control the time better, 1 student says that grammar should be taught more, 1 student says that audio and the internet should be improved and 1 student would not change anything in the class.

Audiovisual media (songs) make explanations more attractive and clear



This graph shows the students' answers in each class. We can see that in all classes the students considered 100% that the songs make the explanations more attractive and clear.

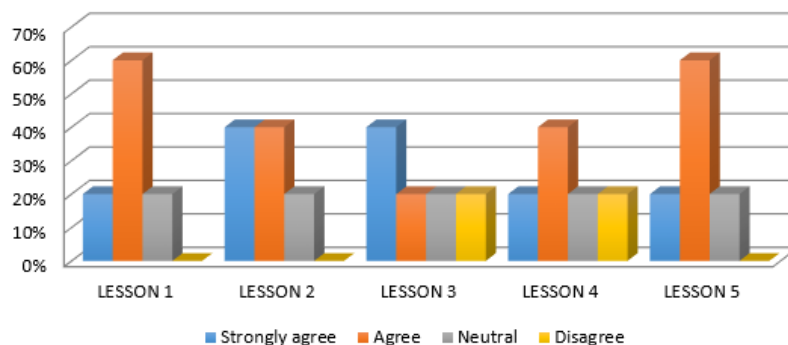
Audiovisual media (songs) make explanations more attractive and clear



In this graph, we can see the justifications of the students, in each injury on why they consider that technologies are a useful tool in the English class. In lesson 1, 1 student says that the information is clear, 1 student says that the songs provide a real conversation and 3 students claim that with songs they learn new vocabulary and knowledge in English. In lesson 2, 2 students say that the songs help improve pronunciation and writing in English, 2 students affirm that the songs are didactic and 1 student says that the songs learn more vocabulary and songs. In lesson 3, 1 student says that the songs provide clear information, 1 student thinks that they help improve pronunciation and writing, 1 student says that the songs provide real conversations in English and 2 students say that they are very didactic. In lesson 4, 2 students think that songs help improve pronunciation and writing in English, 1 student says that they have clear information and 2 students say that with vocations you learn more vocabulary. In lesson 5, 1 student says that the information is clear, 1 student says that the songs give him a real conversation and 3 students affirm that with songs they learn new vocabulary and knowledge.

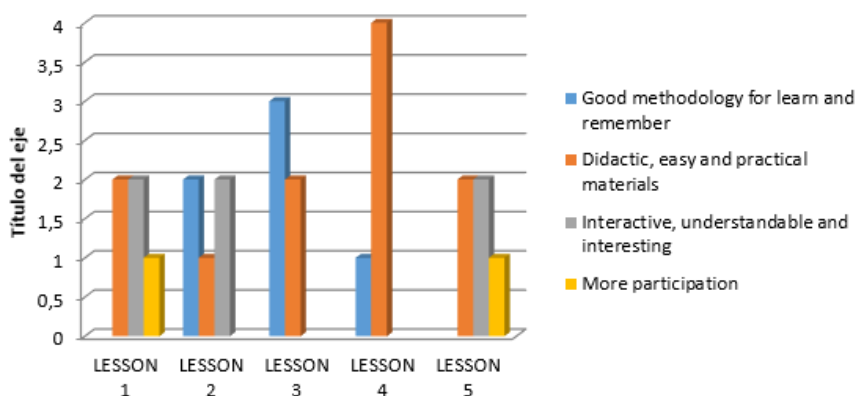


The class brings me new knowledge



This graph shows the students' answers in each class. In lesson 1. 20% of the students strongly agree that they have been given new knowledge, 60% agree with this beginning and 20% of the students are neutral about it. In lesson 2, 40% of students strongly agree that they learned something new in class, 40% of students agree that they learned something new in class, and 20% of students are neutral about this statement. In lesson 3, 40% of the students strongly agree that they learned something new in the class, 20% of the students agree that they learned something new in the class, 20% of the students are neutral regarding this statement And 20% of the students say they learned nothing new in class. In lesson 4, 20% of the students strongly agree that they learned something new in the class, 40% of the students agree that they learned something new in the class, 20% of the students are neutral regarding this statement And 20% of the students say they learned nothing new in class. In lesson 5, 20% of the students strongly agree that they have been given new knowledge, 60% agree with this beginning and 20% of the students are neutral about it.

The content of the class is interesting

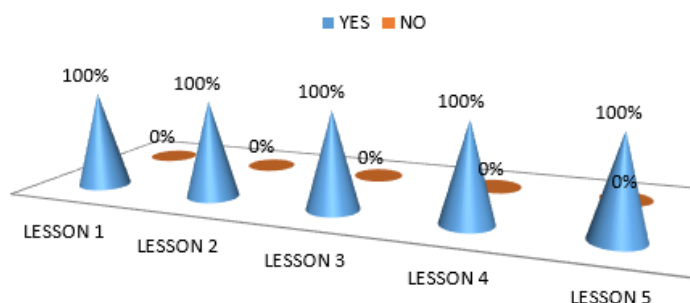


In this graph we can see the reasons for the students, in each injury on why they consider that the classes were interesting. In lesson 1, for 2 students the class was interesting because it had easy, practical and didactic materials, 2 students say that the materials were interactive and understandable and 1 student said it was interesting because there was more student participation. In lesson 2, 2 students say that the content was interesting because it is a good methodology to learn and remember, 1 student, affirms that the class was interesting because it had didactic, easy, and practical materials; and 2 students say the class was interactive, understandable and interesting. In lesson 3, 3 students say that the methodology was good to learn and remember and 2 students affirm that the class had didactic, easy and practical materials. In lesson 4, 1 student says that the class had a good methodology for learning and remember and 4 students say that the class was based on didactic, facies and practical materials.



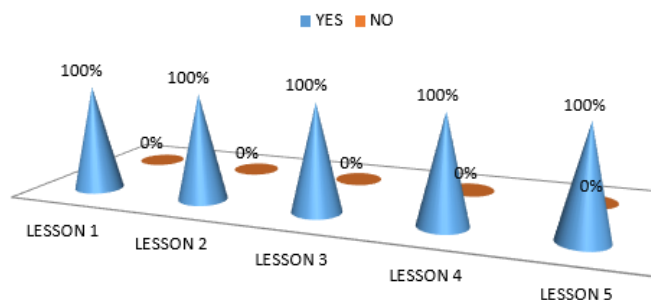
In lesson 5, 2 students say that thanks to the materials being didactic, easy and practical, 1 student says that the participation of the students helped the class to be interesting and 2 students say that the materials in the class were interactive and understandable.

This class has motivated me to expand my knowledge through songs outside of class



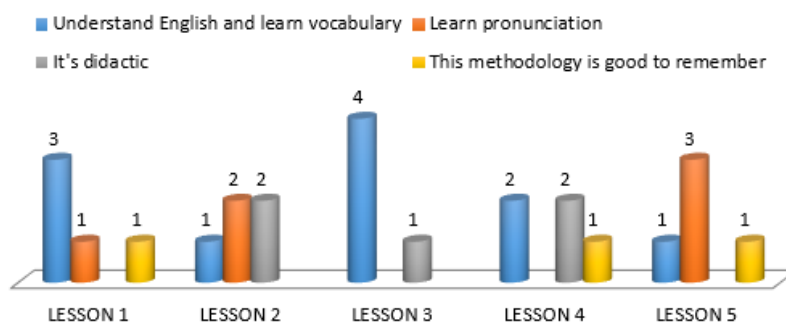
This graph shows the students' answers in each class. We can see that in all classes the students considered 100% that These classes have motivated them to expand their knowledge in English through songs.

The subject meets my expectations



This graph shows the students' answers in each class. We can see that in all classes the students considered 100% that subject met their expectations.

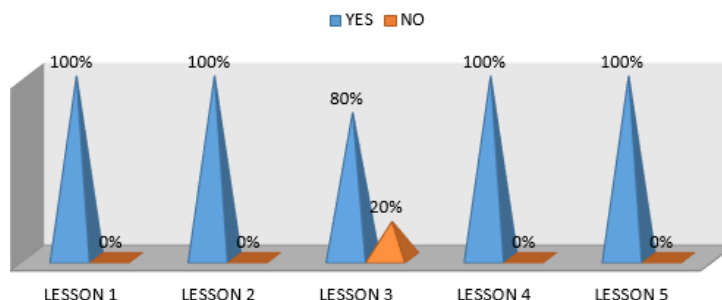
This class has motivated me to expand my knowledge through songs outside of class





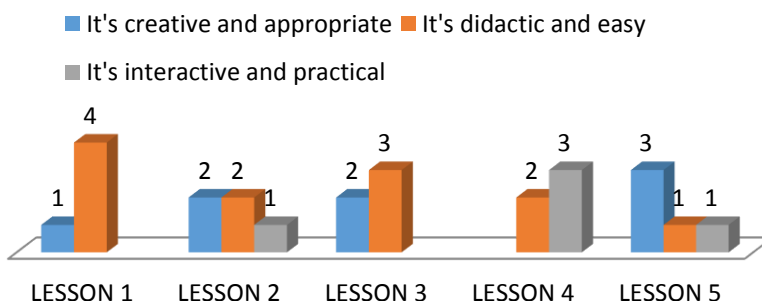
In this graph, we can see the reasons for the students, in each injury on why these classes have motivated them to expand their knowledge in English through songs. In lesson 1, for 3 students with this methodology, you can understand and learn English better, 1 student says that with songs you will learn the pronunciation and with 1 student this methodology helps you remember. In lesson 2, 1 student says that with the songs they can understand English and learn vocabulary, 2 students say that with the songs one learns the pronunciation and 2 students affirm that the songs are didactic. In lesson 3, 4 students affirm that with this type of class you can better understand English and learn new vocabulary and 1 learner says that it is very didactic. In lesson 4, 2 students say that English is more understandable and learn vocabulary, 2 learners say that it is more didactic and 1 student says that it is a good methodology to remember. In lesson 5, for 1 student the songs help to understand and learn better vocabulary, for 3 students the pronunciation is learned and for 1 student with songs better grammar and vocabulary are remembered.

The material used is relevant and easy to understand.



This graph shows the students' answers in each class. We can see that in lesson 1, 2, 4 and 5 the students considered 100% materials are relevant and easy to understand. In lesson 3, 20% of the students say the materials were not relevant or clear and 80% of students say the materials were relevant.

The material used is relevant and easy to understand, yes

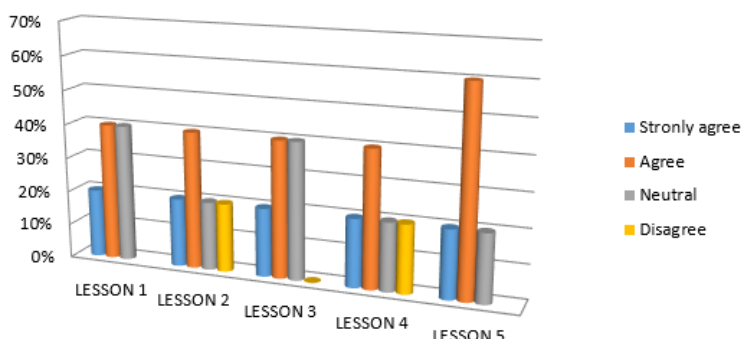


In this graph we can see the reasons for the students, in each injury on why these classes were relevant and easy to understand. In lesson 1, for 1 student the materials used were creative and appropriate for the class, and for 4 students the materials were didactic and easy to understand. In lesson 2, 2 students say that the material is didactic and easy, 2 students that these were creative and appropriate and 1 student that it is interactive and practical. In lesson 3, 3 students claim that the materials are didactic and easy, and 2 students say that they are creative and



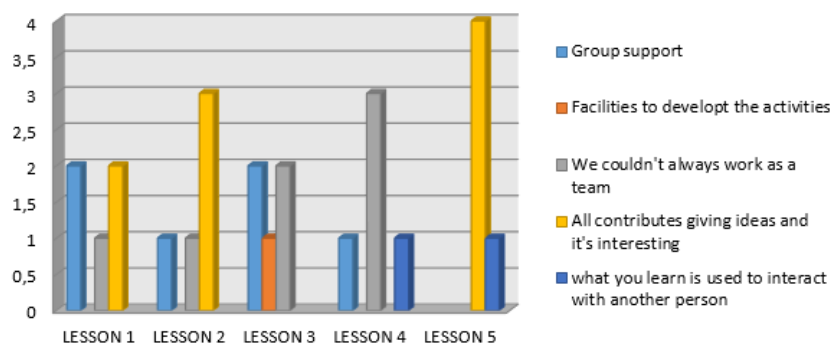
appropriate to the class. In lesson 4, 2 learners said the materials were didactic and easy and 3 students said the materials were interactive and practical. In lesson 5, 3 students say the materials were creative and appropriate for the class, 1 student says they were didactic and easy to understand, 1 student says it was interactive and practical.

Is virtual teamwork virtually helping the development of the class?



This graph shows the students' answers in each class. In lesson 1, 20% of the students totally agree that teamwork helped to develop the class, 40% of the students agree and 40% have a neutral position. In lesson 2, 20% of the students strongly agree that virtual work helps to develop the class, 40% of the students agree with this, 20% of the apprentices are neutral regarding this statement and 20% disagree with this. In lesson 3, 20% of students strongly agree, 40% of students agree that virtual teamwork helps to develop the class, and 40% of students are neutral before this assumption. In lesson 4, 20% of the students are strongly agree, 40% of students agree, 20% of students are neutral before this assumption and 20% of the students disagree with this statement. In lesson 5, 20% of the students totally agree, 60% of the students agree and 20% are neutral

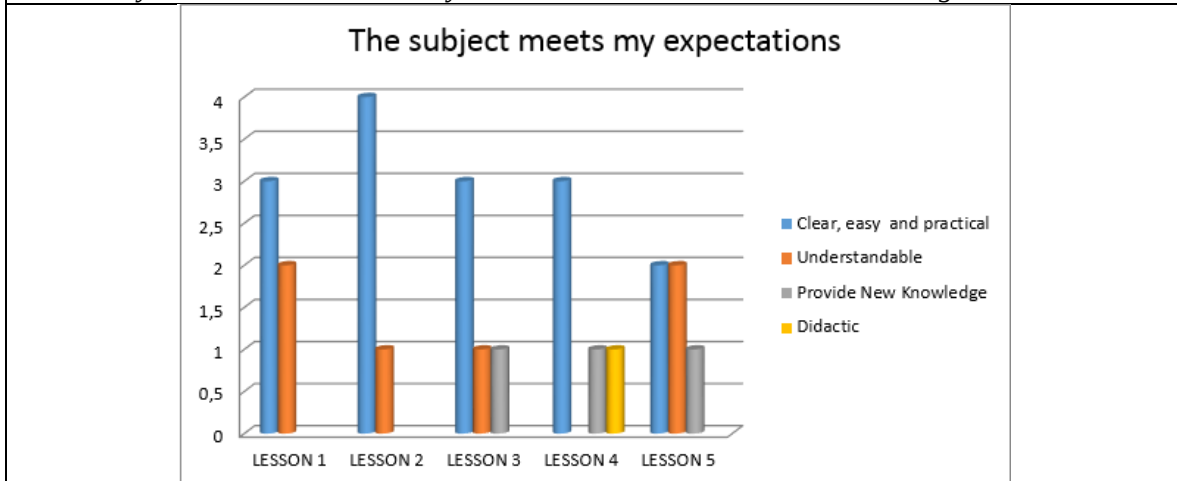
Is virtual teamwork virtually helping the development of the class?



In this graph, we can see the reasons for the students, in each injury on why Virtual teamwork was virtually helping the development of the class. In lesson 1, 2 students say that virtual work allows them to have good group support, 1 student says that it is not possible to work online as a team and 2 students say that these tools say that it helps everyone to contribute their ideas. In lesson 2, 2 students say that that group support can be done in virtual work, 1 student says that teamwork cannot always be carried out and 3 students say that they all contribute ideas, which is interesting. lesson 3, 2 students say that in group activities they can interact using what is being learned, 1 student says that this provides facilities to carry out the activities and 2 students say that you cannot always do the activities as a team. In lesson 4, 1 student says that interaction in



team activities allows practicing what has been learned, 3 students, say that it is not possible in online teamwork and 1 student said that group support could be done. In lesson 5, For 4 apprentices they say that they say that virtual work allows them to contribute their ideas and 1 student says that in the virtual class you can interact with classmates with the grammar used.



In this graph, we can see the reasons for the students, in each injury on why these classes met the students' expectations. In lesson 1, 3 students say the class was clear, easy, and practical and 2 students say the class was understandable. In lesson 2, 4 students say the class was practical, easy, and clear and 1 student said the classes were understandable. In lesson 3, 3 students say the classes were clear, easy, and practical, 1 student says they were understandable, and 1 student says this class provided him with new knowledge. In lesson 4, 3 students affirm that the classes were clear, easy, and practical, 1 student says that this class provided him new knowledge and 1 learner says that it was didactic. In lesson 5, 2 students say the class is clear, easy, and practical, 2 students say the class was understandable, and 1 student says the class gave him new knowledge.



APPENDIX D

CONSENT



CONSENTIMIENTO

TITULO DEL ESTUDIO: The effect of songs integrated into task-based learning inside the virtual English class.

INVESTIGADOR: Narlin Liced Varela Casillo

PROPOSITO: Por medio de la presente se está requiriendo su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera Inglés** de la **Universidad Santo Tomás**. El propósito de este estudio es poder conocer la efectividad de la canciones dentro de una clase virtual de Inglés; y al mismo tiempo poder utilizar las canciones como herramienta didáctica en la misma.

PROCEDIMIENTOS: Para este estudio se llevara a cabo en primera instancia una recolección de datos en la cual se implementaran instrumentos tales como diario de campo, una encuesta a los estudiantes y un pre-test. Después del análisis de la información recolectada, se implementara 5 talleres, en los cuales los estudiantes hagan uso de sus habilidades de Inglés, por medio de tareas guiadas basadas en canciones en inglés, que tendrá una duración de 2 semana. Para finalizar se hará una retroalimentación del proceso investigativo, la viabilidad de la metodología, fortalezas y/o debilidades. Durante cada una de las actividades (recolección de datos e implementación de actividades) se hace indispensable grabar las clases, como evidencia.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted no está obligado a contestar ninguna pregunta que considere incomoda.

DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es un poco de tiempo de parte de los participantes para recolectar y datos e información. Recuerde que su participación contribuye no solo al desarrollo del estudio llevado a cabo, sino también beneficia su proceso formativo para la adquisición de una Lengua Extranjera.

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a Narlin Liced Varela Castillo, al correo narlinvarela@ustadistancia.edu.co teléfono: 3203230231

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante: LAURA DANIELA CASTILLO **Fecha:** 23/05/2020

Firma del participante



Nombre del participante: ALEJANDRA RODRIGUEZ SUÁREZ Fecha: 23/05/2020

Firma del participante Alejandra R

Nombre del participante: JOSE W. ORTIZ MAHECHA Fecha: 23/05/2020

Firma del participante Jose W. Ortiz Mahecha

Nombre del participante: NATHALIA GARCIA Fecha: 23/05/2020

Firma del participante Nathalia

Nombre del participante: LEIDY ALEJANDRA LINARES Fecha: 23/05/2020

Firma del participante Leidy Alejandra Linares



APPENDIX E

STEP 3: BUILDING OVER-ARCHING THEMES CHART.

Class 2		
Bad connection	Learn vocabulary	Use of didactic, easy and practical material
A1. The drawback probably is the internet because sometimes is not good	A1. I can learn more vocabulary and the pronunciation of the words	A1. They are didactic and practical
A2 The audio of the video call had bad signal	A2. the use of the time and the use of the computer or the cellphone	A2. The content is very interactive
A3. The internet connection bad connection	A3. Because the songs are a big help to learn English	
Class 3		
Bad connection	Learn vocabulary	Use of didactic, easy and practical material
A1. If you don't have a good Internet you don't have a good experience of the online classes.	A1. can listen and learned the vocabulary and the pronunciation of the words	A1 The class is clear and concise
A2. The biggest problem is not having internet access	A2. I learn to hear and understand better	A2. Because it is a Didactic work
A3. There is very bad internet signal that affects online classes.	A3. It is a new way of acquiring knowledge	
Class 4		
Bad connection	Learn vocabulary	Use of didactic, easy and practical material
A1. The connection and some technical problems	A1. With the songs we have learned pronunciation and vocabulary	A1. Because it is a Didactic work
A2. The bad internet signal	A2. It is a new way of acquiring knowledge	A2. Because the teacher brings didactic material very interesting
A3. the bad internet connection	A3.we find had enough content	A3. I learn in a didactic way



			A4. The class has a good materials
Class 5			
Bad connection	Learn vocabulary	Use of free time	
A1. The connection and some technical problems	A1. with the songs we have learned pronunciation and vocabulary	A1. Because it is a Didactic work	
A2. The bad internet signal			
A3. The bad internet connection.	A2. I find it easier to learn better English	A2. Because it is a didactic work	



APPENDIX F

SAMPLE OF LESSON PLAN

Lesson Name: What do you like to do? Lesson Number: 01 Student-Teachers in Charge: Narlin Liced Varela Castillo Grade: Elemental Date: 18-05-2020 Time of the class: 90 minutes		
Resources: Google tools(Jamboard, Google Meet, Drive) video, online worksheet, Power Point presentation, lyrics, pictures, documents in drive and headphones		
Objective	By the end of the lesson the students will be able to give information	
Type of Activity	Description	Time
Pre-task	<u>ODD ONE OUT</u> Previously, the teacher will create Power point presentation. With this power point presentation the teacher will show some pictures about free time activities and some pictures of differences topic, pictures that doesn't fit with the main topic. (<i>Annex 1</i>). The student will have some time to discuss which the odd picture one is out and why. <i>The teacher will do a little review about the present simple and vocabulary about free time(Annex2)</i>	20 minutes
Song phrase	The student will listen the song “what do you like to? (<i>Annex 3</i>) and underline the free time activities. For this, the student will receive the lyric with anticipation	10 minute
Task circle	• Task In pairs, the students will make a mind map about the activities they like to do and the activities they don't like to do in their free time. To improve communication, each group will have a document in JAMBOARD in which they can make the Mind map. The teacher will have access to each drive to monitor an answer questions.(<i>Annex 4</i>) • Planning Each pair discusses plans and rehearses the way to present to their classmates the previously done task. The teacher can suggest share the screen and read the map. The teacher monitors the activity and makes sure that all students participate in the activity • Report Each pair will have 2 minutes to make their presentation to their classmates. The teacher will give the feedback.	30 minutes
Languages focus	• Analysis The teacher will write in a word office document the general mistakes of grammar and pronunciation of students presentation and making corrections. Practice. <u><i>Listen and organize</i></u> The students will have 10 minutes to enter a link where they can find a	30 minutes



	series of exercises such as listening to organize the song and open answers (<i>Annex 5</i>) Finally, the students compare their answers with their classmates <u><i>Speaking activity:</i></u> The students will select a speaking cards about hobbies and ask to a classmate, the questions that appear there. Here they have to talk about their hobbies: computers, music, reading, sport. (<i>Annex 6</i>) <i>Note:</i> <i>At the end of each class, students will complete a google format in which to rate the class. (Annex 7)</i> <i>Students will have a camera on at all times.</i> <i>The classes will use the Google Meet platform, which allows screen sharing.</i>		
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Appendixes:

ANNEX 1 y 2

- **Link Slides:**
https://drive.google.com/file/d/1MoCY1cj2b8N577GxpwoLJunyRa3QVzz_/view?usp=sharing

ANNEX 3

- **Song link:** <https://www.youtube.com/watch?v=nddRGDEKxA0>

ANNEX 4

- **Jamboard example link:** https://jamboard.google.com/d/1xhNw2JsJrmuxVT3dDD-IxaSjhpFasyZiCCbSSwX_pO4/viewer?f=0
- **Jamboard link:**
https://jamboard.google.com/d/1HWc397wKkA0wQlX4floXZWTt_uYPmI7srE6pXX4MfqY/viewer

ANNEX 5

- **Worksheet link** <https://forms.gle/GheN4gjXVmjntbNc7>

ANNEX 6

- **Free time speaking cards** https://drive.google.com/file/d/1Z21G-5qgOOSvcrErjFX_iEEz6viwM9lp/view?usp=sharing

ANNEX 7

- **Class grade:** <https://forms.gle/maa4n95A4R8sKQqZA>



APPENDIX G

SAMPLE OF JOURNALS

PRE-SERVICE TEACHER'S NAME: NARLIN LICED VARELA CASTILLO DATE: 24-05-2020	
DESCRIPTION	REFLECTION
Due to the Internet of 3 students who have no problems on Friday, May 22, the class was postponed for Sunday at the same time. Before the class, the access links to each of the resources that will be used will be sent to each student. For the previous task, the students individually made a mental map of the places they had last week, so that they use the jamboard platform which has already been operated. Students had 10 minutes to do this activity. Then his mind maps were socialized. The use of was-were explained. They were affirmative, negative and interrogative with some examples with places in the city. The students were asked if they had any questions to which they said no. For the song phrase, students had to complete the song with was, wasn't, were or weren't based on what they heard I was at the seaside song. For this, the liveworsheet platform was used, which instantly qualifies the responses. Before the activity, questions about some words were solved. The song was played twice. The questions were then socialized with the entire class. Category3 Category1 Category Again with the help of the livewosheet platform, the students completed a calendar with activities they did last week. This calendar should be sent to the teacher. For this they had 10 minutes. Once the calendar is finished and sent. Each student in a document in drive had a copy of the calendar of one of their classmates. In drive they had to write what their classmates did last week taking into account the previously completed and used calendar of the verb to be in past and the places in the city. For this each student had 10 minutes. The teacher had access to each drive, in order to monitor the teacher's activity towards corrections and solve concerns. Once the activity was finished, a roulette was created in order to encourage socialization a little. The roulette indicated which person should say the sentences of the activities that their classmates did last week. At the end of the activity the teacher gave corrections. At the end of the class a student had some problems with his internet which he was able to solve. With the same roulette, a series of questions were created in which the students had to answer using the past tense of the verb to be. To finish the students had to organize the lyrics of the song in a in a format in google format and rewrite a sentences using the past of the verb to be interrogative, negative and affirmative for this they had 10 minutes. Afterwards, the answers were socialized since, despite the fact that the sentences were correct; the format threw them as incorrect. To finish, the class rating link was sent.	Again the schedule had to be modified, this is due to personal questions of the students. Despite the fact that TBTL allows the implementation of any pedagogical activity such as maps, mental drawings and mimics, taking into account that it is virtual, there are many tools that allow this in real time. For this reason the same activities are delayed a little. However, the aim is to make it a little dynamic with the use of more than one platform at the same time or to create activities such as roulette that will allow the class to liven up, all for educational purposes. Category1 Again, internet problems affected the class a lot, since a student disconnected several times, which affected its development. Again, it takes more time for the class to implement more activities and to complement the theme well. Perhaps more teacher training is lacking compared to web 2.0 tools. The development of the activities were according to plan, perhaps a little delayed by the internet for both students and teachers. The most fruitful part was the writing and the speaking where the students participated very actively asking and answering questions, it was more natural, compared to previous classes, which reveals a small advance against the interaction with other people in an L2



APPENDIX H

SONGS

Workshops Number	Topic	Song
1	Free time	What do you like to do? –Anonymous
2	Possessive pronouns	Just the way you are- Bruno Mars
3	Present continuous	Lemon tree –Fools Garden
4	Be past	I was at the seaside-British council
5	Past simple	Mr. Morton -Anonymous



APPENDIX I

CLASS RECORDING LINKS

Lesson 1

<https://drive.google.com/file/d/1sy4mAyLgjn385CejbTKmzi33JVijdWT9/view?usp=sharing>

Lesson 2

<https://drive.google.com/file/d/1DTliyjKQKBK3K7s3Aa1k4G35OSDL6kp/view?usp=sharing>

Lesson 3 <https://drive.google.com/file/d/18Tkq-amqwLphnaRelD6yC4BqGWPnoJd/view?usp=sharing>

Lesson 4

https://drive.google.com/file/d/1VBIZ_OIaP0fhLRpu211fs-uUyK1ZwEfa/view?usp=sharing

Lesson 5

<https://drive.google.com/file/d/1qqjeQSmmq84XCDunf-aVforZTdxHbKeJ/view?usp=sharing>



APPENDIX J

STUDENTS COMMENT OF LEARNING AND CONNECTIVITY

- C1S1: *I think not being able to meet the people who participate in the class to be able to share*
- C1S2: *If you don't have a good Internet you don't have a good experience of the online classes*
- C1S4: *There is a very bad internet signal that affects online classes.*
- C2S1: *The drawback probably is the internet because sometimes is not good*
- C3S4: *The bad signal of internet*
- C4S3: *Bad internet connection*

I think not being able to meet the people who participate in the class to be able to share

1 respuesta

Lesson1

If you dont have a good Internet you Dont have a good experience of the online classes.

1 respuesta

the drawback probably is the internet because sometimes is not good

1 respuesta

Lesson2

The connection and some technical problems

1 respuesta

Lesson3

not being able to share with people

1 respuesta

The bad internet signal

1 respuesta

Illustration 3. Sample of students' answers, question 6 class1, 2 and 3



APPENDIX K

STUDENTS COMMENT OF LEARNING AND CONNECTIVITY

- *C1S5: A better internet signal and learn more grammatical structures*
- *C4S2: I consider that the class is very good except the bad signal for which you cannot ear well*

The image shows two side-by-side screenshots of a digital feedback form. The left screenshot is for 'Lesson1' and the right is for 'Lesson4'. Both forms ask the question 'How do you think today's class could be improved?' and show five responses. In the Lesson 1 form, the fifth response 'A better internet signal and learn more grammatical structures' has the word 'internet' highlighted in orange. In the Lesson 4 form, the second response 'I consider that the class is very good except the bad signal for which you cannot hear well' has the word 'signal' highlighted in yellow.

Lesson1	Lesson4
How do you think today's class could be improved?	How do you think today's class could be improved?
5 respuestas	5 respuestas
Maybe the control of the time for some activities.	The audio
No. everything was very well prepared except the time	I consider that the class is very good except the bad signal for which you cannot hear well
having a little more order in the distribution of time	give more time to expand the topics
Using the same methodology	Continuing with the metodologias
A better internet signal and learn more grammatical structures	maybe with more time and more workshops

Illustration 4. Sample of students' answers, question 7 class 1 and 4



APPENDIX L

TEACHER'S COMMENT OF LEARNING AND CONNECTIVITY

CLASS 1:

- *There were some problems connections in the class, however they were quickly resolved.*
- *This problem not only delayed the class.*

CLASS 2:

- *The lack of a good internet greatly delays the development of the class since the command or songs must be repeated many times.*

CLASS 3:

- *The class was scheduled for Wednesday, May 20th, 2020, however, for reasons of my internet, the class stopped and was postponed for Thursday, May 21, 2020.*

CLASS 4:

- *Due to the Internet of 3 students who have no problems on Friday, May 22, the class was postponed for Sunday at the same time.*
- *At the end of the class student 5 had some problems with his internet which he was able to solve.*
- *Again, internet problems affected the class a lot, since a student disconnected several times, which affected its development.*

CLASS 5:

- *In this class there are many connection problems, the listening part had to be replaced a bit since the students do not have to listen well.*
- *However the problems needed to be overcome.*
- *Internet connection problems arise which delayed activities a lot and I had to continue my class with my cell phone.*

APPENDIX L

TEACHER'S COMMENT OF LEARNING AND CONNECTIVITY

C1S2: I'm understanding English better with songs

C1S3: It is a new way of acquiring knowledge

C2S1: I can understand the use of the theme in real life or in a conversation.

C2S5: I learn things new.

C3S1: I can learn more vocabulary and the pronunciation of the words

C4S3: I can listen and learn the vocabulary and the pronunciation of the words

C5S5: I can see the use of the Past Simple in a conversation

5 respuestas

Lesson1

had enough content

I'm understanding English better with songs

It is a new way of acquiring knowledge

I can understand the use of the topic in th real conversation

it's easier to understand the theme with the songs

5 respuestas

Lesson3

It is good because it is very useful to solve the workshops

I can listen and learned the vocabualry and the prnutation of the words

It is a new way of acquiring knowledge

I learn to hear and understand better

It is specific in the subject to be treated

5 respuestas

Lesson5

I can understand the use of the theme in real life or in a conversation.

helps us in pronunciation, writing and I liked it. Is very clear

contained clear information

Because it is a didactic way

I learn things new

Illustration 5. Sample of students' answers, question 16 class 1, 3 and 5.

APPENDIX N

STUDENTS' AND TEACHER'S JOURNAL COMMENT OF LEARNING AND SONGS

C1S1: I find it easier to learn better English.

C1S5: With the songs we have learned pronunciation and vocabulary

C2S3: We find vocabulary that helps improve our English

C3S2: Songs are easy and help with our pronunciation

C4S2: Because the songs are a big help to learn English

C5S2: Now, I understand much better

5 respuestas

Lesson2

I can listen the pronuntiation of the words

Now, I understan much better

is a way to learn more vocabulary and pronunciation

I can remember and practice these topics

with the songs we have learned pronunciation and vocabulary

5 respuestas

Lesson4

Beacuase thes songs help me to learn vocabulary

songs are easy and help with our pronunciation

because it is a didactic way of learning

help a lot with pronunciation and vocabulary

Now I listen to songs in English

I like so much the songs of english and i realized that the songs i can better understad english.

we find vocabulary that helps improve our English

better understanding is provided

It is a didactic form which is easier for me

I have learned new vocabulary and have better understood English

Lesson5

6. Sample of students' answers, question 12 class 2, 4 and 5.

Illustration

Teacher's journal comments:

Class 1:

- *Thanks to the fact that most of the videos were animated, the students better summarized the vocabulary*



- *The present simple was explained, prior to these videos and others were sent so that they could study the grammar and vocabulary a little*

Class 2:

- *Questions about vocabulary were answered.*
- *The students have pre knowledge of this topic.*
- *Possible grammatical and pronunciation errors were corrected.*

Class 3:

- *Students learned better through the videos of the songs and the flashcards.*
- *Pronunciation and grammar corrections were made.*

Class 4:

- *At the end of the activity the teacher gave corrections.*
- *Before the activity, questions about some words were solved.*

Class 5:

- *The students watched the video and took note of the past verbs that this song contained, which were later socialized.*
- *At the end of each intervention, pronunciation and grammar corrections were made*

APPENDIX Ñ

STUDENTS' COMMENT OF LEARNING AND SONGS

C1S2: It is very educational and easy to understand

C1S3: It is didactic and appropriate

C3S1: The material is very easy to understand because is interactive and creative

C3S3: The material used is relevant and easy to understand

C5S4: I like it because it makes the class more fun

C5S5: it's understandable and easy

5 respuestas

I can learn more easy because the material is very clear to understand

It is very didactic

It is very complete with the topic to be discussed

I like it because it makes the class more fun

it's understandable and easy

Lesson1

5 respuestas

Lesson3

it was clear

It is very educational and easy to understand

It is didactic and appropriate

the material is easy and interactive

it's understandable and easy

5 respuestas

The material is very easy to understand because is interactive and creative

it is very easy to understand the topic with each example presented in class

The material used is relevant and easy to understand

Yes, it was quite specific

Is didactic

Lesson3

Illustration 7. Sample of students' answers, question 16 class 1, 3 and 5.

APPENDIX O

STUDENTS' AND TEACHER'S JOURNAL COMMENT OF LEARNING AND SONGS

C2S1: It is interesting because it helps us to remember and identify more vocabulary

C2S5: Because the teacher brings didactic material very interesting

C4S2: The material is easy to understand and is very interactive

C4S4: Is very practical

C5S3: I like it because it makes the class more fun

C5S5: it's understandable and easy

I like it because it makes the class more fun

The material is easy to understand and is very interactive

It is didactic and appropriate

Is very practical

is understood correctly

Lesson5

5 respuestas

I can learn more easy because the material is very clear to understand

It is very didactic

It is very complete with the topic to be discussed

I like it because it makes the class more fun

it's understandable and easy

Lesson4

4 respuestas

It is interesting because it helps us to remember and identify more vocabulary

the applied methodology is good

The methodology and activities are appropriate

Because the teacher brings didactic material very interesting

Lesson2

Illustration 8. Sample of students' answers, question 11 class 2, 4 and 5.

Furthermore some comments in the teacher's journal were: O

Class 1:



- *The students had to make a mental map with activities they did in their free time as a group. For this, the Jamboard platform link was previously sent.*
- *Other methodological tools should be sought and implemented to help make the class enjoyable and meet the requirements of the TBL.*

Class 2:

- *Some students had problems with the chat so they wrote about the same document on the drive.*
- *More easy tools should be used to help communicate the students within the TBL,*

Class 3:

- *For this the platform of Jamboard, this platform allows to put several labels of various colors on a digital board, each student chose a color and wrote their ideas.*
- *To complement the explanation of the previous class, the teacher shared the images of the grammar of the present continuous.*

Class 4:

- *The liveworsheet platform was used, which instantly qualifies the responses.*
- *Despite the fact that TBTL allows the implementation of any pedagogical activity such as maps, mental drawings and mimics, taking into account that it is virtual, there are many tools that allow this in real time. For this reason the same activities are delayed a little.*
- *Once the activity was finished, a roulette was created in order to encourage socialization a little.*
- *Perhaps more teacher training is lacking compared to web 2.0 tools*

Class 5:



- *For pre-task it was a bingo game with verbs in the past. Each student had a different cardboard*
- *This activity was done in a document in drive, which contained an example of the activity*
- *The least fruitful part of the class was bingo, perhaps you should create an online bingo where you check to see if the students are crossing out or completing the card.*
- *This activity was done in a document in drive, which contained an example of the activity.*
- *The students selected some cards that had some questions about different topics such as (food, TV, sport, etc.).*