

**Planning and implementation of activities for the improvement of oral
comprehension and production intended for students of the Foreign Language Pilot
Program at Universidad Del Valle: The Song's Club experience.**

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Chapter 1

Introduction

The teaching of English as a Second or Foreign Language is a massive industry worldwide. According to the British Council (2013) English is spoken at a useful level by around 1.75 billion people worldwide– that’s one in every four. By 2020, the British Council forecasted that two billion people will be using it – or learning how to use it. English is also part of the English curriculum in many countries of the world since primary school. Globalization is the reason why some countries have decided to include the teaching of English as a foreign language (FL) in schools. Therefore, projects and policies are developed to succeed on the purpose of achieving a “bilingual” population, or at least, a population highly fluent in English.

Since 2004, Colombia has started the Programa Nacional de Bilingüismo 2004-2019 that includes the new standards for communicative competences of English as a foreign language. This program has as aim, the fulfilling of policies that target globalization, but as many other nations, there are inconveniences such as: the amount of hours that are dedicated for a good acquisition/development of a FL; hence, the exposure to FL and subsequently the development of communicative competence. Therefore, the concept of English as a foreign language (EFL) has gained importance in Colombia, and it means learning English in a formal classroom setting, with limited or no opportunities to use it outside the classroom, in a country in which English does not play an important role in internal communication (Richards & Schmidt 2010).

Moreover, educational policies in Colombia demand that higher education institutions integrate programs of a foreign language into the curricula to support the processes of internationalization of universities. In this case, the improvement of the English courses offered by the School of Language Sciences for the undergraduate academic programs of the Universidad del Valle and the fulfilling of the needs of the students in the target language have always been the focus of attention of the teachers of Foreign Languages. Consequently, a restructuring of the curricular component of Foreign Languages for the undergraduate programs in the University, was designed and proposed. This new approach was presented on October 26, 2015 to the *Vicepresidencia de Asuntos Académicos y a la Dirección de Autoevaluación y Calidad Académica* who approved this proposal to take place between 2016 and 2020, as a Pilot Program.

The Pilot Program responds to the proposed restructuring of the curricular component of Foreign Languages in the undergraduate programs. Students will have access to complementary learning tools to improve their level in the target language (English, French, Portuguese and German) through activities that promote independent work and autonomy. Thus, the RedCAAL (Red de Centros de Apoyo para el Aprendizaje de Lenguas) or the Support Centers Network for Language Learning, serves as an immersion place for students to be exposed to the language. The RedCAAL currently proposes several activities in which the Song's club was included. This space is specially addressed for students that are part of the Pilot Program, where the activities, using songs as a meaningful learning tool, aim to enhance their level of the target language and to

perform autonomous work; precisely to create awareness about independence and autonomy of learning, but most importantly, to improve their oral comprehension and production using songs in the classroom. This research was carried over the two academic periods of 2017 in order to solve the problem stated in this work.

The study was developed under a qualitative approach, specifically a case study, framed within the model proposed by Robert Yin (2009). The elaboration of this work shaped the English Song's Club as a part of the RedCAAL for the students of the Pilot Program and its results aim to contribute to improve the process of learning a foreign language at Universidad del Valle.

1. Problem statement

Learning a foreign language has become increasingly necessary for university students and professionals today. The current knowledge society and the globalized world require the development of competences that contribute to the dissemination of knowledge and academic, cultural and commercial opportunities for exchange. At Universidad del Valle, due to the restructuring of the curricular component of Foreign Languages for the undergraduate programs (English for Specific Purposes (ESP) and English for Academic Purposes (courses) the pilot program emerged as an initiative that includes the development of the four skills as well as to promote independent work and autonomy.

During the year 2017 as part of our final project for the class *Práctica Docente*, a component of the Foreign Languages Degree curriculum, six observations were carried out in one of the ESP courses level I. The course under study was "Inglés con fines generales y académicos I". Six aspects were analyzed regarding: the teacher's attention to the students, the participation and the level of the students, the cultural component, the development of the class and the correction of errors.

From the analysis of the observations, it was noticed that there was a high motivation and commitment of the students towards their learning process, but the need to reinforce oral comprehension and production skills was identified.

As mentioned before, an important component of the pilot program is the autonomous work. Students have different alternatives to practice the language such as specialized softwares, clubs, talks, cinema forums and COIL (collaborative international learning) to a lesser extent. The song's Club was one of the spaces conceived to promote and practice the foreign language (English for the purposes of this work).

To develop this work, we took into account a guideline of a previous song's club carried out at the University satellite campus in San Fernando's that helped in the proposal of the activities for the club. However, there are no precedents of song's clubs organized by level or addressed to specific academic groups in the Meléndez campus. This work proposes a set of activities using songs for each stage of a lesson, through which it is possible to make use of these songs in order to practice all the language skills, especially oral comprehension and production. Each lesson plan is outlined by the courses' syllabi and using the task-based approach. The Song's club provides an environment of immersion in which students are exposed to the selected language and for intercultural input. Students can practice and improve their oral skills through the development of communicative competence and working with songs as a learning tool.

1.1 Research question.

One of the main purposes of the pilot course program is the development of communicative competence, which includes linguistic, sociolinguistic and pragmatic sub-competences. The importance of the activities planned are related to the aspects mentioned before. Also, they have to consider the performance and level of proficiency

of the learners. Due to the purpose of the English Song's Club for students of the Pilot program, one question arises: How to improve oral comprehension and production of students implementing activities supported by music in an English Song's club?

2. Objectives

2.1 General Objective.

To plan and implement a set of activities intended to promote oral comprehension and production in the English Song's Club for the Foreign Language Pilot Program students at Universidad del Valle.

2.2 Specific Objectives.

- To design the tasks to perform at the English Song's Club in the academic period of 2017, according to the level and syllabus of the English for General and Academic Purposes courses.
- To write and sequence a plan for the weekly sessions of the English Song's Club for students of the Pilot Program.
- To implement the tasks in the sessions with different students of several academic programs.
- To document and assess the experience of planning and implementing the activities for the English Song's Club.

3. Justification

As part of the teaching practice, we had the opportunity to work with one of the clubs (reading club, conversation club, song's club) proposed within the activities of the RedCAAL (Red de Centros de Apoyo para el Aprendizaje de Lenguas). The main objective of these clubs is to provide a space in which students can practice the foreign language and promote independent work and autonomy.

The importance of this work lies in the activities we used in each session adapted to the students' language level and the topics they were working in class; seeking in this way to take advantage of music as a tool to practice the FL by drawing their attention and maintaining their interest. Besides, they could discover cultural diversity and recognize their own culture through songs.

Equally important, the idea was to answer the research question by designing and planning activities supported by songs that were carried out in the English Song's Club, taking into account formal aspects of the language, the different registers of the target language and the cultural background of the songs. Also, by providing the students with a confident learning environment to speak and practice the foreign language. We expect to contribute to the strengthening of the oral comprehension and production of the participants of the Pilot Program's Club, to encourage their participation and to enhance their autonomous work.

Designing and planning these sessions gave us an idea of what should be done at the moment when, as professionals and teachers of an educational institution, we will be in

charge of designing a course and its program: we should be able to recognize the needs of students and based on these, propose action plans aimed at improving their performance.

Furthermore, we also seek to provide a teaching-learning proposal that facilitates the oral comprehension and production processes in the English Song's Club. Additionally, we look forward for other teachers to adapting these activities depending on the context in which their students are immersed, the materials they rely on and the topics they work on.

Finally, this proposal aims to improve the oral comprehension and production in English through the use of songs, an appropriation of the learning processes by students, allowing it to be meaningful and relevant to them. We hope to contribute and continue in the pursuit of improvement of English language teaching and learning processes at Universidad del Valle.

1.4. Previous works in the area

After a careful research, it was found that there are not works that develop the subject dealt in this bachelor monograph in a deeper and specific way.

However, here is a review of research projects at national and international level regarding research design, theoretical framework and methodological approach.

Thanks to the works chosen, we had a clear idea of the use of songs as an effective strategy for teaching English as a foreign language in the Song's Club of the pilot program of Universidad del Valle.

1.4.1 National Work

El uso de canciones en inglés para favorecer el desarrollo de habilidades de comprensión.

This study was carried out at Colegio Antonio Nariño, a district educational institution located in the Villa Luz neighborhood in Engativá (Cundinamarca), with 26 students. Men and women between the age of 16 and 50 years, parents and mothers of a middle class social stratification who work in daytime.

The purpose of this study was to design a didactic proposal based on systematic work with songs as a tool to improve comprehension skills in English and generate in students a more favorable attitude to learning. Surveys were conducted in which the characteristics of the population were revealed, such as preferences and attitude towards learning English.

In this work, songs are a useful tool during the implementation of exercises that favor the work with the original vocabulary of the song, where students not only learn it, but work on a theme of everyday life which makes of learning a significant process. The contents of the lyrics of the songs deal with themes that allow the student to analyze, reflect, discuss and practice what they have learned. Therefore, it can be emphasized that music is a didactic tool we can use to teach a foreign language, creating motivation to learn, psychological, sensorial and cultural predisposition in the student and in the classroom.

This study showed that teaching a language can be achieved through the use of materials that offer a good motivation to students. Also, the use of songs in English proved to be a good tool to stimulate students in the development of their comprehension skills.

1.4.2 International Works

Effectiveness of English Song Activities on Vocabulary Learning and Retention.

This project was implemented by the Rajamangala University of Technology Srivijaya. It was a case study with a population of 40 students in their first year at the English for international communication students from faculty of Liberal Arts. The materials and research instruments were song activities and a test which included a pretest, immediate posttest (Posttest I), a two-week delayed posttest or a retention test (Posttest II) which were all the same test and a questionnaire about students' opinions of song activities.

The purpose of this study was: (a) to study the effectiveness of song activities on vocabulary learning and retention and (b) to explore students' opinions towards song activities. One tool that can interest students in learning vocabulary is the use of songs, which introduces students to new vocabulary and phrases in a lively way.

The authors argue that the song lyrics provide a target vocabulary, grammar, and patterns for students to practice. By listening to songs in English, students can listen to native pronunciation and also develop their listening ability. Melodies and rhymes help

students to use good pronunciation like a native speaker. (Stansell, as cited in Šišková, 2008).

The results showed that learning English through song activities can encourage students to develop and retain their vocabulary knowledge and the students learned better in a relaxed atmosphere; the students said that in this relaxed atmosphere they were happy and enjoyed the class (Murphey, 1992). In addition, this study reveals that music not only helped students learn and gain knowledge and vocabulary but also helps students increase their scores. Thus, they will feel motivated to understand and learn the target language themselves. The selected songs should be the ones that are popular among the students, so they can learn more easily through songs because the brain can be stimulated by using music.

Using English Songs: an Enjoyable and Effective Approach to ELT.

This project was held by Chunxuan Shen at the School of Foreign Languages in the Zhejiang Gongshang University (China), with a comparative study between two different classes of the same year in the same College, one is *Electronics* and the other is *Communication Engineering*, whose average academic performance in National Entrance Exam and in the previous semesters was at a similar level.

The aim of this project was to make evident that the use of English songs in ELT classrooms not only promote language awareness, but also emancipate full mental and affective power in language learning; since it can help students to overcome mental barriers, such as anxiety, lack of self-confidence and apprehension. As a pedagogical

application, the integration of songs in English increases the desire to learn the target language, and they are a helpful material to encourage active engagement with language, for learners are easily motivated by the music, the singers, the popular themes, and the rhythm.

Throughout a whole semester in 68 teaching hours for each class, 4 teaching hours in all were specific used for working with songs in English. One class was the control group, which followed the same teaching agenda without the songs in English teaching application. The other class was the experimental group, in which the approach with the songs was applied. Both classes had the same English teacher, the same facilities, and the same teaching style, except for this difference.

The researcher tried to adopt some particular practices to integrate songs in the EFL classroom, in order to teach different language skills, such as listening, speaking, vocabulary, grammar and writing.

The outcomes of this study revealed that students who always listen to songs in English pay more conscious attention to pronunciation, intonation, and even phonological rules; leading to speak English more fluently and to a better and accurate pronunciation. Likewise, the author claims that listening to English songs is a powerful tool through which students acquire new vocabulary and grammatical structures that are embedded in the conscious and unconscious memory. Finally, and as an additional result, the creative writing was stimulated. First, by using lyrics that were pleasant for the students, and also through the students' inspiration and passion while telling their own experiences

Chapter 2

Theoretical Framework

To better understand the object of study in this work, some important concepts were taken into account to design the framework of this research. It is necessary to have clear concepts related to the use of songs when teaching a foreign language. These concepts include:

- Communicative approach
- Oral production and oral comprehension
- Task based learning
- Use of music (songs) in the EFL - ESL classroom
- Learner autonomy
- ESP
- Interculturality

The communicative approach, arose in the 70s as a consequence of a rejection of the audiolingual method and the generative grammar. The main objective of this method is to enable students to cope easily in a real situation with other speakers of the target language, providing them with the necessary tools and starting from their needs. To achieve this, it is necessary to create real communicative situations in the classroom that students use in his daily interactions having concern for the socio-cultural codes in order to create in them a sense of usefulness of what they have learned and connection with the environment; in other words, this approach is meant to be significant. According to

Hymes (1971: 27) Communicative Competence is related to knowing "when to speak, when not, and what to talk about, with whom, when, where, in what form"; that means, it is the ability to form statements that are not only grammatically correct but also socially appropriate. That is to say, communicative competence is the ability that a person has to communicate through any means (oral or written), in any circumstance and with any person. Therefore, to get students to develop a good communicative competence, it is necessary to attend to the four language skills with an emphasis on oral skills.

In relation to the **oral production and oral comprehension**, when students are in the process of learning a foreign language, they usually have to work the four language skills - listening, speaking, reading and writing - that are used in real-life communication. Nevertheless, learners of a foreign language find it difficult to cope with this interactional skill, even teachers tend to diminish the importance of these spoken skills. As Raimes (1983) states, "listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate". According to Byrne (1991), "oral tasks involve the productive skill of speaking and the receptive skill of understanding"; this means that teachers ought to provide an ideal atmosphere for students to practice speaking as well as listening.

Listening and speaking are an integral part of our daily lives; for this reason, it is important that a positive environment to induce learners' interaction is created. Thus, students can identify the difference between hearing something and listening attentively to someone. This leads them to obtain diverse communicative tools that are relevant

when talking to an audience in a meaningful transactional way. Also, these tools help when building up a discourse interacting with pairs as the conversation flows without feeling afraid of making mistakes. Willis (1996) claims that using the language for real purposes and creating a low stress ambience are some effective ways to create meaningful communication where the learners find the chance to acquire discourse skills.

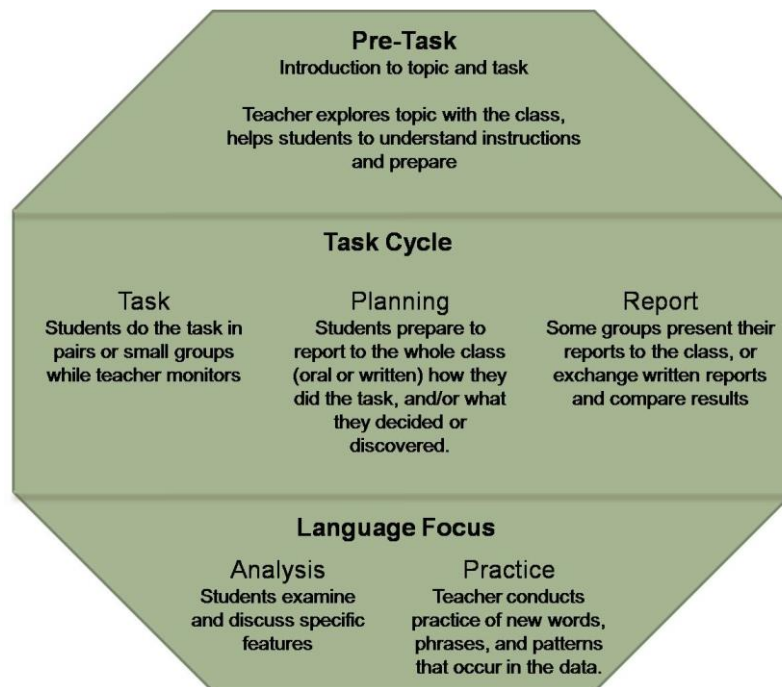
The **Task based learning** approach was born within the framework of the communicative approach in the 1990s. This approach aims to be a holistic teaching method, that is, to see the teaching- learning of a language as a whole and not as a set of parts. The unit of analysis of this approach are the tasks and they include the four fundamental skills of language, oral expression and comprehension, and written expression and comprehension.

According to TBL, one of the most important aspects is that students will learn better a language if they participate in activities that involve an authentic interaction. That means, they need to use the target language outside the classroom as it is used inside. This approach considers unnecessary to teach linguistic knowledge prior to the act of speech and, that through the communication itself it reaches those contents, just as it happens in the acquisition of the mother tongue or a foreign language. For Ellis (2003), task-based learning is necessary to ensure the development of implicit knowledge.

According to Willis (1996: 23) task-based learning allows students to reach a final product through a process and guidance given by the teacher, likewise, TBL is appropriate to create tasks for communicative purposes. "Tasks are always activities

where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996.) The author proposes three phases that are related to each other:

Task Based Framework (Willis, 1996, p. 38)



Within this framework, one of the most important aspects to deal with is the **use of songs in the ESL/EFL Classroom**. Songs contain a real language, are easy to obtain, provide vocabulary, grammar and cultural aspects and students enjoy working with them. They can provide valuable speaking, listening and language practice in and out of the classroom within a more meaningful learning process. Using songs can be an effective learning tool and there are three theoretical reasons that supports songs (music) as a

valuable resource. Kevin Schoepp (2001), explains there are affective, cognitive and linguistic reasons involved in the use of songs for teaching English. The affective reason explains how affective variables such as attitudinal and emotional factors influenced the foreign language acquisition. It is important to recognize the need for students to have a positive attitude in regard to learning. Songs give students the opportunity to develop "automaticity", which is the essential cognitive reason for the use of songs in the classroom. Schoepp quotes Gatbonton and Segalowits (1988, p.473), that define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses."

Finally, through songs, students have the opportunity to work with colloquial vocabulary or informal conversation. Besides, the use of songs in all their dimensions helps to automate the development of the language process. Schoepp claims that "the exposure to authentic English is an important factor in promoting language learning". Using songs in the classroom can be considered as a complete method for learning the language.

As part of the restructuring of the curricular component, the Pilot Program seeks to promote independent work and **Learners autonomy**. This second concept, in the field of foreign language learning, was first introduced by Holec in 1979. He briefly defined learner autonomy as the ability to take charge of one's own learning (Holec 1981, p. 3). In other words, learners should be given the responsibility to make decisions concerning all aspects of their own special learning styles, capacities and needs (Çakici 2015, p. 32).

In the framework of higher education, learner autonomy is particularly important. For many students, time is often in short supply for learning English inside the classroom and they need to practice, to improve, and to increase their knowledge and skills in the target language. It is therefore important for them to become self-regulated and self-reliant language learners who continue learning outside the classroom (Hardy-Gould, 2013.)

Autonomy implies the learner's acceptance of the responsibility for his/her own learning, this means that learner autonomy is a matter of explicit or conscious intention: one cannot accept responsibility for her/his own learning unless she/he has some idea of what, why, and how she/he tries to learn (Çakici 2015, p. 32).

In order to become autonomous, students should develop effective strategies that are suitable in different contexts and that allow them to take charge of their own process (Hardy-Gould, 2013). It is also important for teachers to be able to encourage students to create the conditions to develop these strategies, as for example how to think for themselves in a short-question context, the awareness-raising on how to use reference tools such as English dictionaries, grammar books, online resources, and different areas outside the classroom where the target language is used (clubs, talks, conferences, etc.).

Regarding the **intercultural perspective** within its framework, culture is a dynamic phenomenon and a set of changing practices in which people get involved to live their existence and which are continuously created and recreated by the participants in the interaction. These practices represent a cultural framework that people use to structure and understand their social world and communicate with other people. One of

the aspects that the task approach emphasizes is the relevance of culture (Liddicoat, 2002: 03). In this relationship between culture and task, the function of the latter is to enhance the resources that the student already has to help him experience the culture of the target language. Therefore, interculturality becomes an important idea for this approach.

The intercultural approach (ILL, Intercultural Language Learning) gives us a pedagogical framework and a new purpose in the teaching of languages. It provides a link between language and culture in a way that compels with the communicative principles of the Task- Based Approach. Liddicoat (2002: 11) claims that culture is learned through language and its use, they perceive it as an implicit link. It emphasizes on culture as a practice, from a dynamic, variable and constantly changing point of view. It also emphasizes that language, culture and learning are fundamentally interrelated.

Cultural competence is a process in which the student must connect since the beginning with their learning process of a new language; it is not something that must be done later or as something extra. It is not about the learner being a simple observer of facts and to memorize them. Therefore, the role of the teacher in the intercultural approach is oriented to the development of strategies in their learners in terms of observation, exploration, reflection, mediation.

The main approaches used in the teaching of the courses “Inglés con fines generales y académicos” are **ESP-EAP** (English for Specific Purposes - English for Academic Purposes). It is a field that was born in the 1960’s and it has grown to become one of the most prominent areas of EFL teaching. González (2015, p. 380) states that

“English for Specific Purposes (ESP) has become a fruitful field over the last three decades”, and Anthony (1997, p. 1) claims that its growth has “been reflected in the increasing number of universities offering an MA in ESP and in the number of ESP courses offered to overseas students in English speaking countries”.

ESP, as a flexible discipline, presents different definitions. First, Hutchinson and Waters (1987) generally defined ESP as “approach rather than a product”, implying that it “does not involve a particular kind of language, teaching material, or methodology” (p.2). Robinson (1980) has defined it as the teaching of English for students who have specific purposes, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) described it as the teaching of English for “clearly utilitarian purposes”. These purposes (professional, academic, scientific etc.) surely depend on the learners’ needs. To sum up, as a student-centered approach, ESP has to keep in mind the needs, wants and, desires of the target community in order to fulfill their vocational and professional requirements.

At Universidad del Valle, English teaching for students of all the academic undergraduate programs - except for the Bachelor in Foreign Languages- has been carried out under the scope of the English for Specific Purposes (ESP) approach. According to Terauchi et al., 2010 (as cited in Bhatia, Anthony & Noguchi, 2011), ESP is based on identifying the needs of target learners and adopting teaching materials and practices that will facilitate learners to meet those needs. A teacher interested in the ESP approach would be expected to design the course and activities, through collaboration with content

specialists and their own research, develop materials for the course, teach the course, and finally evaluate how well learners have achieved the goals of the course.

ESP is divided into two main areas: English for Occupational Purposes (EOP) and, the one that is applied in a university context: English for Academic Purposes (EAP), which refers to any English teaching that relates to a study purpose. At UV, the English courses have held that same focus, in fact, the name of the course is ‘Lectura de Textos Académicos en Inglés’ is closely related to the students’ discipline.

Nevertheless, in 2016, the School of Languages Sciences through the Foreign Languages Department undertook the proposal for restructuring the curriculum of the undergraduate English courses. The general approach of this restructuring is the teaching of English combining the approaches English with General Purposes (EGP), according to which the learning focuses on the use of the language in situations of social interaction, and the English for General Academic Purposes (EGAP), which emphasizes in studying the necessary skills for academic and professional performance in higher education. All of this framed within the English for Specific Purposes approach.

Chapter 3

Background

At the moment this study was carried out, a Curriculum Restructuring of the English courses at the Universidad Del Valle was being implemented. The ESP courses (English for Specific Purposes) are still offered by the School of Language Sciences. According to the particular needs of the students of each program, each academic unit is responsible for assigning a number of ESP courses in the curricula of their academic programs.

Currently, the ESP section has not developed a specific curricular plan. However, the teachers of the program have the syllabi of the four levels to support the planning of their own courses; this planning must be designed according to the individual requirements of the students. These syllabi propose a vision of language in which the understanding of scientific and academic discourse is considered as a communicative structure. In this regard, this vision of language is appropriate for our academic context, since it allows us to use the language in context. In addition, it establishes relationships between real situations and the target language.

In response to the restructuring of the curricular component of Foreign Languages in the undergraduate programs, the Pilot Program was born. This reform, presented in January 2016 and in course as a pilot until 2020, implements a new teaching-learning approach and requires 4 compulsory levels of the Foreign Language. The Pilot Program was launched with a group of 198 students from different academic programs of all the

faculties. Currently, for the second period of 2017, 681 students are part of the program: 456 students in level II and 156 in level IV of English, 14 students in level II and 12 students in level IV of French, 12 in level II of Portuguese, 24 in level II and 7 in level IV of German.

In addition, students have access to complementary learning tools to improve their level in the target language. This initiative seeks to promote independent work and autonomy. Thus, the Network of Support Centers for Language Learning (RedCAAL, in its Spanish acronym for Red de Centros de Apoyo para el Aprendizaje de Lenguas) serves as an immersion environment for students to be exposed to the target language. The RedCAAL currently proposes the following activities: Conversation Club, Cinema Forum, Reading Club, Song's Club, personalized tutorships (with students of the Foreign Languages program in their last semesters) and Ciclo Lengua y Cultura (a series of talks presented by the languages teaching assistants or people with expertise in some disciplines).

The English Song's Club was scheduled once a week, every Friday afternoon from 17:00 to 19:00. The schedule was established in order to meet the student's availability. The sessions took place at the center of the RedCAAL, each session lasted approximately two hours.

Chapter 4

Methodology

In order to fulfill the objectives of this work, a qualitative research was held, specifically, a case study.

The case study research method (CS) is defined by Robert K. Yin as “a contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context” (Yin, 2002, p. 13). According to this definition, “case study is an empirical inquiry that investigates the case or cases by addressing the “how” or “why” questions concerning the phenomenon of interest”. (Yazan, 2015, p.138). Yin (2004) explains that “for teaching purposes, a case study need not contain a complete or accurate rendition of actual events; rather its purpose is to establish a framework of discussion and debate among students”. He also adds “the case study allows an investigation to retain the holistic and meaningful characteristics of real-life events”. We mention this in order to explain the nature of this study.

On the other hand, Stake (1995) coincides with Louis Smith’s (1978) statement: “case study should be seen by researchers as “a bounded system” and inquire into it “as an object rather than a process” (p. 2). More specifically, SC research is “an integrated system” which “has a boundary and working parts” and purposive. (p. 2).

For Merriam (1998) the main characteristic of CS research is the delimitation of the case. Her definition is linked to Smith's (1978) perspective of case as a bounded system and Stake's view of case as an integrated system (Yazan, 2015, p. 139). As for the definition of case study research, Merriam conceives qualitative case study as "an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit" (Merriam, 1998, p. 23.)

The case study research is generated from real experiences and practices, they can be linked to the action and help to change the practice. The context of this study can be worked from its theoretical basis and allowed us to have a comprehensive understanding, an extensive description of the situation and the analysis of the situation as a whole. The study case adjusts to satisfy the objectives of this work.

4.1 Population

The population of the study were the students at Universidad del Valle from different faculties attending the courses of English for General and Academics Purposes levels I, II, III, and IV from different undergraduate programs.

It should be noted that although the students belong to a heterogeneous population, they were committed and assume the challenges involved in learning a foreign language, also, they focused on achieving communication, and they profited the complementary strategies offered by the pilot program regarding autonomous work and foreign language learning.

4.2 Data collection process

To collect and analyze data, six observations and one survey were carried out in three classes of EGAP of teacher Marcela Castellanos with one intervention of the student Victor López who was carrying out his *Práctica Docente*. Several aspects were taking into account such as: Class Structure, ESP/EAP Methodology, ESP/EAP Content and Teacher-Student Interaction. The main objectives of the observations were: Study the behaviors and interactions of students in the English class; Analyze student-teacher interaction in the class; Identify the activities used in an ESP-EAP class and their development; Establish the main characteristics of the planning of an ESP-EAP class and; Identify the strategies the teacher used for planning the class. The observations allowed the recognition of the dynamic in a EGAP class and the importance of planning each session for students of different majors based on the content of the course program.

We conducted the survey (see Appendix A) in order to know the needs, lacks and wants and the perception of the students of the EGAP courses in relation to their learning process of English as a foreign language. The aspects faced in the survey were students motivation to learn a FL, their learning strategies, the skills they wanted to improve, topics they wanted to work, among others. This survey gave a broad view of the students' role in the planning of the class considering their disciplinary field.

4.3 Analysis of the observations and the syllabus

After carrying out the observations and the survey, it was necessary to analyze the course program of English for General and Academics Purposes levels I, II, III, and IV in order to plan and select the activities that were part of the sessions of the English Song's club. The points that were taken into account regarding content are: 1) number of units and tasks, 2) speech functions in EGP, 3) Skills in EGAP, and 4) formal aspects of the language. Concerning the methodology, the EGAP is based on the Task-based language teaching adopting the premise of Ellis (2009) that states that tasks focus on the pragmatic and semantic meaning, also, they present the need to communicate something and incite students to use their own linguistic and non-linguistic resources to reach a product that goes beyond the practice of the language itself. By using the courses' syllabi as a base, it allowed us to make a connection between the chosen songs, the planned activities, and the contents of the EGAP courses.

4.4 Planning

As a result of the analysis of the observations and the survey carried out in the EGAP class of the Pilot program, it was identified that the students needed to reinforce their oral comprehension and production skills. The intention was to create and implement activities in a Song's club that could help to strengthen those skills, promote students' autonomous work, and motivate students in their learning process of a foreign language.

To achieve that intention and follow the methodology proposed in the syllabus, it was decided that the activities would be prepared and implemented within the framework of the Task Based Learning approach.

A lesson plan was conceived for each session as an important guideline for the development of the English Song's club, within it was possible to settle the objectives, the main topics, and the duration of each task. Nevertheless, it is necessary to clarify that this was an ongoing process, for as we were implementing the planned activities, we were evaluating the process at the same time.

Chapter 5

Results

In this study, results are developed all along with the description of the research methodology; moreover, we will show the structure containing the set of activities proposed and implemented in the English Song's Club based on the Task-Based Learning approach (TBL).

5.1.1 Results of the observation stage

During the year 2017 as part of our final project for the class *Práctica Docente*, six observations (on six aspects related to the teacher's attention to the students, the participation and the level of the learners, the cultural component, the development of the class and the correction of errors) were carried out. The course under study was a group of “Inglés con Fines Generales y Académicos I”, which is part of the Pilot Program of the School of Language Sciences.

These are excerpts from some observational records where it was possible to identify the problems in which this study is based on:

“Es notorio que los estudiantes participan de manera activa en la clase y en las actividades propuestas por el profesor, sin embargo, hay algunos estudiantes más motivados e interesados que otros. Estos están siempre atentos, siempre preguntando y respondiendo las preguntas que el profesor les hace. Su curiosidad por el inglés les permite tomar el riesgo de equivocarse y ser corregidos al instante.” (Registro de clase N° 2, 07 marzo 2017 - Manuela Castañeda)

“La mayoría de los estudiantes utiliza la L1 para comunicarse entre sí y para preguntar al profesor, él responde en inglés, aunque a veces recurre al español para cerciorarse de que la consigna quedó clara. Los S.S tienden a participar más cuando se usa el español.”

(Registro de clase N° 3, 21 marzo 2017 - Manuela Castañeda)

“...el profesor pide que formen parejas y que socialicen entre ellos sus likes y dislikes para que luego cada uno hable de lo que su pareja le cuente... cuando llega a C.C, ella responde en español, aunque el ejercicio sea responder en inglés. C.C siempre utiliza la L1 para comunicarse, preguntar y responder, aunque el profesor pregunte en inglés.”

(Registro de clase N° 4, 21 marzo 2017 - Manuela Castañeda)

“En la socialización del ejercicio, D.B respondió de manera elocuente y en menos tiempo, sin embargo, fue notorio la pronunciación errónea de algunos sonidos (-s al final de los verbos de tercera persona del singular, th al comienzo de las palabras think and theme.) (Registro de clase N° 4, 21 marzo 2017 - Manuela Castañeda)

“Los estudiantes están atentos a las explicaciones del profesor. De igual manera, al momento de realizar una actividad, ellos están dispuestos a trabajar. Los estudiantes se ven cómodos y sin miedo de realizar preguntas al profesor. A pesar de que una actividad se alargue y llegue un momento donde están dispersos, ellos tratan de estar atentos cuando deben responder a una pregunta o cuando deben escuchar el *feedback* del profesor.” (Registro de clase N° 2, 21 marzo 2017 - Mayra Pereira).

From the analysis of the observed classes, we could conclude that there was a high motivation and commitment of the students towards their learning process. Despite the high motivation, we could have identified that students need to reinforce oral comprehension and production skills. Among the identified difficulties we can mention:

the lack of participation in class (fear or embarrassment to speak in English), lack of motivation, use of Spanish (L1) to communicate with the teacher and classmates, and incorrect pronunciation of some sounds.

5.1.2 Results of the planning stage

The preparation for the experience was a process strengthened by the set of observations made and the assistantship during the first semester in the English Song's Club; It was there that we were able to identify the learning needs of the students of the Pilot Program.

During the planning stage, we realized that it was possible to find songs and activities that can be adapt within the framework of the Task Based Learning approach and hence linked these activities to the courses' syllabi. Besides the oral production and comprehension, we were able to work on the reading and writing skills that were always implicit in the activities.

Additionally, we were prepared to face the challenges that arose such as the time of implementation of the activities and achieved the proposed objectives; however, it was necessary to be flexible and adapt to possible changes to satisfactorily develop the role of student-teacher.

In the same way, it was of the utmost importance to generate an ideal environment where the motivation and interest of the students was encouraged and they could be aware of their learning process, as well as how could they responsibly manage their autonomous work. Finally, the consultation of official documents of the pilot

program served as definitive support to create a proposal with solid theoretical foundations that fit the needs of the students.

5.1.3 Constraints

From the social perspective, we found resistance of some students to learn English given that they may have disdain towards the language and its culture. This is where we tried, with great effort, to change this conception by using the cultural background and history of the songs presented. For example, by presenting other types of English registers and working with artists from around the world, students learnt through songs the cultural realities of their communities and they widen their perspective of the foreign language.

Apart from that, an external factor experienced was the reduced space where the RedCAAL operates and where the club was held. The solution applied during the process was to limit the number of participants to 20 people in order to have a good use of the space and to favor the participation of all the students in the activities.

5.1.4 Results of the implementation stage

After the whole process of the observation and planning stage, the English Song's Club (ESC) started in the first semester of 2017. The approach selected to plan and implement the activities following to the Task-Based Learning Framework based on Ellis and provided by Willis (2003). The activities carried out in the English Song's Club were

specifically planned to follow the objectives of the courses Syllabi, whose main purpose is the development of communicative competence, which includes linguistic, sociolinguistic and pragmatic sub-competences.

The purpose of the lesson plans was to combine the practice of the oral comprehension and production, based on the syllabus of the Pilot Program English courses, and a song that was related to the topics to be addressed in the courses. Thus, the activities were set by following the achievement of a task every session and taking into consideration the level of the participants that attended the ESC.

Regarding the Curriculum Restructuring project, the pilot program has stipulated certain objectives that focus on a conception of language that implies the development of communicative competence. Taking into account that the ESC is a space in which students have the opportunity to improve their level of the target language and to accomplish their autonomous work, certain objectives in the lesson plan were set based on the curriculum goals. Participants of the ESC will be able to:

- share their knowledge by expressing situations of general interest within some giving conditions using simple past, simple present, and simple future.
- review the vocabulary previously seen in class and continue to enrich it with the song's club experience.
- able to recognize different English registers.

Four sessions of the ESC, based on the TBL Framework (Willis 1996), will be presented here in order to illustrate the activities for each stage of the lesson (to access

the whole lesson plans, see Appendix B and C), through which we seize the songs to practice all language skills, especially oral comprehension and production. The activities are generic and can thus be applied to any other song from the popular culture.

Session 1: March 10th, 2017

Song: Buffalo Soldier (1983)

Artist: Bob Marley

The aim of this lesson plan was not only to work on oral production and comprehension and to work on formal aspects of the target language, but also to work on cultural points this song encloses; since, it is equally relevant for the improvement of the oral comprehension and production to know the meaning relations between the author, his background, and history; with the language and the specific register he uses.

In addition, a diagnosis activity was performed through the final task, which encouraged the discussion about the song's main topic in order to be aware of the level of oral production of the students, and thus, take into account the needed input to plan future clubs. (See Appendix B, p.45.)

Session 3: March 24th, 2017

Song: Englishman in New York (1987)

Artist: Sting

For the planning of this session, it was meaningful to take into account the level of comprehension and oral production of the learners, since it was evident from the first

session, that their language proficiency was good enough to achieve the task; although, the facilitators had to use L1 sometimes, so the instruction was clear enough for the students.

Likewise, it was possible to observe that it was one of the most challenging sessions for the song offers a contrast between two cultures: North American and English. It was remarkable that the students were poorly familiarized with the latter one, and that hindered the development of the activities within the stipulated time. Nevertheless, it was comforting to see that, in the end, the students managed to capture the author's message besides being able to discern among the differences between both cultures. (See Appendix B, p. 51.)

Session 12: October 13th, 2017.

Song: The ghost of corporate future (2004)

Artist: Regina Spektor

Regarding the activities implemented in this session, the song choice for this plan was based on one of the contents of the course syllabus: *Talking about future plans and activities*. As always, the main objective is to exploit language and cultural points that the song can provide.

For the Arranged Stanza activity, we observed that students could be creative, and could write and share with other students what they have made. They talked about their expectations about their future life regarding the current point of view of the corporate

lifestyle. With this activity, students could keep in mind that their goal was to challenge themselves for the pleasure of practicing.

Knowing this work is framed in the TBL approach, the post task in which they had to create a collage choosing a stanza or a sentence from the lyrics, allowed students to work with their partners and discuss about the perception of how the future could be and how their professional forthcoming could be influenced by that conception of life. (See Appendix C, p.80.)

Session 13: October 27th, 2017

Songs: Thriller (1982),
This is Halloween (1993),
I Put a spell on you (1993)

Artists: Michael Jackson,
A nightmare before Christmas (movie),
Hocus Pocus (movie) performed by: Bette Midler.

This lesson plan offered the students an excellent opportunity to learn a cultural topic and new vocabulary. They shared their previous knowledge about Halloween traditions, what they know about its beginnings and how we celebrate it in Colombia. They had the opportunity to listen to three different songs that show several perceptions of the meaning of that celebration and its customs.

As a post activity, trying to foster writing skills, students were asked to create magical potions taking into account their existing needs or wants and share them with their partners, using vocabulary worked in the lyrics. Finally, they had to portray a

spooky story with Colombian's myths and legends characters which allowed them to make a connection and a contrast between both costumes. (See Appendix C, p.83)

The aim of each activity was to encourage students to talk, reflect and discuss the topic of the songs. The students were able to participate and give ideas concerning the content and main ideas developed in the message of the songs. Working with the lyrics allowed students to learn new vocabulary, make inferences about the meaning of the words and practice pronunciation. The response of the students in every session was positive; for us, it became easier to identify the type of activities that were better received by the participants and the oral activities that created less anxiety. Students enjoyed activities that had to do with games since it entertained them, encourage them to compete, and they felt confident and motivated to speak in English during the sessions since it is important to provide the students with a confident learning environment to speak.

To conclude, planning and implementing activities in the English Song's Club proved to be an ongoing process of analysis and preparation for each session; We had to consider several elements that enrich the plan such as: the topics described in the syllabus of the course in order to choose the song; the cultural aspect given that it is an inherent aspect of the language and the grammar and language points that are implicit in the activities.

Finally, the TBL approach made the planning and the running of the sessions easier; it is a convenient guideline to work and to organize the activities. This approach also allows to prepare the students for the chosen topic and song (pre-task phase) and

through the phases (while-task) help them to achieve a final product (connected with one or several of the skills they need to improve) that makes the task fulfilling for them.

Chapter 6

Conclusions

Listening to music is an activity that is generally fun, entertaining or relaxing; this is why the inclusion of songs in the foreign languages classroom brings benefits in the learning process to linguistic, affective and sociolinguistic levels. Through the Task Based Learning approach it was possible to exploit the sociocultural component of each song, as well as the exposure to the different English registers; having as a main objective the improvement of the oral production and comprehension of the students of the Pilot program.

On February 2017 the English Song's Club started, it was carried out by the researchers, Mayra Pereira and Manuela Castañeda, and directed by the professor Marcela Castellanos. After the research on previous song's clubs, it was decided that the activities would be prepared and implemented within the framework of the Task-based Learning approach. During the assistantship phase (2017- I) a needs analysis was carried out in accordance with the syllabi of level I, II, III and IV of the English courses from the Pilot program. As a result of the needs analysis, we could choose and plan the activities according to the proficiency level and performance of the students; likewise, it was possible to know the topics that the learners wanted to be discussed in each session of the Song's club.

In the same way, students could work on formal aspects of the language such as simple past, simple present, present continuous, phrasal verbs, adjectives, unknown

vocabulary, sayings, double negation, etc., through activities that integrate the four language skills with a deeper focus on oral production and comprehension.

This study sought, not only to contribute to the improvement of the oral production and comprehension of the students of the Pilot program of Universidad del Valle, but also to positively influence the students towards the responsibility of autonomous work, understanding the important role it plays in the process of learning a foreign language. Likewise, it sought to contribute to the improvement of the language programs offered by the School of Language Sciences to other academic programs of the University.

Finally, it is aimed to promote the continuity of the Song's club within the activities offered to promote independent work through the RedCAAL since, as this research tries to demonstrate, through songs, meaningful learning can be achieved, for music and language merge allowing an implicit work of aspects such as vocabulary, grammar, phonetics, and the transmission of cultural values. Songs serve to teach cultures and customs from other countries, they are ideal to work the four skills (listening, speaking, reading, and writing), and introduce students to the language in use.

The success of the activities performed in every session depended greatly on the topics and the song choice. It was found that the participants respond more enthusiastically if they feel related to the subject of the songs, if they are connected to personal issues, costumes, taboos or music preferences.

Since the English Song's club proposal belonged to the students' autonomous, the attendance was not mandatory, so the number of students of each session was varied; this

is the reason why the improvement of the oral comprehension and production was not formally measured but it was always an important guideline to design the session and the base for the selection of the activities for the further sessions. Finally, the results of this study can serve as a guide for future English song's clubs to adapt and improve the activities designed to work with the students within the framework of the autonomous work and the practice of English outside the classroom.

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Appendix

Appendix A Survey

UNIVERSIDAD DEL VALLE ESCUELA DE CIENCIAS DEL LENGUAJE

Esta encuesta busca conocer las necesidades y la percepción de los estudiantes de los cursos de Lectura de Textos Académicos en Inglés I en relación con el aprendizaje de inglés como lengua extranjera. La información de esta encuesta será utilizada con propósitos académicos y es absolutamente confidencial.

1. Código del Plan _____

2. Semestre que cursa _____

3. Edad _____

4. Género: M____ F_____

5. ¿Considera usted importante el aprendizaje de inglés para su desempeño profesional?

a. Sí _____ b. No _____

¿Por qué?

6. ¿Ha estudiado usted inglés con anterioridad?

a. Sí _____ b. No _____ ¿Dónde? _____

7. ¿Utiliza usted por su propia cuenta estrategias de aprendizaje para mejorar su desempeño en inglés?

Sí _____ b. No _____ ¿Cuáles?

8. De las siguientes estrategias de aprendizaje, seleccione las que usted pone actualmente en práctica

- a. Analizar el material que lee o escucha**
- b. Tomar notas o apuntes**
- c. Resumir y sintetizar**
- d. Realizar mapas conceptuales**
- e. Verificar sus respuestas con algún compañero y/o profesor**
- f. Preparar con antelación su tiempo y espacio de estudio**
- g. Reunir y organizar su material de estudio**
- h. Revisar y corregir sus errores**
- i. Identificar su estado de ánimo o motivación para estudiar y aprender**

9. ¿Encuentra usted alguna dificultad a la hora de poner en práctica sus estrategias de aprendizaje?

No_____ Sí_____ ¿Cuáles?

10. De las siguientes habilidades comunicativas, ¿en cuales se siente usted mejor al interactuar en inglés?

- a. Comprensión oral**
- b. Comprensión escrita**
- c. Producción oral**
- d. Producción escrita**

11. ¿Cuántas horas semanales promedio dedica usted al estudio independiente del inglés?

- a. Ninguna**
- b. Menos de dos horas**
- c. Entre 2 y 4 horas**
- d. Más de 4 horas**

12. ¿Qué actividades realiza en su estudio independiente?

13. ¿Es usted constante en el estudio independiente del inglés?

- a. Sí, cada semana estudio en promedio las horas anteriormente indicadas
- b. No, estudio solamente antes de exámenes o al final del semestre
- c. No, intento estudiar esas horas semanales pero otras obligaciones me lo impiden

14. ¿Considera usted que los estudiantes deberían recibir una instrucción más formal sobre el uso de estrategias de aprendizaje?

- d. Sí _____ b. No _____ ¿Por qué? _____
-
-
-

15. ¿Consulta usted bibliografía extra a la suministrada por su profesor/a para aclarar sus dudas/ profundizar en algún tema?

- f. Sí _____ (continúe con la pregunta 14)
g. No _____ (continúe con la pregunta 15)

16. ¿Dónde consulta usted esta bibliografía?

- a. Biblioteca central
- b. Centro de documentación
- c. Red (Internet)
- d. Profesores
- e. Otros: _____

17. Cuando usted tiene alguna duda sobre un aspecto de la lengua extranjera, ¿A quién acude usted principalmente?

- a. Compañeros de clase/ de la carrera
- b. Profesores del curso en el cual está usted matriculado
- c. Otros profesores diferentes del curso donde usted está matriculado
- d. Amigos no relacionados con la carrera
- e. Foros en internet/ Blogs
- f. Personas extranjeras
- g. Familiares
- h. Otro: _____

HABILIDADES

18. ¿A cuál o cuáles de los siguientes ítems dedica usted más tiempo de estudio fuera de clase en inglés?

- a. Escucha**
- b. Lectura**
- c. Habla**
- d. Escritura**
- e. Gramática**
- f. Pronunciación**
- g. Vocabulario**

19. ¿Con qué frecuencia lee usted textos en inglés diferentes a los presentados en clase por el profesor?

- a. Diariamente**
- b. Al menos una vez a la semana**
- c. Al menos una vez al mes**
- d. Casi nunca**

20. ¿Qué tipo de documentos lee usted en inglés?

- a. Literatura: novelas, cuentos, fábulas**
- c. Revistas/ Periódicos**
- d. Artículos, noticias, blogs en internet**
- e. Textos académicos**
- f. Cartas, correos electrónicos**
- g. Otros: _____**

21. ¿Cuál es el motivo principal por el que usted lee los textos anteriormente mencionados?

- a. Entretenimiento**
- b. Conocer, aprender, profundizar sobre temas de interés**
- c. Mejorar el nivel en lengua extranjera**
- d. Realizar tareas académicas**
- e. Obligación**
- f. Otras: _____**

22. ¿Con qué frecuencia escribe usted textos en inglés no relacionados con las actividades de escritura asignadas en clase?

- a. Diariamente**
- b. Al menos una vez a la semana**
- c. Al menos una vez al mes**

d. Nunca

23. ¿Cómo considera el desempeño de su producción escrita en inglés?

- a. Excelente
- b. Aceptable
- c. Regular
- d. Deficiente

23. ¿Qué tipo de textos escribe usted en inglés?

- a. Correos electrónicos/ Chats
- b. Escribir cuentos/ Poemas
- c. Cartas/ Diarios
- d. Textos académicos (Ensayos, resúmenes, reseñas...)
- e. Otros: _____

24. ¿Usa el inglés para hablar fuera del aula de clase?

- a. Sí _____
- b. No _____

¿En qué espacios?

25. ¿Qué le gustaría aprender en el curso de Lectura de Textos Académicos en Inglés I en el que se encuentra actualmente matriculado?

¡Gracias por su participación!

Lesson Plans 2017 – I

SESSION 1

MARCH 10TH - 2017

Song: Buffalo Soldier (1983)

Artist: Bob Marley

Time: 120 min

Goal: To improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions and giving information on social topics; using past tense and present progressive.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural Points
1	Buffalo Soldier by Bob Marley	• Simple past • Present progressive • Exposition to a different English registers. • Adjectives/unknown words	The song includes many examples of historical references. Here are some expressions that may be useful to students: • How the Dreadlock Rasta was the Buffalo Soldier. • There was a Buffalo Soldier in the heart of America, stolen from Africa, brought to America.

METHODOLOGY

Pre-task: warm up (25 minutes)

1. Introduce the artist:

- **Ask the S.s if they know the artist (do you know who Bob Marley is? Where he comes from?)**
- **Bob Marley's short biography**

1. Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about

Do you know the song Buffalo Soldier?

A/ No = what do you think the song is about?

A/ Yes = what is the song about?

3. Dictate a list of words which appear in the song - in a random order and add one extra word which doesn't appear. Students write the words then listen to the song, ticking off the words as they hear them. They should end up with one word.

- **Heart**
- **San Juan**
- **Fighting**
- **History**
- **Sense**
- **Mainland**
- **Stand**
- **War**

While task (40 minutes)

4. Work on the song (try to integrate listening, speaking, writing and reading)
- **Filling the gaps**
 - **Spot the mistakes**



"Buffalo Soldier" by Bob Marley and the Wailers.
Album: "Confrontation"
Year : 1983



Buffalo Soldier, _____ Rasta:
There was a Buffalo Soldier in the heart of America,
_____ from Africa, brought to America,
Fighting on arrival, fighting for **survival / revival**.

I mean it, when I analyze the _____
To me it makes a lot of **sense / tense**:
How the _____ Rasta was the Buffalo Soldier,
And he was _____ from Africa, brought to America,
Fighting on arrival, fighting for **survival / revival**.

Said he was a Buffalo Soldier, _____ Rasta -
Buffalo Soldier in the heart of America.

If you know your **history / mystery** ,
Then you would know where you coming from,
Then you wouldn't have to ask me,
Who the _____ do I think I am.

I'm just a Buffalo Soldier in the heart of America,
_____ from Africa, brought to America,
Said he was fighting on arrival, fighting for **survival/ revival**;
Said he was a Buffalo Soldier win the war for America.

Dreadie, woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!
Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!
Buffalo Soldier _____ through the land, wo-
ho-ooh!
Said he wanna _____, then you wanna **hand / hang**,
_____ through the land, yea-hea, yea-ea.

Said he was a Buffalo Soldier win the war for
America;
Buffalo Soldier, _____ Rasta,
Fighting on arrival, fighting for
survival/revival;
_____ from the mainland to the heart of the
Caribbean.

Singing, woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!
Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!

_____ through San Juan in the arms of
America;
_____ through Jamaica, a Buffalo Soldier
Fighting on arrival, fighting for
survival/revival:
Buffalo Soldier, _____ Rasta.

Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy!
Woy yoy yoy, woy yoy-yoy yoy,
Woy yoy yoy yoy, yoy yoy-yoy yoy! [fadeout]

5. Work on the language and pronunciation
 - **Direct feedback on pronunciation**
6. Study the content of the song
 - **Explain song's expressions and vocabulary (historical facts)**
Find the match!

7. Students listen to the song. In small groups, they draw a picture to represent what they hear and then explain their pictures.

Post – task (25 minutes)

7. Promote some discussion depending on the English level of the students, articulating the situations of the song with our reality.

- **Do you think we have Buffalo Soldiers in our country?**

RESOURCES

- Computer
- Speakers
- Photocopies
- Markers
- Board

SESSION 2
MARCH 17TH - 2017

Song: I gotta feeling (2009)

Artist: Black Eyed Peas

Time: 120 min

Goal: To improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions and giving information on social topics; using past tense and present progressive.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural Points
2	I got a feeling by The Black-Eyed Peas	• Phrasal verbs • Let`s + infinitiv • unknown words	The song includes many examples of social encounters among young people in the USA.

METHODOLOGY

Pre-task: warm up (30 minutes)

1. Introduce the artist:
 - Ask the S.s if they know the artist (do you know who The Black-Eyed Peas are? Where they come from?)
 - Black Eyed Peas short biography

1. Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about.

Do you know the song I got a feeling?

A/ No = what do you think the song is about?

A/ Yes = what is the song about?

One Title, Several Words — Many Possibilities

Write the title of the song on the board. Select five key content words from the song. Students will use these words to generate predictions about the song.

Instructions:

- Tell students that the line on the board is the title of a song that they are going to listen to. Explain any of the words in the title that students may not know.
- Ask students to guess what the song is about. Appoint individual students or invite all students to call out ideas. Write their ideas on the board.
- Write on the board the five key content words that you pre-selected from the song. Ask students if they want to change their predictions. Write any new ideas on the board.
- After listening to the song, ask students to check whether their predictions were correct.

-feeling
-dancing
- Party

- tonight
- ball

While task (40 minutes)

4. Work on the song (try to integrate listening, speaking, writing and reading)
-Unscramble the Sentences.

Select from five to eight sentences from the song. You may choose all of the sentences from the same stanza or a set of sentences from the entire song at an appropriate level for your students. For each sentence, write the words in random order on a slip of paper. You will need at least one slip for each group of students.

-I gonna tonight's feeling be a night that good gotta

-I have we'll that a ball If we down and out and just it all know get loose go

-Let's out way go control spaced and losing all out

Cloze Exercise targeting phrasal verbs

For each space, choose ONE word which you think best completes the sentence. Look carefully at the words both before and after each space.

Let's ____ it ____	- spend up
I got my money	- go out
Let's ____ it ____	- get off
____ and smash it	- live up
Like Oh My God	- jump off
____ that sofa	- get down
Let's get ____	

5. Work on the language and pronunciation

- **Direct feedback on pronunciation**
- **Mixed-Up Pictures**

Show the pictures to the students. Make sure they guess what the pictures represent and the correct pronunciation of the vocabulary represented in the picture.

6. Study the content of the song

Explain song's expressions and vocabulary (Jewish words, phrasal verbs, let's, gonna, gotta)

Post – task (25 minutes)

7. Promote some discussion by depending on the English level of the students, articulating the situations of the song with our reality.

- **Silly Story**

Choose 15 – 18 key content words from the songs (either verbs or nouns) and write them on small cards. Each group of five students will need one set of cards.

1. Divide students into groups of five. Have them sit around a table or move their desks to face each other. Place the pack of cards face down in a stack on the table or desk, so that the students cannot see the words.

2. Tell the students that they are going to tell a story using the words on the cards. The first person in the group selects the top card and makes up a sentence using that word. Example: If the word is rain, the first student might say, once upon a time a little girl was walking in the rain.

3. The second person then selects the next card. That person must continue the story by making up a sentence using the word on the card. Example: If the word is yellow, the person might say, the little girl was wearing a yellow coat.

4. Students continue telling the circle story until they have gone through all of the cards.

- Party
- Good night
- Money
- Ball
- Drink
- Dancing
- Roof
- Saturday
- Stop
- Burn
- Sofa
- Control

SESSION 3

MARCH 24TH - 2017

Song: Englishman in New York (1987)

Artist: Sting

Time: 90 min

Goal: To improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using present tense and present progressive.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural Points
3	Englishman in New York by Sting	• Present tense • Adjectives • Nouns with -y ending • unknown words • Sayings	This song is from an British singer. Students will be able to listen to a different register of English. Also, they will compare the characteristics of two different cultures. (British and American. Modals, manners, and accent)

METHODOLOGY

Pre-task: warm up (35 minutes)

1. Introduce the artist:
 - Ask the S.s if they know the artist (do you know who Sting is? Where he comes from?)
 - Sting's short biography

1. Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about

Do you know the song An Englishman in New York?

A/ No = what do you think the song is about?

A/ Yes = what is the song about?

- **Chinese whispers**

Arrange students in two lines, whisper a word/expression to the first in the line, who whispers it onto the next in line, and so on until the last student in the line shouts out the word/expression they hear or writes the word/expression on the board. Score points for correct words. Use a sentence or expression related to the theme of the listening.

- **I don't drink coffee I take tea my dear**
- **I like my toast done on the side**
- **See me walking down Fifth Avenue**
- **A walking cane here at my side**
- **It takes a man to suffer ignorance and smile**
- **I'm an alien, I'm a legal alien**
- **Confront your enemies, avoid them when you can**

While task (40 minutes)

4. Work on the song (try to integrate listening, speaking, writing and reading)

- **Hangman**

The teacher gives a student a word, the other students try to guess what it is one letter at a time. The student draws a number of dashes equivalent to the number of letters in the word. If a guessing student suggests a letter that occurs in the word, the other student fills in the blanks with that letter in the right places. If the word does not contain the suggested letter, the other student draws one element of a hangman's gallows.

Modesty: the quality or state of being modest

Propriety: agreement with established standards of good or proper behavior or manners

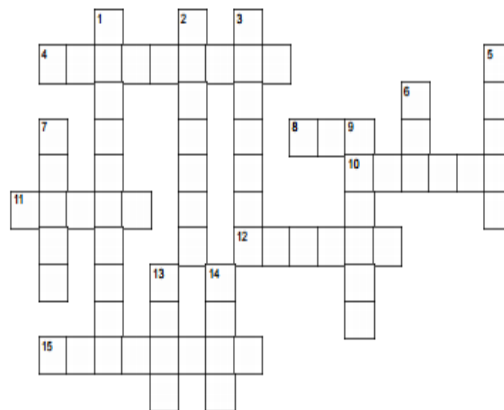
Sobriety: temperance or moderation, esp. in the use of alcoholic beverages

Gentleness: Kindly, amiable, kind.

Enemies: a person who hates or wishes harm to another; a hostile opponent.

- **Crossword puzzle**

Englishman in New York



ACROSS

- 4 a civilized, educated, sensitive, or well-mannered man
- 8 the dried and prepared leaves of an Asian shrub, used to make a beverage.
- 10 a long, usually slender piece of wax with a wick in the middle, burned to give light
- 11 sliced bread browned by dry heat
- 12 to feel pain or great distress
- 15 to face (someone) in hostility

DOWN

- 1 a native or a naturalized citizen of England.
- 2 a state in the NE United States.
- 3 ways of behaving with reference to polite standards
- 5 a foreign-born person who is living in a country and has not been legally naturalized or been granted citizenship.
- 6 a weapon consisting of a metal tube from which projectiles are shot by the force of an explosive.
- 7 to keep away from; stay or keep clear of
- 9 to pronounce (a sound) with extra loudness, extra length, or higher pitch
- 13 any person who is thought of as a model to follow
- 14 a short staff used to assist one in walking.

5.

Work on the language and pronunciation

- **Reading aloud activities**
-Ss will read the presentation about the artist's biography.
- **Direct feedback on pronunciation**

6. Study the content of the song

What do these phrases mean?

Can you explain them with daily life examples?

- **Be yourself no matter what they say.**

(Being yourself is what makes you unique from everybody else. No one will ever know who you really are if you try to be something you're not. No matter what other people have to say, you should always express yourself the way you want to, and the way you feel most comfortable.)

- **“Manners maketh man”**

(“manners maketh man” means that politeness and good manners are essential to humanity. This proverb is thus often used as a way to remind people to be polite)

- **At night a candle’s brighter than the sun**

(Sun is everywhere, so common. The same sun every day. Sun is the usual thing, the common thing, all the normal people, all the unoriginal ordinary people. So big, so many. A Candle is something original and unusual. The flame would never be the same. Small but yet great. Great in its uniqueness. An Englishman in New York. In the daylight of sun, a candle can be so easily overlooked. However, at night the sun cannot be brighter than the candle. The candle, the unique silly candle, can shine even at night. And the night is when the candle is more than the sun. To sum up, appreciation.)

- **Takes more than combat gear to make a man**

(A man who has been in a war, not necessarily becomes a man. Not only strength builds a man character and personality, there are a lot of other things that can enrich a man’s existence.)

- **Sayings**

Which of these two sayings do you agree more with and why?

- **“Be yourself no matter what they say”**
- **“When in Rome, do as Romans do”**

(when you are visiting another place, you should follow the customs of the people in that place: *I don't drink wine usually but on holiday, well, when in Rome...*)

Post – task (25 minutes)

7. Promote some discussion by depending on the English level of the students, articulating the situations of the song with our reality.

- According to the song, the singer is “An Englishman in New York”. What would you be if you were the singer. For example, “A Japanese man in New York”?
- If you were “A _____ in New York, what would be your greatest challenges?
- Paragraph poster

1. Tell the students what kind of paragraph you wish them to write: descriptive, persuasive, classifying, and so on. Present the features of this paragraph type by analyzing model paragraphs, working on topic sentences, and looking at the language typical of that paragraph type.

2. Describe a particular topic related to the song. Ask students to write the type of paragraph for that topic that you have been discussing. Example: students could write a descriptive paragraph about their hometowns or a classification paragraph about types of pollution.

3. When finished, students create posters using pictures from magazines or their own drawings.

They can glue their paragraph onto the poster or write it directly onto the poster.

SESSION 4
MARCH 31st - 2017

Song: Born this way

Time: 120 min

Goal: Improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past and simple present.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Socio-cultural Points
4	Born this way by Lady Gaga	• Present tense • Simple past • Double negation • Adjectives • unknown words	The artist highlights the importance of acceptance among the people. The speech encourages to tolerate and respect our peers.

METHODOLOGY

Pre-task: warm up (35 minutes)

1. Introduce the artist:

- Ask the S.s if they know the artist (do you know who Lady Gaga is? Where she comes from?)
- Lady Gaga's short biography

1. Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about

Do you know the song Born this way?

A/ No = what do you think the song is about??

A/ Yes = what is the song about?

- Four Corners

Purpose: To generate interest in the song, express opinions, and make choices about controversial ideas/statements

Prepare three to five controversial statements related to the theme of the song with which students can agree or disagree. Label four corners or areas of the classroom with posters or signs that say:

Strongly Agree

Agree

Disagree

Strongly Disagree

1. Write one of the controversial statements on the board.
2. Ask all the students to walk to and stand in the corner that matches how they feel about that statement.
3. Once everyone is in a corner, ask students to share with the others in the same corner why they feel that way about the statement. After small group discussions, each corner can then explain to the rest of the class the various reasons why their group feels this way.
4. Repeat the procedure for each of the prepared controversial statements.

- ***The survival of the fittest.***
- ***Women can do physical work just as well as men.***
- ***To have a lover of the same sex is a sin.***
- ***God makes no mistakes.***
- ***We have to change ourselves in order to be accepted.***

While task (30 minutes)

3. **Work on the song (try to integrate listening, speaking, writing and reading)**
 - **Quiz Questions**

Choose the right homophone to complete the gaps in these sentences:

1. Just put your _____ up 'cause you were born this way, baby
 - a) **Pause**
 - b) **Paws**
 - c) **Pores**

2. We are all ____ superstars

- a) **Born**
- b) Bourne
- c) Bourn

3. Cause he ____ you perfect, babe

- a) Maid
- b) **Made**
- c) Meade

4. I'm beautiful in my ____

- a) Weigh
- b) Whey
- c) **Way**

5. Don't ____ yourself in regret

- a) Hied
- b) **Hide**
- c) Hire

- **Match rhyming words from Column A to Column B.**

A
Makes
Regret
Queen
Black
Today
Born
Rejoice
Youth
Brave
Survive

B
Cave
Truth
Worn
Choice
Set
Dive
Track
Way
Mistakes
Evergreen

- Find the words listed. When you find a word in the puzzle, circle it. Words can appear vertically, horizontally, diagonally, or even backwards.

Born This Way

W	N	V	D	Q	K	C	I	T	S	P	I	L	F	W
B	S	O	L	Q	C	E	C	N	E	D	U	R	P	U
W	U	W	U	J	K	I	D	B	S	J	J	T	G	V
J	E	L	A	Q	E	V	I	V	R	U	S	C	M	Q
R	C	E	L	P	N	C	N	X	U	T	Q	E	Y	I
T	E	T	I	I	W	E	K	E	L	P	A	F	S	N
S	S	V	T	N	E	R	E	F	F	I	D	R	E	S
A	J	M	A	R	D	D	O	R	F	E	Z	E	L	E
C	R	R	I	R	E	J	Z	H	G	X	S	P	F	C
T	N	E	N	S	B	J	K	C	A	R	T	V	F	U
U	X	S	Q	B	T	U	O	H	W	V	E	S	L	R
O	Z	P	M	C	O	A	F	I	W	P	E	V	N	E
A	W	E	B	Z	J	R	K	D	C	L	O	V	E	A
F	C	C	G	E	V	Z	N	E	F	E	F	M	R	V
X	B	T	K	R	J	I	O	Y	S	B	R	O	K	E

PAWS	SURVIVE
BORN	BULLIED
LIPSTICK	BROKE
PERFECT	MYSELF
MISTAKES	
TRACK	
PRUDENCE	
REJOICE	
INSECURE	
RESPECT	
DIFFERENT	
EVERGREEN	
LOVE	
BRAVE	
OUTCAST	

□

4. **Work on the language and pronunciation**

- Reading aloud activities
Ss will read the presentation about the artist's biography.
- Direct feedback on pronunciation

5. **Study the content of the song**

Explain song's facts, background, expressions and vocabulary.

Post – task (25 minutes)

6. **Promote some discussion by depending on the English level of the students, articulating the situations of the song with our reality.**

Write the following questions on the board. Students discuss them in pairs and then share their opinion with the class

a) How worried are you about your appearance?

b) Do you think the media influences our concepts of beauty?

SESSION 5
APRIL 21TH - 2017

Song: Crazy

Artist: Gnarls Barkley (2006)

Time: 120 min

Goal: To Improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past and simple present.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Socio-cultural Points
5	Crazy by Gnarls Barkley	• Present tense • Simple past • Yes/no questions • Time adverbs • unknown words	Through the song, the artist portrays his state of mind of a hard time he was having. People can feel related to this type of life processes that in some point we will have to endure.

METHODOLOGY

Pre-task: warm up (30 minutes)

1. Introduce the artist:

- Ask the S.s if they know the artist (do you know who **Gnarls Barkley** is? Where they come from?)
- **Gnarls Barkley's** short biography

1. **Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about**

Do you know the song Crazy?

A/ No = what do you think the song is about?

A/ Yes = what is the song about?

Find Someone Who...

Prepare four to six yes/no questions. The list of questions should: **1)** be about students' qualities, abilities, and experiences; **2)** be related to the theme of the song; and **3)** practice some of the vocabulary in the song. Write the list of questions on the board or create a handout containing the questions.

- Have you been disappointed in somebody?
- Have you felt sad?
- Have you been broken-hearted?
- Have you been out of control?
- Have you felt powerless?

Instructions:

1. Introduce the activity by speaking about your own past experience(s) that relate to the theme of the song.
2. Ask students to look at the list of questions on the board or handout. Explain any new vocabulary.
3. Explain that the students will need to ask each other these questions. For each question, they must find one person who can answer yes to that question. Instruct the students to write the name of the person next to the question.
4. Divide students into groups and walk around while completing this task. Circulate among them and make sure they are asking and answering questions.
5. After the game is finished, review the list of questions, asking students to speak about their answers to certain questions.

7. Tell them to listen to the song and to circle all of the words in the questions that are also in the song.

While task (30 minutes)

3. Work on the song (try to integrate listening, speaking, writing and reading) Song Bingo

Choose some words from the song and some words that are not in the song and write them on the board at random order.

Instructions:

1. Make sure that the students know the meaning and pronunciation of all of the words.
2. Hand out to the students a page with a blank 3 x 3 grid (see below). Instruct them to write one word from the board in each square.
3. Tell them that you are going to play the song and they should cross off the words in their grids when they hear them. The first student to cross off all nine of their words should shout Bingo!
4. After the first student has finished, play the song once more so that the whole class can check their answers.

Pictionary.

This activity consists of a team game. Students draw lines from the song that they have been working on for their teammates to guess.

1. Remember (verb)
2. Lost my mind (compound verb, 3 words)
3. Die (verb)
4. Thinking (verb)
5. Little (adjective)
6. Hero (noun)
7. emotion (noun)
8. soul (noun)

Double puzzle.

Unscramble each of the clue words. Copy the letters in the numbered cells to other cells with the same number.

REMEMRBE

--	--	--	--	--	--	--	--	--

9

DEI

--	--	--

1

HITNKGIN

--	--	--	--	--	--	--	--

2 6

TELLIT

--	--	--	--	--	--

4 10

ROEH

--	--	--	--

3 11

MOTEION

--	--	--	--	--	--	--

5

SUOL

--	--	--	--

7 8

--

 1

--	--	--	--	--	--

 2 3 4 5 6

Y			
---	--	--	--

 7 8

A		
---	--	--

 9 10

C		A	Z	Y
---	--	---	---	---

 11

4. **Work on the language and pronunciation**

- Reading aloud activities
-Ss will read the presentation about the artist's biography.
- Direct feedback on pronunciation

5. **Study the content of the song**

Explain song's facts, background, expressions and vocabulary. (through the slides about the artist)

Post – task (25 minutes)

6. **Promote some discussion by depending on the English level of the students, articulating the situations of the song with our reality.**

Rorschach Test

Show the Ss 4 pictures of the Rorschach test. In the handouts they are going to choose one option for every image. in the end, Ss are going to socialize their answers and results.

SESSION 6

APRIL 28TH, 2017.

Song: Adventure of a lifetime (2015)

Artist: Coldplay

Time: 120 min

Goal: To improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past and simple present.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Socio-cultural Points
6	Adventure of a lifetime by Coldplay	• Present tense • Simple past • Contractions • Phrasal verbs • unknown words	Through the song, the artist encourages people to enjoy life. To be full of good feelings and that having a dream and also having someone which you can share it is even better.

METHODOLOGY

Pre-task: warm up (30 minutes)

1. Puzzle

- In this activity, students are introduced to fractal images and are given the opportunity to guess the artist or the name of the song.



- Brainstorm what the word *adventure* brings to their minds. Write their ideas on the board.

1. **Introduce the artist:**

- Ask the S.s if they know the artist (do you know who **Coldplay** is? Where they come from?
- **Coldplay's** short biography

1. **Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about**

Do you know the song Adventure of a lifetime?

A/ No = what do you think the song is about?

A/ Yes = what is the song about?

While task (30 minutes)

3. **Work on the song (try to integrate listening, speaking, writing and reading)**
Learning ideas - vocabulary

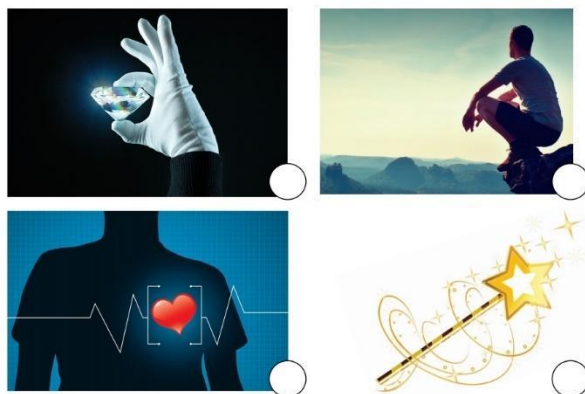
- Unscramble these words from the song. Then match them with their meanings on the right.

1. Enlesdg _____	A. any extraordinary influence or power
2. imgac _____	B. stress; a feeling or feelings of harassment
3. erussper _____	C. full of energy and spirit; lively
4. dsidamno _____	D. an exciting or very unusual experience

5. eauthnedrn _____	E. a person who is very famous, well-known, liked, or admired in some areas.
6. Avile _____	F. a stone of pure and extremely hard crystallized carbon
7. tedvanuer _____	G. below the surface of

Answers: Legends, Magic, Pressure, Diamonds, Underneath, Alive, Shape, Adventure.

- Match the sentences to the pictures:
- (a) Turn your magic on. (b) I feel my heart beating. (c) We're diamonds taking shape. (d) Life is an adventure.



A. Listen to the song. Fill in the rest of the letters for each line.

1. E _ e _ _ t _ i _ _ _ o _ _ a _ _ 's a _ r _ _ m _ w _ _
2. I ' _ a d _ e _ m _ h _ t d _ _ d b _ l _ g _ t o _ d _ y
3. I f _ l m _ h _ a _ t u n _ e _ n _ a t _ m _ s _ i _
4. _ o _ m _ k _ m _ f _ l l i _ e I ' _ a l _ v _ a _ a _ n
5. G _ n _ a _ h _ l _ p _ h _ l _ t _ e _ s _ y _ a _ d _ s _ y _ o _ l _ I _ o _ n _ m _
6. W _ a _ e d i _ m _ n _ s _ t _ k _ n g _ s _ a _ e

4. Work on the language and pronunciation

- *Reading aloud activities*
-Ss will read the presentation about the artist's biography

- *Direct feedback on pronunciation*

5. Study the content of the song

Explain song's facts, background, expressions and vocabulary.

Post – task (25 minutes)

6. Promote some discussion by depending on the English level of the students, articulating the situations of the song with our reality.

- Would you like to live a great adventure in your life? If so, which one?
- How do you want to live the adventure of your life?

POSTER – about the group, a concert involving the group or a concrete singer, or a theme related to the song.

Students will create a poster answering the questions above.

SESSION 7
MAY 12TH, 2017.

Song: Shape of you (2017)

Artist: Ed Sheeran

Time: 120 min

Goal: To improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past and simple present.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

CONTENTS

Song's Club			
Session	Song	Language Points	Socio-cultural Points
7	Shape of you by Ed Sheeran	• Present tense • Simple past • Phrasal verbs • unknown words • Modal verbs	Through the song, this British artist wants to change his usual style of slow and sad songs to bring a new rhythm and subject that is to fall in love in a different context.

METHODOLOGY

Pre-task: warm up (30 minutes)

1. **Introduce the artist:**

- Ask the S.s if they know the artist (do you know who **Ed Sheeran** is? Do you know where he comes from?)
- **Ed Sheeran's** short biography

1. **Say the title of the song and ask the students if they know the song. If not, ask them to guess what it is about**

Do you know the song Shape of you?

A/ No = what do you think is the song about?

A/ Yes = what is the song about?

It Could Be / There Might Be

Purpose: To generate interest and introduce vocabulary from the song, and activate background knowledge about the topic

Preparation and Materials: Prepare a large picture or photograph related to the theme of the song and hang it on the board. Cover the picture with about five or six strips of plain paper so that the students cannot see the picture. Optional: choose one line or phrase from the song that is related to the picture.

Instructions:

1. Divide the students into pairs. You may need to pre-teach language forms necessary for guessing (It might be...; It could be...; I think it is ...; I am sure there is ...).
2. Using the picture and the line or phrase ask students to make their predictions.

Questions to activate background knowledge

1. **Where are the places you think you can find the love?**
2. **Do you believe love at first sight exists?**

While task (30 minutes)

3. **Work on the song (try to integrate listening, speaking, writing and reading)**
FILLING THE GAPS
Listen to the first part of the song and fill in the gaps with the words in the box:

CLUB TABLE SLOW PLACE CHANCE JUKEBOX DANCE CONVERSATION LOVER HAND SHOTS FAST BAR

The _____ isn't the best _____ to find a _____
 So the _____ is where I go
 Me and my friends at the _____ doing _____
 Drinking _____ and then we talk _____
 Come over and start up a _____ with just me
 And trust me I'll give it a _____ now
 Take my _____, stop, put Van the Man on the _____
 And then we start to _____, and now I'm singing like

GOING OUT DRIVER FILL UP SOUR THRTIFTY EAT RADIO BACKSEAT TALK TAXI FAMILY LET SWEET BEGIN

One week in we _____ the story _____
 We're _____ on our first date
 You and me are _____, so go all you can _____
 _____ your bag and I fill up a plate
 We _____ for hours and hours about the _____ and the _____
 And how your _____ is doing okay
 Leave and get in a _____, then _____ in the _____
 Tell the _____ make the _____ play, and I'm singing like

Charades

Divide the players into two teams, preferably of equal size. Divide the slips of paper between the two teams. Select a neutral timekeeper/scorekeeper, or pick members from each team to take turns. Agree on how many rounds to play. Review the gestures and hand signals and invent any others you deem appropriate.

Each round of the game proceeds as follows:
 A player from Team A draws a phrase slip from Team B's basket. After he/she has had a short time to review the slip, the timekeeper for team B notes the time and tells the player to start. Team A then has three minutes to guess the phrase. If they figure it out, the

timekeeper records how long it took. If they do not figure it out in three minutes, the timekeeper announces that the time is up, and records a time of three minutes. A player from Team B draws a phrase slip from Team A's basket and play proceeds as above.

Normally the game continues until every player has had a chance to "act out" a phrase. The score for each team is the total time that the team needed for all of the rounds. The team with the smallest score wins the game.

TEAM A

doing shots
Take my hand
I'm in love
Fill up your bag
Get in a taxi

TEAM B

Come over
dance
going out
kiss in the backseat
Grab on my waist

Now you've listened to the song, relate the meaning to the words from this lyrics.

- | | |
|--------------|---|
| a) jukebox | () to come or cause to come into being for the first time; originate. |
| b) handmade | () an appointment. |
| c) magnet | () a money-operated machine that plays music, usually equipped with pushbuttons for the selection of particular recordings. |
| d) brand new | () an object that is surrounded by a magnetic field and that has the property, either natural or induced, of attracting iron or steel. |
| e) date | () a sheet for a bed |
| f) start up | () made or prepared by hand rather than by machine. |
| g) bedsheet | () something new. |

4. Work on the language and pronunciation

- Reading aloud activities
-Ss will read the presentation about the artist's biography
- Direct feedback on pronunciation

5. Study the content of the song

Explain song's facts, background, expressions and vocabulary.

Post – task (25 minutes)

6. Promote some discussion by depending on the English level of the students, articulating the situations of the song with our reality.

- Do you think you can find love in a bar?
- What would you do for love?
- What is the most you have done for love?

SESSION 8
MAY 26TH, 2017.

Song: famous songs of the 70's, 80's and 90's

Time: 120 min

Goal: Improve listening, speaking, writing, and reading skills of the students by using songs of different genre, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past and simple present.
- Ss will be able to review the vocabulary seen before and continue to enrich it with the song experience.
- Ss will be able to recognize a different English register.

Is the last song's club of the semester, so we decide to have a 70's, 80's and 90's theme party with activities to make a pleasant closing.

The activities are:

-Charades: a single person would act out each syllable of a word or phrase in order, followed by the whole phrase together, while the rest of the group guessed.

-Just Dance: is a video game in which they would have the opportunity to dance and sing along.

-Hot potato: They have to keep the ball moving, and out of their hands. If the music stops and it's in someone hands — he or she has to answer a question related to the song or the artist.

At the end of the session, we are going to share some food and we will have karaoke.

Appendix C
Lesson Plans 2017 – II

SESSION 9
SEPTEMBER 8TH, 2017.

Songs: Life for rent (2003), What's up (1992).

Artist: Dido, 4 non-Blondes.

Time: 120 min

Goal: To practice and to improve listening, speaking, writing, and reading skills of the students by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past and simple present.
- Ss will be able to review the vocabulary seen before in class and continue to enrich it with the song experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Affective Points
1 (2017 II)	- What's up by 4 non-blondes - Life for rent by Dido	• Present tense • Simple past • Phrasal verbs • unknown words • Modal verbs	Group work, s.s will be able to work in groups and share significant aspects of their lives.

METHODOLOGY

Pre-task: warm up (30 minutes)

1. Introduce yourself:

- What is your name, one thing you like and one thing you dislike? Each student should remember their mates' information, since he/she has to repeat it and introduce himself/herself.
- **Share today's topic:** Soundtrack of your life.
- The T.As share their life's soundtracks.
- **Ask the S.s if they know the songs**
- What are the songs about?

While task (30 minutes)

2. Ask the students to list at least five moments in their lives that made you who you are today.

- Ask the students to choose five songs that are related to those moments.
- Each student should choose one song he/she feel most related to; also, they must explain why they did choose that song and what is the song about.
- The students are going to create an album cover of their soundtrack of their lives.

Post – task (25 minutes)

3. Ask the students to create a stanza based on their lives' soundtrack (just one song) with their own lyrics and to share it with their partners (sing along!)

RESOURCES

- Computer
- Speakers
- Markers
- Board
- PPT presentation

**SESSION 10,
SEPTEMBER 22TH, 2017.**

Song: Sound of da police (1993)

Artist: KRS-One

Time: 120 min

Goal: To practice and to improve listening, speaking, writing, and reading skills by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past, simple present, and simple future.
- Ss will be able to review the vocabulary seen before in class and continue to enrich it with the song's club experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural points
2 (2017 II)	KRS One "Sound of Da Police" https://www.youtube.com/watch?v=9ZrAYxWPN6c	• Present tense • Simple past • Phrasal verbs • unknown words • Modal verbs • Sound discrimination	Dealing with topics that will allow a discussion about Police violence and Racial Profiling and relate them with the S.s context. (Colombian context)

METHODOLOGY

Pre-task: warm up (40 minutes)

- **Share today's topic: Police violence and Racial Profiling.**
- Show the s.s a picture in which they will compare two characters: an officer and an overseer. The S.s will write on the board the differences and similarities they find.
- **Ask the S.s if they know the artist and the song**
 - What is the song about?
 - An introductory biography of the artist

- **Predicting Gaps**

Before students listen to the music, we will have them predict the words in the gapped lyrics. This is a useful diagnostic tool to identify vocabulary and grammar students may already know. After the first stage, we will check the students' work by listening to the song a couple of times.

- **Running Dictation**

The chorus or a short selection from a verse will be printed on paper and put up on the walls around the room. We will have students form groups. One student will run up to the wall, read the text and run back to dictate it. The other partners must listen and write.

While task (30 minutes)

- **Maze:** S.s will find out the order of the lyrics following the right sentences.
- **Matching the meaning:** S.s will match the meaning of the lyrics' unknown words with the images representing the word.
- **Work on lyrics and its deep meaning:** Some extracts of the lyrics are going to be explained in a deeper way, in order to understand the vision of the artist.

Post – task (25 minutes)

- **Found Poetry**

We will use rap album covers or lyrics to help students write found poetry. At the end of the activity, S.s can share their poems by reading them aloud.

- **Further discussion**
- Do you know any song that denounces Police violence and Racial Profiling in the Colombian context?
- Do you know about any social or racial movement that denounces against the Police violence and abuse, and racial profiling in Colombia?

SESSION 11
SEPTEMBER 29TH, 2017.

Song: Take me to church (2013)

Artist: Hozier

Time: 120 min

Goal: To practice and to improve listening, speaking, writing, and reading skills by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge expressing situations of general interest under given conditions using simple past, simple present, and simple future.
- Ss will be able to review the vocabulary previously seen in class and continue to enrich it with the song's club experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural points
3 (2017 II)	Hozier "Take me to church" https://www.youtube.com/watch?v=PvjIKRfKpPI	• literary figures • Present tense • Simple past • Simple future • unknown words	Dealing with topics that will allow a discussion about love, sexual identity and repression, church, and religion.

METHODOLOGY

Pre-task: warm up (30 minutes)

- **Share today's topic: Love, repression of sexual identity.**
- **Dictogloss:** We will dictate some of the lyrics to the SS and they will listen without taking any notes. The SS, in pairs or small groups, will try to reconstruct the text to the best of their ability; also, they will try to guess the name of the song. At the end of the activity, we will show SS the original text so that they can compare their work.

*If I'm a pagan of the good times
My lover's the sunlight
To keep the goddess on my side
She demands a sacrifice*

- **Four** **Corners**

Label four corners or areas of the classroom with posters or signs that say: Strongly Agree Agree Disagree Strongly Disagree. Write several controversial statements on the board one at a time. After listening to the song, write the corresponding lines from the song next to each controversial statement and hold a follow-up discussion.

1. Religion is stronger than love.
2. There's only one type of love.
3. We are Good by Nature but Corrupted by Society.
4. Only Religion can determine who you should love.

- **Ask the S.s if they know the artist and the song**
- What is the song about?
- An introductory biography of the artist

While task (30 minutes)

- **Unknown words**

We will pick some unknown words from the lyrics (they will be written on the board) , s.s will try to find synonyms by inferring the meaning through the context. Then; we will explain the meaning of the words if necessary.

Words

giggle: to laugh in a silly, often high-pitched way, as from nervous embarrassment. / **titter, snicker.**

mouthpiece: a person, newspaper, etc., that expresses the opinions of others. / **spokesman go-between**

Bleak: without hope or encouragement. / **desolate, bare, cheerless**

Worship: reverence for God, a sacred personage, or a sacred object. / **prayer, devotion**

Shrine: a place, as a church or an altar, devoted to some saint or deity. / **sacred place sacred object.**

Meaty: having substance, importance, or value/ **significant, weighty, important, substantial**

Starving: to be extremely hungry/ **famished, hungry**

Sharpen: to make or become sharp or sharper/ **grind, file**

Sick: having ill health; not well / **ill, unwell**

Sin: disobedience of divine law / **error, wrongdoing**

Drain: to empty by drawing off liquid / **divert, bleed**

- **Rhetorical figures**

With the unknown words Ss will try to create a phrase or sentence that includes a rhetorical figure, taking into account the topic: Love. (rhetorical figures will be previously explained)

Ex: Worship

Comparison: “I will worship you like a dog.”

Post – task (30 minutes)

- **Song skits**

This activity is a good way to make sure students truly understand the different phrases and vocabulary of the song by using them in real world communication scenarios. It's a good final activity because it challenges students' writing, comprehension and speaking abilities. We will choose specific vocabulary words, verbs and phrases from the song for the students to incorporate into a skit.

1. Take me to church, If I'm a pagan of the good times, Get something shiny.
2. "We were born sick", There is no sweeter innocence than our gentle sin, My lover's got humor.
3. That's a fine looking high horse, that looks tasty, she tells me "worship in the bedroom".
4. What you got in the stable? She demands a sacrifice, My lover's the sunlight.

SESSION 12

OCTOBER 13TH, 2017.

Song: The ghost of corporate future (2004)

Artist: Regina Spektor

Time: 120 min

Goal: To practice and to improve listening, speaking, writing, and reading skills by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge by expressing situations of general interest within some giving conditions using simple past, simple present, and simple future.
- Ss will be able to review the vocabulary previously seen in class and continue to enrich it with the song's club experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural points
4 (2017 II)	Regina Spektor 'the ghost of corporate future' https://www.youtube.com/watch?v=F9Ig6LCVjQ8	• Present tense • Simple past • Simple future • unknown words • Contractions • Modal Verbs (would)	Dealing with topics that will allow a discussion about the consequences of the modern life in the conception of how the world works.

METHODOLOGY

Pre-task: warm up (30 minutes)

- **Share today's topic: Priorities and Preferences**
- **Priorities**
 - Ss will choose among the images which ones they consider most important.
 - Ss will make a list with their own priorities and they will share it.
- **Ask the Ss if they know the artist and the song**
 - What is the song about?
 - An introductory biography of the artist
- **Scrambled sentences**

Ss will determine the correct sentence and write it. They will find mixed written words together with pictures and they will have to recreate the sentences.

- A man walks out of his apartment, It is raining, He's got no umbrella
- He takes off both of his shoes
- He steps right into somebody's fat loogie
- Well maybe you should just drink a lot less coffee
- Maybe you should kiss someone nice or lick a rock
- Maybe you should cut your own hair

While task (30 minutes)

- Word Search with unknown words from the lyrics.
- Ss will suppose they are visited by the Ghost of the Corporate Future; then, they have to choose a stanza from the lyrics and arrange one of their own to describe their experience after the visit of the ghost.

Ex:

LYRICS	ARRANGED STANZA
“He also said Imagine you go away on a business trip one day And when you come back home Your children have grown and you never made your wife moan...”	“The ghost told me to imagine my life without a big butt you will be not so successful with men and your clothes won’t fit at all you will be flat as hell”

Post – task (30 minutes)

- Ss will create a collage choosing a stanza or sentence from the lyrics. They can use colors, pictures, and drawings that express the images, message, and emotions conveyed in their choice.

SESSION 13
OCTOBER 27TH, 2017.

Songs: Thriller (1982), This is Halloween (1993), I Put a spell on you (1993)
Artists: Michael Jackson, A nightmare before Christmas (movie), Hocus Pocus (movie) performed by: Bette Midler.

Goal: To practicing and to improve listening, speaking, writing, and reading skills by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge by expressing situations of general interest within some giving conditions using simple past, simple present, and simple future.
- Ss will be able to review the vocabulary previously seen in class and continue to enrich it with the song's club experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural points
5 (2017 II)	-Michael Jackson-Thriller -Nightmare Before Christmas - This is Halloween - I Put A Spell On You - Bette Midler - Hocus Pocus	• Present tense • Simple past • Simple future • unknown words • Contractions • Modal Verbs (would)	Halloween holiday offers an excellent opportunity for Ss to learn a cultural topic and new vocabulary, all while having fun.

METHODOLOGY

Pre-task: warm up (45 minutes)

- **Share today's topic: Halloween**
- **POP QUIZ:** Ss knowledge about Halloween will be tested throughout a pop quiz with the following questions:

1. What is the word used by children to ask for candies in Halloween?
2. Halloween is also known by other names:
3. Why is Halloween celebrated the 31st of October?
4. What is associated with the orange and black colors in Halloween?
5. What do you think the word 'Witch' refers to?
6. What do you think the name for the phobia of Halloween is?
7. Which are the animals that represent Halloween?
8. Before they carve pumpkins, they carve:
9. The birthplace of Halloween was believed to be:
10. What do Scarecrows symbolize?
11. Who was Jack O'Lantern?
12. Why do we use costumes and masks in Halloween?

- **Present to the Ss the origin of Halloween.**

While task (45 minutes)

- **SPOOKY CLOZE:** With this activity Ss will practice past tense verbs. Ss will complete the story with the correct form of the verbs in brackets:

It was a dark and stormy night, just after midnight. It 1 _____ (rain) heavily and every time the lightning 2 _____ (flash), you could see the outline of the dark, winter trees. Earlier in the evening, Ron and his five friends had collected a bag of candy and were excited about eating it. They 3 _____ (hop) over the locked fence and ran through the muddy schoolyard on their way to the empty old school. Then, they suddenly 4 _____ (remember) stories of the ghost teacher. "We shouldn't go in!" Ron shouted, but the others 5 _____ (not stop). He had to follow. They 6 _____ (find) an empty classroom. It was cold and dark. The boys 7 _____ (break) the old wooden desks so they could build a fire. Some boys 8 _____ (build) the fire, and others put on loud music. They started playing - throwing chalk, yelling, drawing pictures on the board and singing. They 9 _____ (not notice) that a dark, scary form was slowly appearing behind the desk. It was the ghost teacher! He 10 _____ (frown) and his eyes were red. He screamed loudly as he rushed towards the boys. The frightened boys 11 _____ (run) out of the building. They never went there again

https://oupeltglobalblog.com/wp-content/uploads/2014/10/Halloween_worksheets.pdf

- **MAGIC POTION-SPELL CREATOR:** Ss will write a magic potion or a spell as the examples below

Money Spell	Magic potion
From above, from below money will now come to you money rains, and money flows It's my will and it is so	Invisibility Potion You will need: 1. 100 ml of Dragon's blood 2. 100 ml of giant's bogies 3. 200 ml of wizard's tears 4. 300 ml of melted tiger fur 5. 150 ml of swamp sludge 6. 50 ml of fairy dust 7. A pinch of pepper Mix everything together in a large cauldron, cook over a low heat stirring frequently (do not add any more water) until it has thickened slightly. Add a pinch of pepper and drink 10 drops every 30 minutes.

- **ARRANGE THE LYRICS:** S.s will organize the two or three stanzas of the lyrics from the songs.

4'43" to 5'13" It's close to midnight Something evil's lurking from the dark Under the moonlight You see a sight that almost stops your heart You try to scream But terror takes the sound before you make it You start to freeze As horror looks you right between your eyes You're paralyzed	1'16" to 2'10" I put a spell on you and now you're gone My whammy fell on you and it was strong Your wretched little lives, have all been cursed 'Cause of all the witches working, I'm the worst I put a spell on you and now you're mine Watch out If you don't believe, you'd better get superstitious Ask my sisters, ooh, she's vicious I put a spell on you, a wicked spell I put a spell on you, sisters	0'30" to 0'56" This is Halloween, everybody makes a scene Trick or treat till the neighbors gonna die of fright It's our town, everybody screams In this town of Halloween I am the one hiding under your bed Teeth ground sharp and eyes glowing red I am the one hiding under your stairs Fingers like snakes and spiders in my hair
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Post – task (30 minutes)

- Ss will create a 6-panel comic, in which they have to portray a spooky story with Colombian's myths and legends characters like the Mohan, La llorona, La patasola, El duende, la madre monte etc,

**SESSION 14,
NOVEMBER 10TH, 2017.**

Songs: Wants and Needs (2010), Billionaire (2010)

Artists: Skillz, Travie McCoy ft. Bruno Mars.

Time: 120 min

Goal: To practice and to improve listening, speaking, writing, and reading skills by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge by expressing situations of general interest within some giving conditions using simple past, simple present, and simple future.
- Ss will be able to review the vocabulary previously seen in class and continue to enrich it with the song's club experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural points
6 (2017 II)	-Wants and Needs-Skillz, - Billionaire-Travie McCoy ft. Bruno Mars.	• Present tense • Simple past • Simple future • unknown words • Contractions • Modal Verbs (would)	Everybody needs certain things, and everybody wants certain things. S.s will get the chance to reflect on their wants and needs; also, they will compare their results with the ones portrayed on the lyrics. (wants and needs from people abroad)

METHODOLOGY

Pre-task: warm up (45 minutes)

- Share today's topic: Wants and needs (ask the Ss what they think want and need is- definition) (SLIDES)

- **Wants and needs list:** S.s will list their wants and needs to share it.(we are going to write it down on the boards, one for needs and the other one for wants.)
- **Wants and needs:** Messy Mondays: "Want" vs. "Need" (video)
<https://www.youtube.com/watch?v=aq6xk9ahMnI>

After watching the video, S.s will analyze the next statements and identify if they are in fact needs or wants (slides):

- I need more clothes or shoes. (Do you?)
- I want a cup of coffee. (Juan Valdez coffee)
- I need to change the world.
- I want to stay in bed all day.
- I need to be taller or prettier.
- I need someone to love me.
- I want a pet.
- I need to live far away from the world.
- I need to stop procrastinating
- I want to be a millionaire. -

While task (45 minutes)

We will play the song 2 times if necessary.

- **Charades:** Ss will form groups of 4 people. They will act an unknown word or phrase while the rest of the group guess.
 - Shiny things
 - Poverty
 - Lazy
 - Bad
 - Buy
 - Christmas
 - Babies
 - Basketball
- **Bingo:** Students select 9 keywords from a selection of about 20 on the board and insert them into a 3 by 3 grid. When students listen to the song they tick the words off until they have 3 in a row and then a full house. After full house, ss will try to come up with the definition; if not, the facilitators will show the definition. (Slides)

Wants and Needs-Skillz	Billionaire-Travie McCoy ft. Bruno Mars.
• Greed • Seed • Raise • Rules • Steam • Shiny • Busy • Cop • Lazy • Chase	• Cover • Bunch • Dunking • Toss • Bucks • Tummy • Wallet • Swear • Soundly • Billionaire

Post – task (30 minutes)

- We will ask the students to create a four-line stanza based on their needs and wants (using just one song and one verbal tense - would=conditional, simple future=will -) with their own lyrics and to share it with their partners. (sing along)

Example (SLIDES):

**I wanna be a plus size supermodel so freakin' bad
have all the guys I never had
Uh, I wanna be on the cover of Playboy
Smiling next to Ryan Reynolds and Thor**

SESSION 14

NOVEMBER 24TH, 2017.

Songs: Boys don't cry (1984), If I were a boy (2008)

Artist: The Cure, Beyoncé

Time: 120 min

Goal: To practice and to improve listening, speaking, writing, and reading skills by using songs of different genres, and other extra material.

OBJECTIVES

- Ss will be able to share their knowledge by expressing situations of general interest within some giving conditions using simple past, simple present, and simple future.
- Ss will be able to review the vocabulary previously seen in class and continue to enrich it with the song's club experience.
- Ss will be able to recognize different English registers.

CONTENTS

Song's Club			
Session	Song	Language Points	Cultural points
7 (2017 II)	Boys don't cry - The Cure and If I were a boy - Beyoncé	• Present tense • Simple past • unknown words • Contractions • Conditional • Phrasal verbs	S.s will get the chance to reflect on the differences between men and women towards emotions and feelings. They will also analyze their roles in society as women and men.

METHODOLOGY

Pre-task: warm up (40 minutes)

- Share today's topic: Boys vs Girls (ask the ss what they think are the main differences between men and women and write them on the board). Discussion.

- We will divide the class into boys and girls and ask them to complete the following sentences (Ss will discuss among the groups their answers and then share them):

Being a girl is...

Being a boy is...

While task (45 minutes)

- **Boys vs Girls - JinnyboyTV** (video)
<https://www.youtube.com/watch?v=h-358yaQWjw>

After watching the video, Ss will answer and share their opinion to the next questions:

1. Do you feel related to any of the differences shown in the video?
2. In your opinion, do you think those differences are true?
3. What do you think the factor that makes us different is? is it biological or cultural? or is there any other aspect?

After playing the songs Ss will analyze and discuss the next statements:

1. All men chase after girls and drink beer with the guys.
 2. Men don't care about women's feelings and take them for granted.
 3. Men don't show their emotions because boys don't cry.
 4. Women have to be more careful about their dressing and their appearance.
 5. Women are more emotional and men are more rational.
- **Pictionary:** Ss will form groups of 4 people. They will draw an unknown word or phrase while the rest of the group guess.
 - Roll out: to move along a surface by turning over and over. (Phrasal verb)
 - Kick it: (slang) getting your game on, trying to get with a person. (Verb)
 - Chase after: to hurry after someone or something in order to catch him, her, or it. (Phrasal verb)

- Hide: to conceal (something) from sight. (verb)
- Break down: To cry, or to start crying; cry, burst out, dissolve into. (Phrasal verb)
- Plead: to request sincerely; beg. (verb)
- Take for granted: fail to properly appreciate (someone or something), especially as a result of overfamiliarity. (Phrasal verb)
- Stick up: to speak in support of a person or an idea, belief, or plan, especially when no one else will. (Phrasal verb)
- Faithful: loyal in affection; constant. (adjective)
- Unkind: lacking in kindness or mercy; severe. (adjective)

Post – task (35 minutes)

- Ss will create a 4-panel comic, in which they have to portray what they would do if they could change sex for one day.