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ENSAYO ANALÍTICO EXPLICATIVO:

“THE USE OF SONGS TO LEARN IDIOMATIC EXPRESSIONS AS A TOOL
IN ENGLISH LEARNING WITH STUDENTS OF 3RD “A” AT MTRO.
EUSEBIO BENÍTEZ ALBARRÁN SECONDARY SCHOOL”.

QUE, PARA OBTENER EL GRADO DE LICENCIADO EN EDUCACIÓN
SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

PRESENTA:

GIEZI ABDIEL VÁZQUEZ FERNÁNDEZ

ASESOR:

DANIEL ROSAS REYES

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To my parents and family that always supported me proud and untiringly,
to those teachers that taught me not to be only a good teacher if not a good human being,
and to the beautiful eyes that lit my way.

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Presentation.

The present document is part of the hard work that I have been realized during almost four years at Normal school since the very beginning, and is a prove from all that knowledge that I have learnt in the different subjects, and the practicum terms that I have faced during this time in different schools, levels of schools, and contexts, since the very beginning I dreamed with this moment, and know it is time to show all these skills and knowledge developed as a part of my degree.

This chapter has as a main purpose to show the most important aspects from the Secondary School No.1015 Mtro. Eusebio Banítez Albarrán and the context where is located in order to know the student situation inside and outside the school, which is an important support to know all this aspects such as festivities that impact this particular community, customs they have, and economy activity that the locality have, the level of illiteracy and the number of members that the place counts, in the other hand a study from the group, their integrands, the way they like to learn, or the way they learn better, the sitting arrangement, their English level in order to have an idea where the students are in case of a Foreign language, and information that is important to analyse in order to get a clearer view from the group that I will talk about along this document.

Also in this chapter I will talk about the topic that I have chosen, the thematic line that belong to, the main purposes to develop a long this practicum period with the students from the secondary school, the questions to be answer that are the ones that I will answer during the following chapters but at the same time are the base and a kind guide.

Choosing a topic.

This is the topic in which I have decided to work, “The use of songs to learn idiomatic expressions as a tool in English learning with students of third A, at Mtro. Eusebio Benitez Albarran secondary school”, some of the reasons about why I chose to work will be developed a long my document.

Thematic line.

My topic is located in the thematic line 2 “Las estrategias didácticas utilizadas y su relación con el enfoque”. (Secretary of public education [SEP], 2002). I choose this thematic line because is related with the use of didactic materials, the context and the different strategies that I have learnt during all these years in the Normal school, also my topic is linked with this thematic line because I will use didactic resources that bring scenically support for learners when learning a second language.

Purposes.

- To motivate students to listen English songs.
- To promote students awareness of the importance of idiomatic expressions.
- To recognize the use and meaning of idiomatic expressions through the use of songs.
- To increase students stock of idioms.
- To increase students fluency.

Questions to be answer.

- What kind of songs motivate students the most?
- What are idiomatic expressions?
- How useful are for learners in second language learning an idiomatic expression?
- What is a chunk?
- What kind of activities are useful when listening songs?
- Students increased their stock of phrases with songs?
- Does Idiomatic expressions helps students to increase fluency?

CHAPTER I

1.1 Community context.

Paseos Chalco is located in the municipality of Chalco State of Mexico, is 2240 meters of height, the first group that came to live were “Axotecas”, Chimalpahin research said that belong from Tula then they called themselves as “Chalcas”, the region was named as Chalco in 1354. Paseos de Chalco is a housing unit that counts with 81,192 men and 87,528 women, the percent of illiteracy is 0,23%, the degree of schooling is 9.64 (9.84 in men and 9.49 in women). In Paseos Chalco the 1.15% of adults speak an indigenous language, the number of inhabited houses is 40,541, and the marginalization is very low. (See on Appendix 1)

Talking about the range of illiteracy around 15 years old onwards is 3.53, which means that is very low, and also talking about the range of people that do not assist to the school is between 6-14 years old is 3.76, the range of person with basic education is 35.76, this are important facts that impact on the resources that the student have and the society that surround them. (See on Appendix 2)

Paseos Chalco is distributed in different areas and streets called “Paseos” for example Paseo del positivismo or Paseo de la concordancia, also is often confused with Portal Chalco because are housing units located very near each other, but the main difference is on the way their street are called “Portal” and “Paseo” and the entrance of each housing unit is different and far from each other.

1.1.1 Festivities

In the municipality of Chalco celebrate religious parties, patronal and traditional that impact the community of Paseos Chalco because are near from it and because most of the students have a family members, or in some cases students live there, for example:

- San Pablo Atlazalpan 29th June “San Pedro and San Pablo”
- San Lorenzo Chimalpa 10th August “San Lorenzo”

- San Martín Xico Nuevo 11th November “San Martin Caballero”
- Santiago Zula 25th July “Santiago apostol”

Chalco has a fair that takes place on July 25th , Santiago Apostol day, these days people make tours in the near areas, decorates the streets with colourful papers and carpets made of sawdust in the middle of the streets, they walk between streets with the image of the Saint, they make ceremonies and usually asks for a favour to the Saint Santiago Apostol.

1.1.2 Economy activity and resources

In the near areas of the municipality palace it is located the Parroquia de Santiago Apostol, one of the first founded churches by Martin Valencia in the XIV century. The Chalco archaeological museum is located in the culture house “Chimalpain” it was found on November 15th in 1978, this place is famous because of the classes about dance, ballet, sing, theatre, and courses to help elder people finish their studies.

The main economy activity of Chalco is the trade and the main example of this is the street market that take place on Friday in the Chalco centre, also Agriculture is an economic activity in the municipality of Chalco State of Mexico with a total of 1,140 hectares that are cultivated, 635 are temporary lands and 505 of irrigated lands, with the Royal Canal there was an advance to achieve 100% harvests, which allows for two annual harvests, mainly of lettuce and As for other crops, we find beans, beets, coriander, barley, oats, peas, radishes, chard, spinach, quintonil, cruet, watercress, xocoyol, turnip, quelite, huauzontle, squash and chilacayote. Cattle raising represents the second most important activity in the municipal economy, it can be considered that almost all is domestic and within this we have pigs, horses, goats, cattle, sheep, and poultry such as Creole hens, turkeys, ducks and geese.

1.2 School context.

1.2.1 School description.

The secondary school No.1015 Mtro.Eusebio Benítez Albarrán C.C.T:15EES1534J is located on the Santidad avenue and the Claridad avenue in paseos Chalco, very near from the school is a sewage canal that divide Paseos from the next town which is Xico Nuevo, also near from the school is the industry zone from Chalco, and an egg factory. Also is important to mention the little park that is next to the school, where most of the students waste their time before and after the school , when they come out from the school there is no line or rope that mark the safe area for students from cars that cross the avenue. It has morning shift, it is a public school, and it has three groups per grade (“A”, “B”, “C”).

1.2.2 Facilities

The school has two big buildings with nine classrooms to teach, in one building it is located the library, and in the other one the computers lab, one for the laboratory, and principal’s and councillor’s offices, by the way there is one classroom for teachers that is usually use to check students notebooks or to talk with their parents about their behaviour, also in these two buildings are the toilets divided by boys and girls, and one for teachers in the principal’s office. The school has electricity, water in the bathrooms and telephone that teachers and students can use in case of an emergency or if it is necessary, also the school has internet connexion in the principal and teacher’s room, as well as in the computers lab.

1.2.3 Problems in the school

To start talking about the problems in the school is important to mention that it is a small school and sometimes the spaces in the school as well as the

computers lap or library are usually use by teachers all the time, but without an schedule or a date to arrange before use it, so that makes some troubles between teachers that would like to use those areas, also talking about the problems, there is an structure that is difficult to say its purpose, teacher called it “Talud”, it is a huge structure like a mountain, that students normally watch it as zone to play with their friends, which is hazardous for them.

Another important problem that school has is in the attendance of the students to the school, in festivities or in sometimes some students did not attend for the whole week, some of them work with their families, or have problems in their family, this make students grades become lower and that make teachers delay some contents in their subjects in order to support students that did not attend, this lack of attendance impact on their development, and by the way teachers should send a message to their parents in order to let them know their low scores, which take extra time for teachers to talk with their parents.

1.3 Classroom characteristics.

The classroom in my point of view has a medium size around 8 meters long and 10 of broadness, the walls are made of concrete bricks, the selling is made of concrete too, and the floor is made of cement, also the classroom has big windows in both sides of it that can be open or closed when necessary, there is power grid in the classroom, and some lights. Talking about the aids, the classroom has a big whiteboard and the enough chairs for each student, chairs are made of wood and plastic, chairs are positioned in rows of around 6 students per row, also the classroom has a big table with a different chair for the teacher as a desk, suddenly the classroom has a card made of plastic that works for allow students to go to the bathroom.

1.4 Group profile.

The 3rd grade group “A” is integrated by forty three students, 18 girls and 25 boys, that are between 14 and 15 years old, they are sitting in row by list number, and sometimes the councillor changes students place in order to improve their behaviour during the class, also some teachers decide to change place some students, as they concede the best option.

1.4.1 Sitting arrangement

To have specific information from student’s interaction inside the classroom, and they relationships, I built a Setting arrangement, which consist on a graphic that shows the way students are sitting, in this way I can know better the place where each student sit and the classmates which are near to him/her. (See on Appendix 3)

Most of student’s become from the housing unit where is located the school which is an advantage from them because of its closeness, also that impact on the parents participation on the different activities that the school has during all the year, but some of the parents come on different hours to talk with teachers about the academic performance from their child.

Talking about students behaviour, is a group with a good performance during the activities in the classroom, according with the teacher in charge of the group, some of the problems that most of the students reflect are:

- Family problems: Separation from their parents is the most frequently.
- Aggressiveness of some students inside the classroom.
- Apathy of a few of the students to learn English and being in the classroom when English classes.
- Drugs: according with the councillor, some students have consume marijuana inside the school in the bathrooms, between hours, so that makes teachers to be up for when student ask to go to the bathroom or if they go out without permission, because that can make another situation related with it.

I apply a short test where I asked them about if they like English subject and in general or not, and if they have any reason or complication when learning English. (See on Appendix 4)

1.4.2 Diagnostic results of the English test.

I was looking for an exam that proves the level of English that students have, but when I looked for one on internet, I found many test and exams that are difficult or that demand a higher level of English, so based on the observation period, I watch a very low level of English, so I decided to build a test using different parts from test that I found on internet, and I took in account 3 skills, Reading, Listening, and Use of English, I did not evaluate speaking because was not necessary to evaluate each student, because most of the student have a low speaking level, so based on an English test taken from Cambridge and adapted by me, I evaluate students English level.

I decided to choose the group of 3rd grade group “A”, and I found a student that according with the head teacher of the secondary school have a high intelligence quotient, in my recently experience I discover that in comparison with her partners, she is smarter and understand the topics easier, but also according with my English test is the higher student in the test score. (See on appendix 5)

I applied a test in order to know the dominant learning style, this model use three sensory receptors, which are Visual, Auditory, and Kinesthetic in order to determine the most developed in the person, according with Fee, K (1988) “Learning styles are cognitive, affective and psychological traits, which serve as relatively stable indicators of how students perceive, interact and respond to their learning environments”, but how can we test those traits that we as being humans inherit from our parents and genes, I found a test developed from Neira, Jorge (2015), he mention 3 types of learning style which are Auditory, which is the ability to learn by listening

an oral explanation or by a song, Visual means that the person learn by watching the information required, and kinesthetic means that the student learn by physical activities, they need to move, so I applied this test with 3 grade group “A” and I found that the 51% of the students have the visual learning style more develop, the second one is the 18% for Kinesthetic, 13% for Auditory and a mix of visual and Auditive with 10%, only the 8% of the students obtain the 4 learning styles, now that we are talking about graphics, I applied a test to know if they like or dislike English and the results were that 65% of the students like English, the 18% do not like English and the 16% of the students do not have interest or have a different reason to do not like English. (See on Appendix 6)

1.4.3 Music likes.

Is always important to know the likes from the students when teaching, because in this way we take in to account their preferences, and they feel more motivated when hear the music that they like, also is easier to sing a very well know song that a new one, so during the first practicum term I applied a very short music test, in order to know the music likes from students, the test consist in four questions, the first one is, What kind of music do you like?, most of students answered “all kind of music” follow by the Rock, it is also important to mention that not all students from this group answered the test, because they do not assist that day, so I only could applied with students who were that day. (See on Appendix 7)

1.5 Towards chapter II.

Music is all around the world and people interpret and listen in different ways the mix of rhythm and sounds, some people dance, some other sing, but also some people learnt from music, stories, morals like the songs that talk about different stories and at the end contain a moral that depends on the person make us reflect, or even language, as in my case English music represent a way to learn in a fun

way, with my own music likes, and with my own feelings that music provokes in my being, in the other hand science has discover a lot of the way music impact in our body but also in our brain, changing the way we feel, think and act day by day, even there are many different ways to dress according with the music that we listen, in this way music is an important part of our social circles, and impact in our daily life.

CHAPTER II

2.1 Introduction.

To begin with this second chapter I would like to mention the contents in a brief way, first of all this chapter is product of a research about the theories, strategies, and activities that enrich my practicum, books and articles from different authors conform most of the information I based on this second part, also I took into account my personal experience, since the very beginning at Normal School we as a trainee teachers gain a lot of knowledge and practice about teaching English during our practicums terms, so I took into account this information too, and by the way I took into account the characteristics and all the information from the group that I am following, those characteristics previously mentioned in chapter 1.

All that theory and strategies will impact to the way I am working with the students from the third grade group “A” in the Secondary School No.1015 “*Mtro. Eusebio Benitez Albarran*”, now as I have mentioned in chapter one, this is a big group, but according with Harmer J. (1998) “big groups have disadvantages of course, but they also have one main advantage-they are bigger, so that humour, for example funnier, drama is more dramatic”, take this idea in account it looks as an advantage to have a warmer classroom where most of the students enjoy the class.

Around the world people live with music in their daily life, talking about Mexico, Music is a strong fount of culture and also represent emotions that in my personal opinion you can only feel here, hear here as a legends, and as a piece of the Mexico history, according with L. Campbell, B. Campbell & Dickson (2003) “ We live with the rhythm of our own heartbeat and respiration an the more subtle rhythms of metabolic and brain wave activity. We are all inferentially music”, starting from this idea about the importance of music, even in our human body we got rhythms that make us live, through the past of the years this rhythms have changed a lot, making a comparison between Beethoven, and Bad bunny as the artist of the moment that most of adolescents listen, it exist a huge difference between them, so that difference is the main point which I took into account to develop this paper.

2.2 Natural Approach.

To begin with this part is important to mention the big influence of Stephen Krashen on language education, their theories have more than 30 years and still debated nowadays, on 1983, he published The Natural approach which is preceded and supported by a summary of the theory of second language acquisition in all his research, we are going to talk more about the language acquisition in the following point.

In this part I am going to provide a brief description of “The Natural approach” principles, the first principal mention that “Comprehension precedes production” this means that the learners should understand messages, so teacher should help them to understand what is being said to them, and some of the implications are that the teacher always uses target language, the topic should be interesting for learners, and teacher should strives at all times in order to help students understand the message.

Talking about the way I started to learn English is was so difficult to understand a conversation from the movies or some songs in English, it was when I started knowing what does the words mean, and then a full sentence, it was practice and practice, now talking about the students at the secondary school, that based on the English test that I applied, I realised that most of the students were in a such basic level that I started translating some words and instructions, with the time they comprehend what means stand up, sit down, pay attention, in this way it was easier to keep this communication with the students.

Second principles mention that “Production emerges in stages” according with Krashen S. those stages are six, the first one is respond by nonverbal communication, the second one mention a bit of progress response with a single word, the third one start with a combination of two or more words, in the fourth stage some phrases are compounded, in the stage five are sentences and finally in the number six, more complex discourse, but taking in account the English level from

the students, based on the exam, perhaps I could help students until fourth stage where phrases are compounded.

Natural approach does not obligate to the learner to speak since the very beginning if not with the practice and through steps as we learned our mother tongue. According with Harmer, J. (1998) "Learners should be as relaxed as possible in classroom", this idea is one of the most important to rescue from the Natural approach, in which song play a vital role when learning English as a tool to increase confidence and relax in the students.

It is quite important to be aware of the student's stages, for example at the very beginning when I met students from the secondary school "Mtro. Eusebio Benítez Albarrán", I realised that most of the students did not understand my instructions, and most of the things I said, I took into account this principle from the Natural approach, and I started doing some mimic in order students understand the message, even I asked some students that really understand what I said in order to make a brief translation for their classmates, it is useful at the very beginning, students understands the ideas and the vocabulary easier.

Third principle of "The Natural Approach" is based on a syllabus that contains communicative goals, that means that the teacher should organize the activities on a specific topic and the last principal is that the activities should be focused on interesting topics for learners, topics that are relevant for them in order to they can express their ideas, opinions, desires, emotions and feelings, and also an environment with low anxiety, good rapport, and friendly relationship with the Teacher because otherwise could be impossible.

I agree with this principle previous mentioned, because it is also important to work on a syllabus that is based on communicative goals, in this case I am working with the "*Programa Nacional de Inglés en Educación Básica*" or in its acronym PNIEB, which actually is based on communicative activities, as the main purpose is established "Communicate ideas and convey feelings", in this case the topic are

taken from this program, the syllabus is in its majority designed by my Teacher in charge of the group using this program.

Apart from the previous principles there are some guidelines where The Natural Approach is focused, the first suggest that the communication skills are the main skills to developed, for example the general goal is to learners communicate with native speakers of the target language “The focus is primarily on the acquisition of the ability to communicate messages using the target language”, Krashen, Stephen (1983), this suggest that learners should use the target language, even since the very beginning the Teacher should make learners get the exposure to the target language in their classes.

The following guidelines are quite similar form the principles so I will mentioned as well in order to clarify them as much as possible, “Comprehension proceeds production”, this suggest that students must learn to comprehend, “Production Emerges”, production emerges as the acquisition process progresses, the first speech is incomplete and normally contain a lot of mistakes, and students are not forced since the very beginning to speak in English, “Acquisition activities are central”, in this guideline the author suggested that most of the activities must be about acquisition as a central part developing communication skills, and the last one talks about the way we as a Teachers must low the range of effectiveness from the students in the classroom.

It is not new that as an English Teachers we faced this reality every day, we can be exigent when we assess the effectiveness students have when they participate in the classroom or even in the exams, we want that they memorize everything about our classes, when the reality is that they have more subjects to be worried, to study hard as well, based on that idea I started making low the range of effectiveness from the students at the beginning of the scholar cycle I started to be emphatic with them, but also I realized that in this way students feel comfortable having mistaken or errors.

Talking about The Natural approach in class, as we have mentioned before this approach is focused on the basic personal communication skills both oral and written, this focus assumes that a good basis former will lead a good success in the future when learning English, so Teacher allow learners to use topic of their interest to make debates, to give their opinions about it and share personal information such as their names, description of students, family members, numbers, clothing, colours, and objects in the classroom in different situation greetings and classroom commands.

The syllabus from the classes are also focus on acquisition of the language rather than grammatical syllabus, that does not mean that it is not necessary, or that the rest of the skills are not important as well, if not a proper relationship, for example when the class is based on a restaurant, learners should use certain grammatical structures and the vocabulary that is require by the task communicate their ideas and which is also important, their desires, “beginning students can simply string the appropriate lexical items together in some ‘Logical’ order even if they have not yet acquired any syntax or morphology” Krashen (1983),

I agree with the idea that the author mentioned on his book, because all the people start doing this mental work trying to accommodate in the correct order the message, even when we do not have the grammatical knowledge of the language, and I watched that behaviour from students in the classroom when I started given some idioms students started to acquire the way idioms work without knowing the grammatical structure or accommodation, they only write it as they though it is correct, which actually was it.

Making a brief summary, and in order to let the topic as clearly as possible I can mention that “The Natural Approach” suggest that students keep focus on the communication that they achieve in each class or opportunity to use the target language, and increase as much as possible oral and writing skills, that is the reason classes should be focused on activities that provoke students feelings, emotions, and which is more important, activities that represent an specific topic to talk about

2.2.2 Second Language Acquisition and learning.

Before I start talking about the Second Language Acquisition and Learning theory, it is of great importance to make a distinction between both terms acquisition and learning, acquiring a language is referring to “Picking it up”, which involves natural communicative situations, such as the children obtain the first language, now in the other hand Language learning involves knowing the rules of the language, suggest a more conscious knowledge about grammar, Krashen (1983) mentioned that Formal language learning is not nearly important in developing communicative ability in second languages, also mention that Language learning may only be useful as an editor. (See on appendix 8)

As I mentioned before Language learning use an editor or in other words a monitor, that capacity in our minds to detect the mistakes and correct it, but if we want to develop this skill, this capacity, we should have time to inspect the utterance before saying our speech, secondly the student should be concerned about correctness, in the third place students need to know the rule, which in the real life rarely happened, because in a real conversation we do not have time to think in how is being said if not what is being said and reply a message as fast as possible, so knowledge of conscious rules in most of the times are quite helpful when we have a grammar exam as well.

I totally agree with that idea previous mentioned, because it is a matter of practice to develop this capacity of correct ourselves , and also is important when we are speaking with somebody else trying to make a conversation, but it's especially useful when we are having exams, in my personal experience with the group of 3 grade group “A” a minority of students can detect their own mistakes or errors, only some of them have that capacity, but that does not mean that it is not correct the way they participate trying to communicate a message, it is part of the learning process.

Another point which is important to mention now that we are touching the acquisition term, is how does acquisition takes place, Krashen, (1983) said “it is

thought that acquisition can take place only when people understand messages in the target language, and incompressible listening's does not seem to help language acquisition", which in my personal experience seems to be real, also he mentioned that acquirer has to be open to the input in order to fully utilize it for acquisition, those are some of the reasons I decided to apply songs instead of listening about conversations or interviews, etc.

In the classroom when I applied the English test to be more specific in the part of Listening, most of the students did not catch the idea about what was the listening about, so that was like the first time I realised the previous idea, it is not about make students feel confused about a listening activity, were at the end students cannot understand most of the message, or even nothing about the message in the audio, so I started helping students, translating some words in the test in order to make easier this tasks.

Now with this information mentioned in the last paragraphs it could be a bit clearly the view from what involves "The Natural Approach" also how does this is constructed, and how is it reflected on my practicum in the secondary school with the group that I am following, also is important, to know the research and all the theory in which is based this approach in a general and brief overview about what does "The language acquisition" takes place from the theory.

2.3 Why songs?

I would like to start this part with the idea from Murphey, Tim (1992) "There is no human society without its poetry. There is no human society without music", I agree with this author, because even in the furthest places in the world have their own kind of music, made by their own instruments as for example in Africa, China or even here in Mexico, Claerr, T.(1984) mentioned that "The language teacher can take advantage of the cultural content of songs by playing holiday music during the appropriate season; explaining the traditions and history of songs; discussing songs with cultural flavour", and also is quiet important how this sounds and words impact

in their emotions, in their feelings, and even in their ideas, in my personal opinion this students.

It is not new the idea that music represent a powerful tool to motivate students when learning English, in the other hand as the author said we need to take an advantage of the cultural, traditional and the history in the songs, "Listening to songs in class is a popular way to motivate them, but also it is important to know students likes, now music is quite important resource, represent a way to express our feelings, emotions, and ideas that we share that we as a teacher must take an advantage of it.

Now that we have a clearer idea about what is music, as a part of my decision to choose songs for my document, we could start talking about in concrete which was the main reason why I have chosen songs, basically everything started since the very first observation practices at The Secondary School "*Mtro. Eusebio Benitez Albarran*" and Mistress Emma was telling me the topics for my first intervention, she suggested me to bring songs for students each time I practice at the secondary school, at least two songs per group, and per practicum term, I decided to take advance of that in my document, in this way I could accomplish with the aspects that Miss Emma told me and also with my research.

At the beginning I was a bit nervous about using songs in the classroom, because in my personal experience, songs increase motivation in the students, sometimes in a positive way and some others not at all, to be honest, in some cases there is some narrowness to listen English music in Mexico, in the other hand that was the reason I applied a music test, but I will talking more about it in the following point, now as a teacher I make students get aware about the importance of English songs.

In the other hand I took the decision of make this research about songs, because first of all songs are highly memorable, according with Maley, Alan (1992) "It creates a state of relaxed receptivity, or because its rhythms correspond in some way to the basic body rhythms, or because message touch deep-seated emotional

or aesthetic chords, or because its repetitive pattering reinforces learning without loss motivation, songs and music ‘stick’ in the head”, I agree with this idea, because who has not remember a song more than a topic from the school, or a song in the public transport that make us feel relaxed, or even provokes emotions, in a certain way, some songs seems to be indispensable in our daily life.

I supported a lot my decision in the idea that says songs are highly motivating, especially for children and young adults learners, or even adolescents, according with Maley, Alan (1982) “Popular music in its many forms constitute a powerful subculture with its own mythology, its own rituals, and its own priesthood”, that is the main reason some students got identify with certain kind of music, and with certain social image that students want to copy in some cases, they become absorb for an urban tribe that follow an specific music.

In my classroom I could detect a big influence from the reggaeton, trap, and rap, according with my Music tests, most of the students like listen to this music genres, and even they like to perform this genres meanwhile they are having the break at the secondary school, so they like this kind of music and follow all about this genre, all the movements and the capacity to improvise a rap, that was another reason why I am using songs with them, and these are some of the reasons I chose songs as a tool when learning English.

According with Murphey, T. “It would seem that some things, like songs, have more staying power than other things, and that some conscious process, may help or hinder, our use of these powerful mental strategies”, it is an interesting idea, because for students along the country it is easier to learn a song that a something about a boring class, but the fact that we need to find the correct strategies to encourage this process to learn through songs is quite vital when leaning, I agree with the author previous mentioned, we need to take an advantage of this powerful tool.

2.3.1 Types of songs.

To begin with this point it is of greater importance to mention the huge variety of English songs is important to mention the English Language around the world, this provides different kind of accents depending on the country the speaker born, or even the country they live, the people they talk with and more, is typically know that is not the same the English accent from Scotland that the accent in England, and without mention Hindu accent as one of the variation of this language, and that variations occurs also with songs, there are many singers and bands from different parts of the world, expressing their ideas through this language.

Now talking about Mexico, we are neighbours from North America, and since a long time ago people from different parts of the world have emigrate to that country in order to have a job, specially people from south America go to America to get a job and start living as we famous say “The American Dream”, according to INEGI (2010) from all the Mexican people that emigrate to live in a different country the 89.4 percent emigrate to the United States of America, this is a kind of raw percentage of people that decide to live in other country, and in fact as we mentioned according with INEGI (2014) 67.8 percent that left their countries it is to obtain a job, only 12.4 percent to study, in fact this is an important data to analyse, and to conceder to benefit American English accent in my classroom.

Now talking about the types of songs, around the world, but also in Mexico there is a considerable presence of American Music and that is not new, even in our own homes we listen at least once an American song which is well known, so I decided to make a music test in order to analyse what kind of music does the students listen to, the test was organized by four easy questions about their music likes. (See on appendix 9)

Analysing the answers that students wrote on the test, most of them answering the test with American artist such as Taylor Swift, Katy Perry, Daft Punk, and many others artist that does not mean that it was the only answers they have, even “Reggaeton” was a constant option, in this way according with Murphey, T.

(1992) “highly motivated language learning starts with the students and what they are interest in”, I agree with this author because even students feel at the beginning a bit confused about why I was doing a music test, asking about their likes, they even asked me about the songs they have mentioned in the test, they looked quiet motivated.

Paraphrasing what Murphey, T. (1992) said, “songs can be useful to establish a good rapport with students”, and I agree with this idea, because most of my students were asking about my music likes, so that make me realised about the importance of being ask what do students like, it seems students feel more comfortable about the way we establish a good rapport with students, I took that in advantage, and in most of the classes students ask me about the songs, if I took into account they likes and also the date we will sing that songs.

Based on this music test but also in the percentages previous observed I decided to work with American singers such as Katy Perry, because most of her songs contain idioms as well, but she is not the only one, there are many singers that include this kind of vocabulary in their songs, such as Bruno Mars, Ed Sheeran, Adele, and more, at the beginning I started to select the most convenient songs from each artist, also I use a song from a web page called “Flocabulary”, there is a song that talk and include a lot of idioms and their particular meanings, so I worked with this song at the very first class, in order students have a clearly idea about the “Idioms” meaning.

To close this point and continue with the following one, it is important to know the type of songs students like, and the result was significant for me and which is more important for my students, they realised about the importance of “Idioms” as a part of the songs and as words that mean something different, as a kind of saying, but those results are part of the chapter number three, know I would say that the type of songs were chose from the Music test, as a way to include students likes.

2.3.2 The importance of using songs when language learning.

It is not new the idea that songs can be used in our English classes, to reinforce a topic, or even to make a topic easier for students, or to improve in some way the pronunciation, according with Murphey (1992) “Songs alone, however, will not teach anyone how to use language no matter how great their memorability, how much fun is it to sing and listen to them, or how energizing the change of pace might be, just listening and singing songs will not make students able to communicate in another language” this is a true fact it is not about sing and listen to a song for make students learn something or improve an ability as well, it is important to be aware of it.

In the other hand songs are like a diamond without being polish, according with Murphey (1992) “If we exploit them creatively to bridge the gap between the pleasurable experience of listening/singing and the communicative use of language”, I agree with this idea, because most times I tried to use a song in class, and only do it to make your classes more ludic, but as the author said we can exploit and take and advantage of this situation.

Now making a comparison about the life and how technology had change many aspects of our daily life, music and the way we listen to also had changed, nowadays it is easier to access to songs, and we can do it from our smartphones, it is present also in the social networks, that social networks where we interact with many people, so that is an important aspect to take in account when we talk about the importance of music in language learning, because we as a teachers can an advantage about it.

Another idea that I would like to mention is about the influence of music in adolescents, according with Murphey, T. (1985) “I have often called songs “adolescent motherese”, this term mean based on his book that Motherese is like a baby talk, the way a mother talk with their children, they are adding language and ideas, ways to communicate and many other things, that is the reason music and songs in general add this ideas and vocabulary to adolescents.

Talking more about the importance of music, music is all around the world and in our daily life, according with Murphey, T. (1982) “In our time, it is hard to escape music and song as it occupies even more of the world around us; in operating theatres, restaurants and cafés, shopping malls, at sports events in our cars, and literally everywhere for those turned into a Walkman, It would be seem that the only place music and song is slow to catch on is in schools”, this is a raw true, most of the teacher so not are aware of the importance that music play in the students, but apart from the fact sometimes teachers are not aware of the importance of music, they do not know how to use it, and have no idea about their benefits that is the reason I will talk about the benefits in the following point.

Most of us listen to the expression from many people that said “The song is stuck in my head” this according with Murphey, T. (1990) is a phenomenon “also seems to reinforce the idea that songs work on our short-and long-term memory”, that is one of the reason songs are stuck in our head, it is not new, now in the other hand Piaget (1923) described the egocentric language, “In which children talk, with little concern for an addressee, they simply enjoy hearing themselves repeat”, paraphrasing what Krashen, S. (1983) said “it could be that the need for egocentric language never leaves us and is fulfilled partly through song”.

Now that we have a general overview about the importance of songs and some of the impact that those have in students, we can talk about the benefits when learning English, there are many, but I am going to talk more about it in the following point, but know as a conclusion for this point, songs are quite important if we as an English teachers take the risk to innovate, to asks students about their likes, and if we take in advantage since the very beginning.

2.4 Why idioms?

To begging with this point it's important a brief description about what are idioms, according with Thornbury, S (2006), “An idiom is a word sequence whose meaning is not literal. It cannot easily be worked out from its individual words”, this idea is quite relevant at the time we try to define an idiom, when I started introducing

students the “Idioms” I gave them this definition, for me it was one of the easiest and concrete meaning I found, so I use it in the classroom, now that we know in a general way what is the meaning of idioms, I can start explaining why I chose them.

First of all I decide to make a research about “Idioms”, because it is the way native speakers interact in their daily life as the author Thornbury, S (2006) said “Idioms occur in certain contexts more frequently than others, being used more often in informal spoken than in a formal written language and often with an interpersonal function”, as the author said this is informal language, and I wanted to make students use more this informal spoken rather than only learn the “Bookish English” with those basic structures that most of the time are basic, but complex for them to memorize or understand.

Then making some research about songs, I realised that songs are full of idioms, in most of the cases, artist used this kind of language, for example Katy Perry, she use this idioms in their songs, in the song called “Roar” she mentioned this one “I bite my tongue” which in the literal meaning is bite your tongue with your teeth’s, but mean more than only literal, this idioms is usually used when we do not share our opinion with some person that is making a desperate effort to avoid saying something, perhaps that opinion could make suffer somebody else, perhaps is your boss and you know that is not in the correct but you accept it and bite your tongue, there is a series of different contexts where we can use and apply this simple idiom.

Now as I have mentioned before about music, most of the artist that students mentioned in the Music test were American singers, based on this, idioms are also American instead of British idioms, so as a brief clarification about which one I will use, American idioms are the elected, but also this decision impact on the previous “INEGI” data mentioned before, so it was not an easy decision to decide which one I will apply but it was necessary to make this differentiation between this two kind of idioms as well.

So making a list of reasons about why teach idioms, in the first place according with Liontas, J. (2017) “Idioms help learners to encounter and understand the working of natural human language”, I agree with this idea because in most of the time idioms contain this memorable words that are represented by images in our brain, for example the word “Horse” represent an animal in our memory, now when we say “I heard straight from the horse mouth” we are not referring to the literal if not the imaginary or metaphoric meaning, this example is also present when we are child and we are acquiring the language asking for food or a toy, then we make more specific sentences, but everything start with an image in our brain.

Second reason according with Liontas J. (2017) “Learners can go beyond the literal meaning of idioms and see the pivotal role that context plays in the understanding of idiomatic expressions”, as I have mentioned before about the example of the “Horse”, I agree with the author, because context plays in fact one vital role if we are trying to understand an idiom, in this point I started teaching some idioms, but trying to make the context clear, in Spanish there exist some equivalents from English and Spanish Idioms, so I tried to students realised about the way to use them from their mother tongue Spanish.

So making a comparison Idioms are this part of the language that native speakers use in their conversations, in many cases with friends or in a natural way, for example, it is raining dogs and cats does not mean that literally cats and dogs are falling from the sky, if not the rain is too much, out of the normal, so this idioms form an important part from this language, that is the main reason I want to teach idioms, but in a way they can easily memorize and use it, through songs, that is the main reason I am making this research about Idioms, also it is important to mention that idioms are like chunks of the language, but we are going to talk more about it in the following points.

2.4.1 The use of songs in ESL classroom when learning idioms.

I have mentioned before the importance of music and songs in the classroom, now I am going to be a bit more specific and I am going to mention some of the

activities that I have found about songs and idioms, as way to make this bridge between both terms, apart from the fact that in songs we can find a lot of idioms, that students did not understand at all, this is because idioms have a different meaning that only the literal, this form part of a variety of ways to express from those places where native speakers use this kind of informal language, but I will talk more about this in the following point.

One of the activities that I am going to apply is the “Glossary”, this strategy is about a list of words or terms that are not common, newly introduced, or specialized, now this Glossary will from the “Idioms” that songs have, there are different ways to make a glossary, in this time I would like to make a glossary based on three squares, the first one is the Idioms as well and then in the second square the meaning in English and in the third one the meaning in Spanish, this glossary hopefully will help students to increase their knowledge about idioms and their meanings.

Another activity is going to be based on “Fill in the blanks”, or according with Ashe, P. “Gap-fill: Create gaps for the verbs in the song and tell students which verb form to use. Students then listen and check” this activity is about fill with the correct word, there are different forms to work with it, in this time I will use it to students look for the missing idioms in the song, this idioms will be showed before each song in the whiteboard in order they know their meaning and the way to use it, then after students get the meaning in the whiteboard from the teacher, this is one of the basic exercises that I found and that I have applied in many others practicum terms, so I decided to apply it.

Apart from those activities, it is quite important to make students sing the song as a part from their ability to sing, and pronounce some words in the correct way, in my personal experience students fell exiting about sing a song in English, but in some cases this activity make some students get bored and anxious about the fact that some students have not an incredible voice to sing, or even the accent, the way to pronounce a word it is not the indicated, but It is part to learn, then as a part of the

following activities that in my personal opinion could have an impact on students, but this are part from the following point.

2.5 Lexical approach.

In this part I consider that that it is important to mention the definition form this approach in a short way, but before starting it is important to mention the author that developed for many years a research about the topic, Michel Lewis, he mentioned one of the pillars that fundament this approach, “Language is grammaticalised lexis not lexicalised grammar.”, in simple words this means that lexis is the main language to develop, and in a subservient way grammar, this in order to help students to increase their ‘stock’ of phrases and less on grammar rules knowledge, this may be useful to increase fluency.

When we talk about the lexical approach we need to talk about lexical chunks, native speakers have an enormous stock of lexical chunks and this ones are essential for the fluent production, but we are going to talk about fluency further. According with British Council, “is a way of teaching language based on the idea that is made up of lexical units rather than grammatical structures”, taking in account this idea I make a bridge between this approach talks about units, this units are words, chunks formed by collocations, and fixed phrases.

Now that you have the basis of the lexical approach you can understand the following terms, lexis is the main point in creating grammar meaning, grammar looks like in a subservient role, this in other words means that if you accept this principle you should spend more time helping learners to increase their bank of phrases, and by the way less time on grammatical structures, in my point of view this approach have a little bit in common with the “Natural approach” to be specific in the part about grammar role, grammar in both approaches is not the central part, if not the communicative competence as well, and acquire the language, and based on this idea I have chosen both work in my classes.

2.5.1 What are Chunks of language?

It is time to talk about the “Chunks of the language”, as a vital part from the lexical approach and the impact that have with the activities I applied with my students in the secondary school, to begging with I will mention in as clear as possible the meaning, according with Lindstromberg and Boers (2008) “a ‘chunk of language’ is a sequence of words which native speakers feel is the natural way and preferred way of expressing a particular idea or purpose”, in other words this “Chunks of language” are determined for native speakers as the correct way to express an idea or purpose as well.

But there are some benefits of using and knowing as a learners this kind of chunks, according with Lindstromberg and Boers (2008) “ knowing a lot of chunks contributes to fluent speaking and writing because we can pluck them out of our memories as whole”, in my personal experience it is easier for me to learn a famous phrase than the correct way to say or express an idea in English, an example could be the idiom “Cat got your tongue?”, it is one of many examples of this “Chunks of language”.

There are different types of “Chunks”, those are classified by function, basis form, geographical variety, according with Lindstromberg and Boers (2008) “One family of chunks which have received a lot of attention in TESOL includes chunks that seem to be more or less idiomatic, figurative idioms like make ends meet”, this idea is the base from the following topic is about, now is it important to realised that there are chunks of the language that as well as the previous authors mentioned before looks like idioms, I agree with this idea, because are those words that only native speakers use in their daily life, it is important to mention that there are a lot of idioms, but this research is focus on the ones in the songs.

2.5.2 How can chunks favour Idioms acquisition?

As I have mention before there are some “Chunks” that seems to be like “Idioms”, so in this part I am going to mention some of the activities that will be part of my evidence for the following chapter, in the other hand for students as a tool wen

learning English, in this point I am going to mention some of the activities that in my personal opinion favour idioms acquisition, the first one is called “Reading out loud with pauses”, which is useful for students to notice and think about chunks that are including in the text, but instead of a short text I will use the lyric of the songs.

The second one is called “Memorizing short dialogues” which motivated students memorizing chunks or in this case idioms as well, but now in this activity, taking in account the syllabus previously given from my titular *Mistress Emma*, I will ask student to perform a play, this play will content idiom in the dialogues, making this part of the memorizing dialogues with idioms, the idioms also taken from songs previously use it in last classes.

The third one is called “Between-listening gap fills”, this sequence of activity is based on Jigsaw listening exercise, which the class need to be split into two groups, each group then listens to a different but related recording, after listening students join up in pairs and tell each other about the contents of their part, this activity in my point of view is a little bit challenging, because of the size of the group, but also represent a different way to work with songs, so instead of a recording I will adapt the activity with the use of a song.

Based on this activities previously mentioned in this point, and in the last ones I want to favour this Idioms acquisition though songs as well, linking the previous theory about approaches with the activities and the way I teach to my students, the results from the research that I have done it will be on the following chapter 3, if really song are a tool to favour idioms acquisition and how does idioms acquisition help students when learning English in the secondary school, in third grade, as the last step from students in the secondary to develop and start a new way in the high school or in their lives.

CHAPTER III

3.1 Repercussions of the pandemic (COVID19) in my scholar practicum.

To begin with this Chapter III, it is important to make an emphasis on this new virus, that recently have changed the organization and the life of a lot of people around the world, because it is the main responsible about I could not finish this research, this document, as I would like to do it, that does not mean that all my work that I did during the seventh semester in practicum have no impact, but it will have a different impact from the previously planned, because at the beginning of this fourth year at Normal school nobody will believed that a virus could stop most of our daily activities as such as go to the mall, to the cinema and many others activities that we were accustomed to, and in specific our last practicum term and one of the most important as well, mainly because in this last term, I thought to do a lot of activities with my group in order to get the enough resources, and evidences to prove my hypothesis, unfortunately I could not finish this part at all.

By the way I could not apply some of the activities that I thought it will worth in order to do achieve my goal with this group, but I will mention some of the activities that I applied and those which I took the evidences to talk about it, and in the other hand those which I could not apply as a way to develop a kind of didactic proposal, also some of the activities that in my personal opinion should be useful to help students to develop this idioms knowledge, and this will be developed throw this chapter, in the same way I will describe some of the classes that were designed and applied in the group 3 "A", and the material that I designed and how do I worked with them.

3.2 Authentic materials.

To start developing this point, is important to mention that I consider to do authentic materials, because that is what I have learnt at Normal School since the beginning of this career, it is also important to let you know that I did not base my authentic materials in an specific author, that mention strategies to developed, if not in my practicum as I have mentioned before, also I have written this topic at the top

of the page because I would like to make a bridge between the theory previously mentioned in the Chapter II and the way I implemented in my classes, and what I have taken into account to design those authentic materials.

I would like to start with the aspects that I took into account to design my authentic materials, in first place I took into account the English level from the students of the 3rd grade group “A”, according with the test that I applied since the very beginning of my practicum, previously mentioned in the chapter 1 and its results were not a surprise for me, it is normal that secondary students do not have a good English level as such, so having this aspect clear I started looking for Idioms material on internet, but most of the materials were in high English level, which is in fact the second aspect that I faced, and some of the reasons why I designed this kind of material, so basically students would not understand it at all, most of the material was in upper-intermediate level, according with Krashen,S (1983) “Comprehension precedes production”, taking this idea from Krashen, I decided to work with my own materials, develop the same and in this way make it easier to understand for the students.

3.3 Natural approach and Second Language Acquisition.

To start with this point it is important to make an emphasis on the way I worked with both theory, since the very beginning of the first practicum term I started applying some of the activities previously mentioned in chapter II, which I will develop explaining as detailed as I could, my classes with the group that I decided to work with a long this 4th year at normal school the 3 “A”, I will mention how do I implement the activities based on the theory, and how does students react to, if was positive or negative in some way.

It is also important to mention how does my practicum start, as I have mentioned before, miss Emma gave me the topics to teach, I realised that were a lot, so I decide to planned my lessons according to the topics, but also trying to

develop the Natural approach theory, so I started the very first class by explaining to students about the basic commands, like stand up and sit down, classroom vocabulary like “Could I go to the bathroom” or “Raise their hands when participating”, even “open your notebook” “write on your notebook”, and all those commands were given using some mime to act out what those commands mean, what is the action that represent each one, so basically I started the very first classes giving commands in order to have a good rapport and also as Krashen (1983) mention “Communication proceeds production”, so I decide to start by developing these basic vocabulary.

Talking about the During the first week I started giving the instruction doing a lot of mimic and gestures, even I translated only some words in order students understand better, following the steps that Krashen mentioned in his book Natural approach, I started from the easy and basic to increase little by little the level of difficulty, what I could observe is that students do the commands, the instructions in a natural way, that was quiet good because in the following weeks I have not to stop to explain each command because if somebody did not understand, their classmates help them translating or even acting out the commands, in my personal opinion was helpful.

Also the topics were quiet interesting to teach, so I planned almost all my lesson trying to benefit the pair work or even the group work as Krashen (1983) mentioned the syllabus might be focus on the language acquisition, so I tried most of the classes not to teach a lot of grammar on the whiteboard, if not try that student interact with the vocabulary, for example the very first class was about “Can and could”, so I decided based on the research to work with this topic in an interesting way, so I was thinking about the interest form the students, during those dates of practicum the movie from Avengers have been released on cinema, so I decided to work this topic using the main characters from the movie, in this way I attend to the students likes and interest that Krashen mentioned in “The Natural approach”.(see on appendix 10)

In the appendix I show how do I planed the lesson, and the material that I chose to work with, so I start the class by writing the date on the whiteboard then I paste some flashcards about the Avengers characters, and I try to ask students about their names, but they easily know them, it was Hulk, Thor, black widow, Iron man, and more, so catch their attention with this material then I start asking about its abilities from the ones that according with the time line movie still alive, then I asked for the ones that are death now and I explained that we use can for the ones that are alive and could for the ones that are death because they cannot do it anymore, in order to students realised about the difference of “Can and “Could”, then I ask them to work in pairs, then to work with a find someone who, then I check the worksheet, unfortunately I could not get a photo about the evidence.

As you probably observe this class was not related about my topic Idioms, because in the first practicum term I could not apply my activities about idioms, because the time was not enough, so I decided to work with the Natural approach, and language acquisition theory with the topic that as I have mentioned before Miss Emma told me to teach, as a way to prepare students for the following step of difficulty, because Idioms are not easy at all to learn, so in my personal opinion both theories were quite enriching to my classes and I considered a positive response from students to this way to acquire the language instead of teach grammar.

Also I worked with both theories in the following practicum terms, and with my topic, but I would like to talk more about in in the following point, that is more related to idioms and the other approach theory which is the “Lexical approach” and how is a bit similar to the previous ones in the way to interact with the students and the language acquisition, and also doing this bridge about how do I apply songs to acquire the idioms.

3.3.1 Introducing Idioms in the group of 3rd grade group “A”.

Now that I have talked about the authentic materials and the “Natural approach” with “Second Language Acquisition”, it is time to talk more about how do I work with idioms and songs as well, so the first class I starting introducing “Idioms”,

so taking in account the English level of the students from the 3 “A”, and I design a worksheet with three idioms, where students should match the idioms with its meaning in English.

I started the class asking to the students to play “Simon says” with some words from the idioms like cake, money and hands, from the idioms “piece of cake”, “time is money”, “get out of hand”, so I asked students to follow me doing some mimic to act out that words, then I asked to the whole group if they know the meaning of those words in Spanish in order to help them to understand the idioms in the worksheet , and then I write the words on the whiteboard, then I star writing the meaning of idioms on the whiteboard, and I asked to copy that definition on their notebooks, I asked them if they know what means that definition, with some difficulties only one student tried to translate that phrase, then their classmate start giving their opinion about the meaning, I wrote their ideas on the whiteboard then I helped them translating that meaning into Spanish in order to help them realised what an idioms mean, to exemplify what I want to say, I wrote one idiom in the whiteboard and I started asking about its meaning, then I explained what means, some of the students were confused about it so I decide to write another idioms an repeat the dynamic, but now using some mimic, which help students to understand what it means. (See on appendix 11)

The following activity was about answer the worksheet matching the idioms with their meaning, which was surprising for me because most of them could matched it, only a few of them could not so I asked students to compare their answers, then I asked them to do the following part, they only need to draw what represent that idiom, then I check it and registered on the list, as you can observe was quite easy class for most of the students, in this way I think I put in practice some of the ideas about what Krashen mentioned in his theory from Natural approach. (See on appendix 12)

In the following class I planned a lesson with a Rap song, from the web site “Flowcabulary”, so first of all I start the class asking students if they like Rap, and

asking about which kind of rappers do they like, students feel enthusiastic about the question and all the class wants to participate about his and her favourite singers of rap, and also I add my own too, so in my point of view I establish a good rapport in this class with most of the students, then I paste some flashcards on the whiteboard about some idioms, then I started asking whole class about what do they think it represents, in this part most of students guess the idiom on the flash card, then I write the meaning in English and then I asked for their equivalent in Spanish and I write it on the whiteboard, making this comparison students catch the idea quite fast about what are idioms.

Then I gave one hand out per student about the first part of the lyric of the song, I explained why was underlined, it was underlined in order students could identify better where the idioms are located in the lyric and its meaning in English, then I decided to play the song, in the first time I played I asked students to only listen to the song, immediately students enthusiastic about the song, but by the way they were confused about the content of the song, about the idioms, even when I only gave them the first part of the song, not the whole song, then I asked them to work in pairs in order to underline the idioms in the song with the meaning, but to be honest they do not understand what I want they do, so I started to explain once more, using the whiteboard, but most of them did not know what to underline so they underlined all the song, in some cases students understand the idea quite fast, but it was only the minority of those students that as I have mentioned before attended to English classes.

Continuing with the song I decided to write those idioms that the song contain on the whiteboard in order students underlined those, then I start asking about its equivalent in Spanish and I asked students write it on the hand out, then I decide to work with the song, so I asked students to sing the song with playing the song, I realised that the song was very fast for them so I decided to sing the song "*Acapella*" with them in this way they could sing the lyric or the song, as a choral repetition, it is important to highlight the way I work here, because I did not teach Grammar, if not only the Idioms as well.

The third class I decided to work with a “Glossary”, the last class Miss Emma took a little of time to make some advices about the evaluation with the group, so I decided to work quickly with the glossary, so I started the class very fast giving to the students a sheet of paper, then I explain them about how to fold the sheet of paper and then I asked them to organize al the idioms previously watched in the song and in the last class in total where 10 idioms they should add to their glossaries, I asked them to work in pairs, then I checked and register on the list, because of time I could not end my class, and also some glossaries where not complete so I asked them to finished as a homework. (Appendix 13)

In the last class I decided to work with a glossary, because in this way I put in practice some of the “Lexical Approach” activities that I mentioned in the chapter II, as well as I refer to “increase their ‘stock’ of phrases and lees on grammar rules knowledge”, in this way students increased their stock of phrases, in this case idioms, the following step is put in practice those idioms, that is the reason what I explained in the following classes more about how to use idioms, one example that happened to me is when I explained the meaning of It raining cats and dogs, a few days later it rains and one students told “Oh teacher it’s raining cats and dogs” quite surprising for me, it was unexpected, but I realised that this vocabulary it was easy for them to memorize and say a whole phrase instead of word by word, or teaching grammar, in this way as Krashen, (1983) “students can simply string the appropriate lexical items together in some ‘Logical’ order even if they have not yet acquired any syntax or morphology”. (Appendix 14)

3.3.2 Songs & idioms.

This is the most important point in my document, because in this point I am going to talk about how does songs helped students to learn idioms as well, in the other hand I also going to talk about the experience in the classroom as a director of a famous play “Romeo and Juliet” with the students of 3 “A”, but I would like to start firstly with songs, in the beginning I started with a rap song attending to the music

likes from the part of students, in this experience I learn that the song really motivate student as well as Murphey, T. (1992) said, “songs can be useful to establish a good rapport with students”, in that sense I really could establish a good rapport with students, when I asked them for their favourite rappers, I think that really worth to establish a good rapport, the thing is that most of the song was not understandable at all for students, because of the pace of the same song, that is the reason I started “Acappella” as I said before, but taking in account this experience I decided to work with another kind of genre more slow and easy to understand.

But well before introducing the songs and idioms to students, I rather give a fast review of idioms previously watched, in order to reinforce the idea about what are idioms using for, in this case those from the glossary, at the beginning of the class I planned an activity as a warm up called “Broken phone” in order to students could interact with the language of idioms, I started by organizing the group in order to have roles of about 6 students per role, then I started giving to each role an idiom, student should pass the message to their classmates, the last one should write it on the whiteboard, I enjoy this activity and most of the students enjoy it to, as well as Harmer, J. (1998) said “Learners should be as relaxed as possible in classroom”, and I think this short activity worth it, then I gave them participations to the first place, second and third.

The following activity was about take out their glossaries, then I asked them to do choral repetition about the idioms, then I planned to use those idioms in some phrases that I wrote on the whiteboard, then I asked students to copy those examples meanwhile I wrote the exercise about matching the correct idiom with the phrase, for example “Oh it’s raining too hard, It’s raining cats and dogs” I only wrote 5 phrases then students should work in pairs and solve the exercise, when most of students finished I asked about the answers then I register their works and that was my class to reinforce about idioms knowledge. Appendix 15

Based on the experience previously mentioned about “Flowcabulary rap” I started searching some artist that could help students, with a slow rhythm of the

song in comparison with a the Rap rhythm, in this way I could make students feel less confused about the pronunciation, so the song that I applied was “Roar” from Katy Perry, this song is a little bit ‘sticky’, according with Murphey, T. (1990) “The song stuck in my head”, this is referring to the way rhythm and the lyrics in a song could be easier to memorize that a class, so this song in particular has a good pace and rhythm in my personal opinion, according with Krashen (1983) “Incompressible listening’s does not seems to help language acquisition”, I could prove this idea from Krashen when I apply the rap song.

Continuing with the class about Katy Perry’s song, I started the class by using some flashcards that represent the clues in order to students could guess which song represent, so I paste it on the whiteboard and immediately students guess the song, most of them where exited, they really want to sing the song, the rest were not to enthusiastic, but when I asked them to follow the song by reading in silence I watched that almost all group get a bit more interested in the song, then I asked students to look for the missing words, which actually were idioms from the same song, I play once more the song and I asked students to work in pars in order to find the correct answer, to be honest it was not an easy task for them and I realised about that, I would present those idioms through some index cards in order to make easier the task, but what I did was helped them with the correct answers. (See on appendix 16)

The following activity was about add those new idioms to their glossaries, in this case I helped them writing the meaning in English, and in Spanish in order to work quickly, because they were a bit confused about its meaning, so in this way most of the students got the correct meaning, so once they got those meaning, I asked students to sing one more time the song, once with the song, and the other “Acapella” , in this way I could apply the theory from Piaget (1923) that described the egocentric language, “In which children talk, with little concern for an addressee, they simply enjoy hearing themselves repeat” , but in this case using a song as well. (See on appendix 17)

The following class was quite similar from the last one, but in this case I use a famous song “Rolling in the deep” from the group “Vazquez sounds”, the lyric of the song was written by the north American singer Aretha Louis Franklin, and it has in my point of view a quiet good rhythm, so I started the class using again some flashcards in order to students could guess which is the song for today, this song was difficult to guess for students, but when I showed them the singer from the group “Vazquez sounds” they immediately recognize which was the song. (See on appendix 18)

Then I do something different from the previous class I wrote the idiom in the whiteboard and asked if somebody knows the meaning, then I explain it meaning in English and Spanish, then I gave the lyric of the song to students and I played the song, then I asked students to follow the song by reading it, then I asked them if they recognize what was the missing words in the lyric, they immediately know that it was the idiom on the whiteboard and copy it, then I started asking students about the content of the song, if they think the song was about love, or no, fortunately most of students answer that no that was not love it was like the opposite, then I asked them to sing the song, and then we sang the song “Acapella”, because according with Murphey, T. (1985) “I have often called songs ‘adolescent motherese’” this term is mainly based on his book, that Motherese is like a baby talk, the way a mother talk with their children, they are adding language and ideas, by the way I could recognize who is sing it and who do not, then I asked students to add that idiom to their glossary then I asked students to do choral repetition with the idiom in their glossaries.

Now I would like to talk about the following intervention practice, where I did not apply any song, but instead of a song I worked with a script, because teacher in charge of the group, Miss Emma, told me that I should teach students about a play, in order to students perform that play, according with the syllabus that was the topic, so firstly I designed again my own material based on the original play from Romeo& Juliet, but in this case I add some idioms to the script, in order to students could practice more with this kind of language, basically I worked all this practicum term

memorizing dialogues, and acting out the scenes based on a video that I project from the very beginning. (Appendix19)

The surprise for me was that students recognize the kind of phrases in the script, and also some of them could read it, repeat it, and memorizing easier those idioms because where the same I taught to them, in this case I could not get any evidence of the play, because when I was already to present the plays, the evaluations represented a more important part than present the performance of the play, by the way Miss Emma told me that I could go when this happening, but it was not possible, mainly because of the pandemic situation that all the world started to face.

3.4 My didactic proposal.

To start with this point I would like to be focus on the play Romeo & Juliet, because as I have mentioned before I worked with this play, during four weeks, and students where really enthusiastic about perform this play, when I told to students that the time was not enough to present to play and that it will take place in a different date most of them felt angry, because they made an effort buying some clothes in order to interpret their characters, also they have invest in the materials, and the scenography was ready.

My proposal will be the presentation of the play Romeo & Juliet, firstly because this is my stronger data, in the other hand I would get that evidence about student's fluency development through the use of idioms, those idioms that from the songs that at the same way are part of the glossaries students worked with since the beginning and along my intervention practices, in this way students could practice and applied the stock of phrases previously tough, the presentation of the play was planned with the attendance of the students' parents, or family that want to attend to.

In the other hand, I would like to apply a test in order to assess students stock of idioms, and have an enriching evidence for my document, in the other hand there were some activities previously mentioned in the Chapter II as such as "Between-

listening gap fills”, or even voice recording from some of the idioms from their glossaries, talking about the ideas that I was planning before the pandemic situation, not ideas that I think in this moment, those activities could have an important impact in a positive way for my document that’s why I decided to include it in my proposal.

3.5 Conclusion

Songs could be really useful if we know how to apply it and work with, not only as a ludic activity to implement at the end of the term or semester, or only to make students feel relax, but useful to learn idioms, and increase the stock of phrases that students could take to express their feelings or situations in their daily life, which was the main point of this document since the beginning, to teach students a real language, not only the bookish English, with all the grammar that this implies, which all students are used to learn in this way, if not show them the phrases they can use to communicate in an English country in a natural way, as a complement from the topics in the syllabus.

According with Lindstromberg and Boers (2008) “a ‘chunk of language’ is a sequence of words which native speakers feel is the natural way and preferred way of expressing a particular idea or purpose”, is that natural way to express an idea or purpose through this ‘chunk of language’ in this case ‘idioms’ that are in some songs that are useful and that I applied with students from 3 “A”, in order to increase their stock of phrases and make students aware of this meaningful language according with Lindstromberg and Boers (2008) “One family of chunks which have received a lot of attention in TESOL includes chunks that seem to be more or less idiomatic, figurative idioms like make ends meet”, as I have mentioned before this kind of language is quite important to teach in my point of view.

In the other hand I also focus on the fluency, that is the main reason I insist to make students memorize and recognize idioms as a part of the natural language but also their importance, according with Lindstromberg and Boers (2008) “Knowing

a lot of chunks contributes to fluent speaking and writing because we can pluck them out of our memories as whole”, I agree with this author, because it is one of the results I get from teaching idioms, the fluency sub skill increase in a considerably way, not as I wanted to, as I have mentioned before pandemic situation did not allow me to continue reinforcing and applying more activities that in my point of view would make an important development of this Fluency sub skill, I have mentioned before my stronger prove of this would be the play about Romeo & Juliet.

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Appendixes.

% de población sin derecho-habienencia a servicios de salud	61.63	51.98
% de viviendas particulares habitadas con piso de tierra	7.54	4.96
% de viviendas particulares habitadas que no disponen de excusado o sanitario	5.88	0.65
% de viviendas particulares habitadas que no disponen de agua entubada de la red pública	0.91	3.1
% de viviendas particulares habitadas que no disponen de drenaje	1.13	0.59
% de viviendas particulares habitadas que no disponen de energía eléctrica	5.67	0.34
% de viviendas particulares habitadas que no disponen de lavadora	37.29	33.13
% de viviendas particulares habitadas que no disponen de refrigerador	24.42	20.84
Índice de rezago social	-1.37844	-1.27263
Grado de rezago social	1 muy bajo	Muy bajo

Appendix 1. Table of marginalization.

Indicadores de rezago social

Chalco de Díaz Covarrubias	2005	2010
Población total	144,311	168,720
% de población de 15 años o más analfabeta	4.65	3.53
% de población de 6 a 14 años que no asiste a la escuela	4.04	3.76

Appendix 2. Social illiteracy data.

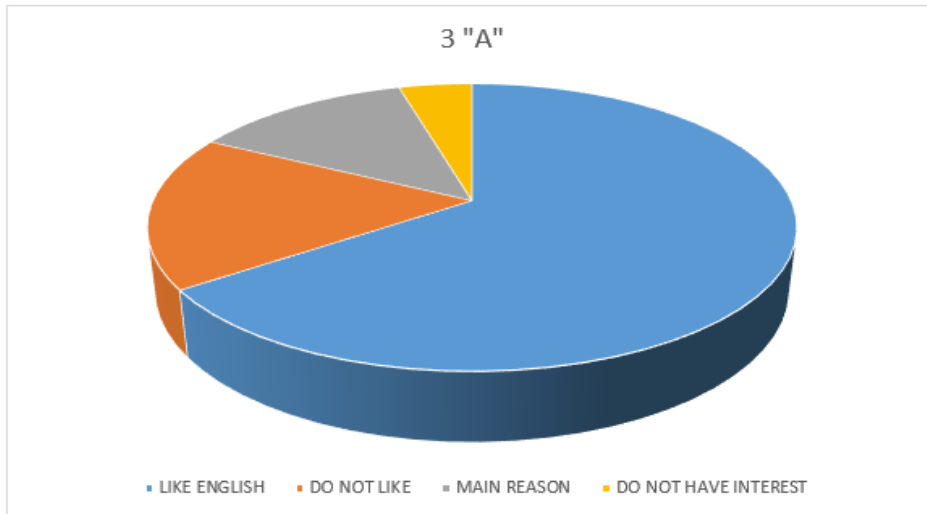
BOX

WHITE BOARD



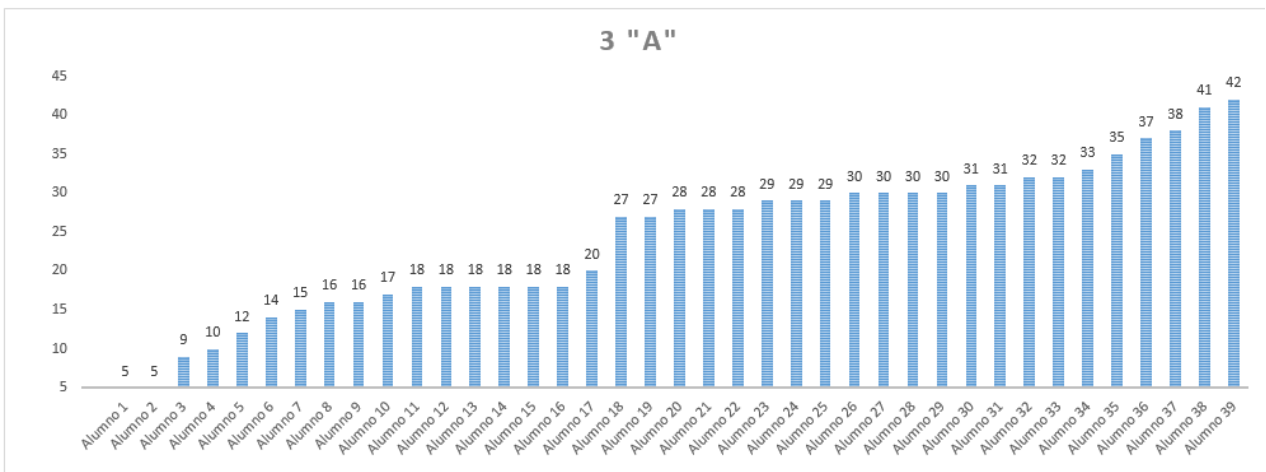
GREEN BOARD

Appendix 3. Sitting arrangement.



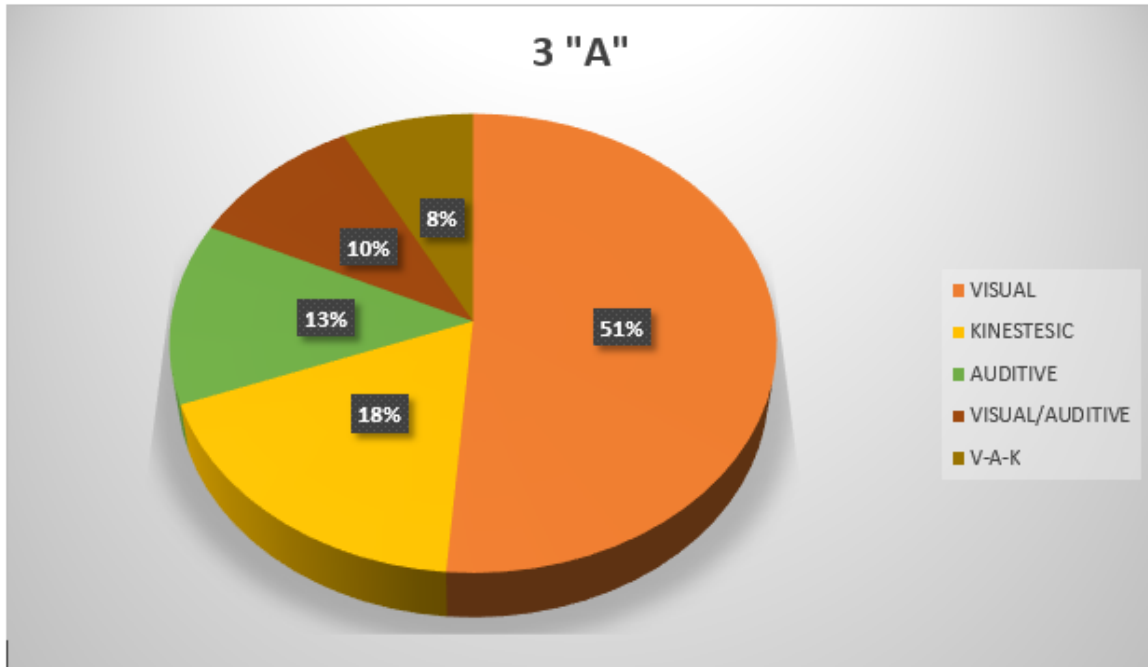
In this graphic we can observe the number of students that like English and the number that do not like English and the main reason they do not is because they cannot understand, the other two students are not interesting on learning English.

Appendix 4. English likes



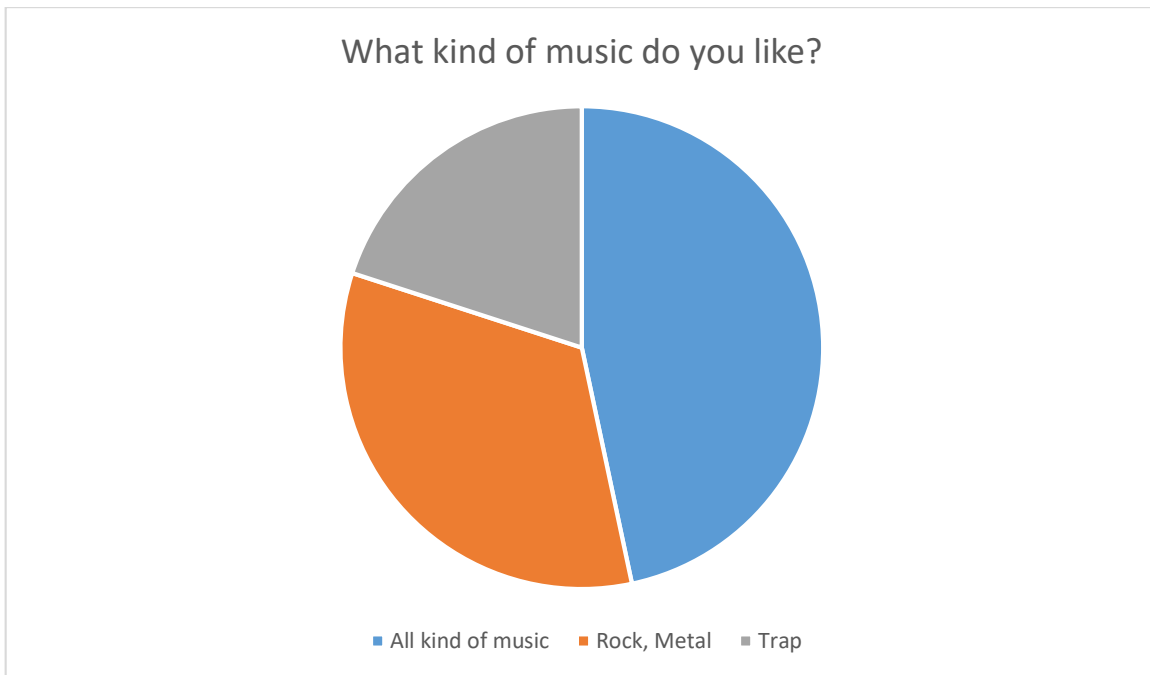
In this graphic we can observe the students from the 3 grade group A and the number of ticks in the diagnostic exam, in the left hand is placed the number of questions included in all the diagnostic, in this way we can say that students with 5 ticks to 15 ticks in their diagnostic exam are "True Beginners" and from 15 to 30 are "false beginners" and the ones that have 30 to 45 are "Elementary".

Appendix 5.English test results.



In this graphic we observe the results from the Learning styles that students have according with the "VAK" test.

Appendix 6. Graphic of VAK test results



Appendix 7. Graphic of Music likes test.

hypothesis plays a central role in the general theory of second language acquisition, and this hypothesis we are presenting here. Much of this evidence will be presented as we discuss the subsequent hypotheses; other evidence can be found in the technical reports and papers given in the bibliography.

Table One summarizes the characteristics of acquisition and learning.

TABLE ONE	
<i>The Acquisition-Learning Distinction</i>	
<i>acquisition</i>	<i>learning</i>
similar to child first language acquisition	formal knowledge of language
"picking up" a language	"knowing about" a language
subconscious	conscious
implicit knowledge	explicit knowledge
formal teaching does not help	formal teaching helps

SHOT ON MI 9 SE
AI TRIPLE CAMERA

Appendix 8. Distinction between acquisition and learning according with Krashen, S.(1983).

MUSIC LIKES

What kind of music do you like?

t wenty one pilots, coz play, exch 11ex, red bull

How often do you listen to music?

daily :

What is your favourite song?

Exch-twenty... red bull
virus, my BPO 10025 100

Do you like listen to music when:

- a) Doing housework
- b) Studying
- c) I am relaxed
- d) Other



SHOT ON MI 9 SE
AI TRIPLE CAMERA

Bottom 17

Appendix 9. Music likes test.

SECONDARY SCHOOL NUMBER 1015. "Maestro Eusebio Benítez Albarrán".

Pre-service Teacher: Giezi Abdiel Vázquez Fernández.

Grade/Group: 3 "A"

Level: Elementary

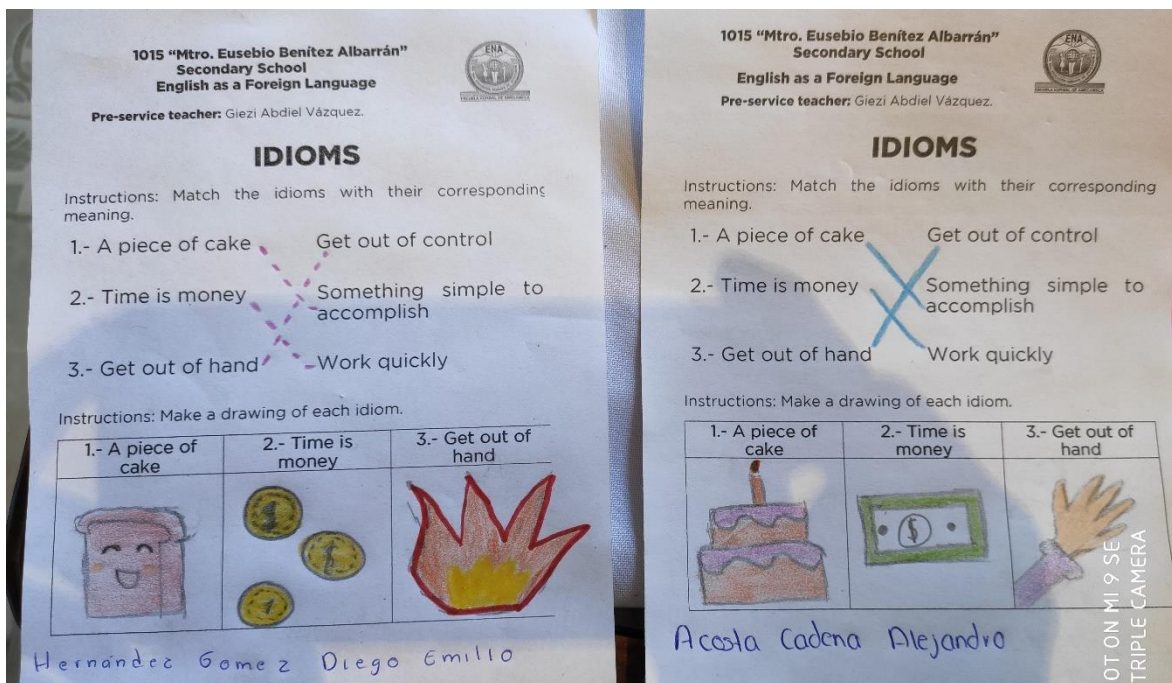
Week: 1

Topic: Modal verbs.					
Main Aim: To reinforce <u>Ss</u> knowledge about modal verbs "Can and Could".					
STAGES	FIRST CLASS ACTIVITIES	INTERACTION	TIME	MATERIALS/AIDS	ASSESSMENT
PRE	T says good morning and writes the date. T pastes some flash cards on the board with superheroes. (Hulk, Captain America, Spiderman, Thor) and hesitate about what they can do using "Can"(e.g. Hulk can smash, <u>thor</u> can fly) T act out some of the superpowers that The <u>Aengers</u> have. T asks S to play "Simon Says" using previously superpower mentioned. T paste on the board some flash cards with death superheroes' hesitate <u>Ss</u> about what are the superheroes abilities but by using could because they are death.(Iron man could fly)	WC	5 MIN 10 MIN	Flash cards	-
PRA	Then T asks <u>Ss</u> to write the abilities of each one using the dictionary in small groups. <u>Ss</u> should look for their abilities in the dictionary. (Black widow, Iron man, <u>Thanos</u>)	WC SG I	10MIN 10 MIN	<u>Ss</u> dictionaries.	<u>Ss</u> sentences
PRO	T explains <u>Ss</u> Finds someone who? Activity by using a hand out. T asks <u>Ss</u> to look for their classmates abilities. T checks and corrects the worksheet.	WC	10 MIN 5 MIN	Hand out	<u>Ss</u> participation

Appendix10. Lesson plan about modal verbs, using "Can, Could", with Avengers characters movie.

Grade/Group: 3 "A"					
Level: Beginners					
Week: 4 from December 2 nd to 6 th 2020.					
Topic: Idioms					
Main Aim: By the end of the class <u>Ss</u> should be to remember the meaning of idioms through a worksheet.					
STAGES	FIRST CLASS ACTIVITIES	INTERACTION	TIME	MATERIALS/AIDS	ASSESSMENT
PRE	T says good morning and writes the date on the whiteboard. T asks <u>Ss</u> to stand up, T explains to <u>Ss</u> about how to play "Simon says" T introduces vocabulary in order to play "Simon Says" by writing on the board the words and drawing them (cake, hands, money) T asks <u>Ss</u> about the translation to Spanish from those words, and write them on the white board. T asks <u>Ss</u> to sit down.	WC	10 MIN 5 MIN	Whiteboard	-
PRA	T asks <u>Ss</u> to open their notebook and copy the date mean while T writes the word "Idioms" on the whiteboard. T asks if somebody knows what idioms are. T writes on the whiteboard idioms definition. T translates that definition to Spanish. T writes three idioms on the whiteboard, and asks <u>Ss</u> if they know what it means. T asks <u>Ss</u> to look for the previous words in "Simon says" then T explains <u>Ss</u> using some mime.	WC	10 MIN 5 MIN 5MIN	Whiteboard	-
PRO	T gives <u>Ss</u> a worksheet and asks them to write their names on it. T reads out loud the instructions then asks if <u>Ss</u> understand. T asks <u>Ss</u> to compare their answers and correct if necessary. T asks <u>Ss</u> to do choral repetition about the idioms, then T asks <u>Ss</u> to guess its <u>spanish</u> equivalence from the idioms. T asks <u>Ss</u> to draw the idioms. T checks and <u>register students</u> productions.	WC PR WC	5 MIN 5 MIN 5 MIN	Worksheet	<u>Ss</u> productions.

Appendix 11. Lesson plan "Introducing idioms".



Appendix 12. Worksheets designed for me and applied in first class “Introducing idioms”.

SCHEME OF WORK

SECONDARY SCHOOL NUMBER 1015. “Maestro Eusebio Benítez Albarrán”.

Pre-service Teacher: Giezi Abdíel Vázquez Fernández.

Grade/Group: 3 “A”

From: January 13th to January 17th 2020.

Level: Beginners

Week: 1

Topic: Idioms					
Main Aim: By the end of the class Ss should be able to reinforce their idioms knowledge through a glossary.					
STAGES	FIRST CLASS ACTIVITIES	INTERACTION	TIME	MATERIALS/AIDS	ASSESSMENT
WARMER	T asks Ss to stand up in order to play a short game called “broken phone”. T explains Ss the rules to play. T gives an Idiom to S who is at the bottom per row. Ss should pass the message by using low voice near to their ears. T repeats 3 times with different idioms.	WC SG	10 MIN	Small sheets of paper with idioms.	Ss participation, team winner obtain some participations.
PRE	T writes the date on the whiteboard. T asks S to take out their notebooks with the sheets of paper from last class about idioms. T checks and correct some idioms.	WC	15 MIN	Previous sheet of paper.	-
PRA	T asks Ss to do a choral repetition with some idioms. T writes on the board some phrases were idioms could be apply. T explains Ss about how to match the idioms with the phrases (e.g. Oh what a hard storm!, <u>it's raining cats and dogs</u>) at least 5 f them.	WC	10 MIN	Whiteboard	-
PRO	T asks Ss to copy the phrases in their notebooks in the section of notes. T checks and register the activity.	WC	15 MIN	List	Ss production.

Appendix 13. Lesson plan “Idioms Glossary”.



Appendix 14. Students working on the “Idioms glossary”, by using a sheet of paper.

Microsoft Word interface showing a lesson plan document for 'ESCUOLA NORMAL DE AMECAMECA'.

ESCUOLA NORMAL DE AMECAMECA
ESTADO DE MÉXICO

SCHEME OF WORK
SECONDARY SCHOOL NUMBER 1015. “Maestro Eusebio Benítez Albarrán”.

Pre-service Teacher: Gitezi Abdjel Vázquez Fernández.
Grade/Group: 3 “A”
From: January 13th to January 17th 2020. Level: Beginners Week: 1

Topic: Idioms

Main Aim: By the end of the class Ss should be able to reinforce their idioms knowledge through a glossary.

STAGES	FIRST CLASS ACTIVITIES	INTERACTION	TIME	MATERIALS/AIDS	ASSESSMENT
WARMER	T asks Ss to stand up in order to play a short game called “broken phone”. T explains Ss the rules to play. T gives an Idiom to S who is at the bottom per row. Ss should pass the message by using low voice near to their ears. T repeats 3 times with different idioms.	WC	10 MIN	Small sheets of paper with idioms.	Ss participation, team winner obtain some participations.
		SG			
PRE	T writes the date on the whiteboard. T asks S to take out their notebooks with the sheets of paper from last class about idioms. T checks and correct some idioms.	WC	15 MIN	Previous sheet of paper.	-
PRA	T asks Ss to do a choral repetition with some idioms. T writes on the board some phrases were idioms could be apply. T explains Ss about how to match the idioms with the phrases (e.g. Oh what a hard storm!, It's raining cats and dogs) at least 5 if them.	WC	10 MIN	Whiteboard	-
PRO	T asks Ss to copy the phrases in their notebooks in the section of notes. T checks and register the activity.	WC	15 MIN	List	Ss production.

PÁGINA 1 DE 3 656 PALABRAS INGLÉS (REINO UNIDO)

Appendix 15. Lesson plan about “Reinforcing idioms knowledge”

"2020. Año de Laura Méndez de Cuenca: emblema de la mujer Mexiquense"

GOBIERNO DEL ESTADO DE MÉXICO
EDOMEX
DECISIONES PÍRRICAS, RESULTADOS FUERTES

ESCUELA NORMAL DE AMECAMECA

Topic: Idioms					
Main Aim: By the end of the class Ss should be able to identify some idioms through a song in order to add them to their glossary.					
STAGES	SECOND CLASS ACTIVITIES	INTERACTION	TIME	MATERIALS/AIDS	ASSESSMENT
INTRODUCTION	T writes the date on the board.	WC	5 MIN	Flash cards	-
	T shows Ss some flash cards about the song. T asks Ss what the flash cards have in common. T asks Ss to guess which the song is.		5 MIN		
DEVELOPMENT	T gives Ss the song.	WC	5 MIN	Worksheet with the song	-
	T asks Ss if they know the song. T plays once the song and asks Ss to follow the lyric by reading.	I			
	T asks Ss to sing the song. T asks Ss to look for the missing words. T asks Ss to fill in the blanks with the missing words.		10 MIN 10 MIN		
CLOSURE	T asks Ss to sing the song once "Acapella" and other with the song.	WC		Notebooks	Ss' glossary
	T asks Ss to add those idioms to the glossary. T checks and register Ss productions.	WC	15 MIN		

Appendix 16. Lesson plan about Katy Perry's song.

1015 "Mtro. Eusebio Benítez Albarrán" Secondary School
English as a Foreign Language
Pre-service teacher: Giezi Abdiel Vázquez Fernández.

ROAR BY KATY PERRY

I see it all, I see it now

I used to bite my tongue and
hold my breath
Scared to rock the boat and make
a mess
So I sat quietly, agreed politely
I guess that I forgot I had a choice
I let you push me past the
breaking point.
I stood for nothing, so I fell for
everything

You held me down, but I got up (hey!)
Already brushing off the dust
You hear my voice, you hear that
sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready 'cause I had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're
gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're
gonna hear me roar!

Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
You're gonna hear me roar!

Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
You're gonna hear me roar!

Appendix 17. Katy Perry's song lyrics, with some idioms.

ROLLING IN THE DEEP-VAZQUEZ SOUNDS.

There's a fire starting in my heart
Reaching a fever pitch, it's bringing me out the dark
Finally I can see you crystal clear
[Clean version:] Go 'head and sell me out and I'll lay
your ship bare
[Explicit version:] Go 'head and sell me out and I'll lay
your shit bare
See how I leave with every piece of you
Don't underestimate the things that I will do

There's a fire starting in my heart
Reaching a fever pitch
And it's bringing me out the dark

The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help feeling
We could have had it all
(You're gonna wish you never had met me)
Rolling in the deep
(Tears are gonna fall, rolling in the deep)
You had my heart inside of your hand
(You're gonna wish you never had met me)
And you played it, to the beat

We could have had it all
Rolling in the deep
You had my heart inside of your hand
But you played it, with a beating

Throw your soul through every open door (woah)
Count your blessings to find what you look for (woah)
Turn my sorrow into treasured gold (woah)
You'll pay me back in kind and

(You're gonna wish you never had met me) (woah)
We could have had it all
(Tears are gonna fall, rolling in the deep)
We could have had it all
(You're gonna wish you never had met me)
It all, it all, it all
(Tears are gonna fall, rolling in the deep)

We could have had it all
(You're gonna wish you never had met me)
Rolling in the deep
(Tears are gonna fall, rolling in the deep)
You had my heart inside of your hand
(You're gonna wish you never had met me)
And you played it to the beat
(Tears are gonna fall, rolling in the deep)

We could have had it all
(You're gonna wish you never had met me)

Appendix 18. Rolling in the deep lyrics.

ACT 4 <=THE CHURCH=>

JULIET: You must help me. The Prince of Verona sent Romeo away and we need to get married.

FRIAR LAWRENCE: If your love is eternal I can't not stop your decision. It will be a piece of cake. Where is Romeo?

ROMEO: Hey! Here I am, let's get married.

NARRATOR: Meanwhile they were getting married in the Capulet's house, Mrs Capulet and the Nurse discovered that Juliet escaped to get married with Romeo, so The Prince of Verona banished Romeo from Verona for ever. Juliet was so sad about that and she get on the ball and she goes to see Friar Lawrence.

ACT 5 <=THE CHURCH=>

JULIET: Friar Lawrence, help me! Please.

FRIAR LAWRENCE: Tell me, what you want me to do for you?

JULIET: I want to be with Romeo the rest of my life, help me!!

FRIAR LAWRENCE: Here is a special drink. You will sleep for two days, your family will think you are dead but you will wake up, then you and Romeo can be free together.

NARRATOR: Friar Lawrence sends Romeo a letter, to tell him the plan, but Romeo doesn't get the message. He hears that Juliet is dead. Romeo is so upset, he buys some poison and he goes to see Juliet.

ROMEO: Oh no, Juliet. My real love. Now I will stay with you forever.

NARRATOR: Too late, Juliet wakes up, she sees what happened.

JULIET: Oh no, you didn't leave any poison for me, but here is your knife.

NARRATOR: Romeo and Juliet are both dead, Friar Lawrence tells the Capulets and Montagues what happened they are so sad, they agree not to fight anymore.

All the characters hug.

THE END

Appendix 19. Romeo & Juliet script.

OBSERVACIONES:

ATENTAMENTE

ESTUDIANTE

GIEZI ABDIEL VÁZQUEZ FERNÁNDEZ

AUTORIZACIÓN

ASESOR:

MTRO. DANIEL ROSAS REYES

Vo. Bo.

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

MTRA. OLIVA MARIBEL PONCE MILLA



"2020. Año de Laura Méndez de Cuenca. Emblema de la Mujer Mexiquense".

ESCUELA NORMAL DE AMECAMECA

Asunto: Se autoriza el trabajo de Titulación para el Examen Profesional.

Amecameca, Méx., a 29 de Junio del 2020.

C. GIEZI ABDIEL VÁZQUEZ FERNÁNDEZ
PRESENTE

La Dirección de la Escuela Normal de Amecameca, a través del Área de Atención y Obtención de Grado, se permite comunicar a usted que ha sido autorizado el trabajo de titulación, con la opción **ENSAYO ANALITICO Y EXPLICATIVO** que presentó con el TEMA **"THE USE OF SONGS TO LEARN IDIOMATIC EXPRESSIONS AS A TOOL IN ENGLISH LEARNING WITH STUDENTS OF 3RD "A" AT MTRO. EUSEBIO BENÍTEZ ALBARRÁN SECONDARY SCHOOL"**, por lo que puede proceder a la realización de los trámites correspondientes a la sustentación de su Examen Profesional.

Lo que comunica para su conocimiento y fines consiguientes.

ATENTAMENTE

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO



DIRECCIÓN ESCOLAR

MTRA. OLIVA MARIBEL PONCE MILLA

MTRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

c.c.p. Expediente del pasante



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