



ESCUELA NORMAL DE AMECAMECA



TESIS DE INVESTIGACIÓN
PROMOTING SOCIOLINGUISTIC COMPETENCE
BY TEACHING IDIOMATIC AND EVERYDAY
EXPRESSIONS THROUGH SONGS

QUE PARA OBTENER EL TÍTULO DE:
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE
DEL INGLÉS EN EDUCACIÓN SECUNDARIA

PRESENTA
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AMECAMECA, MÉXICO

19 DE JULIO DE 2023

Abstract

English language has changed the way how people communicate each other around the world. Language is more than simply grammar sentences that are intended to be literal in every conversation people with different view have. The sociolinguistics has laid the foundations in order to take into account aspects such as culture, belief, environment, perspectives, etc. and so, being able to see the world as the others see it. This is the importance of why promote in learner of a second language to infer the meaning everyday and idiomatic expressions beyond the literal. Some examples of this non-literal language are found in conversations, social networks or songs, to mention a few examples. This is the reason why it is important to take into account these elements and achieve to develop the sociolinguistic competence in the net generations.

Key words: language, sociolinguistic, competence, infer, expressions.

El idioma inglés ha logrado cambiar la forma en que la gente se comunica entre sí alrededor del mundo. El lenguaje es más que simples oraciones gramaticales que pretenden ser literales en cada conversación que gente con diferentes perspectivas tiene. La sociolingüística ha cimentado las bases para tomar en cuenta la cultura, las creencias, el ambiente, etc. y así, poder ver como los demás ven el mundo. Esta es la importancia del porque promover en un aprendiente de una segunda lengua a inferir el significado más allá de lo literal, y así, inferir expresiones idiomáticas y del día a día. Algunos ejemplos de este lenguaje no literal son encontrados en conversaciones, redes sociales o canciones populares. Esta es la razón por la que es importante tomar en cuenta estos

elementos y lograr desarrollar la competencia sociolingüística en las siguientes generaciones.

Palabras clave: lenguaje, sociolingüística, competencia, inferir, expresiones

Acknowledgements

One of the pleasant parts of doing a research work is the opportunity to thank people who have been a support throughout the process to make this work possible. I am thankful for those people that support and guide the process of my education to be an English teacher that concerns in both academic and human aspects.

I would like to thanks for all the teachers that guide my path to be an English teacher. However, I mention some teachers that change and impact my life in order to improve professionally.

Thanks to Dr. Esther Reyes Flores that helped me to recognize my emotions and to focus on what I really wanted to achieve.

Thanks to Mr Cristian Fuentes Páez, Mr. Jorge Ibañez and Mr. Alejandro Fuentes for providing me support and elements to develop my academic and English skills throughout my learning process.

Thanks to Mrs. Angie Flores Aguila for all the support received and her advice in respect to my academic education and skills.

Thanks to Mrs. Rebeca Hitandehui Gómez Alvaréz for being a fundamental part in the selection of the concern of this work. Thanks to her for leading an improvement of my writing skills.

Thanks to Mrs. Ruth Karen Martínez López for being an important part of my academic and English education.

Thanks to Mr. Manuel Dario Acosta Martínez for joining me up to here. Thanks for his advice in the process of this research work, the time spent in each advisory session and the patient to review it.

I would like to make an honorable mention to Mr. Omar Rugerio Pineda who inspired me to be the teacher I am and I would like to be in the future.

On the other hand, I would like to thank all my friends that always believe in me and support me when I was not motivated. I would not be the teacher and human that I am.

Finally, I am deeply grateful with my family. I would not have been able to conclude this work if they had not supported me in every moment of this process.

Thanks to my parents Jose Vazquez Mendoza and Sara Escandon Cortes for their concern and unconditional support and thanks to my sister Sarai Vazquez Escandon for being there when I needed help.

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Introduction

Teaching a second language in the 21st century is a great challenge in a globalized world that has developed networks around the world between different countries with different cultures. Therefore, the current methodologies focus on developing a communicative competence. It means, the main purpose of learning a new language consists of using it in a real context in different everyday situations into any society.

Nowadays, students experience a teaching – learning process that look for the use of pertinent expressions and vocabulary in specific situations. The educative program 'Aprendizajes Clave 2017 para educación secundaria' takes into account purposes at the end of each unit that may allow students to develop abilities in order to accomplish social functions according to certain cases such as the creation of a travelling itinerary or the argument in a debate, etc.

Likewise, societies around the world are different from others. These differences are, for example, the beliefs about something, cultural habits, rituals, values, the ways to see the world and even the form in that people express their own ideas and feelings.

When referring about second language learning-teaching is important to mention that the cultural factors and the contextual situations go beyond the linguistic English classes. This set of important cultural aspects made up of idiomatic expressions and everyday phrases created by the owners of each society, sometimes are not taken into account within the second language teaching in the secondary level. Therefore, it is important to include different resources that may help students to develop the ability to inference the meaning of this kind of varieties in language by considering the social context and situations; the sociolinguistic competence.

As years go by, music has been an important influence for people, in such a way that, human beings have taken advantage of it to express feelings, ideas and own views, therefore, music has been considered in different fields of the education. English teaching

uses classic and contemporary songs to achieve the acquisition of new vocabulary and language in students. Some elements added to the songs, are from the different perspectives that people have about the world. Therefore, native speakers usually communicate to others through idioms or pragmatic expressions in their up-to-date life. Thus, these linguistic resources should be taught to the new generations in order to achieve a more communicative use of the language in real scenarios.

At the same time, it is important to learn the ways people express to comprehend and convey the real essence of the other's messages. The code needs to be well comprehended and interpreted so that students are able to use idiomatic and everyday expressions in response of the message received. As consequence, teachers might design and apply different strategies, activities and games based on songs to teach these idioms without repeating the same method such as the traditional one (Grammar-Translation Method or the Direct Method) but use the new approaches discovered over the time such as Total Physical Response, Communicative Approach, Audiolinguism, etc.

Chapter I

1.1 Research justification

Over the time, it has been important to consider what is the best way in which teachers can help their students acquire useful language and vocabulary to apply or use it with native speakers in a relevant and specific situation. Nowadays, the educative programs based on the communicative approach addressed towards the learning of the second language in order to solve everyday situations, promotes that student take part in social exchanges such as debates, interviews, or any project that may permits students to perform successfully by using a sociolinguistic and communicative competence.

Undoubtedly, in my experience as a trainee teacher in state of Mexico secondary schools I have noticed L1 students learn some phrases from a L2 like 'Good morning!'; 'I don't feel like'; or 'Safe and sound'. However, the current world demands teachers provide and create for students the means and environments to learn vocabulary that native speakers frequently use in their daily life and so on to train human beings capable of communicating in a society in order to have a successful communication process by using the L2. This means, the teacher is in charge of enhancing the sociolinguistic competence through different strategies and activities such as the use of songs.

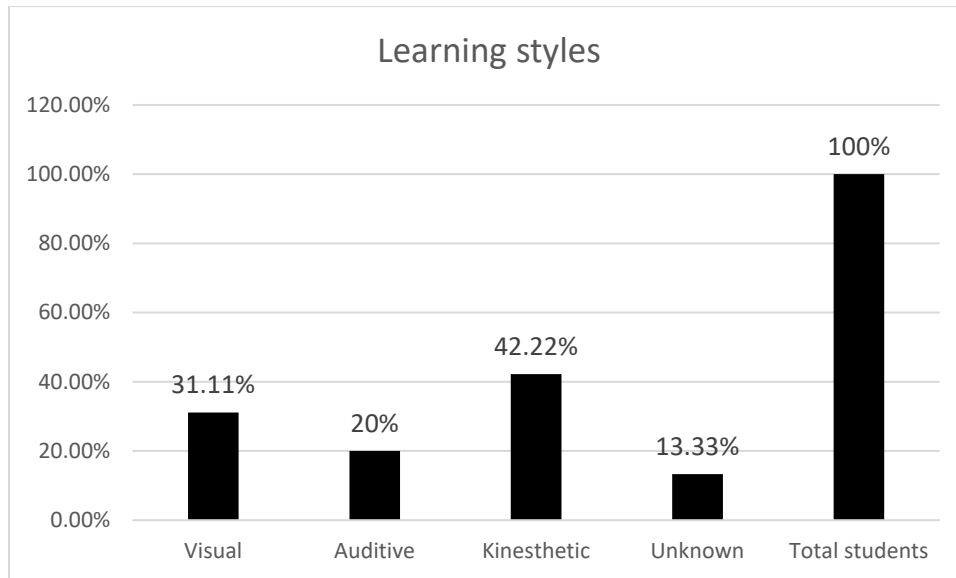
It is considered songs might be an excellent resource for students due to the fact, they could acquire some idiomatic expressions without having the direct translations from these ones. might feel motivated to learn more about to this kind of expressions that are not necessarily literal. Thus, students might not just acquire idiomatic expressions, but they could develop sociolinguistic abilities through the different activities, games and songs provided by the teacher., providing future L2 speakers with the potential of receiving and conveying messages with an authentic essence instead of translating literal messages.

1. 2 Population

The population chosen to work with the development of the present research was formed by all the second – grade students of the A group in the secondary school ‘Luis G. Urbina’ that is located in the municipality of Chalco center, Mexico state. Despite having more groups into the Secondary School ‘Luis G. Urbina’, 2 ‘A’ was only selected to work with the improvement of the sociolinguistic competence due to the time to carry out and validity the results of the research.

To be honest, the selection of the population was manipulated for the facility in the schedule of the group in comparison with the other second grade groups. It was decided to work with the group because of the other groups needed to work on other aspects such as scholar projects, meanwhile 2 ‘A’ was free to do these scholars projects. Some students in this group had an aptitude to learn English in order to avoid the reinforcement of basic English themes and continue with the next level, the learning of non – literal and pragmatic messages in a daily life situation.

The 2 ‘A’ group was formed by 45 students of the secondary school ‘Luis G. Urbina’. There were 21 men (46.67%), and 24 women (53.33%), with an age average of 12 – 13 years old. And they are Spanish native speakers, that have different intelligences, learning styles and rhythms. To be specific, with respect to the intelligences in students, there are: 11.11% verbal – linguistic, 20% mathematical – logical, 11.11% visual, 13.33% kinesthetic, 35.56% musical – rhythm, 22.22% interpersonal, 35.56% intrapersonal, and 13.33 % without and answer to know their intelligence. Regarding to their learning styles, the distribution is shown in the following graph:



Graph 1.1 Students' Learning styles of the research group

Likewise, the application of the instrument to measure or to know what rhythm students learn or process new knowledge showed that there are 24.44% with fast pace, 48.89% with moderate pace, 28.89% with gradual pace, and 13.33% without and specific pace due to some students decided not to take the test.

Most of students 48.80% of the populationx had their first contact with the foreign language in the primary school either in the same school or in extracurricular courses, while the 31.11% worked with English just started to study high school, and the 11.11% of students have had the target language since they were in the kindergarten. It should be noted that the missing percentage (8.89%) did not want to share their information about their first contact with the English in their learning process.

On the other hand, it is important to mention that the population received 3 weekly hours to learn English into the secondary school curriculum and schedule. Hours that were thought to be focused on the development of the 4 basic skills (Reading, Listening, Speaking and Writing), and sometimes focused on the micro – skills (Grammar, Vocabulary, Pronunciation and Spelling). However, the most of the English classes pay

more attention on the development of only two or three macro and micro skills in comparison to the others. Most of the classes permit students to work on their grammar, spelling, vocabulary, reading and writing more than their speaking, listening and pronunciation skills. It happens due to the number of students in every group and the big gap that turn the English class into a kind of regularization for lower English level students and a reinforcement for higher English level ones.

Actually, it depended on the period and grade of students. The following chart, shows the organization and logic of teaching in students regarding to what they learned in every grade and in certain periods:

The students' English level that predominated the most was the pre-A1 starters level with an 87.8% with respect to the reading and writing skills, while 12.2% achieve the A1 Movers level in the Cambridge Assessment English test. Therefore, it is important to consider that a small percentage of the group (12.2%) might be more familiarized with more vocabulary and phrases in comparison with the others (87.8%) which could give A1 movers students more elements to infer the meaning of everyday and idiomatic expressions. Besides, the A1 movers students might support the researching activities in order to be Scaffolding for those classmates that might struggle with English at the moment to understand and interpret the everyday and idiomatic expressions properly.

1.3 Learning Environment

The research was carried – out in the secondary school 'Luis G. Urbina' located in Chalco de Díaz Covarrubias, center municipality throughout the school year 2022 – 2023, that is hold to the SEP scholar programs. Nevertheless, the English teachers in the secondary school have the flexibility to choose the most appropriate English topics according to their students' knowledge and needs in spite of the implementation of 'Aprendizajes Clave'.

Secondary school 'Luis G. Urbina' offers to its scholar community 3 weekly English hours into the students' schedule. English and Spanish are the two languages taught in the institution. Besides, it provides students an English space to read English books into the school library. However, the students' schedule does not allow them to go to the library and read these English books provided by the secondary school. Therefore, only a small percentage of students take advantage of this support to learn and read about English even though there are not much time to spend in it.

The main English program that secondary school uses to teach is 'Aprendizajes Clave'. However, the topics have to be changed or modified in order to cover the students' needs and achieve the motivation of them towards the English class.

Secondary School No. 0110 "Luis G. Urbina" has two shifts: morning and afternoon. The enrollment of the school for the morning shift is of 519 students, who are under the direction of Professor Lilibeth Ortega Pérez whose contact number is 5559750357. The institution is located in the municipality of Chalco de Díaz Covarrubias, central colony, Enseñanza Técnica street, between Riva Palacio Street, Vicente Guerrero, adjacent to Cuauhtémoc Avenue.

Chalco de Díaz Covarrubias, is known as a sandy place in the coast of the water due to its landscape and ecophysiology. Besides, Días Covarrubias has to do with a pre – service medical surname that was attractive for the population of Chalco. In Chalco, the summers are hot, humid, and wet; the winters are freezing, snowy, and windy; and it is partly cloudy year-round. It is an appropriate place for tourism. Chalco, as an urban community, practices commercial activity, especially, in the center of the municipality. There, people can find street, food or informal commerce, services are abundant, ranging from restaurants, shops, supermarkets, cinema, markets, bakeries, etc. In addition to have a festival that takes place every July 25 where Santiago Apóstol is celebrated, a Saint who can be found in the Parish of Santiago.

Chapter II

PROMOTING SOCIOLINGUISTIC COMPETENCE

The different languages around the world are as important as any human life resources to create interactions and effective communication among people. This form of communication varies depending on the social habits, beliefs, demographic locations, and even, personal and sociolinguistic factors.

Language according to OXFORD (n.d) is “the system of communication in speech and writing that is used by people of a particular country or area”. This definition affirms that language is a system from a specific area to communicate in different ways. The word “system” might refer that language is a mechanism of procedures or principles to carry out a conversation. A mechanism that usually uses fixed signs in fixed situations.

On the other hand, language is perceived from a social resource that might change to work in a more appropriate way. Moeller and Catalano (2015) state that the language is the vehicle that allows human beings to carry out the exchange of interaction and yields of different cultures (p. 327). The language is perceived how a great opportunity so that the learner gains social and cultural knowledge in order to know when, why and how to express their own ideas with the clearest and most interpretable message to someone else.

Therefore, studying a language may help learners develop abilities to comprehend how a specific group of people express, what is the code they use in order to decipher messages while they are sharing messages and, at the same time, perform an exchanging of information, ideas and perceptions successfully and properly.

2. 1 Acquisition vs learning

Teaching a foreign language is not the same as teaching a second language. When learning a non-native language outside of the environment when it happens, the learner is not acquiring it because the language is not spoken in the surroundings, this is not a

necessity to be covered. The learners usually perform this process of learning a new language in a classroom or an environment created by the teacher instead of being in the target society language. However, the place where it occurs try to be as similar as the native context. This context is called a 'learning environment'. Meanwhile, the process of a second language happens when the environment demands people to use it to communicate. It almost always happens in the same society or even in a place where pidgins from different countries live and need to communicate each other.

In the foreign language teaching exists an artificial and non-native context created by the teachers in order to provide learners to live similar situations to a native context, while in the second language acquisition the learning occurs naturally. People are requested to use L2 to cover their own needs and live their daily life. Moeller and Catalano (2015) affirm 'acquisition' refers to the process of learning first and second languages in a natural way without having formal instructions, if 'learning' is reserved for the formal study of second or foreign languages in classroom settings (p.327). Notwithstanding, language is intended to be provided to the learners in order to engage them to use it not like a repertoire of specific-moments words but like a set of chess pieces that work properly in different situations of a game.

On the other hand, Krashen and Terrel (1998) comment that there are two different forms to develop a competence in second languages: the language acquisition; which demands people to exert a real communication by developing a natural and subconscious ability language, and the language learning; which conditions learners to know about the language while learning (p.26). It happens in both Immersion and Learning environment to learn a language, the first being the most prone to promote in students the language acquisition due to the necessity to use it for communication in their daily life, while in the second there is a greater probability that learners will generate a conscious learning process of a second language.

Both L1 and L2 might have some similarities in their phonological sounds, grammar structure or their use in real situations. The learners acquire a language unconsciously in varying degrees according to their context. The school or an immersion context might influence the input that the learner receives in order to make them use the target language or not in their daily life.

Might there are not be integrative intrinsic motivations from learners due to there are not be any commitment to use the L2 to belong in a social group. However, a 'learning environment' might promote in students some extrinsic instrumental motivations in students in order to engage them to achieve goals related to the target language. The following chart shows some examples motivation of students and which of these are likely to happen in an 'Immersion and Learning environment':

<i>Intrinsic</i>	<i>Extrinsic</i>
Integrative: L2 learner wishes to integrate with L2 cultural group (e. g. immigration, marriage)	Integrative: Someone wishes learner to know L2 for integrative reasons (e.g., parents desire child learns heritage language)
Instrumental: L2 learner wishes to achieve goals using L2 (e.g., a career)	Instrumental: External agents wants L2 learner to learn L2 (e.g., the goal of one's employer)

Table 2.1 Samples of some possible students' motivation in the learning and Immersion environment of a L2 (Hummel, K. M. (2014). p.203)

To carry out a real interaction and communication between two people that are having a conversation must be some communicative functions to be covered while communicating each other. These functions exist with the purpose to prepare learners how to get the real meaning and act properly in real situations. In language, the communicative approach is an approach that teach and helps learners to get these abilities to develop and communicate properly in a society. According to British Council (n.d.):

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

2.2 Communicative competence

This pointed that learner need to learn and comprehend their environment in order to use and develop a repertoire of strategies that support them to use a new language in a real situation and thus be able to communicate with others. It is not enough to memorize the vocabulary, phrases and expressions of a society if the learners are not able to use them properly. The real and functional communication depends on the learner's ability to accommodate and use phrases and vocabulary in a conversation without causing a confusing message for the other person.

This ability to use the language properly and functionality has to do with the communicative competence. A teaching approach that focuses on the practice of oral and written aspects of a language through the use of materials that create a situation similar to reality. Hymes (1971) states that the communicative competence is the set of limited rules that the human being has and use to form unlimited number of expressions and sentences to give a message in a same language.

It is important to mention that Hymes considers that communicative competence has four important requirements:

- What is formally possible
- What is feasible
- What is the social meaning or value
- What actually occurs.

Canale and Swain (2014) comment, this communicative competence is a set of communicative functions such as apologizing, describing, inviting, promising, etc. that

people should know to use grammar and discursive forms properly depending on the place, time or people (p. 2). This reinforces the fact that learners must see beyond a system of signs in order to produce a message that absolutely causes an impact in the other person with the support of extralinguistic elements such as the body, gestures, voice tones, the environment, etc.

Thus, Canale and Swain (1980) argue that there are 4 basic competences into the communicative competence; Grammatical competence, strategic competence, discursive competence and sociolinguistic competence. This research work focuses more on the sociolinguistic competence due to the use of social, cultural and extralinguistic elements that allow learners to how to use a language but mainly how to infer the meaning of a word, phrase or expression without having the direct translation.

2.3 Sociolinguistic competence

As years go by, the language and its study has been changed due to the globalization around the world. As result of this change in the society through different generations and people from different societies, the sociolinguistics emerged to comprehend the several languages distributed in the whole world, the country, or even, the same society.

Sociolinguistics is one of the branches of the linguistic that according to Ferguson (1996) studies the social use of the language by focusing on the relationship between the language and society in different changing daily life situations. It creates an incomparable reality due to all the factors that influences the interaction among two individuals that grow up in different places and circumstances (p. 5).

The role of the sociolinguistics has to do with a clear interpretation of the other's reality while two or more cultures exchanging ideas, utterances or opinions from their own postures. The main function of sociolinguistics is to study and support human beings to

understand and comprehend and unknown language by perceiving linguistic, social, emotional, cultural, contextual and geographical factors.

Sociolinguistics is interested in the use of the language in an extralinguistic context where the communicative act is carried out. It means, the concerned is to decode the closest message to the original person who produced it. There are two most important channels in where the communication happens; oral and written channel.

The sociolinguistic competence is one of the 4 areas of knowledge and abilities that according to Alonso and Fernández (2021) refers to the learning of all those pragmatic aspects in the speech such as cultural values and social agreements. Also, Dendane (mentioned in Alonso and Fernández, 2021) affirms that the sociolinguistic competence is an ability to behave properly regarding to the situation in order to establish a closer social relationship and communicate functionally with an interlocutor.

Summing up, the sociolinguistic competence means to see the world as the interlocutor see the world or intend to comprehend what the interlocutor refers from an empathy and sense of belonging even though the receptor does not have the same language basis.

2.4. Factors or varieties in sociolinguistic competence

There are some social varieties to refer to the extralinguistic aspects in the study of the language from a specific society

2.4.1. Age

The age is the social and biological factor where the language change according to the different stages of the life. Moreno (2005) states that youth people usually use more innovative ways in their communicative act.

2.4.2 Social status

The social status is considered as a set of different factors such as scholarship, profession and expenses of every person. It has to do with the economical range that limit people to use specific vocabulary that a profession provides them to carry out certain jobs or tasks.

In summary, the way of life influences the language that the individuals use based on their needs and the relationship from their groups of work in their daily life. The face - to-face links with people around you make you to adapt and use specific words in every different situation.

2.4.3 Instructional grade

This is the formal education that people had throughout their personal and social life. It is related to the educative level such as the analphabetism, primary level, secondary level, etc. It is all the knowledge acquired in the educational training about grammar of a language.

2.4.4 Genre

The use of language and the behavior is different in women and man due to necessities of every genre. The women are forced to use certain language when experiment biological processes while men do not experiment those biological processes. Likewise, the attitude is an important factor that influences the language in each genre due to the role that women and men do. The women use more prestigious language in comparison to the man. For example:

- The boys do not cry
- That color fits you perfect
- You should be more feminine
- Relax, leave it to yourself

Language in sociolinguistics, is a tool that can be used for interaction between people from different societies. Sometimes, language can be studied only for conveying messages between two entities, however, it is more than this so. It is a versatile way that changes regarding to a specific situation, time, place, or conversation. In fact, the factors can be unlimited because, the environment and some physical objects and extralinguistic elements influence the communication exchange. According to Malinowski (s/f) sociolinguistics is a great resource in the language interaction that can adapt itself in order to create a relationship between the behavior and social situations (p. 485)

2. 5 Varieties into the communication

Before sociolinguistics, there are different varieties into the language of every group of human beings or entities that are defined for several factors: These are some of the factors that turn each conversation in a new and different situation ever lived:

2.5.1 linguistic variety

Moreno (1998) mentions that linguistic varieties are the set of elements or external situational and contextual patterns that are divided into the extralinguistic factors: social characteristics of the users in a language and the parameters in a communicative situation. (p. 86). Some of the kinds of linguistic variety are:

- Pidgin: the language that is created for necessity and comes from different speakers with different languages.
- Creole: When a children learn a pidgin and after it is used as their mother tongue. For example, the Nigerian Pidgin based on the English.
- Regional dialect: It is the language spoken in a specific area. For example, in Great Britain is said 'biscuits' instead of 'cookies' as American people say this word.
- Sociolect: Variety or language that depends on the social status, profession, age, etc. (these factors were already mentioned previously).

- **Idiolect:** The individual language. The way every person expresses their ideas. For example, in the famous series 'Zoey 101' one character called 'Michael' invented the word "tripiante" which for him means "Amazing" or "Awesome".

2.5.2 Dialectal variation

Variation in the language that is associated with the attributes: age, sex, genre, geographical location, educational level, etc. Sociolects, is a type of variation that has to do with the sociocultural level. It means that, dialectal variation are the changes that the languages have due to the influence of social groups. For example, the expression 'Poker Face' could be interpreted for teenagers as an expression of boredom while for poker players means to hide feelings and emotions at the moment to play an important game.

2.5.3 Diaphasic variation

Is the variation of the language that a person uses according to the situation and the moment where the communicative act takes part. It considers the field, the mode and the tenor of speech. For example, people greet their friends by saying 'What's up' while their work partners say 'Good morning'.

2.5.4 Idioms

An idiom is a way to express the own culture through expressions created by social characteristics of a society. It is a non – literal message that has a particular meaning well – understood in a specific society due to its social and cultural characteristics.

Portner (2013) states that the idioms are words, phrases or expressions that are not what people usually expect so. Idioms do not make sense or have a coherent structure but these recourses of communication have an origin in cultural and historical events in every society. It is a set of elements that acquire a meaning from the societies' members (p. 141).

On the other hand, Willey (mentioned in Drabowska, 2018) defines an idiom as a phrase or expression that need to be inferred by sentences instead of being deducing word by word. And according to Aksan (mentioned in Yagiz and Izadpanah (2013) idioms are major components beyond the language in native communication that allow the learner to comprehend the speaker's views, emotions and thoughts in the target language. It helps learners go beyond the same language by acquiring information of underlying parameters.

Thus, idiomatic expressions are those expressions that belong to the language of a society but go beyond the meaning of every sign or word isolated. These kinds of expressions get a social and functional meaning when the words or signs get together into a phrase. By the members of a society give a meaning to these expressions taking into account own beliefs, costumes, ideas, experiences and thoughts and due convey a shared meaning to other member of the same society with similar way thinking.

2.6 Strategies to promote the sociolinguistic competence

Although some authors states that human beings have an innate device to learn and acquire language, this ability has to be developed and worked with the support of the environment. Chomsky (2009) mentions the process of acquiring and comprehending a language need to be stimulated under external factors and so, the internal factors will growth depending on the environment's characteristics. Any child can learn any language of any society.

Therefore, according to the objectives of this research work, some strategies were developed and designed to promote the sociolinguistic competence in secondary students. The strategies take into account factors that are not only grammatical but social.

2.6.1 Context-extralinguistic identification (CEI)

This strategy uses extralinguistic elements to help students taken from the environment when the conversation is taking place in order to get the meaning of the

conversation This strategy looks for promoting sociolinguistic competence through the support of extralinguistic elements in non-literal expressions. According to Mesthrie (2011) the extralinguistic context contains non-verbal referents that may help or interrupt the communication according to the necessities of the moment of interaction.

These types of activities consisted of taking the most important extralinguistic elements to get the functional meaning of any expression. The main purpose of this strategy is to associate extralinguistic elements such as photos, face expressions, signs, etc. in order to figure the functional meaning out in a real and everyday situation.

2.6.2 Situational Communication (SC)

This strategy allows people to identify, comprehend and use idiomatic expressions properly. Holmes (2023) mentions that there is a strategy called “Situational switching” which consists of knowing not only the literal meaning but the social factors, and to select the best language to accomplish a functional and effectiveness communication.

This kind of activity provide learners different situations of their daily life so that they infer and discover in what of these situations is appropriate to use the expression from a popular song.

2.6.3 Adjacency pairs (AP)

This strategy consists of a set of words, phrases or expressions that usually are together. The adjacency pairs strategy works like a kind of question – answer in the communicative act. Khalid (2019) states that the adjacency pairs are two communicative actions that are sequentially ordered a connected to make sense each other.

This activity helps learners to infer how to answer to a certain phrase or expression. For example:

- *Hi – Hello*
- *Good morning! – Good morning!*

- *How are you? – Fine thanks!*
- *Bless you – Thank you!*
- *Do you agree? – I agree*

Chapter III

3.1 Methodology

The methodology to be used for the application of the proposal in this research project was designed based on a mixed approach that included qualitative and quantitative tools. The collection of the data required to be statistical and descriptive to know the effectiveness of the strategies applied to teach idiomatic expression. All the collected data should be interpreted and analyzed by the researcher in order to identify the needs and interests of students. It is important to be aware of the perspective of students about every idiomatic expression and what is necessary to improve in order to correct and reinforce the implemented actions

Into the quantitative tools to be applied to recollect the enough data are the surveys and tests which helped to measure in numbers the effectiveness of every action applied.

Meanwhile, the qualitative tools chosen were the journal, the same surveys and the direct observation. These tools allowed to know in detail students' perspectives and what a teacher need to change to accomplish the main objective.

Most of the results of the development of the 'sociolinguistic competence of students by teaching idiomatic expressions through songs' were obtained through different instruments. According to SEMAR (s/f) it is necessary to stimuli a specific and selected group of people in order to observe and analyze possible results and process the he results in a quantitative way so that the research has validity at the end of the work. (p. 22.) Likewise, the work takes advantage of both the quantitative and qualitative form to collect data in order to validate and interpret not only the possible effects and scope of students regarding to the sociolinguistic competence acquisition but also their perspective about what factors and elements they must consider to understand and decipher non-literal expressions.

The research study was developed in a descriptive way that focused on the description of the main characteristics of the population in order to measure its evolution with the application of a certain treatment. Wich in this case, it is the development of the sociolinguistic competence into a learning environment instead of an immersion environment (Secondary School Luis G. Urbina). However, it was important to take both qualitative and quantitative paradigm to carry out this work and as SEMAR (s/f) affirms, considering the main aim, the research project question and the population to design the most appropriate to tackle the object of study (p. 25).

3.2 General Objectives

- To promote the sociolinguistic competence in students while they are learning everyday and idiomatic expressions through songs.

3.3 Specific Objectives

- To identify the causes why students, find difficult to learn non – literal messages.
- To design teaching strategies to promote everyday and idiomatic expressions through the use of songs.
- To find the best forms students could comprehend the literal and non – literal meaning in idioms.
- To provide elements to infer the meaning of a non – literal message.
- To use the association as a strategy to be implemented in the teaching of idiomatic expressions.
- To demonstrate the benefits of promoting and developing the sociolinguistic competence in students.

The main purpose of this research consisted of promoting the sociolinguistic competence in students while they are learning everyday and idiomatic expressions through songs. It means, the work had an attempt to promote the sociolinguistic competence as a resource that students should take into account to infer and comprehend

daily life and real expressions used in the target language. This process of comprehension happens while they are listening and reading the lyrics of popular songs which they are interested in.

Likewise, the work was designed to develop the inference of a meaning (sociolinguistic competence) with the use of songs to acquire or develop a sociolinguistic competence through songs. According to the general objective of this work, there are two variables: the independent and the dependent. In the following part are mentioned.

3.4 Independent variable

The Independent variables of this work are the strategies chosen to promote the sociolinguistic competence with use of songs (Context-Extralinguistic Identification-CEI, Situational Communication-SC, and Adjacency Pairs-AP).

3.5 Dependent variable

The dependent variable of this work is the sociolinguistic competence in students.

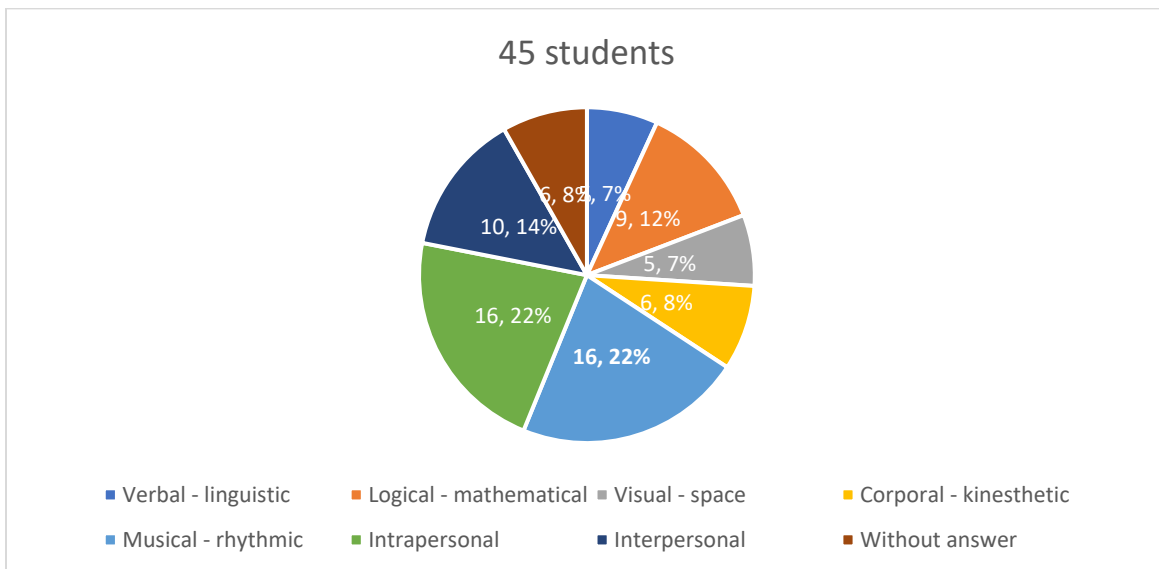
3.6 Instruments and data collection tools

In this section, the instruments and tools used to collect enough data for the research are described. The instruments and tools which were taken into account to design the most appropriate strategies to promote the sociolinguistic competences through songs are shown down below.

3.6.1 Multiple Intelligences Test

Notably, students' learning process can be worked taking into account their qualities such as the intelligence, the learning style and the learning pace. Thus, the learning process tried to cover the attitude, aptitude and the way that students supposed and prefer learning English.

It is well known that according to Gardner (1999) intelligences are divided into 9 types such as: mathematical – logical, verbal – linguistic, musical – rhythmic, bodily – kinesthetic, interpersonal, intrapersonal, visual – spatial, naturalist, and existential. The following graph show the percentage and predominance of the 2 ‘A’ intelligences that were considered to design the different activities and materials.



Graph 3.1 Results of Students' Multiple Intelligences

Likewise, a test for learning styles and rhythm paces were applied in the diagnostic practicum, and it only took 30 minutes to be answered by the students. As result of the students' answers, it was possible to obtain the different ways that students process and acquire the information, and the rate or degree that students assimilate or learn something new. The test can be seen in the Appendix (Appendix 1).

3.6.2 Learning styles test

The results of learning styles were mentioned in the part of 'Methodology' throwing the following results: 31.11% of students were visual, 20% auditive, 42.22% kinesthetic, and 13.33% did not take the test. The test was taken by the model of Kolb created in the

70's. Kolb (quoted in Alonso, 1997) express that these learning styles are the abilities to learn in a specific way. Abilities that are developed throughout own experiences and allow to solve problems in a characteristic way. For this reason, the research work applied students this test and so, know what way the strategies should be created to achieve in students the facility to only focus on develop the sociolinguistic competence. The test can be seen in the Appendix (Appendix 2).

3.6.3 Cambridge Assessment English

There was a significant importance in being aware of the students' English knowledge in order to know what degree the activities need to be designed and students found every activity challenging apart of avoiding frustrating activities for them. Therefore, it was applied a Cambridge exam to measure the level of students in reading and writing skills. The English exam contained 29 questions and 5 parts to complete by filling – out, matching key words and reading comprehension.

The “Cambridge Assessment English” was useful if students were Pre – A1 Starters or A1 Movers at the beginning and before carrying out the strategies to promote sociolinguistic competence through songs.

The “Cambridge Assessment English” was used to measure the level of students in order to design the activities according to the students' level. The Cambridge Assessment is set up of 3 different grades of degree. However, it was only necessary to consider the level “A1 Movers”. This level assesses the 4 macro-skills where listening counts with 25 questions to be answered in 25 minutes, questions with illustrations and audios. Reading and writing with 35 questions and 30 minutes to complete them. And speaking part, that simply provide the teacher the instructions and criteria to evaluate the students' performance in this productive skill. Parts of the test are shown below, however the test applied to the students is in the Appendix part of this work (See Appendix 3)

- 2 **Paul:** Which was your favourite pirate in the film?
Daisy: A I liked it best.
 B She was a pirate.
 C Ben Bluebeard.
- 3 **Paul:** Was he the one with long, curly hair?
Daisy: A No, he hasn't.
 B Yes, that's right.
 C He's got one.
- 4 **Paul:** I like films which are funny.
Daisy: A Me too.
 B It's all right.
 C Do they?
- 5 **Paul:** How about going to see 'Treasure Train' at the cinema? That's very funny.
Daisy: A It's nice.
 B What a good idea!
 C Fine, thank you.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.
 'Oh dear!' Daisy's mum said. 'It's very noisy here today.'
 'And I can't work outside in this rain,' Daisy's father said.
 'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

- 3 There were some outside the house when they drove into the farm.
- 4 Daisy's dad didn't want to in the wet weather.
- 5 Daisy told to go and have tea with her grandmother.

Image 3.2 Reading and writing items in the Cambridge Assessment English

This test was applied in two times of the research work. The first time was at the beginning of the treatment and it works as a diagnostic test to know an approximate English level in the 2 "A" secondary students. The second time was applied at the end of the treatment (when the strategies and activities were done by students), and it works to observe the adjacent effects in students besides of the development of the sociolinguistic competence.

3.6.4 Sociolinguistic perspective test

Due to the research's general objective, it was important to value what 2 'A' learners knew about the elements and factors that are implied into the sociolinguistic field in order to develop the competence to understand non-literal messages in the songs provided to them.

The sociolinguistic perspective test was applied two times throughout the research, in the diagnostic and collection data stage. It only took 15 minutes so that students answered every question carefully.

The sociolinguistic perspective test allowed to appreciate the perspective that students had about the English context and the elements that interact with it and the language in different contexts. It means, students had an appreciation about the societies and the interpretation of the English comprehension and acquisition from a Learning environment perspective instead of an Immersion environment perspective.

This sociolinguistic perspective test allowed to make an analysis of the perspective of students at the beginning of the research in comparison to the end of the work. The analysis showed the differences before and after the implementation of the activities that promoted the sociolinguistic competence through several activities.

Regarding to sociolinguistic competence, it was considered to create a questionnaire. This test about sociolinguistic important aspects allowed to make an analysis of the perspective of students at the beginning of the research in comparison to the end of the work. The analysis showed the differences before and after the implementation of the activities that promoted the sociolinguistic competence through several activities.

The questions and items designed in this diagnostic test took into account the different elements that need to be considered at the moment to learn a language in a society. These elements allow us to comprehend the non-literal meanings in expressions that are used by the member of a group of people that interact everyday in the same place. Ferguson (1996) comments the communicative situation depends on several patterns in a society. The patterns are the participants, the setting or environment, the communicative functions, etc. (p.97). The participants refer to the age, genre, hierarchy in the society; the setting is the place where the communication happens; and the communicative functions are the intentions who want to express something.

That is why the diagnostic exam took into account these aspects of Ferguson (1996) in order to question students about the importance of considering social elements to infer the meaning of an expression. Besides, the last part of this diagnostic test asked students to write an idiomatic expression. However, students did not know any of these kinds of expressions. Initially students did not have an idea about idiomatic and everyday expressions in the foreign language (English). That is the reason why this instrument was thought with the purpose of collecting data about students' knowledge in relation to the sociolinguistic competence. The test was applied in two moments of the research work (at the beginning and at the end of it).

This instrument and the results of this can be visualized in the Appendix section of this research (See Appendix 4).

3.6.5 Idiomatic and everyday expressions test

This instrument was made by students and was answered by themselves in order to know what receptive level they were able to remember and associate the idiomatic and everyday expressions through the use of songs, body language, facial expressions, the real environment and visual aids. The instrument contains two columns and 13 expressions where students need to fill out with different expressions from a whiteboard and with the support of the songs. The template of this instrument is in the Appendix of this work (see Appendix 5).

One of the objectives of this work was not only the promotion of the sociolinguistic competence but also the teaching of expressions that native people use to communicate each other. These expressions were provided to the students because it shows how social factors influence the language and consequently create a new meaning in a system already fixed.

This test was applied once at the conclusion stage of the research work. It looked for measuring and reflecting about the scope of the activities implemented to promote the

sociolinguistic in students. Besides, the activity permitted to identify if students were able to associate the expressions with their meaning in their L1 with the support of extralinguistic elements.

3.6.6 Journal

The journal was a methodological resource used to add the perspective from the view of this research work author. In this research tool there were some general and particular comments about the most significative process of the application of the different strategies. The gathering of the data collected happened while the activities were being accomplished by the students. It means that, the journal was applied throughout all the process as a support to identify the evolution process of the didactic proposal of the research work.

The journal allows the researcher to reflect about the actions that every participant of the research does during the process. One important point to take into account when working with this resource is that the use of it favors the link between the own knowledge and the theoretical knowledge. Therefore, the researcher has enough elements to make a deeper analysis of the causes of some situations.

As Porlán and Martín (1999) comments, the journal enable to carry out a process of description, analysis and scholar observation through the perception of its author. The observations registered in this tool permits the researcher to make an analysis and reflection (from general to particular) of the process and consequently to question it. (p.40). That is the reason why this tool allowed to identify some students' causes about their performance when completing the different activities of the research work.

Chapter IV

Once all the data and results were collected by using the tests to measure the students' English level, learning styles, multiples intelligences, their knowledge about sociolinguistics competence, everyday and idiomatic expressions (Assessment Cambridge English, sociolinguistic perspective diagnostic test and the idiomatic and everyday expressions test), it was possible to analyze everything in order to assess the results of the different strategies and so, reflect about the progress of students in the development of the sociolinguistic competence.

4.2 Didactic proposal

In this section I will describe how the 13 activities with the tree different strategies (strategies mentioned above) were applied with the support of popular songs in which students were able to work with their sociolinguistic competence while increasing their daily life vocabulary. In this part of the work, the 3 different strategies used to improve the sociolinguistic competence in students are explained in order to clarify their importance to help students to communicate functionally and understand different expressions in a society.

In respect with the strategies implemented, students completed 13 activities with the three different strategies: *Context Extralinguistic Identification*, *Situational Communication and Adjacency Pairs*. Each strategy was carried out to accomplish the purpose of improving in students the sociolinguistic competence at a receptive level. The students only had to know how the everyday and idiomatic expressions work functionally in the society. The data used and mentioned in chapter III was used to design, develop and reinforce the sociolinguistic competence in students in an attractive form to practice listening and learn vocabulary through songs they previously know.

The application of every activity lasted over 10-15 minutes because of the time organization of the secondary school. The activity could be a warm-up or a lead in

depending on every class. However, some of the activities lasted more than the time expected due to the complexity of the lyrics in every song.

The activities were designed to develop or improve a sociolinguistic practice in students in spite of asking students to infer the functional meaning in different ways. Besides, the activities implemented for students considered students' needs and interests.

The 3 different strategies are represented with the abbreviations of the following chart:

Strategy	Abbreviation	Definition	Example
Context Extralinguistic Identification	CEI	It is the use of extralinguistic elements such as body language, facial expressions, tones of voice, visual resources, etc.	- OMG! - I fall in love
Situational Communication	SC	It refers to the use of the expression in appropriate and logical situations.	- Poker face, they could win the game
Adjacency Pairs	AP	It is the set of words that are usually linked together in an expression.	- Bless you! Thank you! - Hello! Hi!

Table 4.1 Definition and abbreviation of the strategies to promote sociolinguistic competence in students

The 13 strategies implemented are described below, together with the activities and additional resources that strengthened them. The planning and example of each one can be seen in the Appendix (see g 6).

The *CEI strategy* was implemented in 9 of the 13 times with the study group. Some of these activities only used the CEI strategy in the design of the worksheets and the others were designed together with the other strategies (SC and AP).

The general idea about this strategy was that students were able to infer the meaning by associating the expression with extralinguistic elements. They could link their previous knowledge with the everyday and idiomatic expressions, elements that they probably acquired time ago. This strategy might give students a close idea of what the meaning of an idiomatic or everyday expression might be.

During the research, the SC strategy was implemented 8 of the 13 times of the total activities. However, only 3 of these 8 activities used the SC strategy isolated while the others 5 activities used the support of the others strategies (CEI and AP) to provide students more elements to get the functional meaning of the idiomatic or everyday expression.

The SC strategy was designed with the purpose of providing students a set of situations where the idiomatic expression is used properly and a set of situations where it is not used functionally. The strategy looked for creating hypothetical real situations that students might live in their day by day in order to make them to infer the meaning according to the communicative function, people who participate in the conversation and the impact of this expression the situation.

Throughout this the research work, the AP strategy was applied only 2 of the 13 time of the total activities to promote the sociolinguistic competence in students. This strategy has 1 activity with the mere use of AP while the other activity used the support of the CEI strategy to provide students extralinguistic elements. The implementation of CEI in AP strategy was designed in this way due to the English domain and vocabulary of the research group.

This activity was designed with the purpose of providing students pairs of phrases that are usually together. This strategy is a kind of question-answer where the communication is properly carried out between two people. At the beginning of the implementation of this strategy students might feel confused, but as time goes, they might infer the meaning unconsciously.

Finally, mixed strategies were those that used more than 1 strategy. These strategies took advantage of some elements of CEI, SC and AP strategies in order to provide students more elements to infer the meaning in case the English level or the vocabulary of the lyrics of the song was beyond the students' skills with the second language.

These types of strategies were applied 6 times along the research work action. Every activity used different extra elements and resources apart from each strategy used to take to promote the sociolinguistic competence in someone through the use of expressions. In the case of the research work, these expressions were popular songs.

4.2.1 Safe and sound

The first activity of this research work consisted of identifying the meaning of the idiomatic expression "Safe and sound" by helping students to realize how to answer functionally to the question "How are you?" in order to express they are well. The activity asking students to read the lyrics of the song and observe a picture that portrayed someone who was protected from any possible damage. First, students listened to some examples about how to answer to the question "How are you?". Then they tried to answer the teacher by using one of the alternatives written on the whiteboard by the teacher. Consequently, the teacher played the song two times in order to engage students to associate this expression with the different synonyms that the person A or B had (there were two worksheets; worksheet A and worksheet B, which were different from each other). Finally, students tried to infer the meaning of the expression by selecting between

three different options. The activity lasted over 15 minutes and used the CEI strategy (see Appendix 6).

This activity looks for promoting the sociolinguistic competence through the use of the picture of a cartoon being protected from any damage. In this way, students might get the meaning of the idiomatic expression without having the literal translation. Students might think what “Safe and sound” represents in the picture. On the other hand, students could have worked and developed the sociolinguistic competence at the moment to identify how the expression can be used instead of similar and common literal phrases.

4.2.2 *Poker Face*

The second activity consisted of an initial activity and the realization of a worksheet with SC exercises. First, teacher asked students to keep a “Poker Face” in order to avoid showing any gestures when the teacher tried to make them laugh with the support of a rubber chicken. Then, students complete a worksheet of the lyrics of the song. After, students needed to tick the situations where “Poker Face” expression was well used and so, students chose the correct meaning of the expressions between three options. The activity used the SC strategy and lasted 15 minutes (see Appendix 6).

The promotion of sociolinguistic in this activity is possible due to the moment when students noted what to do when they listened to “Poker Face” and at the moment to identify when “Poker Face” could be used properly.

4.2.3 *I don't feel like*

The third activity was the first one that used the mixed strategy due to the implementation of the AP and CEI strategy. First, the teacher used the expression “I don't feel like” to tell students which mood he had. Then, students listened to the song while matching key expressions with pictures that were related with the meaning of the expression. Consequently, students try to match “I don't feel like” with its possible complementation. Finally, they chose between three different options about the meaning

of the expression. The activity lasted 15 minutes and used the AP and CEI strategies (see Appendix 6).

The use of examples, visual elements (pictures) and phrases that commonly are together helped students to work their sociolinguistic competence. Students had to relate the pictures with the meaning of the expression and to identify how to use “I don’t feel like” by observing examples of its use.

4.2.4 Break the mold

The fourth activity started with a Total Physical Response activity, which asked students to do a specific movement when they listen to a key word in the song. Then, they completed a worksheet with the lyrics of the song. After, students tick the situations when the expression “break the mold” was well used (they could look at a picture to have an idea about what the meaning might be). Finally, students chose the meaning of the expression between three different options. The activity used a mixed strategy with SC and CEI, and lasted over 20 minutes (see Appendix 6).

Meanwhile students were ticking situations where “break the mold” is properly and functionally used, they were practicing the sociolinguistic competence. Thus, students got the meaning by identifying the situations when it could be used properly for the people in a conversation.

4.2.5 On top of the world

The fifth activity consisted of three stages. The first stage consisted of expressing students how I felt at the beginning of the class by using the expression “On top of the world”. I used this expression of instead and some facial expressions. Then, students complete the worksheet by focusing only in the phrases that might be related to the meaning of the expression. Finally, they chose the meaning of the expression between three options by looking at the different images of the worksheet. The activity used the CEI strategy and lasted 10 minutes (see Appendix 6).

The activity provided lots of visual resources that tried to portray the meaning of the expression “On top of the word”. At the same time, students were provided of some examples of how this expression could be used instead of literal expressions such as very happy.

4.2.6 Out of the blue

The sixth activity took advantage of the CEI and SC strategy and was focused on providing students some elements to know how “out of the blue” expressions should be used in different situations and so, infer its meaning, Students complete the lyrics of the worksheet, perform conversations and chose the meaning of the expression between three options. The activity lasted over 15 minutes (see Appendix 6).

The activity took visual elements and different situations in conversations to help students to promote the sociolinguistic competence. Students were provided of different uses of the expression in the daily life.

4.2.7 Hello! Goodbye!

The seventh activity engaged students to sing along and perform some movements while they listened the different expression throughout the lyrics of the song. First, the teacher used these expressions to greet until students replied him. After, students completed the worksheet with the lyrics of the song. Finally, students tried to match expressions such as: Hello-Goodbye, Sorry-Don't worry, Good morning-Good morning, etc. The activity lasted over 10 minutes and used the AP strategy (see Appendix 6).

Students might have developed the sociolinguistic competence by matching phrases that commonly work together. They realized how to greet and ask about how they are properly. The support of the teacher allowed students to comprehend the use of the expressions at the beginning or at the end of a conversation.

4.2.8 Beat it

The eighth activity was focused on students identifying the meaning of the expression “Beat it” by looking at an acted situation while they were listening to a song. First, students complete a worksheet by listening to a song. After, the teacher acted to represent a situation where the expression is used. Then, students matched some pictures with key phrases related to the meaning of the expression. And finally, they chose the meaning between three options. The activity used CEI and lasted 10 minutes (see Appendix 6).

Sociolinguistic competence was worked at the moment when students paid attention to the different performances of the expression “Beat it”. They did not receive the direct translation but they looked at a situation and pictures that represented the expression.

4.2.9 The wrong and the right thing

The ninth activity consisted of providing students enough elements and situations to infer the meaning of the expressions “the wrong thing” and “the right thing” by using visual resources. First, the teacher used the whiteboard to draw an angel and a devil in order to provide students some elements to associate the expressions with the drawings. Then students complete the worksheet with the lyrics of the song. Then, they tick the situations when the expression was well used. Finally, they chose the meaning between three different options. The activity lasted 15 minutes and was based on the SC strategy (see Appendix 6).

This activity used situations and extralinguistic elements the students were familiarized to. The use of the emojis of the devil or the Angel allowed them to infer the meaning of the expression without having it in their L1.

4.2.10 Don't let me down

The tenth activity consisted of providing students different situations where the expression “Don't let me down” was used properly. Therefore, the activity started with students completing the lyrics of the song. After, they had to perform the situations with

the support of the teacher in order to give themselves an idea about what might be the meaning of the expression according of its use in the different situations. At the end of the activity students chose the meaning of the expression between three different options. The activity lasted 10 minutes and used the SC strategy (see Appendix 6).

The use of examples about how to use the expression support students to infer the meaning. Body language and different hypothetical situations promote students to think about the possible meaning of the expression.

4.2.11 Roar

The eleventh activity used more than one expression due to this activity looked for developing the sociolinguistic competence in students. Therefore, it used visual resources such as body language and facial expressions, and the use of hypothetical situations to give students elements that guide them to infer the meaning of the expression. First, students completed the lyrics of the song by listening to the music. After, the teacher performed some situations by using the different expression and so, give students an idea about the meaning of everyone. Finally, students matched the expressions with their meaning in their L1. The activity used CEI and SC and lasted 15 minutes (see Appendix 6).

The activity worked with the sociolinguistic competence at the moment to provide students some examples of how to use the different everyday expressions in different situations. For example: *I want an ice cream. Chocolate or Vanilla? I need to make a choice.* Students tried to identify the highlighted expression by analyzing its use.

4.2.12 Fall in love

The twelfth activity allowed students to observe an image they were familiarized with. The teacher showed them an emoji that portrayed “fall in love”. Then students completed the lyrics of the song to familiarize with key words and phrases related to the meaning of the expression. Finally, students tried to tick the situations where the

expression was used functionally for them. The activity lasted 15 minutes and used the SC strategy (see Appendix 6).

More than the use of the situations, students were able to work the sociolinguistic competence because of the use of the popular emoji in love which students already know. Students knew the emoji due to they used it in their casual conversation with a friend on WhatsApp.

4.2.13 Dog days are over

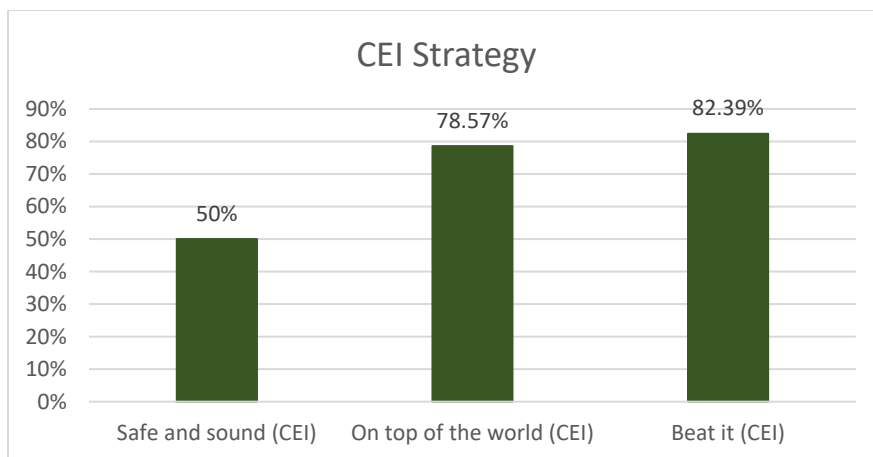
The thirteenth and the last activity was designed and inspired on the popular song and movie “Guardians of the Galaxy 3” due to students might infer the meaning of the song with elements of the movie apart of the elements provided in the activity. First, students completed the lyrics of the song, then colored the situations when the expression was used properly, and finally, chose the meaning of the expression between three different options. The activity lasted 15 minutes and was based on the SC and CEI strategy (see Appendix 6).

Some students could guess the meaning because they have already watched the movie “Guardians of the Galaxy”. Therefore, they linked the expression with the end of the movie. However, some of students inferred the meaning with the support of everyday illustrated situations.

4.3 Analysis and discussion of the results

The different results are divided according to every aspect of the research work. The analysis of the different aspects is included below.

4.3.1 CEI strategy



Graph 4.2 CEI strategy results

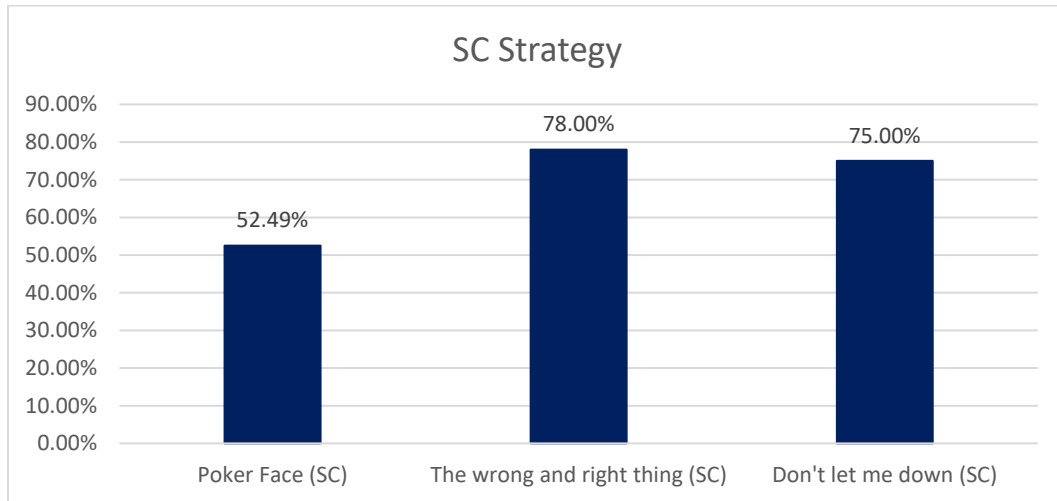
The results of CEI strategy were between a 50%-83% of effectiveness. The graph above shows the progress that students had from the first activity until the last activity applied.

It could be observed a progressive improvement in the development of the sociolinguistic competence through the only use of extralinguistic elements. The percentage was not merely linear due to the first activity "Safe and sound" got a 50% while "On top of the world" got a 78.57% and "Beat it" got an 82.39%. These results suggest an advance of the students' ability to infer the meaning of idiomatic or everyday expressions by taking into account extralinguistic elements such as visual aids, body language, facial expressions, etc.

Based on what was observed and registered, I could observe that most student need to have support of extralinguistic elements they are familiarized with. The "Safe and sound activity" used only one CEI, therefore, students did not have enough elements to create a mental schema and associate the meaning of the expression with something. The "on top of the world activity" and "beat it" activity used more visual elements that support students to get the functional meaning of the expressions, and students showed less confused because of that.

4.3.2 SC strategy

In SC strategies the percentage of effectiveness was between 52%-78%. The results increased from the first activity until the last activity. The following graph demonstrates it.



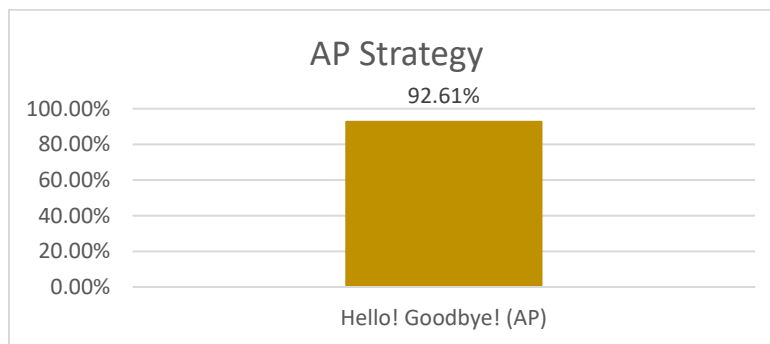
Graph 4.3 SC strategy results

In the SC strategy there was an increase of more than 20% among the first activity "Poker face" and the second activity "The wrong and the right thing". Meanwhile, the last activity "Don't let me down" had a 3% of effectiveness. It indicates this strategy obtained an acceptable result to develop sociolinguist competence in students.

While students were completing the activities with the SC strategy, it was possible to observe that they got confused when they only listened to the situation in order to guess in what situations the expressions are functionally used. That is why students got 52.49% in the first activity. I only read the examples to them in comparison to the following activities where I decided to act or even to engage students to perform the different conversations and situations. It seems that students need to be how the expression is used in the reality and what is its impact in the communication.

4.3.3 AP strategy

The AP strategy was applied once with a percentage of 92.61% in the results. The result of this strategy can be observed in the following graph.



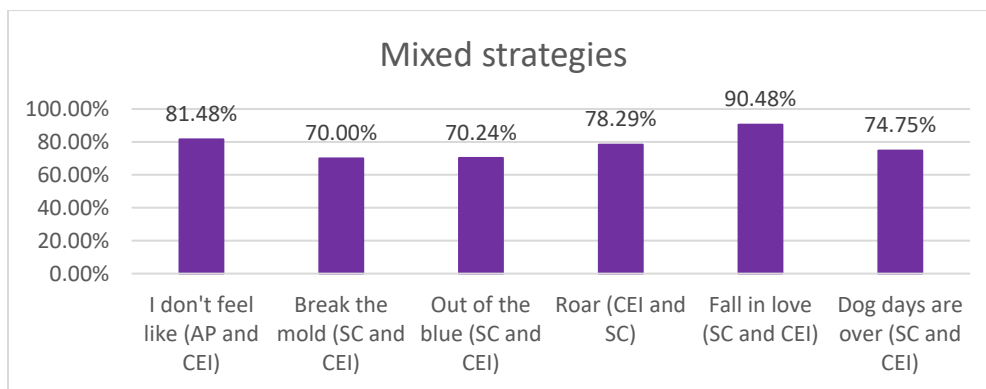
Graph 4.4 AP strategy result

This graph indicates that this strategy had a 92% of effectiveness in the results. Students were able to infer idiomatic and everyday expressions that commonly are together. In this activity students achieved the highest score in comparison to the others isolated strategies with an average of the 70.32% in CEI strategy and 68.29% in SC strategy.

Additionally, I could notice some students answer to a specific expression even though they did not have the meaning of translation of it. They were used to use the expressions in real situations. Therefore, I identified that most of them inferred the meaning by using it to answer to a phrase that demands a reply. Such examples are: good morning-good morning, thank you-you're welcome, etc.

4.3.4 Mixed strategies

“Mixed strategies” is the term coined to the combination of two strategies in the same activity. These kinds of activities included AP-CEI and CEI-Sc combinations. The results of these mixed activities were between 70% - 91%.



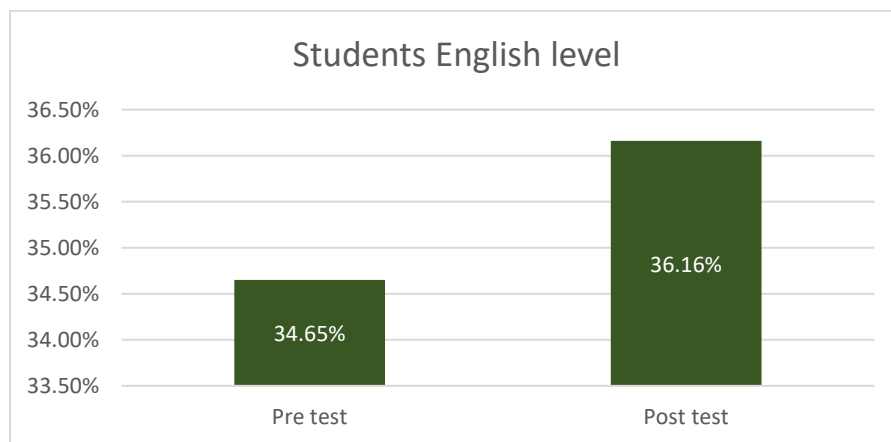
Graph 4.5 Mixed strategies results

There were different results when implemented mixed strategies activities. The first activity “In don’t feel like” got an 81.48% of score; the second activity “Break the mold”, the third activity “Out of the blue”, the fourth activity “Roar” and the sixth activity “Dog days are over” got a score of between 70 to 80% approximately; and finally, the fifth activity obtained a 90.48%, being the latter the highest in score. The graph shows that the transition between the first and the second activity has a decrease of 10% which indicates us a less percentage of effectivity in relation to the promotion of sociolinguistic competence by using SC-CEI activities even though the highest scored activity SC-CEI. The AP-CEI activity had an 81.48% of effectivity, the SC-CEI activities had a 76.69% of effectivity and the general percentage of mixed strategies was 77.54% (See Appendix 7).

It could be observed that these kinds of activities contributed to the development of the sociolinguistic competence. It could be due to different combinations and factors at the moment of the implementation of strategies. One example happened when a student sneezed and immediately was answered for a “Bless you”. The person did not know what was the meaning of this expression, however, the next times it happened the student replied to me “Thank you”. Therefore, I reflected the student might get the meaning because of the use of SC and AP strategy. I used a real situation to use the expression properly while unconsciously engaged student to answer me with other expression.

4.3.5 Cambridge Assessment English

At the beginning and at the end of the research work the students of the secondary school were tested in their English level through the use of the “Cambridge Assessment English”. Both pre-test and post-test got different results in the development of the research work. The data was obtained from a pre-test and a post-test. The “Cambridge Assessment English” was composed of 29 items to be answered. The following graph shows the development of the students’ English level throughout the implementation of the research work:



Graph 4.6 Students English level before and after the strategies of the research

In general terms, this graph shows the results of students’ English level in both pre-test and post-test. In the pre-test, the group got a 34.65% while in the post-test students group got 36.16%. The results demonstrate that students achieved a higher score in the post-test in comparison with the pre-test. It seems that the students’ improved their reading and writing areas covered in both pre-test and post- test. Although, this progress could not only be influenced by the strategies applied but also by the daily secondary English classes, the strategies might have influenced students’ to process for the meaning of L2 vocabulary and phrases due to the test format which was designed mostly with images and elements that are not properly written language.

To be more specific in the results of the “Cambridge Assessment English”. It is important to mention that the first moment of the application of the test gave us different

results in students. The following chart shows the results obtained in both first and second moment of the research work.

<i>Pre-test</i>		<i>Post-test</i>	
English Level Average	Students	English Level Average	Students
Pre A1 Starter (0-14)	87.80%	Pre A1 Starter (0-14)	78.40%
A1 Movers (15-23)	12.20%	A1 Movers (15-23)	18.90%
A2 Flyers (24-29)	0.00 %	A2 Flyers (24-29)	2.70%

Table 4.7 Results of students' English levels before and after the research work

In the pre-test 87.80% got the A1 pre-starters level and 12.20% got the A1 movers level according to the Cambridge framework. On the other hand, the post-test shows that 78.40% remained at the same English level (A1 pre-starters), 18.90% got the A1 movers level and 2.70% achieved the A2 flyers level. Therefore, there was an advance of some students with respect to the development of a foreign language while they were completing activities related to the promotion of the sociolinguistic competence.

4.3.6 Sociolinguistic perspective pre-test vs post-test

The results in this test reveals quantitative and qualitative data that functions to reflect about the first and final perspective of students in relation to the sociolinguistic competence. It is possible to mentions that some students changed their perspective about how to learn a second language. In the pre-test, 25% answered that the best way to learn a new language was taking into account the context of the word or phrase. However, in the post-test 26.67% answered the best way to learn a second language is through visual resources such as pictures, posters, etc.

On the other hand, the results in pre-test demonstrates some students already knew a little about everyday and idiomatic expressions in their L1 with a 14.30%, 81% of them did know anything about these kinds of expressions and a 4.60% of students were not sure about what everyday and idiomatic expressions mean. In contrast, the post-test

reveals how the number of students increase to 25.81% in respect to their knowledge about everyday and idiomatic expressions. Also, it shows 19.35% of students are doubtful yet about what are these kinds of expressions, and a 54.84% still do not know what is it.

4.3.7 Everyday and idiomatic expressions test

The following chart illustrates the expressions students achieved to retain and associate with the meaning in their L1:

Expression	Meaning	%
Safe and sound	Sano y salvo	54.76%
Poker Face	Cara inexpresiva	33.33%
I don't feel like	No tengo ganas	38.10%
Break the mold	Ser diferente	35.71%
On top of the world	Super feliz	0.00%
Out of the blue	Inesperado	7.14%
Hello! Goodbye!	Hola, Adiós	69.05%
Beat it	Retirarse o irse	0.00%
The wrong and the right thing	Lo incorrecto y lo correcto	23.81%
Don't let me down	No me decepciones	21.43%
Roar (bite my tongue)	No decir algo	4.76%
Fall in love	Enamorarse	47.62%
Dog days are over	Los días malos acabaron	35.71%
Total		28.57%

Table 4.8 Results of Everyday and idiomatic expressions test

The chart indicates that 69.05% of students inferred the meaning of the expression “Hello! Goodbye!” to “¡Hola! ¡Adiós!” properly. However, the expressions “On top of the world” and “Beat it” were not inferred by any student, yielding a percentage of 0% in both expressions. Furthermore, the results reveal a 28.57% inferred properly in their L1. It

seems that some idiomatic and everyday expressions were not transparent so that students were able to find their functional meaning in comparison with other phrases.

These results obtained were different due to the different circumstances and elements used in every activity or strategy. For example, in the 69.05% activity most students already used these expressions and body language to greet their English teacher whenever the class started. Also, the expression “fall in love” could be inferred for 47.62 because of students were previously related with the word “love” and the emoji used to represents the expression. However, the expression “Beat it” was not inferred by students for the lack of elements the students might be familiarized with in comparison to “fall in love” and “Hello! Goodbye!”

On the other hand, the research work states that the environment influenced the process to develop the sociolinguistic competences in students when completing the 13 activities. Students get confused when they were not provided by extralinguistic elements or hypothetical real situations. They needed to observe a visual element or the use of the expression in daily routines or in a conversation.

At the beginning of the research work, students found difficult to infer the meaning of everyday and idiomatic expressions due to their L1. Most of students used their L1 to translate the phrases literally. Some examples were identified in the different expressions:

Expression	Students' answers
Safe and sound	Seguro y sonoro
On top of the world	En la cima del mundo
Beat it	Batirlo
Dog days are over	Los perros días se acabaron

Chart 4. 9 Expressions influenced for the students' L1

The previous chart reinforces the idea of Krashen and Terrel (1998) that conscious thinking at the moment of learning a second language. Students try to get the meaning of the expressions by using their L1 and translate logically cognates instead of identifying the extralinguistic elements and its impact in the communication.

Some students did not infer the functional and non-literal meaning of some expressions and words due to its transparency and facility to relate with their L1. Some phrases seem to have a completely different meaning in comparison with their functional meaning and social use as can see in the chart 4.10.

4.3.8 Effects the development of sociolinguistic competence

The promotion of sociolinguistic competence in students increase the vocabulary of different expressions. However, it did not ensure that students knew its functional meaning. In other words, the sociolinguistic competence was promoted and awaken in students in a result that seems to be non-overwhelming for the hypothesis of the work.

Some students acquire the sociolinguistic competence unconsciously as Krashen and Terrel (1998) affirms. The necessity and real use of the language promote students to infer the meaning in moments when they were not doing the research work activities. The clear sample occurred when some students sneezed and they heard 'Bless you' more than once. Later, students replied 'Thank you' to 'Bless you'.

Additionally, students improve some listening skills in comparison to the beginning of the English course. They were not able to infer new vocabulary at the beginning, however, they develop the ability to infer the rules of a second language by looking for some examples or using them in real conversations.

Conclusions

The findings of this work related to the promotion of the sociolinguistic competence reveals that it is possible to learn and infer non-literal expressions with the use of songs. Songs might be useful to develop this competence due to authors use daily life vocabulary that is not literal, besides this resource provides learners elements to get the meaning of a phrase. However, I suggest to use more resources that provide students not only phrases but visual examples of how an expression works in the reality and how this one impact in the communication.

Based on the finding of this work, I can conclude the promotion of the sociolinguistic competence in students might change their way about how to learn a second language in a learning environment. Nevertheless, it is important that students need a reinforce of this inference by associative activities such as a memory game.

The findings of this work guide to the teachers about what kind of strategies are better according to their context and environment. It is necessary to take into account the two ways to develop a competence in language mentioned in Krashen and Terrell (1998) in order to provide learners activities that demand them to use expressions properly and how their use cause a different impact in different situations.

The use of popular songs helps students to retain the idiomatic and everyday expressions in their long-term. However, the use of these resources does not prove the development of sociolinguistic competence. Listening and repeating words and phrases is not enough to learn the functional meaning of an expression if they do not identify its real use in communication. Apart from songs, it is recommended to use movies or series that allowed learners to see how people use the expressions in the real life.

Based on the findings of this research work, it was noted that learners struggled at the moment to infer the meaning of an expression in SC activities due to the lack of opportunities that they did not have to see the use of the expression in real

communication. The teacher needs to create the suitable situations so that students use the expression in real communication. The research work demonstrates that students receive a strong impact of expressions when these are used or even performed by themselves.

The research work concludes that students need at least one element they are associate with to infer the meaning of an everyday and idiomatic expression. On the contrary, they simply will try to translate the words most similar to their L1. This is the reason why some students translate phrases such as “on top of the world” to “en la cima del mundo”, literally instead of taking into account more elements that the phrase itself. Students will tend to use translation if they are not enough provided of elements previously acquired for them.

On the other hand, the findings of this work demonstrate that learners might deduce rules of a second language unconsciously as an adjacency effect of developing the sociolinguistic competence. This happens because of they start to think logical and observe how the grammar changes in different situations. Learners acquire the ability to know how, when and where to use a word or phrase, supporting the idea of Ferguson (1996) that affirms that sociolinguistics is the ability to know when, where and how to use the language. Saying “I bit my tongue” when you accidentally hurt your tongue yourself is not the same as saying “I bit my tongue” when you were angry and did not want to hurt someone’s feelings. The intention of the message is different.

Also, the results of the implementation of AP strategy reveals that the sociolinguistic competence could be developed if learners are engaged to use the expressions to cover their needs. They need to participate in situations when they require to use the L2 properly to receive an answer. Therefore, even though this research work has been implemented in a learning environment, the teacher could create these chances to allow students to use the expressions for a real necessity: Some examples are: “May I come in?”, “Calm down”, “Can I have a ...?”, etc.

The development of this work allows us to notice that the sociolinguistic is a competence that should be used for the learners in situations they are involved. This competence is not only about inferring and guessing a meaning but it is about use it an receive a stimulus at the moment to use any expression properly or improperly. This is the reason why I suggest to others research works to take into account more elements such as: board games, role play, sketches, etc. At the same time, I suggest to use more strategies that allow students create their own phrases with own meanings, use the language to get something and more strategies that demand them to look for their surroundings.

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APPENDIX

APPENDIX 1: Multiple Intelligences test

APPENDIX 2: Learning styles test

APPENDIX 3: Cambridge Assessment English

APPENDIX 4: Sociolinguistic perspective diagnostic test

APPENDIX 5: Everyday and idiomatic expressions test template

APPENDIX 6: Planning and designed of the activities

APPENDIX 7: Graphs of the strategies implemented

Appendix 1: Multiple Intelligences test

Sección I

Profesor: Vázquez Escandón Luis Ángel

Alumno: _____ Grado y grupo: _____

Este examen tiene la función de potencializar tu proceso de aprendizaje basado en la forma en que aprendes, tus necesidades e intereses en relación a la escuela.

Instrucciones: Lee cuidadosamente cada una de las siguientes afirmaciones.

a) Marca con una ✓ la afirmación con la que te identifiques.

b) Si no te sientes identificado con la afirmación, deja el espacio en blanco _____.

No.	Reactivo	✓
1	Prefiero hacer un mapa que explicarle a alguien como tiene que llegar a un lugar determinado.	
2	Si estoy enojado o contento generalmente sé la razón exacta de por qué es así	
3	Si estoy enojado o contento generalmente sé la razón exacta de por qué es así	
4	Asocio la música con mis estados de ánimo	
5	Puedo sumar o multiplicar mentalmente con mucha rapidez	
6	Puedo ayudar a un amigo(a) a manejar y controlar sus sentimientos, porque yo lo pude hacer antes en relación a sentimientos parecidos	
7	Me gusta trabajar con calculadora y computadoras	
8	Aprendo rápidamente a bailar un baile nuevo	
9	No me es difícil decir lo que pienso durante una discusión o debate.	
10	¿Disfruto de una buena charla, prédica o sermón?	
11	Siempre distingo el Norte del Sur, esté donde esté.	
12	Me gusta reunir grupos de personas en una fiesta o evento especial.	
13	Realmente la vida me parece vacía sin música	
14	Siempre entiendo los gráficos que vienen en las instrucciones de equipos o instrumentos.	
15	Me gusta resolver puzzles y entretenerme con juegos electrónicos.	
16	Me fue fácil aprender a andar en bicicleta o patines	
17	Me enoja cuando escucho una discusión o una afirmación que me parece ilógica o absurda.	

18	Soy capaz de convencer a otros que sigan mis planes o ideas.	
19	Tengo buen sentido del equilibrio y de coordinación.	
20	A menudo puedo captar relaciones entre números con mayor rapidez y facilidad que algunos de mis compañeros.	
21	Me gusta construir modelos, maquetas o hacer esculturas.	
22	Soy bueno para encontrar el significado preciso de las palabras.	
23	Puedo mirar un objeto de una manera y con la misma facilidad verlo dado vuelta o al revés.	
24	Con frecuencia establezco la relación que puede haber entre una música o canción y algo que haya ocurrido en mi vida.	
25	Me gusta trabajar con números y figuras	
26	Me gusta sentarme muy callado y pensar, reflexionar sobre mis sentimientos más íntimos.	
27	Solamente con mirar las formas de las construcciones y estructuras me siento a gusto.	
28	Cuando estoy en la ducha, o cuando estoy solo me gusta tararear, cantar o silbar.	
29	Soy bueno para el atletismo	
30	Me gusta escribir cartas largas a mis amigos.	
31	Generalmente me doy cuenta de la expresión o gestos que tengo en la cara.	
32	Muchas veces me doy cuenta de las expresiones o gestos en la cara de las otras personas.	
33	Reconozco mis estados de ánimo, no me cuesta identificarlos.	
34	Me doy cuenta de los estados de ánimo de las personas con quienes me encuentro	
35	Me doy cuenta bastante bien de lo que los otros piensan de mí.	

Appendix 2: Learning styles test

Instrucciones: Elige la opción con la que te sientas más identificado y subráyala.

1. ¿Cuál de las siguientes actividades disfrutas más?
 - a) Escuchar música
 - b) Ver películas
 - c) Bailar con buena música
2. ¿Qué programa de televisión prefieres?
 - a) Reportajes de descubrimientos y lugares
 - b) Cómic y de entretenimiento
 - c) Noticias del mundo
3. Cuando conversas con otra persona, tú:
 - a) Las escuchas atentamente
 - b) La observas
 - c) Tiendes a tocarla
4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?
 - a) Un jacuzzi
 - b) Un estéreo
 - c) Un televisor
5. ¿Qué prefieres hacer un sábado por la tarde?
 - a) Quedarte en casa
 - b) Ir a un concierto
 - c) Ir al cine
6. ¿Qué tipo de exámenes se te facilitan más?
 - a) Examen oral
 - b) Examen escrito
 - c) Examen de opción múltiple
7. ¿Cómo te orientas más fácilmente?
 - a) Mediante el uso de un mapa
 - b) Pidiendo indicaciones
 - c) A través de la intuición
8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso?
 - a) Pensar
 - b) Caminar por los alrededores
 - c) Descansar
9. ¿Qué te halaga más?
 - a) Que te digan que tienes buen aspecto
 - b) Que te digan que tienes un trato muy agradable
 - c) Que te digan que tienes una conversación interesante
10. ¿Cuál de estos ambientes te atrae más?
 - a) Uno en el que se sienta un clima agradable
 - b) Uno en el que se escuchen las olas del mar
 - c) Uno con una hermosa vista al océano
11. ¿Cómo prefieres mantenerte en contacto con otra persona?
 - a) por correo electrónico
 - b) Tomando un café juntos
 - c) Por teléfono
12. ¿Cuál de las siguientes frases se identifican más contigo?
 - a) Me gusta que mi coche se sienta bien al conducirlo
 - b) Percibo hasta el más ligero ruido que hace mi coche
 - c) Es importante que mi coche esté limpio por fuera y por dentro
13. ¿Cómo prefieres pasar el tiempo con tu novia o novio?
 - a) Conversando
 - b) Acariciándose
 - c) Mirando algo juntos
14. Si no encuentras las llaves en una bolsa
 - a) Las buscas mirando
 - b) Sacudes la bolsa para oír el ruido
 - c) Buzcas al tacto

11. ¿De qué manera se te facilita aprender algo?
- Repitiendo en voz alta
 - Escribiéndolo varias veces
 - Relacionándolo con algo divertido
12. ¿A qué evento preferirías asistir?
- A una reunión social
 - A una exposición de arte
 - A una conferencia
13. ¿De qué manera te formas una opinión de otras personas?
- Por la sinceridad en su voz
 - Por la forma de estrecharte la mano
 - Por su aspecto
14. ¿Cómo te consideras?
- Atlético
 - Intelectual
 - Sociable
15. ¿Qué tipo de películas te gustan más?
- Clásicas
 - De acción
 - De amor
25. ¿Cómo es tu forma de vestir?
- Impecable
 - Informal
 - Muy informal
26. ¿Qué es lo que más te gusta de una fogata nocturna?
- El calor del fuego y los bombones asados
 - El sonido del fuego quemando la leña
 - Mirar el fuego y las estrellas
27. ¿Cómo se te facilita entender algo?
- Cuando te lo explican verbalmente
 - Cuando utilizan medios visuales
 - Cuando se realiza a través de alguna actividad
28. ¿Por qué te distingues?
- Por tener una gran intuición
 - Por ser un buen conversador
 - Por ser un buen observador
29. ¿Qué es lo que más disfrutas de un amanecer?
- La emoción de vivir un nuevo día
 - Las tonalidades del cielo
 - El canto de las aves
30. Si pudieras elegir ¿qué preferirías ser?
- Un gran médico
 - Un gran músico
 - Un gran pintor
20. Cuando tratas de recordar algo, ¿cómo lo haces?
- A través de imágenes
 - A través de emociones
 - A través de sonidos
21. Si tuvieras dinero, ¿qué harías?
- Comprar una casa
 - Viajar y conocer el mundo
 - Adquirir un estudio de grabación
22. ¿Con qué frase te identificas más?
- Reconozco a las personas por su voz
 - No recuerdo el aspecto de la gente
 - Recuerdo el aspecto de alguien, pero no su nombre
23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?
- Algunos buenos libros
 - Un radio portátil de alta frecuencia
 - Golosinas y comida enlatada
24. ¿Cuál de los siguientes entretenimientos prefieres?
- Tocar un instrumento musical
 - Sacar fotografías
 - Actividades manuales
35. ¿Qué te atrae más de una persona?
- Su trato y forma de ser
 - Su aspecto físico
 - Su conversación
36. Cuando vas de compras, ¿en dónde pasas mucho tiempo?
- En una librería
 - En una perfumería
 - En una tienda de discos
37. ¿Cuáles tu idea de una noche romántica?
- A la luz de las velas
 - Con música romántica
 - Bailando tranquilamente
38. ¿Qué es lo que más disfrutas de viajar?
- Conocer personas y hacer nuevos amigos
 - Conocer lugares nuevos
 - Aprender sobre otras costumbres
39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?
- El aire limpio y refrescante
 - Los paisajes
 - La tranquilidad
40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?
- Director de una estación de radio
 - Director de un club deportivo
 - Director de una revista

30. Si pudieras elegir ¿qué preferirías ser?
- a) Un gran médico
 - b) Un gran músico
 - c) Un gran pintor

31. Cuando eliges tu ropa, ¿qué es lo más importante para ti?

- a) Que sea adecuada
- b) Que luzca bien
- c) Que sea cómoda

32. ¿Qué es lo que más disfrutas de una habitación?

- a) Que sea silenciosa
- b) Que sea confortable
- c) Que esté limpia y ordenada

33. ¿Qué es más sexy para ti?

- a) Una iluminación tenue
- b) El perfume
- c) Cierta tipo de música

40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?

- a) Director de una estación de radio
- b) Director de un club deportivo
- c) Director de una revista

Referencia: De la Parra Paz, Eric, Herencia de vida para tus hijos. Crecimiento integral con técnicas PNL, Ed. Grijalbo, México, 2004, págs. 88-95 1 00 DGB/DCA/12-2004

Appendix 3: Cambridge Assessment English

Cambridge Assessment English

Centre Number: _____ Candidate Number: _____

A1 Movers Reading and Writing

There are 35 questions.
You have 30 minutes.
You will need a pen or pencil.

My name is: _____


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Part 1
- 5 questions -

Look and read. Choose the correct words and write them on the lines. There is one example.



an island



a sandwich



a driver



a band




tea



a city



a field



a nurse

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Example

The people in this sometimes sing or play guitars. _____ a band


Questions

- This person helps people who aren't well in hospital. _____
- Some people put milk or lemon in this drink. _____
- There are lots of cars, buses and people in this busy place. _____
- You can put cheese or meat between bread to make this. _____
- This is part of a farm where you often see vegetable plants. _____

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Part 2
- 6 questions -

Read the text and choose the best answer.



Example

Paul: What did you do last night, Daisy?

Daisy: I watched television.
 I'm watching television.
 I don't watch television.

Questions

- Paul:** Did you see the film about pirates?

Daisy: A Yes, so do I.
B Yes, it was great.
C Yes, that's him.

44 Cambridge Assessment English

- Paul:** Which was your favourite pirate in the film?
Daisy: A I liked it best.
B She was a pirate.
C Ben Bluebeard.
- Paul:** Was he the one with long, curly hair?
Daisy: A No, he hasn't.
B Yes, that's right.
C He's got one.
- Paul:** I like films which are funny.
Daisy: A Me too.
B It's all right.
C Do they?
- Paul:** How about going to see 'Treasure Train' at the cinema? That's very funny.
Daisy: A It's nice.
B What a good idea!
C Fine, thank you.
- Paul:** Let's ask Fred to go with us.
Daisy: A OK, we can phone him.
B OK, that's fine.
C OK, he can ask us.

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Part 3
- 4 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Jane loves reading about different animals in her school library. Last Friday, Jane's teacher told the class to find pictures of animals. "Look on the (1) I told you about yesterday," she said. "Work with a friend. Choose a really strong animal but talk about your different (2) first."

Jane worked with Paul. "Bears are great," Paul said. "Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth."

"What about kangaroos?" Jane said. "They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)! Their back legs are the strongest, too!" Paul looked at Jane. "Oh! You're right again, Jane!" he said. "You're the (5) girl in the class!"

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Example

 library	 website	 frightened
 hopping	 address	 surprised
 cleverest	 bounce	 ideas

(6) Now choose the best name for the story.

Tick one box.

- Paul's favourite bear
- Jane's new teacher
- A lesson about animals

Example

1	in	of	by
	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.
 'Oh dear!' Daisy's mum said. 'It's very noisy here today.'
 'And I can't work outside in this rain,' Daisy's father said.
 'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

- There were some outside the house when they drove into the farm.
- Daisy's dad didn't want to in the wet weather.
- Daisy told to go and have tea with her grandmother.

Part 4
- 5 questions -

Read the text. Choose the right words and write them on the lines.

Dolphins



- Example** Dolphins are part of the whale family. They are smaller most whales and they have small teeth.
- Dolphins are very clever animals. They learn things very and a dolphin can make noises to 'talk' to another dolphin.
- Dolphins live with their families. They like to play in the water and to jump of the water and back in again.
- A lot of people sail boats say that dolphins like to be near people. They come very near to boats and sometimes they with the boats for days.

Part 5
- 7 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.
 'It's so quiet there!' Daisy's mum said.
 'I like working outside!' her father said.
 'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city
 Daisy's family went to the countryside by car every weekend.

Questions

- Daisy's mother liked the farm because it was a place.
- Daisy enjoyed working with on the farm.



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.
 After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.
 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

- Daisy was after all her work outside.
- Grandfather said Daisy was the in her family!

APPENDIX 4: Sociolinguistic perspective diagnostic test



Examen diagnóstico



Tu percepción del inglés y su uso en la comunicación diaria

Nombre: _____
Apellido paterno Apellido materno Nombre (s)

Grado y grupo: _____ Edad: _____ Sexo: H M

Instrucciones: Lee cuidadosamente las siguientes preguntas con base a tu conocimiento y percepción del inglés, y subraya la que consideres sea tu respuesta. Este examen no tiene calificación, por lo cuál se te pide que contestes de la manera más honesta posible.

1. ¿Cómo te sientes al momento de intentar practicar o hablar en inglés?

- a) Nervioso (a) b) Motivado (a) c) Confundido (a) d) Aburrido (a)

Otro: _____

2. ¿Qué soluciones o estrategias usas para entender una nueva palabra o frase en inglés cuando no sabes su significado en inglés?

- a) Buscar su traducción en un diccionario bilingüe
b) Usar un traductor
c) Preguntando al profesor
d) Buscar su significado en inglés a través del internet
e) Otro: _____

3. ¿Para qué te sirve el inglés?

- a) Para realizar ejercicios durante la clase y aprobar la materia.
b) Para comprender lo que dicen las canciones en inglés.
c) Para entender la información de algún videojuego.
d) Para poder comunicarme en ese idioma con otras personas del mundo si puedo viajar en un futuro.
e) Para entender algún programa o serie en inglés.
f) Para comprender alguna imagen o meme de las redes sociales (Facebook, WhatsApp, Instagram, etc.)
g) Otro: _____

4. De las siguientes opciones, marca las que creas que influyen en la forma en que una persona se expresa. Puedes marcar más de una opción.

- | | | | |
|-----------|--------------------------|---------------------|--------------------------|
| Cultura | <input type="checkbox"/> | Hábitos | <input type="checkbox"/> |
| Sociedad | <input type="checkbox"/> | Intereses | <input type="checkbox"/> |
| Estudios | <input type="checkbox"/> | Edad | <input type="checkbox"/> |
| Género | <input type="checkbox"/> | Lugar de residencia | <input type="checkbox"/> |
| Creencias | <input type="checkbox"/> | Valores | <input type="checkbox"/> |

Otro: _____

5. ¿De que manera consideras que aprendes mejor frases palabras en inglés?

- a) Con su traducción directa.
- b) Mediante recursos visuales (Imágenes, posters, etc.)
- c) Dando un uso real para satisfacer una necesidad de comunicar algo en mi vida.
- d) Con canciones en inglés
- e) Tomando en cuenta el contexto de la palabra o frase.
- f) Mediante acertijos y/o adivinanzas
- g) Otro: _____

6 ¿Conoces alguna expresión coloquial en inglés parecidas a las expresiones 'fue pan comido', 'Estiró la pata' y 'Aguantar vara' que encontramos en el español?

a) Si

b) no

c) Tal vez

¿Cuál?

***Nota:** Este examen diagnóstico es para fines académicos y sin intención de lucro. Los datos serán utilizados con un propósito de carácter metodológico e investigativo que servirá para la justificación de resultados en su momento dado.

APPENDIX 5: Everyday and idiomatic expressions test template

Expression	Meaning
1. Safe and Sound	
2. Poker Face	
3. I don't feel like	
4. Break the mold	
5. On top of the world	
6. Out of the Blue	
7. Hello! Goodbye!	
8. Beat it!	
9. The wrong and right thing	
10. Don't let me down	
11. Roar (I bite my tongue)	
12. Fall in love	
13. Dog days are over	

APPENDIX 6: Planning and designed of the activities

Teacher's Notes	Activity name: "Safe and Sound"
Language to be used: Safe and sound	Introduction The main purpose of this activity is that students identify the meaning of an idiomatic expression through the use of similar expression in different situations and the use of extralinguistic elements such as pictures and drawings. It is important to familiarize students with the expression by making some drawings on the whiteboard that might represent the meaning of the idiomatic expression.
Aim: To infer the meaning of the expression Safe and sound through the use of extralinguistic elements such as the feelings.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	
Level: Elementary	
Strategy: SC and CEI	
	Procedure First, deliver worksheet with the lyrics of the song with different expression similar to the main expression. There will be 2 sections in the worksheets. In the first section, students have to underline the idiomatic expression. Then, they try to identify the way that the song uses it for conveying a message. Then, explain the dynamic of the activity. Students highlight the idiomatic expression throughout the lyrics of the song. Consequently, they choose the meaning of the expression by underlying the correct answer. The song will be played twice or three times. The teacher monitors the activity to keep a quiet environment while the song is playing.

'Safe and Sound'

Student's name:

Grade and group: _____

Score: _____

Instructions: Listen to the song and read carefully the lyrics. Pay attention to the verbs in Italics

Student A

I could lift you up
I could show you what you want to see
And take you where you want to be
You could be my luck
Even if the sky is falling down
I know that ***we'll be safe and sound***
We're safe and sound

I could fill your cup
You know my river won't evaporate
This world we still appreciate
You could be my luck
Even in a hurricane of frowns
I know that ***we'll be safe and sound***

We're safe and sound (safe and sound)
We're safe and sound (hold your ground)
We're safe and sound (safe and sound)

I could show you love
In a tidal wave of mystery
You'll still be standing next to me
You could be my luck
Even if we're six feet underground
I know that ***we'll be safe and sound***

We're safe and sound

I could lift you up
I could show you what you want to see
And take you where you want to be
You could be my luck
Even if the sky is falling down
I know that ***we'll be safe and sound***

I could lift you up
I could show you what you want to see
And take you where you want to be
You could be my luck
Even if the sky is falling down
I know that ***we'll be safe and sound***

//We're safe and sound//
We're safe and sound (safe and sound)
We're safe and sound (safe and sound)
We're safe and sound (hold your ground)
We're safe and sound (safe and sound)
We're safe and sound



Instructions: Underline the correct answer

What is the meaning of 'Safe and Sound'?

- a) A sano y salvo
- b) En buena forma
- c) Seguro y sonoro
- d) Protegido

'Safe and Sound'

Student's name:

Grade and group: _____

Score: _____

Instructions: Listen to the song and read carefully the lyrics. Pay attention to the verbs in Italics

Student B

I could lift you up
I could show you what you want to see
And take you where you want to be
You could be my luck
Even if the sky is falling down
I know that *we'll be very good*
We're good

I could fill your cup
You know my river won't evaporate
This world we still appreciate
You could be my luck
Even in a hurricane of frowns
I know that *we'll be okay*

We're safe very well (safe and sound)
We're safe very well (hold your ground)
We're very well (safe and sound)

I could show you love
In a tidal wave of mystery
You'll still be standing next to me
You could be my luck
Even if we're six feet underground
I know that *we'll be perfect*

We're safe

I could lift you up
I could show you what you want to see
And take you where you want to be
You could be my luck
Even if the sky is falling down
I know that *we'll be okay*

I could lift you up
I could show you what you want to see
And take you where you want to be
You could be my luck
Even if the sky is falling down
I know that *we'll be out of danger*

//We're safe and sound//
We're safe and sound (safe and sound)
We're safe and sound (safe and sound)
We're safe and sound (hold your ground)
We're safe and sound (safe and sound)
We're safe and sound



Instructions: Underline the correct answer

What is the meaning of 'Safe and Sound'?

- a) A sano y salvo
- b) En buena forma
- c) Seguro y sonoro
- d) Protegido

Teacher's Notes	Activity name: "Poker face"
Language to be used: Poker face. Can't read.	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students identify the use of Poker face by listening the lyrics of a song and completing it with the correct word. In addition, students decorate and use a mask of Poker face to associate the expression with an extralinguistic element.</p> <p>It is important to use extralinguistic elements such as the body language to give students the meaning of Poker face without direct translation.</p>
Aim: To infer the meaning of the expression Poker face by identifying its use in a song and in different situations.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, provide a mask of Poker face to students and ask them to personalize it,</p> <p>Next, deliver worksheet with the lyrics of the song to be completed and situations to be ticked.</p> <p>There will be 2 sections in the worksheets. In the first section students have to complete the lyrics of the song with the words in the box. Then, they tick different situations.</p> <p>Then, explain the dynamic of the activity.</p> <p>Students have to complete and write the correct word according what they listen to in the song. It will be over 3 minutes. Consequently, they tick the situations where Poker face makes sense.</p> <p>The song will be played twice or three times because of its difficulty.</p> <p>The teacher monitors the activity to keep a quiet environment while the song is playing.</p> <p>At the end, students and the teacher cover their faces with the mask that represents the expression.</p>
Level: Elementary	
Strategy: SC	

Students name: _____

Grade and group: _____ Date: _____

Instructions: Listen to the song and fill-out the gaps of the lyrics with the words in the box.

won't tell kiss read poker face love

I won't tell you that I 1____ you, 2____ or hug you
'Cause I'm bluffin' with my muffin

Can't 3____ my, can't read my
No, he can't read my 4_____
(She's got me like nobody)
Can't read my, can't read my

Instructions: According to 'Poker face' expressions, tick the situations appropriate to use it.

For example:

- | | | | |
|----------------------------|-------------------------------------|-------------------------------|--------------------------|
| 1. Civic act | <input checked="" type="checkbox"/> | 5. While the teacher explains | <input type="checkbox"/> |
| 2. At school in your break | <input type="checkbox"/> | 6. In my free time | <input type="checkbox"/> |
| 3. At a funeral | <input type="checkbox"/> | 7. With my friends | <input type="checkbox"/> |
| 4. Class presentation | <input type="checkbox"/> | 8. At a conferenc | <input type="checkbox"/> |

Teacher's Notes	Activity name: "I don't Feel like doing anything"
<p>Language to be used: Feel like. Don't feel like.</p>	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students infer the meaning of an expression observing and taking into account extralinguistic elements and using the expression in different everyday situation. In addition, they will develop listening for specific information to identify key words while carrying out a warm-up with dance.</p> <p>It is important to use body language to familiarize students with key words that might give student clues about the meaning of the expression.</p>
<p>Aim: To infer the meaning of the expression feel like by looking visual elements and doing matching activities.</p>	
<p>Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the everyday expression.</p>	<p style="text-align: center;">Procedure</p> <p>First, students and the teacher do a warm up that consists on dancing with key words of the song that are related with the meaning of the expression.</p> <p>Next, deliver worksheet with pictures, the lyrics of the song and matching activities.</p> <p>There will be 3 different sections in the worksheets. In the first section students have to match different sentences with pictures that could be related. Then, they match possible everyday phrases. Finally, students infer what is the meaning of "I don't feel like" without having the literal translation.</p> <p>Then, explain the dynamic of the activity.</p> <p>Students have to create a movement in key words that they do when they listen to them. They have 5 minutes to listen to the song twice, identify the pictures and try to match with the sentences. Then, they have 3 minutes to match possible phrases by identifying the beginning and the end of it. Finally, they underline what they consider is the meaning of the expression.</p>
<p>Level: Elementary.</p>	
<p>Strategy: AP and CEI</p>	

Students name: _____

Grade and group: _____ Date: _____

1. Instructions: Listen to the song and order the parts of the lyrics. Then match the sentence with the images.

For example:

1 Don't feel like _____



___ I just wanna (want to) lay in my bed

___ Don't feel like doing anything

___ I'll be lounging on the couch (sofa)

___ 'Cause I ain't going anywhere

___ Don't feel like picking up my phone



2. Instructions: Highlight the possible answers to "I don't feel like".

I don't feel like...

a) doing anything	b) thank you	c) hello	d) going outside
e) doing homework	f) listening to music	g) dancing	h) eating pizza

3. Instructions: Underline the **meaning** of "I don't feel like doing anything"

a) No tengo ganas de hacer nada

b) No me gusta hacer eso

c) No me siento como hacer nada

d) Tengo flojera

Teacher's Notes	Activity name: "Break the mold"
Language to be used: Break the mold.	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students infer the meaning of an expression observing and taking into account extralinguistic elements and sentences that commonly are used in everyday situations. Besides, they will use listening for gist in order to understand or interpret the meaning of "break the mold".</p> <p>It is important to use body language in order to give students observable elements and promote them to infer the meaning without asking for the direct translation. The teacher provides students examples so that students get the idea of the functional use of the expression in real communication.</p>
Aim: To infer the meaning of the expression break the mold by taking into account visual elements and using the expression in different situations	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, ask students to make a movement when they listen a specific word.</p> <p>Next, deliver worksheet with pictures, the lyrics of the song and situational communication activities.</p> <p>There will be 3 different sections in the worksheets.</p> <p>In the first section students have to write the correct verb between two alternatives by listening to the song. Then, they read different conversations in order to tick in what situations they might use the expression "break the mold".</p> <p>Finally, students try to infer what is the meaning of the expression without having the literal translation.</p> <p>Then, explain the dynamic of the activity.</p> <p>Students have to create a movement when they listen to specific words related with the main expression.</p> <p>They have 5 minutes to listen to the song and choose the correct verb.</p> <p>Then, they have 3 minutes tick the adequate situations.</p> <p>Finally, they underline what they consider is the meaning of the expression.</p> <p>The teacher monitors the activity to solve doubts and questions.</p> <p>At the end, the student will use the expression in different situations.</p>
Level: Pre-Intermediate	
Strategy: CEI	

Students name: _____

Grade and group: _____ Date: _____

1. Instructions: Listen to the song and fill the gaps with the correct option.

For example:

1. Somebody once told me (hit/told)
2. Didn't make sense not to live for _____ (fun / love)
3. You'll never shine if you don't _____ (go / glow)
4. Hey now, you're an all _____ (person / star)
5. Only shooting stars _____ (run ago / break the mold)
6. My world's on _____, how about yours? (fire / water)
7. Get your game on, go _____ (stop / play)



2. Instructions: Read the conversation and tick the appropriate situations to use “Break the mold”

Jhon: I like reading books

Mary: I love watching series on TV

George: I prefer doing exercise at the gym

Angel: I love parachuting

Jhon: Wow! You really **break the mold** Angel



- Wear uniform in the secondary school
- Listening to different music and new music
- To have a unique style (Aesthetic)
- Follow a model or an idol

3. Instructions: Highlight it underline the correct option.

What's the meaning of “Break the mold?”

- a) Alcanzar metas b) Ser nuevo o diferente c) Ser apático d) romper el molde

Teacher's Notes	Activity name: "On top of the world"
Language to be used: On top of the world. Extremely happy	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students get the functional meaning of the expression through the observation of visual elements such as feelings, body expression and situations.</p> <p>It is important to provide students vocabulary in order to create in them a mental schema about what might be the non-literal meaning of "on top of the world".</p>
Aim: To infer the meaning of the expression on top of the world by associating extralinguistic elements with its meaning.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, use "on top of the worlds" to tell students how do you feel in that moment of your class.</p> <p>Next, deliver worksheet with vocabulary, the lyrics of the song and some pictures that convey the meaning of the expression.</p> <p>There will be 3 different sections in the worksheets.</p> <p>In the first section students have to unscramble the words with the vowels left. Then, they listen to the song and complete parts of the lyrics that might provide students and idea of the use of the expression. Finally, students try to infer what is the meaning of the expression by looking at pictures.</p> <p>Then, explain the dynamic of the activity.</p>
Level: Pre - Intermediate	
Strategy: CEI	
	<p>Students have to unscramble the words with one of the vowels (a, e, l, o, u). It will be completed in 2 minutes</p> <p>They listen to the song twice and writhe the previous words unscrambled in the sentences.</p> <p>Then, they have 1 minute to look at pictures and underline the functional meaning of the expression "on top of the world.</p> <p>The teacher monitors the activity to solve questions and keep calm environment while song is playing</p> <p>At the end, the students will write choose or write the meaning of the expression on the whiteboard.</p>

Students name: _____

Grade and group: _____ Date: _____

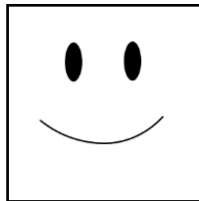
1. Instructions: Listen to the song and unscramble the words correctly. Then place the words in the lyrics of the song.

- a). poT fo het woldr Top of the world
- b) vole l__v__
- c) veleltrad tr__v__l__d
- c) miles sm__l__
- d) ysea __ __sy
- e) drmieang dr__ __m__ng

For example: *If you love somebody*

- 1. 'Cause I'm on _____, 'ey
- 2. I've been waiting to _____, 'ey
- 3. Try to take the _____ way out
- 4. I've _____ all this way for something
- 5. Been _____ of this since a child

2. Instructions: Look at the pictures and according to them, highlight the meaning of "On top of the world".



What's the meaning of "On top of the world"?

- a) Sad
- b) extremely happy
- c) surprise
- d) thankful

Teacher's Notes	Activity name: "Out of the Blue"
Language to be used: Out of the Blue. Unexpected.	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students understand and use the expression "out of the blue" in different situations. In addition, students will perform conversations that use the expression in different situations.</p> <p>It is important to promote in students the association instead of memorization or direct translation at the moment of completing the pre-activity and situational communication activity.</p>
Aim: To infer the meaning of the expression out of the blue by taking into account visual elements and looking different situations where it could be used functionally.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song, fill-out activity, conversations, a question and a picture.</p> <p>There will be 3 different sections in the worksheets. In the first section students have to fill-out the lyrics of the song with the words in the box. Then, they read both conversations, 1 and 2. They perform very conversation like if they were real situations. Finally, students tick the situations where the expression is well used and underline what is the correct option of its meaning.</p> <p>Then, explain the dynamic of the activity.</p> <p>Students have to fill out the lyrics of the song It will be completed in 4 minutes.</p> <p>They listen to the song twice and unscramble words in sentences. Then, they have 1 minute to look at pictures and underline the functional meaning of the expression "on top of the world".</p> <p>The teacher monitors the activity to solve questions and give students the meaning of some vocabulary in case of they don't know any word.</p> <p>At the end, teacher give a final example of the expression by performing the situation.</p>
Level: Pre - Intermediate	
Strategy: CEI and SC	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and fill out the lyrics of the song with the chart below.

a. old friend b. dreams c. married— d. out of the blue e. find someone f. stay away

I heard that you're settled down
That you found a girl and you're
¹married now
I heard that your ²_____ came true
Guess she gave you things, I didn't give
to you
³_____, why are you so shy?
Ain't like you to hold back or hide from
I hate to turn up ⁴_____,
uninvited
But I couldn't ⁵_____, I couldn't
fight it
I had hoped you'd see my face
And that you'd be reminded that for me,
it isn't over

Never mind, I'll ⁶_____ like
you
I wish nothing but the best for you, too
"Don't forget me," I beg
I remember you said
"Sometimes it lasts in love, but
sometimes it hurts instead"
"Sometimes it lasts in love, but
sometimes it hurts instead"



Situational communication activity: Read the conversations and tick the correct option

Jhon: Hello, my old friend!
Hanna: Hi! I'm happy to see you again!
Jhon: Me too! We coincided out of the blue.
Hanna: Yeah! It was an unexpected situation!

Marie: Guess what!
Zac: I guess it is about Lele and Guayna.
Marie: Yeah! They get married out of the blue.
Zac: It only happened suddenly.

Example: 1. My mom called me out of the blue. It was a surprise ✓ _____

2. The opportunity came **out of the blue** _____
3. One day, **out of the blue**, he called me. _____
4. The school **out of the blue** closed because of COVID-19 _____
5. One night, **out of the blue**, he knocked on my door. _____

What's the meaning of "out of the blue"?

- a) It is completely unexpected b) extremely sad c) frequently

Teacher's Notes	Activity name: "Hello! Goodbye!"
Language to be used: Hello, Hi, Goodbye, Why? I don't know, Sorry, Don't worry.	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students infer how to use these expressions when people use them in their everyday life and when these are usually together as a kind of question-answer.</p> <p>It is important to promote in students the confidence and create a confident environment so that students pronounce these expressions when they communicate in a real conversation.</p>
Aim: To comprehend the meaning of the expression hello, goodbye, sorry, don't worry, why? I don't know and good morning by linking expressions that are usually together.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	
Level: Starters	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song, choosing and matching activity.</p> <p>There will be 2 sections in the worksheets. In the first section students have to choose the correct word of the lyrics of the song by listening to the song. Then, they try to match the different expressions properly.</p> <p>Then, explain the dynamic of the activity.</p> <p>Students have to choose what is the correct alternative according to what they listen to in the song. They listen to the song twice. It will be over 4 minutes. Finally, students match the expressions that might be together as a question answer.</p> <p>The song will be played from 0:00 to 2:00 twice.</p> <p>The teacher monitors the activity to keep a quiet environment while the song is playing.</p> <p>At the end, students and the teacher sing the song altogether.</p>
Strategy: AP	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and underline the correct option.

You say, "Yes", I say, ¹"No / For"
You say, ²"Don't / Stop" and I say, "Go,
go, go"
Oh, no!
You say, "Goodbye" and I say, "Hello,
hello, hello"
I don't know why you say, ³"Goodbye /
Bye", I say, "Hello, hello, hello"
I don't know why you say, "Goodbye", I
say, "Hello"
I say, ⁴"Air / High", you say, "Low"
You say, "Why?"
And I say, "I don't ⁵how / know"
Oh, no!
You say, "Goodbye" and I say, "Hello,
hello, hello" (hello goodbye, hello
goodbye, hello goodbye)

I don't know why you ⁶tell / say,
"Goodbye", I say, "Hello, hello, hello"
(hello goodbye, hello goodbye, hello
goodbye)
I don't know why you say, "Goodbye", I
say, "Hello" (hello goodbye)
Why, why, why, why, why, why, do you
say, "Goodbye, goodbye, bye, bye, bye,
bye?"
Oh, ⁷God / no!
You say, "Goodbye" and I say, "Hello,
hello, hello"
I don't know why you say, "Goodbye", I
say, " ⁸Hi / hello, hello, hello"
I don't know why you say, "Goodbye", I
say, "Hello"

Activity: Match the different questions, responses and expressions

- | | |
|-----------------|-----------------|
| 1. Good morning | A) Hello! |
| 2. Stop | B) I don't know |
| 3. Hi! | C) Morning! |
| 4. Goodbye | D) Hello! |
| 5. Why? | E) Bye |
| 6. Sorry | F) Don't worry |
-

Teacher's Notes	Activity name: "Beat it"
Language to be used: Beat it.	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students infer the meaning of the idiomatic expression "Beat it" through the use of extralinguistic elements like the performance of a situation and pictures or drawings.</p> <p>It is important to help students to comprehend the meaning of this expression by showing them a hypothetical situation.</p>
Aim: To infer the meaning of the expression Beat it through the use of extralinguistic elements such as drawings.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song and some pictures on it.</p> <p>There will be 2 sections in the worksheets.</p> <p>In the first section, students have to circle key words related to the meaning of the expression. Then, they write these key words below every picture.</p> <p>Then, explain the dynamic of the activity.</p> <p>Students circle the key words by listening to the song and identifying them phonologically. Consequently, they write below pictures the name of every action or situation.</p> <p>The song will be played twice or three times.</p> <p>The teacher monitors the activity to keep a quiet environment while the song is playing.</p> <p>At the end, students will write in the whiteboard the meaning of the expression. It could be in their L1 or L2.</p>
Level: Elementary	
Strategy: SC and CEI	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and circle words of the song from the box below.

Disappear run no blood fight doesn't matter beat it bad

They told him, "Don't you ever come around here"

"Don't wanna see your face, you better disappear"

The fire's in their eyes and their words are really clear

So beat it, just beat it

You better run, you better do what you can

Don't wanna see no blood, don't be a macho man

You wanna be tough, better do what you can

So beat it, but you wanna be bad

Just beat it (beat it), beat it (beat it)

No one wants to be defeated

Showin' how funky and strong is your fight

It doesn't matter who's wrong or right

Just beat it (beat it)

Just beat it (beat it)

Just beat it (beat it)

Just beat it (beat it, uh)

Activity: write the key words of the lyrics below every picture.



What's the meaning of "Beat it"?

a) go away

b) dance

c) kiss and hug

d) discriminate

Teacher's Notes	Activity name: "The wrong and right thing"
Language to be used: Right Wrong The Right thing The wrong thing	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students identify the expressions "The right thing and the wrong thing" through the use of situations examples and extralinguistic elements.</p> <p>It is important to tell students a story or situations to give them an idea about the functional meaning of the expression without using direct translation. Also, it is a good alternative to give them important words and phrases related to the meaning of the expression.</p>
Aim: To infer the meaning of the expressions the right thing and the wrong thing through the use of extralinguistic elements such as the feelings.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song to be ordered and some fill the blank situations.</p> <p>There will be 2 sections in the worksheets. In the first section, students have to order the lyrics of the song by matching different tracks. Then, they write the correct expression according to every situation</p> <p>Then, explain the dynamic of the activity.</p> <p>Students order the lyrics of the song by matching them each other Consequently, they write in the lines; the correct expression in every situation.</p> <p>The song will be played twice or three times.</p> <p>The teacher monitors the activity to keep a quiet environment while the song is playing.</p> <p>At the end, students underline what's the meaning of the expression.</p>
Level: Elementary	
Strategy: SC and CEI	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: match the lyrics according the song "Counting stars"

A) Lately, I've been, I've been losing sleep Dreaming about the things that we could be But baby, I've been, I've been praying hard	1) And in my face is flashing signs Seek it out and ye shall find
B) I see this life, like a swinging vine Swing my heart across the line	2) And I don't think the world is sold On just doing what we're told
C) Old, but I'm not that old Young, but I'm not that bold	3) Doing the <u>right thing</u> I couldn't lie, couldn't lie, couldn't lie Everything that kills me makes me feel alive
D) I feel something so <u>right</u> Doing the <u>wrong thing</u> And I feel something so <u>wrong</u>	4) Said, "No more counting dollars, we'll be counting stars" Yeah, we'll be counting stars

Activity: read the example and write "the right thing" or the wrong thing" in the different situations

Jhon does <u>the right thing</u> . He gives money to charity.	Melissa does <u>the wrong thing</u> . She discriminates her friends.
---	--

1. I pay attention in class and respect my classmates. the right thing
2. I do my homework and work in English class. _____
3. I interrupt my teacher or classmates in class. _____
4. I fight with my classmates and friends. _____
5. I throw litter in the classroom. _____

What's the meaning of the right thing and the wrong thing?

- a) Estar limpio y estar sucio b) Hacer ejercicio y non hacer nada c) Hacer el bien y hacer el mal

Teacher's Notes	Activity name: "Don't let me down"
<p>Language to be used: Don't let me down</p>	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is to know how "don't let me down' works in the daily life through the use of real and everyday situations.</p> <p>It is important to familiarize students with some visual aids before starting the main activity with the song. Extralinguistic elements are great elements to use in order to give students some examples of the expression in real conversations.</p>
<p>Aim: To get the functional meaning of the expression don't let me down through the use of different situations.</p>	
<p>Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.</p>	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song and fill out activity related to the expression.</p> <p>There will be 2 sections in the worksheets. In the first section, students practice listening while filling out the lyrics of the song. Then, they identify when it is necessary to use the expression according to different situations.</p> <p>Then, explain the instructions of the worksheet.</p> <p>Students fill out the lyrics of the song with some words in a box. Consequently, they write the expression in the appropriate situations. Finally, they choose between three options to infer the meaning of the expression.</p> <p>The song will be played twice or three times.</p> <p>The teacher monitors the activity to keep a quiet environment while the song is playing. Meanwhile, students are doing the activity, the teacher try to engage those ones that feel stressed with the song.</p>
<p>Level: Pre-Intermediate</p>	
<p>Strategy: SC</p>	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and fill out the lyrics of the song with the chart below.

a. ~~let me down~~ b. forever c. in love d. nobody e. loved f. she g. done me

Don't 1 let me down
Don't let me down
Don't let me down
Don't let me down

I'm 4 _____ for the first time
Don't you know it's gonna last
It's a love that lasts 5 _____
It's a love that had no past

Nobody ever 2 _____ me like she does
Oh she does,
Yes she does
And if somebody loved me like 3 _____
do
Oh she do me,
Yes she does

Don't let me down
Don't let me down
Don't let me down
Don't let me down

Don't let me down
Don't let me down
Don't let me down
Don't let me down

And from the first time that she really
6 _____
Oh she done me,
She done me good
I guess 7 _____ ever really done me
Oh she done me,
She done me good

Activity: Read the example and tick ✓ the correct situations below

You will be there tomorrow. You won't **let me down**, will you?

Example: 1. I don't want to **let myself down** in the exam ✓

2. I **don't let down** all my friends by doing the right thing _____

3. My friends **don't let me down when** they say lies about me _____

4. I believe in you. Please **don't let me down** _____

5. My dog **don't let me down**. It always protects me _____

What's the meaning of "Don't let me down"?

a) No me decepciones

b) No me humilles

c) No hagas nada

Teacher's Notes	Activity name: "Roar (bite my tongue)"
Language to be used: I used to bite my tongue Make a mess Have a choice The breaking point Brush off Get up	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is to identify the meaning of different everyday and idiomatic expressions with the use of Body language as an extralinguistic element.</p> <p>It is important to use the body at the moment to give students some examples of each expression in spite of the use of L1 in the activities designed for them.</p>
Aim: To comprehend the functional meaning of the different everyday and idiomatic expressions through the use of different situations.	
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song, a choosing and a matching activity.</p> <p>There will be 2 sections in the worksheets. In the first section, students familiarize a bit with the lyrics of the song while improving their listening skill by choosing the correct option. Then, they try to match the expressions with their meaning in students' L1.</p> <p>Then, explain the instructions of the worksheet.</p> <p>Students have to choose the correct option of the words according to what they listen to in the song.</p> <p>The song will be played twice or three times.</p> <p>The teacher monitors that student follow the lyrics of the song while they are doing the activity.</p>
Level: Pre-Intermediate	
Strategy: SC and CEI	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and choose the correct option

I used to bite my 1 (**tongue / mouth**) and hold my breath

Scared to rock the boat and make a 2 (**mess / rest**)

So I sat quietly, agreed politely

I guess that I forgot I had a 3 (**choice / thought**)

I let you push me past the breaking

4 (**storm / point**)

I stood for nothing, so I fell for everything

You held me down, but I got up (hey)

Already brushing 5 (**on / off**) the dust

You hear my voice, you hear that sound

Like thunder, gonna shake the ground

You held me down, but I 6 (**got / sit**) up (hey)

Get ready cause I've had enough

I see it all, I see it now

I got the eye of the tiger, a fighter

Dancing through the 7 (**water / fire**)

'Cause I am a champion, and you're gonna hear me roar

Louder, louder than a 8 (**dog / 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

You're gonna hear me roar

Activity: look at the expressions and pictures to match them with their meaning in Spanish.

A) I used to bite my tongue

1.) Levantarse

B) make a mess

2.) tomar una decisión entre dos posibilidades

C) have a choice

3.) No escuchar a nadie o no aceptar algo

D) the breaking point

4.) Parar de decir algo que realmente quieres decir

E) brush off

5.) Situación donde pierdes el control

F) get up

6.) Hacer un desorden o un caos

Teacher's Notes	Activity name: "Fall in love"
<p>Language to be used: Fall in love</p>	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is to identify the meaning of the expression "fall in love" through the support of extralinguistic elements and by using it in everyday situations of the life.</p> <p>It is important to use extralinguistic elements such as a flashcard of an emoji with hearts in its eyes so that students might link the visual aid with the meaning of the expression.</p>
<p>Aim: To comprehend the functional meaning of the expression "fall in love" through the use of extralinguistic elements and different everyday situations.</p>	
<p>Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.</p>	
<p>Level: Pre-Intermediate</p>	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with the lyrics of the song, an unscramble-the-words activity, a <i>*listening for specific information</i> activity and a situational communication activity.</p> <p>There will be 3 sections in the worksheets. In the first section, students familiarize a bit with the lyrics of the song while improving their listening skill Then, they try to identify key words linked with the meaning of the expression that are within the song. Finally, students select the situations to use the expression functionally by choosing True or False.</p> <p>Then, explain the instructions of the worksheet. Students have to unscramble the lyrics of the song. Students choose the correct situation.</p> <p>The song will be played twice or three times.</p> <p>The teacher monitors that student follow the lyrics of the song while they are doing the activity.</p>
<p>Strategy: SC and CEI</p>	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and unscramble the lyrics of the song.

- | | |
|--|--|
| 1. your work legs to When don't like before they used | 1. <u>When your legs don't work like they used to before</u> |
| 2. <u>And I can't</u> <u>of your feet</u> <u>sweep you off</u> | 2. _____ |
| 3. <u>still remember</u> <u>Will your mouth</u>
<u>the taste of my love</u> | 3. _____ |
| 4. <u>from your cheeks</u> <u>still smile</u>
<u>Will your eyes</u> | 4. _____ |

Activity I: Listen to the song and circle the words.

Darling	Baby	Friend	Fall in love	Hate	Honey	
Enemy	Kiss	Fight	Fire	Earthquake	Heart	Love

Activity II: look at the picture and choose True or False in every situation.



- | | T | / | F |
|--|-------------------------------------|---|--------------------------|
| 1) I fall in love with my girlfriend/boyfriend | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| 2) I fall in love with my crush | <input type="checkbox"/> | | <input type="checkbox"/> |
| 3) I fall in love with my do exercise | <input type="checkbox"/> | | <input type="checkbox"/> |
| 4) I fall in love with my love | <input type="checkbox"/> | | <input type="checkbox"/> |
| 5) I fall in love with my enemy | <input type="checkbox"/> | | <input type="checkbox"/> |

Teacher's Notes	Activity name: "Dog Days Are Over"
Language to be used: Dog days are over	Introduction
Aim: To recognize when to use the expression "Dog days are over" through the use of extralinguistic elements and different everyday situations.	<p>The main purpose of this activity is to identify the meaning of the expression "fall in love" through the support of extralinguistic elements and by using it in everyday situations of the life.</p> <p>It is important to provide students the meaning of "after" to carry out the main activity of this worksheet. In this way, students might infer the meaning easily.</p>
Preparation: Print enough hard copies for student and prepare the speaker with the song that contains the idiomatic expression.	Procedure
Level: Elementary	<p>First, deliver worksheet with the lyrics of the song and a CEI-situational communication activity that uses the support of extralinguistic elements and situations to convey the meaning of the expression.</p> <p>There will be 3 sections in the worksheets. In the first section, students familiarize a bit with the lyrics of the song while improving their listening skill and increasing their vocabulary. Then, they color the situations that properly use the expression. Finally, they infer what is the meaning of the expression by choosing a correct answer.</p> <p>Then, explain the instructions of the worksheet.</p> <p>Students have to look for ten words they do not have idea what their meaning is.</p> <p>Students choose the correct situation by coloring.</p> <p>Students choose what is the functional use of the expression.</p> <p>The song will be played twice or three times.</p> <p>The teacher monitors that student follow the lyrics of the song while they are doing the activity.</p>
Strategy: SC and CEI	

Students name: _____

Grade and group: _____ Date: _____

Pre-activity: Listen to the song and circle 10 words you don't know. Write their translation.





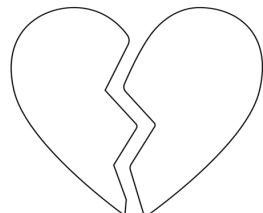

Happiness hit her like a train on a track
Coming towards her stuck still no turning
back
She hid around corners and she hid under
beds
She killed it with kisses and from it she fled
With every bubble she sank with her drink
And washed it away down the kitchen sink

The dog days are over
The dog days are done
The horses are coming
So you better run

Run fast for your mother, run fast for your
father
Run for your children, for your sisters and
brothers
Leave all your love and your longing behind
You can't carry it with you if you want to
survive

The dog days are over
The dog days are done
Can you hear the horses?
'Cause here they come

Activity: read the conversations and color the chart.

<p>After you feel sick and now you are healthy</p> 	<p>After hardworking time and you get 10 in the school</p> 	<p>After a fight with your friends</p> 
<p>After a natural disaster and you and your family is okay.</p>  <p><small>shutterstock.com · 564429346</small></p>	<p>After a discussion with your girlfriend/boyfriend</p> 	<p>After therapy</p> 

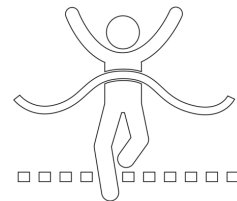
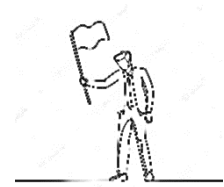
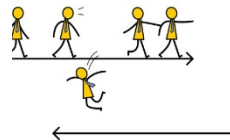
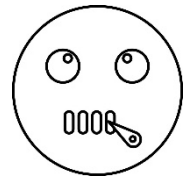
What's the meaning of "The dog days are over"?

- A) Es hora de dormir B) los días malos han acabado C) Los perros te hacen feliz

Teacher's Notes	Activity name: "Everyday and idiomatic expression test"
Language to be used: Dog days are over	<p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is to associate everyday and idiomatic expression with the properly meaning through the use of extralinguistic elements in order to identify if students developed the sociolinguistic competence in any degree.</p> <p>It is important to use extralinguistic elements, popular songs, hypothetical situations and body language.</p>
Aim: To associate different expressions through the use of songs and extralinguistic elements.	
Preparation: Print enough hard copies for student, prepare the speaker with the songs that contains the idiomatic and everyday expression and placed visual aids	<p style="text-align: center;">Procedure</p> <p>First, deliver worksheet with a chart to be answered with the different expressions obtained through the use of popular songs and visual elements placed on the whiteboard</p> <p>There will be 2 sections in the worksheets. In the first section, students write the expression according to the different songs played. Then, they write the meaning of every expression in their L1 by looking at the different visual elements placed on the whiteboard</p> <p>Then, explain the instructions of the activity.</p> <p>Students have to write 13 expressions and their meaning in their L1.</p> <p>Students take into account extralinguistic elements such as body language, pictures and hypothetical examples.</p> <p>The songs are tracked for students to play only the important part of their lyrics.</p> <p>The teacher acts a scaffolding by acting, giving examples and placing the pictures on the whiteboard.</p>
Level: Elementary	
Strategy: SC, CEI and AP	

Expression	Meaning
Safe and sound	Sano y salvo
Poker Face	Cara inexpresiva
I don't feel like	No tengo ganas
Break the mold	Ser diferente
On top of the world	Super feliz
Out of the blue	Inesperado
Hello! Goodbye!	Hola, Adiós
Beat it	Retirarse o irse
The wrong and the right thing	Lo incorrecto y lo correcto
Don't let me down	No me decepciones
Roar (bite my tongue)	No decir algo
Fall in love	Enamorarse
Dog days are over	Los días malos acabaron

Pictures used as visual support



APPENDIX 7: Graphs of the strategies implemented

