THE ENGLISH SONG FESTIVAL: INSTITUTIONAL PEDAGOGICAL PROJECT AS A MEANS TO PROMOTE THE DEVELOPMENT OF STUDENTS' GENERAL COMPETENCES

BY

CARLOS ALBERTO ALVARADO FONSECA

B.A. In Modern Languages. (Spanish-English), UPTC de Colombia
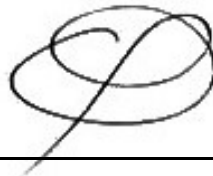Specialist in Management Information Systems, U. de Santander

THESIS

Submitted in partial fulfillment of the requirements
for the degree of MAGISTER EN PROCESOS DE APRENDIZAJE Y ENSEÑANZA DE SEGUNDAS LENGUAS in the School of Education and Pedagogy and Advanced Education System of Universidad Pontificia Bolivariana, Sede Central Medellín, 2017

Medellín, Antioquia
Colombia

AFFIDAVIT

I, CARLOS ALBERTO ALVARADO FONSECA, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad Pontificia Bolivariana)

CARLOS ALBERTO ALVARADO FONSECA

Abstract

This qualitative *exploratory – descriptive* study that was carried out at a public institution in the City of Copacabana, Antioquia, aimed at finding out the extent to which the *English Song Festival (ESF)* Pedagogical Project, designed and implemented as a second language learning strategy, fosters the development of students' General Competences[1] throughout the design, implementation and execution of its five stages.

The sample was constituted by 32 14 to 22 year-old students who were selected at random and 7 English teachers who have participated in each phase of the Pedagogical Project. The participants provided information by means of a questionnaire and a video recorded interview and assessment card (students); other relevant information was collected by means of a document analysis of the *ESF* Committee minutes.

According to the results of this study, involving the students in stages of the festival such as The Logo Design Contest, My Gallery, the School Entrepreneurship, the Qualifying Competition and the Grand Finale, allowed a significant development of students' General Competences and how they engage in an actively become planners, builders and reviewers of their own learning process of the second language.

Keywords: Pedagogical Project, General Competences, Collaborative Work, English songs Motivation, Interaction

---

[1] As defined by the Common European Framework

Resumen

Este estudio cualitativo exploratorio - descriptivo fue realizado en una institución pública de la Ciudad de Copacabana, Antioquia, tuvo como objetivo conocer hasta qué punto el Proyecto pedagógico del Festival de la Canción Inglés (ESF), diseñado y ejecutado como una estrategia de aprendizaje de segunda lengua, promueve el desarrollo de las Competencias Generales[2] de los estudiantes a través del diseño, implementación y ejecución de sus cinco etapas.

La muestra fue constituida por 32 estudiantes de 14 a 22 años que fueron seleccionados al azar y 7 profesores de Inglés que han participado en cada fase del Proyecto Pedagógico. Los participantes proporcionaron información mediante un cuestionario y una entrevista grabada en video y una tarjeta de evaluación (estudiantes); Se recogió otra información pertinente mediante un análisis documental de las actas de reunión del comité del festival.

De acuerdo con los resultados de este estudio, el involucramiento de los estudiantes en etapas del festival como el concurso del diseño y construcción del Logo y Slogan, Mi Galería, Emprendimiento Escolar, la Eliminatoria y la Gran Final, permitieron un desarrollo significativo de las Competencias Generales de los estudiantes y como ellos se incluyen activamente para convertirse en planificadores, constructores y revisores de su propio proceso de aprendizaje de la segunda lengua.

Palabras clave: Proyecto Pedagógico, Competencias Generales, Trabajo Colaborativo, Canciones en Inglés, Motivación, Interacción

---

[2] Como se definen en el Marco Común Europeo

To God, who has given me the opportunity to build a great relationship with musical marvelous people like you!

To Mum and Dad, who haven´t been educators but they taught me to build the bridge of life.

To my dearly beloved Sofia, who writes her story with her heart and her left hand.

To my sisters, my brother, my nieces and nephews who have been an affectionate support on this journey.

To my sweetheart, who have been with her love, faith and patience there forever, eternal gratitude and infinite tenderness.

Acknowledgments

It is a sincere pleasure to express the deepest appreciation to my mentor, Professor Marcela Jaramillo Restrepo, her dedication and strong interest on my research at every stage of the project. Her appropriate advice, careful analysis, pedagogical and didactic approaches have helped to accomplish this great work.

I am grateful to Professors of the Master of Arts in Learning and Teaching Processes in Second Languages at Universidad Pontificia Bolivariana, who have contributed to my professional training with invaluable help and encouragement.

I thank profusely to my dear colleagues: Nelly, Martha, Sandra, Liliana, Gloria, Lucelly, Claudia, James, Omar, Fernando and Mario who have been the strong thread of the motivation to walk to the right direction of this study.

It is my privilege to thank to the Principal of I.E. José Miguel de Restrepo y Puerta, Mg. Luis Bernardo Zuluaga Castaño for his encouragement and support of this project.

There are a number of people without whom this research might not have been written, and to whom I am grateful more specifically, to the students, parents, teachers, sponsors, coordinators, principals of schools of Copacabana and others municipals, their inspiration, enthusiasm and dynamism have been the right reason of what I have researched and written.

In addition to above, I thank to my co-workers Margarita Trujillo, Angela Rodriguez and Carlos Zapata for their irreplaceable friendship on this road of the research: "Give to learn, learn to give"

Table of Contents

List of Appendices

List of Tables

List of Figures

.

INTRODUCTION

Current researches into the learning and teaching processes emphasize the role of the strategies as indispensable components to give the students the favorable circumstances to develop topics proposed in the curriculum for understanding (Richard, 2001).

Thus, the analysis of teaching methods has been an interest for many investigators (Harmer, 2009), (Kumavaradivelu, 2003), (Brown,2000) to consider what is the best method or strategy to learn English, it is important to take into account certain elements that intervene on the pedagogical atmosphere. For example, social pressures and government policies which are determined in part by the philosophy of life of the Colombian culture. These elements are connected and complement each other, in this way it can be understood as factors which influence in the Learning and teaching English processes. (Obando, 2007)

To focus on improving affect positivity, this research presents The English Song Festival as a strategy to motivate students to learn a second language and at the same time to develop a healthy learning experience; emotionally, physically and intellectually. Where students are promoters and developers of each stage, they perform and evaluate the internal process which is directly motivating, being an influencer and role model of a pedagogical project, connecting with students' interests and the school community.

In effect, this research has been based on the concept of the Pedagogical Project as a strategy to offer students opportunities to use the target language and enhance the communicative competence, considering that the stages of the festival have a clear path and specific objectives to affect efficiently the teaching and learning English into students, the concern is how teachers and students can interact to go beyond Learning and Teaching English Language and fosters the development of students' General Competences.

This qualitative exploratory – descriptive study depicted the process that happened when the students were exposed to different activities of the organization, participation, and development of the pedagogical project. Although the research focuses primarily on an impact on students' competences, also takes into account the inclusion of the English Song Festival activities in class sessions as a determinant point to analyze if the actions of the strategy will have repercussions on others.

The project makes evident that students go through a Learning English process determined by festival´s activities, the results of data analysis support the idea that the L2 competence is fortified by the use of multidisciplinary topics which helps to develop the institutional values. Besides, it allowed new perspectives to adapt or develop micro strategies that better fit the student's interest and needs.

Additionally, the English Song Festival has been a great support to contextualize and develop the curriculum and syllabus in the whole student- socially, cognitively and artistically. This way, the project engages *the tranversalización* as an another implicit process in which activities appropriate to each stage (Logo design contest, My gallery, Entrepreneurship, qualifying competition and Grand finale) to develop an effective contribution in social, cultural, economic and political life and for life-long knowledge of the students. (CEFR 2.1, p. 9).

Chapter 1

Problem

1.1 Setting

This project is carried out in a public Institution in the City of Copacabana, located in La Ciudadela Educativa Cultural y Ambiental "La Vida," in   this community school there are 2734 students and 86 teachers. The teaching staff included a principal, five coordinators, one psychologist and 8 English teachers. The school is divided into four sections: one for pre-school, another for primary, one for high school and the last for Education for adults.

At the present time, the Institution is organized according to *Ley General de Educación 115* and has been assessed and approved based on the specified requirements of ICONTEC ISO 9001: 2008, for the purposes to design, development, and provision of educative service in levels preschool, basic, middle and adult education, which is constantly verified by ICONTEC[3]. Taking into account the aforementioned, the organization and effective development of the curriculum have involved the student as primordial center of education, including the principles of

---

[3] ICONTEC: is a certification body accredited according to ISO/IEC 17021

learning and teaching in the "*Dispositivo Pedagógico Institucional"* included in the PEI[4].

It consists of involving the *Pedagogía para la Comprensión, a través del desarrollo de*

las Inteligencias Múltiples, desde una Perspectiva Crítica, advised by the Universidad

Pontificia Bolivariana in 2007.

Consequently, the Area Plan integrates fundamental components such as *Hilos*

Conductores, Temas Generativos, Metas de Comprensión, Desempeños de

Comprensión, Competencias Específicas, Valoración Continua y Evaluación.[5] All these,

are related to the Pedagogical Model that provides students and parents with a proposal

based on Integral Formation.

English, as a subject-matter, is abided by the National Bilingual Policies and it is

structured in such a way that students are provided with tools that would allow them to

achieve the "*Estándares Básicos de Competencias en Lenguas Extranjeras*: Inglés"[6],

based on the Common European Framework of Reference for Languages.[7] In order to

---

[4] Proyecto Educativo Institucional: this document refers to aspects such as the principles and purposes of the Institution, the learning and teaching resources available and needed, the pedagogical strategies, the Institutional Policies for both teachers and students, as well as the administration system.

[5] The Dispositivo Pedagógico of PEI integrates elements of the Teaching for Understanding. (Project Zero of   Harvard University).

[6] Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. "A handbook which has clear public criteria that allow establishing what are the basic levels of quality to develop the English communicative competences in English in all children and young people from all the regions of Colombia"

[7] Council of Europe, 2001. Common European Framework of Reference for Languages: Learning, Teaching and Assessment. "A document which provides a common hub for the development of language programs, curriculum guidelines, examinations, textbooks and teaching materials in Europe" (Strasbourg, 2001).

reach such standards, the School curriculum contemplates one hour of English at the Preschool level, two hours at the Primary level, three hours at the Secondary level, with one additional hour for Tenth and Eleventh grades. Thus, specifically, in the first grades (from Preschool to Fourth), English is learned and taught through the Total Physical Response and Natural Approaches, emphasizing on the exposure to vocabulary, the use of visual images to introduce the vocabulary and relate them to the topics of the classes. In all these activities, the teachers keep a persistent stream of comprehensible input using fitting gestures, mimicry, songs, repetition and paraphrasing to confirm the comprehension of the input, on this stage the teachers focus on the meaning to involve in games, short dialogues and stories.

In Fifth grade, the approaches continue in a low application but with a singular emphasis on the basic reading and writing processes related to short texts and isolated sentences. Furthermore, the teacher provides extensive skills development through projects, games and cross curricular activities. Without forgetting that students are first exposed to a variety of pre-reading, and pre-writing activities and gradually stimulated to read a write simple words and phrases.

In High School, teachers focus on Communicative approach, Content Learning and Total Physical Response with the use of four skills (L-S-R-W) on context, that is to say, selecting relevant topics as common threads that integrate them through meaningful situations in where the language is instead of being a subject, it becomes in

relevant experiences that are learned by social, cultural, artistic aspects to develop a natural involvement with language.

Additionally, the grammatical axes are studied from Six to Eleventh grades, integrated to the thread lines and generative topics defined by the English staff and it allows a clear panorama of the program and, consequently, teachers can design meaningful workshops such as: listening and singing songs, analyses of the lyrics, making role-plays, creating and editing news, oral presentations about specific topics, reading different stories or biographies to express opinions and share reflections interrelated with other cultures and other ways of thinking.

At the Preschool, Primary, Middle, and adult education levels, some teachers use the Grammar Translation Method, which involves the practice of composing isolated sentences and learning the basic tense structures by heart. Additionally, the students practice the translation of simple texts to evidence an achievement of learning.

Although, other teachers focus on the use of communicative approach with emphasis on reading and writing to have a real communication and to produce meaningful messages in context. In this process, the students get exposure to English, but there is not much inclusion of grammar – fluency over accuracy. However, it is worth mentioning that teachers try to speak English in the class to develop the oral interaction from cognitive, social, pedagogical and linguistic perspectives.

It is important to mention that Collaborative Work has been a strategy to encourage the students' interaction to get the cooperation and the consolidation of the roles and functions, For Giraldo (2010), defines it as a dynamic process in the classroom that contributes to team goals, the involvement and acceptance of the responsibility in actions among themselves.

Concerning assessment, institutional policies state that it should be a continuous process; this practice, allows the identification of learners' weaknesses and strengths, as a way to understand and respond to different teaching and learning needs. This way, the strategies for the assessment of the communicative competence are designed and implemented by every teacher, emulating class activities. The development of the assessment practice is carried out under the parameters established by P.E.I

It is important to mention that while the Institution provides Preschool and Primary teachers with diverse didactic materials, there is not such material or textbook for Secondary, but as an option, English teachers create workshops on a variety of topics related to expressing ideas, problem solving and points of view on worldwide issues.   Likewise, pedagogic and classroom projects are connected to the previously mentioned strategies, for a better development of the Teaching and Learning English processes.

Finally, the *Proyecto Educativo Institucional* has the mission to help to students to understand the world from critical vision and humanistic to become a good citizen

through the use of science, technology, the care for the environment and the promoting

of values as fundamentals axes to live together. (PEI, 2009) .

1.1.1 Description of the Problem

The fundamental issues for this study came of the direct observations' researcher

of how the teaching English has implemented and promoted in this public Institution. It

is not viable to follow teaching a second language as a traditional way, in where teacher

is the center of the class and he or she explains grammar structures or generative

topics without a real production of the students.   It refers to the old-style English

language teaching in a contrast with a current English language learning practiced as a

traditional method. Teacher manages the class all the time, the students just speak

when they are asked to do so by the teacher, it is more important to teach grammar

than giving them tools for starting to communicate in English. It is not surprise that the

students are typically unable to operate or behave in English despite their accumulation

of knowledge of grammar and vocabulary.

Clearly, it has been an evident situation that shows the lack of design and

implementation strategies to maximize student's attention and task engagement during

the English activities. It is a problem because of the students tend to present lack of

motivation to learn English in elementary and high school levels, and that is why in there

is a low level of English proficiency. In 2008, La PRUEBA SABER for 11[8] grade[8]

showed low scores in English against the municipal, regional and national contexts (See

appendix A). Addition to this, there was disciplinary problems in the classroom,

students acted out in a variety forms, the most of the students were uninterested to

develop a level of appropriate English. As a result of these, they did other activities that

did not correspond to the English class, they did not pay attention to the teacher

because of they spoke among themselves all time and they found difficult to integrate

the communicative competences and the topics proposed in class which created an

unmotivated atmosphere in the learning and teaching process (Giraldo, 2010, p. 66).

Respecting to the foreign language teaching and learning in Colombia has been

a vital topic for the government, policy makers, parents, and school administrators

during the last decades. The Ministry of Education has proposed to achieve the B1 level

of proficiency in English according to the CEF, the *Estándares Básicos de*

Competencias en Lenguas Extranjeras: Inglés and the Basic Learning Rights: English[9]

in order to develop Communicative and General Competences in the students of 11th

grade.

---

[8] PRUEBA SABER 11th is a proficiency exam that measures the knowledge of the students of eleventh grade in all subjects.

[9] A handbook that states: "The Basic Learning Rights (BLRs) in the area of English language are an essential tool for ensuring quality and equity in education for all children in Colombia. These rights describe the knowledge and skills that students must learn in English class in grades 6th to 11th in the Colombian educational system." (p. 8)

Thus, along with these policies and programs developed by MEN, the teachers of the institution have applied methods, post methods and approaches that play a pivotal role in the needs of the curriculum and quality of the learning and teaching of English. Taking into account the methods worked by the teachers of the school, those have established different routes to expounds ideal strategies to develop in the classroom. On this way, including total physical response, natural approach, grammar translation, audio-lingual and communicative approach, in the development of the classes are principles evolved to help them to carry on the tedious of teaching.

Taking into account the aforementioned reasons, it was necessary to consider the implementation of a dynamic proposal to tackle this problematic and provide a solution to this considerable lack of progress in this area; in this sense, a periodical English staff meeting, along with the Academic Coordination, present and analyze the different student's results. Thus, the team proposed to open an English club for Zero, Fourth and Fifth grades, in order to contribute to teachers' education in terms of second language - SL. After some time, the Club was evaluated and the results showed it was that was not efficient, due the non-attendance of the students and other existing factors.

Regarding the problems mentioned before, in the monthly English area meeting carried out on February 17, 2010, English teachers proposed the English week, however, during the elucidation, the conclusions pointed at the establishment of the English Song Festival Project; during the same year, thanks to the work and participation of colleagues, students, parents, and the project coordinator, the first

version of Program was planned and implemented, by means of a clear methodology to define the organization, the programming and the development during the stages. (See English meeting minutes N°1, 4 and 5)[10]

Additionally, it was paramount to connect it to the English classes, in order to promote and accomplish an active teacher and student participation, taking into account the *Dispositivo Pedagógico* of the Institution[11], the syllabus, the communicative competences to be developed by students, the topics defined for festival, and the grammatical cores.

In fact, in this first version was carried was a pilot, with the logo and slogan "Music is Really Art" made and written by a student of tenth grade. Initially; the Project involved three stages, which correspond to the Logo and Slogan Contest, the Qualifying Competition and the Grand Finale (See the figure 1).

---

[10] The institution includes English Meeting Minutes as a record of what emerged at a meeting. They may be detailed, providing abstracts of discussions and approvals. They are available at the Academic Coordination or in electronic form on the web site and can be consulted on: http://englishconexionambiente.jimdo.com/english-song-institutional-festivals/

[11] Pedagogic Model that guides the journey from all subjects and institutional projects and it is included in the PEI. It is called "*Pedagogía para la Comprensión, a través del desarrollo de las Inteligencias Múltiples, desde una Perspectiva Crítica.*"

Figure 1. Process Flow Diagram for the implementation of the 2010 English Song Festival. Design by the researcher.
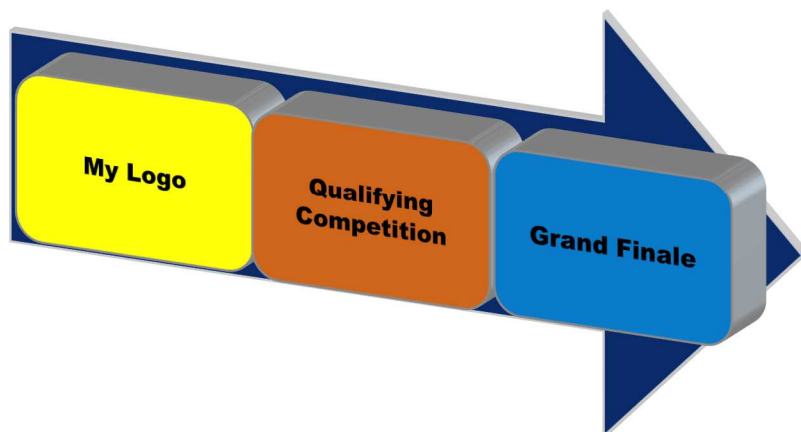
Each stage has specific activities to involve the School community and the curriculum as an important essence to promote the motivation and participation among the students. Based on the three stages, it can be said that each of them opens the possibilities to promote and shape contextualized Institutional values[12] in relation to the teaching and learning of L2, as well as the development of General Competences.

One fact that is clear in all the aforesaid, is how the contribution of the new curriculum and the necessities of the project have allowed the addition of two more stages, which have generated opportunities to redefine goals, face a new challenge and build a new dynamic in the process of the project. (See the figure 2)

---

[12] Institutional values are proposed in Student's Integral Formation: solidarity, tolerance, respect, responsibility, compromise and honesty.

Figure 2. Process Flow Diagram of the 2016 English Song Festival. Design by the researcher.

My Logo | My Gallery | School Entrepreneurship | Qualifying Competition | Grand Finale
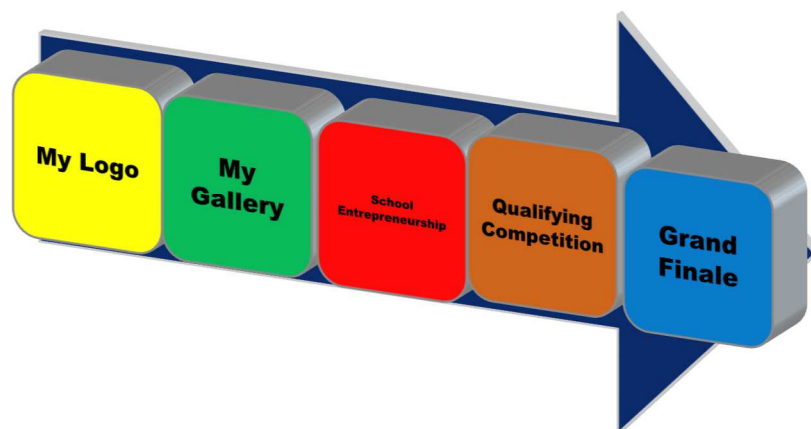
The reflection studies about the implementation of an English Song Festival determine a strategy to promote the reworking of communicative approaches in order to achieve the general and communicative competences in the students. It is directly detailed in the CEF:

> […] the Council encourages all those concerned with the organization of language learning to base their work on the needs, motivations characteristics and resource of learners. This means answering questions such as:
> - What will learners need to do with the language?
> - What do they need to learn in order to be able to use the language to achieve those ends?
> - What makes them want to learn?
> - What sort of people are they (age, sex, social and educational background, etc.)?
> - What knowledge, skills and experiences do their teachers possess?
> - What access do they have to course books, works of reference (dictionaries, grammars, etc.), audio-visual aids, computer hard - and software, etc.?

- How much time can they afford (or are willing, or able) to spend?" (CEFR, 2001 p.5)

An investigation carried out by Gonzalez (2007) in Colombia the development of the innovate practices have depended on the National and Regional professional development programs in where teachers can learn to incorporate new methodologies or strategies, in fact it has allowed to consolidate the impact of innovative practices in curricula taking into the resources and needs of the school context.

The necessity for continuous updating is vibrant for teachers, with the arrival of postmethods trends, teachers need to reinvent themselves in the pedagogical practices in the classroom. (Kumaravadivelu, 2009) For those reasons, this research is about how the design and the implementation of English Song Festival organized by students and teachers, have helped the participants to improve their General and Communicative Competences.

1.1.2 Statement of the Problem

Competences through meaningful situations, where the second language goes beyond the class and becomes a means to actively interact within social, cultural and artistic environments, that is, a natural involvement with the second language. During this process, students are exposed to the second language, but there is not much inclusion of grammar, therefore, fluency becomes preponderant over accuracy.

Subsequently, during Sixth to Eleventh grades grammatical axes are approached and integrated to the thread lines and generative topics defined by the English Area; this allows teachers to design meaningful activities, e.g., listening to and singing songs, analyzing lyrics, performing role-plays, creating and editing news, giving oral presentations about specific topics, reading different stories or biographies to express opinions, and sharing reflections interrelated to other cultures and other ways of thinking.

Institutional policies state that assessment should be a continuous process; this practice, allows the identification of learners' weaknesses and strengths, as a way to understand and respond to different learning and teaching needs. This way, the communicative competence monitoring strategies and techniques are designed and implemented by every teacher, emulating class activities, which corresponds to one of the main goals of the Institution.

It is important to mention that, while the Institution provides Preschool and Primary teachers with diverse resources, there is no material or textbook for Secondary, as an option, English teachers create workshops, in which students can express points of view and provide solutions to problem current worldwide issues. Likewise, pedagogic and classroom projects are connected to the previously mentioned strategies, for a better development of the second language learning and teaching processes.

1.1.3 Research Question

To what extent do the design and execution of an English Song Festival, conceived as a strategy to develop L2 Communicative Competence, has elicited opportunities for thriving the General Competences?

1.2 Objectives

1.2.1 General Objective

- To determine the extent to which the design and application of an English Song Festival, conceived as a strategy to develop L2 Communicative Competence, has elicited opportunities for thriving the General Competences.

1.2.2 Specific Objectives

- To define the inclusion in the class sessions of the stages proposed for the English Song Festival.

- To characterize the aspects of the General Competences evidenced during the development of the different stages of the Festival.

- To determine the development of the students' communicative competence throughout the stages of the English Song Festival.

Chapter 2

Literature Review

2.1 Education Policies

La Ley General de Education 115 de Febrero 8 de 1994 issued by the Ministry of

Education is the first point of departure that represents the nature of this research. It is

characterized and determined by government policies that relates to the educational

philosophy as well as the society's expectations to fulfill its wishes and satisfy its needs.

As it can see, this element which is close to with the curriculum planning and

development, is the recipient of political and philosophical foundations that impact the

entire educational system. From the educational policy, the initial step is to respond for

the organization of the human and physical resources needed to carry out the

educational curriculum and the changes required as a result of an evaluation process to

improve the pedagogical labor in the institutions and schools in Colombia.

In Colombia, *La Ley General de Educación 115 of 1994* has authorized as one

part of specific objective of the basic education the comprehension and capacity to

express in a foreign language and the acquisition of elements of conversation or

reading at least in one of them. (*Artículo 21, literal m*) taking into account this

consideration, it is a particular requirement as to what at minimum a foreign language

teaching should be in the Colombian education structure.   In Richards (1985) the status

of Second Language as English within a society is regulated by language policy and the

agreements about its application affect the entire educational system. It points out that this language policy orders the objectives that a government or planning body recommends for its education system.

2.2 Provenance of the Pedagogical Project

Throughout the last three centuries, the Colombian school's doors have opened to the students the experience of learning and living together during their educational stages; this environment has developed academic, artistic, cultural and recreational activities that promote the development of the skills and the General Competences. In fact, the pedagogical projects have allowed the connection of the Second Language Teaching and Learning and to other related disciplines, these, in some way or another, it has contributed to rethink and transform the bilingual framework of the institutions in the Colombian Educational System.

Taking into account the aforementioned reasons, the term "Project" comes from the Latín word *proiectus,* which means "open to the future" or "thrown forward" in other words, it refers to an idea or an intention to accomplish some purposes. (Duran, 1994). In fact, a project helps contribute to the reconfiguration of people who want to go forward or to be open to the change and the future, by looking for other alternatives, to implement the education developments is necessary to rethink the updated paradigms. (Cerda, 2001)

It is also well known that the work by projects is not a new strategy in this century, hence this strategy was used at the beginning of the 20th century. Dewey proposed the method by projects, in which a project must be a plan of work chosen freely in order to develop interesting and motivating topics to draw student's attention. Therefore, a project must be carried out exciting and meaningful environments to guide a student in the search of learning challenges in the classroom. This way, the pedagogic projects arise from a new epistemological conception that assumes the knowledge linked to the human actions (UNESCO, 1999).

By the early 20s, Kilpatrick applied one Dewey's principle: it was that the thought has its origin in a problematic situation which one must solve by means of a series of voluntary acts. It means that a trouble situation is explained when the adults or children find this situation interesting and motivating. Now Kilpatrick proposes that the learning process is meaningful when students take part in these aspects: proposal, planning, implementation, comprehension and assessment as seen in figure 3.

Figure 3. Kilpatrick's Scheme

In the 60's, Bruner took up the theory based on the methodology of projects taking into account the works of Vygotsky and Piaget. According to these authors, the cognitive advance of a child is developed through social and cultural contexts, e.g. If children grow up in the city, they are going to have more contact with technology rather than a child who grows up in the countryside because his knowledge about technology is going to be limited, but they will be more familiar with farm issues. Now, according to Piaget, the best way to interpret a reality is through previous knowledge and, thus, people can be involved in it when they analyze the new and old information concerning the learning based on experiences coming from the contact with the external environment.

Then, in the 80's, the aforementioned reached a new scope under the cognitive and technological revolution.

For Weis & Gross (2002), a pedagogical project does not have its origins in a program not in a notion or an approach, but in the problematic situations because for them the solutions are too complex to find. Therefore, it is necessary to highlight the advantages of the pedagogic process in this project as a strategy to motivate and enrich the learning and teaching processes to achieve the academic competences and, likewise, to the subject matters in the curriculum.

From the perspective of a Colombian education policy: *La Ley General de Educación 115 of 1994, Artículo 14*, provides supporting reasons directly:

a) El estudio, la comprensión y la práctica de la Constitución y la instrucción cívica, de conformidad con el artículo 41 de la Constitución Política;

b) El aprovechamiento del tiempo libre, el fomento de las diversas culturas, la práctica de la educación física, la recreación y el deporte formativo, para lo cual el Gobierno promoverá y estimulará su difusión y desarrollo;

c) La enseñanza de la protección del ambiente, la ecología y la preservación de los recursos naturales, de conformidad con lo establecido en el artículo 67 de la Constitución Política;

d) La educación para la justicia, la paz, la democracia, la solidaridad, la confraternidad, el cooperativismo y, en general, la formación en los valores humanos, y

e) La educación sexual, impartida en cada caso de acuerdo con las necesidades psíquicas, físicas y afectivas de los educandos según su edad.

PARAGRAFO PRIMERO. *El estudio de estos temas y la formación en tales valores, salvo los numerales a) y b), no exige asignatura específica. Esta formación debe incorporarse al currículo y desarrollarse a través de todo el plan de estudios.*

PARAGRAFO SEGUNDO. *Los programas a que hace referencia el literal b) del presente artículo serán presentados por los establecimientos educativos estatales a las Secretarías de Educación del respectivo municipio o ante el organismo que haga sus veces, para su financiación con cargo a la participación en los ingresos corrientes de la Nación, destinados por la ley para tales áreas de inversión social.*

Thus, these prerequisites, which are interdependent and articulated, make learning and teaching process in English more difficult in the educational system, that is why, the existing links between language teaching and other disciplines can establish a process throughout the pedagogical projects as a transversal support, which allows the developing of a learning strategy to make the pedagogic practices more suitable; also, they are guided by the reflection and the critical attitude to complement concrete, cooperative, coherent, and complex actions (Gaitan, 2005).

Pedagogical practices are involved in a study plan as a particular way to develop exercises in which students must look for a solution to their daily problems, which are selected under the parameters of the relation of L2 to social, cultural, scientific and, technological environments. The last statements fulfill the functions: to correlate and to integrate, which are focused on making the active development of knowledge, skills, workmanship, attitudes, and values that are achieved through the interaction with diverse areas of knowledge.

In addition to this, the positive intervention of teachers should be a way to tackle the monotony in the classrooms, in order to have the opportunity to develop meaningful practices, where students can show linguistic aspects aimed to develop their communicate competence, rather than simply involving only grammar content in the learning and teaching activities proposed in curriculum and syllabus development (Richards, 1985).

The above considerations are contributions to join the concept of pedagogical project as an anticipatory mechanism of solving problems in the future, this allows to establish the existence of a purpose and a reason to justify its way of being. The articulatory process of a project refers to the materialization from visions, commitments, ideals, and determinations as long as these aspects can define and delimit the essential parts of a project as such; these features are also inherent and validated in the both internal coherence and the socio-cultural relevance and for this, a systematic and an organized plan is required (Duran, 1994).

According to Rios (2011), the development of a pedagogical project comprises an administrative component, so as to get the objectives proposed at the beginning stages.

The process is defined by four general aspects:

- *Planning: is to specify an action to develop the activities.*
- *Implementation: is to take effective decisions; the implementation causes a movement from the concretion and experimentation of the proposed. (Paz, 1993).*
- *Evaluation: to follow actions to get particular results during the implementation of the project.*
- *Improvement plan: to feed back the process carried out, and consider actions of improvement.*

On the other hand, the standards brochure (MEN, 2006, P. 31) states:

> *[…] la integración de proyectos y actividades transversales en el ámbito escolar brinda también innumerables ocasiones para leer, escribir e investigar en diversas áreas como las ciencias, la informática, el arte y las matemáticas. de esta forma, mientras realizan una práctica real de la nueva lengua, los estudiantes irán descubriendo las posibilidades que ofrece el inglés como herramienta para ampliar su mundo y sus conocimientos.*

This statement explains that *transversales* projects increase the development of linguistic skills and general competences aimed to educate people under the values and criteria of social and political responsibility.

2.3 General Competences

One of the Colombian Education goals is to develop the full potential of the individual. Competences have been implemented as part of a policy in Colombia, from the Ministry of Education has drawn upon the CEF to build the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*. On this way, the settlement to teach and

evaluate English for primary and secondary in public schools is based on the recently adopted Common European Framework of Reference for Languages. Like this way, the government has implemented and distributed a set of standards to define the goals, the levels of performances and the competences required to develop communicative situations in which the students and teachers are involved in the process of learning and teaching English.

The CEFR, highlights the development of learners' competences to identify the core characteristics necessary for an effective participation in social, cultural, economic and political life and for life-long knowledge of the students. This means that each public school develops its own curriculum as an adaptation of the national regulations and conditions given by the population and context.

According to CEFR is "a set of areas of knowledge, or aptitudes and skills and of attitudes and existential competences (savoir-être)" (CEFR 2.1, p. 9). In some manner, competences can be observed as toolbox from each user takes the ways and means to carry out activities which are varied and added to develop a communicative process.

The CEFR divides the competences into categories: General and Communicative Language Competences; although these are transversal in the processes, allowing the development of strategic competence and communicative competence. The General Competences refer to the knowledge skills and existential capabilities as well as the students' ability to learn. They also involve the declarative knowledge (knowledge

resulting from experiences and academic learning), skills and *know how* (the ability to carry out the process), *existential competence* (the sum of individual characteristics, personality, traits and attitude); the *ability to learn* (is the ability to observe and participated in new experiences and to integrate new knowledge to existing knowledge). All human competences contribute in one way or another to the students' development of their ability to communicate.

Consequently, it is important take them into account in any learning project to promote English language learning.

In the development to the following research the most important general competences cover some aspects which are including into the practical skills and know how (*savoir- faire*), Existential competence (*savoir-être)* as well as ability to learn (*savoir-apprendre*). According to the CEFR, to develop the communicative activities, it is necessary to take into account the aspects shown in the table 1.

Communicative Competence has a number of elements such as linguistic, socio-linguistic and pragmatic competences. (See figure 7). Each of these is a component than, when complemented, build knowledge, aptitudes and skills, i.e., learning how to perform a task using a variety of language exponents; students need to raise awareness on the fact that these elements are a complement to each other when talking and writing to people in terms of sociolinguistic aspects, (formal and informal).

Communicative competence is not just about the language as a tool, in other words, it is about how students used it in context (Hymes, 1971).

Table 1. General Competences of CEFR and its general aspects.

GENERAL COMPETENCES	ASPECTS
Declarative knowledge (savoir)	Knowledge of the world Sociocultural knowledge Intercultural awareness
Skills and know-how (savoir-faire)	Social skills Living skills Vocational and professional skills Leisure skills Intercultural skills
Existential' Competence (savoir-être)	Attitudes Motivations Values Beliefs Cognitive styles personality factors

According to figure 4, the communicative competence comprises three competences: The Linguistic, Sociolinguist and Pragmatic.

The *Linguistic competence* includes the knowledge and skills linked to lexis, phonology and syntax and other structures of the language (CEFR 5.2.1, p. 109) and (CEFR 2.1.2). It concerns not only the scope and quality of knowledge, that is to say, precision of lexical knowledge and its cognitive organization, storing knowledge in memory and the availability to use the structures, phrases and vocabulary, the way they are stored in memory depends on cultural and socialization factors, in which the language used by the learners' takes place and depends entirely on different learning experiences (Krashen, 1982).

Figure 4 Communicative and specific Competences of CEFR
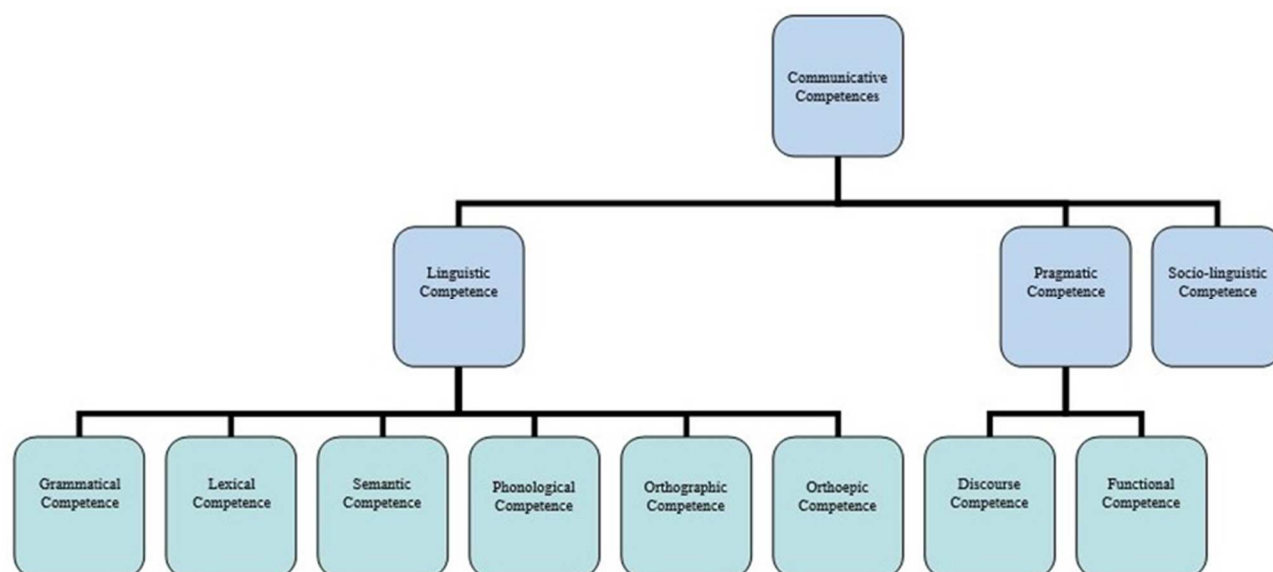
The *Pragmatic competence* (CEFR 5.2.3, p. 123 & foll.; CEFR 2.1.2, p. 13)

involves the functional uses of linguistic resources to carry out language functions and

speech acts. It refers to the ability to use the language in situations or encoded scripts

of interactional exchanges. In specific way, learners involve an appropriate discourse

using cohesion and coherence according to the circumstances. Also, the recognition of

different kinds of texts and its genres, satire use, the sarcasm and funny situations in

appropriate register allowing to communicate with others. The development of

pragmatic competence is powerfully influenced by interactive experience and by the

cultural situation (Brown, 2000).

The *Sociolinguistic competence* (CEFR 5.2.2, p 118 and foll.; CEFR 2.1.2, p. 13)

refers to the knowledge and skills joined in using language functionally in a social

context, as language is social singularity, learners require to distinguish social norms

(greetings and politeness) and cultural customs that may affect an important rate of

linguistic communication among members from diverse cultures. This competence

allows to have social relations between generations, sexes, communities of different

social status and others; consequently, it is expressed through linguistic markers, rules,

codes, dialect and accent. Thus, in order to achieve a successful communication,

students must be aware of the huge possibilities in which they are communicating their

messages and, at the same time, become sensitive to the context in which they develop

their language learning (Ellis, 1991).

2.4 Communicative Language Activities

In order to have a valid and effective learning and teaching process through the

depiction the second language in context; it is also necessary to develop components

such as reception, production, interaction and mediation (mainly translation and

interpretation), each of which can take place through comprehension, production and

interaction (CEFR 2.1.3, p. 14).

The activity of reception, it is important to define the kind of activities to catch

students' attention, since they play an important role in the different styles of learning (to

understand the contents of the general topics, reading and follow the instructions,

reading documents, images and others). The productive activities refer to make oral

presentations and written reports, on this stage students are focused on the

construction of something (Harmer, 2007).

As to interaction, the production and the reception follow one another, while the

student is usually trying to infer the message heard and formulate an answer to it. Thus,

interacting includes more than learning to obtain and produce words, there is a great

importance on in communication in both language learning and language use because

of the vital role in communication (Brown, 2000).

Mediation involves both reception and production and consists of paraphrase and

understanding, (activities such as succinct information, reporting or rewrite of

statements). These language activities allow mediation, of explaining an existing text in

either formal or informal language, it is a way to express the meaning in context to use

the language in society (Harmer,2007).

2.5 Music is a Surrogate Approach

The use of music has permeated humanity and developed an important role in the social interaction of human beings. Throughout history, music has been one of the ways to express our feelings, customs, values and culture within our society, (Murphy, 1990). In fact, music and language are joined to active in our minds from an early age. Music is present in the universally way in everywhere, and it is possible to find through radio, movies, recording formats, television and the internet. (Adell, Joan-Elies,1998). For that reason, the children, youth and old people can hear it in diverse moments (alone, with friends, at carnivals, at parties, and at festivals). Maurice Cranston, the biographer from the philosopher Jean-Jacques Rousseau, in his theory of origins of language states "Primitive men sing to one another in order to express their feelings before they come to speak to one another in order to express their thoughts" (cited by Storr 1992: 12).

Gardner´s theory of multiple intelligences (1993) stated that "there are diverse ways of learning, and how other disciplines help to connect the learning process at ease" This involves the development of the musical and linguistic intelligences in the context of English learning and teaching process, any genre of music has been used to capture the attention of the students and their interests, to develop the students' oral comprehension skills and their cultural knowledge (Krashen, 1982) but specifically the use of songs has been investigated for centuries, it has been established in the methodologies as a principal resource to access at the beginning of the language learning and teaching process. In fact, the practice of English songs in the classroom

has demonstrated that is a prompt that increase the learning of vocabulary, grammar, pronunciation and meaning. (Medina, 1993)

English songs also provide opportunities for developing *automaticity* which is the main cognitive purpose for using them in the classroom. Gatbonton and Segalowitz (1988, p.473) stated automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs develop *automatization* of the language development process and improve the communicative teaching methodology.

In addition, the effects of the music are very important to children and adolescents in their social interaction, it is due they spend a lot of time listening music. (Brown, Campell, Fischer, 1986) these levels of students' exposure to music allow sharing experiences of life and meaningful learning among themselves. According to Lull (1992)

> Music promotes experiences of the extreme for its makers and listeners, turning the perilous emotional edges, vulnerabilities, triumphs, celebrations, and antagonisms of life into hypnotic, reflective tempos that can be experienced privately or shared with others (p.1).

Thus, singing English songs in class become a social act which permits students to cooperate in a group and express thoughts, feelings and ideas no matter what their English is like. (Ellis, 1998)

2.6 Motivation

The Existential' competence (savoir-être) is one of the most important personal factors is motivation. This is a phenomenon that influences the learning of the students and plays a fundamental role in the development of the activities proposed by the teachers. According to Psychological terms, motivation is a force that energizes and directs the behavior toward a goal (Eggen, Kauchak, 1994). Gottfried (1990), defines academic motivation as "(…) enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525).

On the other hand, Harmer (1991) considers motivation is a kind of internal drive that encourages the individual to pursue a course of action if they pursue a goal (that is something one wishes to work towards an achieve and if that the goal is sufficiently attractive, one will be strongly motivated to do whatever is necessary to reach).

In addition, it is important to add that there are intrinsic and extrinsic motivations. For example, Ryan (2000) states

> […] Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

Definitely, it originates from the learner, it is a desire to learn or to do something, and there is no outside pressure to do and achieve a goal for the sole act of being rewarded. In the classroom, one of the purposes is to introduce creative strategies to

produce an appropriate atmosphere and provide the students more suitable learning conditions, where the teacher influences the whole class in an active and positive way.

On the other hand, extrinsic motivation comes from outside influences, according to Deci, & Ryan, (2000) asserted that "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome." (p. 60). Thus, other influences such as parents, friends, classmates and teachers, pressure on the learner to do activities. A good relationship between teacher-student encourages further self-confident in the environment of the class, where students feel free to be what they are without anxiety.

Certainly, the students who focus on the extrinsic motivation, frequently need incentives such as good grades or encouragement. According to Gonzalez Serra (2008),

> […] Motivation is the inductive regulation of behavior, that is, motivation determines and rules the direction (the object goal) and the intensity or level of activation of the behavior, therefore, the study of motivation requires the external motivated activity on which it is expressed and manifested.

Gottfried (1990) defines academic motivation as "(…) enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525).

On the other hand, Harmer (1991) considers motivation as a kind of internal drive that encourages somebody to pursue a course of action and it needs elements such as affect, agency, achievement and attitude.

To focus on improving affect positivity, introduce interesting aims for more activities and class discussions on topics that students find stimulating independent of their language learning. if an individual perceives a goal, i.e., something he/she wishes to work towards the achievement, bearing in mind that the goal be sufficiently attractive, and it will be strongly motivated to do whatever is necessary to reach.

Sternberg (2005) considers that motivation is very significant for achievement school, in its nonexistence, students not ever make the effort to learn and develop certain tasks. For this reason, each member of an education community plays a fundamental role in the teachers place on some activities in the classroom and its influence on the context in an active and positive way.

According to Ryan and Deci (2000) "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (p. 54). Some studies have suggested that a respectable relationship between teacher-student boost more self-confident in the class' environment, where students feel free to be what they are without anxiety. Callahan

(2010) "Research has shown that a teacher's expectations have a powerful effect on a student's performance"

Besides this, some aspects mentioned by Zolt´n Dörnyei (1998) which are taken into account, state that motivation in L2 offers a complex and unique status from motivational psychology, due to the complicated attributes and roles of language itself:

> […] (a) a communication coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of social organization embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture (cf. Gardner, 1985); thus, in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, L2 motivation also contains featured personality and social dimensions.

But Dörnyei (1994) considers that the features cited are not a conflict to understand new cultural elements and enrich the integrality of new theorical framework of second language learning.

Chapter 3

Methodological Design

3.1 Type of Study

It is vital to understand that detailed qualitative case studies provide researcher scenarios to discover or define a phenomenon in context using a variety of data sources (Yin, 2003).

That is why, it is necessary to explore the phenomenon through a diversity of sights rather than through a single one. For this reason, Yin (2003, 2006) and Stake (1995) propose a constructivism paradigm which distinguishes the interest of the individual for creating meaning.

This way, Yin (2003) suggests the *how* and *why* questions to explain and describe facts and conditions of the case study. It allows to categorize the intervention using the exploration, explanation or description to look answers. However, Stake (1995) considers that classifies case studies as intrinsic, instrumental, or collective.

According to Yin (2003), this study follows the descriptive approach, since offers specific interpretation in connection to the kind of research, design and information analysis of the given issue. It uses descriptive elements, which refer to collect the information of facts and experiences. Gathered information is then analyzed and

interpreted, this is to provide detailed information of the research topic. It is based on methodological descriptive exploratory design.

The present research drew up organizing and leading techniques to design and develop the project, as proposed (Simons, Stakes and Yin 2003 p.12) in their works:

- Identifying and establish the Research Question

- Determine the use of data gathering and analysis techniques

- Prepare to collect the data

- Collect the data in the context

- Evaluate and analyzed the information

- Report the findings

During the development of research process. In contrast, inferential data try to determine causes and consequences of the Pedagogical Project on the school community.

This is a qualitative research study because of its interest on to exploring, describing and analyzing the impact of the *English Festival Song* as a Pedagogical Project, developed and integrated to the English learning.

3.2 Participants and Procedures

This study was carried out with Ninth, Tenth and Eleventh grades EFL classes in a public school in Copacabana, Antioquia. The Participants were 32 students selected at random, aged 14 to 22 years, 7 English teachers who have participated in each phase of the pedagogical project. For research purposes, the students have taken part of the class process to build the pedagogical project in each phase.

For ethical purposes, approval consent forms were signed by the principal, the students' parents and the teachers.

3.3 Data Collection

In order to collect the information needed for the study, questionnaires, video recordings, Pedagogical Project meeting minutes, and surveys were applied; they were designed according the theoretical support instruments to have the student and teachers' perceptions, their experiences and opinions. The information was collected and audio and videotaped with the consent of participants and, then, transcribed for the pertinent analysis (Yin, 2003).

3.3.1 The questionnaire

As Burns asserts, questionnaires are "(…) written sets of questions used to obtain responses in non-face-to-face situations; questions are usually focused on specific issues and may invite either factual or attitudinal responses" (1995, p. 117). The semi-structured questionnaire used for this study, focused on the methodologies and strategies used by teachers, as well as the participation and the implementation of the project in the English classes. The information collected contributed as a starter point that may allow later to compare with students' answers. (See appendix B)

The questionnaire was divided into three categories:

- Awareness of the approaches stated by the curriculum and the English plan.

- Methodology that teachers use in the classroom and whether they promote the collaborative work using the second language.

- Inclusion of the English Song Festival in the English classes

Teachers received a sheet with the questionnaire and they took the time to answer it. Then, when they finished, the questionnaires were collected and the data were examined and tabulated in categories by the researcher.

3.3.2 Video Recorded Interviews

The seven English teachers and the 32 students answered an open interview at end of each of the 5 stages; the objective was to obtain more in- depth information about the connection between the promotion and development of values throughout the design, implementation, the development and their actual practices. As Siedman (1991) states:

> The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not "evaluate" as the term is normally used; at the root of in-depth interviewing is an interest in understanding the experience of the other people and the meaning they make of that experience.

The interviews were recorded and transcribed. Seidman (1991) considers that the most reliable source to work with the data is to have the words of the participants transformed into a written text. After the transcription, the information was categorized and later correlated with the data obtained from the other instruments.

Teachers and students were asked one question related to development of General Competences and the inclusion on each stage of the festival in English classes, and they expressed in a free way their ideas and perceptions as an experience during the project (See appendix C).

Cunningham (1985, as cited in Hubbard & Power, 1999) believes that "(…) video is a natural choice for data collection". In fact, it is a vital tool in the research project because of it allows to observe not only the responses but the body language like the

movements, gestures and others aspects that occur at the moment when the activities of the project are developing in a context.

3.3.4 Pedagogical Project Meeting Minutes

Yin (as cited in Creswell, 2007) noted that there are six types of instruments to collect the information, one of these is minute. The minutes are a written record that include objectives and describe specific issues of what was said and decided by the English staff during the meeting. *(English teachers and the coordinator of the project follow the agenda according to the objectives proposed by the Academic Coordination and, then, they take decisions according to the possibilities given to develop the activities of the project).* Lastly, the researcher analyzed the 3 minutes resulting from the English Pedagogical Project meetings; it should be noted that they are sent to the Institutional Academic Coordination as a legal document to the specified requirements of ICONTEC ISO 9001: 2008, then, they are uploaded to the institutional webpage[13] and are solely used for academic purposes.

The minutes contain information pertinent to the whole process from the very beginning (2010), as well as its nature and what the festival implies. (See appendix D).

---

[13] The English web page http://englishconexionambiente.jimdo.com/ was designed and implemented to maintain a virtual communication with students from different levels of the Institution. The English Song Festival project is placed and freely available for all interested people in its specific stages.

3.3.5 Festival Assessment Survey

In addition, the results of the perception surveys applied to the teachers and students at the end of the five festivals, provided a valuable information as evidence of second language learning production stages and the general development of the festival. Each survey has different response items, in this way, to have the students and teachers' opinions as observers and listeners in the Grand Finale.

There were four categories included in the Survey to Students and Teachers:

- The design, the implementation and development of the festival.

- The role of the Festival as a motivational strategy.

- The level of the musical performances.

- The participation of the parents and the students in the festival.

- For the students, the four categories were:

- The connection of each festival stage to the English classes.

- The organization of the grand Finale.

- Student's participation and attendance to the Grand Finale.

- The level of the musical performances.

3.3.6 Stages to develop the English Song Festival

As a result of decisions taken in the Pedagogical English Project Meetings, the English teachers decided to establish 3 big levels to be designed and implemented in 15 years. (See table 2)

Table 2. *English Song Festival levels developed and projected for the next years.*
Table created by the researcher.

LEVELS	TIME	FESTIVALS DEVELOPED AND PROJECTED
INSTITUCIONAL	3 AÑOS	2010 – 2011- 2012
MUNICIPAL	6 AÑOS	2014 – 2016 – 2018
REGIONAL	6 AÑOS	2020 - 2022 -2024

The planning, development and evaluation of the Municipal English Song Festival is based on five stages carried out during 21 months. (See table 3)

Table 3. *The Planning, Implementation and Development and Evaluation Stages of the Project.*

STAGES	TIME
LOGO DESIGN CONTEST	4 MONTHS
MY GALLERY	4 MONTHS
SCHOOL ENTREPRENEURSHIP	4 MONTHS
QUALIFYING COMPETITION	4 MONTHS
GRAND FINALE	5 MONTHS

3.3.6.1 First Stage: Logo Design Contest

Objective: To develop the creativity through the construction of images that allow to recognize, classify and draw elements of the festival, the natural and social environments in which the students interact.

Methodological Strategy

Designing a Logo that contains five components: English, festival, music, and environment care and citizen coexistence. (For each of the festivals the elements required for the design of the final logo change, according to the institutional, municipal, regional, or national projections).

During this stage, the students from 2th primary to 11th grade, including the *Ciclos Lectivos Especiales Integrados (CLEI)*[14] participate in the contest; in order to assure the development of the activity, teachers explain regulations point by point and at the same time they show images and slogans drawn and written by student's years ago, then teachers deliver them some physical images to identify and analyze the rights and wrongs that they have. (See Official English web page: https://englishconexionambiente.jimdo.com/)

---

[14] The Ministry of Education has implemented the program *"Ciclos Lectivos Integrados Especiales"* that commenced in 2008 with the objective of encouraging those citizens, who previously for a multiple of reasons, were unable receive a formal education, return and complete their education.

Afterwards, students begin the sketch the image and write the slogan taking into account the 5 components and suggestions given by teachers.

3.3.6.2 Second Stage: My Gallery

Objective: To select the logo and slogan as part of the institutional identity of the English Song Festival 2016 through personal voting of education community.

Methodological Strategy

The design, development and implementation of a gallery that contains the institutional values that are proposed in the School's slogan: Student's Integral Formation: solidarity, tolerance, respect, responsibility, compromise, and honesty. Specifically, this stage corresponds to the construction of a gallery of the 10 semifinalist Logos and Slogans selected by an evaluation committee.

The students from 9th to 11th grades, including the ones from *CLEI,* participate in the construction of the gallery and exhibition of the logos made by all their classmates from the Institution. In this process, students work in a collaboratively, since they are organized by groups and are assigned a place, they are given a word related to a topic of coexistence and institutional values; based on this, students construct a stand with recycled materials then they place a phrase in English to articulate what they want to communicate with the stand. At the same time, they place a number of logos previously

delivered by teachers. As a goal, they are to present, in English, their stands by answering 14 questions, in order to develop the communicative competence and promote the institutional values (See appendix E).

Afterwards, students from the educational community vote for the best logo and slogan as an evidence of democracy in the institution.

3.3.6.3 Third Stage: School Entrepreneurship

Objective: To promote experiences of learning through the preparation, the promotion, and commercialization of products to raise funds in order to support the English Song Festival.

Methodological Strategy

In this activity of School Entrepreneurship, the guideline *La cultura del emprendimiento en los establecimientos educativos, Guía N° 39,*[15] issued by Colombian Ministry of Education, students identify business initiatives and display selling strategies that lead to sustainable companies, in order to expand their knowledge, hence, to develop their competences displayed in different events of life

---

[15]Guía No. 39 La cultura del emprendimiento en los establecimientos educativos. "A handbook which has clear public criteria that allow establishing what are the steps to develop the 7 kinds of Entrepreneurship in all children, young and adult people from all the public institutions of Colombia"
.

(work, family or among others). In this activity, it is necessary to develop the next steps: awareness-raising, tasks, identification, formulation, beginning, and development of the plan design, in which students in teams choose a product they are going to prepare and sell, but not without previously running a feasibility study of profit or losses. Each team makes an English promotional poster of the product to be sold, at the same time, they have to fill in a form with the ingredients and describe the steps of the preparation of the product, bearing in mind the prices for each product and including the projection of profit (See appendix F).

From these instructions, students present orally and actually they sell the products during the breaks and the money collected is delivered to a treasurer, who is a student or parent from the Institutional community. In this way, money is to pay operating expenses of the project which have been budgeted exclusively to implement the Festival.

3.3.6.4 Fourth Stage: Qualifying Competition

Objective: To choose students who represent to the institution in the categories of soloist, duet and band in the Municipal English Song Festival 2016.

Methodological Strategy

In the fourth stage that lasts three months, English teachers encourage students from 2nd of primary to 11th grade, to develop topics related to the singers' biographies,

feelings, melodies, description of musical instruments, comparison of sounds and values and anti-values in the song's lyrics.

In this stage, some students take part in the qualifying competition as soloist, duets and bands. Teachers previously explain the guidelines to participate in the contest and students sign up thorough a registration form to be filled out and sent to the project e-mail. (See appendix G) Later, student-participants perform their songs in front of some classmates and Evaluation Committee. Finally, a soloist, a duet and a band are selected to compete against others from different institutions and schools of Copacabana.

3.3.6.5 Fifth Stage: Grand Finale.

Objective: to provide scenarios allowing for children, youth and adults build a citizen coexistence through the performance of English songs as a symbol of peace and social inclusion.

Methodological Strategy

In the fifth stage, the Project Coordinator and the English teachers visit and invite to the 9 public educational institutions and 3 private schools to make part of the English Song Festival, at the same time, they deliver the advertising poster that contains the winning logo; in addition, the coordinator explains to the English staff and academic

coordinators from each institution, the information related to the student-participant's registration process.

Each institution is autonomous as to the parameters to select a soloist, a duet and a band, under specific criteria they have established from the English Area. Then student-participants perform their English songs and are evaluated by a 4-jury committee, constituted by 2 English teachers and 2 music teachers from institutions in Medellin, this in order to guarantee the transparency and credibility of the project.

To carry out each activity of the Grand Finale, it is necessary to have two working teams which are named the Central and Logistic Committees, they are involved in planning, organizing and management of the project during each stage. Due to, it is essential to recruitment of a large team of students, who are led by an English teacher coordinator.

Members of the teams are previously included, on a voluntary basis, and they assume roles from diverse perspectives according to their profile of work and each one is responsible for their duties and responsibilities to effort alongside English Song Festival for the success. At the head of the Central Committee is the General Coordinator whose assignment it is to keep everybody working together to achieve the goals proposed.

The organization diagram below indicates the extent and diversity of the team needed to run a considerable singing event such as this. (See figure 5)

Figure 5. *Organizational Diagram of the 2016 English Song Festival teams. Design by the researcher.*
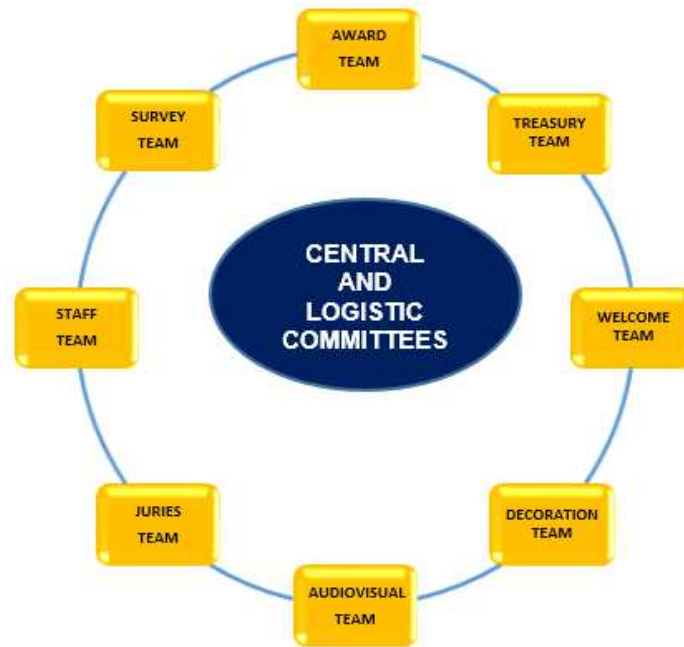
3.4 Data Analysis

The qualitative data analysis (QDA), Model of Process was implemented in order to analyze the information collected through the different instruments. (See figure 6) According to Maclaughin (1998), QDA is comprised by 3 main steps: noticing things, collecting things and thinking about things that make it iter*ative and progressive* (repeating cycle), *recursive* (finding new or unexpected facts and holographic (when noticing things, there is a projection of the whole process.)

Figure 6. *Qualitative Data Analysis Process. MacLaughing, (1998).*
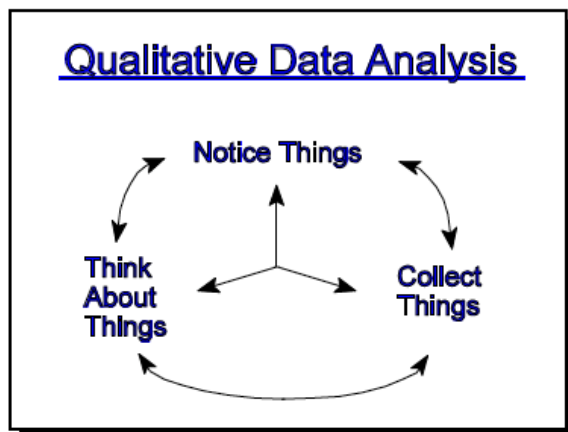
During the analysis stage, emergent categories were defined by means of color coding.

To do a detailed analysis on the research, it requires to study the results of the instruments, the questionnaire and the video recorded interviews to both students and teachers, the meeting minutes and the results of Festival Assessment Surveys, which are the data sources used to discover information related to the impact of the pedagogical project on the general competences. (See figure 15)

After the teachers and student's questionnaires and interviews were carried out, they were transcribed and analyzed to define categories which emerged on the answers and that provided both quantitative and qualitative information about the teachers and student's perceptions regarding the general competences and the inclusion of festival in the English classes (Yin, 2003). The categories were defined by taking into account the

number of times of the words emerged by each answer of the questionaries' and interviews.

Regarding to the meeting minutes and the results of Festival Assessment Surveys, they were used to describe and interpreted results of the actions which were implemented and developed during the Festival, with the purpose to triangle all the data. For Elliot & Edelman (as cited in Burns, 1999) the triangulation is a research method that involves the participants with multiple points of viewpoints and it allows to the researcher ensuring and validating the results in a less subjective way.

3.4.1 Questionnaire to English Teachers

Question N° 1

Figure 7. Teachers' responses on to the institutional approaches to teach English
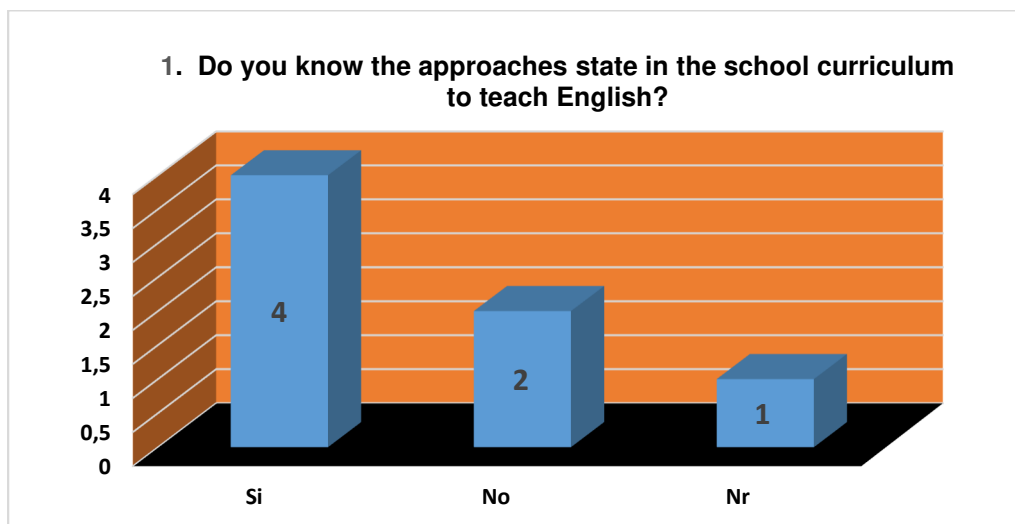
Figure 7 shows the responses the first question: 4 teachers said that they know the English teaching approaches mentioned in the school curriculum. Two teachers said that they don't know and one teacher did not want to answer it.

Question N°2

Figure 8. Kinds of activities developed by the teachers in their classes
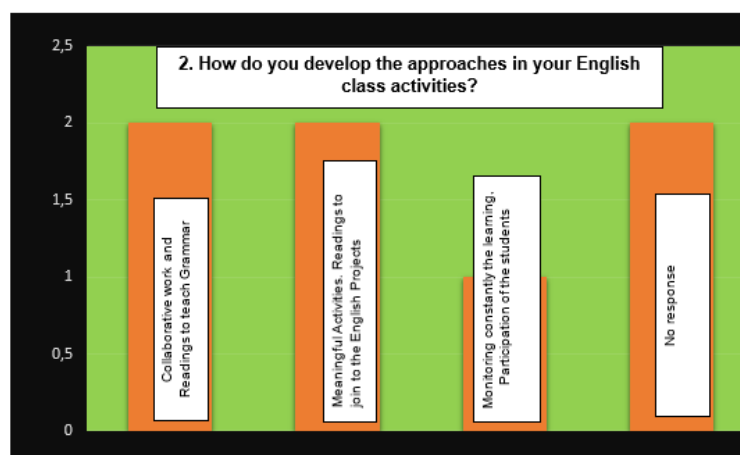
Taking into account figure 8, two teachers said that they include activities that require collaborative work, as well as readings to teach grammar rules. The other two teachers stated that they implement meaningful activities through interesting readings, production of newscasts, singing and lectures in congruence to the institutional classroom projects. One teacher said that there is a constant monitoring and promotion of student participation, in order to build knowledge and the other two teachers did not answer. In this case, there are two teachers that indicated activities related to the school curriculum and promote a learning dynamic interaction among students.

Question N° 3

Figure 9. Number of teachers that promote the Collaborative Work in their classes
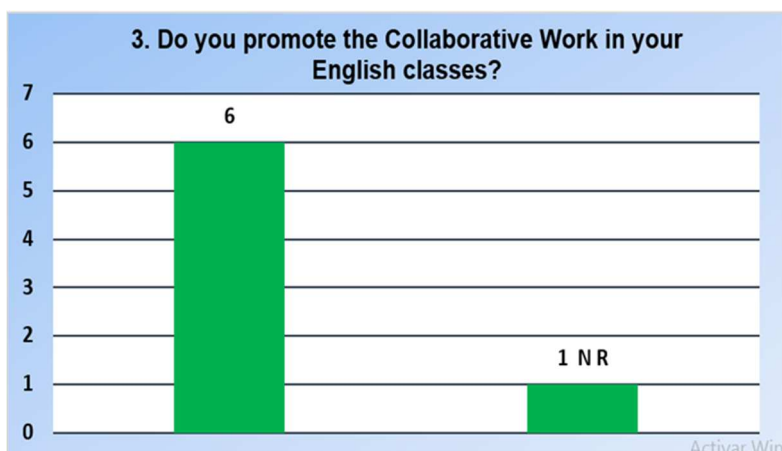
Figure 9 shows six teachers mentioned that they implement the collaborative work through activities like readings, production of videos, games, role plays and song performances and they indicate that the activities developed play a role in team work. One teacher did not answer the questionnaire.

Question N° 4

Figure 10. *Number of teachers who are involved in the Pedagogical Project*
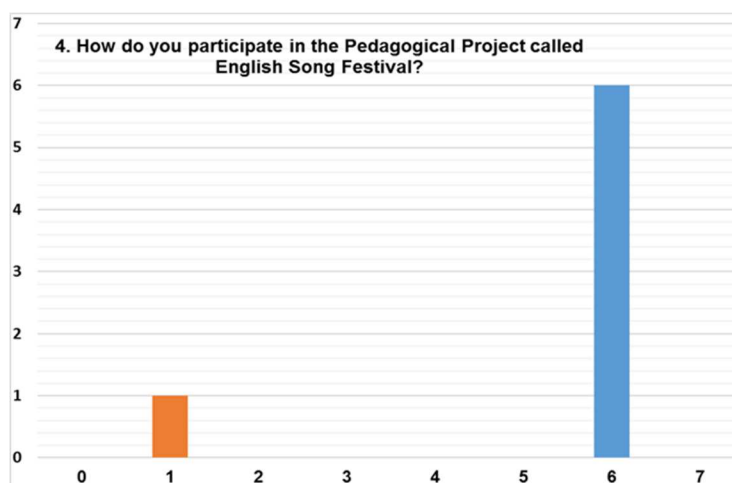
Figure10 shows the number of teachers involved in the English Song Festival Project, this result has shown that 6 teachers belong to the Central Committee[16] and they develop activities that promote and enhance students' participation in the festival from their classes. One teacher does not participate in the project because she just began as an English teacher the present year.

Question N° 5

Taking in to account the information of the figure 11, five teachers develop workshops using readings of singer biographies, songs instruments and vocabulary related to the festival. And at the same time, they look for lyrics of songs to awake the creativity and interest into the students. One teacher said that she works few and another didn´t answer the questionnaire.

Figure 11. Number of teachers that develop activities connected to the Pedagogical Project

---
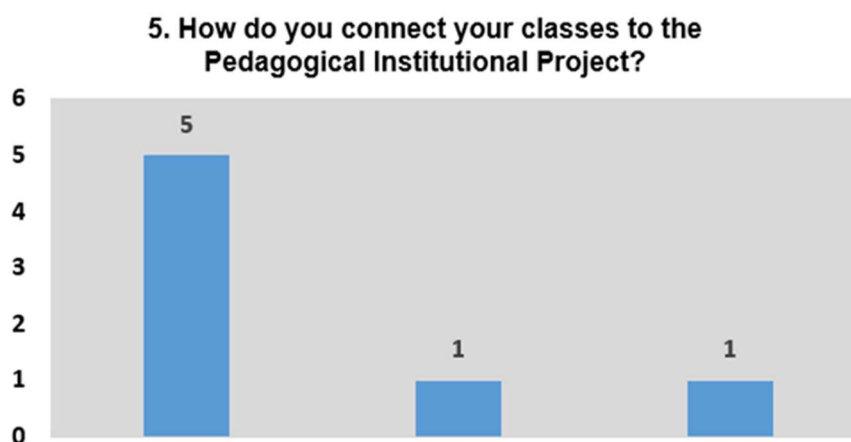
[16] Central Committee is the organizing head of the festival and comprised by a Coordinator, Teachers and the group of Students of the Logistic Committee.

3.4.2 Videotaped Teachers' Interview

The interviews were applied to the members of the central committee, who are the seven teachers from the English Area and 160 students from primary and secondary and some alumni.

Table 4. Categories of seven teachers' responses when interviewed on promoting and developing of values

GENERAL COMPETENCES	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F	TEACHER G
Declarative knowledge							NR
Skills and know-how							NR
Existential' Competence	Promoting and development of values	Promoting and development of values		Promoting and development of values	Promoting and development of values	Promoting and development of values	NR
Ability to learn	Communicative competences	Communicative competences	Communicative competences	Communicative competences	Communicative competences		NR

Table 4 shows the different interviewees responses, in terms of the General Competences[17]. 5 out of the 7 teachers interviewed answered that the existential competence is developed throughout personal factors such as the development of values. This can be evidenced in one of the teachers' interviews:

> *T: […] se promueve desde el primer periodo cuando se comienzan trabajar las canciones y todos se ayudan en la pronunciación todos se ayudan en el buen uso del lenguaje y se logra, que al final haya una excelente pronunciación, que todos lo logren, luego de ese trabajo de la pronunciación ehh…, los muchachos ya empiezan a analizarlos…en conjunto los idioms, las costumbres,*

---

[17] According to the Colombian National Ministry of Education, competences are a set of knowledge, attitudes, disposition and skills (cognitive, social-affective and communicative) (MEN, 2004) Therefore, competence implies knowing, knowing how to do, knowing to learn and being.

los tipos de escritura, las canciones en que… si son formales o si son informales, pero siempre hay un trabajo en grupo y colaborativo, […] (Teacher's interview, January 21,2016)

Most of the teachers emphasized on the development of the values as can be seen in the following extract:

T: *[…] Los valores se promueven desde que el joven siente la necesidad de mejorar su rendimiento a través de otras actividades fuera del aula escolar como es el canto y la recolección de los fondos para poder subsidiar este evento. Es lindo ver como estos jóvenes entran en una competencia de querer ser cada uno mejor, según su habilidad, se nota mucha unión, respeto, tolerancia, entusiasmo y alegría con el respeto de lo que hace la otra persona. […]* (Teacher's interview, January, 2016)

5 teachers consider that the Festival promotes the communicative competence:

T: *[…] Bueno, el participar en el festival, se convierte en un punto de partida para que los estudiantes adquieran una motivación que le conduzca a fortalecer el deseo por el aprendizaje de una segunda lengua […]* (Teacher's interview, January, 2016)

T: *[…] los muchachos ya empiezan a analizarlos…en conjunto los idioms, las costumbres, los tipos de escritura, las canciones en que… si son formales o si son informales, pero siempre hay un trabajo en grupo y colaborativo, […]* (Teacher's interview, January, 2016)

3.4.3 Videotaped Students' Interview

After 160 videotaped recording interviews were carried out during each festival's stage, they were transcribed and analyzed to define the categories. These results

provided both quantitative and qualitative information about the opinions of the students.

(See table 5)

Table 5. *Categories of the Student's' responses on the development of the English Song Festival 2016*

STAGES	CATEGORIES				
	Promoting and development of values	Communicative competence	Artistic Education	Didactics	
Contest Design Logo	55%	25%	14%	6%	
My Gallery	52%	36%	10%	2%	
Entrepreneurship	64%	36%	0%	0%	
Qualifying Competition	36%	45%	0%	19%	
Grand Finale	32%	42%	0%	26%	
TOTAL	47%	37%	5%	11%	

According to the results from the interviews to students at the end of the process of each stage, 55% of the students answered that the *Contest Design Logo p*romotes and develop the institutional values, as evidenced in this sample:

> *[…] Se incluye en una gran mayoría, siendo pues bastante importante y bastante puntuales que tiene que ser con el inglés mezclándolo con los valores institucionales como la solidaridad, la tolerancia, la responsabilidad por hacerlo y*

poniéndolo en práctica... se realiza todo en clase, las propuestas para el logo y slogan, los estudiantes participan… cada uno hace su propuesta para participar para ver cual queda mejor para exponerla en la galería del festival. […] (Student from 9th)

25 % of the students expressed that the *Logo Design Contest* promotes the communicative competence:

[…] Bueno el festival con el profesor, este año trabajamos mucho lo que fue vocabulario en inglés para escribir el slogan, y luego teníamos que dibujar el logo entonces eso nos ayudaba mucho para guiarnos para hacer el logo para el festival. […] (Student from 11th)

14 % of the students indicated that this stage promotes the *Education Artistic* as seen below:

[…] En el área de inglés reforzamos más esta materia y en el área de artística porque todo lo que vimos con el profesor de artística lo quisimos mostrar a través de nuestras participaciones y en nuestra propuesta para que fuera la elegida a ser el logo y el slogan de la institución. (Student from 9th)

Finally, 6% of the students expressed that the didactics is involved in the English classes to develop this stage, as illustrated this fact in the following example:

[…] para realizar el logo y slogan tuvimos que tener en cuenta el inglés, la creatividad, un recurso de la naturaleza y otros elementos requeridos… por cual nos ayudamos a través de las enseñanzas de la materia de artística y entre sí para realizar el logo y slogan y tener claro todo. (Student from 9th)

As to the second stage, 52% of the students pointed out that the design and construction of the gallery is connected to the promotion and development of values through interaction among them, this can be observed in this instance:

> […] *Pues el festival se incluye en las áreas que por ejemplo al estar realizando pues cada stand debemos ser tolerantes porque debemos aceptar las ideas de los demás, debemos aceptar que hay unas que nos pueden servir y otras que no y tratarlas con respeto, saber cómo convivir, saber utilizar... saber compartir las diferentes opiniones […]* (Student from 11th)

36% of the students said that the construction of the gallery was very helpful to develop the communicative competence, due to practice of the writing and speaking were relevant to present their stands, as shown in the next extract:

> […] *Pues en el festival necesitamos que trabajar mucho el inglés y entonces así mejoramos en las actividades de escritura y de habla tanto en el aula como fuera de esta… porque si usted trabaja muy bien en el aula lo va demostrar en el festival en si como pues ehh... la manera de hablar, de escribir y se involucra demasiado, en ambos porque en el festival se necesita mucho trabajo específicamente en Inglés.* (Student from 9th)

Regarding Artistic Education, 10% of the students expressed that knowledge of artistic was developed through the creativity to design their stands. As shown in this student's opinion:

> […] *El festival principalmente en la construcción de la galería abarca todo lo que es el ámbito de creatividad, lo cultural y el arte. Considero que desde el festival de la canción en Inglés se trabaja lo que es el pensamiento crítico, ehh... Un pensamiento más abierto hacia las artes las competencias artísticas y culturales… Principalmente promueve lo que es la cultura general dentro de la institución.* (Student from 11th)

About the didactic aspect, 2 % of the students said that through this innovative activity, they feel motivation to design and make the gallery. This is evidenced in the following testimony:

> *[…] Bastante porque las clases son más didácticas y beneficiosas ya que hemos trabajado los stands para colocar el logo y el slogan que se hacen con materiales reciclables. Además, eso influye en el festival ya que es un aporte muy grande, yo hice mi slogan que representa la música es un arte ehh… comprende de notas musicales, el micrófono y un piano que para mí es uno de mis instrumentos favoritos…los otros elementos son la convivencia ciudadana además las fiestas de la naranja algo que representara nuestro municipio.* (Student from 11th)

Regarding Entrepreneurship stage, 64% of the students indicated that Institutional values are developed when they work in team to sell a product. As it is shown in the follow extract:

> *[…] Nos ayuda a formarnos en la vida y a emprender un proyecto de vida empresarial y económica, a fortalecer valores como el respeto, la puntualidad y la honestidad, al mismo tiempo aprendimos vocabulario en inglés.* (Student from Clei 3)

In addition, in this stage, 36% of the students said that they learn vocabulary when they prepare the recipe and promote the product to sell to the school community. It can be seen in the following student's opinion:

> *[…] Aprendimos a tener emprendimiento, a ser responsables… además aprendimos algo de vocabulario de cocina y de ventas en inglés, a trabajar en equipo…* (Student from Clei 4)

The Qualifying Competition stage showed that 36% of the students said that the promotion and development of the values are observed and practiced during this stage, the following extract evidence this:

> *[…] cuando el profesor nos pone la tarea de escoger una canción en Inglés para cantarla en la clase y de ella reconocer los valores y antivalores que aparecen en la letra, también por medio de estas actividades conocemos al otro y sus habilidades, también aprendemos a respetar al otro a través de la escucha cuando nos quiere compartir algo.* (Student from 10th)

38% of the students expressed that they learn vocabulary and expressions to be used when they sing in English in the classroom. It can be evidenced in this student's opinion:

> *[…] La mayoría de actividades en los que hay que extraer léxico o realizar oraciones son influyentes para realizar la actividad de escoger una canción con los phrasal verbs y por ende cantarla en público y al mismo tiempo extraer los valores y antivalores. (Student from 10th)*

7% of the students consider that the English classes is connected to Artistic Education as it is shown in this extract:

> *[…] En estas actividades el profesor nos incluye el canto como expresión Artística para sentir una nueva experiencia frente a los compañeros y tener la oportunidad de compartir con el otro la sensación de confianza y tranquilidad.* (Student from 10th)

19% of the students consider that the English classes is focused using Didactics of English as it is shown in this extract:

> *[…] Es divertido que el docente nos muestre unas clases más divertidas y menos monótonas, las actividades de cantar, de jugar, de hacer oraciones y buscar palabras desconocidas hacen que nos interesemos en nos enfoquemos en el tema de Inglés haciéndolo más divertido y didáctico.* (Student from 10th)

Lastly, the Grand Finale stage showed that 32 % of the students consider that this stage promotes the development of values, as can be seen in the following sample:

> *[…] porque a través de estos espacios podemos interactuar con estudiantes de otras instituciones, lo que significa unión y aprendizaje de una manera competitiva.* (11th Student from Public Institution)

Additionally, 42% of the students expressed that they improved pronunciation as well as fluency through the performances of English songs, this evidence is shown in one of the students' interview:

> *[…] Las clases han contribuido en este festival ayudándonos con la pronunciación y la fluidez de la lengua extranjera.* (9th Student from Private School)

Finally, 26 % of the students said that the grand finale stage is a didactic strategy to dynamize pedagogical processes in and outside the classroom. It can be observed in this extract:

> *[…] La preparación de la canción en Ingles para interpretarla, alimenta nuestro aprendizaje y mejora la dinámica en las clases de Inglés. (*11th student from Private School)

3.4.4 Pedagogical Project Meeting Minutes

To create, design and implement an institutional project as an English Song Festival, it is necessary that the participants follow a specific route, which provides general and specific objectives, detailed procedures and setting up for the required conditions for preparing both teachers and students who belong to the organizing committees. Thus, it will help to develop the activities proposed in a timetable.

In fact, according to the specified requirements of ICONTEC ISO 9001: 2008, for the institution it is indispensable to have a written record for each institutional project meeting, it allows to follow an agenda and describe the events, the issues, the decisions made by the staff to the design, implementation, development and evaluation stages of the festival, as it can be found in the following extract:

> *[…] Se realiza las pertinentes modificaciones del documento "Bases del concurso para la selección del logo y slogan del festival de la Canción en Inglés Municipal 2016 de la Institución José Miguel de Restrepo y Puerta" (ver anexo 1) que será socializado por cada uno de los docentes de inglés con los estudiantes de cada grado y que en su efecto se realizará el trabajo de apropiación según como apunta el cronograma de la primera etapa.* (Meeting Minutes N°2, February 25, 2015)

For these reasons, the minutes are useful to evidence the process of each festival's stage, thus, in the minutes N° 1, there is a starting point that contributes to develop the general competences and artistic education, as shown below:

Bajo la luz de la ley 1620 de convivencia escolar el proyecto permea de manera implícita la formación integral y consideramos que cumple con un alto impacto de convivencia y beneficia a la comunidad educativa debido a que el desarrollo creativo, artístico y la expresión en formación potencializa la sensibilidad, explora la imaginación y permite de manera estética comunicar con respeto sus propios sentimientos, deseos, conocimientos e informaciones". (Meeting Minutes N°1, February 4, 2015)

Teachers express that the implementation of the first stage of the Municipal English Song Festival 2016, is in agreement to the *Ley 1620 de convivencia escolar y formación para el ejercicio de los derechos humanos, la educación para la sexualidad y la prevención y mitigación de la violencia escolar.*[18] In this minutes, teachers consider that each stage of the festival should promote and ensure the healthy coexistence in the school community.

Additionally, another aspect to keep in mind is the evaluation of each stage that determines whether there is an achievement in planning and developing of the activities, in order to identify the strengths and weaknesses and therefore to take actions for improving the obstacles presented during the implementation. The following information illustrates this fact:

*[…] Se observa que participaron 57 estudiantes en las diferentes categorías de solistas, duetos y grupos. Determinando que el mayor número se concentra en el género femenino (36) y el menor número en el género masculino (21)" (*Meeting Minutes N°4, August 15, 2016)

---

[18] This law regulates the operation of the National School System of Coexistence and training for the exercise of Human Rights, Education for Sexuality and the prevention and mitigation of violence in schools.

3.4.5 Festival Assessment Survey to Students and Teachers

One of the main support of the study are the results from the surveys to students and teachers at the end of the development of the three versions of the Institutional English Song Festivals (See appendix H). The results are more evident when the educational community has been involved have had a strong impact on the students, due to the fact that each stage has implied the participation and collaboration of each member from the institution. (See tables 6 and 7)

Table 6. *87 Teachers' responses on the development of the Institutional English Song Festivals 2010, 2011 and 2012.*

ITEM	POOR	FAIRLY GOOD	GOOD
Planning, Organizing, Implementation of the project was	1%	2%	97%
The motivational strategy is	1%	18%	81%
The performance of the students on the stage was	1%	13%	86%
The participation of the students as public was	1%	15%	84%
The dissemination of the festival was	1%	14%	85%
TOTAL	1%	12%	87%

According to what is showed in table 6, there were strong reasons to carry out the next festivals. 87% of the teachers expressed that the strategy had been planned and well executed, and it had responded to the objectives proposed. 12% of the teachers considered that the activity has been an acceptable motivational strategy towards the English learning and at the same time they expressed that attendance of the students was not enough on the three festivals. 1% of the teachers said that the festivals were not a positive strategy in its planning and implementation.

Table 7. *210 Students' responses on the development of the Institutional English Song Festivals 2010, 2011 and 2012.*

ITEM	1 Very poor	2 Poor	3 Fairly Good	4 Good	5 Very Good
In the English classes is promoted the connection with the English Song Festival	5%	7%	14%	36%	38%
Is it enhanced the learning process through English songs?	4%	8%	16%	26%	46%
How do you rate the musical performances?	4%	7%	16%	39%	34%
The organization of the English Song Festival was	4%	7%	12%	29%	48%
The participation of the students and parents was	4%	6%	17%	34%	39%
The attendance of the students to the ESF was	6%	15%	31%	26%	22%
The guidance of the teachers was	5%	10%	20%	30%	35%
TOTAL	5%	9%	18%	31%	37%

Furthermore, the results displayed in table 7, show that 74% of the students expressed there is a parallel connection between the English classes and the Festivals, 72% of the students indicated that English songs are a good strategy to motivate the English learning. In conclusion, 68% of the students surveyed, asserted that the strategy is motivating and useful to learn English; in fact, a very remarkable aspect of hese results is that the students and parents were available to participate in a collaboratively way on the final show.

From the results shown in tables 6 and 7, the Central Committee analyzed the weaknesses and strengths and took actions to implement other activities to motivate, renovate strategies and activities, and to promote second language learning, the socialization, the general competences, the collaborative work, the confirmation of the presence of values through the development of each stage of the Festival.

In addition, from the nature of the project, the planning, organization and implementation of a municipal festival was the next challenge to accomplish the initial objectives. Thus, in the 2014, the first municipal Festival was carried out with 8 public institutions and 1 private school, which participated in the different categories: soloist, duet and band. It facilitated the integration and the teamwork looking for a new educational perspective within the institutions and schools from Copacabana.

According to the results from the surveys for teachers and students at the end of the process of the 2014 and 2016 festivals, they were significant because both students and teachers perceived that the strategy was very well-organized and the activities of each stage help the students to motivate the learning of the second language - English (See tables 8 and 9).

Table 8. *35 Teachers' responses on the development of the Municipal English Song Festivals 2014 and 2016.*

ITEM	POOR	FAIRLY GOOD	GOOD
Planning, Organization, and implementation of the project were	0%	4%	96%
The motivational strategy is	0%	1%	99%
The performance of the students on the stage was	1%	1%	98%
The participation of the students as public was	1%	41%	58%
The dissemination of the festival was	0%	3%	97%
TOTAL	1%	10%	89%

Specifically, from the results shown in table 8, 96% of the teachers indicated that the festivals were good in its development, 99 % of teachers said that is good tactic to motivate the English Learning into students. To finish, in a general manner, 89% of the teachers reported the Festivals were very good in every aspect, while 10% of the teachers expressed that it was fairly good, taking into account the students' attendance (audience) was low because of the institutional structure - as three shifts and the rest could not participate actively on the final show, due to several reasons.

Likewise, the results presented in table 9, depict information on how the students perceive the festival in terms of the aforementioned 7 aspects; 84% of the students considered that the festivals had connection with English classes, 85% of the students pointed that English songs are pleasant and efficient way to promote English Learning

process, 79 % percent of the students said that Festivals were very well planned and executed and the teachers' guidance was necessary to contribute to the impeccable organization in the final show. Additionally, the students considered that the performances were good in relation to the last three Institutional Festivals.

Table 9. *358 students' responses on the development of the Municipal English Song Festivals 2014 and 2016.*

ITEM	1	2	3	4	5
	VERY POOR	POOR	FAIRLY GOOD	GOOD	VERY GOOD
From English classes is promoted the connection with the English Song Festival	0%	2%	14%	38%	46%
Is it enhanced the learning process through English songs?	1%	3%	11%	33%	52%
How do you rate the musical performances?	2%	5%	19%	40%	34%
The organization of the English Song Festival was	1%	4%	12%	38%	45%
The participation of the students and parents was	2%	3%	18%	44%	33%
The attendance of the students to the ESF was	2%	5%	20%	46%	27%
The guidance of the teachers was	3%	6%	15%	31%	45%
TOTAL	2%	4%	15%	39%	40%

Chapter 4

Findings

4.1 Awareness of the Approaches Stated by the Curriculum and the English Plan

The analysis of the answers provided by the teachers in the questionnaire revealed that, even 71% of the teachers are not aware of the approach declared for the learning and teaching of English, (see table 10) they take to the classroom meaningful activities present in the approach stated by the school:

"[…] los estudiantes realizan noticieros, recortes y pegado de letras para formar palabras y luego un texto, cantan y realizan exposiciones […]" (Teacher F).

"[…] en el fomento de actividades significativas para los estudiantes de la lengua en el contexto del aula, lecturas de su interés y articularlas a los tópicos del proyecto integrado de aula o al festival […]" (Teacher *A).*

Table 10. *7 teachers' responses on Language English Teaching Approach mentioned in the School Curriculum.*

	PREGUNTA	PROFESOR A	PROFESOR B	PROFESOR C	PROFESOR D	PROFESOR E	PROFESOR F	PROFESOR G
Pregunta N° 1	¿Conoce los enfoques declarados en el currículo de la institución?	Si	No	No	Si	Si	Si	No respondio la encuesta
	Si es afirmativa menciónelos	Communicative Approach Total Physical Response Content Learning			Enfoque Constructivista	Enfoque Constructivista	Communicative Approach Content Learning	
	Si es negativa menciónelos		Comunicativo y aprendizaje basado en tareas y proyectos	Sigue procesos de un libro e ideas traídas de internet y me enfoco en trabajo colaborativo				

These pieces of data exemplify that the language teaching approaches are developed using specific vocabulary to perform songs and make oral presentations to improve the communicative competence into the students.

4.2 Teachers inclusion of Collaborative in the Language Classroom

In this case, 86% of the teachers develop the collaborative work taking into account the specific roles such as:

> *[…] Se organizan en grupos y se les asigna el rol y sus funciones de líder, futurizador, supervisor, administrador, controlador de tiempo, se realizan actividades que tengan que ver con los temas relacionados del periodo y de la planeación anual. Ellos son responsables de su aprendizaje orientado por el profesor y con ayuda del líder que es un aventajado con relación a los otros se hace el seguimiento permanente. […] (Teacher B)*

Taking into account the resulting percentage, it can be seen that teachers set students in teams in order, leading them to assume roles according their own strengths (Giraldo, 2010)

As can be seen in teacher's statement:

> *"[…] Ellos son responsables de su aprendizaje orientado por el profesor y con ayuda del líder […]" (Teacher B)*

Thus, students are responsible to do activities assigned by teachers as oral presentations, musical performances, role- plays and news.

4.3 Inclusion of the Activities Established for the English Song Festival in the Regular English Classes

71% of teachers are involved in each phase of the festival developing activities that join to the lesson plan and all institutional projects. These results point out that the majority of teachers, are interested in developing workshops to maintain the appropriate learning conditions to the students and to connect to English Song Festival Project. The following excerpts illustrate the activities developed:

> *[…] Desarrollando talleres cuyos hilos conductores atraviesen los tópicos propios de la planeación de inglés, articulándolos a contenidos en relación con las canciones (valores y antivalores), grupos musicales, vida de artistas, uso de instrumentos, montajes en las canciones […]* (Teacher A)

[…] Se da a conocer las bases del concurso. Se trabajan canciones
que tengan que ver con tiempos verbales, se trabaja vocabulario
especifico de las letras, se seleccionan los participantes y canciones
que se van a presentar. Se trabaja gramática en las canciones. […]
(Teacher B)

[…] Motivando a los niños para que hagan los logos y slogan y también hagan
presentación de sus canciones *[…]* (Teacher C)

[…] Hay un periodo donde se dedica al tiempo total a la música en
grado decimo, pero todos los periodos hay una canción que tiene un
diferente grado de dificultad. (Teacher F)

Last excerpts show that teachers design, implement and develop workshops

using *Topicos Generativos* from readings about biographies of singers, musical

performances, word games, use of instruments, analysis of English song lyrics and

others. This information shows that English activities are connected in parallel with the

Festival.

Afterwards analyzing the information collected through the questionnaire applied

to seven English teachers, under these results, it is evident the most of teachers

present a lack of knowledge about the approach and methods proposed in the English

Plan Area, it can be seen as a particular factor, generally it denotes deficiencies lead to

lack of harmonized actions, which could be seen specifically by inadequate classroom

practices as an overall structural weakness. However, the teacher's, practices and

interactions and beliefs have demonstrated the reverse to be true. According to the

activities developed by teachers, there is a strong trend towards the expansion of the

communicative language approach based on the learner centered and the use of language for communication, it can perceive in the development of the strategies and techniques to foment principles like interaction and negotiation in collaborative learning.

These practices are derived by the impact of the collaborative learning[19] and the Pedagogical Project "English Song Festival" in order to lead them towards a communicative approach.

Additionally, the most of teachers have responded with high sense of duty about the tasks designed and implemented by the Pedagogical Project, it has permitted to join the components of *Dispositivo Pedagógico* of Institution towards each stage of the English Song Festival Project.

4.4 Development of General Competences

The information obtained from the students and teachers' interview, shows two subcategories that included what they considered on festival project to promote the General Competences:

---

[19] Collaborative Work Project has been carried out in the English classes during 8 years. It has implemented student's roles such as coordinator, futurist, provider, supervisor, time controller and peacemaker. (Giraldo,2010)

4.4.1 Promoting Values

Taking into account the percentages presented in table 4, 71% of the teachers

stated that the festival promotes and develops the Existential Competence which refers

to connection of personal growth and cultural values. In connection to the category of

promotion and development of values, this information displays solidarity as a

fundamental value to achieve a linguistic learning goal and at the same time to promote

the personal and collective growing among themselves. The quotation below shows

some activities that teachers boost in class:

> *[…] se promueve desde el primer periodo cuando se comienzan trabajar las*
> *canciones y todos se ayudan en la pronunciación todos se ayudan en el buen*
> *uso del lenguaje y se logra, que al final haya una excelente pronunciación, que*
> *todos lo logren, luego de ese trabajo de la pronunciación ehh… los muchachos*
> *ya empiezan a analizar en conjunto los idioms, las costumbres, los tipos de*
> *escritura, las canciones en que… si son formales o si son informales, pero*
> *siempre hay un trabajo en grupo y colaborativo, […]* (Teacher A)

This demonstrates that Festival helps students in an implicit way to develop

linguistic activities with English songs because of those allow to have basic interactions

such as helping each other to improve the pronunciation, understand the messages of

the lyrics or sing the song in front their partners. In fact, Woodall & Ziembrosk (as cited

by Perez, 2010) considers "oral language is an interactive and social process, and using

songs with authentic meaning is a natural way to experience rich language in a

pleasurable way."

Taking into account the mentioned above, the process of learning a second language could modified the existential' competence of the learner, this is due to social and cultural interactions that help to alter the students' behaviors as it can see in the previous interview:

> *[…] La capacidad de interactuar con otros…sus compañeros, sus profes de una manera humanizante, constructiva pues se promueve acá de forma permanente la vivencia de valores como el respeto a otras culturas y formas de pensar, la honestidad, la valoración de destrezas diferentes, la solidaridad, entre otros. También conductas que promueven la sana convivencia, la aceptación de la diferencia y el cuidado del medio ambiente. Incluye además habilidades para ejercitar una ciudadanía activa. Al mismo tiempo se promueve la participación y apertura a lo municipal, las competencias que se promueven con el Festival no se circunscribe solo al ámbito local o institucional, sino que también se abre a la interacción con otros sujetos de la comunidad educativa Copacabanita. […]*
> (Teacher D)

For Berko & Gleason 1988, Lock 1991 (as cited by Brown 2000) states "look at the interaction between the child's language acquisition and the learning of how social systems operate in human behavior." In this way, teachers look for innovative strategies which help to involve the Academic and Social integration into students.

In what follows, taking into account the results shown in table 5, 47 % of the students considered that the Festival generates new conditions towards the real life and involves more than one person to work in collaborative way. In fact, it facilitates the connection new forms in personally meaningful communication and experiment with them in real contexts as it is exposed in these extracts:

[…] En cuanto a las actividades de buscar biografías e de cantantes y utilizar canciones… me gusto la actividad de cantar una canción que tuviese phrasal verbs, aparte de que aprendimos nuevas cosas, tuvimos la oportunidad de unir al grupo y muchas personas descubrieron el talento musical… y por medio de estas actividades didácticas aprendemos mucho, nos motiva a poner en practica temas que nos parecen difíciles que por pereza no lo hacemos. […] (Student from 9th)

[…]Para llegar al festival de la canción en Inglés durante las clases hemos incluido cantos en Inglés, donde cada grupo elegía una canción y la cantaba, pero antes sacábamos una serie de phrasal verbs […] y en sus letras descubríamos los valores y antivalores […] (Student from 10th)

These reveal four Institutional Values as are solidarity, respect, responsibility, honesty and tolerance, those are a core to express cordial warmth and attention in others classmates. It benefits the living together in the classroom practices and the implementation of the festival.

The entrepreneurship workshop prepared by the English teachers, such as cooking a recipe, to design a selling poster, to implement a publicity campaign and selling the product is a good construction between the raising funds and learning of a second language. Students got enthusiastic in those kinds of actions no matter what kind of *tópico generativo* or *meta de comprensión* teachers were teaching them. This evidence is shown in two of the students' interviews:

[…] Se da con los valores de responsabilidad porque me pareció que haciendo la actividad de ventas para recolectar fondos nos hace ser honestos para entregar el dinero y al mismo tiempo compartir con otros grupos e interactuar con personas que no conocemos […]. (Student from Clei 3)

[…] El emprendimiento empresarial escolar es una puerta para los estudiantes, es un… que abre caminos para crear medianas o grandes empresas es una idea muy buena   porque desde sus inicios se nos está fomentando el espíritu emprendedor, además los alumnos adquieren las herramientas y conocimientos necesarios para para fomentar la productividad y la capacidad empresarial […]. (Student from Clei 6)

4.4.2 Developing Communicative Competences

Table 4 presents the results of the teachers who said that communicative competence is evidenced in activities and tasks as preparing recipes, selling a product, word games, building a stand, performing English songs, readings about singer´s biographies, as it is seen in this excerpt:

[…]En l*a galería Cantarte se promovió un sinnúmero de actividades que desarrollan todas las habilidades comunicativas en menor o mayor escala, esto permite un desempeño en habilidades de comprensión (Escucha-Lectura) y habilidades de producción (escritura con el uso de lenguaje oral) todas se interrelacionan entre si transversalmente. Sin olvidar que la habilidad de interacción hace parte del uso del lenguaje en diálogos espontáneos en diferentes contextos.* […] (Teacher C)

In this way, these activities are aimed to practice the second language in authentic way and are given in meaningful conditions. According to Larsen - Freeman (1986) states:

[…] To overcome typical problem that students can't transfer what they learn in the classroom to outside world and to expose students to natural language in a variety of situations, adherents of the communicative approach advocate the use of authentic language materials […]

The results displayed in table 5, 37 % of the students said that the Communicative Competence is developed in each stage of the festival. The interviewed group, which is in different levels in the Institution or in the university (alumni) expressed that the experience of participate in different stages helped to learn English in a better way, as can be seen in the following sample:

> *[…] Cuando se acerca la eliminatoria del festival… las actividades que se hacen en clase como los juegos de palabras en inglés, cantar como solistas, duetos o grupos son una buena forma de aprender pronunciación…al igual que los talleres de traducción de biografías de cantantes que nos ayudan a reconocer el significado de las palabras es divertido como se aprende […]* (Student from 10th)

In fact, students who are still studying indicated that the activities that are connected towards the festival help to improve the lexical, semantic and phonological competences. The vocabulary games, singer's biographies and singing English songs play a significant role in the communication and language learning, especially in the meaning; it should be considered as an impact of the festival. Thus, the *Linguistic Competence* as body of grammatical structures is evidenced through the dynamic activities mentioned above that promote authentic language communication and students have other perspectives of the kind of language they may find outside the classroom.

After analyzing the 32 student's interviews during the stage of qualifying competition, it could see that there is a strong connection between the English classroom activities and the social interaction, that is to say, interaction influences others and impact on their linguistic knowledge, in consequence of this, students extend their range of vocabulary, expressions and meanings, it may contribute to explain how language works to organize ideas and explore new structures. The following excerpts illustrate the scenario:

[…] Salimos a cantar para aprender estructuras o palabras con sus significados… esto nos ayuda entender más el inglés junto con mis compañeros…cuando cantamos juntos nos sentimos más seguros y nos gusta la actividad. *[…]*
(Student from Clei 4)

In other words, social interaction has contributed to create language learning opportunities to maxim the abilities into students and explore the new knowledge of English on different situations.

There is no doubt, the collected information through an interview has allowed to have a clear panorama of the teachers' intervention in each phase of the festival and the data demonstrates the expertise by using the knowledge of English, the work-team, the motivation, the coordination to execute activities, the development of general competences and the social interaction within the pedagogic project.

Additionally, teachers and students' attitudes play an important role in the design and implementation of the pedagogical project, it can be affected by the teachers' and students' levels of motivation, interest confidence, responsibility, and commitment respecting to the desire to develop the different activities in the classroom practices and advocacy of the festival.

Consequently, the Pedagogical Project has contributed to motivate students to learn English throughout the different activities proposed in the five stages, it could be reflected in the results of the Prueba Saber 11 since 2010 until 2016.

Table 11. *Results of the Prueba Saber 11 since 2010 until 2016*
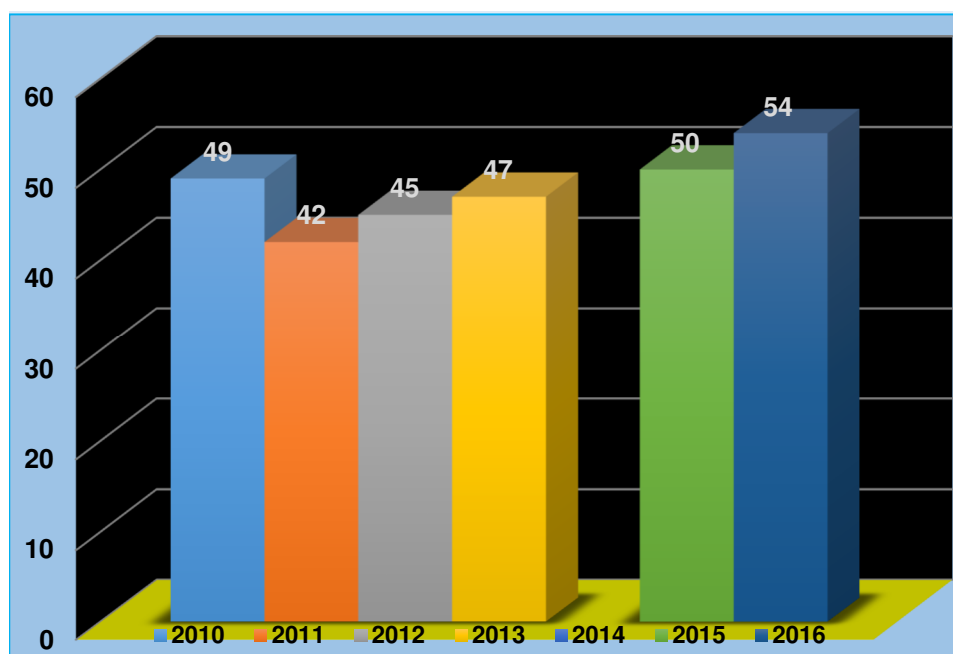
These results have proven this strategy to be effective because the Festival has played a significant role as to the fostering of the communicative competence by providing

opportunities for children and teens to construct their own L2 knowledge of through parallel class activities linked to the Program. Along the six years the Festival has been implemented, the scores gotten by the students in the *Prueba Saber 11* have been between an average from 49.19 to 54.11 as seen in *Table 11* (See appendix I).

Chapter 5

Conclusions and Pedagogical Implications

5.1 Research Limitations

The processes in a research project need the commitment of its members in order to obtain results and possible solutions related to the specific topic, for those reasons is usual to discover difficulties, the list below, shows some of them:

Lack of previous research studies on the topic was a real difficult, because of it is necessary to have a literature review to support underpinning for understanding the research problem to investigate.

Lack of time to interview students and teachers, their duties and extra activities to do, were principal factors which made hard to get together at the same time period of time, however some interviews were conducted on line.

The financial support represented a continuous threat to Pedagogical Project, it is due to the organization and development of a festival generates high expenses, and the institution cannot pay them.

The research processes demand time, and the results are demonstrated at least three years later after establishment with the proposal. The development of the Pedagogical Project claims a lot of time and energy from teachers and students to meet and agree objectives, methodologies and schedules. It makes the research use extra personal time to obtain and analyze the information.

5.2 Conclusions and Pedagogical Implications

The outcomes of this study, showed that students have been developing levels of social interaction, since the incorporation of a variety group work cross- curricular activities during the five stages of the Festival, students learn to take on the different roles they were to assume in the group, allowing them to better understand social interaction with people, who not only have particular (individual or collective) contexts, but also undertake varied positions and functions inside the community.

In this sense, the Festival provides opportunities for students to construct an actual coexistence across a scenario that promotes artistic and social convergence as a symbol of peace and social inclusion; thanks to the collective sense of the Festival, there is a pursue from a pacific and harmonious interaction as an opportunity, so that, students have the chance to see reality with different eyes and start dreaming again with a country with deep social gestures of conciliation.

Doing research on General Competences in Colombia becomes a vital issue for the field of Education and the individuals in charge of issuing educational policies.

Under the design, implementation and development of Pedagogical Projects, it would be interesting to carry out research at the national, regional and municipal educational settings in order to make better effective English teaching in the education institutions, opening the possibilities of a closer interdependence among educational theory and second language learning and teaching.

Teachers could facilitate the development of students' General Competences through this specific experience that involves teachers and students' skills and their beliefs, capitalizing their curiosity and eagerness. Hence, the design and implementation of innovative activities in the second language classroom may have a meaningful influence in the context.

From the general results and analysis of the surveys of the last institutional and municipal festivals, an interest emerges in terms of tangible reality on how this pedagogical experience has contributed to interpret the school community and motivated this exploratory study to find out the impact of each stage of the festival, which provides a meaningful experience within the second language learning on the educational community, particularly, on the thriving of the General Competences.

References

Adell, Joan-Elies. (1998) *La música en la era digital: la cultura de masas como simulacro.* Lleida, Editorial Milenio.

Burns, A. (1995). *Qualitative research studies.* Cambridge: Cambridge University Press.

Burns, A. (1999). *Collaborative action research for English language teachers*. NY: Cambridge University Press.

Brown, D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* Englewood Cliffs, New Jersey: Prentice Hall Regents.

Media Violence and Children: A Complete Guide for Parents and Professionals Retrieved from https://books.google.com.co/books?isbn=0275979563

Bruner, J. S. (Ed.). (1980). *Investigaciones sobre el desarrollo cognitivo.* Madrid: Pablo del Río.

Bruner, J. S. (1981). *Realidad mental y mundos posibles*. Madrid: Gedisa.

Bruner, J. S., Goodnaw, J. J. y Austin, G. A. (1978). *El proceso mental en el aprendizaje.* Madrid: Nancea.

Brown, D. (2000). *Principles of language learning and teaching.* White Plains, NY: Longman.

Callahan, M. (2010). *How Do I Motivate My Students?* Retrieved from

https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teachingresources/Documents/HowdoIMotivateMyStudentswhitepaper.pdf

Cerda. G. H. (2001). *Cómo Elaborar Proyectos: Diseño, ejecución y evaluación de Proyectos Sociales y Educativos.* Bogotá. Cooperativa Editorial Magisterio.

Colombia. Ministerio de Educación Nacional [MEN]. (2016). *Basic Learning Rights: English.* Retrieved from

http://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/cartillaDBA.pdf

Colombia. Ministerio de Educación Nacional [MEN]. (2006). *Estándares básicos de competencias en lengua extranjera: inglés. Formar en lenguas extranjeras: el reto.* Retrieved from http://www.mineducacion.gov.co/cvn/1665/article-115174.html

Colombia. Ministerio de Educación Nacional [MEN]. (2012). *La cultura del emprendimiento en los establecimientos educativos, Guía N° 39,* Retrieved from http://www.mineducacion.gov.co/1759/w3-article-287822.html

Colombia. Ministerio de Educación Nacional [MEN]. (2004) *¿Qué son las competencias?* Retrieved from

http://www.colombiaaprende.edu.co/html/competencias/1746/w3-printer-249280.html

Colombia. *Ley General de Educación 115 de Febrero 8 de 1994.* Retrieved June, 2016 from http://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf

Council of Europe, 2001. *Common European Framework of Reference for Languages: Learning, Teaching and Assessment.* Retrieved from http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks,CA: Sage.

Deci. E., & Ryan. R., (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions.* Retrieved from https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf

Dewey, J. (1916). *Democracia y Educación*. New York: Macmillan. Inc.

Dörnyei, Z. (1994). *Motivation and motivating in the foreign Language classroom*.
Modern Language Journal, 78,273.

Donald F. Roberts., & Peter G. Christenson (2001) *The effects of Violent Music and
Children and Adolescents.* Retrieved March, 2017
*https://pdfs.semanticscholar.org/4bd4/0af73efd39198c6d2ba3d2f8a97afbca7858.p
df*

Duran, J. (1994). *El proyecto educativo institucional: una alternativa para el desarrollo
pedagógico-cultural.* Bogotá. Cooperativa Editorial Magisterio.

Eggen, D., & Kauchak. (1994). *Educational Psychology: Classroom Connections.* The
United States: Macmillan.

Ellis,R. (1998) *Second Language Acquisition. (2 edn.)* Oxford: Oxford University Press
Freeman, D. (1998). *Collecting and analyzing data. Doing teacher-research: From
Inquiry to Understanding,* 5 86-119.

Gardner, H. (1991). *La mente no escolarizada. Cómo piensan los niños y cómo
deberían enseñar en las escuelas.* Buenos Aires: Editorial Paidós.

Gardner, H. (1994). *Estructura de la mente: la teoría de las inteligencias múltiples.*
España: Fondo de Cultura Económica.

González, A. (2007). *Professional Development of EFL Teachers in Colombia: Between
Colonial and Local Practices.* Íkala. 12(1), pp. 309 – 332.

González, D. (2008). *Psicología de la motivación.* La Habana. Editorial Ciencias
médicas.

Gottfried, A. E. (1990). *Academic intrinsic motivation in young elementary school children.* Journal of Educational Psychology, 82(3), 525–538.

Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). *Continuity of academic Intrinsic motivation from childhood through late adolescence: A longitudinal study.* Journal of Educational Psychology, 93(1), 3–13.

Gaitán. C. (2005). *Prácticas Educativas y Procesos de Formación en la Educación Superior.* Pontificia Universidad Javeriana. Bogotá.

Gatbonton, E. & Segalowitz, N. (1988). *Creative automatization: Principles for promoting fluency within a communicative framework.* TESOL Quarterly, 22, 473-492.

Giraldo, N. (2009). *You and Me toward a meaningful English Learning. Institutional and Municipal English Song Festivals.* Copacabana, Colombia. Retrieved November, 2016 from https://englishconexionambiente.jimdo.com/

Giraldo, N. (2010). *¿Cómo aprovechar el aprendizaje colaborativo en el aula para mejorar las competencias en Inglés?* Medellin, Colombia.

Harmer. J. (2007). *How to teach English.* England: Pearson Education.

Harmer, J. (1991) *Practice of English language teaching.* London; New York: Longman.

Hubbard, R.S., & Power, B.M. (1999). *Living the questions. A guide for teachers-researches.* York, Maine: Stenhouse Publishers.

Hymes, Dell (1971). *Foundations in sociolinguistics: an ethnographic approach,* Volume 6 (Reprinted in 2001 by Routledge) London. International Journal of Cross Cultural Management.

Jolibert, J., Sraïki, C. (2009). Niños que construyen su poder de leer y escribir.

Manantial. Buenos Aires. Por: Ibis Montesinos Montes

Kilpatrick, W.H. (1921). *Dangers and difficulties of the project method.* Teachers

College Record. 22(4), p.p. 283 - 288.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition.* University

of Southern California.

Krashen, S. (1985), The Input hypothesis: issues and implications,New York, Longman.

Kumavaradivelu, B. (2003). *Beyond Methods; Macro strategies for Language Teaching.*

Yale: Yale University Press.

Kumaravadivelu. B. (2008) *Understanding Language Teaching From Method to*

Postmethod. Mahwah, New Jersey.

Larsen D. (1986*). Techniques and Principles in Language Teaching.* Oxford American

English. University of California.

Medina, Suzanne. (1993). *The Effect of Music on Second Language Vocabulary*

Acquisition, 'National Network for Early Language Learning', Vol 6-3.

Murphey, T. (1990). *Song and Music in Language Learning. An Analysis of Pop Song*

Lyrics and Music in Teaching English to Speaker of Other Languages. Berna,

Peter Lang.

Nupfer, N. N. (2007). *Descriptive research methodologies*. Kansas State University.

Hilary McLellan, McLellan Wyatt Digital.

Obando, & Sanchez (2007). Is Colombia ready for the Bilingualism? Retrieved from

http://www.revistas.unal.edu.co/index.php/profile/article/viewFile/10715/11186

Paz P., & Durán. J., (1993).Lozano, Maximiliano. *Lineamientos Generales para las Innovaciones en el Distrito Capital.* DIECEP.

Pérez Niño Daniel Fernando. (2009).*The Role of Music in Young Learners' Oral Production in English.* Universidad Nacional de Colombia, Bogotá. Retrieved from http://www.revistas.unal.edu.co/index.php/profile/article/view/13994/36812

Richards, J.C. 1985. *The Context of Language Teaching.* Cambridge: Cambridge University Press.

Richards, J. C., and Schmidt, R. (2002) *Longman Dictionary of Language Teaching and Applied Linguistics.* Pearson Education Limited, (4), 231.

Ríos, B. E. (Junio, 2011.) *Proyecto pedagógico una estrategia de aprendizaje que articula teoría-práctica-investigación.* Red Iberoamericana de Pedagogía, Red Colombiana de Pedagogía. Simposio Internacional de Pedagogía Cartagena de Indias, Colombia. Retrieved from *http://proyectopedagogico.webnode.com.co/news/proyecto-pedagogico-una-estrategia-de-aprendizaje-que-articula-teoria-practica-investigacion/*

Stake, R. (1995). *The art of case study research* (pp. 49-68). Thousand Oaks, CA: Sage.

Siedman, I. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* New York: Teachers College Press.

Simons, H. (1980). *Towards a science of the singular: Essays about case study in educational research and evaluation.* Norwich, UK: University of East Anglia, Centre for Applied Research in Education.

Sternberg, R. J. (2005). *Intelligence, competence and expertise*. In E. Andrew & D. Carol (Eds.), Hand book of competence and motivation. New York. USA: The Guilford.

Storr, Anthony. *Music and the Mind. New York: The Free Press,* 1992. 212 pp. Psychoanal Q., 66:145-147 ... Music And The Mind.. Psychoanal Q., 66:145-147 Retrieved from www.pep-web.org/document.php?id=paq.066.0145a

UNESCO. 1999 (Oficina Internacional de Educación) *Perspectivas: revista trimestral de educación comparada.* París, vol. XXIII, nos 1-2, 1993, págs. 289-305. Retrieved from www.unav.es/gep/Dewey/Westbrook.pdf

Weiss, & Gross (1998). *«La pedagogía del proyecto» en Lenguaje y pedagogía de proyectos.* Bogotá: Universidad Distrital Francisco José de Caldas.

Woodall, L., & Ziembroski, F. (2004). *Promoting literacy through music.* Retrieved from http://www.songsforteaching.com/lb/literacymusic.htm

Yin, R. K. (2003). *Case study research: Design and methods.* Thousand Oaks, CA: Sage.

Zolt´n Dörnyei (1998). *Motivation in second and foreign language learning. Language* Teaching, 31, pp 117-135 doi: 10. 1017/S026144480001315X Retrieved from http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

Videography

Qualifying Competition 2016, published on 17 December of 2016. 5:08 min.

Retrieved from https://www.youtube.com/watch?v=gs1K0dGwJDY

Appendix A: ICFES Institutional English Results year 2010 to 2013

ICFES
mejor saber

Instituto Colombiano para la Evalución de la Educación
-ICFES-

Generador de Reportes de Datos Históricos

Fecha impresión: 08-02-2017 23:13:15

Nivel Agrupamiento: INSTITUCIONAL (ANTIOQUIA / COPACABANA / COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA - MAÑANA)

Año(s): 2010 - 2014
Prueba: INGLÉS
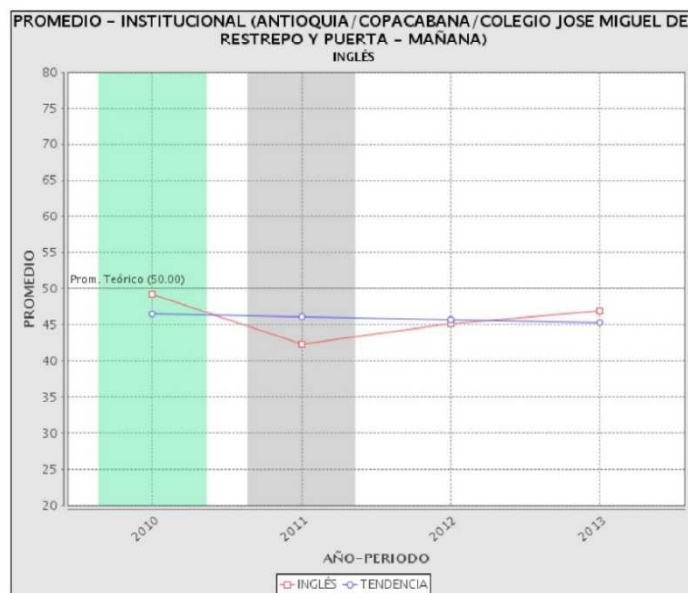
INGLÉS	
AÑO-PERIODO	**PROMEDIO**
2010	49.19
2011	42.32
2012	45.20
2013	46.95

Appendix B: Questionnaire applied to the seven English Teachers

ENCUESTA A DOCENTES DE INGLÉS

OBJETIVO: el presente cuestionario, de carácter anónimo y confidencial, busca recoger información pertinente al conocimiento, apropiación y desarrollo de los enfoques declarados por la Institución para la enseñanza del inglés.

INSTRUCCIONES: Responda a las siguientes preguntas con la mayor sinceridad posible. Por favor, no deje ninguna pregunta sin responder.

1. ¿Conoce usted el (los) enfoque(s) declarados en el currículo de la Institución para la enseñanza del Inglés?

   | Sí | | No |

   Si su respuesta es afirmativa, mencione (los) enfoque(s) que implementa en el aula de clase.

   _____
   _____

   Si su respuesta es negativa, indique el o los enfoque(s) que usted utiliza.

   _____
   _____

2. ¿Cómo se evidencia este enfoque en las actividades que desarrolla en sus clases?

   _____
   _____

3. ¿Promueve el trabajo colaborativo en sus clases? | Sí | | No |

   Si su respuesta es afirmativa, ¿qué tipo de actividades desarrolla en clase para promover el trabajo colaborativo?

   _____
   _____

4. ¿Cómo participa del Proyecto Pedagógico Institucional *English Song Festival*?

   _____
   _____

5. ¿Cómo articula sus clases al desarrollo de este Proyecto?

   _____
   _____

Appendix C. Transcriptions of Video Recorded Teachers and Students' Interview

Question
¿A partir del festival como considera usted que se promueve la formación de valores a través de la segunda lengua?

TEACHER A Grades 10 and 11	TEACHER B Grade 9	TEACHER C Grades 6 and 8	TEACHER D Grades 6 and 7
"Bueno, se promueve desde el primer periodo cuando se comienzan trabajar las canciones y todos se ayudan en la pronunciación todos se ayudan en el buen uso del lenguaje y se logra, que al final haya una excelente pronunciación, que todos lo logren, luego de ese trabajo de la pronunciación ehh los muchachos ya empiezan a analizar los.. en conjunto los idioms, las costumbres, los tipos de escritura, las canciones en que… si son formales o si son informales, pero siempre hay un trabajo en grupo y colaborativo, ahora con respecto… después de todo esto llegan a una parte que es el emprendimiento y como han trabajado tanto la parte de trabajar en equipo a través de las canciones logran simplemente ehh.. hacer las actividades sin ser punitivas	"En la comunidad educativa se promueve desde el primer momento en que el estudiante empieza a indagar y a mirar en otros medios como se identifica con lo que ellos pretenden interpretar y es así como interactúan con otras culturas.

Los valores se promueven desde que el joven siente la necesidad de mejorar su rendimiento a través de otras actividades fuera del aula escolar como es el canto y la recolección de los fondos para poder subsidiar este evento. Es lindo ver como estos jóvenes entran en una competencia de querer | "Al participar en el festival, este se convierte en un punto de partida para que los estudiantes adquieran una motivación que le conduzca a fortalecer el deseo por el aprendizaje de una segunda lengua que le posibilite alternativas de vida diferentes a las actuales, pues se entiende que se le abren más puertas par a interactuar con otras culturas , visualiza alternativas de estudio y trabajo y a través del esfuerzo cotidiano donde la constancia, responsabilidad, dedicación, y esfuerzo sin límites le | "La capacidad de interactuar con otros (sus compañeros, sus profes) de una manera humanizante, constructiva pues se promueve acá de forma permanente la vivencia de valores como el respeto a otras culturas y formas de pensar, la honestidad, la valoración de destrezas diferentes, la solidaridad, entre otros. También conductas que promueven la sana convivencia, la aceptación de la diferencia y el cuidado del medio ambiente. Incluye además habilidades para ejercitar una ciudadanía activa. Al mismo tiempo se se promueve la participación y apertura a lo municipal, las competencias que se promueven con el ESF no se circunscribe solo al ámbito local o institucional, sino que también se abre a la interacción con otros sujetos de la comunidad educativa Copacabanita. - Se busca crear lazos para que el aprendizaje del inglés sea más significativo en toda esta comunidad, Es una actividad |

sino porque a ellos mismos les nace trabajan el emprendimiento y hacen actividades para poder entonces ehh… recoger fondos para el festival de la canción. En cuanto a los valores pues siempre es… al trabajar el trabajo colaborativo hay mucha responsabilidad, hay mucho compañerismo, hay mucho respeto y en el emprendimiento hay muchísima responsabilidad"	ser cada uno mejor según su habilidad, se nota mucha unión, respeto, tolerancia, entusiasmo y alegría con el respeto de los que hace la otra persona."	garanticen ser mejor personas y un futuro profesional preparado para las necesidades y exigencia modernas."	didáctica con un claro propósito educativo y es el de vincular cada vez más chicos en el aprendizaje del inglés en el que las actividades propias del proyecto se convierten en el pretexto para motivar, vincular y mantener a los chicos presentes y activos; lo que redunda sin duda en múltiples aprendizajes (unos claramente propuestos y otros que se logran de forma incidental o sin que los docentes no lo propongamos, pero que llegan de forma colateral con las competencias que si están presentes en nuestras planeaciones y que otros autores llaman a veces el currículo oculto"

Question					
¿Cómo se incluye el festival en las actividades de clase?					
STUDENT A	STUDENT B	STUDENT C	STUDENT D	STUDENT E	STUDENT F
"Pues al principio teníamos que hacer un slogan con logo para la imagen del festival de inglés y eso lo trabajamos en tres clases también el profesor nos iba explicando sobre el festival y en qué consistía, también hicimos estos stands para presentar todos los que habían hecho desde prescolar hasta once, y ya.. ahh y acá tenemos los 10 mejores que los escogieron unos jurados de acá la institución y nosotros como estudiantes votamos con un papelito en el lugar que queramos."	"En mi opinión el festival de la canción se vio pues reflejado en la realización de estos logos y slogan ya que al poner la temática central como quien dice solo se puede música entonces pues que eso hace se vea reflejado el festival."	"Pues en el festival necesitamos que trabajar mucho el inglés y entonces así mejoramos en las actividades tanto en el aula, porque si usted trabaja muy bien en el aula lo va demostrar en el festival en si como pues ehh.. la manera de hablar, de escribir y se involucra demasiado, en ambos porque en el festival se necesita mucho trabajo específicamente en inglés."	"bueno, las actividades del festival se involucran mucho en las clases de inglés ya que de estas aportamos ideas para sacar un logo específico sobre qué haremos en el festival en el cual representara nuestro festival de inglés"	"En las actividades de clase que realizamos se incluye mucho la parte del festival porque los dibujos que teníamos que hacer tenían que tener parte la música, parte de la buena cultura de Copacabana, también teníamos que poner un… básicamente un tema o algo que referenciara el festival y tenía que ser en Inglés ehh también y tuvimos que hacerlo de una manera musical e intentar pues como olvidar mucho ese tema que fuera de música y que también tuviera mucho énfasis en todo lo que era la cultura en Copacabana."	"Bastante ya que en las diferentes clases hemos trabajado los stand como lo son el logo y el slogan que se hacen con materiales reciclables. Además eso influye en el festival ya que es un aporte muy grande, yo hice mi slogan que representa la música es un arte ehh comprende de notas musicales, el micrófono y un piano que para mí es uno de mis instrumentos favoritos…los otros elementos son la convivencia ciudadana además las fiestas de la naranja algo que representara nuestro municipio."

Appendix D. Pedagogical Project Meeting Minutes Form

Acta N° 01	Equipo o grupo: Área de lengua extranjera (Inglés)
Fecha: 4 de febrero de 2015	**Lugar:** Aula virtual de Inglés
Hora de inicio: 12:30 A.M.	**Hora de finalización:** 1:15 P.M.
ASISTENTES: **Coordinador del Proyecto:** Carlos Alvarado **Docentes:** Sandra Cárdenas, James Gallego, Nelly Giraldo	**INASISTENTES:**
OBJETIVO	

OBJETIVO
• Revisar el proyecto pedagógico ENGLISH SONG FESTIVAL a la luz de la ley 1620 "Convivencia Escolar".

ORDEN DEL DÍA
1. Planear el cronograma del año.
2. Revisar el proyecto pedagógico a la luz de la ley 1620 "Convivencia Escolar".
3. Hacer ajustes pertinentes.
4. Enviar el acta de la reunión al correo electrónico coordiacademicoiejmrp@gmail.com

DESARROLLO DE LA REUNIÓN
• Saludo a los asistentes.   • Llamado a lista.   Se procede a realizar el trabajo de la agenda propuesta por la coordinación académica de la siguiente manera: • Bajo la luz de la ley 1620 de convivencia escolar el proyecto permea de manera implícita la formación integral y consideramos que cumple con un alto impacto de convivencia y beneficia a la comunidad educativa debido a que el desarrollo creativo, artístico y la expresión en formación potencializa la sensibilidad, explora la imaginación y permite de manera estética comunicar con respeto sus propios sentimientos, deseos, conocimientos e informaciones.   • Se procedió a socializar el informe financiero y el análisis de las encuestas de satisfacción aplicadas a estudiantes y profesores al finalizar el festival 2014 (ver en http://englishconexionambiente.jimdo.com/english-song-municipal-festivals/) Luego se llegó a convenir aspectos de la etapa I "concurso logo y slogan" para su preparación y ejecución. En este paso se definió lo siguiente: -El elemento **"Convivencia"** será aplicado para la construcción del logo y slogan.   -La galería de logos y slogan será expuesta el día jueves 22 de Octubre.   • Se realizó el cronograma de las macro-actividades de las etapas 1, 2 y 3 teniendo en cuenta los calendarios institucionales escolares municipales del año 2016.   • Se finaliza la reunión 1:150 P.M   Se anexa el cronograma de actividades de la primera etapa. (Logo Design Contest)

Appendix E. Questionnaire applied to the students from 9 and 11 grades

	Cantarte Gallery	DATE:
		COURSE:
	(Second Stage)	PERIOD:
	STUDENT'S NAMES:	ENGLISH TEACHER:

Dearest student, you must have prepared the answers of this questionnaire. **Remember to TALK in English when you are going to PRESENT your stand.**

1. What does the word "**value"** mean?
   _____
   _____

2. Could you mention the institutional values?
   _____
   _____

3. Mention the five elements that you should joined to create the final image.
   _____
   _____

4. What is a slogan? Could you explain it?
   _____
   _____

5. Could you explain about the concept of citizen coexistence?
   _____
   _____

6. What do you think about the citizen coexistence in Copacabana?
   _____
   _____

7. What were the recycled materials used to build your stand?
   _____
   _____

8. What was the topic of your classroom project?
   _____
   _____

9. What does the word "communication" mean?

_____
_____

10. How did you apply in your stand the concept of communication?

_____
_____

11. How was the organization of your work team to build the stand?

_____
_____

12. Did you like to work in this activity? Yes_____ No_____ Why? _____and why
    not?_____
    _____

13. What have you learned on this activity?

_____
_____

14. To what extent, according to logo contest, what does the activity promote to?
    Answer the question and check (   ) **Yes or No.**

Topic	Yes	No
Institutional Values		
Democracy		
Artistic Education		
Living Together		
Collaborative Work		
Incidental Learning		
Social interaction		
English Communication		
Citizen Coexistence		
Care for the environment		

Others topics? Mention them_____

Explain why? _____

Appendix F. Educational Business Entrepreneurship Workshop

	EDUCATIONAL BUSINESS ENTREPRENEURSHIP (Third Stage)	**DATE:**
		COURSE:
		PERIOD:
	STUDENT'S NAMES:	**ENGLISH TEACHER:**

According to the process of the **English Song Festival 2016**, we are in the third stage which corresponds to "**EDUCATIONAL BUSINESS ENTREPRENEURSHIP",** for this reason it is essential to develop the next activities:

1. Make groups of 5 people.

2. Assume the role according to your profile.

Leader: is "a person who influences a group of people towards the achievement of a goal"

> **Functions:**
> - Organize and coordinate activities.
> - Obtain necessary resources and support.
> - Build mutual trust and cooperation.
> - Write the general inform and handle it on time.

Publicist: is a person whose job it is to generate and manage publicity for selling a product.

> **Functions:**
> - Design a creative poster to sell a product.
>
> **Characteristics of the Poster:**
> -it must have the name of the product and the price.
> -Pictures of the product.
> -Information why people should buy this product.
> -Details how to buy the product. (place, time)
> -A slogan.

Administrator of Materials: Is a person who manages the materials to make the product.

Functions:

- Buy the materials required previously.
- Get all the resources to make the product.
- Distribute the materials in a correct way.

Treasurer: is a person who has day-to-day responsibility for looking after the group's money.

Functions:
-Dealing with money.
-Receiving money.
-Spending money and collect the receipts for all purchases.
-Writing up the accounts book.

Cashier: is a person who deals with cash.

Functions:
-Receive payment by cash.
-Checking daily cash accounts
-Maintaining weekly and daily report of transactions.

3. Read the document **"La cultura del emprendimiento en los establecimientos educativos, Cartilla N°39 del MEN"** From page 1 until 62. Go to the link: http://www.mineducacion.gov.co/1759/articles-287822_archivo_pdf.pdf

       a. **Activity:** Read the chapter given by the teacher.
       b. **Activity:** Make a glossary of 100 words and write their concepts in English. (From A to Z)
       c. **Activity:** Write an English summary using 400 words.

4. Watch the videos **"Historias de emprendimiento en Colombia y el mundo" y "¿Eres emprendedor? Atrévete a soñar."**

       Go to the links:
       https://www.youtube.com/watch?v=WTiM1yq99oI

https://www.youtube.com/watch?v=ob0qM06L4MA

    a. **Activity:** The group must write the opinion about the videos between 100 and 200 words. (English)

    b. **Activity:** Look for a Colombian story about entrepreneurship. Mention an explain it.

5. Do an oral presentation about your workshop in 10 minutes. (English)

    Activity: Present your selling project and your publicity poster.

6. Prepare and sell your product according to the date assigned by the teacher. Fill out the next form:

MY RECIPE

How to Prepare_____

Ingredients:
_____
_____
_____
_____

Preparation:
_____
_____
_____
_____

RECOMENDACIONES

Se deben adoptar las medidas higiénicas adecuadas para evitar que se deterioren las propiedades de los alimentos, además de evitar posibles intoxicaciones alimentarias. Si se va a preparar el producto deben tener en cuenta las siguientes recomendaciones que aparecen en el siguiente link:

http://escolapiosbilbaococina.blogspot.com.co/2010/01/normas-de-higiene-y-seguridad-en-la.html

PROJECTION OF PROFIT

General Costs

Ingredients	Cost	No cost
Total:		

Materials	Cost	No cost
Total:		

Sales Result

Sold items	Individual cost	Total	Profits

7. Criteria of Evaluation

N°	CRITERIA	POINTS
1	LINGUISTIC ASPECTS (S-W-R)	2
2	COMMERCIAL ADVERTISING	2
3	WRITTEN INFORM	2
4	RESPONSABILITY, TOLERANCE, RESPECT	2
5	SELLING RESULTS	2
	TOTAL	**10**

8. Deadline: Dates assigned by teachers.

Appendix G.   English Song Festival Registration Form

GROUP REGISTRATION FORM

Please fill in the blanks with the correct information and send it to the
E-MAIL: <u>englishsongfestival@hotmail.com</u>

STUDENT'S NAMES	COURSE	GROUP'S NAME	PHONE NUMBER	E-MAIL

SONG'S TITLE	ORIGINALLY PERFORMED BY	GENRE

QUESTIONNAIRE TO GROUP

Dear students, answer these questions as honestly as possible.

1.   Who are we?

_____
_____
_____

2.   Why do we like to sing in English?

_____
_____
_____

3.   Why did we choose this song?

_____
_____
_____

Thanks for your participation!

Appendix H.   Festival Assessment Survey to both Students and Teachers

Survey to Students

Estudiantes: las opiniones con respecto a esta actividad son importantes para los organizadores. Por favor responda con sinceridad, pues lo resultados de este instrumento permiten corregir deficiencias a futuro, por lo que le pedimos sea tan amable de evaluar cuidadosa y objetivamente los siguientes aspectos de 1 a 5.

ITEM	1	2	3	4	5
Desde las clases de inglés se promueve la vinculación al festival					
A través de canciones se motiva el aprendizaje del Inglés					
¿Cómo calificaría las intervenciones musicales?					
La organización del festival la calificarías					
La participación de los estudiantes interpretando canciones en Inglés fue					
La asistencia de los estudiantes al festival fue					
El acompañamiento de los docentes en el festival fue					

1. DEFICIENTE   **2**. MALO   **3.** REGULAR   **4.** BUENO   **5.** MUY BUENO

¿Qué cree se debería mejorar para la realización del próximo Festival?

_____
_____
_____

Survey to Teachers

Señor(a) docente: sus opiniones respecto a esta actividad son importantes para los organizadores. Por favor responda con sinceridad, pues lo resultados de este instrumento permiten corregir deficiencias a futuro, por lo que le pedimos sea tan amable de contestar cuidadosa y objetivamente los siguientes enunciados, utilizando la escala mostrada a continuación:

ITEMS	M	R	B
La planeación, organización y ejecución de la actividad fue			
La estrategia motivacional es			
Las intervenciones musicales fueron			
La participación de los estudiantes a nivel general fue			
La difusión del festival fue			

M: MALO   **R:** REGULAR   **B:** BUENO

Según su opinión que cree que se debería mejorar para la realización del próximo festival:

_____
_____
_____

Appendix I. ICFES Institutional English Result Year 2016

6. Resultados en la prueba de Inglés

6.1. Comparación del promedio, la desviación estándar y la distribución por deciles del establecimiento educativo, sus sedes y sedes-jornadas con el total de la entidad territorial certificada a la que pertenece y el país en Inglés

Código DANE	Nivel de Reporte	Publicados	Promedio (Desviación)	Mín. Rango (20 - 80)	Máx. Rango (20 - 80)
	COLOMBIA (8874 Establecimientos)	459811	50 (6)*	44	55
	ANTIOQUIA (539 Establecimientos)	21906	48 (6)*	42	53
105212000163	I. E. JOSE MIGUEL DE RESTREPO Y PUERTA	171	50 (7)	44	55
105212000163	COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA	171	50 (7)	44	55
105212000163	COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA - MAÑANA	171	50 (7)	44	55

* Este es el promedio de las desviaciones de los establecimientos

Código DANE	Nivel de Reporte	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
	COLOMBIA (8874 Establecimientos)	11%	12%	7%	8%	8%	11%	9%	8%	11%	10%
	ANTIOQUIA (539 Establecimientos)	16%	15%	9%	8%	8%	11%	8%	7%	8%	5%
105212000163	I. E. JOSE MIGUEL DE RESTREPO Y PUERTA	11%	9%	4%	11%	9%	14%	8%	10%	9%	10%
105212000163	COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA	11%	9%	4%	11%	9%	14%	8%	10%	9%	10%
105212000163	COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA - MAÑANA	11%	9%	4%	11%	9%	14%	8%	10%	9%	10%

INTERPRETACIÓN

El puntaje promedio se reporta para cada prueba y sub-prueba en una escala de 0 a 100, sin decimales, con media 50 y desviación estándar 10.

Los deciles corresponden a la partición de los puntajes ordenados de todos los estudiantes que presentaron la prueba en 10 grupos aproximadamente iguales. Estos se codifican de D01 a D10, donde el primer decil (D01) incluye a los evaluados que se ubican, aproximadamente, en el 10% inferior de los estudiantes evaluados

MINEDUCACIÓN icfes mejor saber TODOS POR UN NUEVO PAÍS PAZ EQUIDAD EDUCACIÓN icfes saber 11°
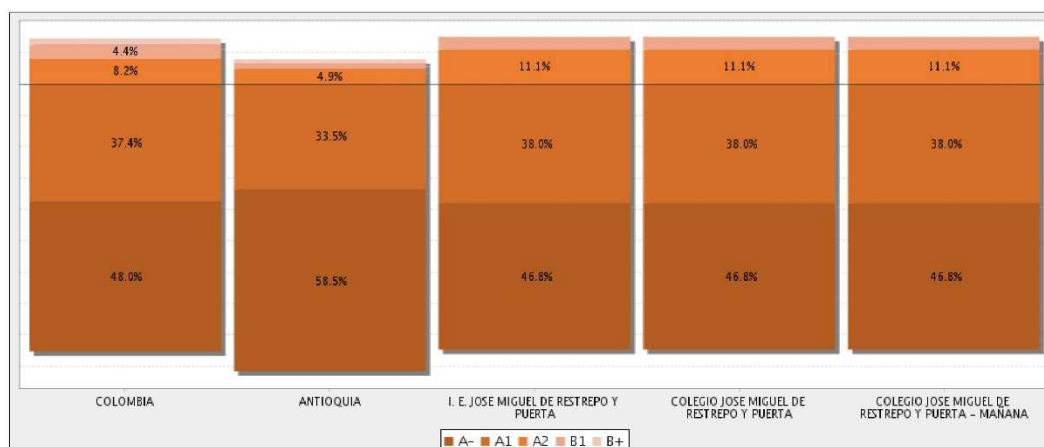
6.3. Comparación de los niveles de desempeño del establecimiento educativo, sus sedes y sedes-jornadas con el total de la entidad territorial certificada a la que pertenece y el país en Inglés

Código DANE	Nivel de Reporte	A-	A1	A2	B1	B+
	COLOMBIA (8874 Establecimientos)	48%	37.4%	8.2%	4.4%	2%
	ANTIOQUIA (539 Establecimientos)	58.5%	33.5%	4.9%	2.1%	1%
105212000163	I. E. JOSE MIGUEL DE RESTREPO Y PUERTA	46.8%	38%	11.1%	4.1%	0%
105212000163	COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA	46.8%	38%	11.1%	4.1%	0%
105212000163	COLEGIO JOSE MIGUEL DE RESTREPO Y PUERTA - MAÑANA	46.8%	38%	11.1%	4.1%	0%

INTERPRETACIÓN

Los niveles de desempeño son una descripción de lo que un estudiante puede hacer en términos de las competencias evaluadas en el examen. En la tabla se reporta el porcentaje de estudiantes clasificado en cada uno de estos niveles.

INTERPRETACIÓN

El gráfico presenta los niveles de desempeño en esta prueba para el establecimiento educativo, su desagregación por sedes y sedes-jornadas y, como referencia para la comparación, los de la entidad territorial certificada a la cual pertenece y los del total nacional.

Appendix J. Photo Gallery

1. *An aerial view of the Public Institution in which this research project was carried out.*
Photo taken by the researcher.
September of 2015.

2. *Practice and controlled activity in the classroom.*
Photo taken by the teacher-researcher.
August of 2010.

3. *Students that belong to the Logistic Committee, Planning the Logo Design Contest.*
Photo taken by researcher.
August of 2010.

4. Teachers that belong to the Central Committee, evaluating the 32 performances of the Qualifying Competition 2016.
Photo taken by Victor Atehortua.
August of 2016.

5. Student-participant of the Logo Design Contest 2015.
Photo taken by researcher, September of 2015.

6. Students voting to select the Logo and Slogan of the ESF 2016.
Photo taken by researcher.
September of 2015.

7. *Students selling a product to raise funds to sponsor the English Song Festival 2016. Photo taken by Daniel Sanchez. May of 2016.*

8. *Student-participant of the Qualifying Competition 2016. Photo taken by Victor Atehortua. August of 2016.*

9. *Student-participant in the Grand Finale 2016. Photo taken by Victor Atehortua. October 2016.*

10. *Student's video recorded interview.*
Photo taken by Camila Palacios. October, 2015.

11. *Organizing Committee and Juries.*
Photo taken by Anderson Cardona. October, 2014

12. *Winning Duet in the Grand Finale 2016.*
Photo taken by Victor Atehortua. October, 2016

13. Institutional Management Member awarded the José Miguel Prizes in the Grand Finale 2016.
Photo taken by Victor Atehortua.
October, 2016

14. Student presenting his Stand in the Cantarte Gallery 2015.
Photo taken by researcher.
October, 2015

15. Central Logistics Organizing Committee, 2014 version.
Photo taken by Anderson Cardona.
October, 2014.

Authors' Biography

Carlos Alberto Alvarado Fonseca was born in Duitama, Boyacá. He has been living in Antioquia since 2009. He holds a BA. in Modern Languages (Spanish-English) at Universidad Pedagógica y Tecnológica de Colombia of Tunja. (2008) Recently has got a specialization degree in Informatics' Administration at Universidad de Santander of Bucaramanga. (2014) He has taken additional studies such as a TEFL certificate from the English Teaching Institute at Hunter College in the City University of New York. (2010), a Focus on Communication Interactive Course from Pearson Solutions as a part of the Antioquia Bilingüe Project. (2011) Then he participated in the E-Tutoring Course developed as part of the agreement between Ministerio de Educación Nacional and British Council. (2012) Newly he was granted a scholarship by Colombia Fulbright and the MEN to study an intensive EFL Teacher Training Program at the Center for International Education of University of California, in Davis. USA (2015)

Mr. Alvarado has written in Cooperative Teamwork as a Strategy to Improve English Learning. (2009) He is currently English teacher at Institución Educativa José Miguel de Restrepo y Puerta in Copacabana- Antioquia. There, he has been coordinator of Pedagogic Project called English Song Festival since 2010. Now he is a candidate to the MA. In Processes of Learning and Teaching Second Languages at Universidad Pontificia Bolivariana from Medellin.