

MOVIES' SONGS BASED ON CHILDREN'S RIGHTS TO DEVELOP ORAL
INTERACTION SKILLS

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A RESEARCH STUDY PRESENTED AS A REQUIREMENT TO OBTAIN THE BACHELOR
DEGREE IN SPANISH AND ENGLISH.

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UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES


LICENCIATURA EN ESPAÑOL E INGLÉS

BOGOTÁ D.C.

2019

Movies’ Songs Based on Children’s Rights to Develop Oral Interaction Skills.


NOTE OF ACCEPTANCE

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1. Información General	
Tipo de documento	TRABAJO DE GRADO.
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	MOVIES' SONGS BASED ON CHILDREN'S RIGHTS TO DEVELOP ORAL INTERACTION SKILLS (CANCIONES DE PELÍCULAS BASADAS EN LOS DERECHOS DE LOS NIÑOS PARA DESARROLLAR HABILIDADES DE INTERACCIÓN ORAL)
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Director	ROJAS LÓPEZ Ronald Andrés
Publicación	Bogotá. Universidad Pedagógica Nacional, 2019.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	ORAL INTERACTION SKILLS, INTERACTION EFFECT, NEGOTIATION OF MEANING, VOCABULARY KNOWLEDGE, SONGS AS PEDAGOGICAL TOOL, CHILDREN RIGHTS.

2. Descripción
<p>El siguiente documento describe de manera breve y clara una investigación-acción de tipo cualitativo llevada a cabo en un grupo de estudiantes de grado cuarto de primaria quienes presentan bajo nivel en sus habilidades comunicativas en lengua inglesa, principalmente en la habilidad oral. Para determinar el objeto de estudio fue necesario realizar un diagnostico que reveló las dificultades de los educandos para expresar oralmente sus ideas y a su vez comprender el contenido de los mensajes en inglés. Por consiguiente, se usaron canciones de películas infantiles basadas en los derechos de los niños, las cuales fueron el insumo para proponer actividades comunicativas que promovieron el desarrollo de las habilidades orales en inglés de los estudiantes. Para evaluar el desarrollo de la propuesta pedagógica se realizaron una serie de observaciones, encuestas y grabaciones que avalaron el progreso de los aprendices durante la intervención.</p>

3. Fuentes
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4. Contenidos

Capítulo 1: En esta sección se presenta la introducción de la investigación en términos de caracterización de los participantes, diagnóstico, descripción del problema, antecedentes de los estudios realizados en esta área, justificación del presente estudio y los objetivos planteados.

Capítulo 2: En este capítulo se expone el marco teórico que sustenta la propuesta de investigación a la

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luz de los conceptos actuales en materia de habilidades orales en lengua inglesa y se relacionan con el contexto y la situación de los estudiantes.

Capítulo 3: En este apartado se indica la metodología de la investigación y se establecen las categorías de análisis. Asimismo se definen los instrumentos de recolección de datos y el correspondiente procedimiento de aplicación; finalmente se aclaran las cuestiones éticas del estudio.

Capítulo 4: En este capítulo se describe la propuesta pedagógica teniendo en cuenta el número de ciclos requeridos para la intervención y sus correspondientes etapas para alcanzar los objetivos previstos.

Capítulo 5: En esta sección se realiza el análisis de los datos recolectados a través de los instrumentos seleccionados para tal fin (diarios de campo, encuestas y grabaciones de audio). En ese sentido, se valida la información y se presentan ejemplos de los hallazgos durante la intervención pedagógica, los cuales respaldan el análisis por categoría.

Capítulo 6: En este capítulo se explican en términos generales los efectos de la intervención pedagógica a través de un resumen de resultados. Además se presentan las conclusiones del estudio y finalmente se hacen unas recomendaciones para contribuir a próximos estudios en esta área.

5. Metodología

La metodología usada para este estudio de investigación fue la investigación cualitativa puesto que se basó en explicar la influencia de las canciones en las actividades comunicativas como recurso en el desarrollo de las habilidades orales en inglés. El tipo de estudio se enmarca en investigación-acción participativa teniendo en cuenta que el investigador hace parte de la población estudiada.

6. Conclusiones

En las conclusiones es posible evidenciar que los estudiantes lograron expresar algunas de sus ideas a través de oraciones simples en inglés gracias al uso de las canciones de películas infantiles y la participación en las actividades comunicativas orales. Además se resalta la importancia del apoyo del maestro durante el proceso.

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Revisado por:	Ronald Andrés Rojas López
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Fecha de elaboración del Resumen:	05	06	2019
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DEDICATION

This research study is dedicated to my parents and especially to my brother Nicolás who has been my unconditional support.

Also, I would like to dedicate it to my friends Edith Zorro and Yenny Pérez since their words were essential during this process.

ACKNOWLEDGEMENTS

I would like to thank my thesis director Ronald Andrés Rojas for his patience and support during this arduous process and also to Prado Veraniego School for giving me the opportunity to carry out this research proposal. Finally, I want to thank the Universidad Pedagógica Nacional for being my home and provide me with the necessary tools to implement this research.

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Chapter 1: Introduction

This first chapter shows a description about the most relevant characteristics of the population taking into account the local context and its influence on the cultural, socio-affective, cognitive and linguistic issues that identify the learners. Besides, the section expounds a state of the art based on several research studies related to the pedagogical proposal. Lastly, it presents the justification of the project, the rationale of the study, the problem statement, its research question and the general and specific objectives of the research.

Characterization of students group 401 (2018)

The I.E.D. Prado Veraniego Elementary School was the institution where the EFL (English as a Foreign Language) research was conducted. It is thus necessary to start with a characterization of the population to know the psycho-social, cultural, economic, and academic conditions of the students. This characterization was the result of an interview with the head teacher, a survey administered to children and the field notes made from February to May 2018 in group 401. Through the data provided, it was possible to identify the needs of the students and even find a learning problem that could be solved during the action-research.

The I.E.D. Prado Veraniego is a public school located on Carrera 53 A 128-51 of the Prado Veraniego neighborhood. The socioeconomic stratum of the sector is level 3 owing to the commercial activities in this neighborhood. Around the school there is a hospital, a church and a small recycling industry. The school has a building with twelve classrooms, four bathrooms, four offices and a playground for students. Unfortunately the school does not have a library and there

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is no green area or trees. Although the building has two levels, the space is small; for this reason each classroom has a maximum capacity to serve 35 students.

The Institutional Educational Project (PEI - 2018) of this institution was "Quality communication towards human development" which was the basis of school's emphasis too. In that perspective, the I.E.D. Prado Veraniego promoted an effective communication among students through technology to educate competitive human beings. In fact, each classroom had a computer with internet access as well as a video and sound player to generate interactive spaces in the different classes, where students had the possibility to learn in a playful way. For the school it was important to maintain an efficient communication to form a society with values and principles. According to the school coordinator, elementary students received an emphasis on communication based on human rights.

Regarding the institutional mission, Prado Veraniego School developed and strengthened cognitive, social, and practical processes in its students to educate competent human beings through communication with quality and values for a healthy coexistence. In this sense, the institution promoted scenarios for dialogue as a tool to improve the educational environment. On the other hand, about its vision, Prado Veraniego School aspired to be a public institution at the local, district and national level in 2020 since it prepared people to be committed to their human development and academic training for the construction of a better country. In this situation, the school developed activities with students based on doing and knowing.

I.E.D. Prado Veraniego applied the pedagogical model based on Vigotsky's paradigm, where context is essential during the learning process. So, the school encouraged students to learn through social interaction to achieve comprehensive development. The school followed this

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model because children acquire their knowledge from their relationships with their parents, teachers and classmates; therefore, “cooperative work is a form of learning for students because it develops not only their cognitive processes, but also their communicative skills” (Vigotsky, 1920, p.37).

Participants

According to the survey (Appendix 2) administered to children of group 401 at May 2018, the results showed the following patterns: The group consisted of 33 students, 19 of them were boys and 14 were girls. Regarding age, 72% of students were 9 years old, 22% of them were 10 years old and the remaining 6% were 8 years old. About family composition, 15% of students' families were monoparental, 60% of them belonged to regular families and 25% lived with extended families. This distribution was related to the accompaniment of the students in their school activities since generally the parents were who helped the children in their tasks.

On the other hand, 85% of students went to school walking since they lived in the neighborhood Prado Veraniego, while 15% of them went to school by bicycle or bus because they lived in neighborhoods near the school, such as: Ciudad Jardín, Alcalá, Spring, Prado Pinzón and San Jorge. In that sense, the teacher stated that kids arrived to class just in time because they lived near the school. The entrance to the school was at 6:20 a.m. but classes started at 6:30 a.m. and ended at noon.

In academic terms, 35% of children liked the arts class, 40% physical education and sports, 15% preferred Spanish and only 10% of them expressed interest in English. Apparently, children preferred sports and visual activities since 40% liked television programs on channels such as

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Disney and Cartoon Network; 24% of them practiced sports like soccer and basketball and the remaining 36% visited websites to play. Taking into account the results of the survey, students had not interest in English. However, 75% of children showed a preference for learning English through games, songs and videos, while 25% showed rejection for English because they did not understand what the teacher wrote or said.

Diagnosis

Characterizing the context of the school provided information about the learning environment of the students; however it was necessary to know their cognitive abilities regarding English language proficiency. For this reason, the diagnostic test (Appendix 1) was designed according to the English language standards of the Ministry of Education. In this case, the test was designed in five sections: reading, writing, listening, speaking and grammar; of course, taking into account the level that fourth grade students should have. Before beginning the test it was necessary to clarify to the students that the diagnostic test would not have a grade, since the titular teacher considered this exercise like an evaluation to verify what she had taught, so the students solved calmly the test.

The estimated time for the test was one hour and 30 minutes but the teacher only authorized one hour because apparently she had to do an activity with the kids. In that sense, the first part of the test was the reading section. It seemed that the students were surprised since they did not expect a text in English; in fact some of them disagreed with the test. When they started the test, children found that the instructions were in Spanish; perhaps that was useful to answer the questions. The reading section consisted of five statements of type "false and true" according with the information in the text. To avoid correct answers through trial and error, students had to

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write the correct statement when the option was "false" but it was not necessary to write the answer literally. Due to the time changes, children had to answer this section in 20 minutes.

Some students underlined words in the reading, possibly those words helped them to understand the general idea of the text. Although they identified several words, the results showed the following situation: No student was able to obtain the five correct answers. Only 12% of them got three correct answers (four students). 15% got two answers (five students) and 30% got just one (ten students). The remaining 43% of the population did not succeed in any of the options taking into account that all the questions had the same structure. Besides, there were tests with blots in the responses; this indicates that the children hesitated at the time of resolving the test.

The writing section was designed to make a brief description about a specific place. The students had two options which were the school or their home. Then, they had to choose a place and write the most relevant characteristics, such as location, size and accessories. Additionally, the instruction requested a description of at least four lines. For that section the children took 15 minutes to write, however some of them expressed that the time had not been enough. During the test, the students whispered among themselves and asked how to write a certain word in English. In this case, there were more blots since the children were not sure about what they were writing.

Although the children wrote some sentences and finished the exercise, 15% of them had grammar mistakes, for instance "*my school have a big door*"; 24% of students wrote words in Spanish and English, and there were also invented terms to make sense of a sentence like "*tablereichon*" or "*rapideishon*". Finally 61% wrote the description in Spanish, maybe the children who wrote in Spanish were guided by the instruction that was in Spanish too. Regardless

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of the level of English, it was possible to find shortcomings in the handwriting of some children because there were unknown graphemes or in some cases the word was not completely written. On the other hand the writings lacked coherence because the ideas were disconnected and disorganized, which meant that children had difficulties regarding writing habits.

According to observations in class students had learned grammar in the activities proposed by the head teacher. For this reason the test contained a grammar section to know the level of the students in terms of the structure in English. For this exercise, there was a conversation between two friends in a real situation and the children had to read and fill in the blanks with the correct answers. For this purpose, kids had to find the answers inside a set of possibilities; for that activity they had 15 minutes. Apparently, students were more related to this kind of test because English classes were only focused on grammar. In fact, some of them finished earlier than expected because they believed to know the grammatical structures.

The students obtained the following results: taking into account that the test had five blank spaces, none of the children answered correctly in each one of them. However, 45% achieved four correct answers and 36% were able to respond in three spaces; while the remaining 22% only answered two of the answers correctly. In spite of that the results of this test were not the best; it seemed that kids had learned only the basic grammatical structures such as, the verb to be and the simple present tense owing to the English class methodology. Nevertheless, they had some confusion about the use of the grammatical tenses that they had studied (Annex B).

Regarding the listening section, the test consisted in recognizing relevant information from a brief description about a situation. In this case, kids had yes/no questions which were answered in the audio since they could listen and respond simultaneously. The estimated time for this section

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was 10 minutes and the children had three opportunities to listen to the recording. Some of them were confused and others were not interested in the exercise because apparently they did not understand the audio content. It is important to clarify that the conditions to listen to the recording were optimal since the room has a good audiovisual system.

In this part of test, it was found that the activity was difficult for the children because they were not accustomed to hearing audios in English during the classes. This is evident in the results since only 6% of the population obtained two correct answers while 73% failed in all the answers. Besides, 21% of the students did not even mark the answers and gave back the activity blank. Despite kids listened the recording several times, they were not able to connect what they were listening with the test questions. Perhaps the children couldn't relate the sounds with the words they read or wrote and for this reason it was weird for them an activity of this kind.

Owing to the fact that time was not enough, the speaking session was developed the next day with the permission of the teacher. In this part of the test the students had to answer questions about their likes, preferences in music, movies, food, sports and hobbies. To take advantage of the time, the children made groups of three people and while I was with a group applying the test, the others had to paint a drawing. Each group chose a representative who took one of the cards that were in a small box. Of course the back of each card had two questions that the three children had to answer. In addition, there were also drawings on the cards to guide the student.

It seems like this part of the test was the most complex for the students, since none of them answered the questions. In percentage terms, 100% of the population had problems in speaking skill because children did not practice in class spontaneously. Unfortunately they only repeated what the teacher said, therefore it was important to encourage them to speak in English given that

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they had abilities to express what they thought and felt in this language. During the test, the students were shy, they did not want to talk and some of them said honestly that they did not know how to speak in English. There were also cases where some children were scared and blushed because they could not express the ideas.

Although it is true, the main weakness of the students is the inability to speak in English according to the results of the test. Possibly they had not had permanent contact with the English language for reasons beyond the control of the teacher. However, there are activities that promote learning in a playful and interesting way for children. In that sense, the role of the teacher is very important in the process because it is not enough to give content to students, it is necessary to find strategies to motivate them to learn a new language, in this case English. In addition, during the observations it was possible to identify that some children wanted to learn to speak in English because they said spontaneously some words or phrases to participate in class.

In summary, the diagnostic test showed not only the level of English of the students but also the aspects to improve in the different communicative skills. On the other hand, children needed activities to encourage them to learn and develop their cognitive abilities since knowledge in English language was very low. Despite kids recognized several words in English; they did not know how to use them in a real situation. Perhaps one of the reasons for children obtained these results was the way they learnt English. For instance, classes were based only on grammatical structures without taking into account the communicative function. Finally, there was evidence of a lack of interest in some students due to the apathetic attitude during the test.

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Problem statement

Learning a foreign language is an adaptation process that requires motivation and dedication. For this reason, the context and needs of students were essential to find an adequate teaching strategy that provides them several communicative experiences in real situations. From this perspective, children of the 401 course at the Prado Veraniego elementary school presented a minimum development of their communicative skills in English, mainly in speaking. According to the observations made at the beginning of the year 2018, the English class had become a boring routine for children since the activities were mechanical and repetitive. For this reason, some of them did not show interest in learning or participating in classes.

During the observations, it was found that the English class was a space to draw and paint because the teacher was an Art teacher. In this sense, students only wrote words and associated the meaning with drawings or pictures, but they did not really practice what they had learnt in class. Children had not experienced other forms of learning beyond art and copying. Although art is a powerful learning resource, it was necessary to explore other techniques to develop cognitive and communicative skills. The idea was not to judge the teaching method of the teacher because that was not ethical; the idea was motivate students to discover new ways of learning in English and to encourage them to speak, taking into account the information obtained in the field notes and the survey.

The learning experiences in the English classes had not been valuable for the students because they only did what the teacher asked but did not internalize the class contents. Unfortunately some children had accepted the idea that they did not know English because it was difficult to learn and they did not understand anything. Therefore they did not like English and preferred to

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keep distance on the subject. In other words, the students were unmotivated and it did not allow them an optimal learning of the English language. It did not matter if the time for class increased, what really mattered were encourage the student to learn and practice English through playful activities.

Evidently the students learned with their English teacher some knowledge reinforcing reading and writing skills, however they did not have some kind of oral experience to communicate an idea. For this reason it is pertinent to emphasize the importance of developing speaking skills in learning a foreign language such as English. Although some teachers believe in the importance of teaching speaking, they do not spend enough time for that because in terms of time the class is short and the priority is given to the coverage of the textbook topics, which determine teaching reading and writing rather than speaking (Al Hosni, S. 2014, p.28).

Clearly, the children in the 401 group had the need to speak English despite of they usually worked their reading and writing skills in class. However, it was not just that children learn grammatical structures correctly or specific vocabulary, it was also important that they express their experiences and thoughts orally. As it is mentioned by Hughes (2013, p.5) "they need to be able to do so in the socially appropriate manner at the time of speaking, this skill is referred to as communicative or interactional competence".

Rationale of the study

The following section presents a review of the research background related to the use of songs as a pedagogical strategy when working with oral communication skills. This review provides a broad understanding of the main aims that guide this research. Some of these studies consulted

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were carried out at the Universidad Pedagógica Nacional, others at national universities and finally at international institutions. Through these investigations it was possible to know the advances made in this matter and in this way present an innovative and different proposal for the development of speaking skills within the teaching of EFL. As a result of this process, the following chart shows all the relevant information I gathered.

Table 1 *Reviewed Researches of the State of the Art*

Title	Year	Place
The English Communicative Performance in 3rd grade at Simón Rodríguez through the use of traditional songs.	2009	Universidad Pedagógica Nacional, Bogotá, D.C
The Use of English Songs with Social Content as a Situated Literacy Practice: Factors that Influence Student Participation in the EFL Classroom.	2014	Universidad Pedagógica Nacional, Bogotá, D.C
Songs as a Source of Vocabulary and Classroom Speaking Promoter.	2017	Universidad Pedagógica Nacional, Bogotá, D.C
Planning and implementation of activities for the improvement of oral comprehension and production intended for students of the Foreign Language Pilot Program at Universidad Del Valle: The Song's Club experience.	2018	Universidad Del Valle, Cali, Valle del Cauca.
Using Songs to Encourage Sixth Graders to Develop English Speaking Skills.	2011	Universidad Nacional De Colombia, Bogotá, D.C.
Let's Play It! Improving First Graders' Oral and Listening Skills through Songs and Videos.	2018	Universidad De Antioquia, Medellín, Antioquia
Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru.	2016	Universidad Peruana de Ciencias Aplicadas, Lima, Peru
One, Two, Sing! How Preschool Teachers Utilize Music Activities in the Classroom: A Case of Kiambu County, Kenya.	2018	South Eastern Kenya University, Kitui County, Kenia
The Effectiveness of Using Children's Songs in Developing Elementary Graders' English Vocabulary and Pronunciation in Jerusalem, Palestine.	2016	Hebron University, Hebron –Palestine.
Using Music in English as a Second Language Classroom	2011	University of Wisconsin, Platteville, U.S.A.

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The first project was developed in Universidad Pedagógica Nacional by Camilo Acuesta, Mónica Galarza, Eliana Herrera and Iván Páez (2009). The authors in their research project analyzed the influence of traditional songs in young learners to promote their communicative skills in English. Through the proposed school activities, they determined that songs had a positive impact on children's performance in terms of English language learning. During the process, children learned vocabulary and related it to images, in this way they could easily remember the words. This project was relevant to this research because it exposed the advantages of songs and their content within the learning English as a foreign language to generate students' interest.

On the second project, Nilsen Palacios and Marcela Chapetón (2014) aimed at using English songs with social content as a situated literacy practice. In this research study they demonstrated that songs may motivate students to learn English and reflect about their social reality. The researchers considered the songs as texts that could be read by anyone from their life experiences. Besides, the students showed their preference for learning English when they were singing the songs because it was a fun methodology. This article was useful for the development of this pedagogical proposal owing to it provides valid arguments for choosing songs as an EFL teaching resource.

Regarding the third project, Hector Mejorano (2017) argued that activities and games based on English songs promote the learners' oral abilities in the classroom. The research study was conducted in children between 7 and 9 years old who learned English vocabulary through songs which were selected taking into account the preferences of the students. During the process, the researcher used posters, videos and images so that participants to memorize the words and apply

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them to the proposed games or in their oral speech. This academic document was important for the project since it provided clues about the positive effects of songs in the speaking skills development of kids.

Other studies consulted in universities nationwide showed the advantages of using English songs as a resource to improve oral production. To begin with, Manuela Castañeda and Mayra Pereira from Universidad Del Valle in 2018 presented the results of an investigation about the influence of English song's club on university students to improve their listening and speaking skills. They found that the music provided linguistic elements and also it had relaxing benefits in the English language learning process. According to the authors, thanks to the songs the learners managed to understand the use of grammar in different contexts, thus they could practice autonomously. This research work contributed to the creation of activities that promoted oral production spaces in English.

In 2012, Mónica Duarte, Luz Mery Tinjacá and Marilú Carrero published an article explaining the results about a pedagogic intervention in a public school in Bogotá. The participants were sixth grade students who were afraid to speak in English, so they were not interested in learning this language. Hence, they decided to use songs to generate a friendly space in the class and motivate them to communicate orally without any fear. The students' reaction was positive since they acquired vocabulary and adopted simple grammatical structures, besides these activities aroused in the participants a desire to learn and speak in English. Thanks to this article, educational strategies appeared in this project to achieve a comfortable space for children and to avoid all kinds of worry and discomfort.

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In relation to this research field, at the Universidad De Antioquia, Yeison Medina (2018) developed a project with young learners in a public school of Medellin city, where it was possible to improve their listening and speaking skills through songs and videos. The researcher affirmed that songs provided not only vocabulary to the children; they also improved the pronunciation since they imitated what singers were expressing on the song. Furthermore, the videos helped them to associate the images with the sound of the words, in this way they could understand the message of each song. This research gave clues to use the videos as a didactic resource that transmits linguistic and cultural information from a specific context about a song.

In the international academic world there are studies related to the influence of songs within learning of EFL, for instance the exercise carried out in Lima - Perú by researchers Diego Aguirre, Daisy Bustinza and Mijail Garvich in 2016. They decided to work with a primary group from a private Catholic school where they found that songs and background music in the classroom had positive effects on learning English. In fact, their study was influenced by Failoni (1993) who stipulated that "songs in the foreign language classroom as teaching method may be a way to focus student attention, and produces more committed learner". The results showed that kids repeated their favorite songs spontaneously when they were doing another activity. So, this study contributed in the effective search of songs that motivated the children to speak in English.

On the other hand, Muya Francis Kihoro (2018) expressed in an academic article the benefits of using English songs in the classroom. Kihoro designed activities with children music to generate pleasant spaces for learning since his study was based on the theory of multiple intelligences by Gardner (1983). In addition, the author considered that musical activities were useful resources to develop listening, speaking and reading skills because children were more

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receptive and they could control their behavior. The contribution of this text was significant for the research proposal due to the importance of the classroom and its learning environment.

Another relevant research study was developed by Iman Shehadeh and Mohammed Farrah (2016) who discussed the use of songs in the learning process of EFL in Jerusalem - Palestine. In this case, the participants were fourth grade students who only spoke Arabic language, thus, the researchers did activities where they integrated the songs in class to promote an effective learning of English. The findings were positive because students acquired vocabulary and achieved correct pronunciation; likewise the class was interesting and fun. According to the researchers, songs also provided cultural and grammatical elements which were indispensable for the learners to strengthen their communication skills in all areas (listening, speaking, writing and reading). Hence, the study confirmed that songs keep students active owing to they know a cultural context where they may participate using English as a language different from their own.

The last article that guided this research was supported by Liu Yang (2011) in a pedagogic intervention to teach English through songs. The researcher found that music is a powerful tool to develop multiple intelligences in children taking into account the Gardner's theory (1993). Indeed, kids were willing to learn English and even they memorized words; however the study also revealed it was not enough to learn the song or only words since the learners could not communicate naturally. The author concluded that teacher should create other activities that may complement the song to develop the students' skills. This reading was essential to design communicative activities and develop oral skills where students could express their opinions and points of view naturally.

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The review and reading of each study related to this research project was an enriching process because it was an opportunity to think about a different proposal that would solve the participants' problem. Thanks to several points of view of the authors, it was possible to take into account the children's context, their likes, and some variables that could affect the pedagogic intervention. Finally, there was a reflection about the teacher's role within the research process to develop the oral skills of students in English language. As a conclusion it could mention in general terms that students may relate the songs to their life experiences and it is a good strategy to learn English because they not only learn concepts, but also they live the language as a practice of recognition and reflection of their actions.

Justification

Several investigations have revealed that learning a foreign language is an exercise that develops cognitive processes in the human being and also it is a social need within the cultural exchange. During the school period children have the opportunity to develop communicative skills in their mother tongue in several ways, however, from the observations at school it is possible to affirm that English class promotes activities to improve the writing skill and perhaps reading skill. In that sense, speaking as a communicative skill has received less priority than the others, taking into account that it is necessary to express feelings, thoughts, opinions or ideas orally to achieve good English language proficiency.

Bearing in mind that the Colombian National Government has implemented since 2004 the PNB (National Bilingualism Program) in order to provide better opportunities for primary and secondary students, it is essential to involve students in activities where they can participate spontaneously. It stands to reason that English class is a space where students may learn a

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different language and culture, but it is not productive if children remain quiet and the teacher speaks all the time. Evidently young learners need a stimulus that encourages them to speak in English because perhaps they may feel fear to speak in public and more if it is in a foreign language.

This project intended to offer oral participation scenarios through communicative activities taking as a resource the movies songs based on children's rights. Therefore it was important to generate oral interaction situations to know what kids thought about a specific topic and even strengthen their social relationships as classmates. Of course there was also interest in transforming the classroom environment for the students, where they could feel comfortable and willing to speak without restrictions. It should be clarified that the added value in this pedagogical intervention was also to empower children in their rights so that they are better human beings and avoid any type of abuse. In fact, some participants lived in difficult context which affected their academic process and learning English could help them to face their situation.

Research question and objectives

In this research project, the teacher researcher decided to answer for the next question:

How may fourth grade students of Prado Veraniego primary school develop their oral interaction skills when recognizing their rights through children's movies songs in communicative activities?

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General objective:

- To analyze the fourth grade children of Prado Veraniego primary school EFL oral interaction skills development when they recognize their rights through children's movies songs in communicative activities.

Specific objectives:

- To describe the EFL students' oral communicative performance when they participate in activities based on children's movies songs focused on the importance of children's rights.
- To examine the influence of children's movies songs based on children rights over EFL students' oral interaction skills.

Chapter 2: Theoretical Framework

Vision of Teaching in EFL

Teaching English as a foreign language is considered as transmission of a new knowledge based on linguistic codes and signs different from those contained in the mother tongue of a country (Nation & Newton, 2008), but also, the possibility of knowing about a culture, in this case the English culture. Although students use the mother tongue for their daily activities, it is necessary to involve them in class within an immersion context in order to have a close contact with the English language. In this case, teacher should foment communicative situations where "students may live the language and express what they feel about the world around them" (Tedick, Christian & Fortune, 2011, p.25). In this way it could be easier for learners to acquire and practice English.

Nowadays, the international curricula seek to promote the communication in a foreign language from the own voice of the learner, this means that repetition as a language teaching method has lost relevance. So, the main purpose of teaching EFL is to achieve an authentic learning in all students taking into account the current social and economic challenges (Broughton & Brumfit, 2002). Hence, learning English has become a requirement to obtain some benefit, for instance, a trip, a job or a scholarship. Besides, teaching English from a real situation brings as consequence natural learning language and new thinking and it implies the communicative skills development (reading, listening, speaking and writing) taking the grammar as a transverse element in each of them.

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Oral Interaction Skill

In general terms, speaking is one of the four linguistic skills involved in communicative competence development. Bygate (1999) referred that oral interaction is "the skill of using knowledge and basic motor-perception skills to achieve communication"(p. 6). In this manner, some factors intervene in the communicative process, such as: the movements, the intention and the tone of the speaker in a given context. It also implies the language proficiency since obtaining a spontaneous and natural reaction by the speaker is ideal within an oral communicative situation. Obviously this is possible if there is a suitable environment for students (Rahman, 2010), a positive space that provides confidence to speak and learning opportunities.

It is necessary to mention that young learners use oral skills in their mother tongue most of the time in school, so it is appropriate to promote this activity but in English. This proposal is supported by Johnson (2005) from his pedagogical experience and he considered important the oral interaction because kids may process and deliver instructions, make requests, ask questions, receive new information, and interact with their peers. Thereupon, oral ability development is given by the experiences and communicative situations that allow the learner participation in a natural way.

Even though syntax is a fundamental element in oral speech, McGrath (2013) asserted that learners can forget the correct syntactic structure when express the message and it is normal since it is part of their learning process. In that event, the teacher can make appropriate recommendations without interrupting the students' speech to avoid any fear reaction. When the teacher transmits confidence and tranquility during oral activities proposed students are willing and interested to speak in English and participate without any pressure.

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Oral skills do not only imply the production or emission of sounds with a specific information without any objective, as Bygate (1999) argued, there must be a close relationship between listener and speaker to generate communicative interaction. Young learners share anecdotes and talk among themselves easily depending on the topic of their interest, which is positive because it is the opportunity to do it in English too. So, the language teacher must take actual situations or current events to incite students to speak in English in a conversation, forums or communicative activities where they express an opinion about a topic.

On the other hand, pronunciation is a decisive factor in oral skills development in kids since "often, it's not what they say; it's how they say it that can lead to misunderstanding of motives and attitudes in the message" (Jorda, 2002, p. 53). From the first contact with English language the young learner must differentiate the sounds with the teacher's support to express effectively any idea. For example singing songs, imitating movie scenes or repeating tongue twisters are useful exercises for students (Hughes, 2013) because they might improve their pronunciation and even the intonation of words in their speech. Additionally, training oral interaction skills includes categories such as the interaction effect, negotiation of meaning and vocabulary knowledge inside speaking proficiency to achieve a progressive development in this area.

In the classroom, it was possible to identify that 401 students group expressed their ideas orally in their mother tongue (Spanish) all the time. Generally their speeches were accompanied with movements, signs and gestures which helped to understand the intention of their message. However, it was found some kids liked to communicate their opinions through simple sentences in English when they were interested in a topic or to express their doubts when they did not comprehend something. It was a good sign to work on their oral skills in the English language.

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The Interaction Effect

Firstly, Brown (1994) stated that “Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other.”(p.90). In that sense, students may express their opinions and emotions spontaneously when there is no pressure in the class. As it is known, the interaction occurs in a specific situation and it is better when focal attention is on meanings and messages and not on grammar and other linguistic form. Hence, learners need to speak in the foreign language if they want to carry out communicative social transactions such as: rules, agreements, points of view or plans inside the community.

According to Brown (2007) through conversation speakers not only develop communicative skills, but also they achieve building their identity and ideology. So, the classroom is the space where students and the teacher maintain bonds thanks to the use of language, mainly in oral speech. In fact, “sometimes students do not feel confident enough to express themselves for different reasons. This might be due to lack of confidence, limited language or vocabulary knowledge” (Folse, 2006, p.34). Therefore, English class must provide activities that contain linguistic knowledge to foment speaking abilities and generate good relationships among the students. If students feel confident and comfortable when they are speaking, they will be able to interact better in daily real situations.

Harmer (2001) said that when students do communicative activities and they involve themselves in fluency, teachers should not interrupt students to point out a grammatical, lexical, or pronunciation error, because it can stop the communication. On this matter, it is important that student feels the teacher's support without highlighting the mistakes during the speech since the

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oral expression would not be free and spontaneous. On the other hand, Thornbury (2005) suggests that classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. It means students might interact through their movements such as head nodding, hand raising, body gestures, and eye contact.

The interactive effect appears when “students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions” (Thornbury, 2005, p.47). It is a process in which its form and meaning depend on the context where it occurs and takes into account different elements such as the participants, their experiences, the internal and external contexts, the physical environment and the purpose of speaking. In this sense Interaction is interpersonal because it can occur face-to-face, in which case it usually takes place through the oral medium (Ellis, 1999). Nevertheless, learners not only express their ideas orally, they also transmit emotions through their reactions or attitudes about any situation at school.

The teacher's role is vital to initiate the first oral interactions of the young learners thanks to his/her pedagogical activities, which may invite them to take the first step to speak in English or otherwise these may retract them (Brown, 2007). If a teacher is empathetic and uses kind phrases with simple vocabulary, students will participate and tell their experiences or opinions naturally. Moreover, as Professor Harmer (2001) indicated, the classroom environment determines the quality of verbal interaction among learners when they work in pairs or groups to discuss an idea. Thus, a pleasant space can allow greater remembrance in kids about their oral communication practice in English.

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Oral participation in the classroom is another communicative demonstration between the teacher and the students, who interact and exchange specific information. That concept was developed by Carter and Nunan (2001); they concluded that "Oral participation is the cognitive and socio-linguistic communication developed in the classroom interaction considering the input, nature and conditions of speech" (p.17). For this reason, learners decide to speak in English when the classes activities are dynamic and learning environment include them as protagonists. In this oral expression exercise they use and reproduce the knowledge obtained thanks to the resources presented as input.

Evidently the 401 students group did not have speaking experiences in their English classes. Although they had good interpersonal relationships, their communicative interactions were in Spanish; hence the students felt some fear to speak in English, taking into account that they had little knowledge in English language. In this sense, it was necessary to create pleasant learning spaces to promote communicative situations where children could interact and work as a team. Of course, the teacher's support was indispensable since learners improved their mistakes through feedback about their performance.

Negotiation of meaning

Ellis and Barkhuizen (2005) defined negotiation of meaning as the verbal exchanges that occur when the speakers try to prevent the breakdown of the communication. Having said that, the negotiation of meaning is a way of checking the message's content through repetition. "When learners participate in a conversation or a communication activity with native or non-native speakers, they employ a set of prompts such as a: clarification request" (Ellis & Barkhuizen, 2005, p.51). This happens when students encounter a word or a phrase for the first time, or when

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a word may have multiple meanings or shades of meaning, and they are not sure which of the possible meanings the speaker intends to convey.

Indeed, children begin their first English oral interactions at classroom, but during this exchange of information some words are confusing for them. Perhaps, the terms have a similar sound and generate doubts or these terms are definitely unknown to the listener who does not understand the message. In that regard, Philp, Oliver, & Mackey (2008) explained the negotiation of meaning like an alert to avoid breaking the communication and comprehend the interlocutor's intention in a request. As a strategy, the beginner speaker uses confirmation questions to verify the information and continue within conversation.

According to the authors, in primary school young children may also negotiate meaning through gestures or movements that reflect the incomprehensibility of a word or phrase; even they repeat what they do not understand in order to find a meaning. In addition, this negotiation event contributes to English language learning and improve speaking skills since it works as a feedback where students recognize their weaknesses. The result of this activity is evident in students' participation in class who are more attentive to what they hear and response.

Communicative practice

Richards (2006) explains the communicative practice as all activities where language may be used within a real communicative context, where real information is exchanged, and where the language is not totally predictable. In other words, communicative activities are focused on students inside several real situations. Besides, learners to improve their language from their life experiences rather than just learning English grammar rules and word lists. As one can see, the

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teacher must give a rich variety of communication opportunities to foster an environment which naturally encourages students to communicate among themselves (Oxford et al, 1989). The results of these activities will be evident in the creativity, cooperation and behavior of students in class.

Having said that, speaking English as a foreign language is not an exercise based only in the repetition of structures without a real application. For this reason it is essential to promote learning situations through the students' experiences (Johnson, 2005) and in this way the linguistic knowledge will last over time. It is not possible to ignore that a foreign language also represents a different culture where learners have the opportunity to compare their habits or routines with other foreign customs and traditions.

Vocabulary Knowledge inside Speaking Proficiency

Learning vocabulary is a fundamental part to develop oral skills and even more in a foreign language such as English. Webb & Nation professors (2017) considered "lexical knowledge as a resource that provides useful information to develop communicative skills" (p. 28). However, this knowledge depends on the frequent use of words in a speaker's speech; for instance in daily activities, routines or in thoughts of a specific issue. Despite each word has a unique meaning; it only makes sense when it is part of an idea or expression within a real situation.

From the point of view of Wang (2018), the building vocabulary is possible through communicative interaction in different contexts. In other words, kids learn and express new terms when they live experiences with other people such as their classmates, teacher or family members. On the other hand, the author also demonstrated that children associate what they see

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or perceive in their environment with the morphological structure of the word (Wang, 2018), therefore they achieve an implicit connection of meaning between the image and the word.

The acquisition of vocabulary from a foreign language requires distancing from the mother tongue. In this sense, Rao (2003) stated that students in their foreign language learning process try to translate local words from their context and generate "semantic relations" in an oral interaction. It is logical that non-native speakers want to make a simultaneous translation of some specific terms to express something; nonetheless this practice is not possible taking into account several cultural disparities. Thereby "When they are not able to find the right words to express an idea, their communicative experience is frustrating" (Rao, 2003, p. 9); right here, the teacher's support is necessary to teach suitable terms according to the learners' communicative need.

Songs as a Pedagogical Tool

At first sight, songs belong to the group of fun activities which serve as useful tools for learning a foreign language because they do not put pressure on students to immediately produce the language. Nevertheless, learning the song's lyrics and its rhythm requires an adaptation process since the learner should listen carefully the lyrics to understand the song's message and then repeat it to practice the language. Feldman (2001) points out that:

Songs contain language patterns, but also develop listening skills, pronunciation, intonation, vocabulary development and accent practice; besides they provide a fun atmosphere for class. In fact, songs help children build self-confidence because when they practice the language, no matter if they make mistakes. (p.29)

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Taken into account the above, songs stimulate the senses of the students during the second language acquisition process, what is more the class is interesting because the children participate actively and achieve to remember words and phrases that can be used in different communicative situations.

In communicative terms, the songs' lyrics contain valuable linguistic information for foreign language learners. Lenka (2011) determined that "songs are authentic examples of language in a specific situation" (p.65) hence, the students can practice and use grammar naturally, learn vocabulary and then apply knowledge in a real event. This author declared the songs as a useful lexical resource because beginner speakers may combine several words to form sentences to improve their speech. That is to say, it is not about remembering independent terms or repeating meaningless sounds since the objective is to transmit a message with communicative purposes.

On the other hand, the songs allow controlling the children behavior since they release all stress and achieve a better concentration during the learning process, besides their brain is constantly processing the information (Murphey, 1992). Likewise, students may develop their thinking and imagination according to the stories and messages that songs have in their lyrics and even connect what a song transmits with their daily activities or experiences. However, Delibegović (2002) said that songs may have some disadvantages for instance, it could interrupt the classes of other teachers or if the teacher chooses an inappropriate song the effects could be negative in the learning process of the students.

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Children's Rights

The Convention on the Rights of Children adopted in Geneva (UNICEF, 1999) states that all children need protection and welfare for optimal development of their personality and integrity in society. Therefore, the rights of children have no distinction of race, sex, religion, culture, political opinion or economic position since they are guarantees to live and grow up with dignity. In that order, Colombia through the Political Constitution (1991) considers that children are human beings who are under 18 years of age.

Keeping in mind this convention (UNICEF, 1999), children from birth have the right to a nationality, a name and be free. In that regards, the state must supervise compliance with rights such as: the right to a family, the right to think freely, the right to education, the right to health, the right not to be discriminated, the right to freedom of expression and the right to do not work. Hence, the school must provide spaces where children know their rights and may defend them to have an appropriate growth in a peaceful environment. Although knowledge in different disciplines is important for the cognitive development of students, it is important that the teacher emphasizes in human rights to have a just society.

For that reason, the school is an appropriate scenario where students, regardless of their social, political and economic status, learn and recognize the human rights importance. So, Children Rights Education must be based on respect for differences of race, sex or religion in all areas of knowledge. In this way, students through interaction and group work may discover that all human beings are equal; this is the key to building a just and peaceful world.

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Chapter 3: Research Methodology

This chapter presents the type of research and the method that were used during the pedagogical intervention, taking into account that the study was based on the action research approach. Besides, the analysis categorization, participants observed, context, the researcher's role in the carried out study and instruments required for the data collection are mentioned. Finally, there is a brief explanation about the procedure, reliability and validity of the research study.

Type of Research

According to Phillips & Carr (2014), "Qualitative Research assumes the nature of knowledge as fluid and subjective since the reality of the participants is interpreted taking into account their social, historical and cultural context" (p.28). In that sense, Qualitative research makes an approach to the lifestyle of the participants and several customs that identify their culture to analyze their social reality, behaviors and individual experiences. Hence "it is a reflective process that occurs basically in a context of personal interaction" (Silverman, 2004, p 31) in this case, activities based on children's movies songs generate communicative situations where learners may share their life experiences and express their feelings.

In that regards, this research was located in the qualitative research paradigm because it attempted to find an answer to the research question through the communicative interaction among participants when use children's movies songs in their context and social reality. For this reason, qualitative research does not start with a set of hypotheses to evaluate or with a strict

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control of variables; on the contrary, it takes natural and real elements of a specific situation to analyze. Therefore, the report in the qualitative research will aim at communication, but also a new thinking about educational reality keeping in mind the children's rights.

Although the children did not have a high level in English, they were willing to participate in all the activities proposed in class. Fortunately, the school allowed the use of its resources such as computer, video and audio player, board, markers and spaces to obtain the relevant and necessary information for the research study. Through the class sessions it was possible to detect hard situations of some students which interfered in their educational process, for instance the neglect of their parents in terms of malnutrition, personal presentation and school support. However, the English class was the opportunity that kids had to express orally their opinions and feelings taking as reference the movies' songs.

Research Method

This research project was guided towards action research. Phillips & Carr (2014) state that “Action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research” (p.42). It is characterized as research that is done by teachers themselves which are interested in improving the teaching and learning processes. Moreover, action research improves teaching and learning processes because teachers may reflect about their pedagogical practice. In effect, action research provides positive changes in an educational model depending on the context and the population.

Burns (2010) considers that “the action research process is characterized by a spiral of cycles involving planning, acting, observing, and reflecting, which are applied interactively according to

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the social and cultural context of the research environment” (p.11). Hence, this project was framed in the action research not only because it attempted to follow the steps already mentioned, but also it because proposed an educational strategy and the use of some materials during the English language acquisition process. So, during the intervention videos of the songs were used to show a communicative situation where the children could know the context and identify the human rights values.

According to the concepts established in the action research, this intervention was composed of stages based on planning, acting, observation and reflection during the different class sessions. This means that within the pedagogical practice not only it was possible to highlight the role of the teacher but also the role as a researcher who sought to solve the problem statement with the information obtained. In fact, the research aimed to analyze the pedagogical strategy to develop oral and communicative skills of children in the learning of EFL. Also, it is important to mention that another intention was to generate new knowledge and create ways to support the students in their cognitive process.

Analysis Method

To corroborate the validity of the information there was a combination of the data obtained through the procedure known as triangulation. Triangulation is an important concept in research because allows to combine different types of data and individual perspectives that help to enhance the credibility of the data and their interpretation (Creswell, 2013). Thereby, the instruments chosen for gathering information were used at different times and each one of them collected enough evidence about participant's performance.

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Bear in mind Flick's theory (2018) "Triangulation means that researchers take different perspectives on an issue under study or, more generally speaking, in answering research questions" (p. 445). Hence, there was a comparison of information obtained to determine the influence of this research project on children's performance when they were speaking in English. Having said that, instruments were applied during the pedagogical intervention based on the school schedule, it occurred from August 9th, 2018 to April 5th, 2019. Each session was 2 hours for week and there was accompaniment by an advisor of the Universidad Pedagógica Nacional. At the end of the pedagogical intervention, the data collected through field notes, audio recordings, and surveys were organized to compare the information that would answer the research question and objectives achievement.

The data collected were organized and selected chronologically according to the students' progress throughout each session. After selecting the relevant information, the analysis categories emerged and adjusted to the students' experiences which were registered in the collection instruments. Moreover, the theoretical framework was useful because it was an academic support for the analysis of findings and generated new knowledge; In fact, in chapter 5 it will be presented with greater precision.

Data Collection Instruments

Considering that the intention of this research was to analyze the development of children's oral skills when they recognized their rights through movies songs in communicative activities; some data collection instruments were chosen to store and analyze the information. For each intervention's cycle there were field notes, surveys, and audio recordings of the learners that

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show how the class sessions happened. The information obtained from the participants' reactions was collected and classified according to the categories established in the analysis unit.

Field Notes

The field notes were written records that registered the actions and events occurred in the classroom. Writings were done without bias preconceptions about the participants' beliefs and customs (Chisaka, 2013). However, it was necessary to include the researcher interpretation of this data. To do so, the writing process was systematic and reflexive. For this reason, the field notes were appropriate to observe students' behaviors, in regard to the proposed activities. Some aspects included in the field notes were: date, grade, time, place of observation, name of lesson, specific facts, and comments.

Surveys

According to Driscoll (2011), survey is a set of questions administered to a population in order to find patterns in the dynamics of a social group and not just an individual. In than sense, through a survey for each cycle it was possible to obtain data about participants' beliefs and behaviors during the research process. Besides this instrument allowed to know the likes and dislikes of students about the video songs and communicative activities related to children's rights. In fact, the information showed viable options to maintain their attention and continue with the project. When the students finished all the activities based on a movie song, there was a survey to know their learning experience and what suggestions they had about it.

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Audio Recordings

As Burns (1999) states, this term is related to audio or video recordings that provide objective records of what occurred inside the classroom, which can be re-examined. These recordings were transcribed using conventions for identifying speakers and indicating pauses or any necessary non-verbal information. So, through audio recording I could to understand, interpret, and analyze how students' oral interaction skills improved by the use of children's movies songs related to children's rights in the classroom. Recordings were made in activities where children achieved to speak or express some idea orally; in this way it was possible to analyze their progress.

Analysis Categories

The following chart indicates the discrimination of the analysis unit, the categories established for this field and the indicators evaluated in the pedagogic practice. These categories emerged in a reciprocal way with the intervention and the data collected by the instruments. Furthermore, this categorization made it possible to classify the information in order to carry out a rigorous analysis of the students' performance.

Table 2. *Description about Analysis Unit, the categories and indicators.*

Analysis Unit	Categories	Indicators
Oral Interaction Skills	The Interaction Effect	1. The student may orally express in English his/her point of view about a child's right through simple sentences.
		2. The learner is able to make orally descriptions concerned with his/her experiences and feelings taking into account the children rights.
		3. The learner achieves to keep a short conversation in a real situation spontaneously.
	Negotiation of meaning	1. The student asks through simple phrases to clarify the information in a particular situation.
		2. The learner tries to repeat the information received to better understand the message.

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		3. The student is able to correct his/her errors during a conversation to achieve an effective communication.
	Vocabulary Knowledge inside speaking proficiency	1. The student expresses an idea using simple and appropriate terms taking into account the context.
		2. The learner can relate the meaning of the words in a real situation
		3. The student improves his/her speech every time that he/she learns new words.

Participants

Pursuant to the authors Drew, Hardman and Hosp (2008) "A population refers to all constituents of any clearly described group of people, events or objects who are the focus of an investigation" (p.83). In this case, the intervention was carried out with students from group 401 at Prado Veraniego elementary school, who were between 8 and 9 years old. The group was composed of 33 children in an A1 English level proficiency according to what was established by the Common European Framework of Reference for Languages (CEFR). Fortunately the kids' parents signed the permission to allow their participation in this research project. During the intervention one of them left the educational institution. For this reason, the information of that participant was not taken into account in the analysis of results.

Ethical Issues

To avoid ethical and legal problems, it was necessary to obtain a parental permission for each student through a document known as "informed consent". This approval allowed the children's participation without any fear and the use of that information for academic purposes. However, children's identities were anonymous since it was valuable and confidential information. Hence, the researcher did not use photos or personal information about participants for the publication of this research work.

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Chapter 4: Pedagogical Intervention

This chapter describes the pedagogical intervention cycles carried out to provide a solution to the research problem. For its development, there is a brief theoretical review in terms of the vision of language and learning which were useful for the planning of each session. Finally, there is a schedule of activities worked during the pedagogical practice.

Pedagogical Approach

The activities designed in this intervention were guided by the Content-Based Instruction (CBI) approach because it combines the communicative skills development in English as a foreign language with the learning about a specific topic (Stryker & Leaver 2007). As is well known, learning English goes beyond translating words or sentences with a specific meaning since the true function as a language is to achieve an effective communication among speakers in a real context. For all that, it was necessary to create communicative scenarios where young learners were involved inside a real situation and they could participate spontaneously.

According to Todd Hull (2018) the CBI seeks to encourage students to speak naturally about a topic of their interest and at the same time practice grammatical structures implicitly. Participants in this research had the opportunity to express their views, opinions and suggestions about children rights. So, they could learn about their rights but also they used the language regardless of the mistakes. Thanks to the CBI, students also recognized the respect for different opinions of their classmates owing to the emphasis on social interaction.

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Vision of Language

In this research, language is seen from a functional perspective, which means that language generates social interaction within a specific situation (Tudor, 2001). According to this author, language allows expressing concepts, emotions and perceptions of a speech community. In that sense, the teaching of language must adjust to the learners' needs in social and cultural terms to achieve an effective communication. It is important to keep in mind that during the communicative process there is a purpose in each message according to the speaker intention.

Holtgraves (2013) stated that "to use language is to perform an action and it is a meaningful action with consequences for the speaker, the hearer, and the context of which it is part" (p.5). So, the language has an active role that can vary by the influence of the environment where communication occurs. In addition, the language promotes interaction among speakers to make decisions or simply transmit information. Therefore "when students are learning a language, they need to express their thoughts, wishes and opinions in a relevant situation of use" (Tudor, 2001, p.10). Communication has an interactional effect that maintains the social relationships among speakers thanks the use of language.

Without a doubt, language is considered a means of communication to express thoughts and feelings from a life experience. Hence, children movies songs provided linguistic elements that allowed communication and favored interaction among students. On the other hand, this proposal took into account the context and needs of the educational community; not only to learn English but also to recognize the importance of Children Rights. Clearly there was interest in generating spaces for conversation and discussion among the beginning speakers without any pressure.

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Vision of Learning

The vision of learning in this proposal is considered an experience with language. About this, Knutson (2003) points out that "the experiential approach encourages learners to develop the target language skills through the experience of working together on a real situation, rather than only examining discrete elements of the target language" (p.4). From this perspective, activities based on the reality of students generate several experiences that may motivate them during the language learning process. Additionally it is necessary to provide a space for reflection where students are aware of their learning process and they may recognize the aspects to improve. The reflection involves opinions and feelings of the students during the class session.

The classroom also has influence during the learning process; hence the teacher must promote a pleasant and appropriate environment to motivate the students in their learning experience (Stephanou, 2009). For instance, the desks position, pictures and lighting are some factors that influence the learning process because students may show interest or disinterest in the class. Although the physical space is essential, Stephanou (2009) affirms that "the teaching material for the class is important since through this resource students may participate actively" (p.8). So, the teacher must be creative to use several materials in each activity proposed in class.

Regarding experiences in the classroom, Dewey (1998) asserts that "all human experience is social and involves contact and communication" (p.51). This means that the interaction among the students in different situations allows permanent communication and learning in a simultaneous way. The results of these relationships taking into account a real context is called learning experiences. Indeed, Professor Knutson (2003) considers that "experiential learning in the classroom builds on the principle that language-learning is facilitated when students are

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cooperatively involved in working on a project or task" (p.56). In this sense, teamwork in a task or project favors participation and transmission of knowledge since students may practice what they learned in class through language.

Intervention Period

The pedagogic intervention sought to develop oral interaction skills in EFL through children's movies songs based on children rights in two semesters. For this, it was necessary to implement 3 cycles and each cycle included different lesson plans that contained several communicative activities to generate interaction among the learners. According to academic schedule there was a selection of 3 songs, of course, each song was part of a cycle. Additionally, one cycle had stages to help students in their learning process.

The songs were selected taking into account the children's preferences for movies and their interest in cartoons. It was also necessary to make a search of films that highlighted the children rights importance since it was a part of the PEI of the school. Besides, there were several students who apparently did not know about their rights.

Stages of Intervention

The proposed activities were programmed according to the school calendar and adapted to the standards of competences in a foreign language designed by Ministry of Education. The first stage was *preparation and recognition*, a space where children had their initial contact with the movie song through a video. To start, teacher made a brief contextualization about a specific right through examples of real situations, in this way kids had a general idea related to song's theme.

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After that, teacher showed the video song to attract the students' attention, but also to help them to associate the sounds of words with the images.

Meanwhile children watched the video and listened to the song, they had to write as many words as they could identify, then the teacher collected what students had written to clarify the wrong terms and their meaning using flashcards. When the vocabulary was clarified children watched the video again and sang the song, but in this opportunity kids could read the subtitles. To conclude this stage, students made a poster about the song's message and wrote some sentences to define their job. They presented their posters with the teacher's support to remember what they learned in class.

For the second stage named *adoption and application*, students took several linguistic elements from song to define some real situations of everyday life. It was necessary to start the session with the video song and kids watched it twice. The first time without subtitles and the second time with subtitles to remember rhythm, words and phrases, they had learned in the first stage. Once the song was over, teacher used short videos to talk about one of children's rights and showed examples based on real life. In this way, learners complemented their vocabulary and knowledge with the new information provided by the teacher.

Children used this information to assign names or describe several situations that were presented through pictures. This activity was worked in teams of 4 students and teacher gave a specific situation to each group. Kids had to write different sentences or words about what they found on the picture to organize their speech, however, the idea was not to read what they had written. At the end of the session, the members of each group presented spontaneously their situation to the other classmates by means of simple sentences.

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The third stage was designed to relate the song's content and its message with children's experiences. This part of the process was known as *answer questions* since learners could narrate their life events in a simple oral discourse. To begin with, teacher used the song's melody in order to do a karaoke exercise. There, kids participated in a singing contest but only those who answered a question about the last session could sing. It was a strategy to encourage them to participate in class, besides they could practice pronunciation.

Subsequently, the teacher told them a personal experience related to song's theme and use keywords of the lyrics. During the speech, teacher made drawings on the board and students could better understand what he was saying. When this activity finished, the instruction for them was to answer some questions taking into account a similar experience based in their lives. While children were writing, teacher presented a puppet to create a conversation using the same questions in order to motivate them to speak in English. Finally, the puppet invited each child to talk with a classmate like an interview.

The last stage called *production and reflection* aimed to generate oral interaction among the students spontaneously. Initially, kids watched the video song and simultaneously they completed some words that were missing in the lyrics. This exercise was useful to practice listening; besides they sang the song to improve their pronunciation. After that, there was a role play based on a communicative situation about one of children's rights. In this case, teacher proposed several contexts and characters for kids' performance.

Students made groups with the teacher's support; each team received a card related to particular situation. However, to achieve an oral interaction among students in a natural way, these cards only had the characters' names and the proposed questions. Therefore, the children's

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answers were immediate and spontaneous. At the end of the process, teacher administered a survey to assess the degree of student satisfaction about all activities developed in each session. Through this instrument students expressed their point of view and also they wrote reflections about their progress in English (strengths and weaknesses). Thanks to this activity the teacher was able to recognize if his teaching methodology was appropriate.

Table 3 *Timeline - schedule of activities.*

Cycle	Class	Date	Lesson
1	1	09 th August 2018	Introduction to the song :“Welcome to our family” (Brother Bear – Disney Movie)
	2	16 th August 2018	My family members (Adoption and Recognition)
	3	30 th August 2018	Who do you live with? (Answer Questions)
	4	06 th September 2018	Describing my family. (Production and Reflection)
2	END	OF FIRST	CYCLE
	5	13 th September 2018	Introduction to the song: "I care for you" (Care Bears – Paramount Movie)
	6	20 th September 2018	The benefits of good nutrition and health. (Adoption and Recognition)
	7	27 th September 2018	What is your favorite food? (Answer Questions)
3	8	04 th October 2018	Let's talk about our eating habits (Production and Reflection)
	END	OF SECOND	CYCLE
	10	18 th October 2018	Introduction to the song :“Can’t stop the feeling” (Trolls – DreamWorks Movie)
	11	25 th October 2018	Free expression (Adoption and Recognition)
	12	26 th October 2018	What do you like to do in your free time? (Answer Questions)
	13	1 st November 2018	Expressing my likes and dislikes (Production and Reflection)

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Chapter 5: Data Analysis

The following chapter illustrates the different research procedures guided to answer this question: How may fourth grade students of Prado Veraniego primary school develop their oral interaction skills when recognizing their rights through children's movies songs in communicative activities? During the pedagogic intervention there was a period of information gathering through several instruments proposed and used by the research teacher. Thanks to these instruments, it was possible to achieve clear and concrete evidence that determines the project effectiveness. Accordingly, throughout this chapter, the outcomes obtained all along the intervention will be portrayed.

The pedagogical intervention took place in group 401, during two semesters in a weekly session of 90 minutes, taking into account the school schedule established by the institution. For each class, field notes were made to register the children's reactions in the course of proposed activities; hence those annotations reflected the students' performance based on their EFL oral communicative skills in English. Of course, the relevant information was used to analyze the categories and evaluate the accomplishment of these study objectives.

Surveys were another instrument for gathering information since students showed their opinions or points of view about class activities. The questions were designed to know the impact of the research on children's learning process but also, to evaluate the teaching methodology. After answering the questions, participants had the opportunity to write a reflection as a self-assessment process to recognize whether they had learned or not. The data collected were

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essential for analyzing each category and were faithful evidence of the study; in addition the children's suggestions were valuable to improve the activities in each cycle.

As a last instrument, audio recordings provided important information to analyze the children's oral skills development. In fact, this tool was useful because the set of audio recordings represent the students' participation in the project. Through these recordings there was a clear recognition about the kids' progress when they spoke in English, besides these were a reliable source to analyze with theoretical supports the categories that emerged after the intervention. It is worth mentioning that participants' willingness was appropriate and the space was favorable to make the necessary recordings.

Regarding the processing of the information, it was necessary to resort to the triangulation method to verify the results or detect differences. So, the data taken from field notes, audio recordings and surveys were contrasted, therefore they complemented each other or even contradicted in little aspects. Finally, it is important to highlight the students' participation, their time and the school's support because this project succeeded in encouraging students to speak in English. Of course kids did not have the fluency of a native speaker but they expressed ideas through simple sentences in English.

Findings

Taking into consideration the findings of this intervention, the categories that make up the analysis unit are presented. Each category describes some indicators based on students' participation; these indicators complement each other and provide different information that

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defines the category as a whole. in addition the analysis arguments are supported from the theoretical framework.

The Interaction effect

This first category has to do with students' communication skills in terms of oral expression. Children had the opportunity to share their feelings, opinions and experiences about a particular right when they spoke in English. Hence, the category contains the following indicators that give details of the young learners' performance.

- The student may orally express in English his/her point of view about a child's right through simple sentences.
- The learner is able to make orally descriptions concerned with his/her experiences and feelings taking into account the children rights.
- The learner achieves to keep a short conversation in a real situation spontaneously.

The data collected since August 9th, 2018 demonstrated the first oral expressions in English language by students. Although the children were not used to hearing the teacher speak in English, they showed interest in understanding what he was saying. In fact, some of them made a simultaneous translation into Spanish. This was a positive signal because apparently they wanted to participate in class and express their opinion. The class report and the audio recording of that session expounded the first oral expressions of some students during the presentation of their poster. They used several sentences based on the song and teacher's oral intervention; for instance: *"Teacher, welcome to my family"*, *"my family is beautiful"*, *"this is my family"* *"I like family time"* and *"I love my family"*.

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Thanks to these phrases kids started their oral communicative experience, besides some of them made movements and gestures to complement what they were speaking, as argued by Bygate (1999) "the skill of using knowledge and basic motor-perception skills to achieve communication" (p. 6). Clearly young learners had the intention of explaining their work, for that reason they pointed at the images with their fingers and even some of them said combined sentences in Spanish and English such as: "*aquí está una mother*" or "*él es un father*". This exercise was their first step to speak in English and they seemed to enjoy it.

In the session from August 30th, 2019, the field notes and its corresponding audio recording reflected short interactions between children and their teacher in the *answer questions stage*. Considering the question: why is it important to have a family? Some students mentioned aloud these phrases: "*teacher, we need protection*", "*teacher, family is love*" and "*family help kids*". Although they did not apply the grammatical rules perfectly, students took elements from the prior sessions to express an idea. Of course, the feedback by teacher was necessary at the end of the session to improve some mistakes.

Something similar happened on September 27th, but in that opportunity teacher through the puppet asked: Why do children need to eat right? According to this class report, young learners were already more accustomed to the oral activities in English and some of them said without any fear several simple sentences, for example: "*because we need energy*", "*I am strong when I eat* " or "*food is important for my body*". All this indicated that learning and linguistic development were influenced by what Rahman (2010) defined as "suitable environment for students"; owing to kids decided to speak freely thanks to the pleasant atmosphere at classroom.

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It is possible to affirm that students were able to transmit their points of view in simple sentences because they applied what the teacher taught them in first class activities. In this sense, Brown (2007) considered that teacher's role is essential within the oral skills development and also encourages the student to speak in English. In addition, students' attitude during those classes was positive, they were interested and willing to participate after the puppet intervention what generated an appropriate learning space.

On the other hand, children not only expressed their point of view orally, they also made descriptions based on their experiences and feelings. In fact, the field notes and the audio recording from August 16th, 2018 registered their speaking interventions. When kids received the pictures, some of them tried to narrate what was in the image, thus they participated with phrases like: *"the boy is sad"*, *"the house is big"*, *"the cat is black"*, *"they are alone in the park"*, *"father is fat"*, *"mother is beautiful"* and *"I want a pet"*. It is important to mention that in this exercise students were placed in a circle form in order to share their descriptions with each other.

Likewise, in the session from September 20th, 2018, it was confirmed that learners were able to describe in oral way objects and situations related to the topic proposed in class. By that time, the activities were based on "the right to food", there some kids voluntarily manifested through simple sentences the content of several images presented. Everything indicated that they took linguistic elements of the song "I care for you" (Care Bears movie) and previous information that the teacher provided in a brief explanation. Upon the question: *What can you see in this picture?* Some of them answered: *"children eat fruits"*, *"milk is*

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white", "cake is delicious", "babies drink milk", "they are strong" and "lunch is important every day". So, this activity helped them to speak in English and portray their reality.

Children's participation proved that oral interaction in English is possible when the class provides scenarios where they can put into practice what they have learned. In this case, information contained in the songs and teacher's advices were the input to generate interaction at a specific time. Thence it was linked with the theory proposed by Carter and Nunan (2001) about "oral participation in classroom" because there was a sociolinguistic relationship between the teacher and each student within an oral communicative event to transmit an idea. Furthermore, pictures were the stimulus that incited them to take the risk of speaking in English and apply their prior knowledge.

Keeping in mind that Lenka (2011) argued that "songs are authentic examples of language", it was found that permanent use of this resource had positive effects in students since they easily remembered several words or phrases thanks to the melody. Clearly, that linguistic information was used later by kids in a real oral speech with a specific intention. In fact, the class report from September 6th, 2018 showed evidence related to students' oral interactions. Although children started a process from the beginning of this project, it was not easy for them to have a conversation in English since it was their first experience. However, their good attitude and willingness to learn were positive factors during the activity.

Thanks to the audio recording there were relevant fragments about their short conversations, for example they were able to express: greetings and moods but when a question with a specific intention appeared, some of them were blocked. Their reaction was to emit sounds like: "*mmmmm*", "*jumm*" or "*eeeehh*" and they immediately asked how they could

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express the idea in English. Perhaps they were afraid and they did not understand the questions, of course teacher was not pressured them to continue the conversation.

Nevertheless, some learners from other teams used simple expressions in specific cases such as: *who do you live with? - I live with my mom, my dad and my sister, and you? - I live with my parents* or *what activities do you do with your family? - I like to share pizza with my family - ok, I like to play football with my father*. These interactions were a role model for the other students and even for the next sessions kids became competitive participants. In that sense, Brown's notion (1994) about oral interaction it was notorious in this situation because children exchanged ideas and thoughts related to their life experience in a reciprocal way.

Another finding was presented on October 04th, 2018, actually children felt more confident to speak in English. In the audio recording, they answered the question: What is your favorite food? During the conversation exercise there were different answers: *"I like fried fish - really? I don't like fish, I like meat"* or also *"I like ice cream - I like it too, it's delicious"*. Besides, the field notes indicated that speakers had visual contact, an important factor in oral interaction since they were sure of their speech; Ellis (1999) established this fact as an interpersonal interaction since there was face-to-face contact to keep the conversation. Regarding the surveys administered at the end of each cycle, children expressed their opinions and points of view in relation to the communicative activities proposed. In this category the results are presented as follows:

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Table 4 - *Surveys results*

Cycle / Date	Question	Option A	Option B
1 / 06-09-2018	¿Te gustó intentar expresar tu opinión en inglés?	Si (78%)	No (22%)
2/ 04-10-2018	¿Cómo te sentiste hablando en inglés en frente de tus compañeros?	Tranquilo (70%)	Asustado (30%)
3/ 01-18-2018	¿Cómo te pareció el ejercicio de juego de roles?	Fácil (60%)	Difícil (40%)

As one can see, the high percentages reflected the students' liking for the oral activities in English, besides kids had a little space to write a justification for each question. Hence, there were expressions like: *"me gusto hablar un poquito inglés y saber más para poder ir al parque de Disney"* or *"me pareció chévere el juego de los roles porque practicamos lo que aprendimos con el profe"*. Despite the children's minimum contact with the English language, some of them recognized in their reflections the commitment to practice more and also they expressed their gratitude for the class. On the other hand, students who expressed displeasure about speaking activities mentioned that English was confusing, for instance: *"no me gusta hablar en inglés porque es muy enredado y no entiendo nada"*. For that reason, it was necessary to include them more in all activities and make feedback process.

For all of the above reasons, the indicators achievements were not fulfilled in their totality because some students had not had an experience in English and apparently it was confusing for them. However, it was a meaningful progress since some learners were able to orally express some ideas about a specific situation. In fact, students who took the speaking risk were guides for their other classmates and it was demonstrated that it is possible to generate spaces for oral interaction in English as a foreign language. Of course, movies songs and teacher's oral

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interventions were the input for children and some of them took advantage of these activities to practice in their homes.

Negotiation of meaning

This second category refers to speakers' resources to interpret or clarify the information contained in a message. In several oral interactions, students felt the need to corroborate what they were listening to avoid breaking the communication. In this area, the following indicators were evaluated to determine the students' reaction when they were interacting orally and for any reason they could not understand some idea.

- The student asks through simple phrases to clarify the information in a particular situation.
- The learner tries to repeat the information received to better understand the message.
- The student is able to correct his/her errors during a conversation to achieve an effective communication.

In the field notes from August 9th and August 30th, 2018 it was possible to find the first students' negotiations to comprehend an idea or message. When the teacher asked questions like: *"Do you agree?"*, *"Did you like the song?"* or *"are you ready?"* some students made amazement gestures and said: *"¿qué dijo profe?"* or *"¿teacher, lo puede repetir?"* Considering that they did not have English language experience in terms of listening and speaking, it was necessary to use hand signals and drawing on the board to avoid translation in Spanish. In this way learners began to understand the messages intention and the meaning of some words.

Sometimes children linked terms from English to Spanish, for example in the question: *"do you agree?"* one of them answered *"¿que si está agrio profe?"* or even there were students who

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for some reason understood the word *"jaguar"* when they listened: *"how are you?"* and they asked *"¿jaguar profe?"*. Apparently, kids were guided by the word's sound and made connections with their mother tongue.

Thanks to the teacher's mime during several classes and the puppet's intervention in some activities, students adopted phrases such as *"what do you mean?"*, *"I don't understand you"*, *"could you repeat it please?"* and *"what is that?"* On September 13th, 2018 young learners applied these clarification phrases during the teacher's interventions according to the audio recording and the field notes of that session. For instance, when the teacher said: *"children should have good nutrition for their growth"*; some students asked *"teacher, what is growth?"*, *"what do you mean?"* In effect, this set of sentences was a useful resource for them since they could request a clear explanation when the message was confusing or there was an unknown word.

In the field notes made on October 4th and its corresponding audio recording, a particular situation was noted in the speaking activity owing to one child asked another *"what is your favorite food?"* and the answer was: *"my favorite food is Cholado"*. The unknown term *"cholado"* automatically generated the clarification request by student: *"what is that? - fruits and ice cream"*, hence the explanation was successful. In this activity, there was also a breakdown of the communication in some students' oral interactions due to several of them invented words like *"gallets"* (cookies) and *"desayuneit"* (breakfast) in their answers; moreover they spoke in a low voice and it was confusing. Although the speakers used clarification phrases, the explanation was in Spanish.

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Before ending the session, kids through the survey indicated their position about understanding of English terms in the following question: "*¿lograste entender lo que estaban diciendo tus compañeros en ingles?*" 58% of them answered no and the remaining 42% answered yes. Some justifications were: "*hay niños que hablan muy pasito y no se les entiende*" or "*algunas palabras no me las sé en inglés*" Taking into account the results, the theory of Philp, Oliver and Mackey (2008) was confirmed since during the information exchange, learners were confused with some words and misunderstood the message despite they asked clarifying questions as alert signal to keep the conversation. In that sense, it was necessary to promote exercises to improve pronunciation and voice tone in order to achieve children's adaptation to English language.

On October 26th the field notes allowed to determine that learners were able to repeat some words to understand an idea or answer a question. A specific situation occurred when the puppet asked to one student "*do you have a pet in your home?*" and the student's answer was: "*a pet?*". So, the puppet gave an example: "*yes, a pet like a cat or a dog*" and it was the key to understanding the question purpose. In this way, child decided to say: "aaa yes! I have a pet, I have a cat".

This fact occurred again on November 1st, 2018 during the role play about right to freedom. In the audio recording it was possible to identify how several kids repeated some words contained on the questions to understand their communicative intention. They were organized in pairs and the proposed questions for this activity were: *What do you do in your free time?* , *what kind of music do you like?* , and *what is your dream?* In this case, each one of them at different times repeated the words in interrogative way: *free time?* *kind?* *dream?*. Maybe repeating these words

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helped them thinking about an answer or even look for the meaning in their mind, however it is important to note that teacher had to give examples to support them understand the question.

Although it does not seem obvious, when the children repeated words, it was their strategy to capture and process the linguistic information to give a coherent answer. Indeed, it is related to what Ellis and Barkhuizen (2005) established as a "search of meaning" since learners tried to find a meaning according to the unknown word. In other words, speakers checked inside their communicative experiences to understand the unknown word or respond to the interlocutor's request. This reaction was common in several children every time they could not comprehend any idea in English.

The students' process was marked by permanent feedback, a space where children realized their mistakes and achieved progressively improve their oral skills. In spite of they knew their frequent mistakes, some learners made mistakes again unconsciously. Perhaps, they were anxious to speak in English and for this reason they mispronounced some words or even forgot grammatical issues, however when kids detected a mistake, they immediately corrected it. This was evidenced in field notes of several sessions (August 30th, September 27th and October 26th) owing to students pronounced some words as they read in Spanish. Regarding the grammatical errors, some learners had minimal mistakes in terms of verbal conjugation, for example: *"my brothers is tall, digo digo, my brothers are tall"*. Besides, their progress was notorious through the process.

In the reflections written at the end of the surveys, students expressed that it was important to practice English in their free time: *"yo aprendí que debo practicar ingles en mi casa para hablar bien y viajar a muchos paises"*. Thanks to this exercise, some of them took an autonomous

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attitude to improve their English skills. On the other hand, Johnson's arguments (2005) expounded that experience is essential in the learning process of a foreign language since learners need to communicate what they feel and think in a real context. For this reason, the recognition of mistakes was a vital experience for children because their learning was in a real time. Even though grammar is important in the transmission of information, it is not a decisive factor in oral communication. Finally, it was possible the achievement of indicators in this category, bearing in mind that several participants presented the expected reactions during the different cycles.

Vocabulary knowledge inside speaking proficiency

This category presents the vocabulary influence in learners' oral skills development and the acquisition of new terms within their English learning process. In this area, children were able to express their ideas better every time they learned new words. Furthermore, they were safe when they knew the appropriate words to communicate any message. The following indicators were established to analyze this category considering kids' achievement.

- The student expresses an idea using simple and appropriate terms taking into account the context.
- The learner can relate the meaning of the words in a real situation.
- The student improves his/her speech every time that he/she learns new words.

The vocabulary knowledge was essential in all children's oral interactions because it contributed directly to their oral skills development. The field notes made on August 9th, 2018 indicated that students' lexical level at that time was not enough to express what they thought or

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felt through an idea. In fact, their questions were in Spanish to know the meaning of a word. Hence, movie songs and the resources used by the teacher in several communicative activities provided new words from different knowledge areas to learners. Even some of them repeated immediately the new terms when these appeared on the context.

Audio recordings from August 16th showed the children's interest to learn new words and apply them in their speech. For instance, some of them asked: "*profe, yo no vivo con mi papá, ¿cómo digo padrastro en inglés?*" or "*¿profe como digo abuelitos en inglés?*". Besides, other students preferred to draw the meaning of the words they had learned through the song and teacher intervention. It seemed children could easily remember a word when they made a drawing; in fact they were more receptive when there were pictures in class. The class activities effects were visible in their break time given that kids used phrases like: "*let's go friends*" or "*do you want?*" (sharing cookies). Thence it confirmed that vocabulary learning can be applied in a real situation.

On September 6th and October 4th 2018 it was possible to recognize the students' progress through the field notes and audio recording. In these sessions, some of them used the words learned during prior stages to the role play exercise. So, kids expressed ideas in simple sentences, such as: "*I like to share pizza with my family*", "*I like fried fish*" or "*really? I like too*". In addition, in the survey of each cycle, learners had an item called "*Qué palabras nuevas aprendí hoy?*" in order to write the vocabulary learned. As a result, 90% of students achieved to write as many words as they could remember related to movies songs and communicative activities proposed; the remaining 10% did not write anything on that space.

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Taking as reference the results and the learners' process, the Webb & Nation theory (2017) was proved since thanks to the lexical knowledge, kids improved their communicative oral skills. Actually, children received the information like an input and subsequently there was an effect of oral production in English about a particular topic. Moreover, the vocabulary was associated to their daily life like routines and activities, therefore some children could express an idea in English with security. In this way, vocabulary learning was a cumulative knowledge for kids because it allowed communicative spaces.

Analyzing the field notes and the audio recording of September 20th, 2018 it was found that children wanted to tell their experiences but they did not know the appropriate words in English. The exercise consisted in describing pictures about right to food and students had to use some words presented in the song or in previous sessions. Although they applied adjectives learned in class, there were learners who asked specific terms from their life experience: *"Profe, ¿cómo digo el niño se ve desgalamido? – Querrás decir débil – No profe, desgalamido"* or even, some of them did not believe the teacher's advice: *"Profe, ¿cómo se dice en inglés bacano? – You can say fantastic – No profe porque eso significa fantástico"*. It was evident that kids needed to convey their idea as they felt it, but English did not have a precise translation for these words.

On September 27th children had the opportunity to learn food vocabulary, according to the field notes registered and one audio recording about class. Students with permission from their parents brought snacks and drinks to share in the classroom. Each one presented a snack through a simple phrase in English in order to promote a real experience, for example they said: *"This is a cake"*, *"I like chips"* *"This is orange juice"* or *"This is a chocolate"*. Nonetheless, some kids had doubts about certain food and asked: *"Profe, ¿Cómo se dice patacón en inglés?"* or *"Profe,*

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mi mami vende arepas y quiero saber cómo se dice arepa en inglés?. Clearly, these words had a cultural connotation of our country and there was no accurate translation; so it was necessary to make a brief explanation in class.

Thanks to this exercise, learners achieved to link several words with elements of real world and it was useful because they internalized their meaning. Also, it was identified in both sessions that children were curious to express concepts of their culture in English. As Rao (2003) declared, foreign language students attempt to search for "semantic relations" to specific terms from their local context and despite not obtaining a translation of Colombian typical words, they understood that their country has genuine cultural features reflected in their lexicon. Additionally, children were more confident to speak in English in the following sessions due to this learning experience.

It is important to mention the students' communicative progress as a result of vocabulary learning in each session since there were unknown words for them in all activities. Regarding vocabulary application in oral interactions, it was evidenced that learners were able to easily remember words thanks to their sensory experiences. It means they lived and recognized the English language through their senses. In fact, on November 6th, 2018 children wrote in the survey a reflection about what they had learned during the process. Some of them expressed: "*me gustó la clase de inglés porque cantamos las canciones de los derechos de los niños y aprendimos a decir palabras que no sabíamos*" or "*gracias profe porque yo aprendí a decir my mom is wonderful y I like ice cream*".

Therefore, students indirectly realized the influence of vocabulary within oral skills development when there were communicative scenarios in class. Concerning this topic, Wang

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(2018) believed that learners could acquire foreign language vocabulary when they shared communicative experiences with other people. These experiences were the opportunity to explore their environment and apply the lexical knowledge. Besides, English language was seen as a general communicative system throughout this intervention. So, vocabulary was not presented as an isolated category where children only learned terms, on the contrary they could use different words in their oral interactions.

As a matter of conclusion in this category, the indicators' achievement was successful, taking into account that kids were able to apply new words in their speech. It was necessary to promote spaces where they could use the vocabulary with a communicative intention; of course memorization was avoided since they were likely to forget the information easily. Actually, students learned to speak in English because they were not removed from their context and they could express their experiences.

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Chapter 6: Results and Conclusions

Considering the data analyzed in the previous chapter, it is necessary to present a general view about the students' learning process and the effects of the research proposal. Initially kids did not have opportunities to speak in English and much less express their opinions or points of view, besides their language proficiency was weak. In that sense, communicative activities were designed based on the use children's movies songs focused on the children rights in order to develop young learners' oral skills. During the pedagogical intervention, relevant information was obtained and the analysis categories emerged which describe the students' performance.

Based on concepts of several theorists about oral interaction skills, the categories established were: the interaction effect, negotiation of meaning and vocabulary knowledge inside speaking proficiency. Thanks to the field notes, surveys and audio recordings as data collection instruments it was possible to combine all the information obtained. Regarding the interaction effect, it was found that several learners were able to orally express their points of view through simple sentences, owing to the movie songs influence and the different communicative activities carried out around children rights.

Although it was not an easy process for kids and some of them were confused at the beginning, teacher's support was essential because they could speak in English despite their fear of being wrong. On the other hand, it was found that students took linguistic elements from each song and some communicative activities to express orally any idea; hence their learning was

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experiential in a natural way. In addition, it was noticed that children within their oral interactions made several movements to convey the message.

The second category known as negotiation of meaning showed the learners' reaction and their clarification strategies to interpret a message in an oral interaction. In this case, children asked in their mother tongue to confirm and understand the message intention. Nevertheless, during class activities they learned to make clarification requests to keep a conversation. Moreover, there was a breakdown in some interactions since several kids seemed anxious and they could not pronounce correctly or use grammar adequately. Throughout the process, they corrected their own mistakes when they participated in a speaking exercise.

Regarding to vocabulary knowledge inside speaking proficiency, the data collected through instruments revealed that learners achieved to acquire vocabulary during the different sessions and as a result they improved their oral skill. Even though they adopted terms from songs and communicative activities, it was evidenced that some students wanted to express typical words from their context in English to use them in their oral speech. Likewise, vocabulary learning brought benefits to learners because they felt more confident to participate and express orally an idea in English.

Despite some children were confused and their learning process was difficult, it is important to highlight the positive findings that showed progress in their oral skill. In fact, learners were able to express some ideas in English language inside a communicative situation. Therefore, activities based on children movies songs were useful to promote oral interaction scenarios in the classroom and children were interested in learning and improving their language proficiency.

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Conclusions

In this section, the intervention results and its influence in relation to the objectives that were established in this research study will be explained. Hence a general balance will be presented in order to indicate whether or not the objectives were accomplished. Finally, some recommendations (implications and limitations) about whole process will be mentioned as a reflection and synthesis of the pedagogical practice.

Initially, the specific objective referred to the students' oral communicative performance was reached considerably because children were able to express orally in English ideas related to their life experiences. In that sense, it is possible to affirm that kids' evolution was notorious taking into account that they did not have opportunities to speak in English. Thanks to the communicative activities and a pleasant learning environment, learners showed willingness and good attitude to participate in the speaking exercises.

In spite of children were not fluent in English, some of them took the risk to speak and used simple sentences since the topics and several situations were related to their context. It is important to highlight that participation of the first learners was an example for all those who were shy; therefore it was satisfactory given that there was no sign of mockery in the group. Furthermore, body language was evident in all kids' oral interactions and contributed positively in the transmission of message.

Regarding the second objective aimed at examining the influence of children's movies songs over EFL students' oral interaction skills, it is possible to ensure that it was successfully achieved.

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Indeed, kids enjoyed the songs and tried to imitate the singers' voices. Likewise they learned vocabulary not only from the songs but also from the activities proposed in class. The songs were a useful resource that encouraged students to participate in class and speak in English. Besides, when they sang they implicitly improved their pronunciation and their behavior.

Considering that songs were based on children rights, some students recognized the importance of their rights and showed part of their lives through oral expressions in English. On the other hand young learners could perceive several differences between English and Spanish when they wanted to express an idea literally and it was not possible. Lastly, kids found in the songs a chance to learn a foreign language and develop communicative skills.

Recommendations

The use of movie songs in English class was a wonderful experience since young learners liked it and their participation was active. However, it is important to make an appropriate selection of each song, based on the students' preferences to avoid a boring environment. It is necessary to have an illuminated classroom, with audiovisual resources in perfect conditions and to place learners in a circle so that they can share and interact with each other.

Finally, the teacher's attitude is essential since her/his support is vital for all students, especially when they are shy and do not want to participate. Therefore, willingness and patience are key elements for working with children. In terms of time, it is advisable not to interrupt or stop the sessions of each cycle because students could forget part of their learning process.

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ANNEXES

Appendix 1

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
DIAGNOSTIC TEST: PRADO VERANIEGO ELEMENTARY SCHOOL.

Name: _____ **course:** _____ **Date:** _____

READING SECTION:

CHILDREN'S DAY

In Mexico, Children's day is on 30 April. Children and teachers go to school but nobody really works. Students do not wear the uniform and bring toys to school. During the day, children participate in various school activities, for example they can watch movies, dance, sing, play or paint drawings. In addition, teachers decorate the school with pictures and participate in all activities with the children. Boys and girls are happy because they eat ice cream and sweets; Also, there are sports contests and kids are competitive. After that teachers give medals to the winners, so children enjoy their day and learn to be friendly.



A partir de la lectura, responde las siguientes preguntas. Si la oración es correcta, marca con un círculo la opción **True** (verdadero). Pero si la oración es incorrecta, marca con un círculo la opción **False** (falso). Si algunas de las oraciones son falsas, escribe la afirmación correcta de acuerdo con la información del texto.

- Children's day is on 30 April in Mexico.
A. True B. False
- Students wear uniform on children's day.
A. True B. False
- Children can participate in different activities during this day.
A. True B. False
- Teachers clean the school and give class.
A. True B. False
- Children eat fruits and vegetables at school.

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A. True

B. False

WRITING SECTION

Elige un tema y escribe una breve descripción. Debes incluir las características más importantes del lugar, por ejemplo: localización, tamaño, partes, accesorios. ¿Por qué te gusta ese lugar? (Por lo menos 4 líneas)

A. My School

B. My house

GRAMMAR SECTION

En la siguiente conversación, completa los espacios en blanco con la respuesta correcta.

Robert: Hello George, How are you?

George: Hi Robert, I _____ fine. Thank you. (is / am / are)

Robert: _____ you play football after class? (Can't / Can)

George: Yes, I can. Today I _____ have homework. (Do not / Does not)

Robert: Perfect! My brother _____ to play too. (Want / Wants)

George: But _____ he know how to play soccer? (Do / Does)

Robert: Yes, of course.

George: Ok, see you later.

Robert: Good bye!

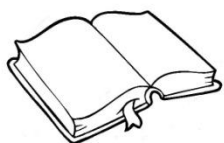
LISTENING SECTION

- Escucha atentamente la grabación y responde las siguientes preguntas. Marca la respuesta correcta.

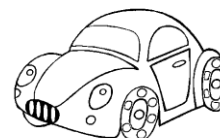
- | | | |
|-------------------------------------|---------------|----------------|
| 1. Is Sara hungry? | Yes _____ | No _____ |
| 2. Where does Sara go? | Kitchen _____ | Bedroom _____ |
| 3. Are there snacks in the cabinet? | Yes _____ | No _____ |
| 4. Who comes to Sara's house? | Mother _____ | Father _____ |
| 5. What does Sara eat finally? | Cereal _____ | crackers _____ |

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Appendix 2



UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS



Encuesta para estudiantes de primaria Colegio Prado Veraniego

Querido estudiante: Aprender inglés te brinda la posibilidad de cumplir tus sueños, por esta razón queremos conocer tu experiencia de aprendizaje en lengua inglesa. No temas, no es una evaluación, así que no hay respuestas correctas o incorrectas.

Nombre: _____ curso: _____ edad: _____

Responde las siguientes preguntas marcando X en la respuesta que consideres pertinente, en algunos casos debes llenar los espacios en blanco.

1. ¿Cuántos años tienes?

__ 8 años __ 9 años __ 10 años __ 11 años

2. ¿Quiénes viven en casa contigo?

__ Mamá __ Papá __ Hermanos __ Tíos y Primos __ Abuelos __ Otros adultos

3. ¿En qué barrio vives? _____

4. Generalmente, ¿Cómo vas de tu casa al colegio?

__ Caminando __ Bicicleta __ Motocicleta __ Automóvil __ Transmilenio __ Autobús

5. ¿Cuánto tiempo te demoras en llegar de tu casa al colegio?

__ Menos de 20 minutos __ De 30 minutos a una hora __ Más de una hora

6. En casa, ¿quién te ayuda más con tus tareas?

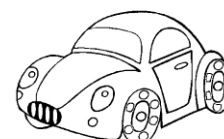
__ Nadie __ Mamá __ Papá __ Hermano(a) mayor __ Otro adulto

7. ¿Qué materia es tu favorita?

__ Matemáticas __ Español __ Sociales __ Ciencias Naturales __ Informática

__ Ed. Física __ Artes __ Inglés

8. ¿Qué te gusta hacer en tu tiempo libre?



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___ Escuchar música. ¿Qué tipo de música? : _____

___ Ver Televisión. ¿Qué programas ves? _____

___ Leer. ¿Qué tipo de textos? _____

___ Explorar en internet. ¿Qué paginas visitas? _____

___ Deportes. ¿Cuál? _____

___ Otra. ¿Cuál? _____

9. ¿Qué actividades realizas con tus amigos?

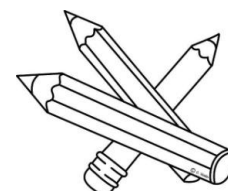
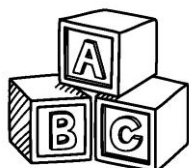


Ahora debes colorear la carita que se adapte a tus gustos o preferencias.

10. ¿Te gusta venir al colegio? ¿Por qué? :		
11. ¿Te gusta aprender inglés? ¿Por qué? :		
12. ¿Te gusta que el profe hable en inglés toda la clase?		
13. ¿Te gusta escribir palabras u oraciones en inglés?		
14. ¿Te gusta escuchar música en inglés?		
15. ¿Te gusta la idea de aprender inglés a través de juegos?		
16. ¿ Te gusta participar en la clase de inglés?		
17. ¿Te gustan las películas en inglés?		
18. ¿Te gusta hacer uso del diccionario de inglés?		
19. ¿Te gusta practicar lo aprendido en clase de inglés en tu tiempo libre?		



¡Gracias por tu ayuda!



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Appendix 3

UNIVERSIDAD PEDAGÓGICA NACIONAL DEPARTAMENTO DE LENGUAS FIELD NOTES – PEDAGOGIC AND INVESTIGATIVE PRACTICE		
Field Note # 4	Date: September 6 th , 2018	Class Time: 6:30 am -8:30 am
Pre-service teacher: John Reminton Garzón Sáenz		
Institution: I.E.D. Prado Veraniego sede A	Population: 401 group (children between 9 and 10 years old)	
1. Learning objectives of the class		
<ul style="list-style-type: none"> • To apply the vocabulary learned in the prior sessions about right to family • To propose a scenario where students may orally communicate experiences or memories about their family. • To create a connection between the English language and the students' context to generate communicative situations. 		
2. Main activities of the class		
<p>The teacher started the class with some greetings in a dynamic way to activate the students. After that, kids saw several flashcards about the family members in order to refresh their mind and remember some characteristics. While teacher presented a flashcard, he wrote and read two sentences to describe each member, for example "my mother is a kind woman". To verify they had learned, teacher took all his flashcards in disorder and every time he showed one of them, kids had to relate the picture with its corresponding sentence and read aloud.</p> <p>Afterwards, the movie song "welcome to our family time" (Brother Bear) was presented without subtitles to identify known words and melody. Considering that students had worked this song in previous classes, teacher proposed to fill in the blank spaces of song's lyrics with correct words. Hence, children requested to listen to the song 3 times. The second part of the class was focused on the production of a role play among students. So, the students made teams of 3 people (the organization was directed by the teacher). Each group had to present in the center of the classroom a short conversation about their experiences in relation to the right a family.</p> <p>All conversations were guided by several flashcards and there were only questions in them. Thereby, the answers were instantaneous and without any preparation. Besides, the teacher was ready to encourage the students to speak in English. Finally the learners solved the survey about their experience in the first cycle of intervention.</p>		
3. Students present in class and absent students.		
During the class was the titular professor: Miss Elsa María Univio who observed the class and in some opportunities she could participate. In this session, no children were missing from class.		
4. Class evaluation (teaching role, group management, academic and coexistence performance of children, relevance of activities, and achievement of the proposed objectives).		
From my perspective as teacher, I feel that I have learned to understand the emotions of my students to create an interesting space where they might improve their communicative skills in English, especially their oral expression. During this session I wanted to generate a communicative situation among children, also, they had		

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the chance to express any idea in English based on their previous knowledge.

Several groups reacted positively to the role play exercise; in fact, some of them were able to apply vocabulary and linguistic information provided in the first sessions. Of course, there were children who were shy and did not know how to react because it was their first oral interaction; they even forgot part of their speech. As for the learners' attitude, they were respectful and kind, even some of them did not want to finish the class. In that sense, I think it's a positive sign that indicates the children's liking for the English class.

5. Tangible evidences about children's experiences.

Regarding the song exercise, it was found that children could identify easily several words and they liked to sing. Likewise, the initial activity, related to family members, was useful because they remembered different words and indirectly practiced grammar. During the role play exercise some learners were able to express greetings and moods but when one specific question appeared they did not know how to respond and seemed confused.

However, there were students who expressed the following ideas in English:

- Who do you live with? - I live with my mom, my dad and my sister, and you? - I live with my parents
- What activities do you do with your family? – I like to share pizza with my family – ok, I like to play football with my father.

This showed that movie songs and communicative activities encouraged kids to speak in English.

6. Reflection on the role as teacher (questions and decisions regarding the professional future)

Although I tried to develop the class as I had planned, I understood that children can react in different ways to the activities proposed during the session. I liked to work the song video with my students because it was a useful resource that allowed them to better understand the message and the theme of the class, in fact I think that images and sounds motivate them to speak in English without any type of pressure. I know that some children live in difficult contexts; however, I believe that teacher should help them to forget their problems for a moment and encourage them to learn and develop their communicative skills.

7. Reflection as researcher (contributions of the session to achieve the specific objectives and the data for each one of the categories of analysis)

In my opinion, the class was positive because children took some linguistic elements such as words they knew. At the moment of expressing their ideas, children used the words they had taken from the lyrics and connected them with their previous knowledge.

Although the children were shy at the beginning of the class, they wrote in their notebook what they wanted to say and some of them read their notes. This exercise helped them to express their opinions calmly, besides the reflection is a useful element that allows the teacher to know the students' thinking about the English class, in this way it is possible to evaluate the class and improve teaching and learning strategies especially to promote development of oral skills.

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Appendix 4

UNIVERSIDAD PEDAGÓGICA NACIONAL- COLEGIO PRADO VERANIEGO
ENCUESTA No. 1

Nombre: _____ curso: _____ Fecha: _____

Canción: Welcome to our family – Brother Bear (Disney)

Responde las siguientes preguntas de manera sincera y honesta, no te preocupes, no es un examen o evaluación, así que no te preocupes por la nota.

1. ¿Te gusta aprender inglés a través de canciones de películas infantiles?
- a. Si b. No

¿Por qué? _____

2. ¿Cómo te pareció la canción?
- a. Fácil de entender b. Difícil de entender

¿Por qué? _____

3. ¿Cómo te parecieron las actividades de clase basadas en la canción?
- a. Divertidas b. Aburridas

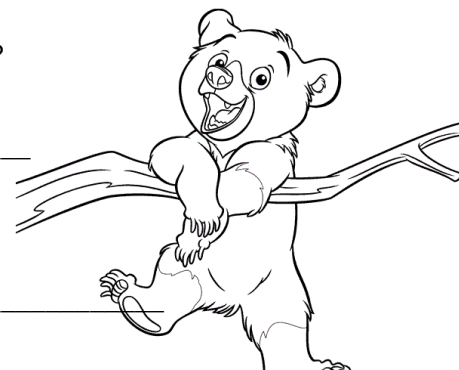
4. ¿Te gustó intentar expresar tu opinión en inglés?
a. Si b. No

5. ¿Consideras importante reconocer la importancia de los derechos de los niños?
- a. Si b. No

¿Por qué? _____

6. ¿Qué palabras nuevas aprendiste hoy?

7. Escribe una breve reflexión sobre tu proceso de aprendizaje, ¿Cómo te has sentido en la clase de inglés?



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Appendix 5

Lesson Plan- Preparation and Recognition : Welcome to our family (Brother Bear- Disney)	
Room Teacher: Elsa María Univio	Researcher: John R. Garzón Sáenz
Participants: 32 Students	Grade: 401
Duration: 90 minutes	Materials: Computer, online video, pictures, flashcards, markers and the board
Lesson objectives: To present the movie song to introduce the students to the topic. To know the reaction of the students during their first contact with the song. To associate the sounds of the words with what happens in the video.	
1st Stage: Preparation Activity Time: 30 minutes Activity: Presentation of the concept "The Family" Aim: Students will identify the family members and the importance in a child's life. Description: <ul style="list-style-type: none"> ✓ The teacher will present several pictures of each family member through flashcards. After that, the teacher will make a description about his family and paste on the board each of the flashcards. Besides, he will give reasons about the importance of the family. (12 minutes) ✓ When the teacher has finished the description, he will write on the board the following questions to foment the students' oral expression: (18 minutes) Who are the members of your family? Who do you live with? What is your mother's name? (Father, sister, brother, etc) Interaction: Teacher & students	
2nd Stage: Core Activity Time: 30 minutes Activity: Watching and listening session. (movie song video) Aim: Students will have their first contact with the song and its context. Description: <ul style="list-style-type: none"> ✓ The teacher will show the video of the song "Welcome to our family" twice. The first time, the children will see the video without the lyrics of the song to focus only on the scenes. The second time, they will see the video with the lyrics to associate the sounds of the words with the graphemes. (10 minutes) ✓ The teacher will present the context and characters of the video through flashcards. After that, kids should work in pairs and the teacher will give a flashcard to each pair. On the board will be the sentences corresponding to each card, so each pair must paste the flascard in front of the correct sentence. (20 minutes) Interaction: Teacher & students	

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3rd Stage: Post- Activity

Time: 30 minutes

Activity: Creating a poster about the song's message.

Aim: Students will be able to express their interpretation of the song's message through a poster.

Description:

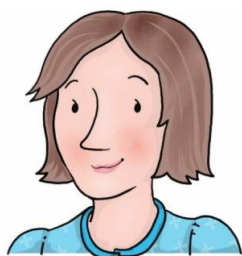
- ✓ The same pairs will work on the design of a poster to represent the song's message and the relationship with their lives. They should write a sentence taking into account the vocabulary learned in class. (15 minutes)
- ✓ Finally, each couple will share their poster to the group through a brief description. (15 minutes)

Interaction: Students & students

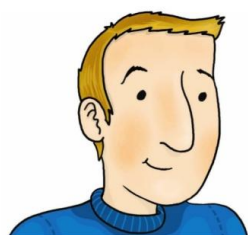
Annexes: Examples of Flashcards

Link of the song: <https://www.youtube.com/watch?v=2Q46aER0758>

Family members



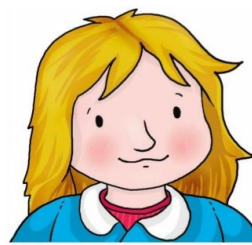
mother



father



brother



sister



grandmother

Flashcards Movie Song: Welcome to our family (Brother Bear- Disney)



This is a bear.



These are the mountains.



This is a forest.

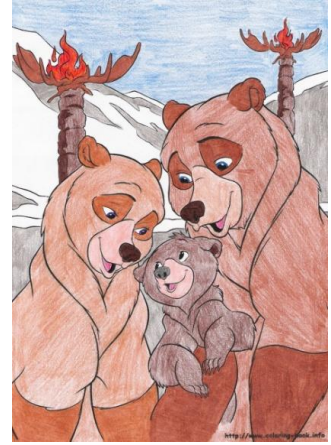
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They are friends.



The bear hugs his brother.



They are a family



The big bear is angry.



The bears are laughing



They are in love.



They are fishing together.




Mom Bear loves her son.



They are happy and share the food.

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Appendix 6

 UNIVERSIDAD PEDAGÓGICA NACIONAL <i>Formación al servicio de la sociedad</i>	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 80 de 93	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades, Departamento de lenguas, Licenciatura en Español e Inglés.		
Título del proyecto de investigación	Movie's songs based on children's rights to develop oral interaction skills.		
Descripción breve y clara de la investigación	Este proyecto busca generar situaciones comunicativas donde los estudiantes puedan desarrollar habilidades de interacción oral en lengua inglesa a través de actividades relacionadas con sus experiencias de vida utilizando como recurso las canciones de películas infantiles enfocadas en los derechos de los niños.		
Descripción de los posibles riesgos de participar en la investigación	Puede que durante el proceso, los estudiantes se enfrenten a situaciones en las cuales no se sientan cómodos usando la lengua inglesa, además es probable que al compartir sus experiencias de vida su generen distintas emociones de reacción.		
Descripción de los posibles beneficios de participar en la investigación.	Se espera que los estudiantes logren comunicar en lengua inglesa ideas, opiniones o experiencias de vida mediante la oralidad y puedan reflexionar sobre sus derechos teniendo en cuenta su contexto cultural.		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : John Reminton Garzón Sáenz		
	N° de Identificación: 1019032903	Teléfono:	3176690831
	Correo electrónico: jrgarzons29@gmail.com		
	Dirección: carrera 100 # 135-19 Suba		

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PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía
N° _____ de _____, con domicilio en la ciudad de _____

Dirección: _____ Teléfono y N° de celular: _____
Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
_____	_____	_____
_____	_____	_____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,


Nombre del adulto responsable del niño o adolescente: _____
N° Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____

Movies' Songs Based on Children's Rights to Develop Oral Interaction Skills.

Appendix 7



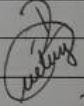
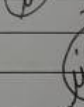
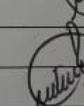
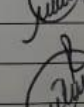
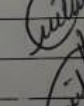
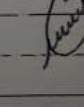






UNIVERSIDAD PEDAGÓGICA
NACIONAL

DEPARTAMENTO DE LENGUAS
COORDINACIÓN DE PRÁCTICA

**SEGUIMIENTO A LA ASISTENCIA DE LOS ESTUDIANTES
A SU LUGAR DE PRÁCTICA – FORMATO 2018-2**

NOMBRE DEL ESTUDIANTE:	John Reminton Garzón Saenz
LUGAR DE PRÁCTICA:	Colegio I.E.D. Prado Veraniego
TIPO DE PRÁCTICA (Proyecto / Asistida / Autónoma)	Práctica Asistida
JORNADA:	Mañana

CURSOS A CARGO:	PROFESOR(ES) TITULAR(ES) EN CADA CURSO
401	Elsa María Univio
402	Janira Ramos
ASESOR(A) / PROFESOR(A) DE PROYECTO	Mélaney Rodríguez Cáceres

FECHA	HORA DE INICIO	HORA DE FINALIZACIÓN	FIRMA DEL PROFESOR TITULAR DEL AULA	VISTO BUENO DEL ASESOR DE PRÁCTICA O DEL PROFESOR DE PROYECTO	FECHA DE FIRMA DEL VISTO BUENO
09-08-18	6:30 am	8:30 am	Elsa María Univio		Agosto 09, 2018
09-08-18	9:30 am	11:30 am	Elsa María Univio		Agosto 21, 2018
16-08-18	6:30 am	8:30 am	Elsa María Univio		Agosto 30, 2018
16-08-18	9:30 am	11:30 am	Elsa María Univio		Agosto 30, 2018
21-08-18	7:30 am	8:30 am	Elsa María Univio		Agosto 30, 2018
30-08-18	6:30 am	8:30 am	Elsa María Univio		Agosto 30, 2018
30-08-18	6:30 am	11:30 am	Elsa María Univio		Agosto 30, 2018
06-09-18	6:30 am	8:30 am	Elsa María Univio		Agosto 30, 2018
06-09-18	9:30 am	11:30 am	Elsa María Univio		Agosto 30, 2018
13-09-18	6:30 am	8:30 am	Elsa María Univio		Agosto 30, 2018
13-09-18	9:30 am	11:30 am	Elsa María Univio		Agosto 30, 2018
20-09-18	6:30 am	8:30 am	Elsa María Univio		Agosto 30, 2018
20-09-18	9:30 am	11:30 am	Elsa María Univio		Agosto 30, 2018

FORMATO SEGUIMIENTO ASISTENCIA 2018-2

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