



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

TITLE OF THE RESEARCH WORK

Songs as a didactic tool applied when teaching speaking skill.

Work presented as a requirement for obtaining the bachelor's degree as:

“Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros”

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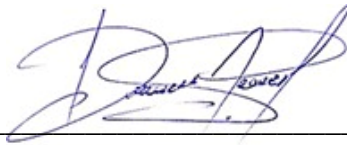
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DEDICATORY

I dedicate this research first to God for all his blessings; to my family because with their support and understanding they inspired me to achieve one of my goals. Finally, to my boyfriend and my kitten Lúlu for all their love and tenderness. All of them trusted me and encouraged me to develop this research work. I love them a lot!

Diana Guamán

ACKNOWLEDGMENT

My deep gratitude to Universidad Nacional de Chimborazo and the teachers for providing me with the necessary knowledge for my academic training; To my dear thesis tutor Mgs. Mercedes Gallegos for all her guidance, patience, knowledge, and affection that helped me to carry out this investigation. I appreciate the help of Unidad Educativa José María Román Freile for opening the doors and allowing me to develop the research process within the educational establishment. Finally, my special thanks and gratitude to my parents and sisters for their unconditional support. Thanks for everything!

Diana Guamán

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RESUMEN

La presente investigación titulada “Las canciones como herramienta didáctica aplicada en la enseñanza de la expresión oral”. Tiene como objetivo analizar la influencia de las canciones en la enseñanza de la expresión oral en los estudiantes de Sexto Año de Educación General Básica paralelo “B” de la Unidad Educativa José María Román Freile, de la ciudad de Riobamba, provincia de Chimborazo, durante el período académico febrero-junio 2022. Esta investigación posee un enfoque cualitativo de tipo exploratorio, ya que se detalla cómo las canciones ayudan a los estudiantes a mejorar su habilidad para hablar. La población de este estudio fueron los estudiantes de sexto año de Educación General Básica paralelo "B". La información se recolectó a través de una guía de observación aplicada en la clase, una encuesta aplicada a los estudiantes y una entrevista al docente. El resultado mostró que el uso de canciones como herramienta didáctica poseen grandes beneficios, dado que las canciones son auténticos recursos que permiten aumentar la motivación, el interés y mejorar la habilidad oral de los alumnos, obteniendo un alto grado de satisfacción dentro de los estudiantes. Lo que significa que la utilización de canciones mejora la fluidez y la capacidad de hablar de los estudiantes.

Palabras claves: Canciones, herramienta didáctica, expresión oral, inglés.

ABSTRACT

The present investigation entitled "Songs as a didactic tool applied when teaching speaking skill" has the objective to analyze the influence of songs on the teaching of speaking skill in the students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022. This research has an exploratory qualitative approach since it details how songs help students improve their speaking skill. The population of this study was the students of Sexto Año de Educación General Básica paralelo "B". The information was collected through an observation guide applied in the class, a survey applied to the students, and an interview to the teacher. The result showed that the usage of songs as a didactic tool has great benefits since the songs are authentic resources that allow increasing the motivation, and the interest and improve the speaking skill of the students, obtaining a high degree of satisfaction for the students. This means that the usage of songs improves the fluency and speaking ability of students.

Keywords: Songs, didactic tool, speaking skill, English.

Reviewed by:



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CHAPTER I

1.1. INTRODUCTION

Traditionally, conventional methods of teaching English as a foreign language, such as a simple explanation or mechanical activities, are unpleasant and can be monotonous for students. Therefore, this will inevitably affect students and hamper their motivation to learn a foreign language (Muñoz, 2013).

When learning a foreign language, students must bear in mind that there are innumerable factors that influence its acquisition. If these exist, then it is necessary to consider the importance of knowing them and at the same time understanding them to achieve the proposed objective of learning the English language (Nishanthi, 2018).

Among these factors, learners can find those that are related to the development of communication skills in the English language. There is a need to understand how these can influence and to what degree the development process of our oral perceptual and productive skills (Nishanthi, 2018).

In the process of teaching English, a series of teaching methods, tools, and strategies are used that allow the teaching of the English language to be more effective. In this way, songs are a powerful medium for teaching English in all ages of human beings. Songs may be used in class to enhance grammar and various accents or as an initial activity at the start of the lesson to increase vocabulary and keep students engaged (Castellanos & Garzón, 2013).

Songs as a didactic tool applied when teaching speaking skill are important for language acquisition, not only for the mother tongue but also for the foreign one. The usage of songs contributes to the acquisition of new vocabulary, the culture of the country and helps to focus on pronunciation and intonation, allowing students to improve their speaking fluency (Johansson, 2021).

It will be analyzed how songs influence on the teaching of speaking skill in the students of Sexto Año de Educación General Básica paralelo “B” at Unidad Educativa José María Román Freile. The research methodology used in this study is exploratory, and strategies and tools were used to gather information, such as an observation guide, a survey, and interviews, to address the aims of the research problem of this research. The following is a breakdown of how this study's chapters are organized.

Chapter I. This chapter will address the frame of reference that contains the information of the study in terms of general data, introduction, problem statement, problem formulation, justification, and objectives.

Chapter II. The theoretical framework will focus on the different research works carried out on the study variables, considering the theoretical contributions regarding the usage of songs as a didactic tool applied when teaching speaking skill.

Chapter III. In this chapter, the methodological framework will present the methodology, approach, research modality, type, the exposition of the study variables, data collection techniques and instruments, the population, sample and techniques' analysis and information interpretation.

Chapter IV. This chapter will discuss and analyze the results based on the techniques and instruments applied.

Chapter V. Finally, in this chapter the results will be presented including the conclusions, recommendations, bibliographical references, and annexes

1.2 PROBLEM STATEMENT

The globalized society of the twenty-first century. In basically every field, the English language is widely used and largely dominant. It is considered the main element of communication between very diverse cultures that share few or no traits in common (Nishanthi, 2018). The English language has evolved into a bridge for intercultural dialogue, trade and diplomacy issues, as well as science. Learning English is no longer an extra skill, but an indispensable knowledge to function in multicultural environments.

Speaking is a difficult skill for language instructors to teach. Students typically only get the chance to practice speaking in class. In addition, in some cases, speaking skill is not given enough time to practice it or the activities are not appropriate for that purpose (Hussain, 2018). Therefore, the teacher's responsibility to encourage the student to communicate is enormous. The teacher must have a series of teaching tools to facilitate the student's improvement of this speaking skill.

In Peru, according to Sarmiento (2019), the implementation of songs in classes contributes to improving oral communication, maintaining the correct intonation and fluency of words within a conversation. Likewise, (Cordoba et al., 2020) mention that in Colombia the usage of songs exposes students to a constant input of active listening through songs that allows the development of linguistic aspects such as pronunciation, intonation and vocabulary, in articulation with scriptural reading processes. Therefore, songs are highly recommended when teaching a foreign language due to its great benefits.

In recent years, the usage of songs in the English teaching process is a useful complement that helps to develop linguistic levels such as phonetics, grammar, and semantics. According to Setyaningsih (2016) songs are used to practice sounds, rhythms and stress patterns in English. So, the usage of songs helps to bring students closer to the language they want to learn, helping not only in their pronunciation but also helping students improve their vocabulary. The accent, intonation, grammar and conversations, as well as the learner's motivation, are positively impacted by songs.

The benefits of songs are considered by many teachers when teaching the skill of speaking. Such is the case of the Unidad Educativa Jose María Román where the usage of songs is very marked, and the kids appreciate learning using this speaking skill-improving tool. Therefore, it will be analyzed how songs influence on the teaching of speaking skill in the students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile.

1.3 PROBLEM FORMULATION

How do the songs influence the teaching of the speaking skill in the students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román

Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022?

1.4 JUSTIFICATION

The usage of songs in teaching a foreign language has many benefits, such as that it provides vocabulary and grammar. It allows student to work on pronunciation and promote knowledge of the cultural aspects of the English language. To all this, it is necessary to add the power of songs to stimulate emotions, sensitivity, and imagination without forgetting the consequences that derive from the ability of songs to hook the memory (Hussain, 2018).

On the other hand, the implementation of songs in the classroom has a positive effect on the development of speaking skill. Students can learn how to pronounce English through the songs. By repeating the songs, the ear gets used to hearing the English pronunciation, with its own rhythm, beat and intonation. Therefore, it improves the fluency of the students. In addition, it facilitates the incorporation of new grammatical elements and vocabulary (Castellanos & Garzón, 2013).

García & Juan (2015) share the opinion that students are more motivated and stimulated in the English class when the teacher uses tools such as games, songs, rhymes, and realia. Instead of simple textbooks. Didactic tools such as songs increase the level of student participation and allow them to understand real language.

Songs are used for a number of educational objectives, including the teaching of foreign languages. Songs are a tested teaching method that helps students retain and use language. According to Sarmiento (2019) the usage of songs in the classroom will help the students to succeed as foreign language learners. Based on this, this study focuses on analyzing how songs can be used as a didactic tool to improve the teaching of speaking skill in the students of Sexto Año de Educación General Básica paralelo “B” at Unidad Educativa José María Román Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

The participation of the teacher and the student is fundamental for this research since through to their participation in the study, valuable information will be obtained; Furthermore, the abundance of theoretical contributions about the topic of study will facilitate the epistemological approach to the research problem. The study was interesting and convenient to develop, due to the benefits of using songs in the educational field.

1.5 OBJECTIVES

1.5.1 General Objective

To analyze the influence of songs on the teaching of speaking skill in the students of Sexto Año de Educación General Básica paralelo “B” at Unidad Educativa José María Román Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

1.5.2 Specific Objectives

To identify the strategies, activities, and resources used when working on the speaking skill by the means of songs.

To describe from the teacher's perception about students' speaking performance after using songs as a didactic tool.

To determine the level of satisfaction of the students when using songs to work on speaking skill.

CHAPTER II

2.1. THEORETICAL FRAMEWORK

2.2. INVESTIGATIVE BACKGROUND

The usage of songs has evolved over time to become a didactic tool that contributes to the learning of a foreign language. This has made it possible to conduct numerous investigations based on the research topic. Following an examination of the research materials held by the Universidad Nacional de Chimborazo, two studies relating to the usage of songs in English language instruction were found.

“ANALYZE THE SONGS AS METHODOLOGICAL STRATEGY TO DEVELOP THE LISTENING SKILLS OF THE ENGLISH LANGUAGE IN THE 8TH GRADE OF BASIC EDUCATION PARALLEL “A” AT RIOBAMBA HIGH SCHOOL DURING THE SCHOOL YEAR 2016-2017”. This research was developed by Illescas Aguiar Jhon Guifor. In which the main goal is to examine the relevance of songs as methodological tools to enhance students' proficiency in English-language listening. It was an exploratory-level qualitative inquiry. Twenty-two students—eleven men and eleven women—and one teacher made up the study's sample, which included one teacher. In this study, it was discovered that the teacher chose the best exercise for the class to improve their listening comprehension. This exercise, paired with others to engage the students in language acquisition, was designed to assist the students in learning and practicing word pronunciation. According to the various activities that are carried out with songs, this research demonstrates that students feel motivated and are in good atmosphere to learn the second language. It was clear that learners preferred to study through songs. Additionally, the use of songs enables pupils to acquire new vocabulary and phrases. (Illescas, 2017).

“THE USE OF GAMES AND SONGS AS METHODOLOGICAL STRATEGIES TO DEVELOP THE SKILLS OF ENGLISH LANGUAGE IN THE ESTUDENTS OF TERCERO DE BACHILLERATO AT UNIDAD EDUCATIVA " SAN GERARDO PARISH IN THE ACADEMIC YEAR 2015-2016". This thesis was developed by Caguas Chafra Flor Felicia and Cauja Allauca María Ines; according to the authors of this research, the usage of games and songs helps the development of oral comprehension and expression of English language, so the authors mention that it is necessary to include methodological strategies that allow teachers to improve the teaching process, where students have the opportunity to take part in different activities and develop skills such as: listening and speaking as a second language through effective activities like songs and games that encourage cooperation and active participation of students. They came to the conclusion that using a variety of games and songs as instructional tools in the classroom facilitates students' learning of English and helps them build and enhance their communication abilities. Additionally, the usage of nontraditional games and fun songs is useful to promote the student's participation and practice their communicative skills (Cauja & Caguas, 2016).

2.3. THEORETICAL FOUNDATION

2.3.1. Music and learning

Our lives are filled with musical noise, from songs shared online to those playing in stores and restaurants. More than just a source of entertainment, music plays a significant role in our lives as learners. Music provides the brain with multisensory training that can help with memory and concentration. Songs help to learn because they increase the activity of the hormone dopamine, which supports the synaptic connections necessary for learning, knowledge assimilation, and memorization. In other words, music promotes relaxation while improving concentration. Both activities are essential to raising student achievement. Music in the classroom can help students focus on a new task or in circumstances where it is important to increase close attention and reduce stress. Moreover, the songs are nice and a fun way to feel good. Music allows students to increase creativity, exercise memory and develop language and reasoning (Musacchia & Khalil, 2020).

2.3.2. Songs in the English classroom

Media regarding education helps enhance the learning processes of students. How teachers use these media affects student learning. There are various means of learning. One medium used is that of songs (Sri, 2016).

By singing people will feel happy even if it is supposed to be the compensation to eliminate boredom or stress. Songs and music can reveal a person's personality or actions. Based on this, the song can be used as a teaching medium in the process of teaching and learning English at school to further increase students' interest in learning, especially in learning a foreign language. The song is the introduction of a new language. Andrade (2016) mentions that the song is a tool that helps the student to learn and understand the English language, especially capable of increasing students' motivation. So, learning the English language through songs is appropriate for young people.

According to Elizalde (2015) the song is a piece of music with lyrics that is sung. In a different way, the song is an appropriate resource, because it is a good tool to help in the process of learning English, it is considered that the music inspires kids to learn.

Songs make learners more receptive to sounds and enhance their speaking abilities, making them an essential component of English language instruction. When children are taught the song they like, they will be happy and excited to learn English. Thus, through songs in speaking activities, children's interest in being happy and in learning can be encouraged, the provided instructional materials are simpler to understand even for a young child. Songs can encourage a favorable emotional outlook toward language learning (Sri, 2016).

2.3.3. Benefits of songs in the classroom

According to Johansson (2021), the child's literacy stage is more stimulated with music. One approach for students to get better at speaking and comprehending what words imply

word is through songs in which the syllables are rhymed and are accompanied by gestures. As a result, child will pick up reading and writing more quickly.

Music is also beneficial for the child in terms of concentration, in addition to improving his ability to learn mathematics. Additionally, it makes it simpler for kids to acquire foreign languages, which enhances their memory. According to Engh (2013) It is beneficial because:

- Expands vocabulary, improves pronunciation, and exercises phonetics.
- Enhances comprehension and enhances memory and attention.
- Develops body expression allows students to adjust the movement of your body at different rates, contributing to the rhythmic control of the body, and exercises your coordination.
- Promotes emotional and social development by allowing integration and interaction with the group and develops their taste for music. It favors the rhythmic sense and hearing.

2.3.4. Motivation

Popular songs are fundamentally a component of students' lifestyle and are linked to their interests and experiences from everyday life. The common human emotions of friendship, love, sleep, sorrow, and rest are almost always referenced in popular music. Nowadays, the majority of youth are interested in various cultural forms outside of the classroom, and songs can be a particularly inspiring and distinctive teaching tool (Johansson, 2021).

It's incredibly stimulating to experiment with movies, television, video games, and popular music (Elizalde, 2015). Thus, giving students in English-speaking foreign language classes additional time and attention to listen to popular music will undoubtedly boost their motivation, since classroom tasks would be reflected in their vocabulary and knowledge that they generate through songs.

2.3.5. Positive Atmosphere

A song's ability to create extremely beneficial learning environments is another significant aspect that makes it effective for an English lesson. The use of music and songs encourages language study, which would otherwise just be perceived as a tiresome activity with tests, failures, and corrections (Andrade, 2017). Learning through songs is related with a pleasant setting because songs are typically associated with enjoyment. Additionally, because learning a new language is an unfamiliar experience, music can be utilized to calm kids. As a result, since some classrooms forbid speaking in one's native tongue, pupils may feel lost or helpless.

The background music that plays as the students read several conversations is typical of Suggestopedia. Background music is emphasized in this teaching approach, which was developed by Georgi Lozanow in Bulgaria. Basically, the Suggestopedia technique

addresses the obstacles and unfavorable attitudes that students have, including low self-esteem, anxiety, and a lack of enthusiasm to learn. In the meantime, students learn unconsciously, and it might be enjoyable for them as well. These teaching techniques have important characteristics such as: a relaxed environment, a positive classroom environment, a new identity of the students, or musical activities themselves (García & Juan, 2015).

2.3.6. Criteria for a song selection

There are no hard and fast rules that teachers must follow when selecting a song for a language assignment, but there are several factors that teachers need to consider. These factors are classified into four groups: class, teacher, classroom opportunities, and music. First and foremost, teachers need to consider the students' ages. Songs that express complex concepts like envy, suffering, or forgiveness could be difficult for young kids to understand. Also, each student due to her/his age has an own favorite and unpleasant musicals. In addition, the time of day is important. Some students listen to music when they are tired to energize them, while other classes may need to discipline their energy a bit more. Therefore, it is not wise to use music that neither the teacher nor the students like. Permitting students to identify the lyrics of the songs they enjoy and then pick the most appropriate ones is a great technique. For special holiday lessons like Christmas or Easter lessons, teachers claim they frequently use songs. Additionally important is the goal of language instruction. When the music is a direct part of the lesson, such as a studied grammar structure or a discussion topic that may be used in a lesson, the scenario is good (Sri, 2016) .

2.3.7. Methodology for the usage of songs

Presenting a song in class can be done in a variety of ways. It all depends on the class level, the simplicity of the song and the time available since it is usually quite short (Hoyos & Mujica, 2019). Songs often present a great deal of linguistic material in a natural context.

The words of the songs are meaningful to the student, which influences the acquisition in a very positive way. According to the songs, they usually use simple conversational language that has a lot of repetition. Therefore, the songs stay in the mind of the student and the words and expressions used are easy to memorize. In addition, songs offer many possibilities for repetition and constant revision as important mechanisms of language acquisition. Practicing intonation through reciting songs is, above all, very fun and very effective for students who want to learn a foreign language (García & Juan, 2015).

According to Castro (2014), these are the steps to be able to present a song correctly in class:

1. **Prepare students:** tell them what the song is about, preferably in English, using intensive graphics and gestures. Play a recording or sing the entire song so students know what they are working on.
2. **Review the words:** Make sure children understand the words or at least understand the key words necessary to sing the song with meaning and satisfaction. Place the new terminology in its proper context and use gestures and images to depict the meaning.

There should be very little new vocabulary in any unreleased song, and new words should be introduced several days before the song is released.

3. **Read the song line by line:** The students repeat the lyrics after you read each line of the song. Use a pointer or a marker to trace the lyrics if the song is written on the board.
4. **Sing one line at a time:** To finish the song, have the pupils sing each line aloud. Once they are able to sing each line on their own, repeat each line multiple times, and then work on two lines at once. Put the song's entirety together in the end.
5. **Add rhythmic accompaniments:** Begin using rhythmic accompanists, such as handclaps, finger snaps, footsteps, and more.

Students' verbal and cognitive development is enhanced by music. By singing songs, students learn to appreciate language, vocabulary, and rhyme. Another thing is that the songs are learned by heart and this can be part of the student's linguistic contribution (Castro, 2014).

2.3.8. Methodologies for teaching speaking

The focus in traditional school is that students are taught to read and write and it is assumed that they can speak immediately. Therefore, the teaching of oral production or expression has been put aside (Gonzalez, 2015). It is important that in the teaching of the English language and, above all, the development of speaking, a correct approach is applied that includes effective methods and strategies.

2.3.9. Direct method

In 1900, the direct technique was developed by Berlitz and Sauze in Germany and France. This approach is founded on the idea that learning a second language should resemble studying one's home tongue because this is how people naturally acquire new languages (Mart, 2013b). This approach enables practice with the proper pronunciation of the learnt language. According to Mera (2014) the principles are:

- To use the language, you specifically want to learn and "forget" the existence of your mother tongue.
- Inductive learning of grammar and vocabulary which shows its practical application through sentences.
- To allow the development of oral communication skill.
- To use objects, pictures and other multimedia materials to show students the meaning of the words or concepts taught to promote the integration of ideas.
- To improve listening comprehension and pronunciation.

Common techniques for teaching English through direct method:

- The question-and-answer exercises are carried out under the guidance of the teacher and all students participate in the practice of oral skill. Read and dictate various texts aloud to improve oral comprehension of the language.
- Encourage self-correction: The teacher allows students to respond again before correcting the error. Write various types of texts for students to learn their functions in different contexts (personal letters, work emails, short essays).

It's crucial to remember that direct approaches only work when students are interested in them, and the responsibility of the teacher is to create the right environment for students to develop communication skills (Bolulu, 2019).

2.3.10. Audio Lingual method

During World War II, the audio-lingual approach was at its most popular. It is mainly based on learning the language through repetition, emphasizing oral expression and pronunciation. The teacher focuses on speaking English (or the language being taught), while students gain speaking patterns through repetition and oral analysis (Mart, 2013a). Rocha (2017) lists the following as the traits of this methodology:

- The formation of habits through repetition.
- Before writing, the development of oral expression and comprehension is given first priority.
- It is never spoken in the mother tongue; only the language being taught is utilized.
- Students are taught grammar through listening in an indirect manner.
- Use positive reinforcement to form good habits

The materials taught by English teachers in class are especially based on dialogue and practice, it is the main learning method. Although the mother tongue used in the classroom or the work materials is not as strict as the direct method (Moreno, 2012).

2.3.11. Communicative Language Teaching

The communicative method allows various ways of interacting with each other to absorb a new language, from reading, speaking and writing, allowing for dialogue between various actors but not ignoring the interaction between adolescent students and teachers. According to (Toro et al., 2018) these are some of this method's properties:

- To emphasize communication in foreign languages through interaction.
- To introduce real textbooks in a learning situation.
- To highlight the personal experience of students as an element that helps learning in the classroom.
- To try connecting the language learned in the classroom with the activities carried out outside the classroom in a real social environment.

These characteristics indicate that those who use this teaching method are interested in the needs and desires of the students and in the connection between the language used outside of the classroom and the language taught in it.

2.3.12. Content and Language Integrated Learning (CLIL)

The CLIL method is considered very effective because it is the best way to learn when the language is used naturally through daily activities (Porrás, 2013). CLIL are based on 4 principles: cognition, communication, culture, and content. These elements are considered the key to the development of communication skills, which is the goal when learning a foreign language.

Four principles of CLIL (Álvarez & Segovia, 2021).

- Content: concentrate on developing your knowledge and skills in the relevant curriculum development.
- Communication: language is a tool for communication that is acquired at the same time as content.
- Cognition: works on the union between knowledge and language, some cognitive skills will be developed, and abstract and concrete concepts are formed.
- Culture: the perspective is worked where the preadolescent students will become aware of their own development within a broader scope and the cultural dimension will give them the opportunity to share the acquired knowledge.

The CLIL method provides many learning benefits such as providing students with opportunities to develop high-level language skills or abilities. This happens because they are constantly exposed to language by using them in interaction and in a specific academic functional language (G. Hernández, 2018). It also helps create new content. This methodology ensures that language and content are included in learning and is designed to encourage students to use the foreign language they learn to obtain information and use it for negotiation or accumulation of knowledge. The result of this is that students can create new content.

CLIL teaching is student centered and very flexible. Learning is interactive and autonomous, focusing on processes and tasks, not just theoretical knowledge. The major sources of language input come from text and listening materials, so the most commonly practiced skills are reading and listening (Arias, 2017). Instead of viewing language from the standpoint of grammar, vocabulary is considered. The need that students master the language is the most crucial.

2.3.13. Learning Approaches

Over time, many theories have been developed to inquire about the processes involved in learning. Learning theories emphasize the significance of how the language is delivered. In addition, each person has their own learning, that is, they learn differently at different times in their lives and in different circumstances (İlhan & Senemoglu, 2015).

2.3.14. Constructivist approach

The constructivist approach refers to the fact that people are actively creating or building their own knowledge, through their experiences as learners. Students learn new concepts while building on their past knowledge as a foundation. Due to the experiences of each person, learning is unique (Jayeeta, 2015).

Therefore, the constructivist learning strategy centers on developing foundational knowledge. The skills and abilities that require the learner to be creative should be practiced using this approach. This method places an emphasis on reflection and reevaluation (Ertmer & Newby, 2013). This allows the student to exchange ideas by creating connections in their minds with their previous knowledge. The classroom is a propagator of its own learning.

2.3.15. Cognitive Approach

The cognitive approach focuses on memorization. It enables the brain to comprehend information in order for it to be remembered for a very long time. Understanding information and concepts is the main focus of teaching and learning. It is necessary for people to be able to understand, decompose and reconstruct the logical connections between concepts, so that our retention of material and understanding increases (Yuksel, 2014).

Students perform any task that requires memorizing a significant amount of information using this learning method. In addition, it allows a solid understanding of every piece of knowledge that is imprinted on your mind (Ertmer & Newby, 2013). Because this approach is aimed at memory-intensive tasks, it is a great tool to use in research.

CHAPTER III

3. METODOLOGY

3.1. APPROACH

This research has a qualitative approach because the intention is to describe real events that occurred at Unidad Educativa José María Román Freile and subsequently to analyze them and to arrive at the results (Otero, 2018). The information will be collected through an observation guide applied in the class, a survey applied to students and an interview to the teacher, then, it is hoped to obtain effective conclusions.

3.2. INVESTIGATION MODALITY

This is an educational ethnography research since it is intended to observe and interact with the study participants in their natural surroundings in order to collect useful information for the investigation (Ratcliff, 2018). Likewise, it is intended to collect data through the instruments applied to the population.

In the same way, the present research work is also of a bibliographic type since it obtains information from digital and physical sources in scientific journals, articles, and publications as well as books which serve as support for the elaboration of the theoretical foundation (Ayala, 2020).

3.3. LEVEL OR TYPE OF INVESTIGATION

The research is exploratory because it increases knowledge about a subject that is little known or studied. In addition, it allows for defining concepts, prioritizing people's points of view, and focusing on the knowledge that one has of a topic (George, 2021). This exploratory investigation will aid in the collection of relevant and necessary data for the study. In this way, it will be discussed how songs assist students to improve their speaking skills, and it is designed to explain the techniques, activities, and resources that are put into effect by working on the speaking skill through songs from the teacher's perspective.

3.4. RESEARCH POPULATION

The population chosen for the study will be the students of the Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile. Because the research phenomena have been demonstrated in this institution, this population has been chosen. In addition, the selected population will generate relevant data in the investigation. The population are 34 students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile. It is comprised of 15 women and 19 men, from rural and urban areas. The sample belongs to a heterogeneous group of boys and girls ranging from 9 to 11 years of age.

3.5. SAMPLE SIZE

The small population implies that a sample is not required.

3.6. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Several strategies and tools were used to gather the data in order to address the work's aims and research issue, such as observation guide, survey, and interview. To validate the items of these three instruments, a content evaluation was carried out through authors who are experts in researching and are cited as references to validate the instruments which were used in this investigation.

According to (Perez & Merino, 2021) the usage of an observation guide will enable the researcher to gather and receive detailed information on a phenomena. This will help to identify the strategies, activities and resources used by teachers when working on the ability to speak through songs.

(Lopez & Fancheli, 2015) consider that survey allows to obtain Data will be handled fast and effectively using organized information from the variables involved in an inquiry. Using songs to improve speaking ability can make learners feel more satisfied, according to this technique.

(Díaz et al., 2013) indicate that an interview allows interpersonal communication between the researcher and the study subject, in order to obtain verbal answers to the questions raised about the research phenomenon. In addition, the instrument helps to know the point of view of the interviewee, which will be taken into account as a source of information. In this sense, this technique will help to describe from the teacher's perspectives the students' speaking performance after using songs as a didactic tool. In the same way, it will allow to know how to apply songs in class.

3.7. TECHNIQUES ANALYSIS AND INTERPRETATION OF THE INFORMATION

Methodological triangulation is a data analysis strategy that focuses on opposing perspectives or approaches based on the obtained data (Vallejo & Franco, 2009). This technique will be used in the observation guide and in the interview since it allows obtaining confirmation of the results through the convergence of different perspectives. Based on the collection of data obtained in the surveys, the analysis of quantitative statistical data will be carried out to analyze the surveys since the quantitative data are presented numerically, allowing their interpretation and critical analysis.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1.OBSERVATION GUIDE RESULTS

This observation guide was applied to the teacher and students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile. In order to identify the strategies, activities, and resources used when working on the speaking skill by the means of songs. The researcher attended to a class to complete the observation guide and obtain the pertinent results for analysis.

1. Teacher uses songs as didactic tool

Analysis

According to the first indicator of the observation guide, the teacher uses songs as a teaching tool in her classes. In order to motivate the students, to catch their attention and to improve their speaking skills. The songs the teacher chooses frequently relate to the lesson being taught. The instructor plays the song at the start or in the middle of class.

Songs should be used by teachers as a didactic tool with their students. because the majority of learners enjoy singing and listening to music. Therefore, English instruction ought to be enjoyable. Songs can assist students improve their speaking abilities by helping them to build their listening and pronunciation skills (Andrade, 2017).

2. The usage of a song is according to the necessities and age of the students.

Analysis

The second indicator on the observation guide shows that the instructor selects the music based on the learners needs and ages. The teacher tries to use a song related to the level of the students. For example, in the case of children, she looks for songs that are fun, that are easy to sing and that the lyrics of the songs contain information about the topic of the class. With these features, students will not get frustrated when singing.

The age of the students must be considered by the professors. Songs like envy, pain, or forgiveness may be difficult for learners to comprehend. In addition, each student has a unique musical preferences, so it can be related to the age, therefore it is necessary to use a song according to their needs (Sri, 2016).

3. Teacher chooses a fun song that motivates the students

Analysis

The third indicator specifies that the teacher chooses a fun song that motivates the students. Due to, the teacher works with children, looks for happy songs that allow students to feel in a favorable environment and it arouses their interest in learning.

Gómez et al., (2017) mentions that for children, songs are primarily a means of expression and a means of motivation, while it is created a pleasant environment for learning and having many repetitions in their lyrics. The songs aid in learning by making concepts simpler to understand and retain.

4. Teacher chooses activities to the students for improving the speaking skill

Analysis

The teacher selects speaking skills-enhancing tasks for the pupils based on observations made throughout class. The teacher engages the class in exercises like singing one line at a time before joining in. Each phrase is repeated by the students until they can sing it on their own. The intonation of each word can be learned by the students through this practice.

It is difficult to speak in English to some students because they are shy or do not have the necessary self-confidence. So, it is important for the teacher to sing with the children to help for improving their fluency and give them confidence (García & Juan, 2015).

5. Teacher creates a positive atmosphere in class.

Analysis

The observation sheet states that the instructor fosters a positive environment in the classroom. The teacher begins to sing the song in a very dynamic way, with hand movements helping all students have the confidence to participate in the song and that they are motivated to do so.

The usage of songs helps to stimulate the study of a language, generally learners identify songs with fun, so learning through songs is associated with a pleasant environment, helping students to relax and learn a new language (Andrade, 2017).

6. Teacher promotes to speak English in class according to the content of the song.

Analysis

The sixth indicator point out that the teacher promotes speaking English in class according to the content of the song. Students practice speaking in accordance with previously studied material. For example, if the song was about vegetables the students practice their pronunciation on the vegetable vocabulary.

The songs enable to comprehend the real language, that which is spoken on the streets. English songs for children always include vocabulary, phrases, and colloquial terms that are highly useful for having natural conversations that enhance their speaking ability (Bokiev et al., 2018).

7. Teacher promotes the participation of students during class.

Analysis

The teacher encourages student participation in class on the basis of the seventh indicator. The teacher generates questions about the content of the song allowing the student to participate and present the answer to it. Therefore, the teacher in a harmonious way to avoid stress on the students, she asks who wants to participate, allowing the students raise their hands and participate. The pupils will feel more comfortable contributing in class this manner.

Students find it very stimulating to learn English with songs since they become a very appropriate and fun tool, allowing students to show greater confidence when participating (Cordoba et al., 2020).

8. Students repeat the song to improve their pronunciation.

Analysis

The eighth observational indicator indicates that the pupils repeat the song to work on pronunciation. In order to help the students' pronunciation, the teacher assigns repetition as a task. The teacher begins by singing the song so that the students become familiar with it, then the students repeat the song until they sing it correctly.

Repetition helps to acquire the proper way to articulate sounds clearly and audibly. By repeating the songs, the student's ear gets used to hearing the English pronunciation, with its own rhythm, beat and intonation (Setyaningsih, 2016).

9. Students feel self-confident when speaking and express their opinion about the song.

Analysis

Based on the ninth indicator of the observation guide, students feel confident in speaking and expressing their opinion about the song. At the end of the class, the teacher asks the students what their opinion of the song is, if they liked it, and if they enjoyed it. This allows them to know if the song the teacher chose, satisfies their needs.

The songs provide a variety of ways for students to express themselves, such as feelings and emotions, which leads to interactivity. All of this is accomplished through the use of one's voice, one's body, or other instruments that allow one to express oneself and learn to communicate independently while maintaining self-confidence (Gómez et al., 2017).

10. Teacher develops listening activities to determine students' pronunciation of song vocabulary.

Analysis

The tenth indicator points out that the teacher develops listening activities to determine students' pronunciation of song vocabulary. The teacher pays close attention to how the student pronounces the words that were previously introduced during the song. And in case the student needs reinforcement, she plays the song again and gives feedback.

The students' retention of the English language is reinforced by the songs. They pick up new vocabulary, grammatical concepts, and pronunciation skills while they sing. However, feedback is always necessary so that the previously learned vocabulary is efficient (Hoyos & Mujica, 2019).

4.2. TEACHER'S INTERVIEW RESULTS

The interview was applied to the teacher of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile, in order to describe from the teacher's perspective about students' speaking performance after using songs as a didactic tool. The interview was applied face to face, for which the teacher was contacted and questions were asked to obtain her point of view and analyze her responses.

Question:

1. What are the benefits of songs usage as a didactic tool to improve speaking skill?

Teacher says: "There are some benefits, such as, students can increase their vocabulary, they can feel motivated to learn a new language and they can learn different sounds"

Analysis

According to the teacher's response, the use of songs as a didactic tool to improve speaking skills has many positive benefits that contribute to foreign language learning. Johansson (2021), considers that songs are a useful educational tool since songs in the classroom allow incidental acquisition and retention of vocabulary; In addition, it has three additional beneficial areas such as attitudes, class environment, and oral production.

Question:

2. How can songs enhance the teaching learning process?

Teacher says: "Through the songs students can improve their pronunciation, they can also increase their vocabulary and they can learn idioms or sentences"

Analysis

In accordance with teacher's response, songs can improve the teaching-learning process since songs help students improve their pronunciation and they can increase their vocabulary. Songs can alter how the brain receives information, altering how well language and speech are perceived when exposed frequently, and subsequently improving our ability to easily retain new words (Bokiev et al., 2018).

Question:

3. Why are songs effective in the teaching learning process and developing speaking skill?

Teacher says: "The songs are effective because when we include them, we can increase the memory, so the students can improve their vocabulary and they can also learn or put into practice some phrases or sentences and real situations"

Analysis

The songs constitute authentic resources that allow discovering real information and reinforcing studied structures to acquire knowledge of the language in a dynamic way, which contributes to increasing the motivation and interest of students in learning it. Students can improve their English-speaking skills and refine pronunciation by singing (R. Hernández & Barreiro, 2020).

Question:

4. Do you think that students have fun learning through songs?

Teacher says: "In my personal opinion depends on the songs. For instance, when instructing youngsters, it is important to keep in mind their age and grade level. The music should be very simple to follow and dance to. On the other hand, the song should be more difficult if you teach a teenager because teenagers have different ideas. If the song is age-appropriate, they feel comfortable and they don't feel bored"

Analysis

Learners have fun learning with songs as they start learning without realizing it. In addition, they are like sponges that absorb everything easily and very quickly. However, the songs must have vocabulary according to their age, accustoming the ear to listen and understand syllables and words of the language (Duarte et al., 2012).

Question:

5. Do you consider that the usage of songs are good tools to help students in their pronunciation?

Teacher says: “Yes of course. I think it is a good idea to use songs in a classroom because it is a tool where students can improve or put into practice the lyrics that are in the songs and it is a good idea to learn songs according to the level or age because it is important that students feel confident”

Analysis

Students develop phonics through songs. Due to their rhythms and sounds, the songs are attractive and catchy to children and, thus, they remember and repeat them constantly. It also exposes them to the form, meaning, and pronunciation of the target language (Turkman & Tahani Bsharat, 2021).

Question:

6. What are other skills developed when using songs as a didactic tool?

Teacher says: “I consider that the student puts into practice the skills of listening, reading, writing, and speaking. However, listening and speaking skills are the skills that are put into practice in most of the songs”

Analysis

Castro (2014) mentions that students develop listening skills and learn to recognize phonetic, functional, and lexical aspects, as there are songs that link idiomatic expressions, such as verbs, nouns, adjectives, and adverbs that make up a wide variety of vocabulary, whose combination increases fluency in language knowledge.

Question:

7. What methods do you know that involve songs as a didactic tool?

Teacher says: “In my personal experience, I work with children and the method I use is TPR (total physical response). Because it is important when they sing to touch their body. And also, the direct method and the communicative language teaching”

Analysis

According to the teacher's response, Rambe (2019) mentions that the teaching strategy called total physical response centers on the integration of language and movements. TPR is a very effective method when learning through songs. Because it consists of students receiving oral or visual input and reacting to it, using a bodily response. This response can be a gesture, a face, a movement, even a sound, etc.

Question:

8. How do students improve their speaking performance after using songs as a didactic tool?

Teacher says: “I realized that they improve their skills when they sing because they can hear the pronunciation is different, in some cases, they pronounce the words correctly and they can also do different activities when we do these kinds of activities”

Analysis

Students can improve their English-speaking skills and refine pronunciation by singing, according to Duarte et al., (2012). They can also examine the various topics of the lyrics, such as love, hate, and revenge, and practice speaking by expressing their ideas and

reflections on the songs' content. The songs help learners enhance their speaking skills by allowing them to practice the English language's rhythm, stress, and intonation patterns.

Question

9. What are the strategies that you use to implement songs in the English class?

Teacher says: "I give more time to understand the instructions to do this activity and I also incorporate people who are native speakers because native speakers have a totally different pronunciation than we do. This helps students learn to pronounce correctly"

Analysis

One of the strategies to implement songs in the class starts by first making the students understand the activities that are going to be carried out with the song. The teacher will first instruct the students to listen to the music before making them repeat it repeatedly and finally, ask questions about it (Castellanos & Garzón, 2013).

Question:

10. Are there any kind of norms needed in order to use songs as didactic tool?

Teacher says: "Yes, of course, it is very important to apply the rules in the classroom to have a good activity. For example, first, the teacher gives instructions, and the students must listen carefully to the activities. When we start with the song, they first listen to the song twice, and then the students sing with the teacher together. And then the students sing the song with a low volume to hear if the students sing correctly and so they repeat the song one more time"

Analysis

Teachers should give clear instructions so that pupils understand what to do. To introduce the song in class you must first follow these steps, listen to the song, then ask some questions about the song, listen to the song again, this time with the lyrics, then focus on particular verb tense, and finally focus on the vocabulary. When students repeat the same words constantly, they learn new vocabulary easily and it helps improve their oral expression (García & Juan, 2015).

Question:

11. Do you think that the students have improved their pronunciation through the usage of songs?

Teacher says: "Yes because when they are singing, they are obviously practicing. It is a good idea to include songs in the classroom. I also think it is a good opportunity to increase vocabulary and grammar because they make an effort to understand the lyrics and sing the song according to the topic or according to the planning that applies"

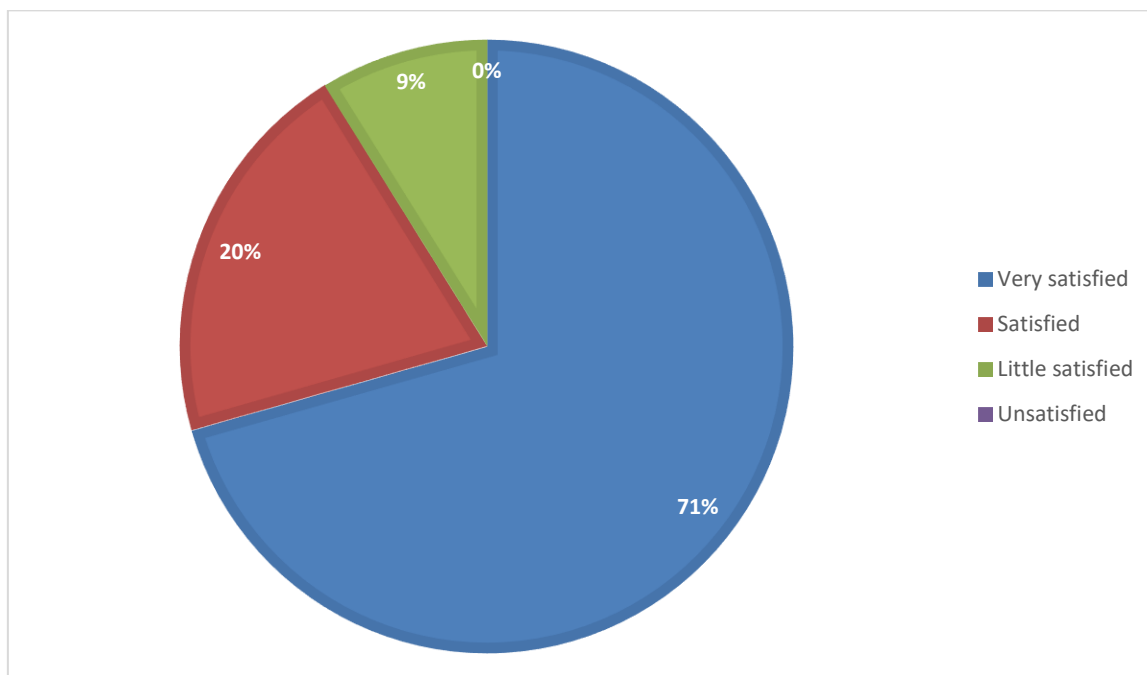
Analysis

It is possible to combine new vocabulary and grammar, enhance spelling, and strengthen language abilities including reading, writing, speaking, and listening comprehension by using songs in language classes. The songs are also effective tools that stimulate the content of a speech in a foreign language to encourage the student to speak in class (Hernández & Barreiro, 2020).

4.3. SURVEY RESULTS

This survey was applied to the students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile. The objective of this survey is to determine the level of satisfaction of the students when using songs to work on speaking skill. This survey was conducted in person. The data collected in these surveys correspond to 34 respondents.

Figure 1. How satisfied are you with the implementation of songs in class?



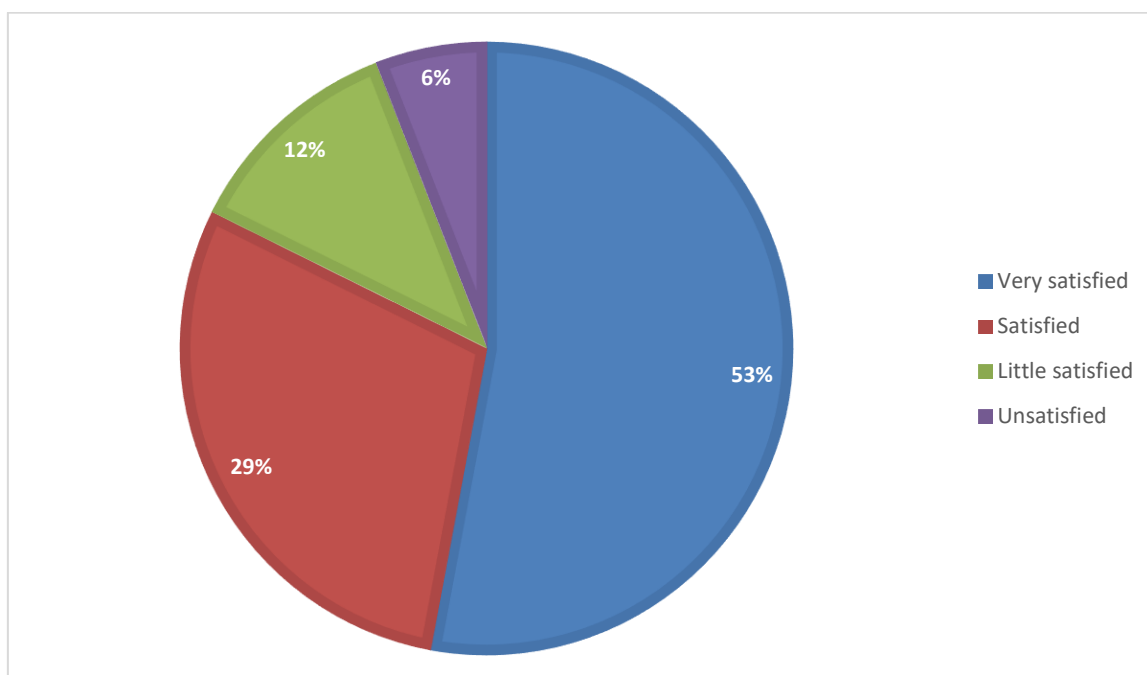
Done by: Diana Guamán

Analysis

Based on the data, 71% of the respondents corresponding to 24 students are very satisfied with the implementation of songs in classes. Followed by 20% who correspond to 7 students who mention that they are satisfied with the songs in class. The remaining 9% of respondents mention that they are little satisfied with the implementation of songs in classes.

According to the results, the students are very satisfied with the implementation of songs in classes. Castro (2014) mentions that songs are an activity that attracts children, so they will always be willing to learn. So, students like that their teacher implements songs in class as it allows them to improve their well-being, both mental and physical.

Figure 2. How satisfied are you with your fluency in speaking English when you listen songs?



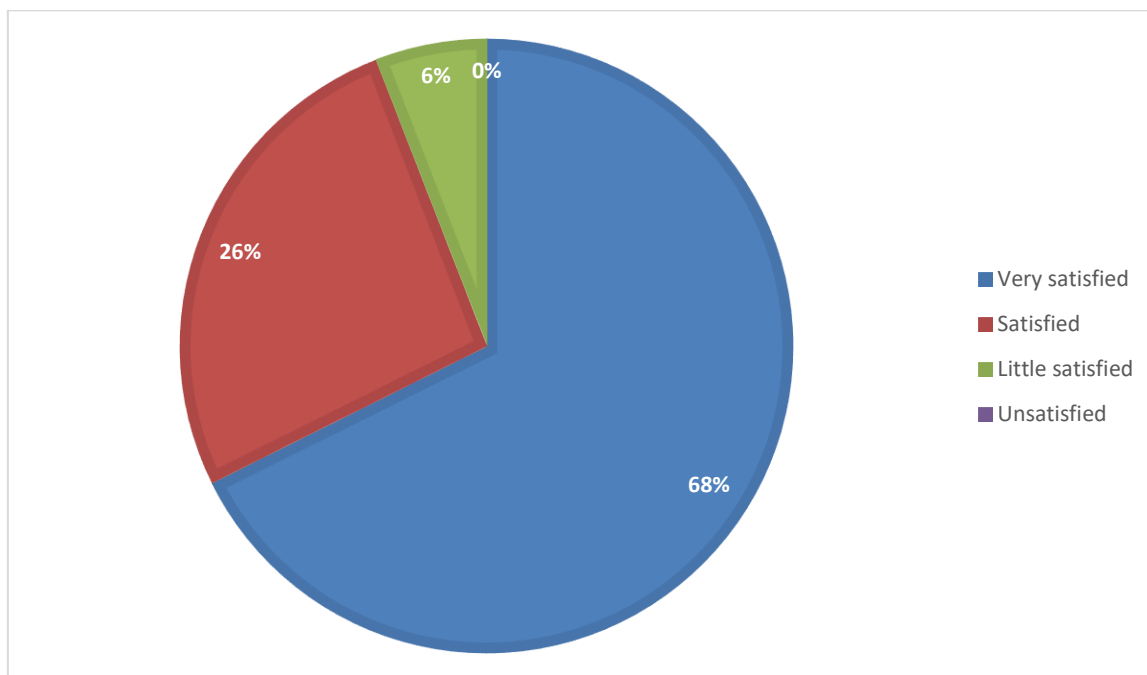
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Analysis

In this figure it can be seen that of 100% of the population, 53% corresponding to 18 students mention that they are very satisfied with their fluency when they speak and listen songs in English. Followed by 29% who correspond to 10 students who mention that they are satisfied with their fluency when they speak English. 12% state that they are not very satisfied with their fluency they speak English, corresponding to 4 students and only 2 students corresponding to 6% state that they are not satisfied with their fluency when they English.

Most of the students are very satisfied with their fluency in speaking English when listening to songs. By listening to songs, students become familiar with the pronunciation in English. By repeating the songs, their ear gets used to hearing the pronunciation in English, with its own rhythm, beat and intonation, this contributes to a better fluency (García & Juan, 2015).

Figure 3. How satisfied are you with the songs used by your teacher?



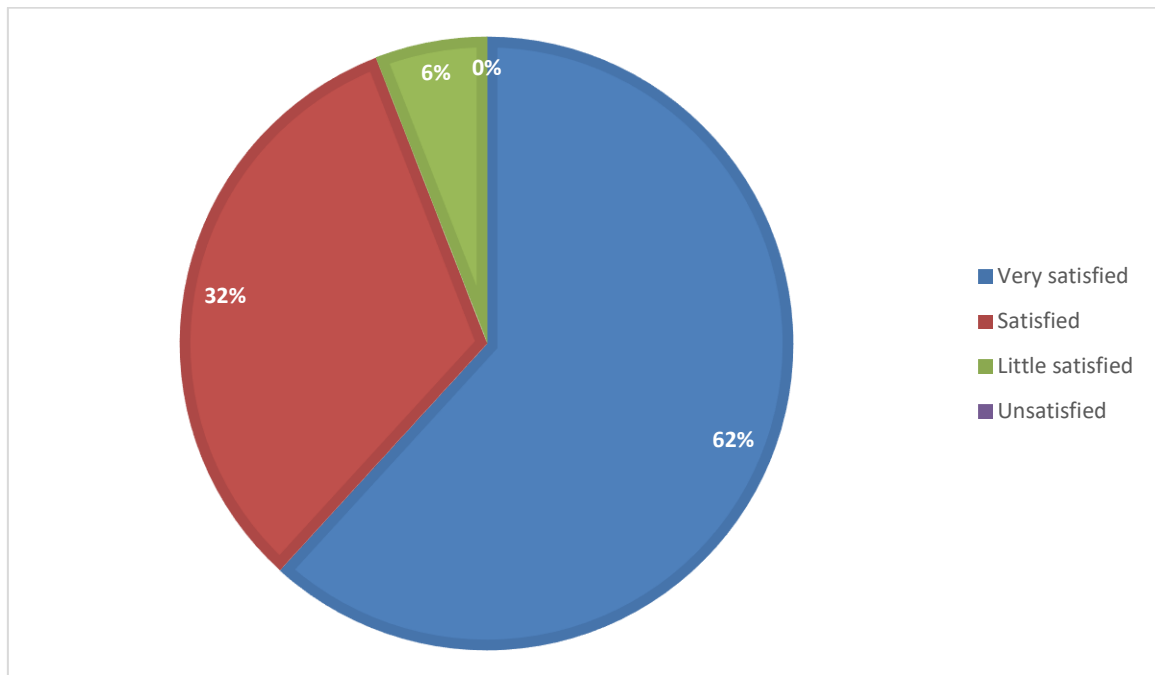
Done by: Diana Guamán

Analysis

Among the surveyed population, it was found that 68% of respondents corresponding 23 students mention that they are very satisfied with the songs that their teacher uses in class. Followed by 26% of the population represented by 9 students, they affirm that the songs used by their teacher are satisfactory. Finally, with 6% represented by 2 students, they agree that they are a little satisfied with the songs used by the teacher in class

Based on the results, a huge percentage of the respondents mention that they are very satisfied with the songs used by their teacher. The songs act in the students as clearly motivating elements. The interest of the students is related to their motivation to deal with topics that they like with real materials that include attractive content that allows them to create a new image of the English language in their minds, more real and more flexible, which facilitates their learning (Hernández & Barreiro, 2020).

Figure 4. How satisfied are you with the learning environment when your teacher plays songs?



Done by: Diana Guamán

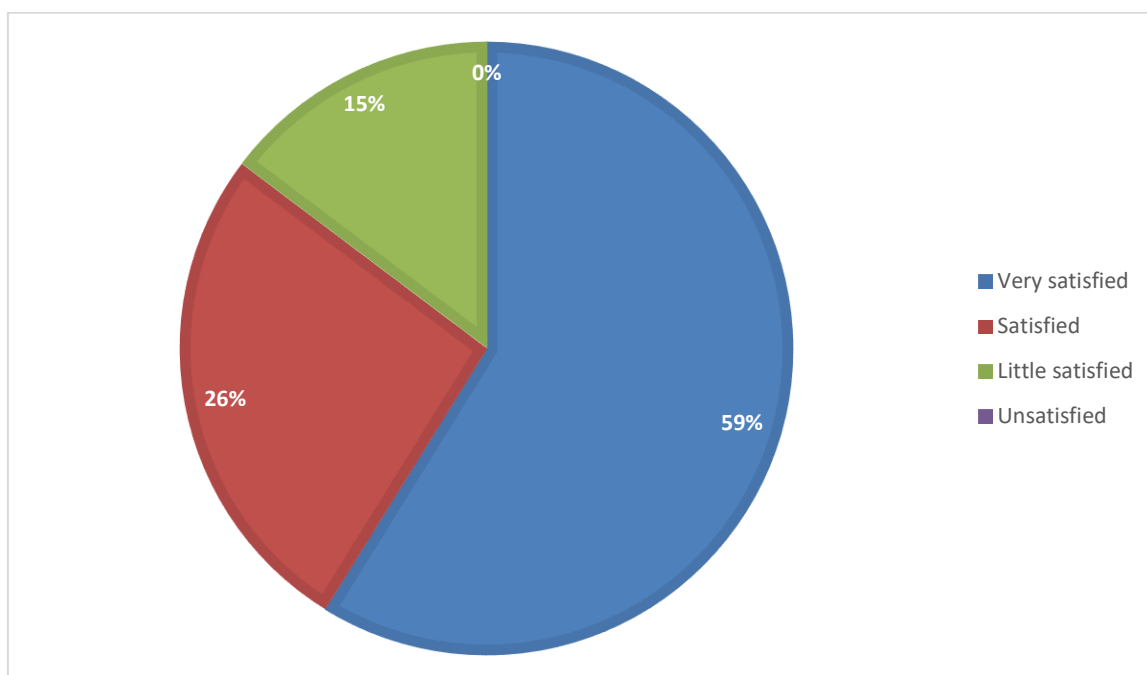
Analysis

It was found that 62% of the respondents represented by 21 students are very satisfied with the learning environment when their teacher plays songs. Followed by 32% corresponding to 11 students who state that they are satisfied with the learning environment and the remaining 6% of the respondents represented by 2 students are a little satisfied with the learning environment.

Most of the students mentioned that they are very satisfied with the learning environment when their teacher plays songs. When the teacher plays songs, it provides a pleasant environment for the students. Teaching vocabulary by combining words and rhythmic sounds gives students a relaxing atmosphere (Turkman & Tahani Bsharat, 2021).

Montalvo & Diana (2016) mention that the songs permit to have a relaxing environment for the students since the songs activate systems that generate dopamine, a neurotransmitter that allows the sensation of pleasure, therefore the songs work as an amplifier of emotions that let students to learn and enjoy.

Figure 5. How satisfied are you with the activities carried out by the teacher to improve your speaking skill?



Done by: Diana Guamán

Analysis

Finally, the students were asked if they were satisfied with the activities carried out by the teacher to improve their speaking skill. 20 students said they are very satisfied, which represents 59%. 9 students responded that they are satisfied with the activities carried out by the teacher, representing 26%. 5 students responded that they are little satisfied, which represents 15%.

The activities through songs contribute to developing speaking skill, generating a pleasant academic environment, and favoring the conscious and active participation of students. The implementation of these activities in the classroom allows students to enrich their vocabulary and develop their communication skills more easily (Hussain, 2018).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Working with songs is using effective strategies. Such as reading the instructions before starting an activity, permit to students to have limits on their behavior and indicates the development of the activity. Singing one line at a time and then singing together are activities that allow students to develop and practice their speaking skill. The songs are authentic resources that let the language to be applied in the real context, which contributes to increase the motivation and interest of the students in learning it. Students improve their English-speaking skill and refine pronunciation by singing.
- Using songs in the classroom as a teaching tool demonstrates several advantages in student performance according to the analysis based on the teacher's interview. The student's motivation improves according to the content of the songs if these songs are suitable for the level of English. In addition, the songs help students to increase their vocabulary while they sing and listen to them. This also grants students to improve their fluency while also taking care of pronunciation.
- The usage of songs as a didactic tool to develop the ability of speaking, has a high level of satisfaction within the study based on the surveys carried out. The most of students are satisfied with the implementation of songs as a tool. Similarly, most students say that the songs improve their fluency when speaking English because the songs help acquire English in the minds. The music and lyrics are trapped in the brain of the students and allow them to become familiar with the pronunciation of English. In addition, the songs move and influence the mood and improve the well-being, both mental and physical of the student.

5.2. RECOMMENDATIONS

- Using songs in class permits the teacher to have a flexible tool, because the teacher can include this activity in any stage of the lesson plan of a class when practicing the speaking skill. That is, the teacher could include the songs at the beginning, in the middle, and at the end of the class. In addition, the teacher can relate it to other methodological strategies and obtain positive results in the students.
- The level of the students should be checked before using songs as a teaching tool. The kids' ages must be taken into account by teachers. Songs with complex themes like envy, pain, or forgiveness could be difficult for young listeners to comprehend. And in the same way, teenagers may be bored with nursery rhymes. Also, each student, due to age, has their own musical tastes. Students should listen to songs according to their age and academic level, to guarantee fluency when practicing the speaking skill.
- To ensure the level of student satisfaction, teachers must consider the songs as a didactic tool. Songs have a positive result when applied in the classroom. The usage of songs helps to stimulate the study of a language, students generally identify songs

with fun, so learning through songs is associated with a pleasant environment. In addition, music can be used to relax students, since the songs activate systems that generate dopamine, which allows students to feel the sensation of pleasure, that is, to have fun while learning.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Observation Guide applied to the teacher and students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

Objective: To identify the strategies, activities, and resources used when working on the speaking skill by the means of songs.

INDICATORS	Always	Sometimes	Never
Teacher uses songs as didactic tool			
The selection of a song depends on the needs and age of the learners.			
Teacher chooses a fun song that motivates the students			
Teacher chooses activities to the students for improving the speaking skill.			
In class, the teacher fosters a good environment.			
Teacher promotes to speak English in class according to the content of the song.			
Teacher promotes the participation of students during class.			
Students repeat the song to improve their pronunciation.			
When discussing and expressing their thoughts about the music, students are at ease.			

Teacher develops listening activities to determine students' pronunciation of song vocabulary.

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OBSERVATION GUIDE



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Interview applied to the teacher of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

Objective: To describe from the teacher's perspective about students' speaking performance after using songs as a didactic tool.

Interviewed: Mgs. Alexandra Pilco

Questions

1. What are the benefits of songs usage as a didactic tool to improve speaking skill?
2. How can songs enhance the teaching learning process?
3. Why are songs effective in the teaching learning process and developing speaking skill?
4. Do you think that students have fun learning through songs?
5. Do you consider that the usage of songs are good tools to help students in their pronunciation?
6. What are other skills developed when using songs as a didactic tool?
7. What methods do you know that involves songs as a didactic tool?
8. How students improve their speaking performance after using songs as a didactic tool?
9. What are the strategies that you use to implement songs in the English class?
10. Are there any kind of norms needed in order to use songs as didactic tool?
11. Do you think that the students have improved their pronunciation through the usage of songs?

Interview link:

<https://drive.google.com/file/d/1B2EVyOdnvxM7RGSfXpjVGfuYQTMb57TV/view?usp=sharing>

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Survey applied to the students of Sexto Año de Educación General Básica paralelo "B" at Unidad Educativa José María Román Freile, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

Objective: To determine the level of satisfaction of the students when using songs to work on speaking skill

Guidelines: Read the indicators as clear as possible before selecting your response. Mark with an X.

Very satisfied	Satisfied	Little satisfied	Unsatisfied
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1. How satisfied are you with the implementation of songs in class?

Very satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Little satisfied	<input type="checkbox"/>
Unsatisfied	<input type="checkbox"/>

2. How satisfied are you with your fluency in speaking English when you listen songs?

Very satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Little satisfied	<input type="checkbox"/>
Unsatisfied	<input type="checkbox"/>

3. How satisfied are you with the songs used by your teacher?

Very satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Little satisfied	<input type="checkbox"/>
Unsatisfied	<input type="checkbox"/>

4. How satisfied are you with the learning environment when your teacher plays songs?

Very satisfied	
Satisfied	
Little satisfied	
Unsatisfied	

5. How satisfied are you with the activities carried out by the teacher to improve your speaking skills?

Very satisfied	
Satisfied	
Little satisfied	
Unsatisfied	

Survey

