

SONGS AS A USEFUL TOOL FOR THE IMPROVEMENT OF SPEAKING SKILLS

By

Wilson Navarrete and Andrés Puenayán

Advisor

Helda Alicia Hidalgo, Ph. D

Submitted to the School of Human Sciences

Linguistics and Languages Department

English and French Program

University of Nariño

August 2017

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **Nota de Responsabilidad**

Las ideas y conclusiones aportadas en este trabajo de grado son Responsabilidad de los autores.

Artículo 1 del Acuerdo No. 324 de octubre 11 de 1966, emanado por el Honorable Concejo Directivo de la Universidad de Nariño.

SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

**Nota de aceptación**

---

---

---

---

---

**ASESOR**

---

---

**JURADO**

**JURADO**

San Juan de Pasto, Diciembre de 2017

# SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

## **Acknowledgments**

Dedicated to our families for always supporting us.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **Resumen**

Este documento de Investigación muestra algunos de los aspectos más importantes del uso de canciones para mejorar las habilidades de comunicación. Las canciones se presentan como una herramienta muy eficaz al momento de tratar mejoras en la pronunciación, fluidez y la adquisición de vocabulario. Las canciones contienen efectos muy positivos que motivan al estudiante a aprender en un ambiente más participativo y alejado de los métodos tradicionales. Además se proporciona información sobre los aspectos que rodean la parte del habla y su importancia en el aprendizaje de una lengua extranjera. Se identifican las mayores dificultades que el estudiante presenta al momento de hablar en otro idioma. Finalmente, se propone el empleo de canciones que invitan al aprendiz a tener confianza en sí mismo, con actividades lúdicas y lograr una mejora en la producción oral.

### **Abstract**

This research paper shows some important aspects related with the use of songs to improve speaking skills. Songs are portrayed as an effective tool at the moment to work with pronunciation, fluency and the acquisition of new vocabulary. Therefore, songs offer positive effects to motivate students to learn in communicative environments and learners are separated from traditional methodologies. Besides, there is information about the speaking field and its importance in the learning of a foreign language. Also the recognition of the most difficult situations that students face to speak in another language. Finally, the proposal to use songs to motivate students to have confidence. Learners will be surrounded by joyful activities to improve their speaking skills.

# SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

## Table of content

Introduction	4
Chapter 1: The research problem	5
Problem description	5
Problem statement	6
Objectives	7
General objectives	7
Specific objectives	7
Significance of the study	7
Limitations	8
Definitions of terms	9
Chapter II: Review of literature	9
Definition of Music and Song	10
Why should we introduce songs in the classroom?	12
Affective Reasons	12
Cognitive reasons	13
Linguistic reasons	14
The influence of the use of songs in language learning	15
The use of songs focused on sounds.	16
The use of songs focused on words	16
	6

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Speaking	16
The Elements of Speaking	18
Types of speaking Performance	20
Speaking skills in the process of English teaching	21
The current situation of speaking in the classroom	22
The importance of speaking	23
Methods and approaches that involve music in language teaching.	24
Suggestopedia	24
The Multiple Intelligences.	24
Musical Intelligence.	25
Related studies	27
Chapter III: Methodology	29
Type of research and design	29
Research design:	29
Type of mixed method research:	30
Techniques	30
Population, sample and setting.	31
Validation criteria	33
Ethical issues:	34
Conclusion	34

# SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

## CHAPTER I

### INTRODUCTION

Learning a new language involves a complex process in which students should acquire vocabulary, grammar, pronunciation and cultural awareness, among others. For many decades numerous researches, theories or suggestions from expert authors came up to make this task easier. Therefore, communication is a priority to learn a foreign language, but the reality is that many high schools integrate few communicative activities in their curriculums. The most frequent exercises come from books and the repetition of dialogues.

Nevertheless, numerous resources are becoming very effective and popular to teach speaking. In that respect, songs are a didactic instrument with many possibilities in the learning field. Still the role of songs is limited to practice pronunciation and memorization of lyrics. However, songs contain many possibilities that help learners get vocabulary and grammar structures if teachers take advantage of this great resource correctly.

For instance, this project gathers valuable supports from authors, such as Brown (1994), Nunan (1999), Cantero (1994), Gardner (1997), Krashen (1983), Iantorno (1979), Schoepp (2001), and Murphey (1992) among others. Also, research papers, methods and theories to demonstrate the benefits of songs in the classroom that lead to optimize students' proficiency at the moment to speak. Some of them are, reasons for using songs in the ESL/EFL classroom developed by Kevin Schoepp (2001), he presented three theoretical reasons: affective, cognitive and linguistic reasons to demonstrate the value of using songs in the classroom. Suggestopedia, a method proposed by Georgi Lozanov (1970), this teaching method explains the importance of using music to create a positive atmosphere in the classroom which allows students feel comfortable and confident. Multiple intelligence by Gardner (1983), this theory comprises eight types of intelligences, one of them is the musical



## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

intelligence which implemented in the classroom allows the improvements in pronunciation, rhythm, pitch, stress, etc. Hence, this research presents the use of songs as a useful tool to improve speaking skills at *Institucion Educativa Normal Superior de Pasto* because oral production is one of the strongest components to show knowledge and efficacy when students learn a new language.

### **A. THE PROBLEM**

According to previous interviews with English teachers who work in the institution; students in ninth grade at *Institucion Educativa Normal Superior de Pasto* show low proficiency in speaking skills which is a limitation to learn English as a foreign language.

G. Guerrero as an English teacher claims that many of her students have difficulties when they try to speak. Also students show lack of participation as well as shyness to share their ideas in public. (Personal communication, Nov 28, 2016).

### **1. PROBLEM DESCRIPTION**

The learning of a second language plays an important role in our society, because of globalization. Day after day, there is more communication and there are relationships between many countries around the world. Consequently, foreign language learning has been introduced as a fundamental component in the Colombian educational system.

At an early age, children are familiarized with English learning, but there are many problems related to the teaching of a foreign language in our country. Most of the educational institutions show a lack of optimal strategies at the moment to teach. In addition, methodology used by the teacher is mostly traditional, and it focuses on the explanation of grammatical structures. There is limited importance to promote the study of communicative competences.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Students in ninth grade who are part of the *I.E Normal Superior de Pasto* have serious limitations trying to communicate their ideas in a fluent and understandable way. As previously mentioned, grammar and writing production have more emphasis in the syllabus of many high schools. As a result, students are not able to create a normal conversation in a real context. Also young learners are not motivated to improve their pronunciation and speaking skills since there is more interest to get good scores in the national exam called ICFES, which is a written evaluation.

Communication should be developed in an interactional atmosphere to create appropriate moments to promote oral skills. In the classroom, teachers can observe their student's performance when they speak with their own words using another language. By means of songs, it is expected that young learners combine music, learning and fun to create ideas and share those with their partners, because songs have innumerable virtues that deserve our attention. "Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions and so on makes them an impeccable tool for language teaching" (Shen, 2009, p.1).

This research will find some obstacles that students face with oral production. The identification of problems will lead to establish helpful exercises and strategies in order to bring solutions and generate a change in the foreign language classroom. Mostly, the set of activities will be composed by listening material such as songs, dialogues and short presentations to identify common mistakes.

### **2. PROBLEM STATEMENT**

How can students in ninth grade at Institucion Educativa Normal Superior de Pasto use songs as a helpful tool to improve their speaking skills?

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **B. OBJECTIVES OF THE STUDY**

#### *1. General Objective*

To evaluate the use of songs as an effective tool to improve oral skills at *I.E Normal Superior de Pasto*.

#### *2. Specific Objectives*

To identify some difficulties related to accuracy in oral production.

To propose a didactic strategy by means of songs to improve oral skills

To describe the advantages and disadvantages of this didactic strategy at the moment to use songs in the classroom.

### **C. SIGNIFICANCE OF THE STUDY**

This fieldwork is a contribution to reinforce the process of foreign language teaching and learning with the proposal of songs to improve the production of oral skills.

For instance, it is fundamental to begin with the design and the compilation of data to have strong and reliable arguments in the content of the project. After that, results will come up bringing conclusions about the effectiveness or weakness of this tool. The main goal is that students will be able to use English language as a vehicle of communication. Also, it is expected that this project can be utilized as a contribution for future researches in the field of oral skills and the use of music. First of all, it is important the selection of songs to accomplish the purpose, and the second step is to identify the efficacy of this strategy. Songs involve language in a natural way. In addition, they entertain, and they serve as a powerful source in education. The expectation to get remarkable benefits is our motivation to carry on this study.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Another purpose of this research is to give an alternative option to teach English in the chosen High School. Teachers and students can take advantage of this work because this is another way to foster oral communication instead of grammar translation.

Nowadays, there are regional and national studies focused on the use of music and the treatment of pronunciation mistakes, or the employment of lyrics and rhythm to make learning a fun experience. Yet songs have a great potential to help students in the practice of different topics beyond listening and repetition.

### **D. LIMITATIONS**

A number of possible limitations will be listed below and they represent some of the obstacles to face during the development of this fieldwork. Some of those factors can modify the environment and teenagers' behavior and it is important to pay attention about changes and alterations at the moment to collect data.

It is well known that most of the public educational institutions do not have electronic appliances such as tape recorders, televisions or a video projector in each of their classrooms. Therefore, it is important to bring practical objects like speakers, cell phones and tablets.

Since songs are the focus of this research, all the activities need to be closely related. Sometimes it is a challenge to spend one hour or more with a song because it can lead to boredom, monotony and predictable exercises. For that reason, other activities have to be included in order to bring creativity, active participation and fun.

Teachers in charge of the groups should have a clear explanation about this procedure. Confusion and questions will appear in relation to the use of songs. They might ask about the effectiveness, the results, and the inclusion of other activities like dialogues, worksheets and tests.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Classroom management is very difficult especially for novice teachers. Disinterest and lack of cooperation in some students will be present in the class. As well, physical space can be a problem at the moment to do some activities.

### **E. DEFINITIONS OF TERMS**

The following selected concepts are an important part in this research, because they are a useful guide to understand the vocabulary related to pronunciation and music terminology.

**Song:** a short piece of music with words that are sung. (Merriam-Webster's dictionary, 2003)

**Intonation:** The rise and fall in the sound of your voice when you speak. (Merriam-Webster's dictionary, 2003)

**Music:** A pattern of sounds made by musical instruments, voices, or computers, or a combination of these, intended to give pleasure to people listening to it. (Dictionary Cambridge, 2013)

**Speaking:** Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This Chapter presents topics about music, speaking components, methods and approaches for the use of songs in language teaching. Besides, there is a brief description

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

about some related studies that share variable with our fieldwork since they contain similar points of view and the description of theories to support the use of songs in the classroom.

### **1. Definition of Music and Song**

Music has always been part of our lives, it is present everywhere. We hear it when we walking up, while in transit, at home, at work and with our friends. Music can accompany us in every kind of situation when we feel happy, bored, sad, in love, heartbreak, etc.

When we talk about music, it is difficult to give a definition because there is not only one; everyone perceives it in his or her own way. In the following lines, we can see some definitions about music. According to Marsalis (as cited in Rosová, 2007) “music is sound organized in time.” It means that music is composed by three important elements. First, sound represents the number of the different sounds which can be produced from various sources such as instruments, voice, electronic means or even by nature. Also, sounds include duration, volume, manner in which it is articulated and the texture. Second, organization is the structure and the architecture of sounds. If the melody is unbalanced, it will be confusing to the ear. Time is the linear duration of sounds that are known as rhythms. Time is important because allows understand and follow the music (Briggs, 2011).

We perceive music in the way dictionary.com defines it “music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and colour” (dictionary.com, 2015). Music is a composition of different elements which has a power in the mind of people who listen to it and the people who compose it. Music is a way to express what we feel. Also, it can affect our mood and restore our energy.

In the same way, the Encyclopedia Britannica offers a broader definition:

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm and metre. Music is an art that, in one guise or another, permeates every human society. It is used for such varied social purposes as ritual, worship, coordination of movement, communication, and entertainment (Gordon, 2016, para.1).

### **Definition of Song**

The song is a short piece of a musical composition which contains words that are performed by the human voice and usually accompanied with musical instruments to give them a melody. Songs and music have great power in human beings. When people listen to music, different emotions, sensations and feelings are produced in the listeners. Everyone knows from a personal point of view what to expect when our favorite song is playing. A song “grasps our imagination, emotions and intellect with equal force despite the background of Language” (V. L. Holmes and Margaret R. Moulton, p. 2). In addition, it does not happen with listeners. People who compose a song using words can show the life that they are living and their feelings. In this same line of thought, Griffiee (1992) said, “a song expresses the sentiment or reflects the experience of the composer through the use of words and rhythm”. (p, 164).

Griffiee (1992) in his book “songs in action” states that songs share some elements with speech and poetry. Songs and speech are linguistically meaningful, have a melody and they can be vocally produced. Songs and poetry both use words to convey meaning, both can be put to music and both can be listened to.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

However, songs have some features that help to differentiate from speech and poetry. Griffiee (1992) enumerates at least three features of songs. First, songs convey a lower amount of information than poetry. Poetry can be found both in spoken and written ways, which allow longer and dense information. Second, songs have more redundancy than poetry. Songs are redundant by different devices such as, proverbs, catchphrases, repetition of phrases, alliteration and cliché. It makes a song sound simple compared to the complexity and subtlety of poetry. Finally, songs have a personal quality that makes the listener react as if the song were being sung for the listener personally. Songs have the quality to create a world full of feelings and emotions in which we participate. This characteristic is very important for teachers especially to promote motivation in foreign language teaching.

### **Why should we introduce songs in the classroom?**

Mario Papa and Giuliano Iantorno (as cited in Rosová, 2007) emphasized that some of the most important factors to use songs in the classroom are the students' motivation and interest for the learning of a foreign language. Some means to enhance the motivation and interest of students are recorded tapes, filmstrips, sound films, songs, comics, newspapers and magazines. These tools can be effective and productive because they are familiar to teachers and students in their everyday life. Among these teaching aids, pop and folk songs are materials that best work with adolescents because they reflect the importance of trends in modern society.

Some important reasons for using songs in the classroom are:

### **Affective Reasons**

A theory underlying the use of songs in the classroom is the "Hypothesis of Affective Filter" Steven Krashen (1983), the author, explains how affective factors in students of a foreign language are vital for effective learning. Likewise, Krashen (1983) explains the



## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

importance of creating a positive atmosphere for students to feel motivated and comfortable. Saricoban and Metin (2000) state that songs are very useful in the development of the four language skills in reading, writing, listening and speaking. Eken (as cited in Schoepp, 1996) recommends the use of songs for the following purposes.

- Presenting a topic, a language point, lexis, etc.
- Practicing a language point, lexis, etc.
- Focusing on common learner errors in a more direct way
- Encouraging extensive and intensive listening
- Stimulating discussion of attitudes and feelings
- Encouraging creativity and use of imagination
- Providing a relaxed classroom atmosphere
- Bringing variety and fun to learning

### **Cognitive Reasons**

Songs help to develop automaticity which is the main cognitive reason for using them in the classroom. Gatbonton and Segalowitz (as cited in Bolaños, 1988, p. 54) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs can help automatize the language development process. It was believed that automation would occur through repetitive exercises in a non-communicative environment. Nevertheless, with the help of new strategies, this problem has been cleared by making the automation process more effective and with the use of music, it becomes easier.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **Linguistic Reasons.**

There are also linguistic reasons for using songs in the classroom. Songs provide many examples of colloquial English, different accents, grammar structures and topics for discussions.

Some songs are excellent examples of colloquial English, that is, the language of informal conversation. A song such as "My Best Was Never Good Enough" by Bruce Springsteen is a prime example of a song that demonstrates colloquial language use. This song is full of phrases like "Every cloud has a silver lining." and "Every dog has his day." Of course, the majority of language most ESL students will encounter is in fact informal. Using songs can prepare students for the genuine language they will be faced with (Schoepp, 2001).

Domoney and Harris (1993) and Little (1983) concluded that pop music is an important source of English outside the classroom because learners can sing songs everywhere. Also, songs can teach real life language to students who are learning a second language. It is related directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, they may understand song phrases and repeat the lyrics. Repetition is an important factor to promote automation of colloquial language (Schoepp, 2001).

For these reasons, songs can be used in second language teaching. They are not only used for entertaining, but researches demonstrate that they can be used as a tool in the learning field.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **The influence of the use of songs in language learning**

Nowadays there is a wide variety of musical genres such as pop, rap, folk, dance, rock and hip-hop. They can be used for various purposes within the classroom, but it is essential that teachers know how to select appropriate songs to meet educational purposes.

Faced with these circumstances, there are arguments, opinions and criticisms which claim that currently, it is really difficult to evade the use of music and songs as their influence spread into every corner of the planet.

Music is present almost in every place as Opera Theaters, restaurants or entertainment areas. Consequently, human beings can have the company of music in each place where they are conducting their activities. Educational institutions are not the exception, so the necessity of using this tool as a pedagogical material in language teaching arises (Murphey, 1992).

### **The use of songs focused on sounds.**

Learners of English as second language can have problems to recognize and articulate some sounds because they do not exist in their mother tongue. Students have to learn physically the sounds unknown to them. This is a complex and a difficult task for learners because if they pronounce in a wrong way some words the meaning of the phrase can change (Ebong & Sabbadini, 2007).

Bearing this in mind, songs can help learners because “the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to these sounds”. (Ebong & Sabbadini, 2007, p. 46)

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Repetition of sounds gives valuable practice getting better at recognizing them while students enjoy singing. After they recognized the sounds, learners can produce them in real communication in a correct way.

### **The use of songs focused on words**

Additionally, there are other aspects where music can help to reduce limitations and troubles such as vocabulary and the intonation of each word. In this regard, Murphey (1992) claims that:

Words that appear in a song help to establish connections between intonation and rhythms. So many songs with endless examples of weak syllables, helping to convince learners of the way English is pronounced. This is a useful guide for students who feel more confident at the moment to articulate a word since they repeat what they previously heard (p. 118).

With this in mind, songs are important because they help to make an emphasis on single words. For example, when learners sing, they try to do their best to imitate the same sound that the singer does.

## **2. Speaking**

Brown (2001) suggested that speaking is one of the skills to be developed in the language learning process, numerous authors offer their definition and concepts about it. This is one of the most important skills in the process of learning a foreign language; it is essential for students to express in an oral way. They interact and use the language to communicate their ideas, feelings, and thoughts. Speaking is not simply expressing something orally. There are some important aspects that need to be acquired by students in order to achieve good speaking skills. They are pronunciation, fluency, accuracy and vocabulary.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Furthermore, speaking is a complex skill that takes time to master. The acquisition of speaking is a natural process for children, this ability grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in ways that are more effective requires particular attention and constant practice (Brown, 2001, p. 268).

According to Nunan (1999) speaking requires that students not only know how to produce their linguistic competence, specific points of language such as grammar, pronunciation, or vocabulary, but also their sociolinguistic competence. Which means, they understand when, why, and what ways to produce language.

Burns and Joyce, 1997 cited by Brown, 1994 stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking has a form and meaning, and they are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Additionally, speaking is one of the most difficult skills that language learners have to face. Since grammatical tasks are traditionally relevant in educative backgrounds, English teachers have troubles to teach other aspects such as reading and writing. On the other hand, listening and speaking represent a great challenge because grammar is still predominant in syllabi and lesson plans (Bueno, Madrid & McLaren, 2006, p.321).

Brown (1994) argues that speaking presents a set of characteristics in relation with oral performance. Those features represent a challenge for most learners:

- Fluent speech, colloquial contractions, pauses & clear meaning.
- Utilization of idioms and phrases.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

- Fluency, rhythm, intonation & stress
- Interaction with other speakers.

Eventually, students need to be conscious about the previous aspects. This knowledge will guarantee the success of clear communication and the provision of varied tools to use in a conversation.

### **The Elements of Speaking**

Speaking is not just about producing a sound to establish communication with others.

It is more complex, some experts give several elements inside this skill.

Chauday (1997, p. 22) claimed that “speaking has three important elements that have to be considered by any speaker, they are: pronunciation, vocabulary, and fluency” However Itkonen suggested other elements, which are accuracy, proficiency and coherence. Following this idea, there are a list of some relevant elements of speaking.

### **Pronunciation**

Dalton and Seidlhofer (2001) define pronunciation as the production of significant sounds in two senses; the first one is that pronunciation is the production and reception of sounds of speech and the second one is that it means acts of speaking depending on the way and contexts in which sounds are produced.

Pronunciation must be mastered by the students in order to have a clear and comprehensible communication, without pronunciation mastery, misunderstandings between students can result in their conversations.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **Vocabulary**

Broadly (1989) defined it: “Vocabulary is the knowledge of words and word meaning.” (p.32). However, vocabulary is more complex than this definition given by the preview author. First, words come in two forms: oral and print. Oral vocabulary makes reference to those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in writing and reading. Second, word knowledge comes in two forms, receptive and productive. Receptive vocabulary makes reference to those words that we recognize then we see and hear. Productive vocabulary includes those words that we use when we speak or write (Kami & Hiebert, n.d).

Penny (1996:60) says that “vocabulary is one of the most important aspects in teaching a language” besides, grammar and pronunciation are a stuck of words used by a person. Vocabulary allows to improve speaking skills and it is defined as the set of words we need to learn and use to produce sentences. In this way, we start to communicate with others in the foreign language.

### **Fluency**

Fluency is frequently contrasted with accuracy. However, fluency means your speaking is easy, quickly and without having to stop and pause a lot. According to Richards (as cited in Ibarra & Bastidas, 2014) fluency is considered as the use of natural language, which even with some limitations produced by the speaker in the oral production could be understood.

### **Accuracy**

Richards (2006) defines it as the creation of correct examples of language in use. In like manner, Bryne (as cited in Lan, 1994) states that “accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

or discourse features of a language”. It means that accuracy is the ability to make the right use of language system including, grammar, pronunciation, syntax and meaning of words and phrases.

### **Types of speaking Performance**

Brown (1994) proposes the existence of six types of speaking performance in the classroom which are described below.

**Imitative:** Learners practice intonation, they are motivated to articulate sounds, imitate words, and improve their pronunciation and the identification of language elements. In this stage, there is not a meaningful interaction between the speakers.

**Intensive:** It goes one-step beyond imitative; it includes any speaking performance that is designed for practicing some grammatical aspect of language.

**Responsive.** This speaking involves short replies to teacher or student, initiated questions or comments, giving instructions and directions.

**Transactional:** It is an extended form of responsive language. It is aimed at conveying or exchanging specific information.

**Interpersonal** The purpose of this category is to maintain interpersonal dialogue for the transmission of facts and information.

**Extensive:** In this type of speaking, learners have a basic knowledge, such as acceptable pronunciation, vocabulary, and language functions that they are going to use. Learners receive extended monologues in the form of oral reports, summaries, storytelling and short speeches.



## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **Speaking skills in the process of English teaching**

The importance of speaking during the last decades has taken a relevant importance since the ability to handle a conversation is the focus of learning a new language. New approaches and researches include communicative tasks in their theories and activities because students should develop oral proficiency in a successful way.

According to Nunan (1991) “To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in the terms of the ability to carry out a conversation in the language” (p. 39). Therefore, there is a process to create speaking effectiveness that is divided in four sections and each one has its own characteristics. In the field of teaching speaking, teachers should regard this sequence to observe improvements or difficulties in their classes.

According to Shumin (2007), the first step is called grammatical competence which involves the knowledge of words, the articulation of various sounds and the stress in each sentence and grammatical structures. The mastering of this section will allow students to continue with the discourse competence, where production and comprehension of language are the focus. After that, sociolinguistic competence is in charge of offering an understanding cultural and social aspects. Finally, the strategic competence refers to the use of the target language in a communicative situation.

In the same way, Solcová P (2001) argues that:

“English teachers have to be conscious about the differences between written and oral production since each one has its own features. Apparently, learners find spoken activities more complicated, because it is a real-time exercise. On the other hand, the expectations about the students ‘performance should be established according to a specific criteria in each level” (p. 25).

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Consequently, the ambition to get excellent results in a short period of time with a weak methodology and inadequate materials sounds difficult to achieve in our context.

### **The current situation of speaking in the classroom**

There is a variety of fresh ideas with the purpose of enhancing new strategies focused on the development of communicative competences.

Even though, the improvements related with the application of communicative tasks have positive results, Cantero (1994) states that the use of written language is still used as a heavy support in the teaching of oral communication.

In addition, Cantero (1994) argues that educators still do not know how to integrate speaking skills and the communicative approach. On the other hand, teachers do not always have materials to practice real conversations since the dialogues presented in books and audios are a tool for phonetic correction. Thereby, Llisterri (2003) argued that this procedure is based on the statement called "Listen and repeat". It means to pay attention to audio and imitation.

Likewise, it is the conclusion of some authors like Levis and Grant (2001). They argue that the actual literature does not show the integration of pronunciation and fluency in activities to learn speaking. It is more evident in general programs to teach English with a communicative approach. Most of the courses continue looking for strategies to teach grammar and vocabulary. In that sense, there are numerous consequences in which students will finish a course with pronunciation and accuracy problems. There is a phenomenon called fossilization where learners internalize those mistakes and it will be very challenging to overcome that situation. Besides that, the listening comprehension acquired at the end of the program is not so good. It is not the expected in contrast with other areas like grammar, vocabulary, reading and writing where people have good results.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **The importance of speaking:**

As a matter of fact, learning a new language involves four principal components: reading, writing, listening and speaking. Each one becomes a fundamental pillar to guarantee a successful achievement, and to get a satisfactory result. Clearly, students must acquire those skills to be proficient. So speaking contains a series of aspects to be considered really necessary in the English teaching field.

Hudson C (2007) claims that:

- “Spoken language is at the heart of the much human interaction, at home, at work and in society.
- Good oral communication skills are in other aspects of second and foreign language learners’ wilder lives, such as in family and peer relationships or when communicating with the school over children’s education.
- Purposeful use of speaking and listening is central to effective teaching and learning.
- Second and foreign language practitioners need well-developed speaking and listening skills to help maximize second and foreign learner’s language progress.” (p. 2)

In this connection, oral skills are segmented in a variety of components, and all of them are equally relevant in the speaking area. Therefore, students should be conscious about how to manipulate their knowledge in a conversation.

Brown (1994) indicates that objectives and goals attached to speaking are diverse and those are specified by each teacher, student and the context. For instance, the importance given to speaking depends on the purposes of people. If individual learners or public

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

institutions want to achieve conversational levels, they should focus on communicative approaches. Otherwise, the content could be grammar and translation for technical needs.

### **3. Methods and approaches that involve music in language teaching.**

#### **3.1 Suggestopedia**

At the moment to develop this research, it is necessary to collect enough information to support the use of songs in the classroom. Currently, there are methods and approaches, which include songs and music in their teaching procedure. Among them, we have suggestopedia as a recent alternative where sounds and melodies catch the student's attention.

In our context, suggestopedia is not a very popular approach. It includes songs as a powerful tool in its content. In this research, suggestopedia is not largely discussed, but it is important to mention what it says about music as a didactic instrument.

Lozanov (1978) claims that Suggestopedia is present in the educational field in an uncontrolled and unseen way, but it is a constant communicative factor. The relevant part of this approach is music as a therapeutic factor in the classroom. This argument is scientifically supported by the medicine field, which uses songs and melodies in an optional treatment called music therapy to heal some diseases. However, in the classroom, music has a relaxing effect to better students' concentration. Besides that, multiple intelligences by Gardner create a space for musical skills in the process of learning.

#### **3.2 The Multiple Intelligences.**

The main concern of this theory focuses on the search of alternatives for the concept of intelligence and all the established bias about who is smart. Gardner (as cited in Candler 2015) argues that intelligence takes place in a variety of ways in the human brain. Each type

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

of intelligence is related to specific areas of knowledge and there are particular activities, preferences and possibilities for all of them.

Therefore, Multiple Intelligences by Howard Gardner (1980) claim that each person is distinct, as well as their methods to learn something. In 1980, Howard Gardner presented in public his theory about Multiple Intelligences. This research evidences the existence of different intelligences related with skills and capabilities shown by human beings. Those abilities together let people face challenges and complexities in the current world. Despite of constant criticism against this theory, nowadays there is an increasing number of proposals to use it as a didactic technique to improve teaching and learning.

Gardner (1997) states that:

“The Multiple Intelligences theory pluralizes the traditional concept of education. One Intelligence implies a needful ability to solve problems or the creation of products very important in a cultural setting, and a determined community. Thereby, the skills to tackle problems let people achieve their objectives and goals.” (p. 4)

The challenge for teachers is not so simple since they have to know their students very well and it happens through interaction and continuous communication. Observation plays a great roll to discover the potentialities and limitations of young learners.

According to Candler (2015), when students are able to recognize their capabilities and needs, they are responsible for their own learning. The appreciation of distinct points of view is generated thanks to the understanding of multiple intelligences.

### **3.2.1 Musical Intelligence.**

Among the eight intelligences, which are characteristic of human beings, it is precise to notice musical intelligence. The majority of cultures or social groups own their melodies

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

like a day-to-day element as a legacy from their ancestors. Music became an essential component in human life style. Music constitutes a natural way of expression and communication. According to some researches, music contributes calm, vitality, fun, enlightenment and knowledge. It creates an environment of interpersonal relations into a determined community.

In the school setting, music represents a key factor, particularly, in the early childhood to remember vocabulary, pronunciation or enjoy a funny rhythm. For young teenagers, it is something that represents their personality and tastes. Frequently, teachers integrate it to their lesson planes to contribute the personal development of students.

Candler (2015) proposes that people with musical- rhythm preferences enjoy listening to and composing music. They want to transmit their ideas and feelings using music. In the same way, they can easily recognize and understand musical symbols. The appreciation for instruments, lyrics and the composition of songs are evident. Their creativity will lead them to learn faster with the help of rhythms and melodies.

According to Gardner (1997) thanks to the use of music, children learn to know themselves, and they are conscious about their body's movement. The interaction with their environment, the development of emotions and feelings are acquired to be part of their fundamental knowledge. To illustrate one example, through the use of songs, kids perform gestures, movements, and the handling of small instruments. All of those actions are a routine in their school, and children find those activities amusing.

On the other hand, Gardner (1997) says that music offers awareness about specific items to analyze and understand the song lyrics in an intellectual level. Besides that, there is a connection between relation, attention and concentration in the field of learning. For instance,

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

the acquisition of motor skills such as coordination, perception, and comprehension are necessary to perform school activities.

### **RELATED STUDIES**

A set of work fields related to music, speaking skills and the acquisition of a foreign language in an international, national and regional field will be briefly described.

Mora, J. & Caicedo, R. (1998) carried out a research at University of Nariño in the Linguistics and Language Department. The objective of this research is to use songs in order to improve the learning of pronunciation and vocabulary. The chosen population are children in second grade. The methodology intends to help teachers to get new sources and nice activities to be included in their syllabus. The results of this research were successful, the application of a pre and post test allowed to demonstrate the efficacy of use songs as a treatment. Also, there were some positive aspects, such as the classes were funny and interesting, the students were happy and motivated, there was participation of all students and the topics were understood very well.

At a national level, there are some samples that share the variables of our study. Martinez, F. & Ojeda, A. (2011) from Escuela Normal Superior del Distrito de Barranquilla, Programa de formación complementaria. Barranquilla, Colombia. The study claims that public institutions search for numerous strategies to ameliorate the English learning in their educational establishments. From this perspective, the interest to implicate children in the development of new competencies is fundamental. The problem is that most of schools do not have an appropriate plan to teach a foreign language. The researcher applied the music as a strategy to enhance the communicative skills, they obtained positives results. Among the main advantages of the use of music were, the children were able to improve their

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

pronunciation, the children were motivated to participate in the class and they enjoyed each of the classes in which the music was used.

Duarte, M & Bernal, L. (2011) execute a fieldwork at Universidad Nacional de Colombia in la Facultad de Ciencias Humanas (Bogotá-Colombia). There is an explanation about how students present some difficulties to talk and that they have little motivation toward learning English. The authors work with songs as a main resource for giving the opportunity to learn English in a different and fun way. Its main advantage is to facilitate the acquisition and learning of new words and the way how they are pronounced. The final data will show how music helped students in their linguistic progress and their motivation to learn English.

In an international context, there is a similar study carried out by Christamia, V. (2014) at the Yogyakarta State University in the English Education Department, Indonesia. This is an action research study divided in two cycles. The first cycle shows that students' speaking skill improved with a lot of practices. The second cycle indicates that with the use of English songs and puppets, students improve the speaking skill, especially in their accuracy, motivation and interest to participate. The students' problems about speaking and pronunciation could be successfully solved through English songs and puppets.

The next research was developed by Ballesteros, M. (2010) from the Facultad de Educacion Albacete, España. Motivation plays an important role in this research. It is a state where children can feel relaxed and comfortable. The use of songs create a combination between music and language. In fact, this is an ideal relation to develop expression of emotions and communication among people. Therefore, it is necessary that students get used to songs along their school life.



## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Finally, the thesis written by Bentayeb, B. (2007) from the English department at the University of Batna, Algeria. The main objective of this fieldwork is the use of songs to improve speaking skills. This research examines the role that English songs have as an alternative strategy to improve oral expression on students, the results show that applying songs, the learners get a better progress compared to those who learn using the traditional methodology. Songs are very significant tools to develop the students' linguistic oral proficiency. They offer a relaxing environment, enhance both listening and speaking activities and help to acquire new vocabulary, pronunciation and grammar as well.

### CHAPTER III

#### METHODOLOGICAL ASPECTS

This chapter introduces the methodology applied in the present study. It provides a clear information about the procedure to execute this fieldwork according to the previous objectives. The presentation of aspects such as design, data collection, population, sample, procedure, validation criteria and ethical issues will be described accordingly. This information will give reliability to this research.

#### **2. Type of research and design**

##### ***2.1 Research design:***

A mixed method approach was chosen because in this investigation there will be a direct interaction with the participants. We will check for the presence of problems and limitations, taking into account the students' attitude and their behavior. Richards (2003) states that qualitative is suitable for studying a phenomenon as it focuses on the issues that happen in a natural setting, in this case in language classroom. Also, the necessity to gather information through interviews, focus groups and observations.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

It will be also quantitative because, this study will carry out a pre- test and post-test with the aim of evaluating the effect of the treatment.

### ***2.2 Type of mixed method research:***

This investigation will be descriptive - triangulative. As a matter of fact, Heale and Forbes, 2013 say that: “The objective of triangulation is to increase confidence in the findings using two or more independent measures. The combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone.” So particular attention is paid to collect useful information with different tools to analyze the results and obtain conclusions.

In this case, the quantitative part follows a descriptive format at the moment to use pretests and posttests. In addition, to obtain information about the student’s oral skills before and after the treatment and the application, it will be necessary to use a pre- test and post-test design for the quantitative part of the study, with the aim of evaluating the effect of songs. On the other hand, triangulation will help us with the qualitative part. It is because the tool to collect data are questionnaires and interviews.

### **3. Techniques:**

Taking into account this investigation is qualitative, but also quantitative especially for analyzing the results, it will be necessary to employ different techniques or instruments in order to find and organize the data collection. The following techniques will be chosen for the data collection:

#### ***3.1 Observation:***

This is an important technique in any research process, the investigator obtains a great variety of information. It permits to take notes about important events that can take place

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

during the realization of the treatment. The main purpose is to analyze the selected students and to identify their limitations when they speak.

### ***3.2 Interviews:***

The compilation of data will be necessary to get opinions and ideas about the treatment about likes and dislikes in musical genres. As a result, useful information will be obtained to select songs which will be accepted by students and facilitate cooperation.

### ***3.3 Focus group:***

The purpose of this technique will be to know attitudes, beliefs, cultural knowledge and perceptions of participants involved in this study, the students, in relation to the problem of this investigation can expose their concerns.

### ***3.4 Oral tests:***

The following aspects will be present in the tests:

A pre- test: in the form of an interview, in order to diagnose the fluency level of the selected students.

A post- test in the form of interview, to demonstrate the improvement of understandable and organized ideas in oral presentations.

## **4. Population, sample and setting.**

### ***4.1 Population:***

The population for this research is composed by all the students at *Institucion Educativa Normal Superior de Pasto* which is located on KR 26 No 9-05. This place belongs to a social status four; this is a public high school, mixed and urban. It has academic journey in the morning and afternoon. According to the PEI of this institution, there are around 1.300

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

students in this high school. There are about 35 students per classroom. There are boys and girls between 10 and 18 years old and those students have a middle social status.

### **4.2 Sample:**

The sample for this research is seventeen students ninth – one grade *at Institucion Educativa Normal Superior de Pasto*. They study in the morning and they are between 13 to 15 years old. The sample is composed by nine girls and eight boys. We choose seventeen students because the results can show statistical significance and generalizability to the population from which the participants were drawn. They would be chosen by random.

The characteristics of the sample are shown below.

Academic level:	ninth (1) grade
Academic journey:	morning
Number of students:	17
Sex:	9 women – 8 men
Social status:	middle (2 and 3)

### **4.3 Setting:**

The institution is located in the neighborhood of *La Aurora* in Pasto city. This is a quiet and safe neighborhood. Its social status is “4”, and the surrounding neighborhoods are San Felipe, Capucigra, and Acacias.

## **5. Procedure**

This study is going to be developed over the following aspects: first, the selection of the topic, it is centered in improving oral skills using songs. Second, the necessity to search for an institution to apply the treatment, the institution will be *Institución Educativa Normal*

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

*Superior de Pasto*. Before going to the institution, it is important to know information like mission, vision and other aspects which can be found in P.E.I (Proyecto Educativo Institucional). Third, a permission letter signed by the adviser to the chosen public high school with the main purpose of this investigation. After that, it will be necessary to go to the institution to ask for permission and apply the treatment inside the Institution. If the answer is positive, the next step is to apply the questionnaires and interviews to students from ninth (1) grade in order to get information about musical preferences. Later, we will choose a musical genre which students like the most. Then, the application of the first oral test (pre-test) to obtain the first results. After that, the researcher will select the adequate songs for this study. At last, it comes the application of the treatment to the sample during the established time. After that, the sample will take a post-test in order to find out the effect and the results of the activity.

### **6. Validation criteria**

#### ***6.1 Pilot study***

To develop this fieldwork, it is necessary to ask for permission to the director of the institution for applying the different techniques and finally the activity to analyze the purpose of this study. After that, the first step will be to choose the ten students at random. Second, the application of the pre-test is applied in order to know the level of oral production of the selected students. Third, the application of songs is combined with workshops and other activities. Finally, students will take a post-test which to determine the results of this research.

#### ***6.2 Triangulation:***

This study is qualitative and quantitative. It will be developed through mixed method approach so this fieldwork should be supported with evidences. The triangulation is a useful

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

tool, which will provide a high degree of reliability in the analysis of information. Moreover, objectivity and reliability are important aspects in the research process too.

### ***6.3 Member Check:***

Checking with participants is important because it allows to establish the credibility of the interpretations. Since this is a qualitative research, member check focus on people's thoughts, experiences and feelings. Member check contrasts the version of researchers and the information and conclusions through the detection of people's opinions. At this point, agreements and disagreements will be created after having the conclusions.

### **7. Ethical issues:**

In order to develop this research, it will be important to bear in mind the next ethical aspects: First, ask for permissions and give explanation to carry out this study. If the principal of the institution gives us permission, the procedure of the investigation will take place in the institution. Second, when the students are selected at random, they will be asked if they want to participate in the research. Third, the study will not cause psychological or emotional damages on the participants. Third, confidentiality will be respected; the names of students won't be mentioned. Fourth, anonymity, the name of the institution will be written in this investigation just if the principal gives a permission, otherwise it will remain anonymous. Finally, reciprocity, the institution will receive a thanks letter and a copy of the whole research. We will thank to everyone who participate in this fieldwork.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### **Conclusion**

The objective of learning a foreign language is to transmit ideas in a fluent way in a conversation. Therefore, it is the reason to conduct this study because we look for different ways to give students confidence at the moment to speak. This research give us great opportunities to change our teaching philosophy. Since traditional methods are not sufficient to promote the improvement of speaking skills, we have to include songs that motivate our students to participate and practice in communicate lessons.

In that sense, Griffee (1995) claims that “Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more”. In addition, we are sure about the application of songs because many people trusted in support it as an effective tool to teach a foreign language.

Finally, songs create such a pleasant learning atmosphere to stimulate concentration and participation from students who expect to speak instead of the same predictable exercises. Then learners will use strategies to recognize words and use them in a talk.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### Timetable

ACTIVITIES	Jan	Feb	Mar	Abr	May	Jun	Jul	Aug
Compilation of information for the researcher proposal	X							
Elaboration of the problem statement, objectives and justification	X							
Elaboration of theoretical, conceptual framework and background		X	X	X				
Design and implementation of methodology				X	X	X		
Presentation of the final report							X	
Preparation for the oral defense								X
Oral defense								X

### Budget

ITEM	QUANTITY / CONCEPT	COST
Photocopies	900 copies	\$ 60.000
USB memory	1	\$ 20.000
Speakers	1	\$ 50.000



## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### References

- Brown, g. (1992). *Approaches to Pronunciation*. Londres: Macmillan/ British Council.
- Brown, g (1994). *Teaching by principles: An interactive approach to language*.
- Brown, H. Douglas. (2001). *Teaching by principles: An interactive approach to language Pedagogy*. New York. Addison Wesley Longman Inc.
- Bueno, A, D. Madrid & N. McLaren, (eds). (2006) *TEFL in Secondary Education*, Granada: Editorial Universidad de Granada.
- Candler, L (2015) Laura Candler's teaching resources, retrieved from:  
<http://www.adaptmanitoba.ca/wpcontent/uploads/2015/04/FREEMultipleIntelligenceSurveyforKids.pdf>.
- Campbell, Don. (2001). *El Efecto Mozart para niños* (Trad. de Amelia Brito). Barcelona, Ediciones Urano.
- Cakir, Abdulvahit (1999). "Musical Activities for Young Learners of EFL". *The Internet TES Journal*.
- Dubin, P. (1974). Rock and Folk Music an overlooked resource. *English Teaching Forum*.12 (3), 1-5.
- Finochiaro y Brumfit. (1983) ScienceDirect (2015) "The functional-notional approach: From theory to practice Finocchiaro, Mary and Brumfit, Christopher, New York: Oxford University Press, 1983." [En linea], retrieved from:  
<http://www.sciencedirect.com/science/article/pii/0346251X84900101>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Gardner, H. (1993) *Inteligencias Múltiples: La teoría en la práctica*, Barcelona, coautor

Joseph Walters, Paidós, [En línea], retrieved from:

[http://dipsc.unich.it/PAS/Materiale%20didattico/Didattica%20della%20letteratura%20e%20cultura%20%20spagnola/Seconda%20lezione/Gardner\\_inteligencias.pdf](http://dipsc.unich.it/PAS/Materiale%20didattico/Didattica%20della%20letteratura%20e%20cultura%20%20spagnola/Seconda%20lezione/Gardner_inteligencias.pdf)

Gardner, H. (1993). *Frames of mind*, retrieved from:

*Estructuras de la Mente –la teoría de las inteligencias múltiples*, Primera edición en español, 1987, México. Fondo de cultura Económica. [En línea], disponible en:

[http://educreate.iacat.com/Maestros/Howard\\_Gardner\\_-\\_Estructuras\\_de\\_la\\_mente.pdf](http://educreate.iacat.com/Maestros/Howard_Gardner_-_Estructuras_de_la_mente.pdf)

Gardner, H., with M. Levine. (1997). *Reaching minds*. Chapel Hill, NC: All Kinds of Minds.

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

Griffiee, D.T. (1992). *Songs in action*. Herfordshire, England: Phoenix ELT

Heale, R & Forbes, D (2013). *Understanding triangulation in research*. Retrieved from

<http://ebn.bmj.com/content/early/2013/08/13/eb-2013-101494>

Itkonen, T. (2010). Spoken Language Proficiency Assessment: Assessing Speaking or Evaluating acting. Retrieved from: <http://blogs.helsinki.fi/hy-talk/files/2010/06/Itkonen-pro-gradu.pdf>.

Jolly, Y. S. (1975). The Use of Songs in Teaching Foreign Languages. *Modern*

*Language Journal*, 59, 11-14. Doi: 10.2307/325440

Kemmis, S., & McTaggart, R. (1982). *The action research planner* (2nd Edition). Warrn Ponds, VIC: Deakin University School of Education.

Krashen, S. D. (1983). *Principles and practices in second language acquisition*. Oxford, England: Pergamon Press

Lehecka, C. 2003. *History of Accelerated Learning: Learning Beyond Boundaries*.

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

Colorado: Compiled and edited by Gail Heidenhain International Alliance for Learning Publication.

Leather, J. 1983. "Second-language pronunciation teaching". *Language Teaching* 16/3: 198- 219.

Lozanov, G. 1978: *Suggestology and Outlines of Suggestopedy*. New York: Gordon and Breach Science Publishers. (Traducido al español) (*Sugestología y supra-aprendizaje*) (1984). Montréal: Editions Science et Culture.

Núñez Bustos, F. 2007. « ¿Por qué Mozart?» *Revista mensual de Aplicaciones en internet*. Número, 85. ° 14-18.

Murphey, Tim. 1990. *Song and Music in Language Learning. An Analysis of Pop Song Lyrics and Music in Teaching English to Speaker of Other Languages*. Berna, Peter Lang.

Murphey, Tim. 1992. *Music and Song*. Oxford, Oxford University Press.

Murphey, T. Music and songs (1992) retrieved from: Special issue on songs and music, [en línea], disponible en: <http://jillrobbins.com/tech/Top40Teachers.pdf>

Nunan, D (1991) *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.

Papa, M. & Iantorno, G. (1979). *Famous British & American songs*. Longman Group Limited.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. (2 nd Ed.). Cambridge, UK: Cambridge University Press.

Richards, J & rodgers, T. (1986). *Approaches and methods in language teaching*, retrieved from: *Resumen-por-capitulos-de-enfoques-y-metodos-en-la-ensenanza-de-idiomias*", [en línea], disponible en: <http://es.scribd.com/doc/103525959/RESUMEN-POR->

SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS  
CAPITULOS-DE-ENFOQUES-Y-METODOS-EN-LA-ENSEÑANZA-DE-

IDIOMAS-JACK-C-RICHARDS-Y-THEODORE-S-RODGERS-Untitled#page=12.

Saricoban, A. & Metin, E. (2000). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal*. 6, 1-7. Retrieved from <http://iteslj.org/Techniques/Saricoban-Songs.html>

Seidlhofer, B. (2001): "Pronunciation" en Carter y Nunan (eds.) (2001): *Teaching English to Speakers of other Languages*, Cambridge University Press.

Schoepp, K. (2001). "Reasons for Using Songs in the ESL/EFL Classroom". *The Internet TESL Journal*. 7. Retrieved from <http://iteslj.org/Articles/Schoepp-Songs.html>

Solcová, P. (2011). *Teaching speaking skills*. Masaryc University.

Shen, C. (2009). *Using English Songs: an Enjoyable and Effective Approach to ELT*,  
retrieved from:

[files.eric.ed.gov/fulltext/EJ1082242.pdf](http://files.eric.ed.gov/fulltext/EJ1082242.pdf)

Shumin, K. (2007). Factors to Consider; Developing Adult EFL Students' Speaking Abilities. *Forum journal*, 35, 8. Retrieved from <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol35/no3/p8.htm>

Stevick (1990). *Humanism in Language Teaching*. [Humanismo en la enseñanza del lenguaje]. Oxford University Press. Retrieved from: <http://www-01.sil.org/lingualinks/LANGUAGELEARNING/BooksBackInPrint/onhumanisminlanguage/teaching/humanism.pdf>

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### Appendix 1: Questionnaire used for interviewing the selected students

Institution: \_\_\_\_\_

Grade: \_\_\_\_\_

OBJECTIVE: to get opinions and ideas about likes and dislikes in musical preferences.

1. Do you like listen to music?
2. How many hours do you spend listening to music on average per week?
  - 2 hours
  - 2-3 hours
  - 3-4 hours
  - 4+ hours
3. Which way do you listen to music?
  - Cellphone
  - Internet
  - Tv
  - Radio
  - Other
4. What type of music do you listen to the most?
  - Soul R&B
  - Rap / Hip Hop
  - Rock
  - Pop
  - Alternative
  - Dance/ Electronic
  - Reggae
5. Which genre of music would you find the most relaxing?

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### Appendix 2: FOCUS GROUP FORMAT

Place: \_\_\_\_\_

Number of participants: \_\_\_\_\_

Number of men: \_\_\_\_\_ Number of women: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: **Open questions**

Students should answer some questions about their experience in the classroom. They can talk about learning a foreign language and their motivations. Also students can identify their difficulties in this subject.

Aspects to improve	excellent	good	regular	bad
How do you feel learning a foreign language?				
What is the importance of learning a foreign language to you?				
Are you learning something useful in the English class?				
Do you practice English outside the class?				
Do you like the methodology used by your English teacher?				
What means to you to speak English?				

### Appendix 3: Song Test Format

Count on me “Bruno Mars”

1. *Fill the blanks.*

If you ever \_\_\_\_\_ yourself stuck in the \_\_\_\_\_ of the sea

I'll sail the world to find you

If you ever find yourself lost in the \_\_\_\_\_ and you can't see

I'll be the \_\_\_\_\_ to guide you

Fill the blanks with the following missing words:

- *Find*                      - *Light*

2. *Match the sentences that form the chorus.*

1. You can count on me \_\_\_\_\_

a. be there

2. I'll \_\_\_\_\_

b. are supposed to do oh

3. And I know \_\_\_\_\_

c. like 4 3 2

4. I can count on you. \_\_\_\_\_

d. be there

5. You'll \_\_\_\_\_

e. like 1 2 3

3. *There are some incorrect words. Underline and correct them.*

If you're tossin' and you're turnin'

And you just can't feel asleep

I'll sing a song behind you

And if you ever forget how much you really need to me

Every day I will forget you

4. *Identify verb forms in the future tense.* \_\_\_\_\_

5. *Tell us, what is this song about?* \_\_\_\_\_

6. *What means friendship to you?* \_\_\_\_\_

## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS

### Appendix 4: Classroom observation format

<b>Educational Institution:</b>	
<b>Course:</b>	
<b>Subject:</b>	<b>Date:</b>
<b>1. LESSON PLAN IN THE CLASSROOM</b>	
Current performance of students:	
Learning goals for this class:	
Didactic strategies selected for this class:	
Content (topics and activities) to develop in this class:	
Procedure to evaluate learning in this class:	
<b>2. CLASS OBJECTIVES</b>	
Clear objectives for the class:	
Development of topics: Coherence, fluency, use of didactic material, etc.:	
Pedagogical strategies used according to the class population:	
Materials and resources to develop the topic:	
Evaluation and feedback:	
The atmosphere in the classroom and student's behavior:	
<b>3. CLASS OBSERVATION ASSESSMENT</b>	
Strengths in the teaching and learning process:	



## SONGS AS A USEFUL TOOL TO IMPROVE SPEAKING SKILLS