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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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“ JAZZ CHANTS AND SPEAKING SKILL ”

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2021

I

SUPERVISOR APPROVAL

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I, Lcda. Mg. Ana Jazmina Vera de la Torre, holder of the I.D No. 1801249341, in my capacity as supervisor of the Research dissertation on the topic: **“JAZZ CHANTS AND SPEAKING SKILL”** investigated by Miss: Nicole Estefanía Rodríguez Solís, with I.D No. 1805190707, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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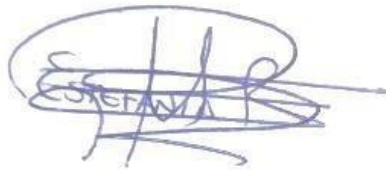
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I declare this undergraduate dissertation entitled "**JAZZ CHANTS AND SPEAKING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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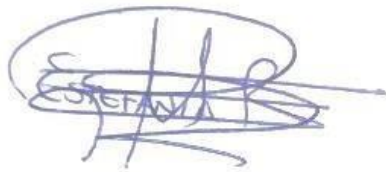
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DEDICATION

To:

Aba for giving me the life and the strength to continue when I have been about to give up, and teaching me that dreams and goals are worked with great sacrifices. My parents Miran and Jorge for having been my fundamental support in this long process, and for motivating me to move forward every day with courage, dedication and enthusiasm.

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Estefy

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ABSTRACT

TITLE: “Jazz chants and Speaking Skill”

AUTHOR: Nicole Estefanía Rodríguez Solís

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Jazz chants and speaking skill

In English language learning speaking skill can be the most challenging skill to develop for EFL students since it involves several subskills to master in order to be competent when speaking. In that way, there are many different strategies that can be applied to English classrooms as a practical manner to improve students’ speaking abilities. The current research study aims to determine the relationship between Jazz Chants and speaking skills in 30 students of first semester from PINE career. Also, this research was conducted with a mixed approach in which a pre-test and post-test retrieved from Cambridge Assessment were given to the experimental group in order to diagnose students’ abilities at speaking through a standardized rubric. Then, the target group was exposed to a treatment using jazz chants in speaking lessons. The experimental design consisted in a set of five lesson plans that incorporated suitable jazz chants so as to teach different grammatical points as well as instruction for improving pronunciation and acquiring new vocabulary. Finally, the results obtained showed that the use of jazz chants influences positively in students’ speaking skills. It can be demonstrated by the final averages obtained into each test; for instance, into the pre-test students obtained an average of 8 over 15 points, after the treatment had been applied the average increased to 12, 3 over points showing a significant improvement of 4,3 points. Consequently, it can be concluded that the jazz chants were useful for improving speaking skills thanks to some features that provided to the classroom such as, practical opportunities to produce language, a friendly environment, and attractive chants for students.

Keywords: Jazz chants, speaking skill, speaking strategies.

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RESUMEN

TITLE: “Jazz chants and Speaking Skill”

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Jazz chants y la habilidad para hablar

En el aprendizaje del idioma inglés, la habilidad de hablar puede ser la más desafiante de desarrollar para los estudiantes de inglés como lengua extranjera, ya que implica varias subhabilidades que dominar para ser competente. Por lo tanto, hay muchas estrategias que se pueden aplicar a las aulas de inglés como una forma práctica para mejorar las habilidades de habla de los estudiantes. El presente estudio de investigación tiene como objetivo determinar la relación entre jazz chants y la habilidad de hablar en 30 estudiantes del primer semestre de la carrera PINE. Además, esta investigación se realizó con un enfoque mixto en el que se administraron al grupo experimental un pre-test y post-test tomados de “Cambridge Assessment” para diagnosticar las habilidades de los estudiantes en la destreza hablada a través de una rúbrica estandarizada. Luego, el grupo experimental fue expuesto a un tratamiento utilizando jazz chants en clases. El diseño experimental consistió en un conjunto de cinco lecciones que incorporaron ‘jazz chants’ adecuados para enseñar diferentes puntos gramaticales, así como instrucción para mejorar la pronunciación y adquirir nuevo vocabulario. Finalmente, los resultados mostraron que el uso de jazz chants influye positivamente en la habilidad oral de los estudiantes. Se demuestra mediante los promedios finales obtenidos. En el pre-test los se obtuvo un promedio de 8 sobre 15 puntos, después de que se aplicó el tratamiento el promedio aumentó a 12,3 sobre puntos mostrando una mejora significativa de 4,3 puntos. Por lo tanto, se puede concluir que las jazz chants fueron útiles para mejorar las habilidades del habla debido a factores como oportunidades prácticas para producir lenguaje, un ambiente amigable y cantos atractivos para los estudiantes.

Palabras clave: Jazz chants, habilidad para hablar, estrategias para el habla.

CHAPTER I

1.1 Investigative background

Ardiani (2018), in his research entitled "Improving students' speaking competence by using jazz chants", developed in LBPP LIA Purwokerto. The present study was designed to determine and analyze whether jazz chants can improve students' speaking competence in the English language. This research applied Kurt Lewis design with the following steps of the action research: planning, acting, observing, and reflecting. In that way, planning proposed a solution using jazz chants followed by a learning plan, preparing jazz chants and test instruments to help speaking competence of third-semester students of English class. The researcher concluded that the use of jazz chants helped to develop students' speaking effectively and provided students with a fun and different experience within their learning process. Also, it created opportunities for students to express themselves by integrating five aspects of speaking such as pronunciation, fluency, grammar, vocabulary, and comprehension. This investigation was useful to develop the research project because it helped to researcher finding important information about the use of jazz chants and how this technique helps students to improve their speaking skills and teachers knowing about selecting processes to apply in education since students at this level are more hyperactive, so it is difficult to catch their attention to learn in a good environment.

Rahmah (2019), in his research entitled "The use of jazz chant technique for teaching pronunciation on the second-year students of 'SMPN', it was a classroom action research developed in JI.handayani, Indonesia. The present research aimed to determine if the use of jazz chants can improve pronunciation within the speaking skill. The research project used the Kurt Lewis design. This design included five phases: planning, acting, observing, and reflecting. These phases were applied in two cycles. The researcher concluded by saying that the use of jazz chant was able to develop the pronunciation in the learning process, also the jazz chants provided to students some activities to improve the speaking skill and improved the learning environment because this technique was enjoyable, interest, and comfortable, besides the students are motivated to learn the correct pronunciation of each word, phrases that they can use in the real-life or the English classes.

The research is useful because it shows different factors that are very important introducing jazz chants as a teaching technique to improve the speaking skill such as the group of students that the researcher wants to apply this technique and the type of jazz chants that the teacher should provide the students. It helps to know what the best methodology is to follow in order to accomplish the class objectives and if the results were good in other investigations.

Artini (2018), in the research entitled "A collaborative study improving competency in speaking skill by using "jazz chant technique" of the students grade five at SD Nigeria 2 ban jar tegal singaraja developed in SD Nigeria 2 Ban jar Tegal Sing raja with students 10 males, and 7 females that jazz chant Technique allowed the students to collect their ideas, practice their pronunciation, intonation and organized their speaking capability through the song of jazz chant Technique that guided the students systematically in speaking capability so, that they could produce good pronunciation in speaking. In addition, the technique also brought about a positive effect in fostering students' motivation and interest in learning English. This investigation is useful because it had a positive result, that is to say it shows that the use of jazz chants is a good and effective strategy to develop and improve the speaking skill also when the teacher applied the jazz chants students can practice their pronunciation and correct their mistakes when they speak with the teacher and classmates.

Nurhamda(2019), in the research entitled "The effectiveness of teaching pronunciation through jazz chants method" was developed in Sulawesi Selatan , Indonesia with 27 students of eight grade students in 2019 .This investigated was applied with pre- experimental method in two group that are pre-test and post-test and concluded that the students' pronunciation ability was increased and the results showed that the use of jazz chants method is effective to teaching pronunciation, also the investigation indicated the students had a positive response in the learning process about pronunciation and intonation of phrases and words. The use of jazz chants had a great impact in the speaking learning because the students had more confidence to speak with fluency and correct pronunciation since the teacher can create the jazz chants according to the age, level, take into accounts the needs that each student have in the English language acquisition.

This research is very important within English language because it indicated the great impact has had the use of jazz chants in the students to develop specially speaking skill and it demonstrated that the use of jazz chants in the class provide them the opportunities to speak with the correct intonation and pronunciation of each word when they want to share or transmit their opinions and ideas.

Perbindar (2020), in the research entitle "Using jazz chants to increase vocabulary power among ESL young learners developed in Perak, Malaysia in year March 16, 2020. This investigation was applied 30 pupils with 10- year, it had propose to develop a good strategy to improve learning English in classroom. The investigate used experimental method with pre-test and post- test to identify the differences when the teacher applied a new strategy with the students, and students can achieve de goals proposed at the beginning of the lesson. It concluded that studentsare more motivating with fun learning experience while they improved in their learning process when teacher uses jazz chants like a suitable method to provide the knowledge with a different way. This investigation found good results about the use of jazz chants to acquire vocabulary and use it when the students speak using the English language and this strategy is not common and fun to students can practice their speaking skill also they are more motivated to learn the second language and the teacher can improve some problems that students present in the learning process in the easy way.

1.2 Objectives

1.2.1 General objective:

To determine the relationship between jazz chants and speaking skill in students of the first level from Pedagogía del los Idiomas Nacionales y Extranjeros.

1.2.2 Specific objectives:

- To state theoretically the use of jazz chants in education that enhance the development of speaking skills.
- To identify the students' speaking level by the application of a pre and post-test.
- To evaluate the effectiveness of introducing jazz chants in low proficient students at speaking skills.

1.3 Theoretical framework

Independent variable:

1.3.1 Methodology

Council (2020) states that “methodology is a system of logical and coordinated processes that teachers apply to teach”. Also, the methodology plays a very important role in English language teaching since the teacher has the obligation to find or implement a correct methodology, so that students can develop their skills in language learning. In addition, it is necessary to take into account that during the learning process teacher must use an effective methodology where the students can practice the language providing a friendly environment because in this way students will be able to achieve learning outcomes and get an easier practice in the class considering jazz chants as a practical opportunity to develop speaking skills in English language learning.

Moreover, there are different methodologies that have been developed according to students’ needs. Those methodologies make possible to increase students’ knowledge teaching them in a different and efficient way that plays a fundamental role in education, especially in teaching English language. Furthermore, Roma (2018) says that the appropriate use of a correct methodology is the one that meets students’ needs and helps them achieving the objectives of the class; in this case, improving the oral production at speaking skill.

Active methodologies

Parra (2020) states that active methodologies are all the strategies that teacher can use within the lessons to increase students’ knowledge. In this way, it is necessary to put aside the traditional and boring methodologies that in the past teachers commonly applied in classes. So that, active methodologies give students a participative role in the class where each student can interact with classmates and teacher. On the other hand, active methodologies are focus on helping and guiding teacher during the process of teaching and planning the lesson. The methodologies can be developed with strategies or techniques specially to improve speaking skills (Crisol-Moya, 2020).

1.3.2 Teaching techniques

Teaching technique can be defined as series of procedures that are used to help students doing a specific activity or task throughout teaching learning process. Moreover, techniques are a very important factor to support the teaching process because they are focused on the learning outcomes that the teacher wants to achieve in students through language acquisition process. Teacher should plan the lesson based on an established technique following the step-by-step procedure that is necessary to follow to develop it in the class in an appropriate way (Hoque, 2018).

On the other hand, Santos (2018) affirms that there are several ways to achieve the class objectives and different methods to choose the best technique to apply in the class getting positive results. Besides, it is necessary to take into account that all educational areas need different requirements, but the educational system is not an exception, especially with the technological implementation. In addition, to foster speaking skills in class, the communication plays a fundamental role where the teacher must provide to students opportunities for interactions in a confident and friendly environment to practice and improve them.

The effectiveness of teaching using a technique has been increased because if teacher's instruction is delivered with a clear and organized plan. It means that the technique facilitates a fun and positive learning experience for all the students. In that way, teacher is able to consider with all her or his knowledge what the best method is, and the strategy or technique to teach and activate all students' participation in the class incorporating technological tools (Dhand, 1990).

Teachers can be considered as master of knowledge and students just as receptive of knowledge. For this reason, it is essential to teach with the help of a good technique to achieve the objectives in the class and develop the skills of students; for example, to develop and improve the speaking skill in English language has become the big challenge in the education, but some investigations indicate that the use of jazz chants is considered as an effective technique to apply in the classroom since introducing this technique teacher can change and control the class environment. On the other hand, students are not motivated to learn and the jazz chants is an interesting option to engage students and provide the opportunities to develop oral production (Krebt, 2018).

1.3.3 Jazz chants

According to Graham (2006), the jazz chants are rhythmic expressions of standard American English that help developing the ability to speak and consist in the repetition of words or phrases with a correct rhythm or intonation and body movements. She defines jazz chants as a very efficient methodological strategy that improves learning process of each student and provides the opportunities where students can practice their speaking skills and share their ideas using the correct pronunciation and intonation of words in a natural way. The sung rhymes are so useful because children can recognize the patterns and catchy rhythms in an easier way to learn and remember each one.

An important fact is that Carolyn Graham created jazz chants when she was playing the piano and she realized that the traditional American jazz had the connection with American English, so the music for chants is taken from traditional English song and the children can identify the words and rhythm with the melody that they already know (Graham, 2006). On the other hand, there are different types of jazz chants to apply in the learning process to foster speaking skills, but it depends on what the teacher wants to practice with students; for example, the jazz chants are divided in two groups, the first focused on grammar and structures, and second is based on pronunciation and intonation.

In addition, the jazz chants should be connected with the topic that the teacher needs to teach such as holiday, animals, family, health, and occupation because the jazz chants are always linked with specific grammar, for example: several verbs, prepositions, tense or structure. The most important point of this strategy is that the listening input and speaking practice because students work out stress and rhythm, known as suprasegmental features, but also motivates students being an important learning aspect to improve the English language acquisition (Zhang J. , 2019).

Dependent variable

1.3.4 Language

Language is the ability that all human beings have, so that they share or express thoughts, feelings, and emotions in the environment in which each individual develops. Additionally, language is a set of ideas that are converted into a set of articulated sounds according to a specific code through the language of body expressions, movement, gestures, and words. The individuals can discover and interact with others, relates its social environment, and creates culture. The essential is language has transformed human consciousness because it allows the development of new ways of thinking and the acquisition of knowledge. It follows a theoretical explanation of the relationships between thought and language. (Jackson, 2000)

According to Lieven (2018), only the human beings have the opportunity to express the language through a sign system that makes possible the communicative interactions in an unlimited way. So, it is important to consider the factors that play a fundamental role in the language acquisition that are biological and environmental factors that determine how each person develops the process to communicate their feelings and ideas. In some studies about language acquisition, there are different opinions about it, but some affirms that children can learn any language, no matter that each one varies in grammar and structure. According to Chomsky (1959), the language is a natural component that is combined with the human mind, physically represent in the brain and apart of biological that all species possess.

Language is defined such us a spoken, manual, or written symbols of conventional system that human beings use to express in the social group as a participant of the culture and it involve the communication. Also, the language includes the identity, imaginative expression, body movements that allow share the ideas or opinions compound by speech and sounds combine into words.

Furthermore, the language is acquired in childhood, it means initially either the mother tongue or in the foreign language that beginning with sounds, gestures and little words that are used to be understood while forming a constantly spoken language according to the age (Robins, 2021).

1.3.5 Productive skills

According to Golkova (2018), productive skills are known as active abilities, it means that the information is transmitted in a written or spoken way. Contrarily, productive skills are the opposite to receptive skills where individuals perform a passive knowledge such as reading or listening that symbolize the implementation of grammatical structures or rules and vocabulary that is done in the learning of any language.

When a person begins learning a foreign language, teachers or instructors are focused on developing the communicative competence in order to provide to students communicative activities, but the teacher has to create a good classroom environment because this factor is a part of successful teaching and learning, these points are highly appreciated by learners. All in all, creative teachers often use these tips to catch attention of students during the lesson (Astawa, 2018).

Consequently, to guarantee the teaching quality, it is not only necessary to create a lesson plan but also a study plan, because it is a summary of the subject requirements of your course and indicates when planned subjects should be studied. Teachers that have more experience in teaching languages should take into account the answers that the students provide, and teachers can analyze and interpret them with the aim to set up or make certain changes to the language courses plan. In addition, the plan should have the general objectives and instructions as well as specific objectives that are addressed to the needs of the student group (Littlewood, 1991).

Productive skills represent an essential part of the English acquisition and language skill because speaking and writing skills are combined and they share certain activities that can be performed during teaching instruction. On the other hand, in this new era of technological tools there are some innovative and catching forms to practice and develop active skills, but in some cases, students are highly motivated to learn from a real and natural environment that is directly in person, monitored by the teacher (Djigunović, 2006).

1.3.6 Speaking skill

Speaking is the most important skill developed by learners because it is performed every day to be in communication or interacting with other people. Speaking productions has the aim to express thoughts, ideas, and emotions that take part into daily conversations through language functions, for example: greeting people, giving information, requesting, etc. Also, speaking involves the use of grammar, and vocabulary which helps speakers to be understood by the receptors (Leong, 2018).

When people are learning a foreign language, they usually have some problems to develop their speaking skills since non-native speakers have a great challenge to improve their oral production. Because of that, it is very important to take into account the factors that influence to master speaking skills considering some elements such us pronunciation, intonation, fluency, and rhythm. It is necessary that the students be constantly practicing and focused on improving their weaknesses they present during their learning (Bygate, 1987).

Suprasegmental skills - oral production

Oral production is referred to several skills or abilities that all of people develop or make use to communicate effectively. Paakki (2020) explains that the development of oral production is one of the most complex processes carried out by the individuals because it is not only about articular words or sounds since the level of oral production must be taken into account, that is, choosing the vocabulary and the context in which the communication is going to be developed and ordering the ideas according to grammar in order to produce logic and coherent ideas.

Pronunciation

Pronunciation is considered as a fundamental factor to develop speaking skills since it plays an important role because it guarantees a good communication and interaction with other as much as for the person who speaks and for the listener (Seidlhofer, 1994). It is a key sub skill that allows students to show their abilities to articulate the words and produce the communication.

The pronunciation teaching covers the nature of speech sound such as: consonants and vowels, stress, and intonation that allow students to improve their individual language acquisition process because, the English pronunciation errors create negatively affect speech understanding disproportionately more than other errors. For this reason is very important that, the teacher should guide, and support the student's pronunciation learning. (Anora, 20220)

Hamonova (2019), in this research the goal of teaching pronunciation to learners is not to make them sound like native speaker with the exception of a few highly gifted and motivation individual such a goal unrealistic. A more modest and realistic goal is to enable learners to surpass threshold, so that their pronunciation will not detract from their ability to communicate.

Fluency

Brown (1996), in this research the fluency is the effectiveness that a person has when speaking, clearly and precisely, that is handled within the environment or the person with whom develop a dialogue. Also, fluency gives each individual a strategic way to explain what they are trying to say or share with others for this reason, it is necessary to be fluent when speaking.

Fluency is the effectiveness that a person has when speaking, clearly and precisely, that is handled within the environment or the person with whom develop a dialogue. However, this concept can be vague, and it depends on the context used. In that way, language instructors define fluency as the smoothness and ease of speech between learners and speakers (Famararz, 2020). On the other hand, fluency gives each individual a strategic way to explain what they are trying to say or share with others for this reason, it is necessary to be fluent when speaking (Brown, 1996).

Another important aspect of fluency is stated in the field of language assessment where it is considered as one component of oral proficiency followed by others such as: accuracy, pronunciation, vocabulary, and linguistic forms (De Jong, 2018). The instruction necessary to increase students' fluency is complex because it requires a good level of English and other features of language that should be handled. That is why some pedagogues affirms that fluency is one of the final steps to master a language because of the combination of skills that allow speakers to be fluent when speaking.

In language learning, fluent speakers manage some characteristics of language for example: confident communication, word recognition abilities and the ability to adapt the language used in different contexts. However, the previous aspects do not ensure that learners are fluent since it is frequently ignored in English classes, and it requires a complex situation to demonstrate fluency (Masuram, Sripada, 2020). For that reason, fluency and accuracy are always related in language learning and acquisition because both help speakers to master the general skill.

CHAPTER II

METHODOLOGY

2.1 Resources

In the current research work, it was necessary to take into account three types of resources such as human, technical, and technological resources. The human resources were represented by 30 students 16 women and 14 men from 18 to 24 years old with A1 English level of first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” from University Técnica de Ambato as the target group to introduce the use of jazz chants in the class. Furthermore, in technical resources a computer was necessary to gather data and looking for information, and the last type of resource was technological resources such as internet, smartphones and multimedia devices useful for carrying out the research work.

2.2 Basic methods of research

2.2.1 Research approach

The current investigation had a qualitative and quantitative research approach, but also a mixed approach where are combined the two approaches that are qualitative and quantitative (Harrinson, 2020). In that way, it was qualitative because it allowed to gather perceptions about the use of Jazz Chants as a technique for improving speaking skills; on the contrary, it was quantitative because in order to develop the study, numerical or statistical data was obtained that helped to carry out the investigation.

2.3 Research modality

2.3.1 Field

The field research is carried out in a direct way in a real environment, where the identified problem takes action closely and allows the researcher to observe and obtain information from where it is originated. In this case, because of the global pandemic that humanity has been going through, the academic environment was virtual performed by online classes, this action was validated by the executive order No. 1053 in which is stated the suspension of face-to-face classes and the beginning of the virtual modality. Furthermore, the field research allows researcher to feel the reality that students have in the learning process and the problems that are generated in the development of speaking ability and the efficiency of use the jazz chants to improve

this ability on first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” (Kostic, 2020).

2.3.2 Bibliographic – documentary

The study of research considered a bibliographic-documentary modality. Gabrioti (2020) says that a bibliographic modality allows researcher to collect validated information from books, magazines, or articles that support the research and the problem analyzed. In this case, the independent and dependent variable “Jazz chants” and “Speaking skill” were analyzed and argued from educative and scientific websites to understand the problematic and obtain different perspectives about the problem studied.

2.3.3 Experimental research

The experimental research can be defined as a strictly controlled by a scientific research design, followed by established hypotheses, a variable one that can be manipulated and another that is measurable, and compared. Montgomery(1993), in this research an experiment is the deliberate manipulation of the independent variable to observe changes in the dependent variable in a situation or context strictly controlled by the researcher, In addition, it can be research quasiexperimental but, the participants in both the treatment (product users) and control (product non-users) groups are randomly assigned. The use of jazz chants was created as useful techniqueto develop the speaking skills in students of first semester of Pedagogia de los IdiomasNacionales y Extranjeros. In addition, to determine the objective about the research aspeaking pre-test was applied to analyze and observe the problem in a deeper way, also it included the application of a post-test that established the final results of the experiment by a comparison.

First, the test used for this experimental research was the ‘KET’ (Key English Test) retrieved from ‘Cambridge Assessment’, this test was taken by 37 students from first semester of Pedagogía de los Idiomas Nacionales y Extranjeros, considered as the group for the experiment. Consequently, students were evaluated according to the criteria established by the experts that Cambridge provided through the use of a standardized rubric according to the abilities that are tested into the speaking section that can be categorized as sub skills of speaking.

Additionally, a set of five lesson plans were created and applied by the researcher as part of the treatment. Jazz chants were included in the class; so that students experienced a real class environment where the aim was to produce a more natural oral production. On the other hand, the lesson plans were applied to the students in a period of three weeks in order to achieve the different objectives proposed in the research design. Finally, it was necessary to measure the influence of the use of jazz chants by providing a speaking post-test that allowed researcher to establish a comparison between and draw conclusion about the results obtained.

2.4 Level or type of research

2.4.1 Exploratory research

Exploratory research is the research that is used to explore a specific problem in a clearly way, about some issues that have not been studied properly. Also, it focused on understanding better the possible problematic founded in developing speaking skill. In this case, the use of jazz chants and speaking skill were analyzed with the help of information gathering of the two variables in different situations focused on the learning process.

2.5 Population and sample

The current research was developed with 37 students from first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” from Universidad Técnica de Ambato. The students involved in this investigation were 9 men and 23 women with an age between 18 and 23 years old.

Table 1 Population

Populación	Experimental Group	Total	Percentage
Male	9	9	
Female	23	23	
Total	30	30	100%

Source: Students' list of first semester (PINE)
Elaborated by: Rodriguez, E. (2021)

2.6 Techniques and instruments

The technique that was considered for the appropriate development of the research was the test technique followed by a validated questionnaire as instrument. The speaking section was taken from the standardized Cambridge exam called KET developed in 2019. Consequently, it took part in the application of the pre-test and the post- test that measured and analyzed the speaking abilities focused specially on the different sub-skills such as pronunciation, fluency and intonation. In addition, this test lasted for about 10 to 15 minutes to respond the 3 types of questions, such as closed, open and comparison questions. All in all, it was applied at the beginning before starting the treatment, and at the end of it, because it was necessary to analyze the results and establish conclusions.

Furthermore, the set of five lesson plans were created and developed with some adaptations in terms of students' level, language input or the methodology delivered in the use of jazz chants to improve speaking skills providing a useful alternative to increase the student's abilities. Additionally, it was necessary to adapt the lessons according to the needs of the students to achieve the objectives proposed at the beginning of the class. In fact, the class planning was applied twice a week with a duration of one hour for class through zoom with interactive activities included into the lesson plan.

Then, the treatment was applied with the lesson plans based on improving the speaking skill and sub-skills. The teaching lessons were developed with three stages methodology such as presentation, practice, and production (PPP). In the first one, teacher presented the vocabulary related to the topic. In the second one, the students were able to practice the vocabulary orally, and in the last stage students put in practice their speaking skills through role-plays, discussions and oral presentations. So, all these three stages contained visual aids, authentic materials, videos and audios to provide a good and real environment for learners.

Finally, the quantitative data was collected during the research through the pre-test and post-test, that is, before applying the experiment using jazz chants and after applying it. Furthermore, the quantitative data collected was analyzed in a computer through the SPSS statistical system to get a statistic analysis applying T-Student that help research to validate or refuse the hypotheses established.

2.7 Hypothesis

Alternative hypothesis

Jazz chants influence on Speaking Skill of students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” (PINE).

Null hypothesis

Jazz chants do not influence on Speaking Skill of students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” (PINE)

2.8 Variable identification

Jazz chants (Independent Variable)

Speaking (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The present chapter is focused on providing a clear analysis of the results that were obtained from the instrument used by the researcher to develop the research study. To begin, the results gathered from the pre-test and post-test (Key English Test) retrieved from Cambridge Assessment are displayed in a detailed way through tables and graphs to enable readers a better understanding of the analysis. Consequently, the data is organized with the aim to demonstrate the final results of every single speaking criterion evaluated into the test. In that way, the results are described by the students' average for each criteria of the KET speaking rubric, such as grammar and vocabulary, pronunciation, and interactive communication. Second, the validation of the hypothesis is provided to show whether Jazz Chants had influence on students' speaking skills through the use of the SPSS Software accompanied by the T-Student statistical method. Finally, this section considers a total average of 30 students who were exposed to the treatment using Jazz Chants as a technique to improve speaking skill.

3.1.1 Pre-test results

Table 2 Pre – test scores

KET Rubric Scales	Frequency Grammar and vocabulary	Frequency Pronunciation	Frequency Interaction Communication
1	3	1	3
2	7	11	6
3	18	15	18
4	2	3	3
5	0	0	0

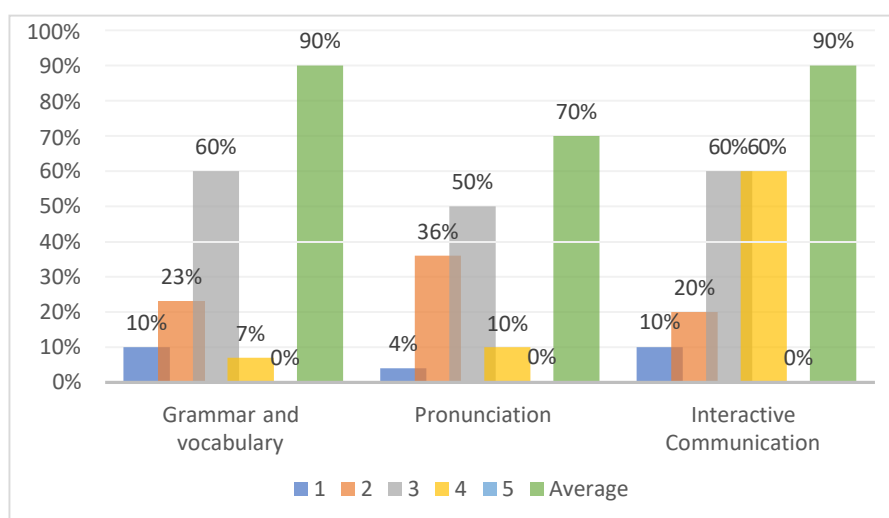
Source: KET test
Elaborated by: Rodríguez, E. (2021)

Table 3 Speaking Skills Pre-test results

Criteria	KET Rubric Scales					Percentage	Average
	1	2	3	4	5		
Grammar and vocabulary	10%	24%	60%	6%	0%	100%	2.7
Pronunciation	4%	36%	50%	10%	0%	100%	2.6
Interactive communication	10%	20%	60%	10%	0%	100%	2.7
							2.7

Source: KET test
Elaborated by: Rodríguez, E. (2021)

Graph 1 Speaking Skills Pre-test results



Source: KET test
Elaborated by: Rodríguez, E. (2021)

Analysis and interpretation

The two tables above indicate the results recollected from the pre-test by the Key Cambridge speaking test 2019. So, it evaluated grammar, vocabulary, pronunciation and interactive communication, the scores are presented through scales 1 to 5 points for each speaking sub-skill giving a total score over 15 points. In addition according to the results it shows there were low punctuations in an average of student's speaking skill. It means that, the students have some problems to speak with suitable grammar and vocabulary, also they don't use the correct pronunciation to create a good interactive communication with others.

In addition, focus on the "grammar and vocabulary" as first speaking sub-skill and according to the key scale, 3 students for scale "1" in the pre-test that represents 10% out of 30 students, and 24% of students achieved the scale "2", as well as the other 18 students reached the third scale who are 60% of the total obtained. Consequently, only 2 students were part 6% and no one got scale 5. Furthermore, an average of 2.7 over 5 points was reached. On the other hand, in the "pronunciation" part as second sub-skill, the scale "1" was achieved by 4% who are 3 out of 30 students, however, 36 students obtained scale "2" that represents 36%. Meanwhile, the rest 15 students reached scale "4", it means 50% and finally, no one could obtain scale "5". So, an average of 2.6 over 5 points was achieved. Furthermore, the final part evaluates "interactive communication" in which 3 students obtained scale "1" that represents 10% out of 30 students. Also, 20% was achieved by 6 students that reached scale "2". While the 60% of students obtained scale "3" and only 3 students obtained scale 4 that represents 10% and finally, no one obtained scale "5", for this reason the average achieved was 2,7 over 5 points.

The illustrated result shows that students don't have a correct English pronunciation level. In the grammar and vocabulary part was observed that the majority of students had limited use of grammatical structures and vocabulary. However, in the part of interactive communication students presented some basic mistakes in different phrases and words to speak.

3.1.2 Post-test results

Table 4 Post – test scores

KET Rubric Scales	Frequency Grammar and Vocabulary	Frequency Pronunciation	Frequency Interactive communication
1	0	0	0
2	4	0	0
3	4	2	1
4	16	18	19
5	6	10	10

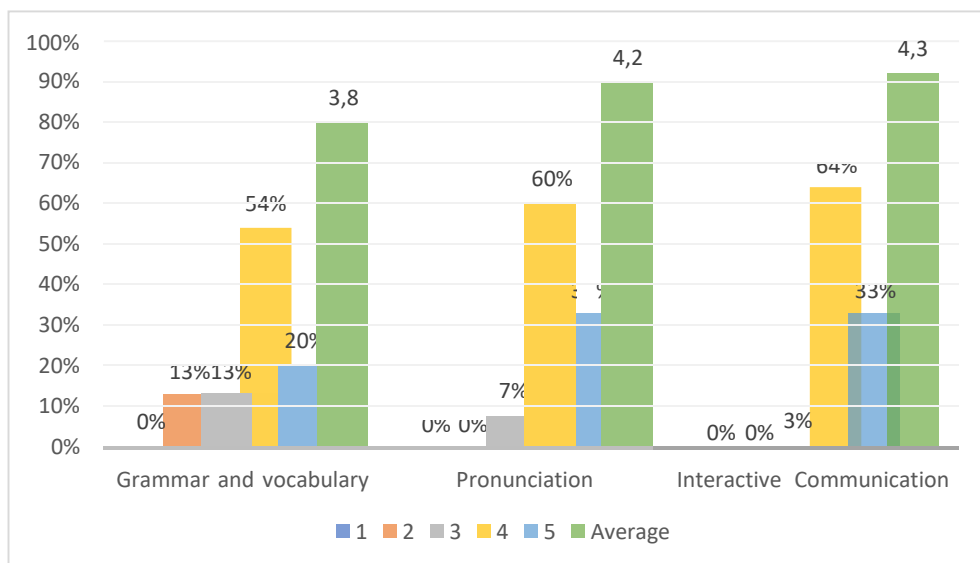
Source: KET test
Elaborated by: Rodríguez, E. (2021)

Table 5 Speaking Skills Post-test results

Criteria	KET Rubric Scales					Percentage	Average
	1	2	3	4	5		
Grammar and vocabulary	0%	13%	13%	54%	20%	100%	3,8
Pronunciation	0%	0%	7%	60%	33%	100%	4,2
Interactive communication	0%	0%	3%	64%	33%	100%	4,3
							4,1

Source: KET test
Elaborated by: Rodríguez, E. (2021)

Graph 2 Speaking Skills Post-test results



Source: KET test
Elaborated by: Rodríguez, E. (2021)

Analysis and interpretation

The tables presented demonstrate the results obtained from the post-test of the Key English Test Speaking section. For this part, the same test used as a pre-test was considered for the last evaluation. Consequently, the scores are presented through scales that goes from 1 to 5 points for each speaking sub-skill and getting a final score over 15 points. So that, based on the results it is clearly stated that there was an increase of 1,6 point in the average of students' performance at speaking. It can be deduced that the application of jazz chants was effective of students improving their oral production.

The first speaking sub-skill into the rubric is '**grammar and vocabulary**'. According to the KET scale, no one obtained scale '1', however, 4 students that represents 13% out of 30 students obtained '2' as well as the other 13% who obtained '3'. Consequently, the rest 16 students who are the 54% obtained '4', and the final 6 students represented by the 20% obtained the highest scale '5'; therefore an average of 3,8 over 5 points was achieved. On the other hand, in the '**pronunciation**' part, 0% of students obtained scale '1' and scale '2', besides, only 2 students who are the 7% out of the total obtain '3' as a grade. In addition, the majority of students represented by 60% obtained '4' and the last 10 students could achieve scale '5' as a grade; in that way, the average reached was 4,2 over 5 points. Furthermore, the final part that evaluates '**interactive communication**'. It can be shown the following results scale '1' and '2' with 0% of students that is a good indicator, on the other hand, a student that represents the 3% obtained scale '3', scale '4' with the 64% by 18 students, scale '5' with 33% by 10 students, providing an average of 4,3 points over 5 points.

It is possible to conclude that, the application of jazz chants as a technique to improve students' speaking skills was successful because the results show a clear increase in their scores obtained in the post-test. Additionally, it can be seen that students showed the highest improvement in interactive communication being able to maintain conversation and interact with speakers in an appropriate manner. Similarly, in pronunciation and vocabulary students achieved good averages, it means that is really necessary to expand student's vocabulary and master the grammatical rules when speaking since it helps to be fluent and capable of carry out oral interaction.

3.1.3 Pre-test and Post-test results

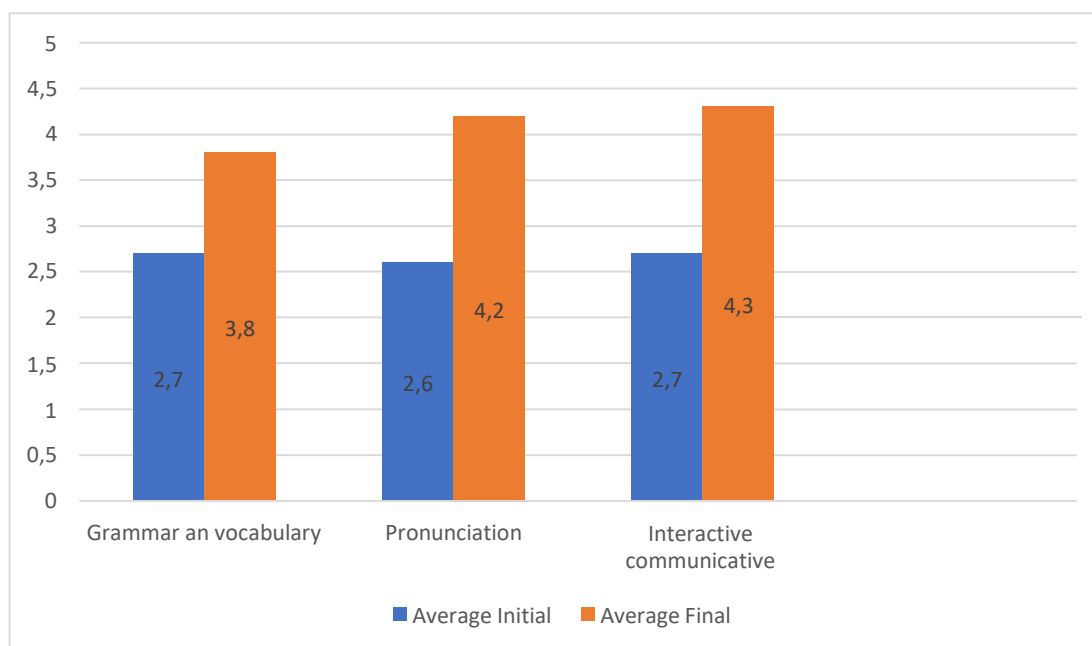
Table 6 Pre-test and post-test results

Criteria	Average Initial	Percentage	Average Final	Percentage
Grammar and vocabulary	2,7	30.26%	3,8	31%
Pronunciation	2,6	34,21%	4,2	34%
Interactive communication	2,7	35.52%	4,3	35%
General	2,53	100%	4,1	100%

Source: KET test

Elaborated by: Rodríguez, E. (2021)

Graph 3 Speaking Skills Pre-test and Post-test results



Source: KET test

Elaborated by: Rodríguez, E. (2021)

Analysis and interpretation

Depending on the previous table, it was indicated the use of jazz chants have an important impact to develop speaking skills in the students, especially to improve grammar, vocabulary, pronunciation and interactive communication. It was shown as a comparative analysis base on the results obtained in pre-test and post-test where it demonstrated the increase of students in the scale reached.

According to the results obtained in the part of grammar and vocabulary had an average initial of 2,7 over 5 points, but in the post-test, it was increased to 3, 8. It means that average final had the difference of 1.1 at the end of the current research. On the other hand, in pronunciation section started with 2, 6 as an average initial but, in the post-test the average change and the students obtained an average final of 4, 2 with an advance of 1.6 points. Furthermore, in the interactive communication at the beginning the students achieved an average of 2.7, but in the post-test the students could had an average final of 4.3 over 5 with advance of 1.6 points.

On the other hand, after applying the jazz chants to develop students' speaking skill, they could obtain 4, 1 that demonstrate 1.6 points more than the pre-test average since in the pre-test the score researched was on scale 2. So, it is noticed that the group of students had an increase in the post-test average. It means the use of jazz chats influences in the speaking skill in a positive way.

3.1.4 Speaking pre-test and post-test average

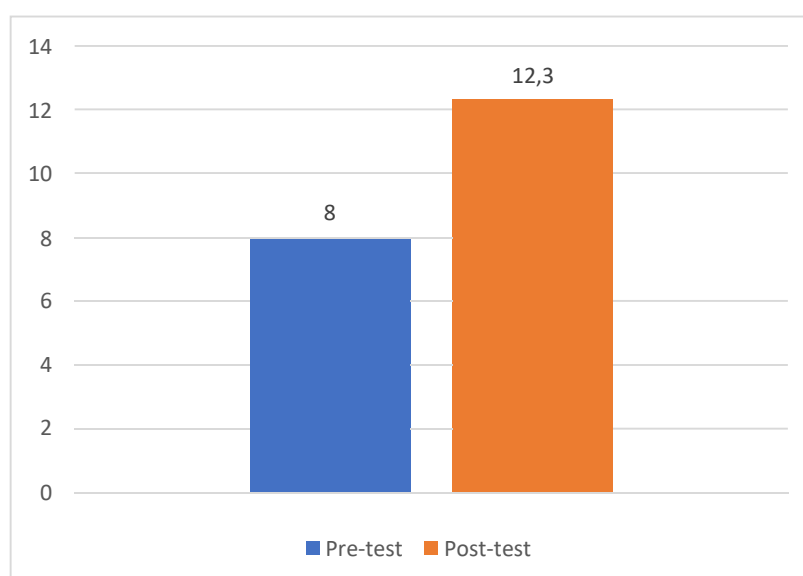
Table 7 Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference	Expected Average
Average	8	12,3	4,3	15

Source: KET test

Elaborated by: Rodríguez, E. (2021)

Graph 4 Pre-test and post-test Average scores



Source: KET test

Elaborated by: Rodríguez, E. (2021)

Analysis and interpretation

Regarding to the table and the graph presented, it can be seen that the final score obtained in the pre-test is 8 over 15 points; despite that, students could achieve a final score of 12,3 over 15 points thanks to the application of jazz chants as a technique in class to improve their abilities at speaking. Consequently, it can be noticed a difference between both tests of 4,3 points which means an improvement on students after being exposed to the technique applied in the treatment. All in all, it can be concluded that students could reinforce those abilities in order to advance his performance at speaking tests, and it is proved by the average that they got in the transition of the two tests.

3.2 Hypothesis verification

With the aim to verify if the hypothesis stated for this research study are accepted or refused, it was necessary to use the SPSS Statistical Software in order to demonstrate the results of the speaking pre-test and post-test. Therefore, this study used the T-Student statistical method of paired samples, it helped showing some elements such the mean of the scored, the deviation and the difference obtained from the correlation of the data. In conclusion, it is evident that there was a significant improvement obtained due to the exposure of Jazz Chants in students from first semester, in other words, the Jazz Chants influence positively in students' speaking skills.

Table 8 Paired Sample Results

		Media	N	Desviación estándar	Media de error estándar
Par 1	Pre_Test	8,00	30	1,965	,359
	Post_Test	12,33	30	1,516	,277

Source: SPSS Software

Elaborated by: Rodríguez, E. (2021)

Table 9 Paired Sample Correlations

		N	Correlación	Significación	
				P de un factor	P de dos factores
Par 1	Pre_Test & Post_Test	30	,463	,005	,010

Source: SPSS Software

Elaborated by: Rodríguez, E. (2021)

Table 10 Paired Sample T- Student Test

		Diferencias ... 95% de intervalo de confianza de ...		Significación	
		Superior	t	gl	P de un factor
Par 1	Pre_Test - Post_Test	-3,645	-12,868	29	<,001

Source: SPSS Software

Elaborated by: Rodríguez, E. (2021)

The previous tables exposed show the statistical information obtained after being analyzed through the SPSS software using T-Student as a method. The information introduced was the scores obtained from the experimental group that took the speaking pre-test and post-test. Therefore, in the results gathered it was evidenced a significant difference between the pre-test represented by 8 points of value while the post-test is represented by 12,3 points of value, it shows that students could increase their scores. Consequently, it is necessary to mention the P-value which is 0,001. According to the theory when the p-value is less than 0, 05 the null hypothesis is rejected, and the alternative hypothesis is accepted. In conclusion, the use of jazz chants influences the speaking skills of students from first semester of PINE.

3.3 Discussion

The results achieved by the researcher demonstrated that the use of jazz chants give interactive opportunities to improve the speaking skill in students of first semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”. The author could observe the students’ oral production incorporated grammar, vocabulary, and pronunciation and interactive communication. However, all the activities could be used to engage of students to speak and share their ideas within an environment of trust using the English language. According to (Graham,2006), the use of jazz chants allows students to develop an efficient oral communication with others and it involved them into the active role during the class ,also the students are able to speak take into account suprasegmental features in speaking ability such as pronunciation, intonation, and fluency.

Focus on the results, it is indicated that the use of jazz chants improves notoriously the spoken production of students. In the current research the students could increase their grammar, vocabulary, pronunciation and interactive communication from 2, 5 to 4, 1. It demonstrate the students achieved the scale of 4 in an average final. Furthermore, the use jazz chants is useful in the learning process of English language acquisition not only practice the oral production but also the interaction between teacher-students an student-students in fun and efficient way and students feel motivated to improve their weaknesses. Besides, the results show that English teacher must use the jazz chants in the class to provide students with the ease of speaking using the proper grammar and pronunciation that is part of good communication. Finally, the findings in this research work support that the application of jazz chants during the class helps and make a great impact on students to practice new language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After having carried out the current investigation through the analysis and interpretation of results obtained from the treatment with the use of jazz chants in students of first semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at University Técnica de Ambato to develop their productive skills that is speaking there are many conclusions and recommendation to take into account upcoming research paper.

- The jazz chants have a positive relationship improving speaking skills in students of first level from Pedagogía de los Idiomas Nacionales y Extranjeros program. In that way, it was demonstrated by the statistical results gathered from the SPSS Software in which the alternative hypothesis was accepted, concluding that there was a strong influence on students' speaking skills due to the use of jazz chants in the teaching process. Consequently, it allowed students to be involved in a friendly environment that fosters interaction and gives practical opportunities to develop speaking abilities.
- It can be concluded that the strategy of jazz chants proposed by Carolyn Graham played an important role in the language teaching process since, the students can recognize the patterns and catchy rhythms in an easier way to learn and remember each one and, it provide them the opportunity to practice the English language in naturally environment to develop the correct intonation and pronunciation of each word. The sung rhymes offer a practical way to introduce drilling chants in speaking lessons which allows learners to model their speaking abilities such as pronunciation, intonation, and fluency. Moreover, this teaching strategy can fit to different educational contexts where it is necessary to build up the communicative competence from basic levels.
- By the application of the pre-test and post-test it could be identified the level of students' speaking skills before and after they were exposed to the treatment. Therefore, a general score of 8 points was obtained in the pre-test that focused on evaluating grammar, vocabulary, pronunciation and interactive

communication. However, students' performance increased in the post-test with 12, 3 over 15 points getting an advance of 4, 3 points; therefore, it shows a significant improvement in students' speaking development.

- The effectiveness of introducing jazz chants for improving speaking skills was supported by the experimental design applied to the target group which provided a set of structured lesson plans where the jazz chants were considered for the teaching process. In that way, not only pronunciation and intonation was developed but also it focused on grammar and vocabulary aspects that helped to master the criteria established by the KET Rubric when taking the post-test as the final procedure of the treatment.

4.2 Recommendations

After the application the use of jazz chants, some recommendations are established to contribute to the development students' speaking skill.

- For English language teachers, who deal with different issues during speaking lessons, especially in pronunciation and intonation? It is recommended the application of jazz chants to improve the students' speaking abilities. It will be an efficient strategy for ESL students providing a friendly environment to make them feel confident to produce language through catching chants to develop the suprasegmental features such as, pronunciation, intonation and fluency required to master the general speaking skill.
- It is suggested that English teachers comply with some parameters established by Carolyn Graham when selecting jazz chants as a strategy for the classroom in order to implement the most suitable jazz chants that allow students to achieve the learning outcomes in the lesson that are improving students' spoken production through the development of each sub-skill.
- It is recommended that teachers evaluate students' speaking skills constantly through samples of standardized tests similar to Key English Test since they included established criteria necessary to fulfil the requirements. For that reason, it is important to include the jazz chants as part of the teaching process, but also combining chants with communicative activities that enhance students to demonstrate the efficacy of the strategy applied.
- Teachers must consider some students' aspects such as: language level, students' needs and interests as an attempt to motivate students to participate actively in the classroom. On the other hand, it is important to use jazz chants for different purposes not only for drilling repetitions but also to reinforce and introduce grammatical structures and vocabulary that promotes an enrichful learning process.

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ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 11 de Mayo, 2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la carrera de Pedagogía de los Idiomas nacionales y Extranjeros de la Universidad técnica de Ambato me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " *The jazz chants and Speaking Skill*" propuesto por la estudiante Nicole Estefanía Rodríguez Solís portador/a de la Cédula de Ciudadanía, 1805190707 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Mg. Sarah Iza Pazmiño
0501741060
0984060528
Sj.iza@uta.edu.ec

Annex 2: Pre-test and Post-test

Ket Speaking test

Test 1

Part 1 (3-4 minutes)

Phase 1	
Interlocutor	
<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please? <i>Hand over the mark sheets to the Assessor.</i> I'm, and this is
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

<i>Phase 2</i>	
Interlocutor	
Now, let's talk about friends .	
A, how often do you see your friends?	Back-up prompts Do you see your friends every day?
What do you like doing with your friends?	Do you like going to the cinema?
B, where do your friends live?	Do your friends live near you?
When do you see your friends?	Do you see your friends at weekends?
Extended Response Now A, please tell me something about one of your friends.	Back-up questions Do you like your friend? Where did you meet your friend? Did you see your friends last weekend?
Interlocutor	
Now, let's talk about home .	
B, who do you live with?	Back-up prompts Do you live with your family?
How many bedrooms are there in your house / flat?	Are there three bedrooms in your house / flat?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in the house?	Is your bedroom your favourite room?
Extended Response Now, B, please tell me something about the things you like doing at home, at the weekends.	Back-up questions Do you like cooking at the weekends? Do you play computer games at the weekends? What did you do at home, last weekend?

Source: Cambridge University (2019)

Elaborated by: Rodriguez, E. (2021)

Annex 3 Scoring rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Cambridge University (2019)

Elaborated by: Rodriguez, E. (2021)

Annex 4: Lesson Plan Sample

Group:		Date:		Time:		No. of students:	
Recent topic work:				Recent language work:			
Aims: (stated in input terms, i.e. what the teacher intends to do)							
Objectives: (stated in output terms, i.e. what the students are expected to do)							
Assessment:							
Materials:							
Anticipated problems:							
Timing	Teacher activity	Student activity	Success indicators	Aims of the stage			

Source: Harmer, J (1998)

Elaborated by: Rodriguez, E. (2021)

Annex 5: Experimental design

Lesson Plan 1

Topic: World of Animals			
Level: A2	Age: 18 – 23 years old	Time: 45 minutes	No. Students: 30
Jazz Chants (Presentation, Practice and Production)		Listening Subskills: Vocabulary Pronunciation	
Aims: Enhance students' speaking skills through the use of Jazz Chants			
Objectives: <ul style="list-style-type: none"> • Students will be able to acquire new vocabulary about animals. • Students will be able to practice their pronunciation. • Students will be able to develop their oral production. 			
Materials: Computer, Zoom, Online websites, jazz chants.			
Anticipated Problems: Students may have difficulty with their pronunciation. Time management may be a problem during the lesson.			
Timing	Teacher activity	Student activity	Success indicators
15 min	<p>Presentation</p> <p>Warm-up: Teacher starts the class with a short activity titled “odd one out” in order to practice vocabulary before starting the class. <i>See activity 1</i></p> <p>Then, teacher presents an online activity (matching) to enhance students' vocabulary about animals. After the activity has been completed, teacher asks students to repeat each term of the vocabulary to check students' pronunciation. <i>See activity 2</i></p>	<p>Students must identify the word that does not belong to the rest and provide a short explanation of the answer. <i>See activity 1</i></p> <p>Students complete the online activity in order to recall and acquire new vocabulary. Then, students pronounce each term under the teacher guidance. <i>See activity 2</i></p>	<p>Students participation since the beginning of the class.</p> <p>Students acquire new vocabulary due to the pre-teaching activity and practice its pronunciation.</p>
15 min	<p>Practice</p> <p>Teacher introduces the “Little Red Hen” jazz chant through line-by-line choral reading.</p>	<p>Students just listen to the jazz chants sung by the teacher.</p>	<p>Students' participation in the activity.</p>

	<p>See activity 3</p> <p>Then, teacher makes a drill activity using the same jazz chant consisted of speaking one line of it and asking students to repeat it until complete the whole chant.</p> <p>After students learn the correct pronunciation and intonation of the chant, teacher asks students to perform it by their own</p> <p>Finally, teacher corrects pronunciation and some possible students' mistakes.</p>	<p>Students must repeat the chant line said by the teacher until complete the whole chant.</p> <p>Students should repeat the chant model performed by the teacher and do it by their own</p>	<p>Students learn the correct pronunciation of the words stated in the Jazz Chant.</p>
15 min	<p>Production</p> <p>Teacher plays a video about "festival of species" fairy tale for teenagers in order to students watch it.</p> <p>Then, teacher presents a questionnaire about the video that includes some comprehension question. See activity 4</p> <p>Teacher plays the video twice to give students the opportunity to complete the activity.</p> <p>After, teacher makes some group work in breakout rooms in order to exchange their answer to their classmates while teacher is monitoring their performance.</p>	<p>Students must watch the video presented by the teacher.</p> <p>Students revise the questionnaire and prepare the answer to provide them orally. See activity 4</p> <p>Students should work in groups exchanging their responses to their classmates.</p>	<p>Students participation in the class.</p> <p>Students will be able to provide correct answer about the video provided.</p>
<p>Assessment: Students will work in groups in order to record an audio about the story title "little red hen". Students must select roles and record an audio performing the Jazz Chant. The activity will evaluate pronunciation and students' intonation. Homework will have to be sent by SpeakPipe to the e-mail: estefa_r97@hotmail.com</p>			

Retrieved from: Harmer, J (1988)

Elaborated by: Rodríguez, R (2021)

Activity 1 – Warm up



Instruction: Teacher says a set of words aiming students could identify the one that does not belong to the rest providing a short explanation about it.

ODD ONE OUT - WORDS		
Lion	Lettuce	Rabbit
Eagle	Blueberry	Cow
Elephant	Peach	Rooster
Dog	Banana	Goat
Gorilla	Apple	Cat























Activity 2 – Vocabulary Activity

Instruction: Students must match the pictures with the correct animals' name.

Link of the activity: <https://www.liveworksheets.com/ff40417vp>

Animals

Match the picture to the animal's name:

	<input type="text" value="zebra"/>	
	<input type="text" value="horse"/>	
	<input type="text" value="tiger"/>	
	<input type="text" value="lion"/>	
	<input type="text" value="cat"/>	
	<input type="text" value="dog"/>	
	<input type="text" value="bear"/>	
	<input type="text" value="frog"/>	
	<input type="text" value="monkey"/>	
	<input type="text" value="snake"/>	
	<input type="text" value="zebra"/>	

Source: Liveworksheets

Activity 3 – Jazz Chant



LITTLE RED HEN
DOG
CAT
DUCK
BABY CHICK CHORUS
CHICKEN CHORUS
ROOSTER CHORUS

CHICKE CHORUS

Chicken in the yard working hard
Chicken in the yard working hard
Chicken in the yard
Going cluck, cluck, cluck, cluck

ROOSTER CHORUS

Roosters in the yard working hard
Roosters in the yard working hard
Roosters in the yard
Going cock-a-doodle-do

Activity 4 – Questionnaire

Questionnaire

Instructions: Students must watch the video about “festival of species” and answer the following questions. The next model questionnaire is just a sample since students should answer the questions orally.

Link of the video: <https://www.youtube.com/watch?v=2-pRiAyxDps>



1. Who was the God's courtier and what was his function?

2. How many apples there was in the apple tree?

3. What was the reward for the winner of the competition?

4. What is your perception about the final of the story?

Lesson Plan 2

Topic: Asking for and giving information			
Level: A2	Age: 18 – 23 years old	Time: 45 minutes	No. Students: 30
Jazz Chants (Presentation, Practice and Production)		Listening Subskills: Grammar Pronunciation	
Aims: Enhance students' speaking skills through the use of Jazz Chants			
Objectives: <ul style="list-style-type: none"> • Students will be able to practice yes/no questions structures through jazz chants. • Students will be able to pronounce contractions correctly. 			
Materials: Computer, Zoom, Online websites, jazz chants.			
Anticipated Problems: Students may have problems producing yes/no questions Student's participation could affect the correct development of the class.			
Timing	Teacher activity	Student activity	Success indicators
15 min	<p>Presentation</p> <p>Teacher starts the class talking to students about the language functions. In this case, about giving and asking for information. Then, teacher presents an online activity using Educaplay in which students identify exponents used for asking and giving information. <i>See activity 1</i></p> <p>Then, teacher introduces a presentation about the grammatical point “yes/no questions” in order to reinforce students' knowledge about this grammatical point. <i>See activity 2</i></p> <p>Teacher asks some yes/no questions in order to check students' understanding.</p>	<p>Students share their ideas about the use of language functions and complete the online activity provided by the teacher. <i>See activity 1</i></p> <p>Students pay attention to the teachers' presentation about yes-no questions. Then, students must answer the questions asked by the teacher. <i>See activity 2</i></p>	<p>Student's participation sharing their ideas about language functions and answering teachers' questions.</p> <p>Students show a good understanding about the grammatical point explained.</p>

15 min	<p>Practice</p> <p>Teacher presents the jazz chant titled “Downtown Bus” in order to elicit understanding about the previous grammatical point reviewed. <i>See activity 3</i></p> <p>This jazz chant includes examples of yes/no questions followed by short answers.</p> <p>Then, teacher singing the chant ask students to answer the questions stated in the chant, and then in the opposite way.</p> <p>Finally, for group working teacher provides a set of vocabulary that will be used by students in order to change the complement of the sentences in the chant and create different questions and responses as controlled speaking activity. <i>See activity 3</i></p>	<p>Students must listen to teacher presenting the jazz chant to the class. While they are listening to the jazz chant, they could relate the chant with the previous grammatical point learned. <i>See activity 3</i></p> <p>Students follow the jazz chant answering the questions stated.</p> <p>Finally, students make groups in order to use the new vocabulary to introduce them into the chant and practice yes-no questions with their classmates.</p>	<p>Student’s participation will be important for the correct development of the practice stage.</p> <p>Group work interaction is required since students’ needs to practice the grammatical point.</p>
15 min	<p>Production</p> <p>Teacher finishes the classes with the jazz chant “Is the post office open tomorrow”. It helps students since it includes yes-no questions and information questions. <i>See activity 4</i></p> <p>Teacher and students sing the chant practicing the sound of contractions like “it’s or they’re”. But also, reinforcing the use of yes/no questions.</p> <p>Finally, students do it by their own while teacher checks their pronunciation of contractions.</p>	<p>Students listen to the final chant and then, follow teachers’ directions.</p> <p>Students practice the correct pronunciation of contractions.</p>	<p>Students’ well pronunciation of contractions.</p> <p>Student’s participation under teacher guidance.</p>
<p>Assessment: Students will have to work in pairs and create a set of 10 yes/no questions. So, they must record the questions and answer considering the contents learned in class. The homework will be evaluate grammar and pronunciation. Homework will have to be sent by SpeakPipe to the e-mail: estefa_r97@hotmail.com</p>			

Retrieved from: Harmer, J (1988)
Elaborated by: Rodríguez, E (2021)

Activity 1 – Selecting Activity

Instruction: Select the correct exponents used for giving and asking for information. Remember to choose 5 exponents for each category.

Link of the activity: <https://es.educaplay.com/recursos-educativos/9939450-asking-and-giving-information.html>



Source: EducaPlay
Elaborated by: Rodríguez, E (2021)

Activity 2 – Teachers' Presentation

Description: Presentation about yes/no questions and examples to practice.

Link of the activity: https://www.canva.com/design/DAE1WXzQhMw/fHVj66LZvbBe6grs0P6LQ/view?utm_content=DAE1WXzQhMw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Activity 3 – Downtown Bus Jazz Chant



Downtown.
Downtown bus.
Downtown.
Downtown bus.
Is this the downtown bus?
Yes, it is.
Is this the downtown bus?
Yes, it is.
Does this bus go downtown?
Yes
Yes, it does
Downtown bus.

VOCABULARY TO CHANGE:

- Train, París
- Taxi, school
- Plane, América
- Car, city.

Activity 4 – Is the Post Office open tomorrow?



Is the post office open tomorrow?

It's open from nine to five.

Is the post office open tomorrow?

It's open from nine to five.

What time does it open?

It opens at nine.

What time does it close?

It closes at five

It opens at nine and closes at five.

Are the stores open tomorrow?

They're open from nine to five

Are the stores open tomorrow?

They're open from nine to five

When do they open?

They open at nine.

Lesson Plan 3

Topic:			
Level: A2	Age: 18 – 25 years old	Time: 45 minutes	No. Students: 30
Jazz Chants (Presentation, Practice and Production)		Listening Subskills: Vocabulary Pronunciation	
Aims: Enhance students’ speaking skills through the use of Jazz Chants			
Objectives:			
<ul style="list-style-type: none"> • Students will be able to provide the description of the terminology learned. • Students are able to practice the contraction and avoid the vowel sound in some words(I’d, let’s go) 			
Materials: Computer, Zoom, flash cards, jazz chant sheet of paper			
Anticipated Problems:			
Timing	Teacher activity	Student activity	Success indicators
15 min	<p>Presentation</p> <p>The teacher introduces new vocabulary to students as first step to begin the lesson. The new terminology will be presented in a power point presentation. Activity 1</p> <p>First, teacher reads aloud and then it is time to ask students for repetitions in order to check pronunciation.</p> <p>After that, the teacher describes the vocabulary using main characteristics about it, to make students guess what the correct term is.</p>	<p>Students pay attention to the teacher’s presentation and pronounce the terminology given .Finally, students will guess the key word about the vocabulary</p>	<p>Students are able to pronounce the vocabulary properly.</p> <p>Students are able to participate in the introductory part.</p>
15 min	<p>Practice</p> <p>In this stage, teacher presents the use of “would you like” into the jazz chant title ‘Would you like going to the movies tonight’. Then, teacher provides a line-by-line choral reading of chant in order to give students a</p>	<p>Students use activity 2 – Students read the jazz chats sentence by sentence and then they sing the chorus with her teacher about “would you like go to the movies tonight? Jazz chants”. Students must listening</p>	<p>Students ‘participation actively: Students will be involved in the activity providing their rhymes and completing the task.</p>

	<p>model to follow. After students' repetition with the help of teacher using claps.</p> <p>At this part of the activity, the teacher may stop at any point to correct pronunciation or intonation patterns.</p> <p>Finally, teacher provides a dictation activity in a filling gap task in which students must listen carefully as the teacher reads the sentence to fill the gaps with the correct words.</p>	carefully to the teacher and complete the filling gap activity in the sheet of paper.	
15 min	<p>Production</p> <p>The teacher gives students a speaking model exercise in order to make them perform it.</p> <p>Then, students practice the inviting, accepting and refusing phrases.</p>	Students have to use activity 4 and practice oral production with their classmates.	Students will participate in their oral production demonstrating good pronunciation and intonation.
<p>Assessment: Students must work in pairs and create a role play about any invitation to eat with a friend using the vocabulary learned, and they should practice to present in the next class.</p>			

Retrieved from: Harmer, J (1988)
Elaborated by: Rodríguez, R (2021)

Activity 1 – PowerPoint Presentation



BEACH

ABC



RESTAURANT

ABC



MALL

ABC



COFFEE SHOP

ABC



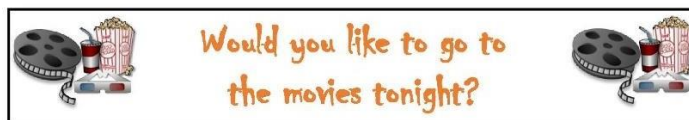
FOOD TRUCK

ABC

Source: PowerPoint Presentation
Elaborated by: Rodríguez, E. (2021)

Activity 2 – Downtown Bus Jazz Chant

Instruction: Teacher reads aloud the jazz chant in order to give students a speaking model. So that, students can repeat the chant with the appropriate pronunciation and intonation.



Would you like to go to the movies tonight?
I'd love to.
I'd love to.
I feel like going to the movies tonight.
I do too.
Let's go.
I feel like going to the movies tonight.
So do I.
Let's go.
I don't feel like studying tonight.
Neither do I
Let's go.

Activity 3

Instruction: Students have to listen carefully as your teacher reads the sentence. Then listen again as your teacher repeats them. Fill in the blanks with the correct words.

1. _____ lunch _____
2. _____ come _____
_____ drink _____ ?
3. _____ love _____, _____ time
_____ I _____ ?
4. _____ having _____ party _____ Saturday
_____ I _____ can _____
5. _____ I _____ but I'm _____ I _____
6. _____ best _____

Call _____?

7. I'm _____ home _____ seven

Activity 4

Instruction: Choose a partner. Practice inviting, accepting, and refusing. The first speaker will choose one of the invitation and the second speaker will select any of the responses. Look at the example.

Example

Student A: let's go out for pizza!

Student B: I'd love to

Invitations.

Do you feel like going to the movies tonight?

Let's go out for pizza!

Let's have coffee after class today.

Let's have lunch together sometimes.

Can you come over for dinner tomorrow night?

We're going for a walk. Do you want you come with us?

Let's have dinner together tonight.

Let's get together for a drink some night.

Would you like you study English with me tonight?

Would you like to go to the movies this afternoon?

Responses

I'd love to.

That sound nice

I'd like that very much

That's a Wonderful idea

Oh, I'm sorry, I'm busy

I wish I could Buy I'm busy.

I wish I could Buy I'm afraid I can't.

I'm sorry I can't .Maybe some other time

Lesson Plan 4

Topic: The weather			
Level: A1	Age: 18 – 23 years old	Time: 45 minutes	No. Students: 30
Jazz Chants (Presentation, Practice and Production)		Listening Subskills: Pronunciation Grammar	
Aims: Practice oral production through the use of Jazz Chants.			
Objectives: <ul style="list-style-type: none"> • Students will be able to improve of the reduction in the sound of going to (gonna). • Students will be able to practice the third person "s" and illustrates the use "I hope so" "I hope no" • Students will identify and practice the structure of simple present 			
Materials: Computer, Zoom, jazz chant, online cram tool, sheets of paper.			
Anticipated Problems: Students have problems with their pronunciation and grammar and it can generate a little inconvenience during the lesson			
Timing	Teacher activity	Student activity	Success indicators
15 min	<p>Presentation</p> <p>Warm up: (tell me 5) Teacher gives the students one name of category for example types of weather and students have to say 5 different types of weather in faster way.</p> <p>Teacher presented the game (matching activity) where students have to choose the correct definition for each weather through cram online tool</p>	<p>Students must give their 5 responses and avoid staying silent for a long time.</p> <p>Students must use the activity 1 to play a game and associate the name with each picture</p>	Students will be able to identify the topic and practice the vocabulary during the lesson
15 min	<p>Practice</p> <p>The teacher provides to students a sheet of paper where they must complete the exercise about simple present tense</p>	Students must use activity 2 to complete each sentence with structure of simple present	Students will be able to create sentence using present simple grammar

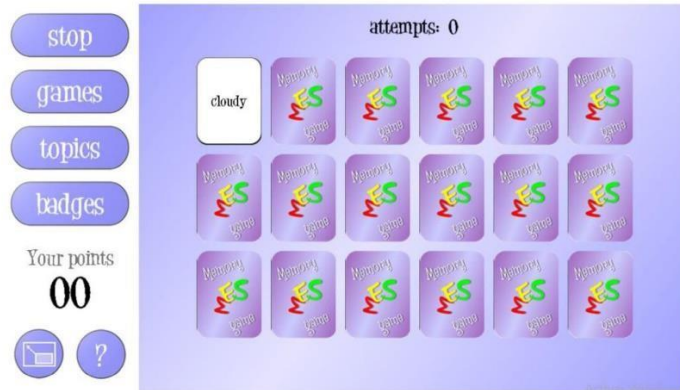
	<p>The teacher provides to students some drills to practice the correct pronunciation about different words. So the teacher modeled each drills and teacher can correct the students pronunciation mistakes</p> <ul style="list-style-type: none"> • It is sunny? • It is cloudy? • It is windy? • It is rainy? 	<p>Students must repeat after the teacher with the jazz chats rhythm.</p>	<p>Students will be able to repeat the drills and participate actively in the class with their teacher and classmates.</p>
15 min	<p>Production The students must read the jazz chants line by line two time. After teacher reads all jazz chants to give the students the correct pronunciation and rhythm. So, students have to sing the jazz chants first in the slow way and after in the faster way.</p>	<p>Students need to use the activity 3 to develop speaking activity in this stage.</p>	<p>Students will be able to sing the jazz chants with the correct intonation, using contractions in some words and with fluency and clear way to improve their oral production.</p>
<p>Assessment: The students should record the audio about the weather and activities that they could do to relax they must include in their record. What weather they prefer and activities they can do and give their reasons.</p>			

Retrieved from: Harmer, J (1988)
Elaborated by: Rodríguez, R (2021)

Lesson 4 – Vocabulary Activity 1

Instruction: Students must match the pictures with the correct weather's name.

Link of the activity: <https://www.mes-games.com/weather.php>



Lesson 4 – Activity 2

Instruction: Students must change the verb in parentheses form, according to the pronouns and write the correct verb in the filling in blanks to practice the present simple and identify the structure of tense.

1. I usually _____ (go) to school.
2. They _____ (visit) us often.
3. You _____ (play) basketball once a week.
4. Tom _____ work) every day.
5. He always _____ (tell) us funny stories.
6. She never _____ (help) me with that!
7. Martha and Kevin _____ (swim) twice a week.
8. In this club people usually _____ (dance) a lot.
9. Linda _____ (take care) of her sister.
10. John rarely _____ (leave) the country.

Lesson 4- Activity 3

Instruction: Students must read alone the jazz chants line by line after the reads all jazz chants and students have to repeat after the teacher the rhymes with correct pronunciation and intonation in each word. First, in the slow way and second, in faster way. In this activity the students can improve their speaking skills.

Do you think it's going to rain?

Do you think it's going to rain?

I hop no!

I's looks like rain

I's looks like rain

Do you think it's going to rain?

I hop no!

Do you think it's going to rain?

I hop no!

I's looks like rain

I's looks like rain

Do you think it's going to snow?

I hop no!

I's looks like snow

I's looks like snow

Lesson Plan 5

Topic: Daily Routine			
Level: A1	Age: 18 – 23 years old	Time: 45 minutes	No. Students: 30
Jazz Chants (Presentation, Practice and Production)		Listening Subskills: Fluency Intonation Vocabulary	
Aims: Practice oral production through the use of Jazz Chants.			
Objectives: <ul style="list-style-type: none"> • Students will be able to determine which are the correct verbs that they should use their vocabulary to speak about daily routine • Students will be practice the fluency in their communicative competency and pronunciation in the different words and phrases that students use in their daily routine 			
Materials: Computer, Zoom, jazz chant, pluzzel.org online tool, sheets of paper.			
Anticipated Problems: The students have some problems when they use words and phrases to describe daily activities.			
Timing	Teacher activity	Student activity	Success indicators
15 min	<p>Presentation</p> <p>Warm up: (quick questions) The teacher ask the students some questions for example:</p> <ul style="list-style-type: none"> • How does your day start? • What activities do you usually do in your day? • What are your favorite extra activities? <p>Teacher provides the students an alphabets soup with some phrases and words about the daily routine through pluzzel.org online tool.</p>	<p>Students must respond the questions about their own information</p> <p>Students must use the activity 1 to identify and find the vocabulary to develop the practice activity.</p>	Students will be able to participate in class and share their activities that they do in the day.
	<p>Practice</p> <p>The teacher gives Saturday morning Jazz chants. The teacher has</p>	Students must use activity 2 and they have to repeat it with the help of claps and	Students will be able to improve their fluency at the moment

15 min	the students do a line-by-line choral reading of the investigation jazz chants and provides a model and teacher may stop at any point to correct pronunciation or intonation patterns during the process.	they should sing with fluency and vocalizing each phrase.	they speak.
15 min	Production The teacher provides to students the communicative activity called find someone who.	Students must use activity 3 and they should speak and interact with their classmate to complete the activity	Students will be able to practice their oral production take into account suprasegmental features (fluency, intonation and pronunciation).in each question
Assessment: The students should record video where they explain about all of activities that they do in their daily routine, they need to include visual aids.			

Retrieved from: Harmer, J (1988)
Elaborated by: Rodríguez, R (2021)

Lesson 5- Activity 1

Instruction: Students must identify and circle 10 words of daily routine vocabulary to determine the spelling

B	S	H	A	V	E	L	U	N	C	H	N
Y	D	Z	Z	D	A	X	F	I	U	Z	U
G	O	T	O	C	L	A	S	S	E	S	V
D	E	Q	G	J	T	W	L	Y	S	D	U
O	B	W	P	U	T	E	G	B	O	E	A
T	A	K	E	A	S	H	O	W	E	R	D
U	S	D	E	B	O	T	O	G	X	K	X
C	N	K	A	E	R	B	A	E	K	A	T
T	H	A	V	E	L	U	N	C	H	C	C
B	R	U	S	H	M	Y	T	E	E	T	H
W	S	K	R	O	W	E	M	O	H	O	D
J	I	Z	R	J	H	V	H	L	U	V	J

Link of activity: https://puzzel.org/es/wordseeker/play?p=-Mf_cwe2-AKMeHEStRt

Lesson 5- activity 2

Instruction: The students must read line by line the chorus about Saturday morning after, they should repeat after the teacher with the correct pronunciation, intonation and fluency to develop the suprasegmental features in the speaking skill.

Saturday –Morning jazz chants

First get up and called my mother

We talked for an hour

Then I have breakfast

Made a cup of tea

After I take a shower











I decide take a little break

I do all my homework

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