

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**TEMA:** “KARAOKE AS A TOOL IN THE SPEAKING SKILL IN  
LEARNERS OF ENGLISH”

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Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera.

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## **DEDICATION**

It is honored to my mother, my daughter, and my sister that gave me the moral support to finish this research.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA.**

**TEMA:**

**“KARAOKE COMO UNA HERRAMIENTA IN LA DESTREZA DEL  
HABLA EN LOS APRENDICES DE INGLÉS”**

**AUTORA:** Lcda. Zoila Oderay Cartagena Reino

**DIRECTOR:** Lcdo. Jimmy Henry Torres Padilla Mg.

**FECHA:** Enero 2019

**RESUMEN EJECUTIVO**

La mayoría de aprendices a menudo enfrentan varias dificultades al momento de hablar en inglés, especialmente en lo que se refiere a pronunciación; es por ello que el propósito de este estudio, fue investigar si el uso del karaoke como una herramienta en el proceso de enseñanza - aprendizaje mejora la destreza del habla inglesa en los aprendices. Para ello se utilizó el método de acción con un estudio comparativo en donde se trabajó durante ocho semanas con los estudiantes de primero Bachillerato General Unificado, paralelo A y B en la Unidad Educativa “Francisco de Orellana” de la ciudad de Puyo. Se aplicó actividades usando karaoke con el paralelo B y con el otro paralelo se trabajó con el libro de inglés del gobierno. Se realizó el análisis y recolección de datos relacionados a un pretest y posttest en donde se verificó que el karaoke tuvo un efecto beneficioso en el desarrollo de las destrezas del habla en los aprendices, existiendo una mejora sustancial en vocabulario, pronunciación, fluidez y exactitud. Estos resultados fueron analizados tomando en cuenta sus medias, y desviaciones estándar. Además, se realizó un análisis cualitativo en base a las respuestas de una encuesta aplicada a los aprendices después de la intervención de 8 semanas de clase, los resultados de la

encuesta demostraron que el uso del karaoke en el proceso de enseñanza - aprendizaje fue beneficioso porque se creó un ambiente propicio para el aprendizaje, despertando el interés en los aprendices del idioma inglés.

**Descriptores:** Karaoke, destreza del habla, enseñanza del idioma inglés como lengua extranjera.

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**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA.**

**THEME:**

**“KARAOKE AS A TOOL IN THE SPEAKING SKILL IN LEARNERS OF ENGLISH”**

**AUTHOR:** Lcda. Zoila Oderay Cartagena Reino

**DIRECTED BY:** Lcdo. Jimmy Henry Torres Padilla, Mg

**DATE:** January 2019

**EXECUTIVE SUMMARY**

Most learners often face several problems speaking in English especially in pronunciation. For this reason, the purpose of this study was to test if using karaoke as a tool in the teaching-learning process was useful for learners to improve their speaking skill. For this purpose, a comparative study was done, where the researcher worked by 8 weeks with first Bachillerato General Unificado parallels A and B at Francisco de Orellana High School in Puyo city, Ecuador. In one treatment, activities using karaoke were applied with students from parallel B, in the other treatment; the government book was used with learners from parallel A. The analysis and data collection were done based on pre-test and post-test, where it was possible to ensure that karaoke had a significant effect in the development of English speaking skill for these learners, proving an improvement in their vocabulary, pronunciation, fluency and accuracy. These results were analyzed taking into consideration the mean and standard deviation. Furthermore, a qualitative analysis was done based on the answers to an inquiry provided by learners after finishing the 8 weeks intervention. The results of the inquiry illustrated that the use of karaoke in the teaching-

learning process was useful as it helped create a favorable environment for learning by encouraging learners to gain interest in the English language.

**Keywords:** Karaoke, speaking skill, teaching English as a foreign language.

## INTRODUCTION

Today, English is compulsory in Ecuadorian education. Learners need to achieve B1 level according to the Common European Framework of Reference (CEFR) when they finish the bachillerato level. Sadly, most learners do not want to learn English. Therefore, they do not study to reach the level required. Likewise, Learners have problems with pronouncing words fluently. For many learners, oral communication is the most difficult skill to master. On the other hand, it has long been argued that the foreign language instruction emphasizes on the structural elements of the target language. One supposed consequence of this fact is a poor real-life performance, particularly concerning speaking skill because of its characteristic complexity.

Consequently, this research project attempts to ascertain and examine the effect that karaoke has as a tool for developing speaking skill in learners of English. The project focuses on English language learners in the first year of bachillerato at Francisco de Orellana High School during the 2017-2018 academic year, in Puyo city, Pastaza province, Ecuador. The report of this research is structured in the following chapters:

**Chapter I.** In this chapter, the topic is introduced. The problem statement is presented and contextualized in macro, meso, and micro scales. Furthermore, the justification, objectives, and delimitation are established.

**Chapter II.** This chapter is about the theoretical framework of the study, which contains its research background, philosophical, epistemological foundations, legal basis, and key categories. All of these elements with in this research are detailed with scientific and bibliographical support.

**Chapter III.** The methodology, approach, research design, and research modality are explained in this chapter. Likewise, the population is described. The operation of variables is carried out. Finally, the techniques, instruments of data collection and the analysis procedure are presented.

**Chapter IV.** This chapter highlights the analysis and interpretation of the results obtained throughout pre and post test application, as well as the survey.

**Chapter V.** This section refers to the conclusions and recommendations based on the results observed during the research.

**Chapter VI.** The final proposal for the use of karaoke as a tool in developing English-speaking skill in the English as a Foreign Language (EFL) classroom is presented in this chapter. The bibliography and annexes follow this chapter.

The purpose of this research is to contribute significantly to the teaching and learning process of EFL learners. It aspires to improve communication and speaking skill of the learners of Francisco de Orellana High School, the province, the national educational system, and all foreign language learners.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Theme**

Karaoke as a tool in the speaking skill in learners of English

#### **1.2. Problem statement**

##### **1.2.1. Contextualization of the problem**

Nowadays, English is a very important language to learn and it is necessary to develop foreign language communication skills (written communication and oral communication), especially oral communication skill, “is a two-way process between speaker and listener, involving the productive skill of speaking and the receptive skill of understanding” (Byrne, 1976, p. 8). Unfortunately, learners of English as a Foreign Language (EFL) often do not have opportunities to speak English outside the classroom, and as Al-Zedjali (2009) says, for many learners the course book is the only place where they meet English. Although speaking is considered a main language skill that learners should improve, it has been widely noticed that they face many difficulties in speaking English.

Most learners of EFL say that speaking English is a difficult task. They often understand the written form of the language and know something about its grammar and lexicon, but when they have to speak, they seem to have many problems. For instance, according to Tatham and Morton (2006) many people report they can understand a language in a written form, but they cannot speak it. As a result, according to Hue (2010) EFL learners’ reluctance to speak English in the classroom is a problem commonly found in EFL

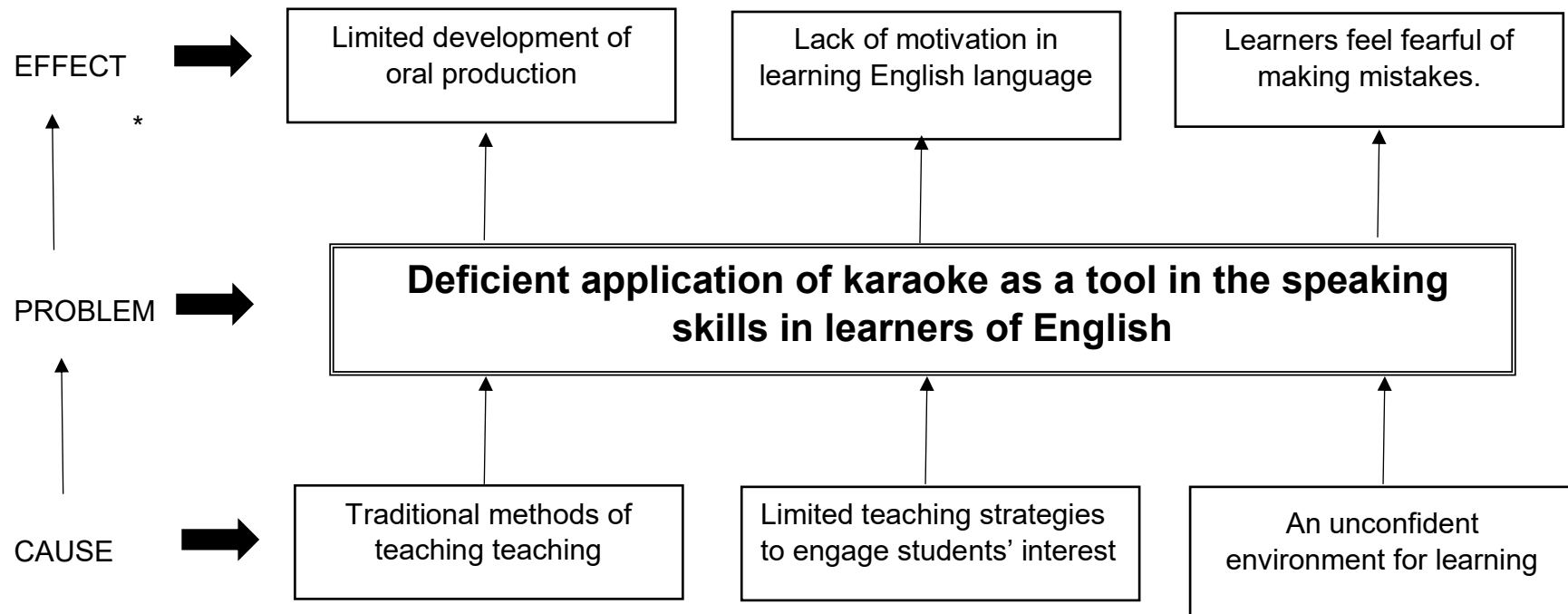
contexts. Consequently, learners have fewer opportunities to develop the speaking skill. On the other hand, for other learners working with partners who are reluctant to maintain conversations also limit their opportunities for language use.

Although the interest in teaching English continues growing throughout Latin America and many countries have made considerable efforts to improve English language instruction, “test results indicate that English proficiency is very low and the educational system is simply not producing learners with adequate levels of English proficiency” (Cronquist & Fiszbein, 2017, p. 3). One sample is Ecuadorian public schools, where English has been taught for years, but at the end of bachillerato (12 grades) learners hate it and they are not able to speak it. In a study made by the British Council in Ecuador, most people said they studied English in high school because it was mandatory and they were least comfortable with their speaking skill (British Council, 2015). This is the reason students learn English slowly, or they simply do not learn it at all.

Speaking English has become a stressful activity because it involves making sense of English (syntax, grammar, vocabulary). In other words, students need to understand tenses, words, idioms, and slang. They need to think a lot, and they have to translate sentences from Spanish into English before speaking. Based on the above, as Ur said learners are worried about making mistakes and for that using their mother tongue is easier because they feel less exposed (Ur, 2012). As a result, few learners want to talk in class while others speak very little or do not speak at all. Furthermore, the classroom is the only place where learners can practice the English Language.

Francisco de Orellana High School, similar as most public schools in Ecuador, has been teaching English as a foreign language for several years, especially in eighth, ninth, tenth grade, and bachillerato. However, after more than 6 years of study, high school graduates are often unable to communicate effectively with foreigners in English (British Council, 2015). This proves that the EFL learners do not develop speaking skill and this may be due to the few opportunities they have to speak English outside the classroom. It has become a great challenge for teachers to encourage learners to master difficult micro skills related to speaking skill including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, vocabulary, and the appropriate use of formal and informal expressions.

**Graph 1: Problem tree**



Source: First hand research/ experience  
Author: Cartagena, Z. (2018).

### **1.2.2. Critical analysis**

Speaking skill is a particularly interesting part of the process of learning English language. It is a priority to master speaking skill for EFL learners and the different features involved in it such as comprehension, pronunciation, vocabulary, accuracy, interaction, and fluency. Consequently, it is a priority to instruct learners on the latest trends to learn this language. Strategies should be used in an efficient and practical mode using an approach that facilitates communication. This means helping the learners to understand how to perform basic tasks that are essential and significant in real situational contexts for the learners. As a result, inside an EFL class, it is a priority for teachers to lead the speaking skill in a competent manner in order to help learners interact with each other for gaining knowledge and obtaining an accurate use of the language.

According to Richards (2008), mastery of speaking skill in English is a priority for many foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they have improved in their spoken language proficiency. Oral skills have been often neglected in EFL courses. However, it is important for teachers to focus on speaking skill as a logical part of developing Communicative Language Teaching (CLT) that “focuses on learning language through and for communication where learners use language to communicate for a purpose” (Herrera & Murry, 2011, p. 199).

Fun and innovative activities are needed in an English classroom. It is the duty of the teacher to find attractive and authentic tasks and bring them into the classroom to make the learning process become more enjoyable. For instance, Information and

Communication Technologies (ICT) can support different aspects of the learning process. ICT refers to the presentation of material in two forms: auditory/verbal and visual/pictorial (Mayer R. E., 2001). Songs are a form of ICT that expose learners to natural expressions and the natural flow of speech. Therefore, karaoke provides the opportunity for teachers to use authentic materials inside the classroom. Karaoke is one of the best and most motivating resources in the classroom and may improve learners speaking skill (Simpson, 2015). Furthermore, if learners do not live in an English-speaking environment, music might provide learners with this real language input to help them acquire speaking skill. As Wadsworth said, "The music is the universal language of mankind" (Wadsworth, 2017).

### **1.2.3. Prognosis**

Oral communication is one of the most important skills that learners need to develop to be able to communicate with foreign people. As Ecuador turns to tourism for income, there is an increasing need for Ecuadorian learners to improve their English speaking skill in order to communicate with foreign visitors. As a result, if teachers do not use new and innovative tools, such as karaoke, in the teaching-learning process of the English language in Ecuadorian schools, learners will keep feeling frustrated.

If we do not change our teaching methods, learners will continue spending years studying English without significant results. Learners will finish their studies without developing English oral communicative skills. They will not be able to communicate with foreign people. Most people that have attended English classes in high school finish their academic studies hating the English language because the limited teaching methods are seen as difficult and boring

(British Council, 2015). Furthermore, if learners do not feel motivated to learn English in high school, it will be more difficult for them to develop English skills in university. As a result, they will not be able to communicate or do business with foreign people. They will lack confidence and be fearful to talk with English speaking peoples.

On the other hand, if teachers use karaoke in the teaching and learning process, learners will feel confident and motivated in learning the target language. They will easily learn English and enjoy doing it. They will be able to communicate fluently and accurately with foreign people. Furthermore, karaoke is worth implementing in the classroom, since it creates a positive environment, promote pronunciation and communicative competence, and generate fluency having a significant role in improving foreign language learning

#### **1.2.4. Setting of the problem**

How does karaoke as a teaching tool affect the development of English speaking skill of learners in first bachillerato at Francisco de Orellana High School?

#### **1.2.5. Research questions**

- What extent does karaoke as a teaching tool develop speaking skill?
- What effects do karaoke have on the teaching and learning process?
- How does karaoke change the dynamics of the language classroom?

#### **1.2.6. Research delimitation**

This research will be developed considering the following aspects:

**Field:** Education

**Area:** Teaching English as a foreign language.

**Aspects:** Teaching- learning tool. Karaoke as a tool and the improvement of speaking skill

**Spatial scope:** The research was developed at “Francisco de Orellana” High School, with learners of first year of Bachillerato, in Puyo city, Pastaza province.

**Temporal:** This research was done during the second term, second quimestre in the school year 2017-2018 on April 2 – May 29, 2018

### **1.3. Justification**

This research is significant because it aims to provide an opportunity for teachers to apply karaoke as a tool in the teaching and learning process in order to help learners improve their speaking skill. It is remarkable because it is interrelated with the goals of the Ecuadorian Ministry of Education, which emphasizes the development of oral communication skills. Learners may communicate using real information about themselves and their environment. Additionally, the research is framed in a methodological research line based in a communicative approach, which is justified by the need for using advanced tools in order to improve speaking skill in learners who need to be able to interact with each other accurately and fluently.

Moreover, this research continues to strengthen the teaching and learning process by providing teachers with new ideas to encourage and motive students to learn the English language. When teachers work with learners to develop speaking skill, one of the biggest problems is developing fluency. Learners are able to

understand grammar and learn vocabulary. However, they feel frustrated in improving their pronunciation and fluency. Moreover, they feel afraid of using the language, because of the mistakes that they could make interacting among their partners. Thus, it is a priority to instruct learners with the latest trends to acquire the English language in an efficient and practical manner. As Semenov (2006) indicated, "While the textbook, blackboard, pencil and paper remain the only external tools for teaching and learning, the previous ideas will be impractical" (p. 124).

Further, teachers need to innovate their techniques in the teaching and learning process using entertaining tools in order to ease the acquisition of the language. As Reinders (2014) explains about teaching English, a common problem where English is taught in is that most learners do not use the language and do not learn on their own. Kavaliauskiene (2013) states learners do not have contact with native English speakers because English is studied as a foreign language. One of the main problem for English learners is to practice speaking skill. The learners do not often use English inside the classroom. They still speak in their mother tongue. This is because learners do not feel motivated to speak in the foreign language. Consequently, learners will not acquire the English language or they will not achieve the level proposed by the Ministry of Education.

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, semantics, and psychological factors, such as motivation and personality. After many years of studying English, learners cannot communicate fluently and accurately because they lack necessary knowledge and practice. For this reason, it is important to use authentic materials like karaoke in order to get learners' attention, which motivates learners to sing the lyrics of the

song. Since teenagers are interested in using audio-visual sources, teachers can use these types of materials in the classroom to catch learner's attention and encourage them speak inside the class. This allows learners to take part in oral activities to exchange spontaneously their thoughts in a foreign language (Derakhshan, Tahery, & Mirarab, 2015).

Lake also mentions that music in the classroom may help create a warm and relaxing environment for the non-native speaker of English (Lake, 2002). Adkins says certain types of songs can help pupils "become more receptive to language learning" (Adkins, 1997, p. 47). If teachers use karaoke with EFL learners in the classroom, they will help learners to be competent in the use of oral communication. Learners will be able to evaluate and analyze information in a variety of ways using a variety of skills and be efficient speakers. It is important to highlight the relevant characteristics of the use of karaoke as an educational resource. As Prensky (2016) explains, karaoke applied to the teaching-learning process provides an innovative and creative dynamic that makes information more accessible.

Moreover, teachers are able to find real language or authentic materials on the internet, and introduce a variety of karaoke lyrics which learners will take advantage of to improve and increase speaking skill (Mayer R. , 2009). Furthermore, EFL learners may become accustomed to the natural ways of speech used by native speakers of the language they are learning. Learners may become accustomed to the natural rhythm and speed of speech used in songs. Since songs can be easily sung both during class time and outside of the classroom, they provide possibilities for ample speaking practice and therefore they might help learners to acquire a greater fluency in the language they are studying (Murphet, 1990).

Additionally, Karaoke will be helpful to the education system because it will let teachers provide a new tool and information to learners in order to improve their knowledge and develop speaking skill. As Plato said, “music is a more potent instrument than any other for education.” (Lake, 2002, p. 98). Thus, if teachers in the teaching and learning process use this tool, it will facilitate significant communication in real situational contexts for the learners. For these reasons, the researcher looks to implement a solution to the problem that afflicts EFL learners in this high school.

#### **1.4. Objectives**

##### **1.4.1. General objective**

- To determine the impact of the application of karaoke as a teaching tool to enhance English learners' speaking skill of first bachillerato of Francisco de Orellana High School.

##### **1.4.2. Specific objectives**

- To determine the effects of the use of karaoke in class on the development of speaking skill in learners of English, comparing the pre-test and post test results.
- To verify how karaoke integrated in the lesson provoke a change in the dynamics of the language classroom.
- To apply karaoke as a tool in English classroom to develop learners' speaking skill in first bachillerato learners in 2017-2018 academic year.
- To design lesson plans using karaoke as a tool in the teaching and learning process to help the education sector and, principally, the Francisco de Orellana's students.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. Research background**

Research was based in different university repositories and universities from the province and the country (Loja University Associated Center Puyo, Amazon State University, The Andes University, and websites) about this thesis topic. There was not any existing research with the same purpose, but internet research found several related studies.

One such study is called the “Effectiveness of using authentic videos in developing learners’ speaking skill at Biskra University” submitted by Mr. Radji Abdelkarim in 2013. The purpose of the study was to analyze the use of the authentic videos and its effectiveness as a teaching strategy to improve learners speaking skill, and facilitates teaching for teachers. This study followed the descriptive and the analytical method with a sample in a case study, using questionnaires with “yes, No” and open questions for teachers and learners to gather qualitative information. He concluded that the use of authentic videos in oral courses help English learners increase their speaking skill level (Abdelkarim , 2013).

Wang (2014), published a research paper called Developing accuracy and fluency in spoken English of Chinese EFL learners. Learners had some problems in speaking English fluently and accurately. The purpose of the research was to help learners achieve oral proficiency. The study followed four stages: pre-speaking, while-speaking, post-speaking and extension activity. His model

established: (1) before speaking, learners need to be empowered enough in knowledge, vocabulary, and strategies to decrease their fear and stress. (2) While speaking, learners should have enough time and space to promote their fluency, with overall attention to delineate their meanings. (3) After speaking, learners need to have opportunities to figure out the appropriate use of language to develop their speaking accuracy.

Moreover, Baker (2012) explains the use of an innovative icebreaker initiative in his article called Classroom karaoke: a social and academic transition strategy to enhance the first year experience of youth students in Australia. He used karaoke in a mass lecture environment as an initial means to foster the building of new social support. Karaoke was deployed as a social and academic transition strategy to enhance learners' experience at university where learners responded positively to this lecture-based social integration. Furthermore, learners reported that karaoke made the learning environment less threatening, reduced anxiety, and encouraged learner interaction.

It is possible to certify the existence of suitable bibliographic materials for the research, which can be found at different libraries and the internet. It is important to emphasize that these educational initiatives are taken due to the fact learners feel afraid to speak. In addition, many teachers face uncertainty because learners have not reached the desired level required after six years of implementation of the National English Curriculum.

## **2.2. Foundations**

### **2.2.1. Philosophical foundation**

This research focuses on the critical-proposal paradigm principles, since it is understood that the work was not simply to observe the environment of learners in the process of development and performance, but in presenting alternatives that benefit teachers and learners, especially at Francisco de Orellana High School.

### **2.2.2. Epistemological foundation**

Before the teaching and learning process is developed, teachers must focus their attention on how students learn languages and how they should be taught. The English Ecuadorian curriculum is based on a constructivist approach, where learners need cognitive, emotional, and motor skills development that facilitates communication, and the understanding of how their own language works. The role of the school in the area of English teaching is to expand, enhance, support, and enrich all learners' linguistic skills in their learning process.

### **2.2.3. Legal basis**

Article 26 of the Constitution of the Republic of Ecuador (2008) states, "Education is a right of people through their lives and an unavoidable and mandatory duty of the state." Article 343 states, "The system shall have as its core focus the learning subject and shall function flexibly and dynamically, with an inclusive, efficient, and effective approach" (Center for Latin American students, 2011).

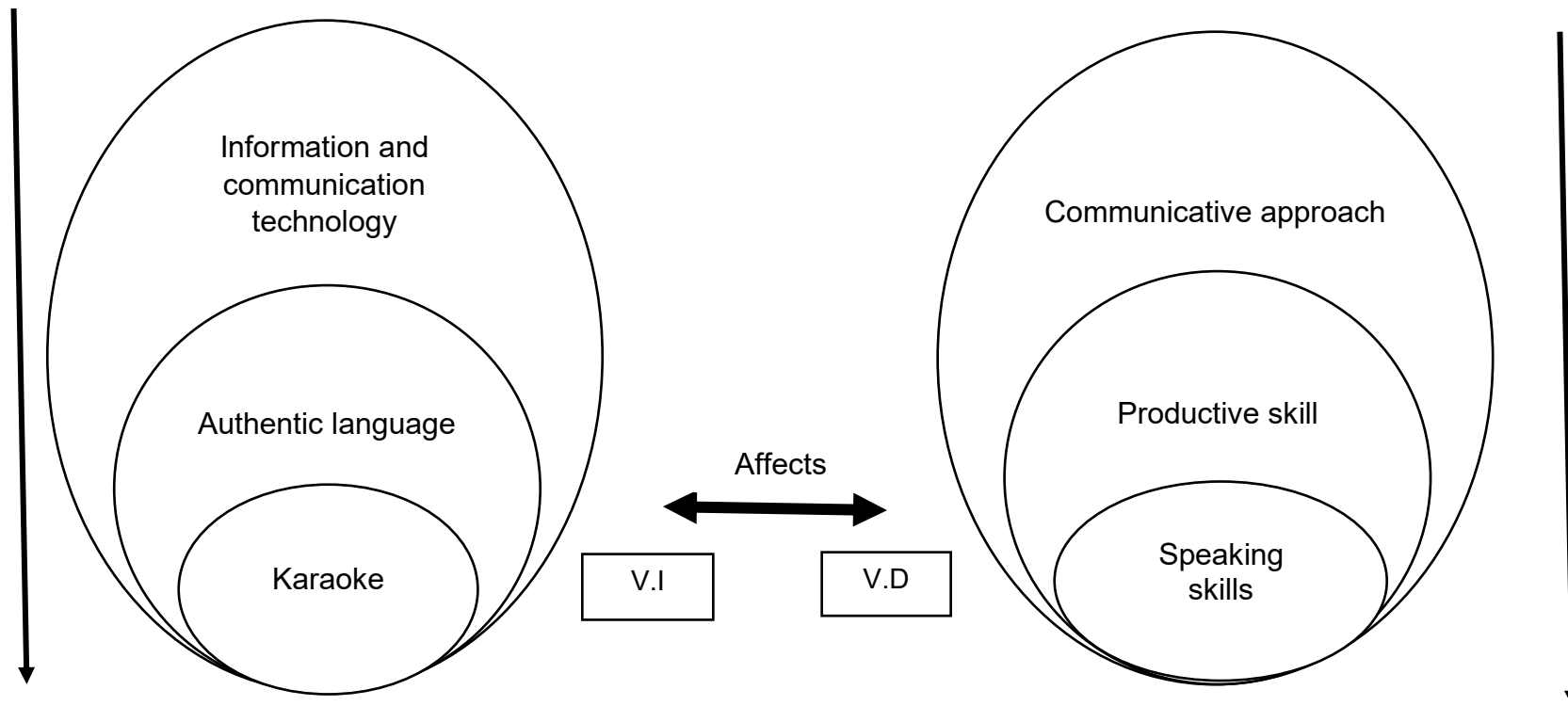
Article 1 of Ministerial Agreement No. 0052 -14 declares that "The teaching of English, from 2016-2017 school year in the Sierra regime and 2017-2018 in the Costa regime will be compulsory from

the second grade of educación general básica to the third year of bachillerato for all public institutions” (MInEduc, 2014, p. 3).

Gloria Vidal, Minister of Education, signed the ministerial agreement No. 247-12 where in Article 1 agrees to adopt the CEFR for languages as a reference for learning, teaching and evaluation for the development of English curricular guidelines (MInEduc, 2012) in which learners must achieve a B1 level when they finish their studies in high school.

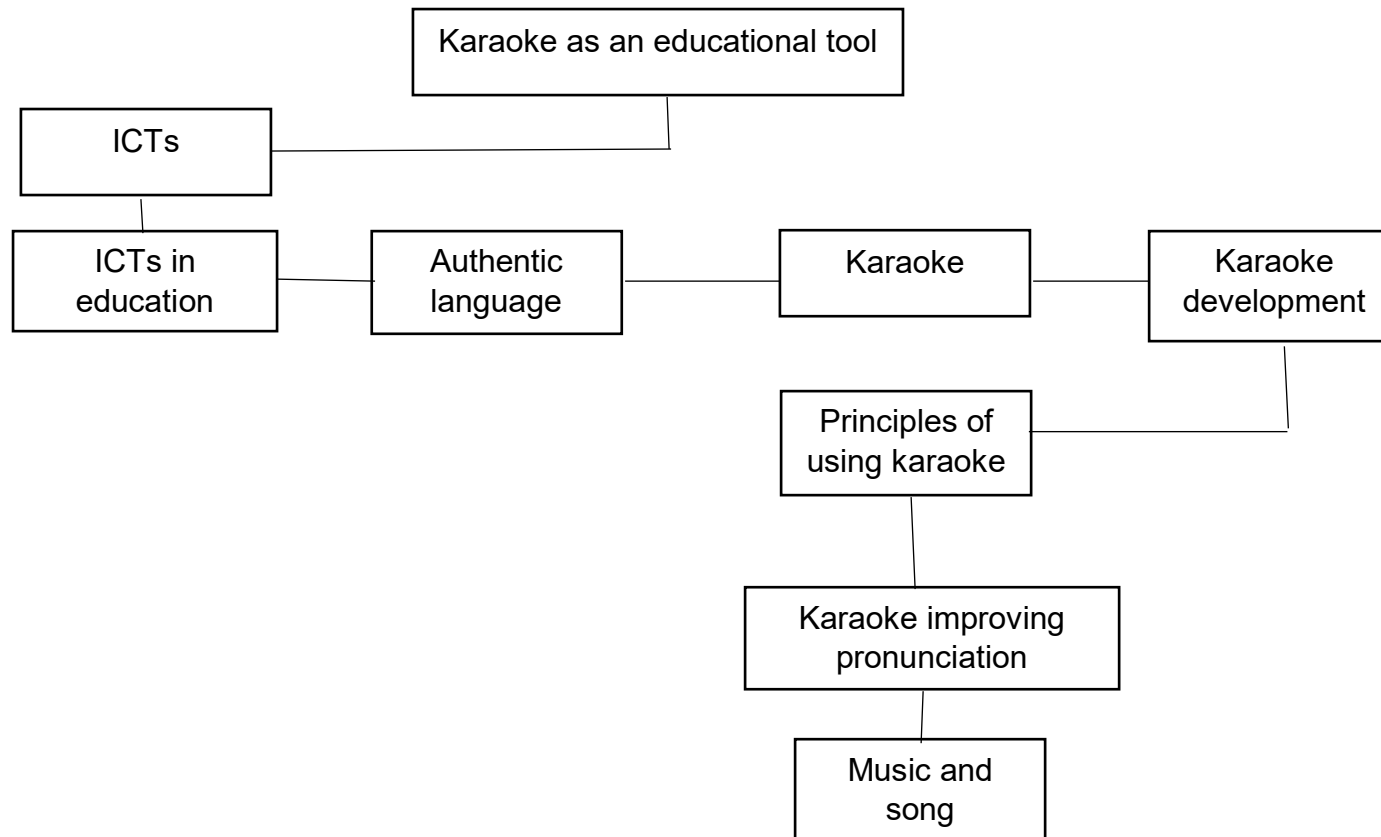
### 2.3. Key categories

**Graph 2: Independent and dependent variable**



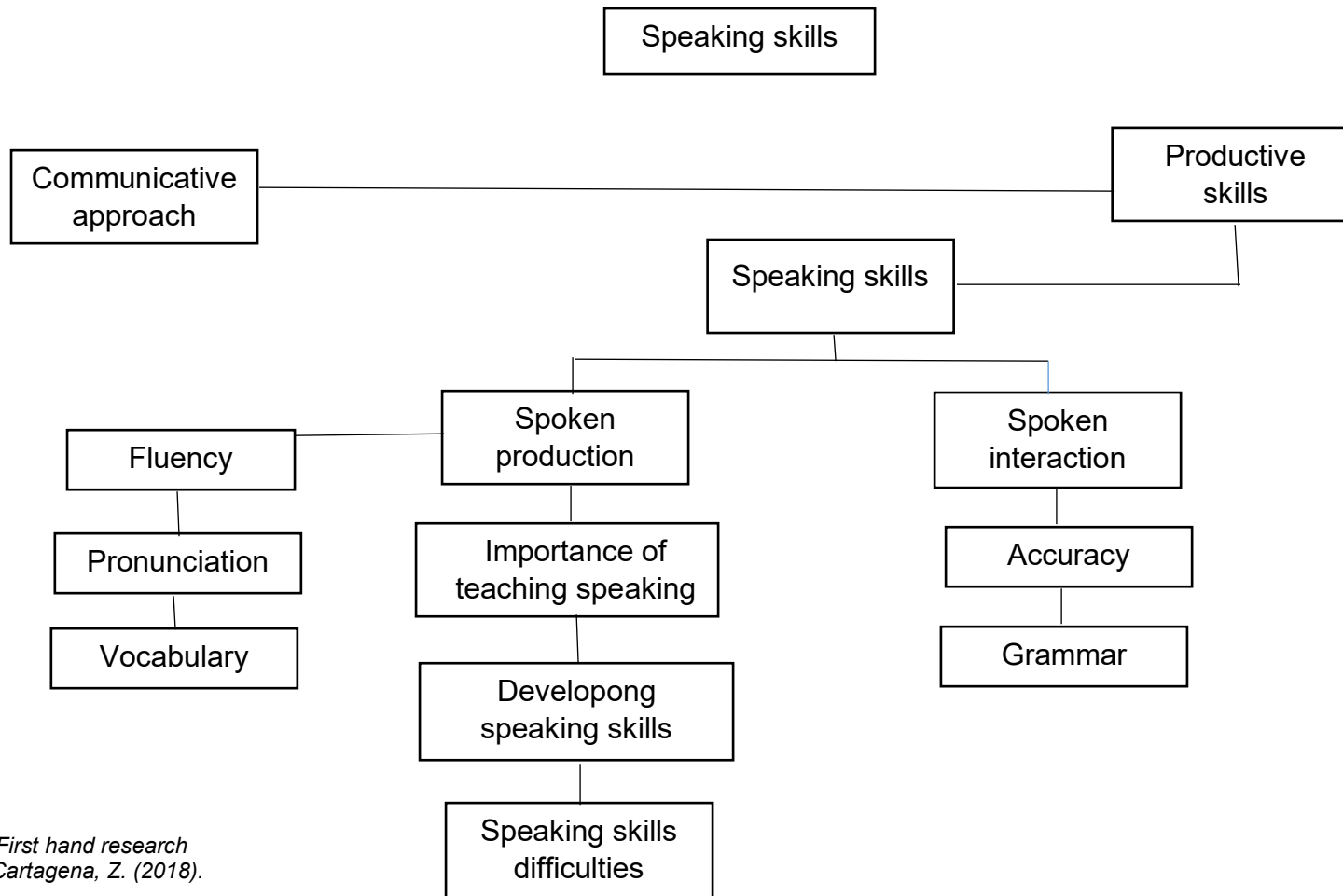
Source: First hand research  
Author: Cartagena, Z. (2018).

**Graph 3: Independent variable**



Source: First hand research  
Author: Cartagena, Z. (2018).

**Graph 4: Dependent variable**



Source: First hand research  
Author: Cartagena, Z. (2018).

### **2.3.1. Independent variable**

#### **2.3.1.1. Information and Communication Technology**

ICT “is the use of computers and other electronic equipment and systems to collect, store, use, and send data electronically” (Cambridge Dictionary, 2017). ICTs have become the basic pillars of our society and today young people are masters in using them. Wherever we look in Ecuador, we are able to see teenagers using smartphones. They are motivated to use ICTs. Thus, it is necessary to provide learners an education that has this reality in consideration.

Technologies have had a great impact in the area of information and communication. Thus, teachers need to incorporate them in the teaching and learning process because, “They have the potential to transform the nature of education-where and how learning takes place and the roles of learners and teachers in the learning process” (UNESCO, 2002, p. 13). Learners have a disposition to learn things that make sense to them and tend to reject things that are not useful in real context. Therefore, learners need to receive a relevant instruction, one that makes sense that has a connection with their prior knowledge or experience and helps to keep them motivated in the learning process.

#### **2.3.1.2. ICTs in education**

ICTs have become very important in education since new generations of learners are increasingly involved with new forms of technology. Likewise, learners are more easily engaged when they have the opportunity to get involved and interact with ICTs in the learning process. “The challenge confronting our educational system is how to transform the curriculum and teaching-learning process to provide learners with the skills to function effectively in this dynamic,

information-rich, and continuously changing environment.” (UNESCO, 2002, p. 15).

“ICTs provide an array of powerful tools that may help in transforming the present isolated, teacher-centered and text-bound classrooms into rich, student-focused, interactive knowledge environments” (UNESCO, 2002, p. 16). ICTs have changed the way we understand the teaching and learning process. Teachers will need to embrace the use of ICTs and receive proper training to enhance the education of the new generations. They need to understand that new technologies can create new learning environments where learners are able to take responsibility for their own learning and engage in the learning process.

ICTs can provide powerful tools to support a student-centered learning where learners engage in real life tasks and contexts using authentic tools “refers to texts, task, and material taken from the real world, created and produced for native speakers of the language, and not manipulated or adapter for learning purposes.” (MinEduc, 2016, p. 32). These authentic tools inspire learners to acquire knowledge in an intuitive manner. Additionally, ICTs stimulate collaborative work where students learn from each other internalizing while they learn. The more authentic the context, the task, the language, and the tools are, the more students feel engaged to learn and continue learning outside the classroom.

#### **2.3.1.3. Authentic language**

Authentic language is real or natural language as used by native speakers of a language or writer for a real audience, through authentic materials (Gilmore, 2007). Authentic material is “developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs.” (Richards &

Schmidt, 2010, p. 43). ICT resources with authentic language, such as, songs, news, and karaoke, can be found on the internet. According to Nunan (1999), authentic language input can also be drawn from various sources of audio-visual mass media technologies including TV.

Authentic language materials are spoken language that have been produced for real communication and not specifically produced for the purpose of language teaching (Nunan, *Second Language Teaching & Learning*, 1999). It refers to the use of authentic materials from the target culture, such as different TV programs, news, movies, songs, soap operas, and comedies as audio-visual materials provided by various technologies. The access to a wide range of audiovisual material is greater and easier today for most teenagers. For this reason, some researchers have suggested the use of audiovisual materials in language learning as a source of authentic language input. It is essential for teachers to choose appropriate material with authentic language taking into account the learners' language proficiency.

Songs are a resource of authentic language materials that provide an opportunity to develop communication skills and have fun at the same time. Songs are the most practical way to get the attention of learners by using vocabulary, phrases, and simple sentences that are relatable to them. Additionally, pronunciation skills can be improved through listening to different songs (Miché, 2002). Cakir (2006) explained the idea of using videos in language class to facilitate speaking and presentation skills. He stated active viewing increases the learners' enjoyment, and satisfaction, while also focuses their attention on the main idea of the video presentation. Use of audiovisual materials makes the learning longer lasting than the use of traditional textbooks.

#### **2.3.1.4. Karaoke**

The word karaoke originated from Japanese. It is a compound word derived from the words *karappo* (*empty*) and *okesutura* (*orchestra*), roughly meaning hands-free orchestra (Sharma, 2008). It is primarily a singing activity where the karaoke singer is expected to perform a song as the lyrics run at the bottom of the screen. As the melody progresses, the lyrics are highlighted synchronously. The karaoke singer is to sing the highlighted lyrics conforming to the speed and rhythm of the melody. Karaoke singing can be performed on a computer; it can be done solo, in pairs or with more individuals (Sakura, 2012). Additionally Rosario, the creator of karaoke, explained that it is described as a sing along activity using a handy, multipurpose, compact machine that incorporates an amplifier, speaker, one or two tape mechanisms, and a microphone (cited by (Zhou & Taracco, 2017)).

#### **2.3.1.5. Karaoke development**

Karaoke is a multimedia activity that requires having a PC, DVD, or blue ray player with karaoke function or a specially designed karaoke machine. Commercial and freeware karaoke players are available for use on a personal computer. These freeware programs can be downloaded and conveniently used in English Language Teaching (ELT) classes. Karaoke apps are easily available on different web sites. Karaoke songs are formatted in a number of different ways and songs are available online through free download products. Karaoke songs can also be found easily on YouTube in video formats that have been already uploaded by other users (Fornas, 1994). Thus, because so many teenagers have smart phones, they can do it at home after school.

Karaoke involves singing along with melody and reading the lyrics running on the screen while the audience listens to the performance. Karaoke singing, therefore, requires a screen to view the lyrics to be sung. For personal use or small groups, a small screen can be adequate. However, a larger screen (e.g. a projector screen) may be necessary for class use. Good quality sound output can add to the quality of the karaoke experience, although in small classes even portable speakers might be good enough. A microphone is needed for the best effect. This is because a microphone helps to create the sense of a real performance and helps singers feel more relaxed. It also gives singers the opportunity to hear themselves (Erten, 2015).

#### **2.3.1.6. Principles of using karaoke**

It is essential to underline four main points when using karaoke in the classroom. These are familiarity, individual differences, encouragement, and pedagogical objectives. Learners and teachers alike need to be acquainted with the song. Learners who are unfamiliar with the classroom song chosen for karaoke may feel reluctant to take part in karaoke. Therefore, choosing songs that learners know can exert a positive impact on the effective use of karaoke in the classroom. Alternatively, teachers may employ activities that aim at familiarizing learners with the song (Erten, 2015).

Moreover, some learners may need a positive environment to participate in karaoke activities. Individuals are not always equally courageous to sing aloud publicly as they may often exhibit varying levels of self-confidence about their voice and singing skills. Therefore, learners may need as much encouragement as they can get from the environment. Teachers are advised to invest time and effort in creating a humanistic environment. Additionally, Rengifo

(2009) states teachers may need to sing prior to everyone else in the classroom. This is mainly because learners appear to enjoy watching their teachers singing no matter how bad their voice and singing skills may be.

Furthermore, Erten (2015) explains that karaoke singing done in the classroom takes up valuable class-time and it needs to be efficient in terms of reaching learning outcomes. Songs chosen for in-class karaoke singing need to be aligned with the learners' level, complementing the objectives of the unit, and the environment must be motivating for learners. Selection of songs, then, needs to be informed by an initial examination of lyrics for their pedagogical suitability in relation to the objectives of the lesson. Karaoke class might be also organized into several stages that elicit activation, connection, and affirmation.

#### **2.3.1.7. Karaoke improving pronunciation**

Karaoke in ELT classes is not completely different from using songs and lyrics (Adam, 2015). Karaoke as a pastime activity involves singing, which itself entails articulation of language. It can be a source of songs and lyrics as classroom materials, which may in its self provide an activity for language practice. Singing often reflects our emotions and is part of our personal life. Therefore, the experience of karaoke singing is likely to generate opportunities for meaningful oral practice. It can be especially useful for the development of language learners' competence through repetitive exposure to language items as well as improvement of their fluency through meaningful practice.

English language acquisition in schools has become more of a rote rehearsal and mechanical process. Learners sometimes develop writing and reading skills automatically in order to pass the

course but their oral production suffers and does not allow them to communicate their thoughts in a meaningful manner in interactive situations. Larsen-Freeman stated in his study “learners could produce sentences accurately in a lesson, but they could not use them appropriately when genuinely communicating outside of the classroom” (2011, p. 120). Moreover, learners tend to feel unconfident when trying to use English due to some teachers’ absence of motivation to use different types of resources aside from the text, or even communicative-based activities directed for developing learners’ oral skills.

The use of songs (karaoke) in teaching EFL learners has become a common practice for English Language Teaching (ELT) practitioners. Nowadays, internet facilities and availability of different technologies have made the task of language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs (Ozkan, 2002). Karaoke can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. Çakir (2006) reported that the use of audiovisual material in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic.

Cunning (2001) discussed the usefulness of using audio-visual materials in language teaching. He stated that music provides stimuli to the learners, which facilitates an opportunity for them to get background schemata of the subject. In addition, the use of songs (karaoke) helps the learners to have an idea of the stress and the

rhythm pattern of the target language. Moreover, it allows the learners to predict, infer, and analyze information of the subject matter (Koksal, 2004). Moreover, while watching and listening to lyrics learners have the opportunity to experience the dynamics of language communication. Audio visual aids offer language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and more feasible option for listening comprehension (Long & Doughty, 2009)

#### **2.3.1.8. Music and song**

Song has been part of human experience for as long as people can remember. Nowadays, music is everywhere as stated by Murphey “in operating theatres, restaurants and cafes, shopping malls, at sports events, in our cars, and literally everywhere” (Murphey, 1992). Furthermore, most learners love doing activities related to music in their free time, so it is efficient to use music and song inside the classroom.

Teachers must provide a confident atmosphere favorable in learning language process. Due to that, choosing materials and activities that are more motivating and interesting for learners promotes and increases language learning. The musical method enhances the EFL learner's awareness of sounds, rhythms, pauses, and intonations and encourages them to develop linguistic fluency through imitation and sub vocal rehearsal (Mora, 2000). One principal reason for using music and song in the classroom is the variety they can bring to the lesson, thus providing a break in the classroom routine and enhancing learners' engagement and interest. Besides variety, there is also the possibility to expose learners to authentic language and material, since the majority of English songs have not been produced for EFL learners.

Further, and perhaps most importantly, music can help promote social interaction, specifically the nature of social interaction that is needed to connect with others (Panksepp & Bernatzky, 2002). Medina (2008) expounds, "We don't pay attention to boring things" (p. 71). He goes on to explain how our attention is influenced by memory and interest. Research suggests that music is important to adolescents and gets their attention and interest. "It has its own aesthetic and social values. It has considerable potential to connect with the everyday lives of adolescents and the informal processes could make the educational experience more stimulating and more enjoyable to adolescents" (Campbell, Connell, & Beegle, 2007, p. 222).

### **2.3.2. Dependent variable**

#### **2.3.2.1. Communicative Approach**

The Communicative Approach or Communicative Language Teaching (CLT) focuses on learning language through and for communication. It "emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities" (Richards & Schmidt, 2010). The role of the teacher is to provide to the learners a context for authentic communication where learners receive comprehensible input. Constructivism serves as the theoretical foundation of the communicative approach, which believes "learning occurs as a result of interactions between the environment and the learner's mind that actively gathers information and constructs meaning" (Herrera & Murry, 2011, p. 200).

Brown (2000) explained that the field of teaching a foreign language has undergone many changes with the objective that people learn to communicate in the target language.

“Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary.” (Harmer, 2007, p. 84). In other words, learners develop communicative competences using language in different contexts and purposes. As a result, teachers have been trying to motivate learners in the acquisition of the target language. As Brown said, “We are equipping our learners with tools for generating unrehearsed language performance out there when they leave the womb of our classrooms” (Brown, 2000, p. 42).

That is, in CLT a learner is motivated when he knows that he is working on his communication skills. Skills are developed in an unseparated way; they are learned in an integrated way. Learners learn to communicate by interacting with their teacher and peers. The CLT focuses its principles in the idea that language is used in a real context where communicative competences have to be developed. The CLT method has a learner-centered approach; it focuses on the interests and needs of the learners. It allows learners to express and share their ideas, opinions, and feelings in classroom activities. CLT encourages learners to develop fluency in the target language. The teacher takes notes while learners speak and later provides feedback to all learners, avoiding embarrassing them in the moment. It promotes cooperative learning and communicative interaction among learners and teacher, where the teacher is sometimes a facilitator or a monitor.

On the other hand, Larsen-Freeman and Anderson revealed CLT promotes learners' interaction between and among their peers sharing their ideas and opinions (2011). They provide the following list of techniques: authentic material, scrambled sentences, language games, picture strip stories, and role-plays. These techniques allow encouraging learners to learn a language in an authentic way.

According to Richards and Rogers (2001), positive reinforcement helps the learners to develop correct habits, emphasizing the teaching of listening and speaking before reading and writing. Then, learners realize that the target language is meaningful and it is not simply a subject. "Language is a vehicle for classroom communication, not just the object of study." (Larsen-Freeman & Anderson, 2011, p. 128) For this reason, they will be motivated to continue learning and improving their communicative skills.

"To overcome the typical problem that cannot transfer what learners learn in the classroom to the outside worlds and to expose them to natural language in a variety of situations, CLT advocate the use of authentic language material" (Larsen-Freeman & Anderson, 2011, p. 132). Without doubt, use authentic material is key in motivated language acquisition, but like Richards (2006) mentions when people think about authentic material, they usually assume that we are talking about just newspapers or magazine articles but there are others things such as songs, posters, flyers and anything else written in the target language that relates learners' interests and needs. For instance, if we are working with learners who have a low level of English, we can use realia, real objects, or short pieces of writing to help teach learners in a classroom.

In CLT method, "the accuracy of the language is less important than successful achievement of communication" (Harmer, 2007, p. 85). This learning method encourages learners to use the language in a real context. Moreover, contextualized situations increase learners' motivation to learn to communicate in meaningful ways about meaningful topics. Teachers can use role-playing in classrooms where learners can simulate different situations (Richards & Rodgers, 2001). They can tell learners to pretend they are interviewing a famous singer, politician, or other person, making

them think about what they would like to ask this person if they would be in that situation.

In modern English language classrooms, CLT seems to be the most adequate practice, since the aim in that kind of classroom is to learn the language in order to communicate in real context, not just keep repeating memorized sentences. “The language learner is not a mimic, but is also a cognitive, affective, social being. The same applies to the language teacher – not only is the teacher a model, a drill conductor, and a linguist, but possibly also a counselor, facilitator, collaborator, and trainer” (Larsen-Freeman & Anderson, 2011, p. 180). This means as Brown (2000) stated, in real life communication, the speakers have a choice for what they will say when they interact with other people.

Task-Based Language Teaching (TBLT) draws on several principles that formed part of communicative language teaching. For example: “1. Activities that involve real communication are essential for language learning, 2. Activities in which language is used for carrying out meaningful tasks promote learning, and 3. Language that is meaningful to the learner supports the learning process” (Richards & Rodgers, 2001, p. 223). TBLT is motivated primarily by a theory of language rather than a theory of learning. Moreover, the basis and foundation for this particular research is grounded in the social constructivist view, a theory, and a set of strategies that relate oral production to the environment where it is taught. In this view, teachers and learners collaborate with each other in order to understand, define, and comprehend what is taught in the classroom.

#### **2.3.2.2. Productive skills**

Richards and Schmidt (2010) assert that “Sometimes speaking and writing are called the active/productive skills (p. 331), also

referred to as active skills, encompass the “transmission of information that a language user produces in either spoken or written form,” on the basis of the data received and interpreted through the receptive or passive skills (p. 478). The authors highlight the interdependence of the four language macro-skills, and emphasize that neither the passive nor the active skills can be developed without the support of their counterparts. Hence, the information and knowledge that individuals gather through the receptive skills is to be considered as the foundation for the actual real-life activation of the productive skills. Listening and speaking are skills that are closely related and they should be integrated in the classroom, assuring that they be taught with a meaningful communicative context (MinEduc, 2016). In other words, we cannot develop speaking skills unless we also develop listening skills.

#### **2.3.2.3. Listening Skill**

To have a successful conversation, learners need to understand what it is said to them. Then, the ability to understand spoken English may become important for understanding foreign visitors, or listening to the radio. Learners need plenty of practice in listening to English spoken at normal speed to develop this ability (Brown, 2000). Listening to spoken English is an important way of acquiring the language –of picking up structures and vocabulary. Therefore, teachers need to give learners as much opportunities to listen to spoken English as possible.

#### **2.3.2.4. Speaking skill**

Speaking is a productive skill that involves using speech to express meaning to other people. Speaking is to express the needs, request information, service, and so on (Brown, 2000). Communication involves at least two people where both sender and

receiver need to communicate to exchange information, ideas, opinions, views, or feelings. Furthermore, speakers must consider the people they are talking to as listeners. It is important that everything that the speaker wants to say be conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages with a purpose.

Inside of a foreign language classroom, “The process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed” (Oradee, 2012, pág. 533). Kavaliauskiene (2013) stated that speaking requires a constant interaction with others; however, in classrooms there is not constant interaction between learners and teachers. In fact, English teachers still spend the majority of class time on reading and writing practice, almost ignoring the speaking skill (Bahrani, 2012). As a result, many learners do not develop speaking skill, which are considered the most difficult skills to develop.

Furthermore, learners are frequently too embarrassed or shy to say something incorrect when they do not understand (Bahrani, 2012). They prefer not to speak. In this case, the role of the teacher must be to encourage learners to speak, regardless of the mistakes that they could make. The teacher has to explain that mistakes are part of the process of learning a foreign language. Bahrani (2012) expressed that speaking has a decisive role in the language learning process; therefore, the role of the teacher must be to promote learner participation.

### **Spoken production**

The spoken production focuses on fluency over accuracy. Learners learn the sounds of English through motivating and

engaging tasks that increase their confidence levels in regards to the language (MinEduc, 2016). Likewise, spoken production is also closely related to pronunciation then, when learners listen songs in English, they feel motivated to sing the song practicing pronunciation of English language unconsciously. Furthermore, the focus on fluency over accuracy also increase learners' self-confidence leading learners to continue learning and producing the foreign language.

### **Fluency**

According MinEduc (2016), accuracy is the ability to speak naturally, normally, without many pauses that is characterized by the ability to express oneself with little or no effort without paused or hesitations.

### **Pronunciation**

Pronunciation is the way a certain sound or sounds are produced (Richards & Schmidt, 2010). It is the ability to use correct stress, rhythm, and intonation patterns.

### **Vocabulary**

Vocabulary is related with the use of words and phrases. It has a set of lexemes, including single words, compound words, and idioms (Richards & Schmidt, 2010).

### **Spoken interaction**

Interaction is an important word for language teacher. It is in fact, the heart of communication (Brown, 2000). Oral communication encompasses a set of key skills that can be used for collaborative learning. We can send messages, receive them Interpret them in a context, negotiate meanings, and collaborate to accomplish certain

purpose. Tasks involving spoken interaction must be carefully scaffolded and the language graded in order to meet the production needs of the learners. Thus, learners should participate in a variety of spoken contexts with informal expression talking with friends.

### **Accuracy**

The ability to produce language that is clearly articulated and grammatically and phonologically correct, with few errors is considered accuracy (MinEduc, 2016, p. 32). Accuracy usually focuses on the elements of grammar and discourse in learners' spoken output.

### **Grammar**

"It describes the speaker's knowledge of the language. Grammar is based on how it may be structured in speaker's mind, and which principles and parameters are available to speaker when producing the language." (Richards & Schmidt, 2010, p. 252).

#### **2.3.2.5. Importance of teaching speaking**

Speaking is not simply expressing something orally. Some aspects need to be acquired by learners in order to have good speaking skill. They are accuracy, pronunciation, fluency, and vocabulary (Brown, 2000, p. 268). Accuracy consists of using correct forms of vocabulary, grammar, and pronunciation through different activities. Fluency is speaking at a normal speed, without hesitation, or repetition, and with smooth use of connected speech (Spratt, Pulverness, & Williams, 2005). In interaction skill, there is an engagement in a process of negotiation of meaning. Likewise, affective factors and the interaction influence speaking. The affective factors consist in the anxiety that learners feel when they are speaking because they do not want to make mistakes, or look like a

stupid person. It shows that speaking is viewed as a high-risk activity that creates anxiety and causes learners worry about losing face.

“Learners have problems speaking fluently with native like pronunciation because of prosodic features: intonation, stress, and other phonological nuances” (Richards & Renandya, 2002). Intonation can help learners analyze and generalize the sentences to notice the stress timed (Celce-Murica, 2001). Moreover, through the internet we can find broad resources for learners and teachers. Knowing grammatical and semantic rules is not sufficient for speaking. Learners must be familiar with the knowledge of how native speakers use the language in the context of well-organized interpersonal exchange, in which many factors interact. Thus, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately (Richards & Renandya, 2002).

Speaking competence is related with speaking accuracy and fluency. Speaking accuracy demonstrates “the extent to which the language produced conforms to language norms” (Yuan & Ellis, 2003, p. 2) under which the appropriate use of pronunciation, vocabulary, and grammar are subsumed. Speaking can be considered as an indispensable tool for language teaching and learning since it can “facilitate language acquisition and development” (Goh C. C., 2007, p. 1). Mastering spoken conversation can be fruitful to learner’s academic accomplishment and professional success (Saunders & O’Brien, 2006)

#### **2.3.2.6. *Developing speaking skill***

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, games, role-play, songs, and so on can improve speaking skill. Evidence shows that speaking should incorporate activities in-

group work (Oradee, 2012). Vygotsky and M. Bakhtin stated that language and society are strongly connected in their corresponding theories. (Cited in Fisherkeller, (2002), p. 223); learners attempt to look for visual aids, which connect the learners' social group context with language in every day usage.

According to Harmer (2004), learners should know "language features" and the ability to process them in communication. If the speakers dominate these language features, they will help learners to acquire successful communication goals. Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between learning objectives and classroom implementation. In fact, many teachers do not facilitate situations for real practice in speaking due to the limited instruction time. Likewise, teachers should take into account learners' interests and needs. Learners need take part in oral activities to exchange spontaneously their thought in foreign language speaking (Derakhshan & Shirmohammadi, 2015).

#### **2.3.2.7. Speaking skill' difficulties**

Learning the English language, according to Kang, is often thought as a purely academic exercise in which EFL learners generally learn no more than is needed to pass the course. Many studies have revealed the great difficulty that EFL learners have in producing correct English (Wang, 2014). It is not only caused by a lack of students' motivation, but also it is an educative and curriculum failure, in which learners are exposed in repetitive lessons where neither motivation nor variation is found. Most learners are not interested in learning the language and just think about passing the

course (Cronquist & Fiszbein, 2017). Thus, they are not interested whether they learn something, and whatever they learn they will forget quickly, because they are tired of repetition.

Language acquisition is a process that occurs because of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the foreign language (Herrera & Murry, 2011). When learners are involved in a real language use, the acquisition process occurs in a natural way and likewise, their productive skills are developed. Since English is included in learners' curricula as a mandatory subject, most of the learners just want to pass it in order to fulfill the curriculum but not as a personal decision. Therefore, learners' interest in learning the language stands affected, and subsequently student's communicative competence is compromised. There might be a mechanical written output, but their oral production is not developed.

Aside from being a mandatory subject, other factors interfere in the development of skills, especially the speaking skill, which according to Al-Zedjali remains "the most difficult skill to master for the majority of English learners" (Al-Zedjali, 2009). It is difficult for learners to develop the two main productive skills, writing and speaking, inside an EFL class. As a result, learners are incompetent when communicating their ideas while using the target language. However, speaking is a skill that learners need to develop, and according to Krashen's Theory, this development depends on each student's acquisition of grammatical structures that follows a 'natural order', which is predictable. According Krashen hypothesis, for a given language, "some grammatical structures tend to be acquired early while others are acquired later." (Herrera & Murry, 2011).

Likewise, in a study done by Hidayet called *EFL Learners' Communication Obstacles* there are two big factors that influence learners during the English speaking process: anxiety and unwillingness (Hidayet, 2009). When learners do not feel motivated to participate in class, they create a certain resistance to communicate their ideas in English orally. Speaking is perceived to be the most anxiety-provoking element of foreign and second language education.

Thus, learners who are not in an educative context in which they can feel driven to participate or communicate using English, feel frustrated and pressured when trying to speak. Aside from the fact that it influences their motivation, other elements that can be considered relevant are the material, the methodology, and activities used in an EFL class. EFL resources need to enhance learners' motivation to talk and some English books lack activities directed to speaking. The implementation of other activities is suggested in order to allow learners to improve their speaking skill, learning in an enjoyable way, and having fun at the same time (Al-Hosni, 2014).

## **2.4. Hypothesis**

**Null hypothesis (H0).** Karaoke as a tool does not improve speaking skill in learners of English of first bachillerato in Francisco de Orellana High School.

**Alternative hypothesis (H1).** Karaoke as a tool improves speaking skill in learners of English of first bachillerato in Francisco de Orellana High School.

## **2.5. Research variables**

### **2.5.1. Independent variable:**

Karaoke as a tool

### **2.5.2. Dependent variable:**

Speaking skill in learners of English of first bachillerato at Francisco de Orellana High School.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Approach**

This study was applied in “Francisco de Orellana” High School with the aim to determine in what way the application of karaoke as a tool impacts the development of speaking skill in learners of first bachillerato in Puyo city, Pastaza province, during the second term, second quimestre of the academic year 2017-2018. The classes were held on Tuesday and Thursday morning as scheduled on April 2 - May 29, 2018.

#### **3.2. Research method**

In order to develop this project, it was decided to challenge the existing problem experienced by most of the learners of first bachillerato general unificado “A and B” in a specific context. This problem is related to speaking subskills: pronunciation, vocabulary, comprehension, fluency, and grammar. There is a need to use fresh tasks to hook learners’ attention and help them overcome their speaking deficiency and improve learners’ pronunciation. Karaoke was used in the teaching and learning process in order to transform specific issues. Action research was selected as a method to implement this study. Action research supported the researcher providing information to change and improve some speaking issues. As Kemmis and McTaggart (2013) said, “Action research is oriented to make improvements in practices and their settings.” (p. 4). Furthermore This study used Mixed-Methods research; that is, both quantitative and qualitative research techniques and procedures have been employed to collect and analyze data.

The researcher and fellow English teachers discussed the main problem in English learning as being oral communication (speaking). Thus, the challenge was to enhance or improve it. In order to develop this study, two classes were chosen from the first Bachillerato General Unificado (BGU) with 22 learners in each class. The research samples were comprised of first BGU A, which consisted of 21 learners as a control, and first BGU B, which consisted of 21 learners as the subject of the treatment.

In this study, the pre-test and post-test (annex 2) were important steps for the quantitative data collection phase. The pre-test for the learners was carried out at the beginning of the study to get their baseline score. In Part A of the test, the learners answered various questions posed by the researcher. In Part B, learners read aloud a text. In Part C, learners described a picture. A rubric was used to assess pre-test and post-test responses in order to avoid subjectivity or assumptions by the researcher.

After analyzing the results of the pre test, and identifying oral language deficiencies, the researcher started to implement some initial steps to help learners improve their abilities. First, an informal conversation among learners was done where learners talked about the types of songs they enjoyed and would like to sing in English class. Next, the initial lesson model was developed and implemented with the research subjects. After observing the results of the first lesson, the teaching model was evaluated and modified to improve the application of karaoke in the classroom.

Then, karaoke was applied using eight songs during the course of the study. Songs were chosen based on the learners' preferences, the tempos of the songs, and the requirements of the national

curriculum. After the intervention, the post-test was applied. Finally, the results of pre-test and post-test were analyzed and compared.

### **3.3. Type or level of research**

**Exploratory.** – It is the initial research, which forms the basis of more conclusive research. It helps in determining the research design, sampling methodology and data collection method (Singh, 2007, p. 64).

**Descriptive.-** Descriptive research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method” (Fox & Bayat, 2007, p. 45).

**Correlational.-** It evaluates the behavior variation of a variable in function of other variable, determining the trends subject to measurement of relationships between variables in the same subjects of a given context.

**Bibliography.-** This research is bibliography because the researcher used academic google, databases, digital library, and personal library to build the theoretical framework. The information was supported by studies or concepts according to remarkable authors, and national and international researchers.

**Action research.-** It is “A form of research that is becoming increasingly significant in language education” (Nunan, 1992, p. 17). A descriptive case study of a particular classroom, group of learners, counts as action research whether it is initiated by a question, supported by data and interpretation, and carried out by a practitioner investigating aspects of his or her own context and situation.

### 3.4. Population and sample

The study was applied at the first bachillerato learners who come from different ethnic groups and towns of Amazon region. Most of learners are woman and they are in their 15s and 16s years. They are two classes: first BGU "A" and first BGU "B" which consist of 21 learners as experiment class and 21 learners of control class. The study was conducted at Francisco de Orellana High School in Puyo city, Pastaza province. There were 15 men (35.7%) and 27 women (64.3%). The researcher worked with 2 groups; 21 learners in a group called "control", using book methodology, and 21 in a group called "Treatment " with those who worked through Karaoke to determine the effectiveness of its use in classes to improve speaking skill. The treatment was carried out from April 2 to the end of May 2018.

The researcher chose them as the subject of the study based on the talk among teachers that was done before of the study, where teacher explained that learners have problems with the speaking skill. Furthermore, according the Ecuadorian Ministry of Education learners in first bachillerato have to be in A2 level, but it is obvious that learners have many problems with oral communication. This background data is important in choosing the activities and songs.

**Table 1: Research population**

Characteristic		n	%
gender	Men	15	35,7
	Women	27	64,3
Group	Control	21	50,0
	Treatment	21	50,0

*Source: Register of the High school.  
Author: Cartagena, Z. (2018).*

### 3.5. Operation of variables

Independent variable: Karaoke as a Tool

**Table 2: Independent variable**

Conceptualization	Dimensions	Indicators	Basic items	Instruments
Karaoke lets people sing the words themselves (Cambridge Dictionary, 2017). It is a versatile tool, which lets learners achieve an authentic learning in and relaxing environment.	<p>Tool (Karaoke)</p> <p>Authentic</p> <p>Relaxing environment</p>	<ul style="list-style-type: none"> <li>· Innovative activity, which provide meaningful information that learners internalize.</li> <li>· Real life language in context where teacher is a guide.</li> <li>· Motivation</li> <li>· Low affective filter.</li> </ul>	<ul style="list-style-type: none"> <li>· Would you like to improve speaking ability through using a popular tool (karaoke)?</li> <li>· Which kind of the following songs in English do you prefer?</li> <li>· How much do you enjoy when you study in an informal environment?</li> </ul>	<p>Survey</p> <p>Observation</p>

Source: Direct research  
 Author: Cartagena, Z. (2018).

Dependent variable: Speaking skill.

**Table 3: Dependent variable**

Conceptualization	Dimensions	Indicators	Basic items	Techniques and instruments
Speaking skill is a productive skill that involves using speech (Spratt, Pulverness, & Williams, 2005), to communicate or participate in an oral interaction.	Oral Communication  Spoken Production    Spoken Interaction	Productive skill  Pronunciation Accuracy, vocabulary, Content.  Comprehension Relevance of content Fluency	· Part A, B and C of the test.  · Read the text aloud, and describe the picture. (Part B and C)  · Answer personal questions (part A)	Pre-Test Post-Test Rubric

Source: Direct research  
Author: Cartagena, Z. (2018).

### 3.6. Data collection

This research applied an oral test to both classrooms, learners of first bachillerato BGU A and BGU B at Francisco de Orellana School, before and after the intervention. The test assessed productive and receptive skills. To collect the data, 4 colleagues from the Francisco de Orellana High School helped to the researcher to apply the pre-test and post-test in the learners, the same ones were recorded for their posterior assessment, based on an adapted rubric of the Ministry of Education of Ecuador. Oral test can be found in Annex 2 and the rubric used can be found in Annex 3.

#### Observation

It was applied to the learners during the class in the first bachillerato BGU B. The instrument was a checklist for speaking skill in order to assess the development of speaking skill in the teaching and learning process. It can be found in Annex 5.

#### Survey

It was for learners. Its instrument was a questionnaire elaborated with closed and opened questions to know their perception about the use of karaoke in classroom. It can be found in Annex 4.

**Table 4: Data Collection**

Basic questions	Explanation
1. Why	In order to achieve the objectives of the research
2. From whom	The research has been developed with a group of 42 learners of first bachillerato in Francisco de Orellana High School.
3. About what aspects?	Karaoke as a teaching tool and its influence in Speaking skill in learners of English.

4. Who?	Cartagena Reino Zoila Oderay, the researcher.
5. When?	The intervention started in April 2, 2018, and it ended in May 29, 2018
6. Where?	Francisco de Orellana High School, Pastaza province, in first bachillerato BGU.
7. How many times?	It took place before and after the intervention.
8. In what situation	It was into the regular Schedule of the class of English as a foreign language.
9. What data gathering techniques?	Pre and Post testing surveying
10. What data collection instruments?	Pre and post intervention Speaking test by the learners. Validated rubric form assessing A2 Speaking Written close questions survey.

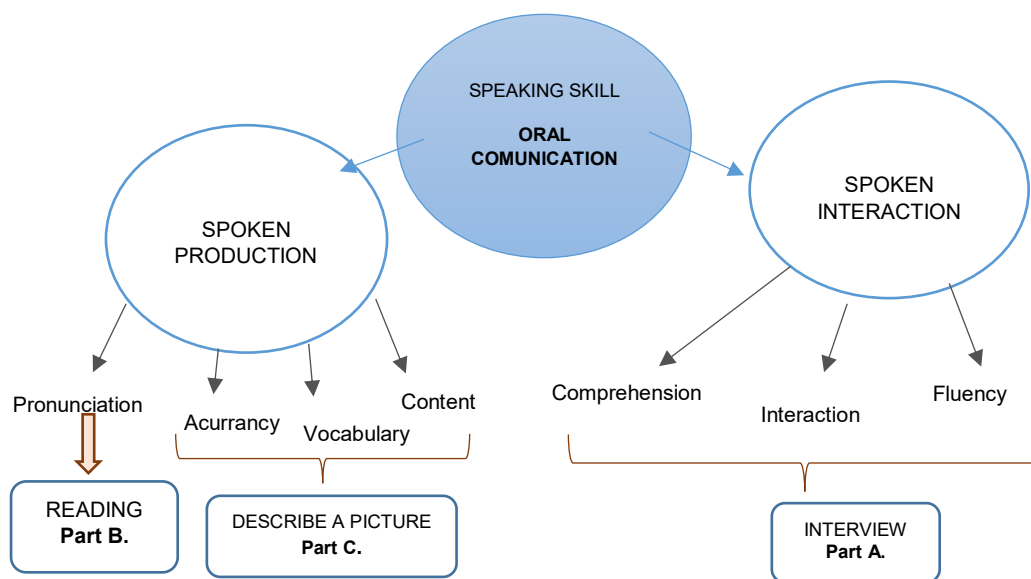
Source: Study's intervention  
 Author: Cartagena, Z. (2018).

### 3.7. Data analysis

The pre and post-treatment data gathered through the test applied to the control and treatment group were analyzed based on an adapted rubric developed for A2 language learners from the Ministry of Education of Ecuador. This rubric assesses seven criteria on a 0-5 scale. These criteria are comprehension, interaction, fluency, pronunciation, accuracy, vocabulary, and content. A sample of the rubric can be found in Annex 3. The analysis of the data keeps the following steps.

- Checking collected information.
- Analysis and interpretation of the gotten information.
- Presentation of a written report.

**Graph 5: Explanation of the analysis variables**



Source: Study's intervention  
 Author: Cartagena, Z. (2018).

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

#### **4.1. Analysis of results.**

The analysis of results was done in three phases: initially with the description of the level of development of oral communication in all learners, considering "Interaction" and "Production" and each of its indicators divided into three sections: Interview, Reading and Description; subsequently, a comparison of grades was made between both study groups before and after the intervention. For these analyses, measures of central tendency and dispersion were used. In addition, when the behavior of the normal data resulted according to the normality for small test, Shapiro Wilk samples ( $p > 0.05$ ) parametric tests were used. Student's T-test for independent samples for the comparison of means between groups and the T test for related samples for comparisons of means before and after the intervention, decisions were taken with a consideration of 5% ( $p < 0.05$ ).

In the last stage, the learners were classified according to the scope of the results stipulated by Ministry of education of Ecuador (2016), and their results were expressed by absolute frequencies. The information was processed in the statistical program SPSS 25 and the edition of tables and graphs in Excel 2016. For a better understanding, box and whisker diagrams, linear graphs, and stacked columns were used.

## 4.2. Data interpretation

### 4.2.1. Initial evaluation

The initial evaluation shows two groups were similar. There were not significant differences between the control group and the treatment group (table 5). It can be observed in the Gauz bell where the Z value is in the acceptance area (Graph 6). The treatment group was chosen base on the problems that learners showed in understanding questions and answering them in the interview.

**Table 5: pre-test results (control group, treatment group)**

No.	description	Interview mean		Reading mean		Description mean		General mean	
		Cont.G	Trat.G	Cont.G	Trat.G	Cont.G	Trat.G	A Cont.G	B Trat.G
1	S001	2,95	3,48	3	3	2,00	2,67	2,65	3,05
2	S002	3,67	3,90	4	4	1,00	3,67	2,89	3,86
3	S003	3,52	2,71	4	2	1,00	1,33	2,84	2,02
4	S004	3,90	3,10	3	1	3,00	1,00	3,30	1,70
5	S005	3,24	2,86	2	4	1,00	2,00	2,08	2,95
6	S006	1,95	2,57	3	4	2,00	2,33	2,32	2,97
7	S007	2,10	2,76	1	3	1,67	2,00	1,59	2,59
8	S008	4,05	2,05	5	3	3,00	2,00	4,02	2,35
9	S009	2,71	3,81	2	4	2,33	3,00	2,35	3,60
10	S010	3,43	4,00	2	4	1,33	3,33	2,25	3,78
11	S011	3,29	3,29	3	4	1,00	2,00	2,43	3,10
12	S012	2,62	3,57	4	3	1,67	1,00	2,76	2,52
13	S013	1,71	3,14	1	4	1,33	2,00	1,35	3,05
14	S014	3,05	3,48	4	3	2,33	2,00	3,13	2,83
15	S015	3,10	4,19	3	3	2,00	2,33	2,70	3,17
16	S016	3,00	2,52	3	3	1,33	2,00	2,44	2,51
17	S017	3,38	2,71	3	3	2,00	1,00	2,79	2,24
18	S018	2,19	1,57	2	1	1,67	1,00	1,95	1,19
19	S019	3,33	2,05	3	2	2,00	1,33	2,78	1,79
20	S020	3,19	3,81	3	4	2,00	3,00	2,73	3,60
21	S021	3,90	3,95	3	4	3,00	3,67	3,30	3,87
	Average	<b>3,06</b>	<b>3,12</b>	<b>2,90</b>	<b>3,14</b>	<b>1,84</b>	<b>2,13</b>	<b>2,602</b>	<b>2,797</b>

Source: Initial study

Author: Cartagena, Z. (2018).

$$H_0: \mu_B = \mu_A$$

$$p < 0.05$$

$$H_1: \mu_B \neq \mu_A$$

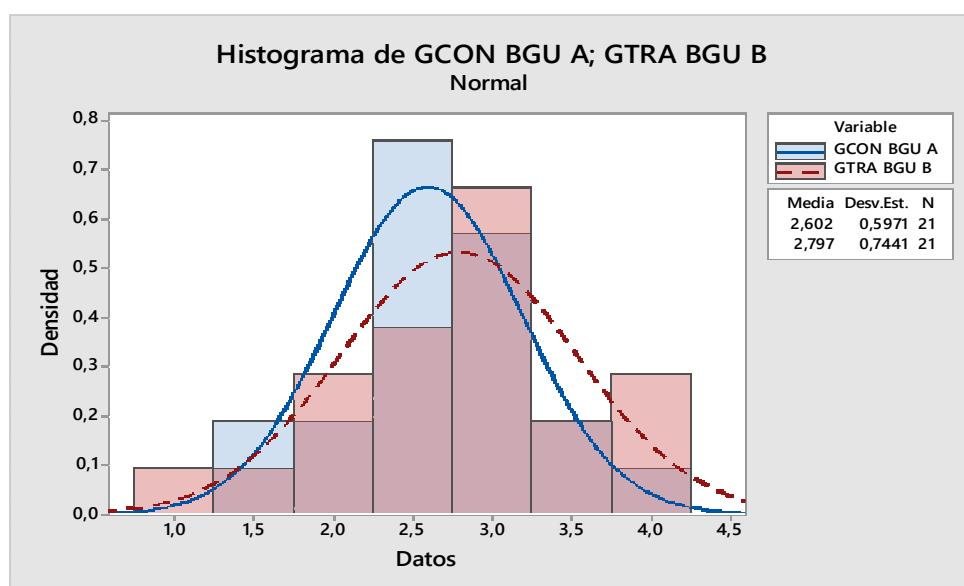
$$Z = \frac{\bar{X}_B - \bar{X}_A}{\sigma_{XB - XA}}$$

	A	B
Gn	21	21
$\bar{X}$	2.602	2.797
s	0.597	0.744

$$\sigma_{\mu B - \mu A} = \sqrt{\frac{0.597^2}{21} + \frac{0.744^2}{21}} \quad Z = \frac{2.797 - 2.597}{0.208} = 0.937$$

$$= 0.208$$

**Graph 6: Normal curve**

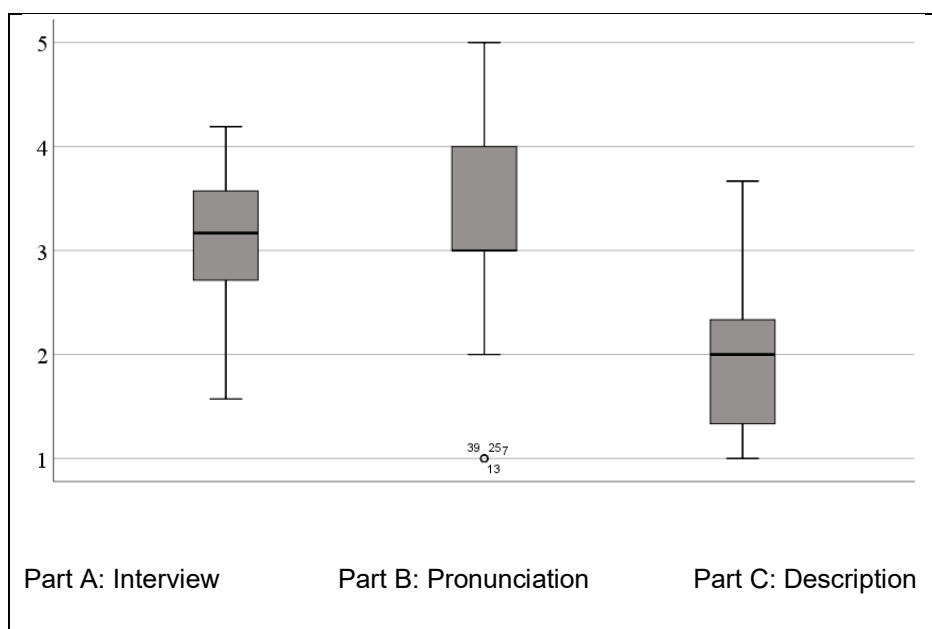


Source: Initial study  
 Author: Cartagena, Z. (2018).

Additionally, the initial evaluation of all learners revealed that: in the "Interview" section, the scores ranged between 1.57 and 4.19 with an average of 3.09 (SD = 0.68), being the section with the best grades. In the Reading section for the pronunciation skill had variations between 1.00 and 5.00 with a mean of 3.02, registering a high

dispersion of data (SD = 0.98). Finally, in the "Description" section, the average recorded as 1.98 (SD = 0.76), with the section with the lowest rating. Graph 7 shows the behavior of the results.

**Graph 7: Initial situation according to sections**



Source: Initial study  
Author: Cartagena, Z. (2018).

The box and whisker diagram shows the behavior of the ratings (over 5 points) in the three sections, the horizontal lines represent the minimum, maximum, and quartiles, and the amplitude of the diagram reflects the dispersion of data.

The analysis performed on each of the evaluated indicators revealed that there was no significant difference between the two study groups in the development of speaking skill at the beginning of the study. ( $p < 0.05$ ), in table 6 the details can be observed.

**Table 6: Speaking competence**

**(Over 5 points)**

Competence (Indicator)	Control Group		Treatment group		p
	Mean	SD	Mean	SD	
Comprehension	3,46	0,80	3,38	0,80	0,613
Interaction	2,95	0,64	3,03	0,73	0,614
Fluency	2,78	0,62	2,95	0,70	0,350
Accuracy	1,95	0,67	2,29	0,96	0,291
Vocabulary	1,71	0,72	2,00	0,77	0,224
Content	1,86	0,73	2,10	0,94	0,475
Pronunciation	2,90	1,00	3,14	0,96	0,292

Note: there are no differences

Source: Initial study

Author: Cartagena, Z. (2018)

#### **4.2.2. Changes in each group**

In the "Treatment" group, significant differences were recorded in the three sections evaluated ( $p < 0.05$ ), with mean oscillating increases between 0.76 and 1.10 points; in part C (Spoken production), it was where major change was initially evidenced with an average of 2.13 (0.85) and after the intervention with a 3.22 (SD = 0.74). In the interview section (Spoken interaction) an average score of 3.12 was obtained (SD = 0.73) and then the record was 4.11 (SD = 0.59). Finally, in the section referring to pronunciation (Spoken production) an average of 3.14 was observed before the intervention with the use of karaoke and an average of 3.90 afterwards. Table 7

**Table 7: Description: Pre test and post-test treatment group Over 5**

Dimension	Headland	Test	Minimum	Maximum	Mean	SD	Difference of means	P
Spoken Interaction	Part A. Interview	Pre test	1,57	4,19	3,12	0,73	0,99	0,00*
		Post test	2,76	4,76	4,11	0,59		
Spoken Production	Part B. Reading	Pre test	1	4	3,14	0,96	0,76	0,00*
		Post test	1	5	3,90	1,09		
Spoken Production	Part C. Description	Pre test	1,00	3,67	2,13	0,85	1,10	0,00*
		Post test	2,00	4,33	3,22	0,74		

Note: \*Significant difference

Source: Study's intervention

Author: Cartagena, Z. (2018)

In the control group, changes were recorded ( $p < 0.05$ ) in two of the three sections evaluated, with average changes between 0.14 and 0.36 points; there is no change in the second section with an initial average score of 2.90 (SD = 1.00) and a final score of 3.05 (SD = 0.80), details in table 8.

**Table 8: Pre test and Post test of control group**

Dimension	Headland	Test	Minimum	Maximum	Mean	SD	Difference of means	P
Spoken Interaction	Part A. Interview	Pre test	1,71	4,05	3,06	0,65	0,36	0.00*
		Post test	2,14	4,57	3,42	0,71		
Spoken Production	Part B. Reading	Pre test	1,00	5,00	2,90	1,00	0,14	0,419
		Post test	2,00	4,00	3,05	0,80		
	Part C. Descriptive a picture	Pre test	1,00	3,00	1,84	0,65	0,25	0,025*
		Post test	1,00	3,33	2,10	0,55		

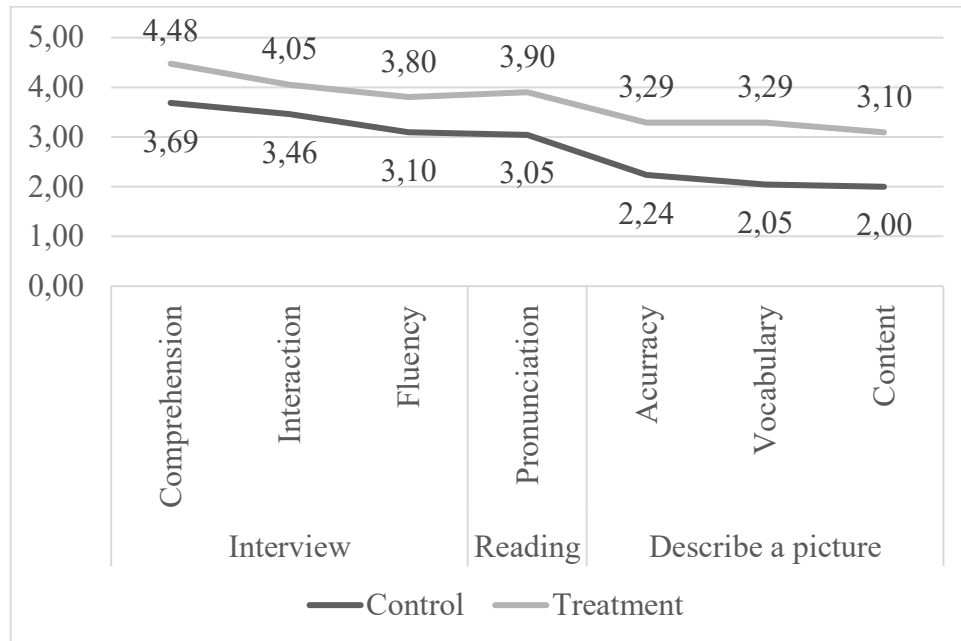
Note: \* No significant difference

Source: Study's intervention  
 Author: Cartagena, Z. (2018)

#### 4.2.3. Final differences by indicator

The evaluation performed after the intervention revealed significantly higher scores in all the indicators evaluated in the "treatment" group, compared to the "control" group; there were oscillating changes between 0.59 and 1.24 points. "Comprehension" turned out to be the highest score of both groups, with means of 4.48 (SD = 0.61) and 3.69 (SD = 0.80) of the treatment group and the control group respectively. "Interaction" came next in the scores leaving content as the indicator with the lowest score of all. "Vocabulary" and "content" were the two indicators that showed the most significant change between the two groups, where the impact of using karaoke as a tool in teaching-learning process can be better observed in Graph 8 where is shown the scores obtained by the two groups during the post-test.

**Graph 8: Indicators according to post test**



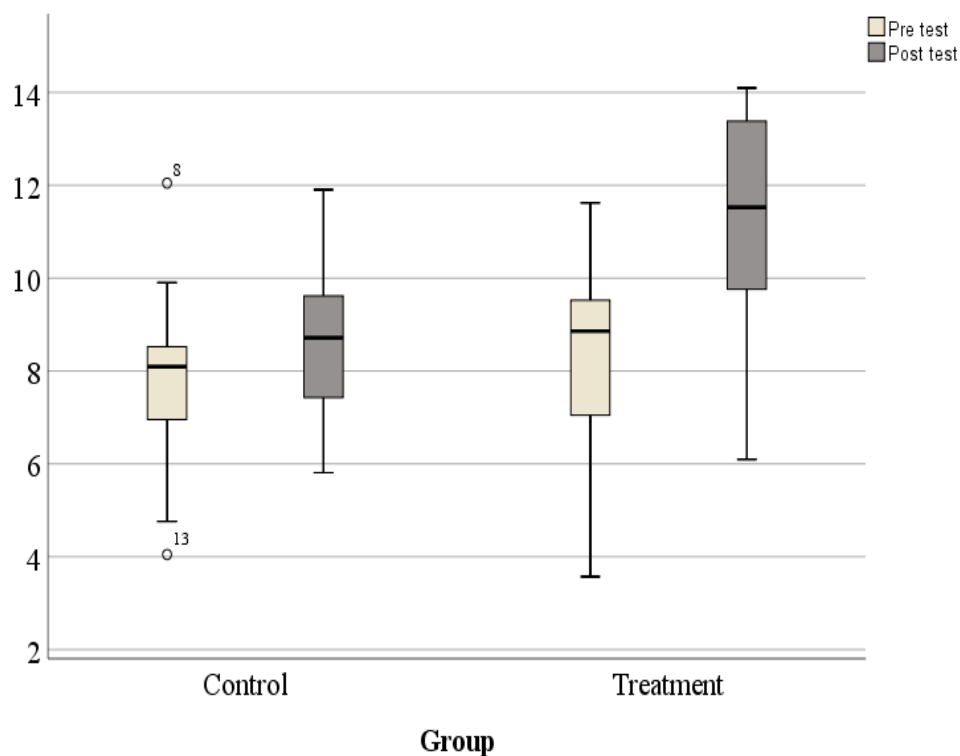
Source: Study's intervention  
 Author: Cartagena, Z. (2018).

#### 4.2.4. Comparison between groups (Over 15 points)

In Graph 9, it can be seen that the evaluation scores that included interaction and production abilities completely increased ( $p < 0.05$ ) in the control group from 7.81 points ( $SD=1.79$ ) to 8.56 ( $SD = 1.77$ ) revealing an increase of 0.75 points on average.

On the other hand, in the treatment group, an average of 8.39 points was initially displayed ( $SD = 2.23$ ) and in the post-test one of 11.24 ( $SD = 2.23$ ) exhibiting a significant increase of 2.85 points. Although both groups reflected a significant increase in grades, the treatment group had a more pronounced development.

**Graph 9: Initial situation according to sections. (15 points)**



Source: Study's intervention  
 Author: Cartagena, Z. (2018).

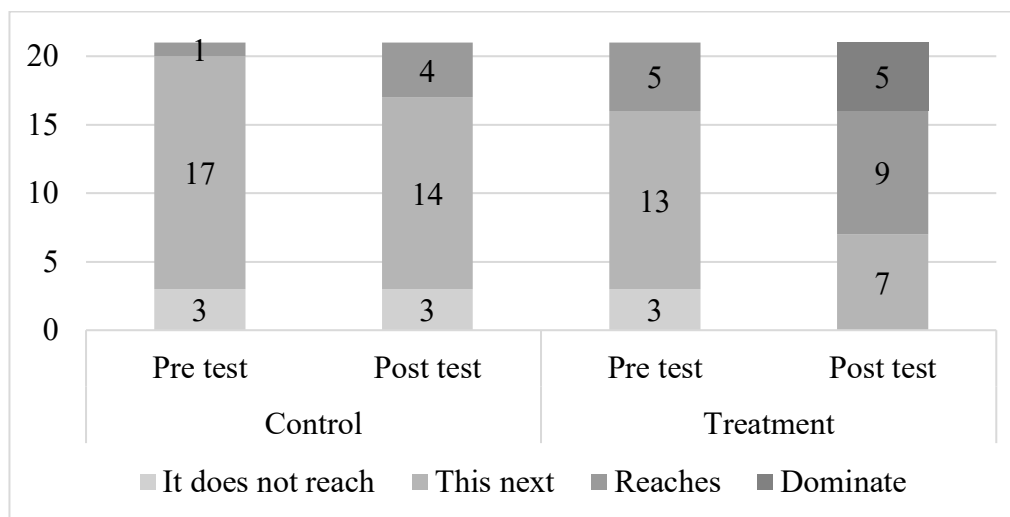
Graph ten, the box, and whisker plot shows the behavior of the ratings (over 15 points), before and after the intervention in both groups, the horizontal lines represent the minimum, maximum, and quartiles, and the amplitude of the diagram reflects the dispersion of data.

In the control group it was found that three people did not achieve the required knowledge, 17 were close to reaching and one reached them, while in the subsequent exam 3 learners were found who did not achieve the required knowledge, 14 were close to reaching them and four were they reached.

On the other hand, in the treatment group initially 3 people did not achieve the required knowledge, 13 were close to reaching them

and 5 reached them; at the end of the intervention there were 7 learners who were close to achieving the knowledge, 9 who reached them and 5 mastered them. In figure 10, the details can be observed.

**Graph 10: Initial situation according to sections**



Source: Study's intervention  
 Author: Cartagena, Z. (2018).

The stacked column chart shows the frequency of learners categorized according to the scope of knowledge, stipulated by the Ministry of Education.

The table 9 Graph shows the results obtained in the post-test to the control and treatment group in which it is evident that there is a very significant difference. The graph 11 shows a summary of the results where the control group falls into the accepted region while the treatment group falls into the rejection region, it means that the use of karaoke as a tool in teaching English helps learners to improve speaking skill.

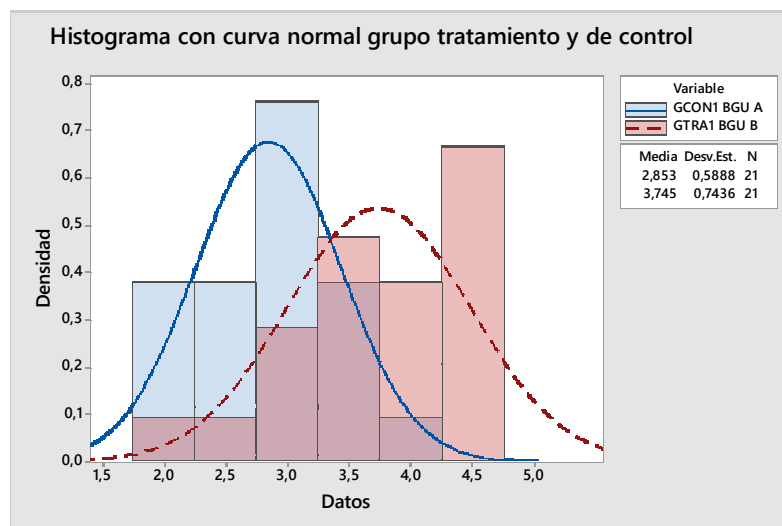
**Table 9: post-test results (control group, treatment group)**

No.	description	Interview mean		Reading mean		Description mean		General mean	
		Cont.G	Trat.G	Cont.G	Trat.G	Cont.G	Trat.G	A Cont.G	B Trat.G
1	S001	3,14	4,24	2	5	2,00	3,67	2,38	4,30
2	S002	3,62	4,76	4	5	2,00	4,00	3,21	4,59
3	S003	3,33	4,52	3	4	1,33	3,00	2,56	3,84
4	S004	3,90	3,10	4	1	3,00	2,00	3,63	2,03
5	S005	3,29	4,10	3	3	2,00	2,00	2,76	3,03
6	S006	2,19	4,43	2	4	1,67	3,33	1,95	3,92
7	S007	2,24	3,76	2	3	1,67	3,00	1,97	3,25
8	S008	4,29	4,52	4	3	2,67	3,33	3,65	3,62
9	S009	3,71	4,71	3	5	2,00	4,00	2,90	4,57
10	S010	3,33	4,76	3	5	2,00	4,33	2,78	4,70
11	S011	4,19	4,38	3	5	2,00	4,00	3,06	4,46
12	S012	3,19	3,62	4	3	1,00	3,00	2,73	3,21
13	S013	2,24	3,43	2	4	2,00	2,00	2,08	3,14
14	S014	3,57	4,33	4	4	3,00	4,00	3,52	4,11
15	S015	4,05	4,62	3	4	2,33	3,00	3,13	3,87
16	S016	4,05	3,43	3	4	2,00	2,67	3,02	3,37
17	S017	3,57	3,81	4	4	2,33	3,00	3,30	3,60
18	S018	2,14	2,76	2	2	1,67	2,33	1,94	2,37
19	S019	3,43	3,71	2	4	2,00	3,00	2,48	3,57
20	S020	3,71	4,76	3	5	2,00	4,00	2,90	4,59
21	S021	4,57	4,52	4	5	3,33	4,00	3,97	4,51
	Average	<b>3,42</b>	<b>4.11</b>	<b>3.05</b>	<b>3.91</b>	<b>2.10</b>	<b>3.22</b>	<b>2,85</b>	<b>3.75</b>

Source: Study's intervention

Author: Cartagena, Z. (2018).

**Graph 11: Final curve normal**



Source: Study's intervention

Author: Cartagena, Z. (2018).

#### 4.2.5. Students' Perception towards using karaoke in class

It was applied a survey after the intervencion in order to see the point of view of the learners, it helped to the researcher to reach the conclusions. The results in the survey showed that all learners considered that using karaoke in class help them to improve their speaking skill especially pronunciation, also vocabulary, comprehension, and grammar was mention in a high percentage.

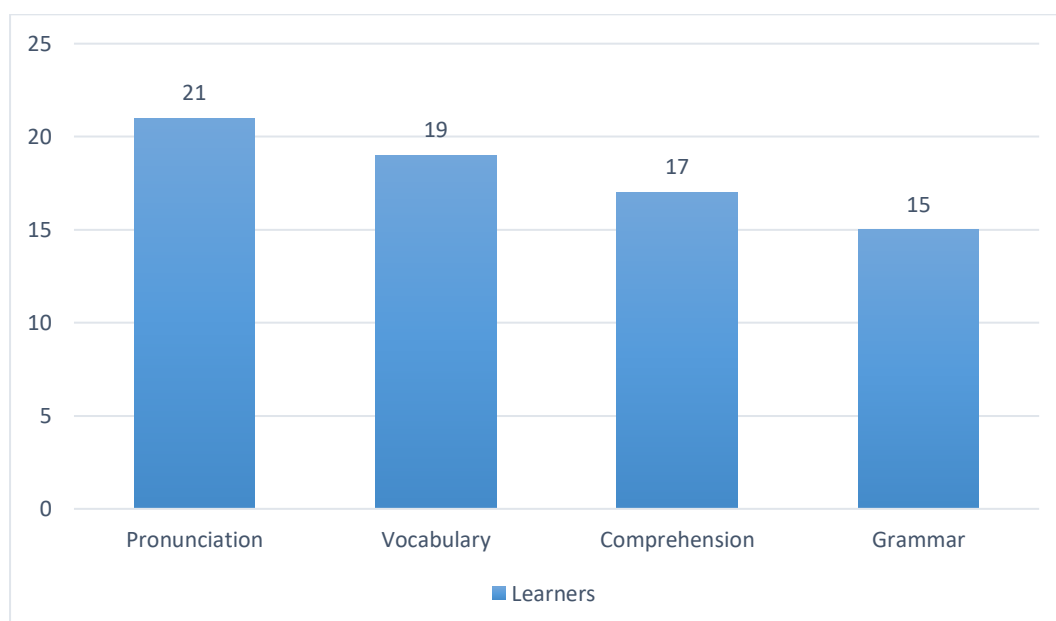
### 3. What subskills do you consider karaoke helped you to improve?

**Table 10: subskills improved using karaoke**

	Responses	Percentage
Pronunciation	21	100,00%
Vocabulary	19	90,48%
Comprehension	17	80,95%
Grammar	15	71,43%

Source: Post intervention survey  
Author: Cartagena, Z. (2018).

**Graph 12: subskills improved using karaoke**



Source: Post intervention survey  
Author: Cartagena, Z. (2018).

#### 4. Did you feel motivated in English classes using karaoke in the learning process?

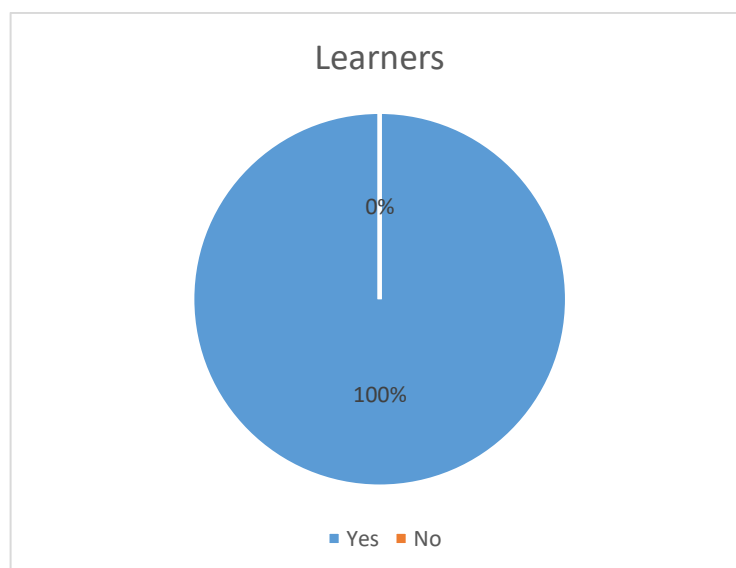
All of the learners answer that they felt motivated in English classes using karaoke in the learning process. Here there are some reasons that learners wrote in the survey: 1. the environment of the class was different, 2. Karaoke did the class more interesting, 3. it was funny, 4. I liked it, 5. it was an interesting way of learning. 6. I felt motivated because there was something new in each class. Graph 13.

**Table 11: Learners feel motivated in English classes**

	Responses	Percentage
Yes	21	100,00%
No	0	00,00%

Source: Post intervention survey  
Author: Cartagena, Z. (2018).

**Graph 13: Learners feel motivated in English classes**



Source: Post intervention survey  
Author: Cartagena, Z. (2018).

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Conclusions**

According to the research done at Francisco de Orellana High School in Puyo city, Pastaza province, about karaoke as a tool in speaking skill in learners of English, the researcher has come to the following conclusions:

- Before the intervention there were many problems related with speaking skill among learners in high school. The most obvious was the fear of making mistakes while speaking. The results in the pretest allowed the researcher to look for a fashionable tool that helps them to improve their speaking skill in a significant manner.
- When the researcher used karaoke in class, learners were motivated and had fun singing the songs. They were excited to learn vocabulary and pronunciation this way. The use of karaoke produced positive emotions in the learners because they enjoyed the experience of learning.
- The use of karaoke in the classroom became useful in the improving of pronunciation, accuracy, and vocabulary because it originated unconscious repetitions that helped learners practice listening and speaking skill in an easy and amusing way.
- Learners felt involved in the learning process because teacher listened to their suggestions about songs. Sometimes they suggested modern songs they frequently listen on the radio to

work in class. Furthermore, some learners said they believe that they learned much English in an easy and fun way using karaoke.

## **5.2. Recommendations**

The use of Karaoke in English classes can become an important tool for developing listening and speaking skill for the following reasons:

- Teachers must make an effort to get to know their learners in order to know what they like, what they know, what they understand and what level they have, and then use this information to motivate them in the learning process. If teachers know their learners better, they can choose topics and tools that are more connected to their learner's taste and preference, increasing their motivation while and involvement in the learning process.
- The use of innovative tools as karaoke in English classes created a suitable environment. Teachers need to select activities and karaoke songs according to the learners' level, interest, and age. For instance, in first of bachillerato, the speed of the song must not be too fast because learners might feel lost and might not follow the lyrics of the song, which may make them feel frustrated and lose interest.
- Teachers need to be very creative and use motivating activities in classes. The researcher suggests the use karaoke in the English classroom, using it as a tool in improving communicational skills from basic education to bachillerato, because it encourages learners to use the language unconsciously.
- The researcher believes that after proving the improvement of speaking skill-using karaoke, it is necessary for teachers to begin using innovative tools in classroom that encourage and motivate learners to learn the English language.

## CHAPTER VI

### THE PROPOSAL

**Topic:** Alternative methodological proposal for the implementation of karaoke as a Tool in speaking skill, in learners of English in Francisco de Orellana High School.

#### 4.1. General information

**Institution:** Francisco de Orellana High School

**Province:** Pastaza

**City:** Puyo

**Location:** Los Pindos and Sucumbíos Avenue – El Dorado neighborhood.

**Beneficiaries:** Teachers and first Bachillerato learners' at Francisco de Orellana High School.

**Start date:** April 2, 2018

**End date:** May 29, 2018

**Person in charge:** Zoila Oderay Cartagena Reino

#### 4.2. Background of the proposal.

This proposal is a result of the research study done in Francisco de Orellana High School as answer to several problems that learners in this institution have related to English as subject. Most of learners in this institution cannot speak in English as a study done by British Council said after many years teaching English was evident learners did not want to talk in English, they do not feel English is important or needed, they study English in secondary school because it is mandatory ( (British Council, 2015, p. 8). On the other hand, English classes are bored for learners because most of teachers focus their attention in developing grammar structure and do not develop the oral

communicative skills being impossible for them to communicate in English in real life after finishing their secondary education.

On the other hand, after using karaoke as a tool in learning process the results have demonstrated that Karaoke has a beneficial effect on learners of English as a foreign language at Francisco de Orellana High School. This positive influence is shown in learners' attitude and speaking production performance, in the statistical analysis of pre and post-test, where it is evidenced on the improvement of pronunciation, understanding, and fluency.

#### **4.3. Justification.**

Considering the communicative approach entails development and strengthening of the oral speaking skill, and since it has been identified several advantages of using karaoke in the English classroom throughout the research, this alternative methodological proposal to use karaoke as a tool in speaking skill in learners of English helps learners to engage with learning English and develops their speaking skill.

Using karaoke in English classes, most learners do not feel English as a bored subject; instead of, they feel it facilitates the development of their speaking skill as pronunciation, vocabulary, grammar, understanding, and fluency. In other words we will leave behind the traditional method that nowadays teacher continue practicing as a study in Ecuador by British Council states "while many teachers claimed to use communicative or natural approaches, the grammar translation method was the method used most often in classroom observations. Similarly, lessons were found to be largely teacher centered, with virtually no class participation" (British Council, 2015). Then, it is time that teachers use the communicative approach and focus their method based on learners' interest.

Furthermore, as Batista said “most learners love doing activities related to music, so why not make continuous and efficient use of music and song inside the classroom as well? We, as teachers, are responsible for motivating and stimulating our learners to learn (Batista, 2008). Then, this proposal help learners and teachers in the teaching and learning process of English as foreign language since actually, music is so powerful in the language classroom that it enhances a wide range of social and academic skills, activating memory, facilitating language development, and above all, fostering positive attitudes towards learning (Batista, 2008).

#### **6.4. Objectives**

##### **6.4.1. General objectives**

To provide a methodological guide for using karaoke in classroom in the EFL learning processes at First bachillerato of Orellana High school, through eight weeks motivational workshop.

##### **6.4.2. Specific objectives**

- To provide methodological inputs to go overcoming jointly between the teacher-learner the low development in English speaking skill.
- To develop lesson plans for 8 weeks classes.
- To endow necessary material for the implementation of karaoke in English classroom.

#### **6.5. Feasibility of the proposal**

The feasibility of this proposal is determined by theoretical background in the study, and its statistical results. Both of them evidence that using Karaoke in English classes, as a tool is possible and useful for learners of English as a foreign language in teaching and learning process. Furthermore, the position of the researcher as

full-time teacher at Francisco de Orellana High School facilitates the application of the proposal. Additionally, the researcher has the support of the authorities of the institution who have given me all the facilities that I needed.

## **6.6. Conceptual basis**

**CEFR (Common European Framework of References)** it is a guideline for teachers that describe what language learners are able to do at different stages of the learning process and what skills they need to develop to communicate effectively in English language. It proposes a scale of six levels of achievement that goes from A1, who are at a beginning stage to C2, who can use language at high level (MinEduc, 2012)

**Level A2** is achieved when language learners are capable of understanding basic information about themselves and their family, shopping, and places of interest. Learners are able to communicate using information related habitual activities, expressing ideas in simple terms related to their past activities, surroundings, and immediate needs (MinEduc, 2012).

**The Communicative Approach** uses the constructivism as the theoretical foundation, it believes that learning occurs because of interactions between the environment and the learners' mind, actively gathers information, and constructs meaning. It asserts that a language-rich instructional environment, as music lyrics and rhymes, is necessary to activate a learner's genetic predisposition for language development (Herrera & Murry, 2011, p. 203).

**Learner – Center approach:** teaching methodologies respond to learners' strengths and challenges. On other words, teachers need to have in mind that the main aspect in the teaching- learning process

is the nature of learners because learning is dependent upon the nature and will of the learners. It means that teachers need to recognize learners' prior knowledge, needs, goals, wishes, learning styles, and learning preferences (Richards & Schmidt, 2010, p. 327).

**Authentic material:** materials that were not originally developed for pedagogical purpose, such as the use of songs. This material contains more realistic and natural examples of language use than those found in textbooks and other developed teaching materials (Richards & Schmidt, 2010, p. 43).

**Speaking skill:** Speaking is a productive skill, interactive process that involves receiving, processing, and producing information (Brown, 2000).

**Pronunciation:** the way a certain sound or sounds are produced. Pronunciation stresses more the way sounds are perceived by the hearer (Richards & Schmidt, 2010, p. 467).

## **6.7. Methodology**

This proposal embraces the development of a methodological guide that contains lesson plans for implementing it in first bachillerato at Francisco de Orellana High School in three hours class. The purpose of this workshop is to encourage and motivate learners of English to improve their communicative competence especially English speaking skill using Karaoke as a tool in classroom because of it offers learners the opportunity of listening to and learning new vocabulary in fun way. Additionally, it creates the opportunity to have a conversation between the teacher and the learners, to talk about the songs and their messages making questions and answers.

This proposal takes into account a panel of opportunities that karaoke used in English classes has to improve speaking sub-skills as

vocabulary, pronunciation, grammar, and understanding. Additionally, it develops listening for specific information, foster interactive and cooperative work, and motivates English language learning. The plans of class are developed following the three phases of teaching & learning process: Activation, Connection, and Affirmation.

### **Activation**

The activation phase is important because of it allows teacher creating reliable environment where learners can low their affective filter as Herrera, Socorro states in the activation phase, the goal is to create a risk-free environment for our learners (Herrera, Kavimandan, & Holmes, 2011, p. 8). It means, teachers can create conditions and provide safe opportunities for learners encouraging them to take risk without fear to make mistakes. It is important that in this phase, teachers try to understand what learners know.

### **Connection**

In this phase, teachers act as facilitators. Learners recognize the lesson purpose, goals, and the expectation teachers have for them in the classroom. Teachers use the insights that they gathered in the activation phase to bridge from what learners already know to the new, unknown information (Herrera, Kavimandan, & Holmes, 2011, p. 9).

### **Affirmation**

In this phase, teachers affirm and celebrate their learners' learning. It is important to place emphasis on the process that they produce. It is used authentic assessments to evaluate what learners have gotten from the lesson, consider learners starting point, and what the teacher need to revisit bearing in mind that given time and guidance to learners is basic for them to achieve the proposed goals (Herrera, Kavimandan, & Holmes, 2011, p. 9).

## **6.8. Proposal development**

### **METHODOLOGICAL GUIDE FOR USING KARAOKE AS A TOOL IN LEARNERS OF ENGLISH: AN EIGHT WEEKS WORKSHOP.**

The workshop is for three hours class per week for 8 weeks respecting the school schedule (2 hours on Tuesday and 1 hour on Thursday). Before starting the use of karaoke in English class, it is important to have a prior knowledge of learners, their likes and dislikes, and especially about learners' weaknesses in English language. After that, a conversation with learner is needed in order to know what kind of music they like and what songs they would like to practice in class with the purpose they feel involve in the learning process and teachers can use those songs according the purpose of the class. Remember, karaoke songs are used to reinforce and review a learned material; the best sings are short with lots of repetition.

### **LESSON PLANS**

#### **WEEK ONE: DAY DREAMING**

##### **Class profile:**

- Francisco de Orellana High School
- English language
- First Bachillerato BGU "B"
- 21 learners
- Three hours class

##### **Content objective:**

- To motivate and engage tasks aimed to increase learners confidence levels about the language.
- Learners will deduce the meanings of unfamiliar phrases and words from a content containing familiar elements

- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.


### Language objectives:

Listening 🎧 To develop intensive listening skills

Speaking ➡ Learners will use a series of phrases and sentences linked into a list to communicate in simple and routine task.

### Materials needed:

- Computer
- Projector
- Karaoke application
- Songs

Stage/ timing	Interaction/ Who works with	Procedures	Success indicators
<b>Activation warm up</b>	10 minutes	<ul style="list-style-type: none"> <li>• Use a describe a picture warm up</li> <li>• Ask learners work in pair. Show learners a picture for a minute.</li> </ul>  <ul style="list-style-type: none"> <li>• Then, take the picture down and tell the learners to describe what they saw to their partner. Give them 30 seconds.</li> <li>• Split the class into two teams and divide the blackboard in two. Choose three learners randomly from each team to come up to the board. Tell them they have to write down as many things they saw in the picture as they can in 1 minute.</li> <li>• When the time is up, ask the students to sit down and reveal the picture again. Check the answers.</li> </ul>	

	5 minutes	<ul style="list-style-type: none"> <li>• <b>Introduce the topic and the objective of the class. Day Dreaming</b></li> <li>• <b>Somewhere Over the rainbow.</b> Ask learners brainstorm vocabulary relevant for the topic of the songs. What they image it would be like. What is the weather like?</li> </ul>	
<b>Connection:</b>	10 minutes	<ul style="list-style-type: none"> <li>• Ask learners listen to the song and draw a picture where they show how do they feel and think about when they listen that song.</li> <li>• Ask students to talk to their partner about their picture.</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Give a worksheet to the learners with different tasks using the song.</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Task 1. Ask learners to read the first task and complete the blanks with the words in the box provided. Then, check listen the part of the song.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 2. Ask learners to fill in each (G) guess blank with a word they think complete the sentences, using the word in parentheses as hints. Then listen to the song and write the correct word in the (a) answer blank.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 3. Ask learners listen the song and put the words in correct order. Learners listen again and sing this part.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 4. Ask learners listen to and cross out the extra words. Teacher show the task.</li> <li>• Check the task orally.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 5. Ask learners listen to the song and order the phrases.</li> <li>• Check the task orally</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Task 6. Teacher asks learner read the sentences halves loudly. Ask learners listen to the song and match the sentences halves.</li> <li>• Homework: learners need to practice the song in house</li> </ul>	
<b>Affirmation</b>	5 minutes	<ul style="list-style-type: none"> <li>• Ask learners listen to the song and sing it</li> </ul>	
	15 minutes	<ul style="list-style-type: none"> <li>• Teacher plays the Karaoke song and show the task to the learners singing the first part of the song. Then, ask learners sing the song using the karaoke format. Ask each column to sing one paragraph of the song.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Ask students work in small groups and talk about the song. What does the singer want to say with the song? What the song means for you? Have you ever listened the song before here in class?</li> <li>• <b>Assessment</b></li> <li>• Talk with the learners about their experience using karaoke in class. How did they feel?</li> </ul>	

	10 minutes	• What part did they enjoy more?	
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## WEEK TWO: FEELINGS

### Class profile:

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU “B”
- 21 learners
- Three hours class

### Content objective:

- Learner will talk about past event about pictures
- Learners will Associating vocabulary with pictures
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

### Language objectives:

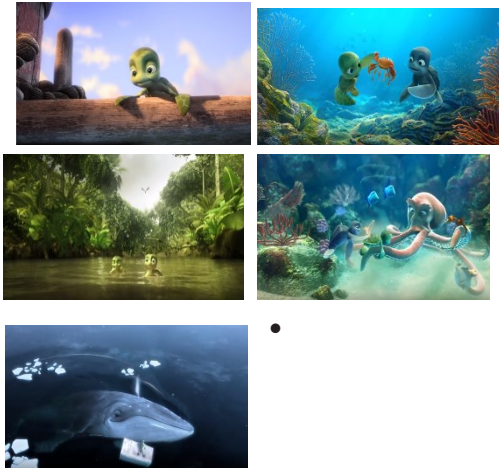
Listening 🎧 To develop intensive listening skills

Speaking 🗣️ Learners will develop fluency talking about a story.

### Materials needed:

- Poster papers with pictures in the center (one per group)
- Markers/colored pencils
- Computer
- Projector
- Karaoke application
- Songs

Stage/ timing	Interaction/ Who works with	Procedures	Success indicators
<b>Activation warm up</b>	10 minutes	<ul style="list-style-type: none"> <li>• Place the learners in groups of four.</li> <li>• Teacher use the linking language strategy Ask learners to write or draw everything they think of or feel when they look at the picture.</li> <li>• Allow only 1- 2 minutes for learners in each group to write.</li> <li>• Then have all groups rotate to the next chart/picture.</li> </ul>	

	5 minutes	<ul style="list-style-type: none"> <li>Continue until all groups have been to each picture.</li> </ul>  <ul style="list-style-type: none"> <li>Once all group have returned to their original chart, Check with learners all the information that was placed on the chart.</li> </ul>	
<b>Connection:</b>	5 minutes   15 minutes   5 minutes   5 minutes   10 minutes   5 minutes   10 minutes	<ul style="list-style-type: none"> <li>Teacher introduces the topic and present the new vocabulary is going to work in class.</li> <li>Teacher presents a video of 1'25" about the trailer of the movie Sammy's Adventure, and asks learners have you seen the movie? What is the movie about? Who is the principal character of the story? What happened to him? Do you like the movie soundtrack? Who is the singer?</li> <li>Teacher explain learner they are going to work with the soundtrack of the movie to practice some vocabulary in context.</li> <li>Give the worksheet to the learners.</li> <li>Task 1. Ask learners to listen to the beginning of the song. Answer the following question: Do you know the tittle of the song? Elicit the learners answer. If they do not know, it is not a problem. Tell them they are going to know the tittle of the song while we follow working.</li> <li>Task 2. Ask learners to listen to the song and order the phrases. Play the song once or twice depending the leaners needed. Check the task orally.</li> <li>Task 3. Ask learners listen to the song and fill the blanks with the word in the box. Check the task orally.</li> <li>Task 4: Ask learners listen and put the words in correct order to make sentences. Allow learner enough time to complete the task. Check the task orally.</li> </ul>	

	5 minutes	<ul style="list-style-type: none"> <li>• Task 5. Ask learners listen to and match the sentences halves. Before to do the task teacher needs to focus learners' attention in the halves sentences reading them first in order to learners know what they are going to listen. Check the task orally.</li> <li>• Task 6: Ask learners cross out the extra words. Teacher shows the task.</li> <li>• Homework: learners need to practice the song in house and record themselves singing the song. Send to the teacher the file by email.</li> </ul>	
	5 minutes		
<b>Affirmation</b>	5 minutes	<ul style="list-style-type: none"> <li>• Review the vocabulary learned in the preview class.</li> <li>• All class sings the song using the karaoke format.</li> </ul>	
	15 minutes	<b>Assessment</b>	
	20 minutes	<ul style="list-style-type: none"> <li>• Ask learners work in groups of four learners, one group will be of five learners, and do a short role-play using the scrip of the song.</li> <li>• Each group performs a role-play. Ask learners pay attention to their classmates while they do their presentations.</li> </ul>	

### WEEK THREE: PAST EVENTS

#### Class profile:

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU "B"
- 21 learners
- Three hours class

#### Content objective:

- Learner will narrate past events.
- Learners will describe people.
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

#### Language objectives:

Listening 🎧 To listen for general ideas and specific information

Speaking 🗣️ Describing pictures.

#### Materials needed:

- Computer
- Projector
- Karaoke application
- Songs
- Board
- Markers

Stage/ timing	Interaction/ Who works with	Procedures	Success indicators
<b>Activation warm up</b>	10 minutes	<ul style="list-style-type: none"> <li>• Split the class into the two teams</li> <li>• Apply the “hot seat” (Berezowski, 2017)</li> </ul> <p>Teacher need to have a list of words prepared (bird, rainbow, star, moon, love, song, dance, heart, woman, man, eyes, neighbors, crazy, heard, strong). Ask one learner from the first team sit in the chair (the “hot seat”) facing the class. Write the first word on the board. Allow the team 2 minutes. The team will say things related to that word in order to elicit that word from their teammate sitting in the hot seat. Once the learner guesses correctly, write the next word. Continue until time runs out. The team with the most correct guesses at the end is the winner!</p>	
<b>Connection:</b>	5 minutes  10 minutes  5 minutes  5 minutes 5 minutes 5 minutes. 10 minutes 10 minutes  5 minutes.	<ul style="list-style-type: none"> <li>• Teacher introduces the topic and explains learners that in this class they are going to practice vocabulary learned and simple past tense.</li> <li>• Teacher presents the topic of the song “Perfect.” Ask students brainstorm the words they think, they can find in the song. Elicit the learners’ words and write on the board.</li> <li>• Give the students the worksheet and check if there are words that they predict.</li> <li>• Ask learners do the first task. Check the understanding.</li> <li>• Ask learners listen to the part of the song and order the words to make sentences.</li> <li>• Task 3: Ask learners listen to the song and cross out the extra word. Check orally.</li> <li>• Task 4: Ask learners listen to the song and order the phrases.</li> <li>• The teacher and students sing this part of the song.</li> <li>• Task 5: Ask learners listen and complete the sentences with the correct word. Check the task orally.</li> </ul>	

	10 minutes	<ul style="list-style-type: none"> <li>• Review the meaning of some words if learners do not know them.</li> <li>• Ask learners listen to this part of the song and unscramble the words in italics. Check the task orally.</li> <li>• Task 6: Ask learners listen, read, and sing the two paragraphs.</li> <li>• Play the song in Karaoke Form and ask each column of learners sing all the song.</li> </ul>	
<b>Affirmation</b>	7 minutes  8 minutes   10 minutes  5 minutes  10 minutes	<ul style="list-style-type: none"> <li>• Review the vocabulary learned in the preview class.</li> <li>• Ask learners, what was the song about in the preview class?</li> <li>• Sing a song in karaoke format.</li> <li>• Task 6: Split the class in two groups and ask learners from group A read the paragraph A and draw what they imagine reading it. Group B read the paragraph B and draw what they imagine reading it. Allow learners enough time to do the task.</li> <li>• Ask learners sit in pairs from (group A and B)</li> <li>• Learners A describe learner B the picture after that they change turns.</li> <li>• Ask learners discuss about the feeling of the singer when he wrote the song. What is their feeling when they listen the song?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Split learners in three groups. Write seven chunks of the song on long banners for each group and give learners them. Ask them listen to the song and stand up with the banner in the order they listen the song. The first group in put the phrases in correct order is the winner.</li> </ul>	

## WEEK FOUR: STORY TIME

### Class profile:

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU "B"
- 21 learners
- Three hours class

### Content objective:

- Learners will practice using adjectives.
- Learners will describe experiences and the length of them.
- Learners will express and connect their ideas in a reasonably clear way when describing their or someone else's experiences.
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

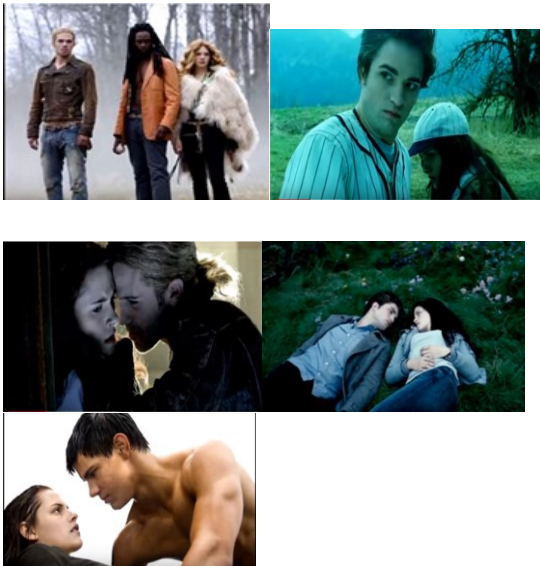
### Language objectives:

Listening ? To listen for key words to gist relevant details.

Speaking ➤ Exchange ideas

### Materials needed:

- Computer
- Projector
- Karaoke application
- Songs
- Board
- Markers

Stage/ timing	Interaction/ who works with	Procedures	Success indicators
Activation warm up	5 minutes	<ul style="list-style-type: none"> <li>• Show learners some pictures about the movie twilight part 1 and ask students brainstorming some adjectives or words that come to their mind when they look at the pictures. Write on the board.</li> </ul> <div data-bbox="665 1404 1206 1973">  </div>	

	10 minutes	<ul style="list-style-type: none"> <li>Ask learners some questions about the pictures. Have you watched the movie twilight? What do you think about the movie? What is the movie about?</li> </ul>	
<b>Connection:</b>	10 minutes	<ul style="list-style-type: none"> <li>Task 1. Ask learners some questions: Have you listened the song a thousand year? Who is the singer? Do you like the song? What relationship does the song have with the movie?</li> <li>Teacher introduce the topic and explain learners that in this class they are going to practice vocabulary learned and present perfect tense with the song a thousand years.</li> <li>Give learners a sheet of paper with the tasks that are going to be developed in class.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>Task 2. Ask learners focus their attention in task. Teacher and learners review the vocabulary and read the strophe. Then listen to the song twice or three times and fill the blanks. Check the task orally.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>Task 3. Ask learners read the strophe and complete the sentences with the correct form of the verb provided. Then listen to the song and check the task orally. Learners sing aloud the part of the song.</li> </ul>	
	15 minutes	<ul style="list-style-type: none"> <li>Task 4. Ask learners read the words in disorder then listen to twice or three times the part of the song and unscramble the words to form sentences.</li> </ul>	
	10 minutes.	<ul style="list-style-type: none"> <li>Task 5. Ask learners read the two columns and match them. After that listen to the part of the song and check the task.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>Task 6. Learners listen and sing the song. Teacher gives instructions in order each column sing a part of the song. Finally, all the class sings the song using karaoke format.</li> </ul>	
<b>Affirmation</b>	40 minutes	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>There will be a group karaoke contest where two English teachers and American volunteer may act as the jury.</li> </ul>	

## WEEK FIVE: IMAGINARY SITUATION

**Class profile:**

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU “B”
- 21 learners
- Three hours class

### **Content objective:**

- Learners will understand stories and narratives with highly familiar vocabulary
- Learners will be able to talk about imaginary situations or unlikely events.
- Learners will narrate real and fictional events and connect those events, conveying attitudes and moods.
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

### **Language objectives:**

Listening 🦻 To Use background knowledge to aid comprehension.

Speaking 🗣 To use fixed expressions and appropriate body language to convey feelings and meaning

### **Materials needed:**

- Computer
- Projector
- Karaoke application
- Songs
- Board
- Markers

Stage/ timing	Interaction/ who works with	Procedures	Success indicators
<b>Activation warm up</b>	10 minutes	<ul style="list-style-type: none"> <li>• Provide instructions to the learners to play a Board race. To do the activity we need to follow these steps.</li> <li>• Split the class into two teams and give each team a colored marker.</li> <li>• Draw a line down the middle of the board and draw a chart with three columns in each middle of the board. Where students will classify adjectives, verbs, nouns</li> <li>• Provide each team 22 cards.</li> </ul>	

	<div>5 minutes</div> <div>10 minutes</div>	<ul style="list-style-type: none"><li>• Learners must then take the card, read and run to the board and write the words in the corresponding column</li><li>• Each team wins one point for each correct word. The team with more points is the winner.</li></ul> <div><table><tr><td>adj</td><td>Nouns</td><td>verbs</td></tr><tr><td></td><td></td><td></td></tr></table><table><tr><td>adj</td><td>Nouns</td><td>verbs</td></tr><tr><td></td><td></td><td></td></tr></table></div> <p>Cards with these words. Name, strong, heaven, know, see, be, find, heart, bring, hand, night, rainbow, dreams, birds, lemon, trouble, trees, bloom, wonderful, clouds, dark, think, love, hear, cry, famous, mad, sun, star, know, fool, hear, beautiful, darling, children, barefoot, dress, perfect, arms, fast, afraid, brave, alone, doubts</p> <ul style="list-style-type: none"><li>• Do a brainstorming about Erick Clapton. Ask learners what they know him.</li><li>• Teacher presents a short video about the sad history of Eric Clapton's Son.</li><li>• Tell learners Eric Clapton wrote a song in honor of his song and do a brainstorming about what words they could find in the song.</li></ul>	adj	Nouns	verbs				adj	Nouns	verbs				
adj	Nouns	verbs													
adj	Nouns	verbs													
<b>Connection:</b>	<div>10 minutes</div> <div>10 minutes</div> <div>10 minutes</div> <div>10 minutes</div> <div>5 minutes</div> <div>10 minutes</div>	<ul style="list-style-type: none"><li>• Ask students read the task 1 and write the correct form of the verb provided. Learners have to listen the song to check. After that, the teacher checks orally and writes on the board.</li><li>• To do the task 2. First, ask learners read the first and second column. After that, listen to the song twice or three times and match the two columns.</li><li>• Task 3. Ask learners listen twice to the song and write from one to four to order the sentences.</li><li>• Task 4. Ask learners to complete the sentences with missed word.</li><li>• Task 5. Ask learners to listen the part of the song twice and unscramble the words in Italics.</li><li>• Ask listen the song and sing a song.</li><li>• Play the song in karaoke format and sing a song.</li></ul>													
<b>Affirmation</b>	<div>10 minutes</div>	<ul style="list-style-type: none"><li>• Play a game past a ball. The teacher gives instructions to play the game. The teacher past the ball to the learners and the learner who receive the ball has to complete the</li></ul>													

	30 minutes	<p>imaginary situation proposed by the teacher. After that, the learner pass the ball to any classmate and he/she complete the imaginary situation. Example: What would you do if you were 18 years old? If you were a boy or a girl? Where would you travel if you had a lot of money?</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Ask learners work in small groups of 4, and make a role play about an imaginary situation</li> <li>• Present the role-play in class. It has to have at least five sentences using second conditional.</li> <li>• Students make a constructive criticism.</li> </ul>	
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## WEEK SIX: IMAGINE THAT

### Class profile:

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU "B"
- 21 learners
- Three hours class

### Content objective:

- Learners will use appropriate vocabulary, expressions singing songs that practice helpful language.
- Listens to and understands information which describes imaginary situation
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

### Language objectives:

Listening 🎧 Learners will listen for specific information to complete the tasks.

Speaking 🗣️ Learners will talk about hypothetical situations using the second conditional.

### Materials needed:

- Computer

- Projector
- Karaoke application
- Songs

Stage/ timing	Interaction/ Who works with	Procedures	Success indicators
<b>Activation warm up</b>	10 minutes          5 minutes	<ul style="list-style-type: none"> <li>• Give instruction to the learners to play a pass the ball.</li> <li>• Toss a paper ball to a student and then urge them to pass it to another student. Learns need to get rid of the ball as fast as possible. Teacher stops the music. The learner holding the ball must answer a question form the paper ball. Do you like to dream while awake? The game continues and the next learners holding the ball must answer a question.</li> <li>• Do you often imagine you are somewhere else?</li> <li>• Is there anything you want to change about yourself?</li> <li>• <b>Introduce the topic and the objective of the class.</b></li> <li>• <b>Image that</b></li> <li>• Play the beginning of the song and Ask learners if they know the title of it. Who is the singer? Where is she from?</li> </ul>	
<b>Connection:</b>	10 minutes       10 minutes   10 minutes   10 minutes	<ul style="list-style-type: none"> <li>• Give learners a worksheet with the lyric of the song.</li> <li>• Explain the <b>first task</b> and check understanding. Demonstrate the task with the given example.</li> <li>• Play the first verse of audio once or twice.</li> <li>• Check the task orally.</li> <li>• Task 2. Ask learners listen the second part of the song once or twice and match the sentences halves.</li> <li>• Check the task orally.</li> <li>• Task 3. Ask learners listen to the third part of the song once or twice and cross out the extra words.</li> <li>• Check the task orally.</li> <li>• Task 4. Ask learners complete the spaces with the words in the box. Check that learners know what all the words in the box mean.</li> <li>• Play the fourth verse of audio once or twice.</li> <li>• Check the task orally and write the words on the board.</li> </ul>	

	10 minutes	<ul style="list-style-type: none"> <li>• Task 5. Ask learners listen to the song and put the words in correct order.</li> <li>• Play the fourth verse of audio once or twice.</li> <li>• Check the task orally and write the words on the board.</li> <li>• write five imaginary situations to present in the class</li> </ul>	
	10 minutes	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Ask learners at home practice singing the song and.</li> </ul>	
<b>Affirmation:</b>	5 minutes	<ul style="list-style-type: none"> <li>• Ask learners listen to the song and sing it</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Teacher plays the Karaoke song and show the task to the learners singing the first part of the song. Then, ask learners sing the song using the karaoke format.</li> </ul>	
	20 minutes	<ul style="list-style-type: none"> <li>• Give instructions to learners to play the game Sparkle. To play this game one learner say a half of sentence and the next learner have to complete the sentence. The imaginary situation has to be completed at least with four learners He/she has 10 second to complete the sentence or hast to take a sit. The fifth learner can say sparkle and the next learner has to sit. The next learner starts with a new situation. Example. First learner: <b>If I were</b> second learner: <b>a boy</b> 3<sup>rd</sup> learner: <b>I would have</b> fourth learner: <b>many girlfriends</b> 5<sup>th</sup> learner: Sparkle 6<sup>th</sup> learner: take a sit. Seventh learner: start with a new situation or half of statement. The winner is the learner who is standing at the end.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Talk to the learners about their experiences learning English using karaoke. How do they feel in class? What are their suggestions?</li> </ul>	

## WEEK SEVEN: I WISH


### Class profile:

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU "B"
- 21 learners
- Three hours class

### **Content objective:**

- At the end of the lesson, learners will be able to express wishes about situations and events.
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

### **Language objectives:**

Listening  Learners will listen for specific information to complete the tasks.

Speaking  Learners will share ideas about some wishes they have.

### **Materials needed:**

- Computer
- Projector
- Karaoke application
- Songs

Stage/ timing	Interaction/ Who works with	Procedures	Success indicators
<b>Activation warm up</b>	10 minutes	<ul style="list-style-type: none"> <li>• Teacher use the mixed-up sentence activity as warm up. Write a sentence on the board but mix up the word order then, encourage students to reconstruct the original sentence. For example:  I many do there is I thing didn't wish  I meant do those to never things you to  I take I could wish it away all  I reason of me have a found to show a side</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Introduce the topic and the objective of the class.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Show a picture and ask the learners question about the picture example: who are the singer. Where are they from?</li> </ul>	
<b>Connection:</b>	10 minutes	<ul style="list-style-type: none"> <li>• Give learners the worksheet and explain the learners the task 2. Invite the learners to preview the sentences and the work bank. Then ask learners listen to the song and complete the spaces with the words in the box. Then in order to check learners sing this part of the song. Ask learners what the paragraph about is.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 3. Ask learners to listen to the part of the song and cross out the extra words. Before doing the task teacher encourage learners preview and read the sentences. Then, listen and do the task. Check orally</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 4. Ask a learner reads aloud the task. Then, check the understanding. Teacher explains and shows the task. Sing this part of the song.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 5: Ask learners listen to the song and order the phrases. Check the task orally. Sing this part of the song.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Task 6: Ask a learner to read the task. Then, ask learners what do they have to do? Check the task orally; sing this part of the song.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Sing the song using the karaoke format. The teacher can ask each column to sing a paragraph.</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Explain the homework. Practice the song in the house and Write 5 wishes</li> </ul>	
<b>Affirmation:</b>	5 minutes	<ul style="list-style-type: none"> <li>• Using Karaoke sing a song.</li> </ul>	
	10 minutes	<ul style="list-style-type: none"> <li>• Encourage learners talk about situations related with friendship and falling in love</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Ask learners work in pair and express wishes related to their family, friends</li> </ul>	
	20 minutes	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Make a short role-play expressing at least three wishes. Present it in class.</li> </ul>	

## WEEK EIGHT: STORIES OF ALL KINDS

### Class profile:

- Francisco de Orellana High School
- English Language
- First Bachillerato BGU "B"
- 21 learners
- Three hours class

### Content objective:

- At the end of the lesson, learners will be able to share their ideas clearly using the basic grammatical structures.
- Learners express ideas respecting each other, fomenting habits of respect, responsibility, honesty.

### Language objectives:

Listening 🎧 Learners will listen for specific information to complete the tasks.

Speaking 🗣️ Learners will share ideas.

### Materials needed:

- Computer
- Projector
- Karaoke application
- Songs

Stage/ timing	Interaction/ Who works with	Procedures	Success indicators
Activation warm up	10 minutes	<ul style="list-style-type: none"><li>• Warm up. Play the game Tic-tac- toc. Split learners in two groups, one group is X and the other group is O. Take turns to go to the board and choose the place. Before to write X or O the learner need to complete the sentence. The first group who completes the row (up, down, across, or diagonally) with their marks is the winner. Learners need to complete the idea using correct grammar structure. If I were an old man, _____ if you had a million dollars, _____ I would play soccer, if _____ I wish, _____,</li></ul>	

	5 minutes	<p>my parents wish, _____ I would be better student, if _____ if our country were really big, it _____ I wish, my high school _____</p> <ul style="list-style-type: none"> <li>• Introduce the topic and the objective of the class. Explain learners this class is the practice of all structures.</li> </ul>	
<b>Connection:</b>	15 minutes	<ul style="list-style-type: none"> <li>• Task 1. Ask learners listen to the song and order the phrases. Before doing the task learners need to preview the sentences. Teacher read the sentences in order students know what they are going to listen. After that, check understanding. Help students if learners do not know some words.</li> </ul>	
	15 minutes	<ul style="list-style-type: none"> <li>• Task 2. Ask learners read the sentences and complete the paragraph with the correct form of the verb provided. Check understanding. Check the task orally singing this part. Discuss with learners the meaning of the paragraph.</li> </ul>	
	15 minutes	<ul style="list-style-type: none"> <li>• Task 3. Ask learners read the strophe and cross out the extra words. Then listen and check. Sing this part of the song. Check the meaning of some expressions like 21 grams of soul and infer what the singer wants to say in this strophe.</li> </ul>	
	15 minutes	<ul style="list-style-type: none"> <li>• Task 4. Ask learners listen this part of the song and put the words in the correct order. Check the task orally. Ask a learner read the strophe. Sing this part of the song.</li> </ul>	
	5 minutes	<ul style="list-style-type: none"> <li>• Sing all the song in karaoke format. Each column sings one strophe. After that, sing all the song all the class.</li> </ul>	
<b>Affirmation:</b>	30 minutes	<ul style="list-style-type: none"> <li>• Karaoke festival where learners can sing the song practiced in class and whatever other English song they want.</li> </ul> <p><b>Assessment</b></p>	
	10 minutes	<ul style="list-style-type: none"> <li>• Apply a written survey to learners about how do they feel after 8 weeks of using karaoke.</li> </ul>	

## WORKSHEET

### WEEK ONE: DAY DREAMING

#### SOMEWHERE OVER THE RAINBOW (Israel kamakawiwo'ole)

#### TASK 1. Complete the spaces with the words in the box

Rainbow    true    dreams    birds

Somewhere over the \_\_\_\_\_ Way up high  
And the \_\_\_\_\_ that you dreamed of  
once in a lullaby  
Somewhere over the rainbow, blue \_\_\_\_\_ fly  
And the dreams that you dreamed of Dreams really do come \_\_\_\_\_



#### TASK 2: Fill in each (G) guess blank with the word you think completes the sentences, using the word in parentheses as hints. Then listen to the song and write the correct word in the (a) answer blank

Someday I'll wish upon a **(celestial body)** (G) \_\_\_\_\_ (A) \_\_\_\_\_  
Wake up where the **(mass of condensed water)** (G) \_\_\_\_\_ (A) \_\_\_\_\_  
are far behind me, Where trouble melts like  
**(oval citrus fruit)** (G) \_\_\_\_\_ (A) \_\_\_\_\_ drops  
High above the **(stovepipe)** (G) \_\_\_\_\_ (A) \_\_\_\_\_ top  
that's where you'll find me, oh

#### TASK 3: Listen and put the words in the correct order.

The rainbow Somewhere over  
birds Blue fly  
that you dare to and the dream  
why can't I oh, why, oh, , I?

---

---

---

---

#### TASK 4: Listen to and cross out the extra words.

Well, I see ~~big~~ trees of green and red roses too  
I'll watch them bloom for me, them, and you  
And I really think to myself  
What an amazing wonderful world

Well, I see cloudy skies of blue and I see clouds of white  
And see the brightness of day  
I like the deep dark  
And I think to myself you what a wonderful world

#### TASK 5: Listen to the song and order the phrases.

- ( ) I see friends shaking hands saying
- ( 1 ) The colors of the rainbow so pretty in the sky  
They're really saying I, I love you
- ( )
- ( ) And also on the faces of people passing by
- ( ) How do you do?
- ( )

#### TASK 6: Listen to the song and match the sentences halves

- |                                  |         |     |                        |
|----------------------------------|---------|-----|------------------------|
| 1 I hear babies cry and          | ___b___ | (a) | than we'll know        |
| 2 They'll learn much more        | _____   | (b) | I watch them grow      |
| 3 And I think to myself          | _____   | (c) | why can't I?           |
| 4 Oh, somewhere over the rainbow | _____   | (d) | Way up high            |
| 5 And the dreams                 | _____   | (e) | that you dare to       |
| 6 Why oh,                        | _____   | (f) | what a wonderful world |

## WEEK TWO: FEELINGS

**TASK 1: Listen to the beginning of the song. Do you know the little?**

**TASK 2: Listen to song and order the phrases.**

( )	You're all I have
( 1 )	I know you're somewhere out there
( )	My neighbors think I'm crazy
( )	I want you back
( )	Somewhere far away
( )	You're all I have
( )	I want you back
( )	But they don't understand



**TASK 3: Listen to song. Fill the blanks with the word in the in the box.**

Talking sit are fool get light up
--

At night when the stars \_\_\_\_\_ my room  
I \_\_\_\_\_ by myself, talking to the moon  
Trying to \_\_\_\_\_ to you  
In hopes you \_\_\_\_\_ on the other side  
\_\_\_\_\_ to me too  
Oh, am I a \_\_\_\_\_ who sits alone  
Talking to the moon

**TASK 4: Listen again and put the words in correct order to make sentences**

like I'm famous I'm feeling / the town of the talk / I've gone mad they say  
I've gone mad Yeah, / But what I know they don't know  
when the sun Cause goes down / talking back someone's  
Yeah, talking back they're

1. I'm feeling like I'm famous  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

**TASK 5: Match the sentence halves.**

- |                            |       |                      |
|----------------------------|-------|----------------------|
| 1. At night when the stars | ( C ) | a. get to you        |
| 2. I sit                   | ( )   | b. who sits alone    |
| 3. Talking to              | ( )   | c. light up my room  |
| 4. Trying to               | ( )   | d. the moon          |
| 5. In hopes you're         | ( )   | e. me too            |
| 6. Talking to              | ( )   | f. by myself         |
| 7. Oh, am I a fool         | ( )   | g. on the other side |
| 8. Talking to              | ( )   | h. the moon          |

**TASK 6: Cross out the extra words**

Do you ever ~~at~~ hear me calling?  
cause every dark night  
I'm talking to the blue moon  
still trying to get off to you  
in hopes you're sad on the other side  
talking happy to me too



### WEEK THREE: PAST EVENTS

#### ED SHEERAN – PERFECT

**TASK 1: Fill in the blanks with the correct form of the verb. Listen and check**

be  
find  
be  
know

I \_\_\_\_\_ a love for me  
Darling, just dive right in and follow my lead  
Well, I \_\_\_\_\_ a girl, beautiful and  
Oh, I never \_\_\_\_\_ you \_\_\_\_\_  
the someone waiting for me



#### TASK 2: Order the words to make sentences.

Because just kids we were / When in love we fell / it was Not knowing what  
give you up I will not this time

\_\_\_\_\_

#### TASK 3: Cross out the extra word.

But ~~dear~~ darling, just kiss me fast slow. Your beautiful heart is all I own. And  
in your big eyes you're holding my mine.

**TASK 4: Listen to song and order the phrases.**

- ( ) Listening to our favorite song
- ( ) With you between my arms
- ( ) Barefoot on the grass
- ( 1 ) Baby, I'm dancing in the dark
- ( ) When you said you looked a mess
- ( ) You look perfect tonight
- ( ) But you heard it, Darling
- ( ) I whispered underneath my breath



#### TASK 5: Listen and complete the sentences with the correct word.

Stronger  
secrets  
dreams  
children  
woman  
someday  
love

Well I found a \_\_\_\_\_  
\_\_\_\_\_ than anyone I know  
She shares my \_\_\_\_\_  
I hope that \_\_\_\_\_ I'll share her home  
I found a \_\_\_\_\_  
To carry more than just my \_\_\_\_\_  
To carry love, to carry \_\_\_\_\_ of our own

#### TASK 6: Listen to this part of the song and unscramble the words in italics.

We are still kids, but we're so in velo  
Fighting against all sodd  
I know we'll be rightal this time  
Darling, just hold my danh  
Be my girl, I'll be your anm  
I see my future in your seve

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### TASK 6: Read the sentences and draw what you imagine when you read this verse

**A**

Baby, I'm dancing in the dark with you  
between my arms, barefoot in the grass  
Listening to our favorite song  
When I saw you in that dress  
Looking so beautiful  
I don't deserve this, Darling  
You look perfect tonight.

**B**

Baby, I'm dancing in the dark with you  
between my arms, barefoot in the grass  
Listening to our favorite song  
I have faith in what I see. Now I know I  
have met an angel in person, and she  
looks perfect. No, I don't deserve this  
You look perfect tonight

## WEEK FOUR: STORY TIME

**TASK 1:** Listen to the beginning of the song. Do you know the title? Who is the Singer?

**TASK 2:** Listen to the song. Fill the blanks with the words in the box.

fast      promises      brave      afraid      alone  
doubt

Heart beats \_\_\_\_\_  
Colors and \_\_\_\_\_  
How to be \_\_\_\_\_  
How can I love when I'm \_\_\_\_\_ to fall  
But watching you stand \_\_\_\_\_  
All of my \_\_\_\_\_ suddenly goes away somehow  
One step closer

**TASK 3:** Read and complete the sentences with present perfect tense.

I \_\_\_\_\_ (die) everyday waiting for you  
Darling don't be afraid  
I \_\_\_\_\_ (love) you for a thousand years  
I'll love you for a thousand more

**TASK 4:** Listen again. Put the words in the correct order.

still stands time / she is Beauty in all / I brave be will  
anything I will not take away let / What's in front of me standing  
Every breath, this hour has come to every / step closer one

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

**TASK 5:** Match the sentence halves

- |                             |     |                         |
|-----------------------------|-----|-------------------------|
| 1. And all along I believed | ( ) | a. your heart to me     |
| 2. Time has brought         | ( ) | b. for a thousand years |
| 3. I have loved you         | ( ) | c. I would find you     |
| 4. I'll love you            | ( ) | d. for a thousand more  |

One step closer  
One step closer

**TASK 6:** Listen to and sing a song.



## WEEK FIVE: IMAGINARY SITUATION

### TEARS IN HEAVEN

**TASK 1. Write the correct form of the verb provided.**  
**Listen and check**

Would you \_\_\_\_\_(know) my name  
If I \_\_\_\_\_(see) you in heaven?  
Would it \_\_\_\_\_(be) the same  
If I \_\_\_\_\_(see) you in heaven?  
I must \_\_\_\_\_(be) strong and carry on  
Because I know I \_\_\_\_\_(not belong) here in heaven



**TASK 2. Listen and match the sentences halves.**

- |                                     |                             |
|-------------------------------------|-----------------------------|
| 1. Would you hold my hand           | ( ) If I saw you in heaven? |
| 2. Would you help me stand          | ( ) Here in heaven          |
| 3. I'll find my way                 | ( ) Through night and day   |
| 4. Because I know I just can't stay | ( ) If I saw you in heaven? |

**TASK 3. Write from 1 to 4 to order the sentences**

- ( ) Time can break your heart  
( ) Have you begging please, begging please  
( ) Time can bend your knees  
( ) Time can bring you down

**TASK 4. Complete with the missed word.**

Beyond the \_\_\_\_\_  
There's \_\_\_\_\_ I'm sure  
And I \_\_\_\_\_ there'll be no more  
Tears in \_\_\_\_\_

**TASK 5. Listen this part of the song and unscramble the words in Italics.**

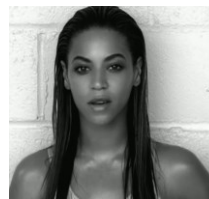
Would you know my <i>amen</i>	_____
If I saw you in <i>enahev</i> ?	_____
<i>doulw</i> it be the same	_____
If I <i>was</i> you in heaven?	_____
I must be <i>gronst</i>	_____
And carry on <i>caubese</i> I know	_____
I don't <i>blengo</i> here in heaven	_____

## WEEK SIX: IMAGINE THAT (IF I WERE A BOY by Beyoncé)

### TASK 1

Listen to the song  
and order the  
phrases

- ( ) And throw on what I wanted
- ( ) I'd kick it with who I wanted
- ( 1 ) If I were a boy even just for a day
- ( ) Then go drink beer with the guys
- ( ) I'd roll out of bed in the morning
- ( ) And I'd never get confronted for it
- ( ) And chase after girls
- ( ) Because they'd stick up for me



### TASK 2. Listen and match the sentences halves

- |                       |               |                                 |
|-----------------------|---------------|---------------------------------|
| 1. If I were          | _____ e _____ | (a) to love a girl              |
| 2. I think            | _____         | (b) because I know how it hurts |
| 3. How it feels       | _____         | (c) I could understand          |
| 4. I swear            | _____         | (d) I'd be a better man         |
| 5. I'd listen to her  | _____         | (e) a boy                       |
| 6. When you lose      | _____         | (f) you had got destroyed       |
| 7. Because he's taken | _____         | (g) the one you wanted          |
| 8. And everything     | _____         | (h) you for granted             |

### TASK 3. Listen and cross out the extra words.

If I were a girl boy, I would be turn off my pone  
Tell everyone it's broken heart  
So they'd think that I was really sleeping alone  
I'd put myself first, and make the big rules as I go  
Because I don't know that she'd be faithful  
Waiting for me to come home, to come home

### TASK 4. Complete the spaces with the words in the box.

Mistake      forgive      thought      late      come back      wrong

It's a little too \_\_\_\_\_ for you to \_\_\_\_\_ Say it's just a \_\_\_\_\_  
Think I'd \_\_\_\_\_ you like that If you \_\_\_\_\_ I would wait for you  
You thought \_\_\_\_\_

### TASK 5. Listen and put the words in the correct order.

But just a you're boy, understand you don't  
-Yeah you don't understand-  
How love it feels to a girl  
Someday you wish you were a better man  
You don't to her listen  
You don't care how it hurts  
Until you lose wanted the one you  
Because you've taken her for granted  
And you have got everything destroyed  
But you're just a boy

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WEEK SEVEN: I WISH

HOOBASTANK - THE REASON

TASK 1: Who are the Singers?

Where are they from?



TASK 2: Listen to the song and complete the spaces with the words in the box.

Work bank

learning  
those  
just  
Perfect  
Before  
Wish

I'm not a \_\_\_\_\_ person  
As many things I \_\_\_\_\_ I didn't do  
But I continue \_\_\_\_\_  
I never meant to do \_\_\_\_\_ things to you  
And so I have to say \_\_\_\_\_ I go  
That I \_\_\_\_\_ want you to know

TASK 3: Listen to this  
part of the song and cross  
out (X) the extra words.

CHORUS

I've found a really reason for me  
To change who I am used to be  
A reason to we start over new  
and all the reason is you.

TASK 4: Listen to the part of the song and match the sentences halves.

- |                     |               |                                |
|---------------------|---------------|--------------------------------|
| 1. I'm sorry that   | _____ e _____ | (a) I must live with everyday  |
| 2. It's something   | _____         | (b) I put you through          |
| 3. And all the pain | _____         | (c) I could take it all away   |
| 4. I wish that      | _____         | (d) I need you to hear         |
| 5. And be the       | _____         | (e) I hurt you                 |
| 6. one That's why   | _____         | (f) who catches all your tears |

TASK 5: Listen to ( ) And so I have to say before I go  
the song and order ( ) I never meant to do those things to you  
the phrases. ( 1 ) I'm not a perfect person  
( ) That I just want you to know

TASK 6: Listen to this part of the song and unscramble the words in italics.

I've found a reason to whos \_\_\_\_\_  
A side of me you didn't wonk \_\_\_\_\_  
A searon for all that I do \_\_\_\_\_  
And the reason is uyo \_\_\_\_\_

**WEEK EIGHT: STORIES OF ALL KINDS!  
UNDER (ALEX HEPBURN)**



**TASK 1**

**Listen to the  
song and order  
the phrases**

- ( ) Don't lay me down
- ( ) Don't say those words
- ( 1 ) Don't bury me
- ( ) Underneath the ground
- ( ) I wanna live but your words can murder
- ( ) 'Cause that would send me under
- ( ) Don't say it's over
- ( ) Only you can send me under, under, under

**TASK 2: Read and complete with the correct form of the verb provided. Then, listen and check.**

I \_\_\_\_\_(die) every time you \_\_\_\_\_(walk away)  
 Don't \_\_\_\_\_(leave) me alone with me  
 See, I \_\_\_\_\_(be) afraid Of the darkness  
 and my demons, and the voices  
 Saying nothing is \_\_\_\_\_(go) to be ok (hey)  
 I \_\_\_\_\_(feel) it in my heart, soul, mind  
 That I'm \_\_\_\_\_(lose) you, me  
 You're \_\_\_\_\_(abuse)  
 Every reason that I've \_\_\_\_\_(leave) to live

**TASK 3: Cross out the extra words. Then, listen and check.**

Lost trust, 21 grams of ~~the~~ those soul  
 All the perfect sanity I've ever owned, gone  
 But I'm still breathing air  
 Through the thunder, lightning, and the fire, and the madness  
 Just to before let you shoot me down again  
 But I'm still just breathing!  
 I feel afraid it in my veins, skin, bones  
 That I'm alone losing you, me  
 you're fast confusing  
 every reason someday I have left to live

**TASK 4: Listen and put the words in the correct order.**

you don't look back but chasing you / and Words are through take back I can't  
 I can't hold but reaching out on to you, no

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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# **ANNEXES**

## Annex 1: Certification



*"Alcanza lo ideal"*

### UNIDAD EDUCATIVA "FRANCISCO DE ORELLANA"

Decreto Presid. No. 495-15/05/1979 - Resolución No 974- CZE3-2013

Puyo - Pastaza

Puyo, marzo 15 de 2019

Asunto: Certificado

El suscrito Rector de la Unidad Educativa "Francisco de Orellana" de la ciudad de Puyo, a petición verbal de parte interesada,

#### CERTIFICA:

Que, la Sra. LIC. ZOILA ODERAY CARTAGENA REINO, portadora de la cédula de ciudadanía No. 1600282105, estudiante de la Universidad Técnica de Ambato, desarrolló en el establecimiento su Proyecto y Propuesta de Tesis con el tema "KARAOKE AS A TOOL IN SPEAKING SKILL IN LEARNERS OF ENGLISH", durante el segundo quimestre del año lectivo 2017-2018 con estudiantes del Primer Año de Bachillerato General Unificado paralelos A y B.

Certifico en honor a la verdad, facultando para que la parte interesada pueda hacer uso del presente en lo que estime conveniente.

Lo Certifico,

Lic. Miguel González  
RECTOR E.



## Annex 2: Pre-test/ post test



**Universidad Técnica de Ambato**

### **Pre-Test/ Post Test**

**Objective:** To test learners' ability, according to the Common European Framework, answering to personal questions, deliver a message orally and specially describe pictures using a series of phrases and sentences linked onto a list to communicate in simple and routine task.

Gender: female \_\_\_\_\_ Male \_\_\_\_\_ Age: \_\_\_\_

Level: A2.2

#### **Part A**

**Answer the following questions**

**Direction:** In this part of the test, you will answer personal questions. For each question, begin responding immediately.

1. What's your name?
2. How do you spell it? /How do you write your family/second name?
3. Where do you live?
4. What is your favorite subject? Why?
5. Do you watch TV? If it is yes,
6. How often do you watch television?
7. What kind of programs do you usually watch?
8. Describe your favorite television program.
- It the question 5 is no,
9. What do you do in the afternoon?
10. Why do you like it?
11. What time do you do your homework?

#### **Part B**

**Read a text aloud**

**Directions:** In this part of the test, you will read aloud the text on the paper. Then you will have 45 seconds to read the text aloud.

If you're shopping sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley inn

prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

### **Part C**

#### **Describe a picture**

**Directions:** In this part of the test, you will describe the picture on the paper in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.



### Annex 3: Rubric

#### RUBRIC

**Name:** \_\_\_\_\_ **Gender:** \_\_\_\_\_ **level:**  
**A2.2**

For each question, you will be given specific directions, including the time allowed for preparation and speaking.

Question	Task	Evaluation Criteria
1	Respond to questions	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Relevance of content</li> <li>• Fluency</li> </ul>
2	Read a text aloud	<ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Intonation and stress</li> </ul>
3	Describe a picture	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Vocabulary</li> <li>• Content</li> </ul>

#### Assessment indicator (Oral Production)

##### Question: 1 Interview

Describe plans and arrangements, habits and routines, and experiences within the personal and educational domains.

	Poor 1	Fair 2	Good 3	Very good 4	Excellent 5
<b>Comprehension</b> Ability to understand questions and respond appropriately					
<b>Interaction</b> Ability to listen to and interact with a partner					
<b>Fluency</b> Ability to speak naturally and without many pauses.					

Total ..... Out of 15

Comments and suggestions; .....

.....

.....

### Part B: Read Aloud

Pronounce words expressions and statements in their social as well as personal and educational repertoire intelligibly, phonetically differentiating distinct words to avoid misunderstandings.

	Poor 1	Fair 2	Good 3	Very good 4	Excellent 5
<b>Pronunciation</b> Ability to use correct stress, rhythm, and intonation patterns.					

Total ..... Out of 5

Comments and suggestions; .....

.....

.....

### Part C: Picture description.

Give short, basic descriptions of everyday events and activities with the personal and educational domains.

	Poor 1	Fair 2	Good 3	Very good 4	Excellent 5
<b>Accuracy</b> grammar, syntax and general structures					
<b>Vocabulary</b> Use of words, expressions from studied units for the picture's description					
<b>Content</b> Precision and length in describing the subject matter and picture elements.					

Total ..... Out of 15

Comments and suggestions; .....

.....

.....

## Part A: Interview

	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
<b>Comprehension</b> Ability to understand questions and respond appropriately	Unable to understand and make her/himself understood while performing the task even when listener asks for repetition or clarification	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification	Makes her/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely asks for repetition or clarification.
<b>Interaction</b> Ability to listen to and interact with a partner	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task, listens attentively to another person and responds appropriately; interacts well with a partner.	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
<b>Fluency</b> Ability to speak naturally and without many pauses.	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary words, phrases, and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words	Speaks fluently without hesitation or searching for words.

**Part B**

	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
<b>Pronunciation</b> Ability to use correct stress, rhythm, and intonation patterns.	Lots of errors; unclear articulation and intonation, which makes speech almost unintelligible.	Very frequency errors often very difficult to understand	Frequent error; not always clear enough to understand	Generally clear; reasonable control of stress and intonation	Very clear, stress and intonation help to make meaning clear.

**Part C**

	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
<b>Accuracy</b> grammar, syntax and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structure.	Very frequent errors; difficulty in making meaning clear	Frequent errors; meaning is not always clear	Quite accurate; some errors, but meaning is clear	Grammatical and lexical accuracy are high
<b>Vocabulary</b> Use of words, expressions from studied units for the picture's description	Lacks of understanding of vocabulary from the studied course to complete the task or is too limited for effective communication	Uncomfortable with vocabulary from the studied course when completing the task; incorporates very basic vocabulary only	Firm understanding of some vocabulary from the studied course to complete the task, but fails to elaborate	At ease, producing expected structures to complete the task elaborates a little.	Demonstrates full knowledge of structures from the studied course to complete the task; elaborates well.

<b>Content</b>  Precision and length in describing the subject matter and picture elements.	Description that is not detailed, complete; no responses are given	Description that is only partially relevant; only isolated phrases are mostly provided	Some of the subject matter and or elements seen in the photograph are described, and at least two complete sentences that describe the place, people, activities, and objects are uttered.	Most of the subject matter and or elements seen in the photograph are described in detail and at least four complete sentences that describe the place, people, activities, and objects are uttered.	Detailed description of the subject matter and/or elements seen in the photograph; at least 5 complete sentences that describe the place, people, activities, and objects are uttered.
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Taken and adapted from: Classroom Assessment suggestions (MinEduc, 2012)

#### Annex 4: Survey template



Universidad Técnica de Ambato

**Survey addressed to learners of the first years of bachillerato of  
"Francisco de Orellana" High school.**

Date: \_\_\_\_\_ Gender: Male \_\_\_\_\_ female: \_\_\_\_\_ Age: \_\_\_\_\_

**Objective:** To know the learners' point of view related to the development of the communicational skill.

#### **Instructive**

Dear learners, please complete this survey, which aims to find out your experience in English Oral Communication. Your opinion is important please respond sincerely.

Sir / Miss Student, please mark with an x where you consider convenient.

#### **QUESTIONS**

5. Do you think using Karaoke in class contributed to your understanding and ability to speak in English?  
Yes (    )  
No (    )
6. How do you think your English-speaking skill improved using karaoke as a tool in the teaching and learning process?  
Much (    )  
Little (    )  
None (    )
7. What subskills do you consider karaoke helped you to improve?  
Pronunciation (    )  
Vocabulary (    )  
Comprehension (    )  
Grammar (    )

8. Did you feel motivated in English classes using karaoke in the learning process?

Yes (      )

No (      )

Why?

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9. How was your experience of learning English using karaoke?

Positive (      )

Negative (      )

Why?

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---

10. Did the classes with Karaoke help you to feel more confident in the learning environment?

Yes (      )

Not (      )

11. Do you consider the use of karaoke as a tool changed the dynamic of English classes?

Yes

No

Why?

---

---

**THANKS**



# UNIDAD EDUCATIVA FRANCISCO DE ORELLANA

Resolución No.974-CZE3-2013/ 24-09-2013

Puyo-Pastaza

## Annex 5: Checklist for speaking skill

Unit: \_\_\_\_\_

Topic: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

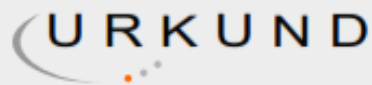
Date: \_\_\_\_\_



No	names	Makes eye contact to connect with the other speaker(s)	Listens and responds to the other speaker appropriately	Doesn't say "um" and "ah" too much	Pronunciation of words is understandable	Use stress and intonation	Speaks loud enough so the other person can hear him/her	Use a variety of words	Use short responses/phrases, not just yes/no answers	Form simple sentences in the correct word order	Use a variety of sentence structures
1											
2											
3											
4											
5											
6											
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13											
14											
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16											
17											
18											
19											
20											
21											

\_\_\_\_\_  
Teacher

## Annex 6: Urkund Report



### Urkund Analysis Result

<b>Analysed Document:</b>	Tesis Final Zoila Cartagena.docx (D46654114)
<b>Submitted:</b>	1/11/2019 12:33:00 AM
<b>Submitted By:</b>	zoilaoder@hotmail.com
<b>Significance:</b>	5 %

#### Sources included in the report:

ZOILADRAF.docx (D29402979)  
Final Research Proposal.docx (D29402981)  
Presentación proposal.pptx (D29402974)  
Chapters I, II, III and IV for Urkund.docx (D40534577)  
ALCIVAR GALARZA JOHANNA JAZMIN\_PT-011017(1).pdf (D34184326)  
RODRIGO MANZANO THESIS URKUND .docx (D46393162)  
<http://ijreeonline.com/article-1-38-en.pdf>  
<http://dspace.univ-tlemcen.dz/bitstream/112/8910/1/kaddour-khaoula.pdf>

#### Instances where selected sources appear:

23

## Annex 7: Test validation

### DATOS DEL / A VALIDADOR/A

NOMBRES Y APELLIDO: WASHINGTON BEDUANNY ARNAS PESÁNTIZ

CEDULA DE IDENTIDAD 0602773301

TITULO MAGISTER EN LINGÜÍSTICA APLICADA AL APRENDIZAJE DEL INGLÉS

CAMPO DE ESPECIALIZACION EDUCACIÓN (IDIOMAS)

TELEFONOS:

2968372

0960949002

INSTITUCION QUE LABORA

UNIVERSIDAD NACIONAL DE CHIMBORAZO

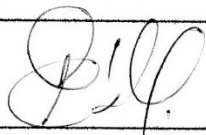
FUNCIONES: DOCENTE

FECHA DE VALIDACION: 02-04-2018

OBSERVACIONES

GENERALES: CAPITALIZACIÓN, ORTOGRAFÍA, SINTAXIS, ERRORES DE TIPO.

FIRMA:



**VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO DE EVALUACION SOBRE "KARAOKE AS A TOOL IN THE SPEAKING SKILL IN LEARNERS OF ENGLISH"**

**CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE-TEST, POST-TEST  
PREGUNTAS PARA LOS ESTUDIANTES**

<div> <div>ÍTEMS</div> <div>CATEGORÍAS</div> </div>	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P=PERTINENTE NP=NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O=OPTIMO B=BUENO R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
<b>Part A. Answer questions</b> Answer personal questions.									
1. What's your name?	✓		✓				✓		
2. How do you spell it? /How do you write your name?				✓			✓		
3. Where do you live?	✓		✓				✓		
4. What is your favorite subject? Why?	✓		✓				✓		
5. Do you watch TV?	✓		✓				✓		
6. How often do you watch television?	✓		✓				✓		
7. What kind of programs do you usually watch?	✓		✓				✓		
8. Describe your favorite television program.	✓		✓				✓		
9. What do you do in the afternoon?	✓			✓			✓		
10. Why do you like it?		✓		✓			✓		
11. What time do you do your homework?	✓		✓				✓		

<b>Part B. Reading the text aloud</b> You will have 45 seconds to prepare it. Then you will read the text aloud.	✓		✓				✓		
<b>Part C. Describe a picture</b> You will describe the picture on the paper in as much details as you can.  You will have 30 seconds to prepare your response. Then you will have to speak about the picture.	✓		✓				✓		

Msc. Geovanny Armas.  
 C.I. 0602773301

DATOS DEL / A VALIDADOR/A

NOMBRES Y  
APELLIDO: Alberto Pablo Gutierrez Morales

CEDULA DE  
IDENTIDAD: 17568120 44

TITULO: Dr. C. Ciencias Pedagogicas Ph.D.

CAMPO DE  
ESPECIALIZACION: Metodologia de Investigacion

TELEFONOS: 0983374728

INSTITUCION QUE LABORA: Universidad Estatal Aneoxonica

FUNCIONES: Docente - Investigadora

FECHA DE VALIDACION: Mayo 2018

OBSERVACIONES  
GENERALES: \_\_\_\_\_

FIRMA: 

**VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO DE EVALUACION SOBRE "KARAOKE AS A TOOL IN THE SPEAKING SKILL IN LEARNERS OF ENGLISH"**

**CORRESPONDENCIA DE LAS PREGUNTAS DE LA ENCUESTA  
PREGUNTAS PARA LOS ESTUDIANTES**

ITEMS	CATEGORÍAS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P=PERTINENTE N=NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O=ÓPTIMO B=BUENO R=REGULAR I=INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A=ADECUADO I=INADECUADO		OBSERVACIONES
		P	NP	O	B	R	I	A	I	
1. Do you think using Karaoke in class contributed to your understanding and ability to speak in English?		P			B			A		
2. How do you think your English speaking skill improved using karaoke as a tool in the teaching and learning process?		P			B			A		
3. What subskills do you consider karaoke helped you to improve? You can choose more than one items		P			B			A		
4. Did you feel motivated in English classes using karaoke in the learning process?		P			B			A		
5. How was your experience of learning English using karaoke?		P			B			A		
6. Did Classroom Karaoke help you to feel more comfortable in the learning environment?		P			B			A		
7. Do you consider the use of karaoke as a tool changed the dynamic of English classes?		P			B			A		

Phd.  
C.I.

17/05/2044