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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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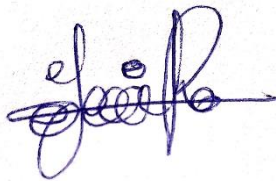
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I declare this undergraduate dissertation entitled "**SONGS AND THE SPEAKING SKILL**" is the result of the author's research and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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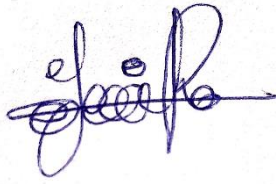
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DEDICATION

TO:

My parents Rosa and Fredy who were supporting me throughout the whole process of my research and guided me to arrive until this achievement without giving up. To my grandmother Tránsito who also helped me to accomplish with my goal of being an English teacher, no matter the problem. To my uncle, Hermel who has been a second father with his advice.

Jessica

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TOPIC: “SONGS AND THE SPEAKING SKILL”

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Abstract

Teaching a foreign language requires to use innovative tools to foster its learning easily. For this reason, songs emerge as an entertaining, and innovative tool that help students to learn a foreign language as English. Hence, the aim of this research was to determine the effectiveness of using songs for improving the speaking skill. It was a pre-experimental study with 38 participants of “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato. It was carried out in six sessions for 3 weeks, where students took a pre-test, completed a questionnaire, were part of the treatment with songs, and took a post-test. The test used as pre-test and post-test was based on the KET exam, and the questionnaire was for students to express their preferences about songs. During the treatment carried out in four sessions, students performed different speaking activities based on songs. The activities were based on learning new vocabulary, using grammar properly, improving comprehension and fostering the interaction among students, through discussions about the content of songs. After the intervention, students took a post-test. The data obtained was analyzed and interpreted using the SPSS software. The results showed that students are most likely to develop and improve the speaking skill using songs in English.

Keywords: songs, speaking skill, KET, tool, foreign language

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TEMA: “SONGS AND THE SPEAKING SKILL”

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Resumen

Enseñar una lengua extranjera requiere utilizar herramientas innovadoras para fomentar su aprendizaje de forma fácil y pegadiza. Por esta razón, las canciones surgen como una herramienta divertida e innovadora que ayuda a los estudiantes a aprender una lengua extranjera como el inglés. Por lo tanto, el objetivo de esta investigación fue determinar la efectividad del uso de canciones para mejorar la habilidad de hablar. Fue un estudio pre-experimental con 38 participantes de la carrera de “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Se llevó a cabo en seis sesiones durante 3 semanas, donde los estudiantes realizaron un pre-test, completaron un cuestionario, fueron parte del tratamiento con canciones y realizaron un post-test. El test utilizado como pretest y postest se basó en el examen KET, y el cuestionario fue para que los alumnos expresaran sus preferencias sobre las canciones. Durante el tratamiento realizado en cuatro sesiones, los alumnos realizaron diferentes actividades de habla a partir de canciones. Las actividades se basaron en aprender nuevo vocabulario, usar correctamente la gramática, mejorar la comprensión y fomentar la interacción entre los estudiantes, a través de discusiones sobre el contenido de las canciones. Después de la intervención, los estudiantes realizaron un post-test. Los datos obtenidos fueron analizados e interpretados mediante el software SPSS. Los resultados mostraron que es más probable que los estudiantes desarrollen y mejoren la habilidad de hablar usando canciones en inglés.

Palabras clave: canciones, habilidad para hablar, KET, herramienta, lengua extranjera

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

This research involved a tool for teaching students to develop their speaking skills easily and funnier. This tool is songs, a media spread everywhere and in any language. According to Altissia (2021), songs foster the language learning process, as they offer a variety of advantages to learners to improve different aspects of a foreign language. For example, songs allow to improve the pronunciation through the imitation and memorization of sounds, and to assimilate the syntax of the language as well as to enrich the vocabulary with idioms. Besides, the use of songs not only teaches how to perform the English language, but also engages students into an interactive and enjoyable class. Hence, this section focuses on analyzing and summarizing previous researchs that stablish a relationship among songs and the speaking skill.

Astuti (2017) conducted some research about using songs to improve the speaking skill of pronunciation. It is action research carried out in four meetings with three students studying Mathematics at University of Yogyakarta. The process of the experiment was listening to a song repeatedly, read the lyrics aloud, and finally to pronounce words from the lyrics, where the researcher corrected them if learners could not do it properly. The level of difficulty increased on each meeting and the song was different. Students' results came from notes taken by the teacher, and an interview. Both allowed inferring that songs were useful for improving pronunciation. In the end, the results showed that participants improved their pronunciation while listening to songs in English, as they could master lots of words from the songs.

Samiullah (2018) focused on studying the effects of using songs to increase the English speaking skills through an experimental design, with a control and experimental group, and a pre-test and post-test. The 60 participants were chosen through the convenient sampling technique. There were 30 participants per group, 30 for the experimental and

30 for the control group. Likewise, the researcher intervened in class. In the beginning, students from both groups took an oral pre-test, for checking their speaking skills. Then, the researcher intervened with the experimental group in class, and used 15 songs that were rehearsed by students. Finally, both groups took the post-test, where the results were checked by professionals to state its authenticity, and by teachers to score the speaking skill with a rubric. The data obtained was analyzed using the t-statistics and a software, SPSS, which showed that the experimental group obtained better scores than the control group. Given these points, it is concluded that songs allow improving students' speaking skills, particularly, pronunciation, comprehension, and fluency.

Wahyuni et al. (2018) carried out an research about using English songs to improve students' speaking skills on students at STKIP Bina Bangsa Getsempena Banda Aceh. This study was applied to 35 students from second semester of English Department. All the students belonged to the same group and took a pre-test and post-test. Both, the pre-test and post-test scored pronunciation, fluency, vocabulary, and comprehension. The pre-test was applied without any practice for improving the speaking skill, while the post-test was carried out after using English songs to overcome the goal of improving the speaking skill. Finally, it can be concluded that English songs are an entertaining resource for learning and developing the speaking skill, as students obtained better scores after using English songs.

Wisnu (2018) proposed songs as a learning tool for Indonesian learners in order to improve their speaking ability. Thus, the aim was to provide authentic material obtained from songs to put into practice students' speaking skill. It was experimental research, and there were 41 participants of fourth semester that belonged to two different classes. Each class represented the control and the experimental group, in which the control did not have a treatment, while the experimental did. The result analyzed by the researcher showed that songs helped learners to improve their pronunciation and fluency as they learnt how to produce the language correctly, in other words, songs helped in the improvement of the speaking ability.

Busse et al. (2018) did a research focused on improving the language knowledge of children by singing using songs. To do that, researchers made a quasi-experimental intervention with 35 learners of primary school in Germany that belonged to the urban area, and were surrounded by different languages (Kurdish, Turkish, Arabic and Farsi). Throughout the process, learners were judged separately in 3 sessions, in order to observe their differences while learning, and their behavior. Besides, the process consisted of a pre-test, intervention, post-test, and a follow-up-test, and the material for obtaining data were songs and a questionnaire. The pre-test was about cognitive skills and language knowledge, in the intervention, learners were asked to sing and speak, and to complete a questionnaire about their physical and emotional status. In the post-test, learners did the same pre-test, and were asked to recall the songs from the intervention for analyzing their comprehension of some words while okaying the song. Finally, students took the pre-test again, as well as the follow-up test. As a result, it could be noticed the effectiveness of using songs as an alternative for learning a foreign language, because the study showed students were able to learn vocabulary and grammatical structures.

Equally, Mobbs and Cuyul (2018) conducted an article that promoted the use of music to motivate students to learn the foreign language (L2). It was divided into three sections that contained a brief examination of learning a language using songs. In this section, the authors established that using songs for teaching stimulates students' thinking skills that allow to improve their verbal and auditory memory. Then, it stated the benefits of using the music-based instruction for teaching, and some learning strategies to carry out with listening and speaking activities in class with an example. For instance, the benefits of using songs allow learners to understand the content through the lyrics, be able to have a clear speech, learn vocabulary, grammar and idioms used through the song. Likewise, it encourages students to participate and be able to choose their favorite song to practice. Finally, some strategies are addressing a global understanding for selecting listening skill and examining the fluency versus the accuracy. The first strategy is good for developing listening skills, as it encourages students to pay attention on the lyrics, while the second strategy is for developing speaking skills, as students have to perform the song and be able to demonstrate their fluency on the use of English, and accuracy. As a result, this article provides objective

data that support the main goal of the study about the effectiveness of using songs to develop speaking skills.

Similarly, Adnyani and Dewi (2020) conducted a qualitative research for describing the use of songs to teach vocabulary. The data gathered allowed discovering that using songs for teaching must be planned carefully and relate the content with students' learning process. For instance, a teacher should consider the coherence of the songs with the unit of study, the learning outcome for students, the language level of English and involve students actively throughout the learning stage. Songs are a valuable teaching tool because it helps to enhance students' vocabulary in English. Thus, students use the vocabulary sung and repeated in the lyrics and motivate them to expand and improve their English language.

Heba and Baniabdelrahman (2020) conducted a quantitative and experimental research focused on the attitude of teachers and students towards the use of songs for teaching and learning English. There were 80 participants chosen through a random selection. The mother tongue of the participants was Arabic, but they were learning English as a foreign language. In this sense, researchers used a questionnaire for obtaining quantitative data about the attitude of teachers towards the use of songs for teaching. On the other hand, for carrying out the experimental design, the researchers applied a pre-test that demonstrated the performance of experimental group which was lower than the control group. After that, researchers applied the questionnaire to teachers and extra items. The reliability from the questionnaire was done through the Cronbach alpha coefficient, which was 0.84. All in all, the results were analyzed using the SPSS statistical package, and showed songs are useful for learning vocabulary, promote an active engagement of students, and improve their listening and speaking skills.

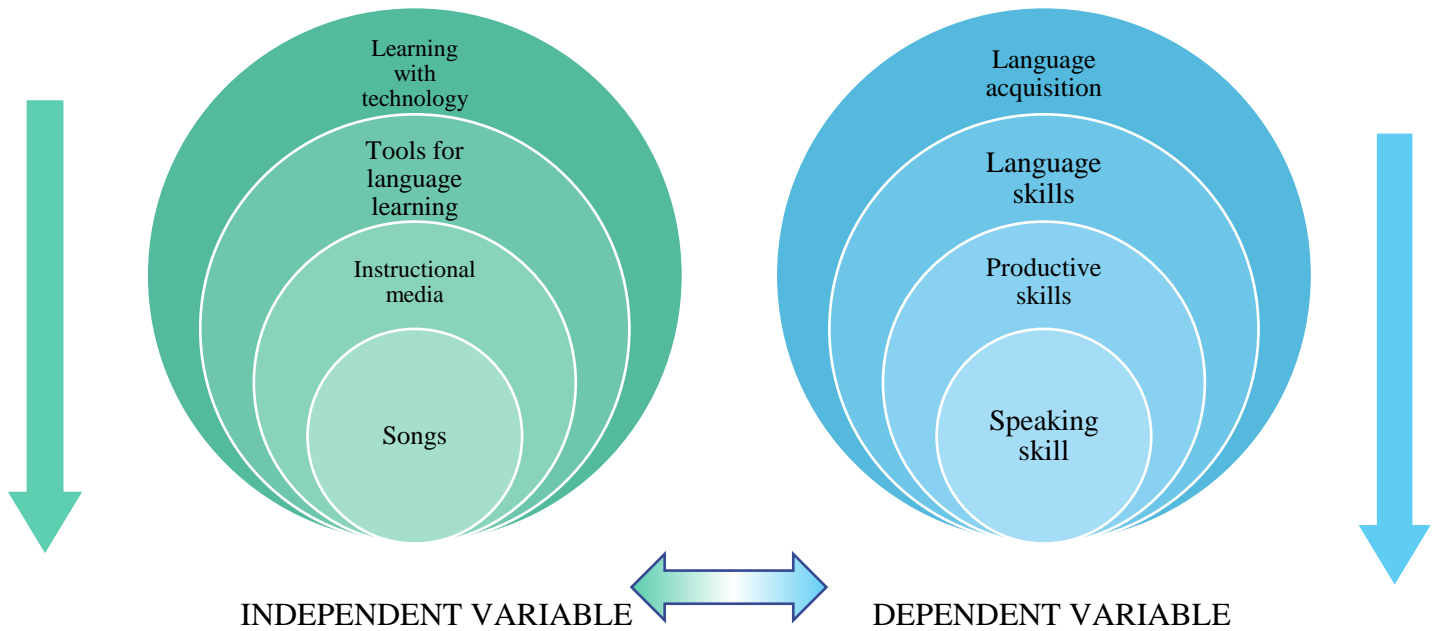
Jiménez (2020) developed a research in which she used songs for enhancing the speaking skills. That research was descriptive and quantitative and it was applied to students from second year of high school in Ecuador. The study involved a checklist to measure how much songs were used in the English planning lessons, as well as how much songs allowed students to learn the English language in an interesting and enjoyable class. Finally, the researcher found out that in fact, songs are a useful tool

for fostering the use of the English language in class, because they not only allow to improve the oral comprehension (listening) and production (speaking), but also reading. Thus, it could be concluded that songs are an effective tool for motivating and teaching students to develop speaking, listening, and reading skills.

Dib (2021) led a research based on finding out communicative activities for developing speaking skills on EFL Algerian Learners. It was a quantitative and descriptive research that applied an interview to 30 participants of first year chosen randomly at Tlemcen University. The interview had six questions and allowed knowing communicative activities to develop speaking skills. Then, the results showed that students preferred different ways of practicing their speaking skills, and one of these activities was listening to songs. Students were not only connected with the English language but also enjoyed their English class while they learned how to develop their speaking skills. Finally, this research stated that songs are useful for improving students' fluency, grammar and pronunciation.

To sum up, the researches, ordered by their improvements through the years, support this research about using songs for enhancing the speaking skills in English in many aspects. First, most of these researchs were applied to students studying at a university. Second, songs were used as an interactive tool for encouraging students to develop their oral production. Third, all the researchs showed up that the participants, in most of the cases, improved at least one or more of these subskills: pronunciation, fluency, comprehension, vocabulary, grammar and their academic performance. Finally, the results are meaningful for having a convenient background to accomplish with the objectives of this research.

1.2 Theoretical framework



Independent variable

Learning with Technology

Technology has been spread everywhere and has changed the teaching and learning process in the classroom. This change is not negative because it has improved and opened new ways of engaging students into their studies easier and faster than traditional classes with books, a board, a pen and a notebook. Besides, through the use of technology, students have a personalized and unlimited access to lots of resources such as online books, videos, songs that help them to discover and build their knowledge. This way, students learn and increase their engagement and motivation towards their learning process (Samper, 2019).

As a matter of fact, learning with technology has allowed to continue the teaching-learning process, because it started being changed by the COVID-19 pandemic. Schools were likely to close and stop the education in order to keep students safe,

however, technology proved that learning could persist through online classes. Hence, the learning process is adapted to students and society's need and improved as well to facilitate the education. Some of the adaptations made in online classes have been the use of digital platforms, websites, blogs for sharing, saving and uploading students' tasks, homework, projects so the teacher could manage the students' academic performance (Li & Lalani, 2020).

For this reason, Selwyn (2020) pointed out that technology is an important resource to be considered in the 21st Century as students are surrounded and grew up with technology. Also, he claims that the creativity carried out in online classes has saved and helped teachers from a tough stage. Teachers learned to use digital technologies as a key for supporting their teaching-learning process, as well as they have experienced how the digital education might be in the future.

Tools for Language Learning

Language learning is not a traditional learning based on books and studying its grammar to master the foreign language anymore. Nowadays, language learning involves technological tools to achieve the goal, so students can practice listening, speaking, reading and writing by themselves, either in their house or at school with their teachers. These tools can be focused on a skill or all the skills. For instance, Quizlet allows learning new vocabulary in English through games, activities or quizzes. Flipgrid is a website to practice the speaking skill because it allows to record videos using the target language. Padlet is also useful for fostering the writing and reading skills as learners have an online discussion where they have to respond (Spathis, 2019).

Along with, the COVID-19 pandemic has allowed to include different tools for language learning in a digital education. For instance, Spathis (2019) mentioned that common apps, used for entertainment, were part of the students' language learning. Apps like Cake, Duolingo or platforms on the web like Busuu, Free4Talk have allowed

students to practice the English language at home and improve their academic performance in class.

Therefore, it is merely important to mention that digital education cannot be possible if tools are not present, no to say that they facilitate the teacher's work as the teacher can find resources to encourage students to participate actively in a synchronous or asynchronous class. To show that, Izzo (2021) revealed 5 reasons that contribute to the usage of technological in digital education, and these are:

1. It is easy to manage the information collected from students.
2. It allows to create collaborative tasks.
3. Students can access and contribute to their learning because their house.
4. Students can receive feedback faster.
5. It provides evidence about the students' progress to the authorities and participants of the educational system.

Instructional Media

Language learning is usually taught through different kinds of media. According to Davis (2019), media is referred to any tool to store or deliver data, like programs on Tv, radio or digital media. For example, some of the tools may use videos, audios, pictures, podcasts, news, songs to teach English in order to provide authentic material using the target language. Then that is what instructional media means, being capable of teaching through innovative and technological resources.

Considering this, Gardner (2021) stated some significant facts about using media to teach a foreign language, which also supports the education during COVID-19:

- It connects students to an audience of native speakers
- It provides visual content
- It has access to authentic material
- Students enjoy it because they are digital natives
- Students can work collaboratively

- Students foster their pronunciation
- Students have a personalized learning process

Thus, these facts support the effectiveness of using instructional media for teaching in English as a foreign language in online classes.

Songs

A song is a musical composition that combines melodies and lyrics repeated. Besides, a song is a means of communication, in which the singer can reveal some aspects of his/her personality or something about real life. Hence, the lyrics can transmit a feeling to the audience as a bone of interaction with the singer (Burt & Lewin, 2020).

Depending on the rhythm, intonation, lyrics, sounds, songs can be divided into different genres. According to Senn (2018), a genre permits to describe the style, form and cultural influence. In this way, a song is able to transmit a message through its lyrics and sounds, as well as give a context where it is developed. There are several genres of songs, like blues, reggae, pop, rock, jazz, metal, disco, that are listened according to people's preferences or purpose. For example, an athlete may listen to pop, rock, electronic in order to be motivated while exercising, while a student doing homework may listen to classical music to relax and get concentrated on it (Chen, 2018). Additionally, Lowder (2021) proposed these definitions about the most listened genres:

- **Classical:** Its melodies are usually done by trained artists who play different instruments and create a peaceful rhythm. These songs are usually played to relax or concentrate.
- **Country.** It grew up under the influence of other genres, which means it combines a bit of every genre, like religion, blues, folk music.
- **Pop:** It is the English abbreviation of *popular*. This genre has a hard, simple and catchy rhythm, and mixes other genres like country, rock, hip hop. Its lyrics usually talk about social events, romance, personal facts.

- **Rock and roll:** It is harder than pop songs, because its sounds are created through different vocals, back beats, electric instruments like guitars and catchy rhythms.
- **Hip hop:** This genre is characterized by its rapping lyrics. Rappers, who sing it, use a sound track with rhythm and lyrics created during the sound playback.

Hereby, songs contribute to the students' language learning because the lyrics contain short words, personal pronouns, and provide a conversational language, words are pronounced slower than when they are spoken, and the repetition of vocabulary and grammatical structures is understandable. Hence, songs are a didactic tool for teaching a foreign language and create an enjoyable learning, as this tool allows to improve listening and speaking skills. For this reason, Lopera (2019) recommended some keys to EFL teachers, so they can use songs to teach English properly and effectively.

1. **Identify the students' English level** in order to consider some features of the songs, as their speed. A beginner learner may use slower songs than an advanced learner.
2. **Relate the English language with the students' native language.** This way, a teacher can find useful vocabulary, idioms to teach students and increase their use of vocabulary.
3. **Imitate the lyrics as they sound.** Students may listen to new sounds from words, so it is important to internalize them to have a correct pronunciation.
4. **Foster students' understanding.** A song contains a varied vocabulary that can be completely new to students. Hence, it is important to clarify the meaning from words to learn and apply it in future conversations.
5. **Understand the context.** Once students have learnt about the individual meaning of the words, expressions, they must match them with the whole song to comprehend the main message.

Afterwards, these keys led to consider advantages and disadvantages of the use of songs for teaching speaking skills. According to Nuri (2020), some advantages are:

- Songs allow to improve the **pronunciation** because students imitate and repeat what they listen.

- The lyrics contain a *colloquial language* not learnt in class, which means students are exposed to the language used and its context in common situations.
- In most of the cases, songs provide a *well-grammatical structure* that teaches how to use the grammar.
- Songs are *catchy*. This fact means that students like listening to songs while they acquire new knowledge easily.
- There is *motivation*. Songs connect students' feeling with the song's feeling, so they enjoy this learning stage, which is demonstrated when they sing.

Nevertheless, Nuri (2020) also explained that there are some disadvantages to consider in the language learning process. Even though songs provide, in the majority, a well-grammatical structure, some of them do not. In addition, there is not always a convenient context so some expressions or words may sound unpolite to consider in a teaching-learning process.

Stages for Teaching with Songs

According to American English (2021), in the book *Sing out loud: Traditional songs*, there are lots of activities with songs that ordered according to the stage into: pre-listening activities, listening activities, and singing/ music activities, and the post-listening/speaking activities.

- ***Pre-listening activities***. It involves knowing about a general context or idea in the topic of the song or introducing new words or expressions used in different backgrounds. For instance, some activities at this stage are discussion on the topic, warm-up game about new vocabulary or grammar, picture games.
- ***Listening activities***: It is time to play the song and ask students to do a task while the listen like focusing on specific sounds or words, detailing information, writing main ideas. This stage may allow to students to focus on the meaning of the song, its lyrics and context through activities like mixed-up lyrics, mixed-up pictures, dictation, gap-fill.
- ***Singing/music activities***. This stage is for allowing students to sing. This way, students practice grammatical parts of speech and pronunciation, as well as

they also get familiarized with the stress and rhythm in English to improve intonation skills. Then, some activities can be sing along, show the words, crazy lyrics.

- ***Post-listening activities***. At this stage, students are capable to reflect and speak or write about the song. Then, the activities are focused on using the target language for communicative purposes by giving comments and information about the song, or to the same, but writing it. It can be done through activities that involve discussions to summary, questions to the audience to reflect, paraphrasing the meaning of the songs.

In the same way, Narr (2020) suggested using technological tools like Zoom, Whatsapp, Youtube, facebook, Flipgrid, or any tool that allows students to share their learning process with songs in a long-distance education, so the teacher can manage and record students' academic performance. This also allows the teacher to evaluate students using rubrics that test their language skills, which are according to the activity.

Dependent Variable

Language acquisition

Globalization, as part of the 21st Century, has fostered the language learning of different languages, such the English language. This fact is possible because of the world's economy focused on the United States of America, which puts the English language as a requisite of exchanging. Moreover, the population increases, and people defines their future to different parts of the world for fun, studies, or to live.

However, learning English as a foreign language is not as easy as it sounds, because learners must study the language deeply. According to Brown (2000), it involves developing language skills in order to master the foreign language and being connected with authentic material to adopt rules that make possible the oral and written productions.

Critically important, language acquisition is affected by world's problems. To illustrate it, Warner (2021) stated that the way in which people speak and relate with each other produces new ways of communication. For example, the COVID-19 pandemic fostered the creation of a specific language use to refer to it, like hand sanitizer, alcohol, masks. This vocabulary learnt is spread and learnt by adults, teenagers, children. So, these people have acquired a range of words to communicate in a specific context, or in other words, this a way of language acquisition.

Language skills

According to Brown (2000), a learner needs to develop the ability to speak, listen, write and read using the target language, that is, master the four language skills: listening, speaking, reading and writing to learn a language correctly. Sometimes, depending on the context in which the learner is learning the language, it develops one or two of the skills, and forgets about the other ones. For example, if a learner studies a language in a self-taught way, it is very likely that it will develop written expressions and reading comprehension much better than the other two skills. And if the learner plans to live in a country and has never studied the language before, when interacting with native speakers, the learner will most certainly develop Listening and Speaking much more than the other two skills. Therefore, to avoid learning just the half of the whole, it is crucial to relate to all the skills. If some of them is not present, a learner must find a way to put it into practice. Concluding it, the language learning process takes time to synthesize all the information. For this reason, a learner should be patient and practice with different activities to develop each of them.

Harappa (2021) expressed that language skills are defined as communicative skills that involve the four skills mentioned which means a foreign language speaker demonstrates clarity and precision while using the target language in many ways. First, a speaker has mastered the listening skill when one is capable of understanding, the message. Second, a language learner demonstrates the reading skill when it can summarize details, draws conclusions. Third, the learner has improved the speaking

skill if it provides convenient answers in conversations, demonstrates fluency and uses vocabulary and grammar correctly. Finally, a learner has mastered the writing skill when it can use the language properly in written tasks by using formal//informal language, demonstrating clarity, expressing thoughts, summarizing.

All in all, these skills can be practiced with technological tools, specifically with websites, apps or even with real native speakers on the net, such as in Free4Talk to make them practice through a range of activities like paraphrasing, repeating, choosing the right information, listening to details, having conversations.

Productive skills

Language skills are divided into receptive and productive skills. Receptive skills are referred to listening and reading and allow to have the input information to internalize the use the foreign language. And productive skills permit to produce the language through speaking and writing skills. Golkova and Hubackova (2014) defined productive skills as active skills that allow transferring information. This information may not be possible if receptive skills were not studied before, because they enable to use grammatical structures, vocabulary in a written and spoken form. Apart from this data, Majoroowitsch (2020) supported it by stating that productive skills are a result of receptive skills. This means the learner decodes the language through receptive skills, and decodes through productive skills, which involves practicing with real-life activities.

Pachina (2019) established the importance of fostering productive skill in language teaching by adding that these are observable evidence of the process of language acquisition. Besides, mastering speaking and writing skills enable to share ideas, inform or convince people through the use of language. In addition, Rhalmi (2020) proposes a productive skill lesson plan and considerations to help learners to be coherent and use appropriate language in their language production. First, the considerations are to help students communicate, be prepared for teaching, choose an

appropriate topic, provide guidance, support and strategies to facilitate their learning stage. Second, he provides these steps for teaching speaking or writing:

1. Providing a guide
2. Time to practice
3. Task setting
4. Planning the output information
5. Producing the target language
6. Feedback

Speaking skill

A person who can talk properly using a language is because it knows that language, and it can create and produce it (Kurum, 2016). Alternatively, Tanna (2020) argued that the speaking skill is a productive and interactive skill that allows to communicate properly in a native or foreign language spontaneously, or to express clear and fluent messages. It involves the ability of decoding the spoken language to produce meaningful sounds, words, phrases, or sentences, and increases students' social and emotional learning. Thus, it is said the speaking skill is related with the listening skill, as the speaker needs to listen (practice) before talking (production). Then, being able to develop speaking skill means to communicate with coherence and clarity with an appropriate use of the foreign language.

For developing the speaking skill learners must follow an order, which is: absorption of sounds, internalization of rules and communication. Besides, it is important to develop the speaking skill, inside and outside the classroom. For instance, learners need to ask for clarification of the problems in class, to participate in a group or present something using the spoken language, to make dynamical. And outside educational establishments, they will need to speak for carrying out interviews for jobs, meetings, giving a speech, or just to interact with others.

Furthermore, Bleistein et al. (2020) point out that producing the speaking skill allows learners to have fluency and accuracy to perform a good speech. Regarding fluency, grammar and vocabulary permit to perform good sentences, the stress and intonation for conveying different functions of language, like requesting, greeting, asking for, among others. Together with learners' ability to speak involves making gestures and showing facial expressions to convey a message. And regarding the speech, learners produce a proper speech for communication. The results of decoding the language show a language learner is capable of transmitting the message while the recognize sounds, imitate, and produce them.

Speaking subskills

For mastering the speaking skill, it is crucial to consider its subskills. According to Lackman (2010), there are ten subskills that need to be performed for an effective communication, especially in real contexts. These are:

- **Fluency:** it is the ability of keeping a logical flow while talking, without a previous plan or rehearsing.
- **Accuracy with words and pronunciation:** the ability to use and pronounce words and structures correctly.
- **Using functions:** the ability to speak using a specific language function for communicating a purpose.
- **Appropriacy:** the ability to use the appropriate language for a specific situation and/or make decisions using a specific grammar and vocabulary.
- **Turn-taking skills:** the ability to know when the speaker can intervene in the conversation.
- **Relevant Length:** the ability to speak relevant information considering its length, not redundancy.
- **Responding and initiating:** the ability to perform a conversation by answering, asking or introducing an idea, opinion or topic.
- **Repair and repetition:** it concerns the ability to paraphrase some parts of a conversation, when it is not understood.

- **Range of words and grammar:** the ability to use specific grammar and vocabulary regarding the speaking topic.
- **Discourse Markers:** the ability to connect and order ideas while talking, instead of just using and, or, but.

In the same way, some elements and/or subskills considered in the KET exam are grammar and vocabulary, pronunciation and interactive communication. As stated by Cambridge English (2020), the elements are defined as:

- **Grammar and vocabulary:** the ability to use appropriate vocabulary and grammar, and variations of them according to the topic or context while being flexible and fluent, and still have sense in the answers.
- **Pronunciation:** the ability to produce intelligible words while speaking, use the correct sound and stress of each letter and word, as well as the intonation produced to convey the message, even if the speaker native accent is strong.
- **Interactive communication:** the ability to interact with people about daily topics or self-information, in turns, exchanging questions and answers, and responding appropriately or according to the context given.

All in all, these elements are evaluated in the KET exam, and allow candidates to understand and talk in simple situations like introducing someone, asking for directions or giving directions.

Activities for Developing the Speaking Skill

Before mentioning some activities to practice the speaking skill, it is necessary to state that the focal point of a class must be focused on learning a language as a skill in the class, or developing the spoken skill with exposure and production, so learners can be actively involved in the learning language process. Then, some activities that allow developing the speaking skills are role-play, debates and discussions, as well as activities done through repetition or imitation of sounds, like the ones made with songs, as training with lyrics, gibberish mumbling, sing along. Throughout these

activities, the teacher must encourage learners to practice, in order to make students improve their grammar, pronunciation and stress while talking. Consequently, the activities will permit learners to work actively and cooperatively.

Likewise, and due to the COVID-19 pandemic, India Today (2020) shared a variety of ways for improving English speaking skill during the pandemic. These are:

1. Read aloud: reading a book for self-teaching at home allows to hear and check pronunciation mistakes made.
2. Listen to podcasts: listening to native or English speakers enable to internalize the proper use of the target language regarding its grammar and vocabulary usage, as well as it provides authentic material to language learners.
3. Playing games with English instructions: Learning at home through games made in English permits learners to practice speaking while playing.
4. Watch series or movies in English: This activity may allow learners to use language in a specific context as well to perform a good intonation.
5. Karaoke: singing aloud with a song, and the alone, enable to learn English and have fun, because the learner chooses its music genre and plays it, until it is able to record sings and identify the pronunciation of words.

Furthermore, Cambridge English (2021) stated that songs are an effective tool for teaching English using a ‘real-life’ language while having fun, as well it serves not only for practicing speaking, but also listening, reading and writing. It also mentions some features about songs to teach, which are: not too long, not too fast, vocabulary based in everyday English and clear.

Mobbs and Cuyul (2018) mentioned that songs help to reinforce aspects of the language, examine the diversity of different cultures, and explore the communication through it. They also add some features to consider in the process of choosing a song to teach speaking, which is:

1. **Content**: it must be related to the topic of the lesson.
2. **Clarity of speech**: the lyrics must be understandable for students

3. **Age:** it must consider the lyrics, rhythm (repetition), because repetitive lyrics may be for young learners, and though-provoking ones for older learners.
4. **Speed:** it must consider the fluency or speaking skill of learners.
5. **Vocabulary:** it must be related to the topic of the lesson.
6. **Grammar:** it must highlight a grammar point taught in the lesson or previous one.
7. **Idioms:** a teacher, according to the objective, must choose to teach or not expressions that can help students interpret the foreign language from a different perspective.
8. **Popularity:** a song must be updated or according to students likes.
9. **Cultural sensitivity:** the culture of students must be considered to avoid misunderstandings in class.
10. **Offensive lyrics:** a teacher must prohibit the use of inappropriate language in class, so too in activities with songs.

Additionally, Cambridge English (2021) claimed that songs help learners learn how words are linked together in connected speech, and proposes to follow these steps:

1. Choose a song and its lyrics, it can be a music video or just the song.
2. Read the lyrics and look for the meaning of new words.
3. Listen to the song and read.
4. Sing along without reading the lyrics.
5. Repeat it.

These steps will help learners to gain confidence and foster their speaking skill. Similarly, Cambridge English (2021) mentioned that learning a foreign language is hard sometimes, and that learners usually deal with unusual words. Thus, having a planned and controlled usage of songs through its application can help to the teacher, as well as students are fostered to improve articulation of sounds, or in other words, in their pronunciation.

1.3 Objectives

General Objective:

- To determine the effectiveness of using songs for improving the speaking skill.

Specific Objectives:

- To diagnose students' preferences regarding English songs.
- To diagnose the English level of students regarding the speaking skill of students.
- To compare students' speaking skill before and after using songs.
- To establish the importance of using songs to improve the speaking skill.

CHAPTER II

METHODOLOGY

2.1 Resources

Population

This research was carried out with 38 students from first semester studying Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato, 20 males and 20 females who were around 18 and 28 years old. Besides, it was developed in 6 sessions for three weeks, 2 sessions per week.

Instruments

- A Key English Test (KET) speaking section used as a pre-test and post-test, for measuring the speaking student's level of English. This is a standardized test by Cambridge and has questions about personal and factual information. Each speaking test was taken in pairs and scored through a rubric. This rubric is made by Cambridge, and it scores grammar and vocabulary, pronunciation and interactive communication, with a scale from 1 to 5, in which 1 means the student does not approach expectation, and 5 that it exceeds expectations.
- A questionnaire with 6 questions for knowing students' usage of songs to learn English as a foreign language and their preferences.

Procedure

First of all, this research was developed in 6 sessions. Each session was carried out through a zoom meeting. In the first session, there was the application of the pre-test. This test was taken in the students' schedule and out of it, as it took 8-10 minutes per pair. Besides, there was an introduction of the activities and resources to be developed

and used in each stage. Finally, students answered a questionnaire for knowing students' preferences of songs in English.

In the second session, songs started being part of the lesson plan in order to improve students' speaking skill. The first song was "Stronger" by Kelly Clarkson, and it was used for an activity of making sense of grammar, which consisted of changing the word into a noun, adjective, adverb, or finding synonyms or antonyms. As a result, students increased their knowledge regarding vocabulary. Additionally, students did homework based on the same goal of choosing a song and changing words into different parts of speech. Students shared their answers into a group of Whatsapp. Finally, and within the class, the researcher asked students what they thought about the song, its speed and meaning of the song, and asked them if it allowed them to make sense of grammar.

In the third session, the song used was "Stressed out" by Twenty One Pilots. It was used with an activity for expanding their vocabulary. This was a completion activity, so students can listen, complete and chant with the lyrics. Results were also handmade and uploaded into the group of Whatsapp. Finally, and within the class, students were asked to talk about what they thought about the song, its meaning and asked them and if it allowed to expand their vocabulary.

In the fourth session, the teacher used the song "All Too Well" by Taylor Swift and a worksheet with its lyrics. This song was suitable for practicing pronunciation and improving it. Students carried out different activities which were: picture predictions, dictation, your moves, discussion and summary. 'Picture predictions' allowed students to create a story through a picture related to the song, to then, compare it with the lyrics. 'Dictation' was about copying the lyrics of the song as students listened, in other words, copy the lyrics and then check it with the class. 'Your moves' was about imitating or doing movements to represent a word so students could know its meaning. Finally, students discussed and summarized the most important facts of the story developed in the song. As a learning outcome, students created their own video talking about the story of the song "All Too Well" on the Flipgrid platform.

In the fifth session, the researcher carried out an asynchronous activity. This session was developed through an activity called ‘Sing along’. Students chose a song, practiced and recorded themselves so they could become more fluent while talking in English. They uploaded it on the Flipgrid Platform.

Finally, in the sixth day, there was a discussion with students about the importance of developing the speaking skill, and their experience with songs in class. Then, students took the post-test exam. This was carried out inside the students’ schedule and outside of it because of the time.

2.2 Methods

Basic Method of Research

This research was developed according to the following types of research.

Experimental Research

This research was developed through a pre-experimental design. According to Hernández et al. (2014), it is done within a previously established group, in other words, it is not taken randomly. It consists of three stages: pre-test (O_1), treatment (X_1), and post-test (O_2). Through the development, the researcher manipulated the independent variable to identify the cause-effect produced in the dependent variable. Together, the pre-test and post-test allowed to compare the students’ speaking skill and level before and after using songs or applying the treatment. Thus, the manipulation of the dependent variable, the speaking skill, through the independent variable, songs and its use, allowed to investigate the effectiveness of using songs to improve the speaking skill. There were 38 students from first semester studying “Pedagogía de los Idiomas Nacionales y Extranjeros” major.

Mixed Approach

The research was based on a mixed approach. According to Hernández et al. (2014), a mixed approach has to be with a process of collecting data, its analysis and its relationship among quantitative and qualitative data in the same research. By one hand, the quantitative data, or the objective data was collected through the scores obtained by students in the speaking test, as well as in the pre-experimental research. On the other hand, the qualitative data, or subjective data, was collected through the analysis and interpretation of the answers and students' participation in the process of research. Besides, the questionnaire contributed to the data analysis of the qualitative and quantitative data, as it allowed to obtain information about the students' improvement of speaking with songs.

Bibliographic research

Research works need to be supported through bibliographical data to be able to define variables, as well as the main ideas of the topic and subtopics. Thus, Kothari (2004) mentions that an research is based on the library research because it is conducted through the analysis of documents in order to be able to obtain reliable and relevant data for supporting the whole process. Additionally, this information may come from academic journals and newspapers, books or other materials related to the knowledge area. However, the material must be selective, because the knowledge is updated every year (Hernández et al., 2014, p.6). Given these points, it is crucial to investigate about the speaking skill and songs to a better understanding of the research and to be successful.

Field Research

Along the lines of, this is a field research. According to Baena (2017), the researcher needs to collect and register the data obtained through the research using the observation or questionnaire technique. Relatively, this allowed the researcher to keep in touch with the object of study through the observation and exploration of the field

of study. In this way, the researcher from this research needed to get emerged into the research for gathering data that permitted to accomplish with the general objective.

Level or Type of Research

Exploratory Level

This research required the participation of the researcher in order to be able to get familiarized with the phenomenon. Therefore, in this research, the researcher was part of the process in the treatment stage. It means the object of study interacted with the researcher for accepting or denying the main objective of investigating the effectiveness of using songs to improve the speaking skill.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter explains the results obtained during 3 weeks in the experimental research with 38 students from first semester in English I of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato through online classes. These results were gathered from the survey and pre/post-test, and represented through charts, their analysis and interpretation to describe and clarify their content. Along with, students’ scores gathered from the pre-test were compared with the final results of the post-test, after applying the treatment with songs, which effectively demonstrated they allow to improve the speaking skill through different activities applied in class. Additionally, the scores obtained through Cambridge rubric over 15 were adjusted to 10, so students could know their real grade.

Table 1: Questionnaire Results

Question	Items	Percentage
1. What is your favorite language while you listen to a song?	English	61.1
	Spanish	29.6
	French	5.6
	Other	3.7
	Total	100
2. Have you used songs for learning a foreign language?	Yes	92.3
	No	7.7
	Total	100
3. Did you know that listening to English songs helps you to learn the language?	Yes	97.4
	No	2.6
	Total	100

4. Have you practiced speaking with English songs?	Yes	82.1
	No	17.9
	Total	100
5. What speaking skill have you practiced and improved with English songs?	Pronunciation	33.7
	Comprehension	23.5
	Vocabulary	23.5
	Fluency	13.3
	Grammar	6
	Other	0
	6. Type a favorite singer or English songs.	Adele
Taylor Swift		13.2
Imagine dragons		5.3
XXX Tentation		2.6
A Tribe Called Quest		2.6
Ali Gatie		2.6
Harry Styles		2.6
Michael Jackson		5.3
Bruno Mars		7.9
Drake		2.6
Tory Lanez		2.6
Billie Eilish		7.9
Phillip Phillips		2.6
Avril Lavigne		2.6
Eagles		2.6
Ed Sheran		2.6
Coldplay		2.6
Miley Cyrus		2.6
Meghan Trainor		2.6
Olivia Rodrigo		7.9

Source: Students' answers

Prepared by: Romero, J. (2022)

Analysis and Interpretation:

This table 1 shows the answers gathered from the questionnaire to know about the students' preferences and the impact of English songs in their learning English process in the first day of the research. It had 4 closed questions that allowed to obtain specific answers from students in order to simplify the process of analysis of the results, an open-closed question, and an open question. Then, the first question showed that most of the students (61.1%) preferred listening to English songs. This meant that the use of English songs was going to be profitable for students because they would be comfortable of learning with this tool, in other words, teaching with English songs was accepted by students because they liked listening to songs in that language, an important fact before applying the tool. Otherwise, the researcher would not be able to take advantage of the results if students did not feel comfortable and relaxed in the treatment stage.

Then, questions 2, 3 and 4 were yes/no questions that showed the following results: question 2, with 92.3 %, showed that songs are used for learning a foreign language; question 3, with 97.4%, showed that students knew that listening to English songs helps them to learn the English language; and question 3, with 82.1%, showed that most of the students practiced speaking with English songs. Thus, these 3 questions and facts about students supported the investigator's process planned. Students used songs for leaning a foreign language, and English is considered in it because this media tool has helped them to learn English and practice speaking.

Along with, the open-closed question 5 showed the different subskills practiced and improved per students with English songs. Here, 33.7% of the answers showed that students improved pronunciation, 23.5% comprehension, 23.5% vocabulary, 13.3% fluency, and 6% grammar. That is to say that these speaking subskills were considered into students' learning with English songs, which also showed that the investigator could successfully use the tool in their English I class to develop their speaking skill.

Finally, the opened question 6 allowed to obtain different answers about songs and singers in English, where most of the students answered pop singers like Adele

(18.4%), Taylor Swift (13.2%), Billie Eilish (7.9%), Olivia Rodrigo (7.9%), Bruno Mars (7.9%), Imagine Dragons (5.3%), Michael Jackson (5.3%), among others that also belonged to the pop genre. Hence, this fact allowed the investigator to choose pop songs according to students' preferences and use them in the different classes with varied activities and objectives, as well as it could consider their English level, speed, vocabulary, and obviously, the different parts to score in the KET exam (grammar and vocabulary, pronunciation, and interaction).

Table 2: Pre-test Scores

	Cambridge score over 15	Score over 10
Student 1	8	5,33
Student 2	14	9,33
Student 3	13,5	9,00
Student 4	14,7	9,80
Student 5	12,5	8,33
Student 6	9	6,00
Student 7	10,5	7,00
Student 8	7,5	5,00
Student 9	12,1	8,07
Student 10	7,7	5,13
Student 11	8	5,33
Student 12	12,5	8,33
Student 13	14	9,33
Student 14	14,5	9,67
Student 15	13,5	9,00
Student 16	10,5	7,00
Student 17	14	9,33
Student 18	14	9,33
Student 19	13,5	9,00
Student 20	13	8,67
Student 21	11	7,33
Student 22	12,5	8,33
Student 23	9,5	6,33
Student 24	9	6,00
Student 25	11,3	7,53
Student 26	13,5	9,00
Student 27	13,5	9,00
Student 28	12	8,00
Student 29	12,3	8,20
Student 30	10,7	7,13
Student 31	10	6,67
Student 32	15	10,00
Student 33	10	6,67
Student 34	13	8,67
Student 35	10	6,67
Student 36	11,3	7,53
Student 37	11	7,33
Student 38	11	7,33
AVERAGE	11,7	7,8

Source: Pre-test intervention

Prepared by: Romero, J. (2022).

Table 3: Post-test scores

	Cambridge score over 15	Score over 10
Student 1	10	6,67
Student 2	15	10,00
Student 3	15	10,00
Student 4	15	10,00
Student 5	13	8,67
Student 6	11,5	7,67
Student 7	11,3	7,53
Student 8	10,5	7,00
Student 9	12,5	8,33
Student 10	12,3	8,20
Student 11	12,5	8,33
Student 12	12	8,00
Student 13	15	10,00
Student 14	15	10,00
Student 15	14	9,33
Student 16	12,5	8,33
Student 17	14,5	9,67
Student 18	15	10,00
Student 19	14	9,33
Student 20	10,5	7,00
Student 21	11	7,33
Student 22	14,5	9,67
Student 23	11	7,33
Student 24	10,5	7,00
Student 25	13	8,67
Student 26	15	10,00
Student 27	14	9,33
Student 28	10,5	7,00
Student 29	14,5	9,67
Student 30	12	8,00
Student 31	11	7,33
Student 32	15	10,00
Student 33	12,5	8,33
Student 34	15	10,00
Student 35	12,5	8,33
Student 36	12,5	8,33
Student 37	12	8,00
Student 38	12	8,00
AVERAGE	12,9	8,6

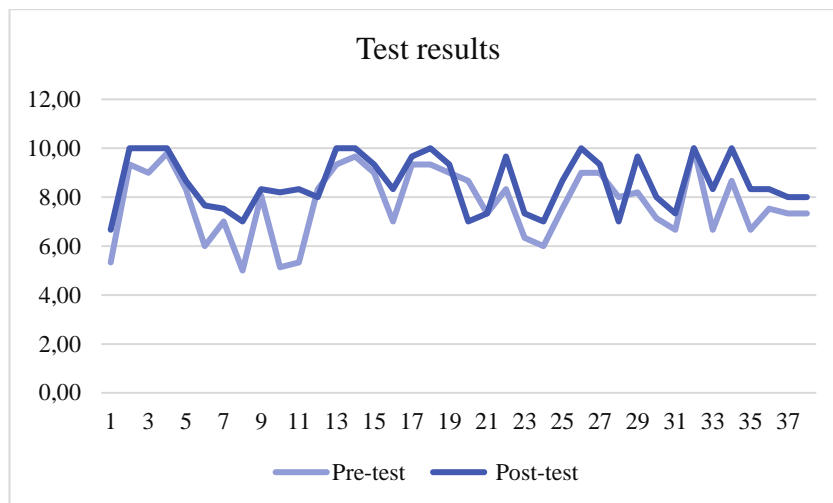
Source: Post-test intervention

Prepared by: Romero, J. (2022).

Data interpretation

Pre-test and post-test results

Figure 1: Test results



Source: Students' scores

Prepared by: Romero, J. (2022)

Analysis and Interpretation:

Figure 1 shows a comparison among the students' grades obtained in the pre-test and post-test. The test was graded using the Cambridge rubric for the KET speaking section over 15, which tested the pronunciation, grammar and vocabulary, and interaction. Then, the final score was averaged over 10. In the pre-test, the lowest score was 7,5 over 15, and the highest 15 over 15. Similarly, in the post-test, the lowest grade was 10 over 15 and the highest 15 over 15.

Under these results, it is noticeable that it existed a considerable change among the lowest and highest grades obtained in the tests. At the beginning, students showed they did not have enough preparation for taking an oral exam to test their speaking skill, while the final scores showed students had enough preparation for carrying it out. Therefore, the use of songs in the treatment, as well as the students' learning progress in class, helped to achieve a better score regarding the speaking skill.

Results obtained per subskill

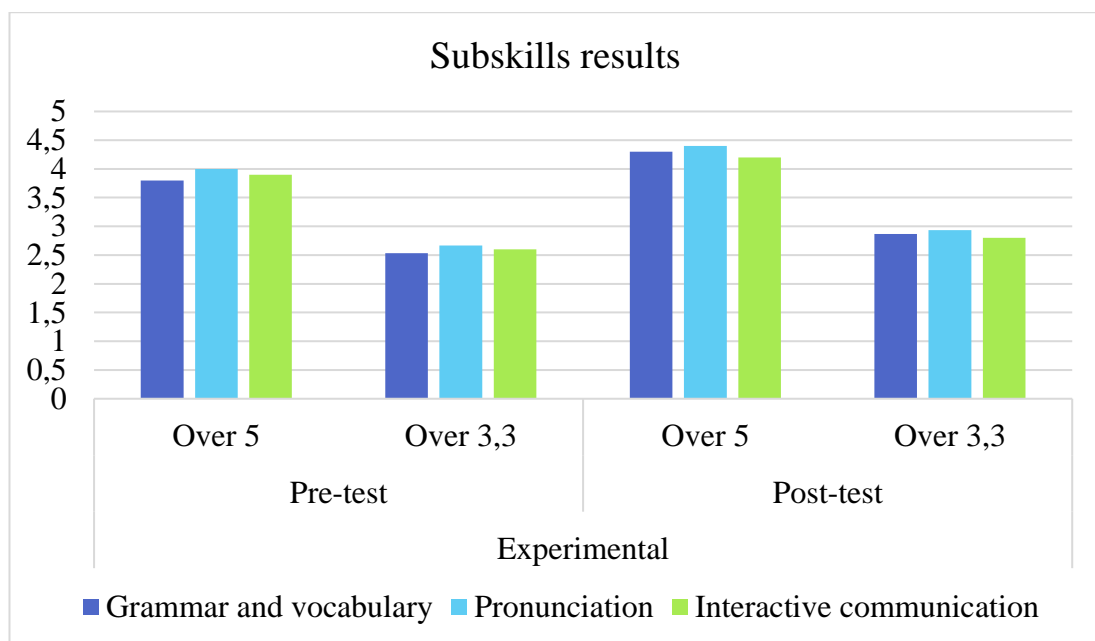
Table 4: Comparative results per subskill in the KET exam

Elements	Experimental			
	Pre-test		Post-test	
	Over 5	Over 3.3	Over 5	Over 3.3
Grammar and vocabulary	3,8	2,7	4,3	2,9
Pronunciation	4	2,5	4,4	2,9
Interactive communication	3,9	2,6	4,2	2,8
Grade	11,7	7,8	12,9	8,6

Source: Subskills average

Prepared by: Romero, J. (2022)

Figure 2: Comparative results per subskills in the KET exam



Source: Subskills average

Prepared by: Romero, J. (2022)

Analysis and Interpretation:

Table 4 and figure 3 show a summarized average obtained per the elements graded in the KET exam (grammar and vocabulary, pronunciation and interactive communication). In this sense, the grammar and vocabulary element started with an average of 3.8 and ended up with 4.3; then, students' pronunciation average started

with 4 and ended up with 4,5; and the average of the interactive communication was 3,9 and ended up with 4,2.

Understandably, the use of grammar and vocabulary was bigger, because they used new words learnt while using songs, and put into practice the activities carried out in class about changing the part of speech into a different one. For instance, the verb *feel* was changed to the noun *feeling*. Then, students' pronunciation was performed and corrected while listening to the songs. At the beginning, students might say /stresed/ instead of /strest/. Finally, the interaction carried out when talking about a song, its stage or its message, permitted students to infer meanings from the lyrics and the rhythm, because they identified the feeling sent by each singer on the song. For example, in the song "All Too Well" by Taylor Swift students said that the song was about a break up and carried out an activity where they explained it deeply. Thus, these results allowed to state that students' usage of grammar and vocabulary, their pronunciation, and their interactive communication had a considerable and positive change, because they improved their speaking skill.

Pre-test and post-test averages

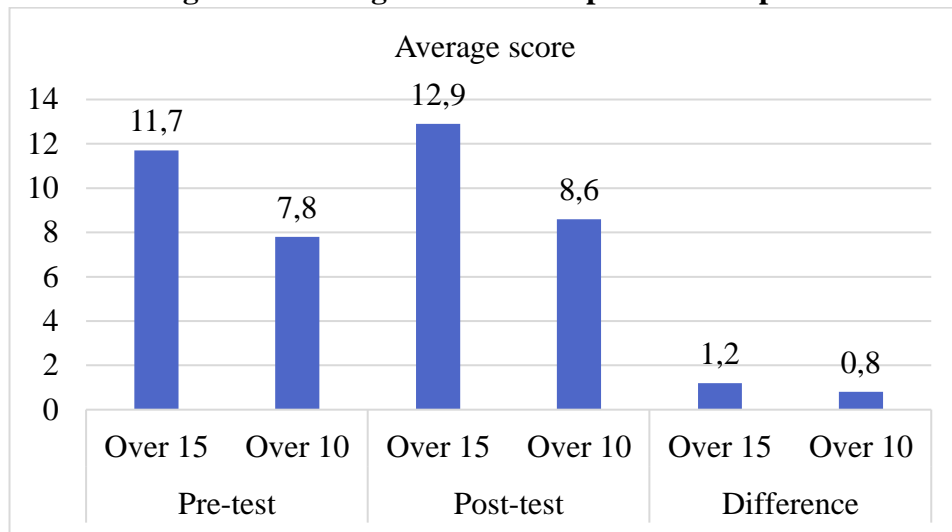
Table 5: Comparative results of the pre-test and post-test

	Pre-test		Post-test		Difference	
	Over 15	Over 10	Over 15	Over 10	Over 15	Over 10
AVERAGE	11,7	7,8	12,9	8,6	1,2	0,8

Source: Comparative results

Prepared by: Romero, J. (2022).

Figure 3: Average scores of the pre-test and post-test



Source: Final average.

Prepared by: Romero, J. (2022).

Analysis and interpretation

Table 4 and figure 2 show the average obtained in the test, and the difference among the final averages. In the pre-test, the average obtained was 11,7, equal to 7,8 over 10, while in the post-test, the average was 12,9, equal to 8,6 over 10. In other words, students improved 1,2, equal to 0,8, more their average of their speaking test than in the initial one.

Understandably, students' scores after the use of songs helped them to improve their speaking skill considerably, because this tool and the lesson plans allowed them to develop their pronunciation, vocabulary, use of grammar and interaction in the class.

3.2 Verification of hypothesis

The results gathered in this research were analyzed and verified with the Paired Sample t-test using the SPSS software.

Hypothesis statement

Null hypothesis (H₀)

The use of songs does not allow to improve the speaking skill.

Alternative hypothesis (H₁)

The use of songs allows to improve the speaking skill.

Paired Sample Statistics

Table 6: Paired Samples Statistics

		Mean	N	Std. Deviation.	Std. Error Mean
Pair 1	Pre-test	7,7921	38	1,40858	0,22850
	Post-test	8,5889	38	1,10929	0,17995

Source: SPSS

Prepared by: Romero, J. (2022).

Analysis and interpretation

Table 5 shows the results from the tests, where the mean of the pre-test is 7,792, and the mean of the post-test is 8,588. Thus, there was a significant difference because the means showed that the post-test is higher than the pre-test.

For illustration, the means supported the effectiveness of using songs to improve the speaking skill because students' score were better in the post-test.

Paired Samples Test

Table 7: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre- test – Post- test	0,79684	0,89684	0,14549	-1,09163	-,50206	5,477	37	0,000

There was a significant difference in the grades of the pre-test (M=7.79, SD=1.40) and the post-test (M=8.58, SD=1.10; $t(37) = 5.47, p=0.00$).

Source: SPSS

Prepared by: Romero, J. (2022).

Analysis and interpretation

The difference between the pre-test and post-test showed that the mean=0.796, the standard deviation=0.89, the 95% confidence interval showed that the lower mean= -1.091 and the upper mean= -0.502, which indicated that the grades from the post-test were higher than the pre-test. The p-value= 0.000 less than the level of significance 0.05. Therefore, the null hypothesis was rejected, and it was concluded that there was difference among the score due to the use of songs for improving the speaking skill.

In other words, students improved their speaking skill after using songs in class. This was effective due to the different speaking activities used in class, where students put into practice their pronunciation, comprehension and interaction, and improved their use of grammar and vocabulary.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- According to the answers gathered in the questionnaire, the students' preference towards songs was the pop genre with singers like Taylor Swift, Bruno Mars, Billie Eilish. For that reason, the selected singers were of Taylor Swift, Twenty One Pilots, Kelly Clarkson because students love the pop rhythm and lyrics performed by them, and also because the lyrics from the songs used were understandable and their speed facilitated the flow of the activities used to teach speaking.
- Students from first semester of Pedagogía de los Idiomas Nacionales y Extranjeros had a beginner level of English regarding the speaking skill, because the average obtained in the pre-test was 7,8 over 10, which means they were not good enough in the speaking section of the KET exam. That fact allowed to assume students were not learning and developing their speaking appropriately because they could not provide right answers to simple questions about them and their surroundings, and they could not either interact in a conversation.
- The use of songs for developing the speaking skill worked successfully because students enjoyed the class much better than what they used to do. This was because they enjoyed listening to songs for learning English. Besides, students did the activities planned without problems, so it means they were entertained while doing them, as it was noticeable they did the activities without difficulties and performed them with enthusiasm, like in the activities were they had to sing in the class and in the homework.
- Songs were an important tool for improving the speaking skill. Students learnt the foreign English language easily, as they were exposed to different uses of vocabulary, grammar, the pronunciation of words, and the interaction through discussions about the lyrics in class. For illustration, each song and activity was

carried out in different sessions, so students could get the key of each one and do it by themselves to speak English independently. Together with, students had the chance to talk about the stage of each song to promote the interaction among them and with the teacher in order to develop self-confidence when talking with people.

- Songs were an effective tool that allowed to improve the speaking skill successfully. To illustrate it, students' grades from the post-test were better than the pre-test because the average obtained was 8,6 over ten. This meant students used the songs properly for developing the speaking skills of use of vocabulary and grammar, comprehension, pronunciation and interaction. For instance, each activity planned showed students could learn English and develop their speaking skill, because each homework was based on the same activity used in class, so students could have more practice and improve by themselves.

4.2 Recommendations

- It is recommended to use songs to teach English and develop the speaking skill by considering students' preferences, the speed, the content of the lyrics and the genre for choosing songs in a closed rate. In this way, students can enjoy and feel part of the English class because they listen to something they like.
- For carrying out an examination based on a productive skill, like speaking, it is necessary to consider students' level of English, the resources used in their English class, as well as the content of the unit of study to be able to choose an appropriate test.
- For having a successful teaching process using songs, it is recommended to consider students' English level, unit of study, their preferences and needs. In this way, students will be encouraged to learn English because the teacher relates the lesson plan with their interests. Otherwise, there would not be a change in their final progress of developing speaking skills with songs.
- For teaching with songs, it is crucial to establish a goal at the end of the class and use different activities and games where students can participate actively. In this way, songs will become the favorite tool for students learn English and develop the speaking skill.
- For improving the students' speaking skill and determining the effectiveness of songs to develop it, a teacher must be involved into the students' learning process and check their progress. Besides, the teacher has to pay attention to students' mood while using songs, so he is able to identify if students enjoy. Otherwise, the teacher must consider employing a different activity or methodology to teach speaking with songs.

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ANNEXES

Annex 1: Approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18 de octubre del 2021

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

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Songs and the speaking skill" propuesto por el/la estudiante Jessica Elizabeth Romero Sarango, portador/a de la Cédula de Ciudadanía 1900583814, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines

pertinentes. Atentamente.




Firmado electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMINO**

.....
Lic. Sarah Jacqueline Iza Pazmiño,
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Annex 2: Lesson plans

Lesson plan 1

Teacher: Jessica Romero	
Class: First semester	
Date: 29 th November, 2021	
Topic	Pre-test / Survey
Objectives	
General objective	Students will be able to take the KET speaking section.
Specific objective	<ul style="list-style-type: none"> - Students will be able to talk about the KET exam. - Students will be able to talk about the speaking section from the KET Exam. - Students will be able to practice for taking the KET speaking section.
Resources	<ul style="list-style-type: none"> - Zoom class - Mentimeter: https://www.menti.com/ogs8optfzm - Video: https://youtu.be/-DNilMthxx8 - Presentation: https://www.canva.com/design/DAEvP5J1zVc/VPBzKubnaBTDkH7D ICsHRw/view?utm_content=DAEvP5J1zVc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton - Survey: https://www.surveio.com/survey/d/D9T9A3W3X5L0S7E3Z <div style="text-align: center;">  </div>
Activities	
Warm-up: Brainstorming	
<ul style="list-style-type: none"> - Students will create a brainstorming about “WHAT IS KET ABOUT?”. - They will write a word answering the topic. - The teacher will present to students the whole answers. - The teacher will emphasize the most used word. 	Time 5 min
Presentation	
<ul style="list-style-type: none"> - The teacher will explain what the KET is about. - Students will watch a video about the KET exam. - The teacher will ask students about the video. <ul style="list-style-type: none"> ○ <i>What is a KET exam?</i> ○ <i>What level of English does KET examine?</i> ○ <i>How many sections does it have?</i> 	20 min

<ul style="list-style-type: none"> ○ Which are the sections of the KET exam? ○ How many participants are there in the speaking section? ○ What does the speaking section measure? 	
Practice	10 min
<ul style="list-style-type: none"> - The teacher will ask students questions taken in part 1 and 2 of the KET Exam <ul style="list-style-type: none"> ○ What's your name? ○ How do you spell your sir name? ○ Where do you live? ○ Tell me about your family. 	
Assessment	1 h 30 min
<ul style="list-style-type: none"> - Students will do a KET speaking exam. - Both, the teacher and students will participate in a KET Exam. 	
Extra task	5 min
<ul style="list-style-type: none"> - Students will complete a survey about songs. 	

Lesson plan 2

Teacher: Jessica Romero	
Class: First semester	Date: December 3 rd , 2021
Topic	Change the lyrics
Objectives	
General objective	Students will be able to use different vocabulary by changing words into a different part of speech.
Specific objective	<ul style="list-style-type: none"> - Students will be able to increase their vocabulary. - Students will be able to identify words from a song and change them.
Resources	<ul style="list-style-type: none"> - Song STRONGER by Kelly Clarkson - Zoom meeting
Activities	
Pre-listening: One title, several words – Many possibilities	Time
<ul style="list-style-type: none"> - Show students the title of the song that they are going to listen to – STRONGER by Kelly Clarkson. (Explain any of the words in the title that students may not know) - Ask students to guess what the song is about. (Appoint individual students or invite all students to call out ideas.) - Write on the zoom board the five key content words that preselected from the song. Warmer – taller - lighter – fighter – stronger 	10 min
Listening: Relax and enjoy!	10 min

<ul style="list-style-type: none"> - Tell the students they will hear a song and that they will focus on how the song makes them feel and what it reminds them of. - Play the song once. - Have a general class discussion about the students' ideas and feelings using the questions that were prepared. <p> <input type="checkbox"/> Does it seem like a happy or sad song? <input type="checkbox"/> Does it seem to be a serious or humorous song? <input type="checkbox"/> Do you like the song? Why or why not? <input type="checkbox"/> Does the song remind you of any other songs you know? </p>	
Controlled activity: Change the word	
<ul style="list-style-type: none"> - The teacher will explain students that some words can be changed into a different part of speech. <i>For example:</i> Noun – beauty / adjective – beautiful - The teacher will provide some examples and change the word with students. Feel – feeling / think – thought / stronger – strongly - The teacher asks students to find out different words from the song and replace them. 	15 min
Singing: Sing along with me	
<ul style="list-style-type: none"> - Practice singing the song with the students. - Students will change the word in the lyric while singing. (The teacher will stop the song for students to complete the activity) 	10 min
Discussion	
<ul style="list-style-type: none"> - What was the song about? - Which words had a similar ending? What were they? - What were the most found words? (verbs, adjectives, nouns, adverbs) - What did you learn? 	5 min
Homework	
<ul style="list-style-type: none"> - In groups of 5, students will choose a song and change the word of at least 15 words from the lyric. - Students will upload their homework into a shared folder. https://utaedu-my.sharepoint.com/:f/g/personal/jromero3814_uta_edu_ec/EnR-SSn80ZHjUiMhBfcjasBpWO3LNukV0BSd2MEKPCq_w?e=hb0Xyr <p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> 1. Choose a song. 2. Listen to the lyric and choose at least 15 words. 3. Change the word into a different part of speech. (Example: see - saw). 4. Create a word document (Include the lyric and highlight the words chosen) 5. Create a pdf document and upload it into the shared link. (Include the name of all the participants in the group). <p>Rubric: 15 words (at least): 5 points / Spelling: 5 points</p>	

LYRICS

Stronger – strongest (What Doesn't Kill You)

Kelly Clarkson

You know the bed feels – **FEELING** -
warmer → Noun

~~Sleeping~~ – **SLEEP** - here alone -

You know I dream in ~~color~~ -

COLORFUL

And do - **DID** the things I want

**You think you got - GET - the best
of me**

**Think you had – HAVE - the last
laugh**

Bet you think that everything good

BETTER is gone

Think you left – **LEAVE** - me broken
down

Think that I'd come – **CAME** -
running back

Baby you don't know**ING** me, 'cause
you're dead wrong

What doesn't kill -**KILLER**- you
makes you stronger

StandING a little taller **TALL**

Footsteps even lighter

Doesn't mean I'm over 'cause you're
gone

What doesn't kill you makes you
stronger, stronger

Just me, myself and I

What doesn't kill you makes you
stronger

Stand a little taller

Doesn't mean I'm lonely when I'm
alone

You heard that I was starting –

START - over with someone new

But told you I was moving on over
you

You didn't think that I'd come back

I'd come back swinging

You try to break me but you see what

doesn't kill you makes you stronger

Stand a little taller

Doesn't mean I'm lonely when I'm
alone

What doesn't kill you makes a fighter

Footsteps even lighter

Doesn't mean I'm over 'cause you're
gone

What doesn't kill you makes you
stronger, stronger

Just me, myself and I

What doesn't kill you makes you
stronger

Stand a little taller

Doesn't mean I'm lonely when I'm
alone

Thanks to you I got a new thing
started

Thanks to you I'm not the broken-
hearted

Thanks to you I'm finally thinking
'bout me

You know in the end the day to left
was just my beginning

In the end

What doesn't kill you makes you
stronger

Stand a little taller

Doesn't mean I'm lonely when I'm
alone

What doesn't kill you makes a fighter

Footsteps even lighter

Doesn't mean I'm over 'cause you're
gone

Lesson Plan 3

LESSON PLANNING		
Teacher: Jessica Elizabeth Romero Sarango		
Class: First semester		
Topic: Completion		
Date: 7th December, 2021		
Objective: Students will be able to expand their vocabulary while training with lyrics.		
Materials: Worksheets, song		TIME
Pre-listening: Questions <ul style="list-style-type: none"> - Have you ever sung for learning a song's lyric? - Do you think it is easiest than searching word by word in a dictionary? - How much have you learnt while listening to songs? 		5 min
Listening: Completion <ol style="list-style-type: none"> 1. The teacher explains the advantages of using song for expanding our vocabulary in English. 2. The teacher presents the activity about completion. 3. Students download a worksheet for the completion activity about Stressed out by Twenty One Pilots (Whatsapp group). 4. The teacher asks students to pay attention to the lyrics, not to search it on Internet, and to take notes of the answers in a sheet of paper. 5. Students listen to the song twice. The first listening is for understanding, and the second for completing. 		15 min
Post-listening <ol style="list-style-type: none"> 1. Both, the teacher and students check the lyrics. 2. Both, the teacher and students explain the meaning of relevant words considered as difficult for students according to them. 3. The teacher and students discuss about the song to talk about its meaning, the context they could perceive in the song, and how they felt the speed. 4. The teacher will ask students to upload the handwritten answers into a folder with their names. 5. The teacher will ask students to talk about what they learnt with the activity, or their experience. <ul style="list-style-type: none"> - Which skill(s) do you think you improved? - Did you learn a new word? - Do you think learning with songs is funniest than the activities you usually do in class? 		20 min
Homework: Students will send their final worksheet to the group of Whatsapp.		5 min

Stressed out
Twenty One Pilots

STRESSED OUT/TWENTY- ONE PILOTS



I _____ I found some better sounds no one's ever heard
I wish I had a _____ voice that _____ some better words
I wish I _____ some chords in an order that is _____
I wish I _____ have to rhyme _____ time I sang



I was _____ when I get _____ all my fears would shrink
But now I'm _____ and I care what _____ think

My name's Blurryface and I care what you _____
My name's Blurryface and I _____ what you think



_____ we could turn back _____, to the good old _____
When our _____ sang us to sleep but now we're _____ out
Wish we could turn back time, to the good old days
When our momma sang us to _____ but now we're stressed out



misheard
byLeopard9197



Also, it would be _____ it to my brother, not it'd be to my _____
We're _____



_____ a certain smell will take me back to when I was _____
How come I'm _____ able to identify where it's coming from
I'd _____ a candle out of it if I ever found it
Try to _____ it, never sell out of it, I'd probably only sell one

It'd be to my _____, 'cause we have the same _____
Same clothes homegrown a stone's throw from a creek we used to _____



But it would remind us of when _____ really mattered
Out of _____ loans and tree-house homes we all would take the latter

My name's Blurryface and I _____ what you think
My name's Blurryface and I care what you _____



Wish we _____ turn back time, to the good old _____
When our momma sang us to _____ but now we're stressed out
Wish we could turn back time, to the _____ old days
When our momma sang us to sleep _____ now we're stressed out



Lesson plan 4

Teacher: Jessica Romero		
Class: First semester		Date: December 13 th , 2021
Topic		Change the lyrics
Objectives		
General objective		Students will be able to use different vocabulary by changing words into a different part of speech.
Specific objective		<ul style="list-style-type: none"> - Students will be able to increase their vocabulary. - Students will be able to identify words from a song and change them.
Resources		<ul style="list-style-type: none"> - Song All too well by Taylor Swift - Zoom meeting
Activities		Time
Pre-listening: Picture predictions		10 min
<ol style="list-style-type: none"> 1. Show the picture to the students and explain that it represents a story. 2. Tell the students that together they are going to create the story. 3. Prompt the students to help them create the story. Questions: who the characters are, where they live, when the story took place, what happened first, etc. 4. Invite students to construct the story orally as a whole class. VOCABULARY USAGE: <ul style="list-style-type: none"> ➔ Starting: guess what? you'll love this! Did you hear about...? ➔ Keeping it interesting: Gues what happened next? The funniest/saddest part was... ➔ Returning to story: Anyway... Back to my story ➔ Finishing: I couldn't believe it! It was so embarrassed! It was awesome! 5. Tell students they are going to listen to a song about the same picture, and they should compare their story to the one they hear in the song. 		
Listening: Dictation		10 min
<ol style="list-style-type: none"> 1. Play the song and pause after each line or couple of lines. Determine when to pause according to the pace of the song. 2. Allow time for students to write what they heard before continuing with the song. 3. After listening to the song a couple of times in this manner, ask students to check what they have written by comparing and discussing with others. 4. Ask the students to read the lines they heard, or write their lines on the board. 		

<ol style="list-style-type: none"> 5. The class can then look at the board, compare what they have written, and, if there are differences, try to decide which is the correct version. 6. Play the song again so that everyone can check their work. 	
<p style="text-align: center;">Singing: Your moves</p> <ol style="list-style-type: none"> 1. Give students a handout of the lyrics or show them the lyrics on the board. 2. Elicit possible motions. 3. After the students have suggested a number of different mimes for the keyword or phrase, then ask the class to choose the one they like the best. 4. Practice that mime and then go on to the next keyword until each keyword has a mime. Practice all of them so that students can remember them. 5. Play the song and have the students sing along and do the correct mime when they hear the word or phrase. 	15 min
<p style="text-align: center;">Post-listening: Small group discussion and summary</p> <ol style="list-style-type: none"> 1. Divide the students into small groups of four or five. A larger group will make it difficult for all students to contribute to the discussion. 2. Tell the students their task is to discuss the questions. You can assign them all of the questions or assign different questions to different groups. 3. When all groups have finished their discussions, the teacher can ask each group to comment on one aspect: the most surprising opinion, the funniest opinion, or the similarities and differences among groups. 	10 min
Homework	
<p>INDIVIDUALLY: We have discussed the song “All too well” by Taylor Swift in class. Now, it is time for you to give your own comments about it. Record a video on the platform FLIPGRID (1 min – 3 min) talking about it. You can guide your speech by answering these questions:</p> <ul style="list-style-type: none"> - What was the song about? - Did you identify yourself with the story? Or have you experienced something similar? - How did it finish? - Did it have a happy, neutral or sad ending? Why? <p>Link to do the activity: https://flipgrid.com/547c1ab8</p> <p>Rubric:</p> <p>Time: 2.5</p> <p>Pronunciation: 2.5</p> <p>Fluency: 2.5</p> <p>Vocabulary and grammar usage: 2.5</p>	

RESOURCES

Pre-listening: picture predictions



Lyrics: All too well- Taylor Swift

I walked through the door with you
The air was cold
But something about it felt like home
somehow
And I left my scarf there at your sister's
house
And you've still got it in your drawer
even now

Oh, your sweet disposition
And my wide-eyed gaze
We're singing in the car
Getting lost upstate
Autumn leaves falling down like pieces
into place,
And I can picture it after all these days

And I know it's long gone
And that magic's not here no more
And I might be okay
But I'm not fine at all

Because there we are again on that little
town street
You almost ran the red
Because you were looking over at me
Wind in my hair, I was there
I remember it all too well

Photo album on the counter
Your cheeks were turning red
You used to be a little kid with glasses
In a twin sized bed
And your mother's telling stories
About you on a t-ball team
You taught me about your past
Thinking your future was me

And I know it's long gone
And there was nothing else I could do
And I forgot about you long enough
To forget why I needed to...

Because there we are again in the
middle of the night

We're dancing around the kitchen in the refrigerator light
Down the stairs, I was there
I remember it all too well

Maybe we got lost in translation
Maybe I asked for too much
But maybe this thing was a masterpiece
Till you tore it all up
Running scared, I was there
I remember it all too well

And you call me up again
Just to break me like a promise
So casually cruel in the name of being honest
I'm a crumpled up piece of paper lying here
Because I remember it all, all, all... too well

Time won't fly, it's like I'm paralyzed by it
I'd like to be my old self again
But I'm still trying to find it

After plaid shirt days and nights
When you made me your own
Now you mail back my things
And I walk home alone

But you keep my old scarf from that very first week
Because it reminds you of innocence
And it smells like me
You can't get rid of it
Because you remember it all too well

Because there we are again
When I loved you so
Back before you lost the one real thing
You've ever known
It was rare, I was there
I remember it all too well

Wind in my hair, you were there
You remember it all
Down the stairs, you were there
You remember it all
It was rare, I was there
I remember it all too well

Lesson plan 5

Teacher: Jessica Romero		
Class: First semester		Date: December 14 th , 2021
Topic		Sing along
Objectives		
General objective		Students will be able to follow the rhythm of a song and improve their pronunciation.
Specific objective		<ul style="list-style-type: none"> - Students will be able to improve their intonation. - Students will be able to identify and learn new words.
Resources	Flipgrid Activity: https://flipgrid.com/a2bd9168	
Activities		Time
Pre-listening		10 min
6. Choose a song.		

7. Find the lyrics of the song. 8. Identify new words or expression from the song.	
Listening: Gibberish mumbling	10 min
7. Play the song and follow the lyrics. (Replay it as many times as you want)	
Singing: Your moves	15 min
6. Play the song and sing it. (Practice the intonation and pronunciation of difficult words.)	
Homework	20 min
<p>INDIVIDUALLY:</p> <p><u>FIRST ACTIVITY:</u> In a word document, add the following things:</p> <ol style="list-style-type: none"> 1. Title and singer 2. Lyrics 3. Write new words or expressions and a short meaning about them. (Write at least 5). 4. Sent a pdf document to the group of Whatsapp with the content mentioned. <p><u>SECOND ACTIVITY:</u> 1. Record a video singing at least two song stanzas on the FLIPGRID PLATFORM: https://flipgrid.com/a2bd9168</p> <p>Rubric: Content: 2.5 Words: 5 Pronunciation:5</p>	

Lesson plan 6

Teacher: Jessica Romero	
Class: First semester	Date: December, 17 th , 2021
Topic	Post-test / Survey
Objectives	
General objective	Students will be able to take the KET speaking section.
Specific objective	<ul style="list-style-type: none"> - Students will be able to put into practice what they learnt and developed in class through the use of songs. - Students will be able to produce simple but understandable spoken English.

Resources	- Zoom class	
Activities		Time
- Students will carry out the post test.		2 h

Annex 3: KET Speaking exam

Pre-test

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
PRE-TEST**

INSTRUCTIONS: This a test for diagnosing your English-speaking level. It has two speaking parts and it is done in pairs.

- Part 1 contains questions of a factual and personal nature to each candidate.
- Part 2: candidates talk to each other about some pictures and a prompt question given by the interlocutor who also leads a follow—up discussion on the same topic.

TIME: 5-8 min per pair.

TEST

PART 1:

Phase 1: Questions about factual and personal nature.

1. What's your name?
What's your sir name? (family name)
How do you spell your sir name?
2. How old are you?
3. What nationality are you?
4. Where do you live?
5. Do you work or are you a student?
What do you do/ study?
6. Are you married? Have you got a boyfriend / girlfriend?
7. Can you spell your family name?
8. Do you enjoy studying English? Why? Why not?
9. Do you think that English will be useful for you in the future?
10. Have you got any brothers or sisters?
11. Have you got any children?
12. How do you get to school?
13. How long does it take to come to school?
14. Tell me about your day at school/college
15. Tell me about your family
16. What are your favorite foods?
17. What are your hobbies?
18. What are your plans after school?
19. What did you do yesterday / last weekend?
20. What do you do in your spare time?
21. What do you study? What are your favorite subjects?
22. What's your job? What do you do?

Phase 2: Topic-based interview

Friends

- How often do you see your friends?
- What do you like doing with friends?
- Where do your friends live?
- When do you see your friends?

Home

- Who do you live with?
- How many bedrooms are there in your house?
- Where do you watch TV at home?
- What's your favorite room in the house?

Music

- How often do you listen to music?
- What music do you like best?
- What is your favorite instrument?
- Where do you like listening to music?

Shopping

- Where do you like to go shopping?
- What do you like to buy with your money?
- Who do you like to go shopping with?
- What can you buy near your house?

PART 2

Test A

Phase 1: Conversation

Places to eat.

- Do you like these different places to eat? Why or why not?



- Do you think...
 -eating on the beach is fun?
 - ... eating in restaurants is expensive?
 -eating at home is boring?
 - ... eating at college/work is cheap?
 - ... eating in the park is nice?
- Which of these places to eat do you like best?

Phase 2: Follow-up questions

- Do you prefer eating with family or friends? Why?
- Do you prefer eating at home or in a restaurant? Why?

Test B

Phase 1: Conversation

Holidays

Do you like these different holidays? Why or why not?



- Do you think...
 - ...beach holidays are fun?
 - ...city holidays are interesting?
 - ...camping holidays are exciting?
 - ...walking holidays are expensive?
 - ...holidays in the mountain are boring?
- Which of these holidays do you like best?

Phase 2: Follow-up questions

- Do you prefer to go on holidays with your family or friends? Why?
- Which country would you like to visit in the future? Why?

Source: KET speaking exam

Author: Cambridge. (2020)

Post-test

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PRE-TEST

INSTRUCTIONS: This a test for diagnosing your English-speaking level. It has two speaking parts and it is done in pairs.

- Part 1 contains questions of a factual and personal nature to each candidate.
- Part 2: candidates talk to each other about some pictures and a prompt question given by the interlocutor who also leads a follow—up discussion on the same topic.

TIME: 5-8 min per pair.

TEST

PART 1:

Phase 1: Questions about factual and personal nature.

- | | |
|---|--|
| 23. What's your name?
What's your sir name? (family name)
How do you spell your sir name? | 34. Do you have any brothers or sisters? |
| 24. What town do you come from? | 35. Do you have a pet? |
| 25. And what's your address? | 36. What is your favorite room in the house? |
| 26. What's the name of your school? | 37. What sort of music do you like? |
| 27. Do you like going to school? | 38. Do you often listen to music in your free time? |
| 28. How many subjects did you have at school? | 39. What is your favorite song/movie? |
| 29. Do your teachers often give you much homework? | 40. Do you have a computer at home? |
| 30. How much time do you spend doing your homework every day? | 41. How often do you surf the Internet? |
| 31. Do you have to take extra classes? | 42. Are interested in shopping? |
| 32. How many people are there in your family? | 43. Do you usually read books? |
| 33. Do you have a large family? | 44. What is your favorite book? |
| | 45. What do you usually do at weekends? |
| | 46. What did you do on you last holiday? Did you enjoy yourself? |

47. What are you going to do next weekend?
48. What do you think of your hometown?
49. Which other towns have you visited in your country?
50. Did you go away on holiday last year?
51. Where are you going on holiday this/next year?
52. Do you like travelling? Why? Why not?
53. Do you play any sports?
54. Are you good at sports? What sports are you good at?
55. Do you often watch sports on TV?
56. Do you playing sports is necessary?
57. Are you a member of any sports team?
58. What do you think is the most popular sport in the world? In your country?
59. What is the most expensive sport?
60. What did you eat this morning?
61. What do you often eat for breakfast?
62. Do you often eat fast food?
63. Are you a good cook?
64. At what time do you usually eat your meals?
65. Do you always eat vegetables?
66. Do you eat fruit every day?
67. Is there any food that you really dislike to eat?
68. What food do you think is unhealthy?
69. Who is your best friend?
70. Why do you like him/her?
71. What do you often talk to him/her?
72. Do you have a lot of friends?
73. Why do you think a friend is necessary?
74. What qualities do you think is necessary for a true friend?
75. What time do you often go to bed?
76. What do you often do in your afternoons?
77. Do you have a timetable?
78. Talk about family.
79. Talk about your daily life.
80. Talk about your hometown.
81. Talk about your house or flat.
82. Talk about your diet.
83. Talk about your best friend.
84. Talk about your favorite film / book / Tv program, sport.
- 85.** Talk about your favorite travelling destination.

PART 2

Test A

Phase 1: Conversation

Hobbies

Do you like these different hobbies?



- Do you think...
 - playing football is fun?
 - Playing an instrument is difficult?
 - Playing computer games is boring?
 - Reading is interesting?
 - Painting/drawing is easy?

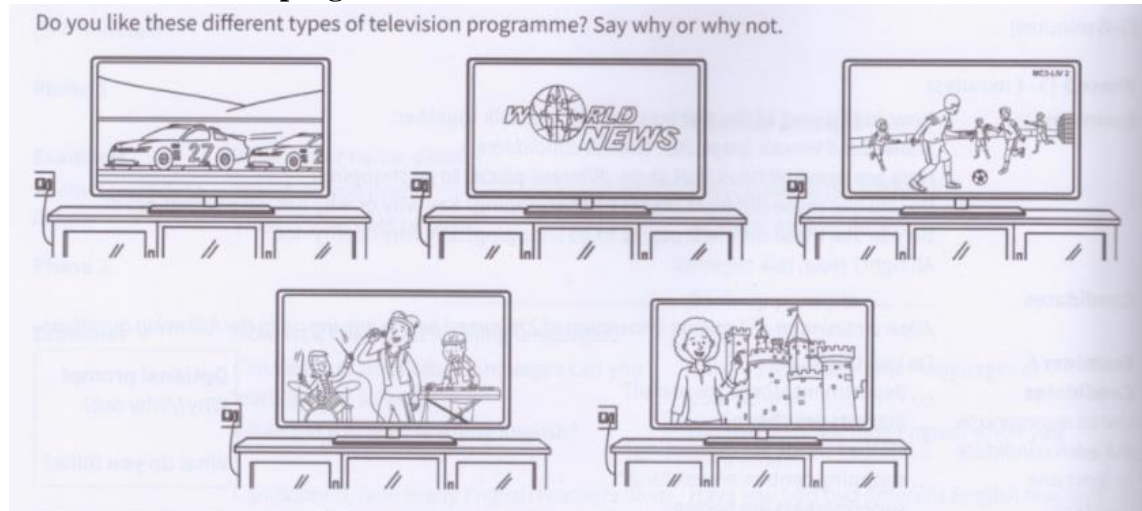
Phase 2: Follow-up questions

- Which of these hobbies do you like the best? Why?
- Which of these hobbies do you like best?
- Do you prefer to spend your free time alone or with other people? Why?
- Which is more fun playing sports or watching sports? Why?

Test B

Phase 1: Conversation

Visuals . Television programs



- Do you think...
 - watching action films on TV is exciting?
 - watching the news on TV is sad?
 - watching football matches on TV is interesting?
 - watching singing on TV is fun?
 - watching programmes about history on TV is boring?

Phase 2: Follow-up questions

- Which of these TV programmes do you like best?
- Do you prefer watching television alone or with other people?
- How much time do you spend watching television on different days of the week?

Annex 4: Rubric

Student's name:

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Speaking Rubric

Author: Cambridge English (2020)

Annex 5: Songs survey

Survey – Songs

Dear Sir or Madam,

Please take a few minutes of your time to complete the following questionnaire.

SONGS

Personal information:

Gender

- Male
- Female

Age: _____

Questions:

1. What is your favorite language while you listen to a song?
 - English
 - French
 - Spanish
 - Other: _____

2. Have you used songs for learning a foreign language?
 - Yes
 - No

3. Did you know that listening to English songs helps you to learn the language?
 - Yes
 - No

4. Have you practiced speaking with English songs?
 - Yes
 - No

5. What speaking subskills have you practiced and improved with English songs?
 - Pronunciation
 - Fluency
 - Vocabulary
 - Grammar
 - Comprehension
 - Other: _____

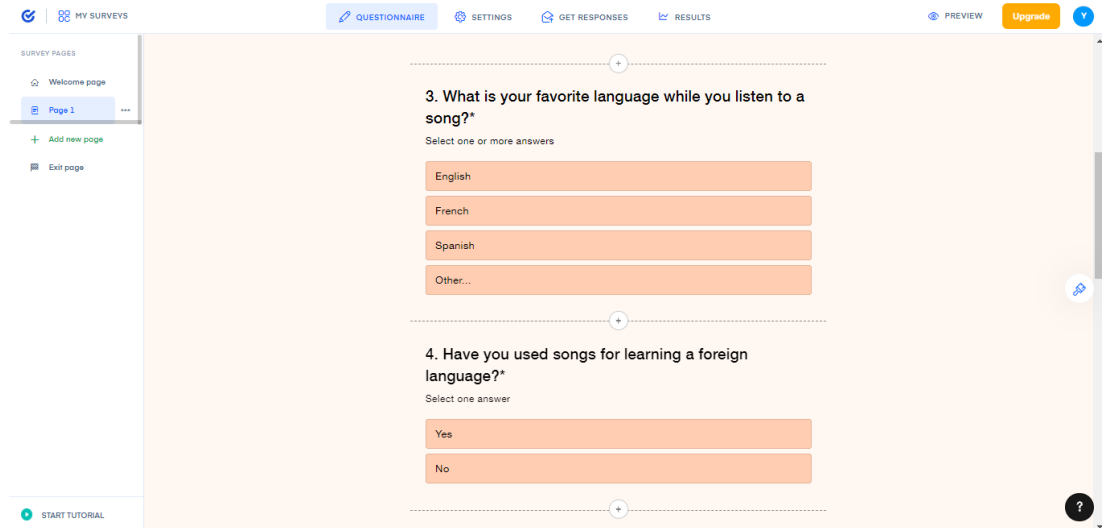
6. Write your favorite singer or English song.

Source: Song survey

Prepared by: Romero, J. (2022)

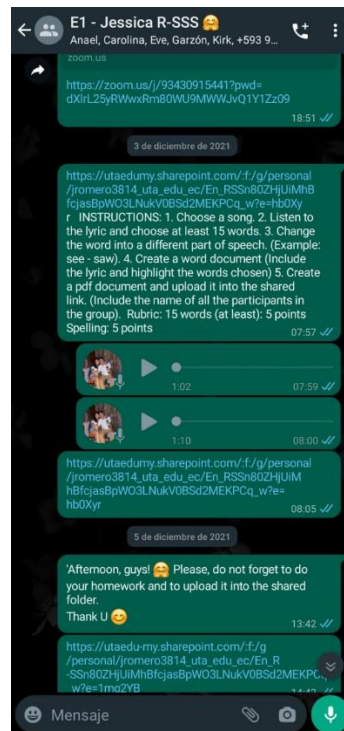
Annex 6: Technological tools

Survio



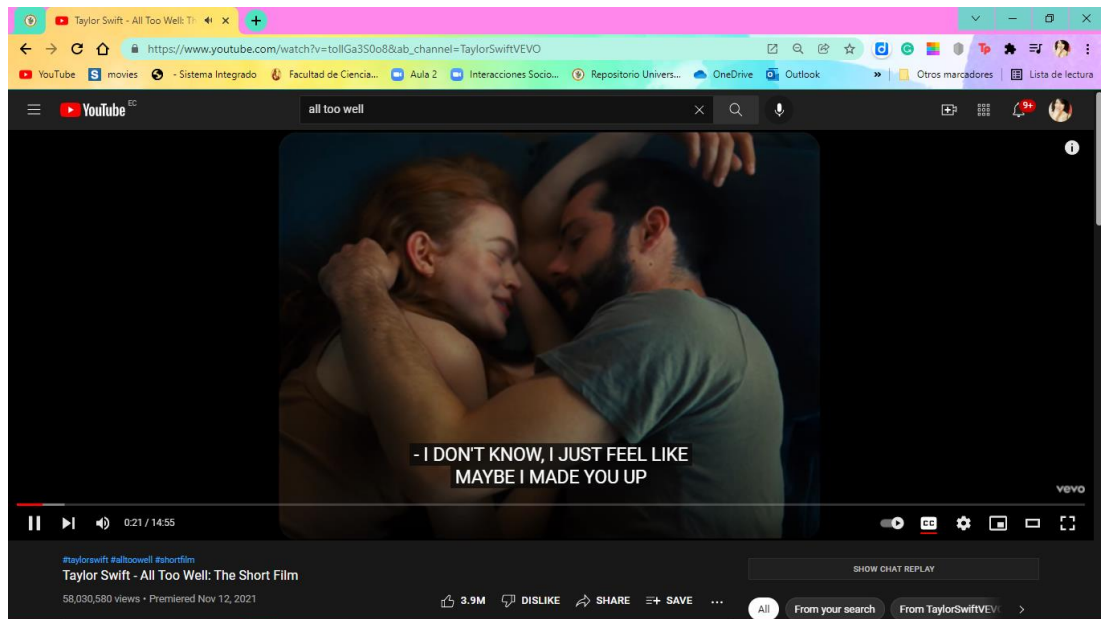
Source: Romero (2022)

Whatsapp



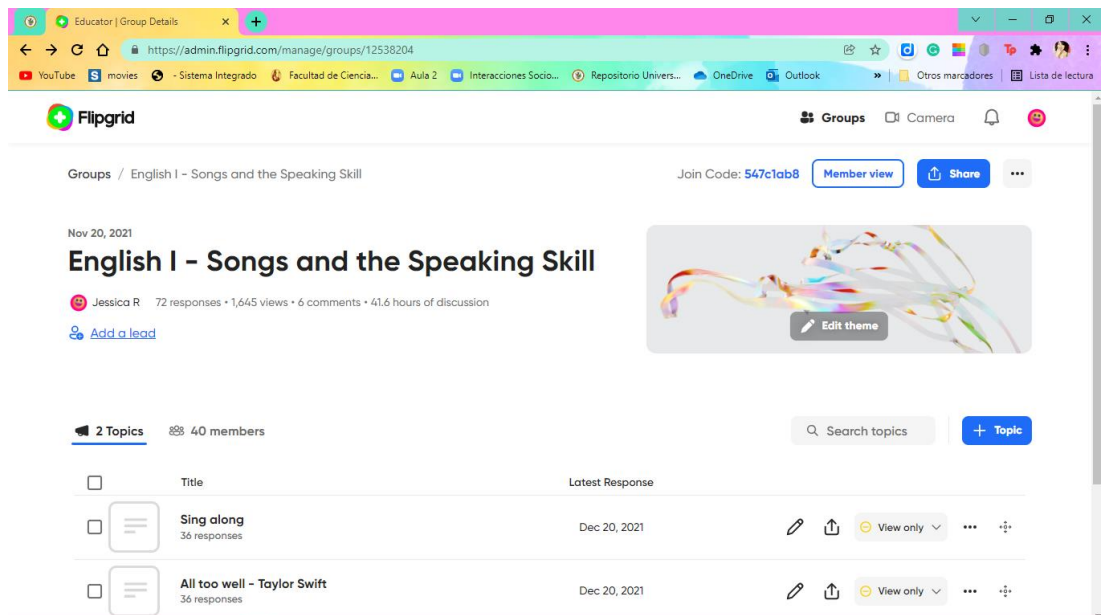
Source: Romero (2022)

Youtube



Source: Romero (2022)

Flipgrid



Source: Romero (2022)

Annex 7: Urkund report



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