



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: Oral communication through the use of songs in an  
EFL first grade secondary group.

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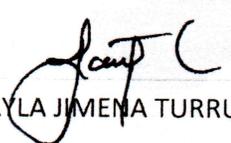
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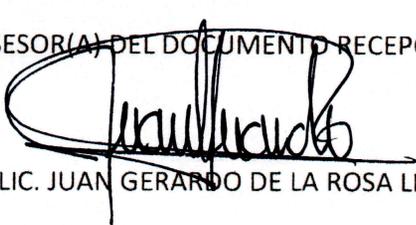
  
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Agradezco a Dios por permitirme llegar lejos y darme la oportunidad de luchar por mis sueños.

A mis padres, que siempre estuvieron conmigo desde el primer momento y me impulsaron a dar lo mejor de mí, quienes se esforzaron para verme luchar por mis sueños.

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Content	
Introduction.....	6
CHAPTER I.....	10
I. Topic of Study .....	9
1.1 Nucleus and Topic Line .....	9
1.2 School Context and Geographical Context.....	11
1.2.1 School History .....	12
1.2.2 Current Social Condition of the School.....	12
1.2.3 Classroom Setting .....	13
1.2.4 Goals of the School Grade Curricula.....	14
1.2.5 School Personal.....	15
1.2.6 English Academy .....	15
1.2.7 Number of Students .....	16
1.3 Relevant Social and Academic Characteristics .....	16
1.3.1 Age Range.....	16
1.3.2 Academic Level .....	17
1.3.3 Gender Mix .....	18
1.3.4 English Grade Average, Level of Literacy in L2 and Level of Literacy in L1 .....	19
1.3.5 Topics that Interest Students.....	20
1.3.6 Students with Special Needs or Learning Disabilities.....	21

**“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”**

1.3.7 The Overall of the Group.....	21
1.3.8 Learners Reasons for Studying English.....	21
1.3.9 Learning Needs .....	22
1.3.10 Motivation.....	22
1.3.11 Classroom Management .....	23
1.3.12 Usual Class Activities .....	23
1.3.13 Previous Learning Experience .....	23
1.3.14 Diagnostic Exam Results .....	24
1.4 Description of the Case Being Study.....	26
1.4.1 Academic and Personal Purpose.....	28
1.4.2 Action Plan .....	29
1.5 What is Known About the Topic .....	30
1.5.1 Communicative Process.....	30
1.5.2 What is speaking? .....	32
1.5.3 Speaking Sub Skills .....	32
1.5.4 Characteristics of a Successful Speaking Activity .....	34
1.5.5 Speaking Activities .....	37
1.5.6 What is listening?.....	37
1.5.7 Listening Sub-Skills.....	38
1.5.8 Listening Activities .....	38
1.5.9 Speaking and Listening Relation .....	39
1.5.10 Motivation.....	40

**“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”**

1.5.11 The Use of Songs Through a Presentation, Practice and Production (P.P.P) Approach.....	41
1.5.12 Plans and Programs.....	42
1.6 Key questions.....	43
<b>CHAPTER II.....</b>	<b>44</b>
2.1 Question Number One: How could songs be implemented to promote speaking? ...	45
2.1.1 Provisional Answer and Conclusion.....	47
2.2 Question Number Two: What was students’ reaction in light of the activities proposed?.....	48
2.2.1 Session 1: Body parts class.....	49
Warm-up Activity: Flashcards.....	49
Presentation Stage Activities: Wordsearch, Sing and Dance & Matching Word.....	49
Practice Stage Activity: Small Lyrics Creation .....	52
Production Stage Activity: Song.....	52
2.2.2 Session 2: Likes and dislikes class analysis.....	54
Warm Up Activity: Hangman.....	54
Presentation Stage: Listen the Song.....	55
Practice Stage: Sentences.....	56
Production Stage: Find Someone Who? .....	57
Provisional Answer and Conclusion.....	58
2.3 Question number three: How is the Impact of using songs in the student’s communicative process ?.....	60

**“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”**

2.3.1 Participation .....	61
2.3.2 Speaking sub skills.....	62
2.3.3 Interaction .....	64
2.3.4 Provisional Answer and Conclusion.....	65
Conclusions.....	67
Bibliography: .....	74
APPENDICES .....	76

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

# **INTRODUCTION**

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## **Introduction**

The following pedagogical essay is named “Oral communication through the use of songs in an EFL first grade secondary group” was developed with the purpose to provided the use of communicative skills in a foreign language, the main detonator used was the implementation of songs, in order for students to transmit ideas based on aspects related or portrayed inside the songs. As well as, it was intended to promote the practice of use of language through the implementation of speaking skills with the purpose of students to transmit messages and they should carried out interaction with their classmates as it was perceived through the observation executed at the beginning of the scholar year that there was a lack of communication in English language. The development of this essay and investigation took place in the middle school “Dionisio Zavala Almendarez”. The investigation was carried out with a first grade group “E”, the results of the diagnostic exam, allowed the identification the level which students belonged. The topic selected was suitable to promote the practice of the skill which was notorious that students had to improve, it was important and persistent to choose a tool that provided students the use of speaking, in this case the tool selected was songs, students were often familiarized with this tool, besides it was adapted to their interests, the main reason of selecting this tool (the use of songs) was to students to be encouraged to transmit information orally.

Personally, this topic was selected based on the previous observations and short practices period, it was perceived that students needed to reinforce their communicative skills, because during the interaction with their classmates, students spoke in Spanish. For this reason, according to the previous observation, it was realized that the first closeness that students had was through the use of songs. It was intended to identify if students were able to transmit a message using a tool that they already knew. Consequently, it was decided to promote students oral communicative skills through the use of songs, as it is expected through the application of these activities proposed for students to have a better interaction inside the classroom.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Concerning academic purposes; according to “aprendizajes clave” students’ graduating profile establishes that it is essential that students described experiences, events, aspirations and opinions in the English language, besides it is important to provide students initiative and for them to work collaboratively so they can receive recognition, respect and to appreciate diversified capabilities and views. Accordingly, activities were selected to further the interaction between students, with the purpose of exchanging ideas and respecting different points of views that their classmates manifest.

The purpose of this investigation was for students to practice speaking activities that could help them transmit their ideas and points of view to their classmates. The activities carried out were selected according to students’ previous knowledge and the level they obtained through their diagnostic exam results. Students’ interests were also taken into consideration as well as their academic needs which were reflected in the diagnostic exam. The majority of them presented needs in their speaking and writing skills. For this reason, the activities proposed were guided in the use of these two skills in order to students practiced the use of language orally. It was expected that, through the use of songs as a trigger to encourage students to exchange their ideas and mainly foster the use of speaking in order to practice the structure of language, as well as for students to be able to transmit messages through the use of English in a communicative process with their classmates.

In addition, to carrying out the investigation and obtaining the results, a methodology was followed; started with the observation, which took place in August, 2019. Through this process of observation was identified an area of opportunity which consisted in the lack of communicative skills throughout the use of the English language. Then a diagnostic exam was applied in August, 2019. The results obtained in the diagnostic exam was to recognize the English level that the group had, and in this way applying activities adapted to their level. After that, bibliographical research was conducted intended to look for strategies and activities that were adapted to students’ level. Based on the results obtained through observations and the diagnostic exam, A skill was selected for this investigation to focus on. This was the main reason to look for strategies that promote speaking skills. Next, practice periods were conducted, through these periods I reflected on the activities that

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

were applied and that needed to be adapted according to students' level and interests. Finally, the results were analyzed through the practice period carried out during the school year. I considered many aspects to evaluate; one of them was participation, as it was considered essential that all students participate and interact through the use of the foreign language. The following aspects evaluated were vocabulary and grammar. It was an important aspect for students to use the correct words in order for them to transmit a message orally, as well as being able to structure sentences correctly in order for them to transmit clear ideas and carry out communicative interactions with their classmates.

The utility of this investigation had an important and meaningful impact in my professional preparation, as through the development this essay I noticed the importance of encouraging students to participate in the different activities proposed, using tasks that were adapted to their interests. This essay helped me the importance of understanding students' needs. As well as the importance of showing students clearer examples that implied students' participation and using visual aids, in order for students to understand. Through these aspects observed, I realized that it was important to think about students needs to encourage them to participate in class, besides, it was seen that it was necessary to follow a process in order to accomplish the objectives that were established at the beginning. Through this pedagogical essay, I reflected on the importance of communication inside the classroom, it was notorious that students felt confident when they participated in class, because it was considered important to look for strategies to correct students in the correct moment and using the right assessment strategies.

The development of this essay was guided by three questions; the first one was based on promoting speaking in order to see how strategies were applied and linked the use of songs to promote speaking. The second question was based on students' reaction in light of the activities proposed. This question had the purpose of identifying and comparing the different reaction that students manifested in light of the activities proposed. This question also was intended to identify which activities influenced in reaching the objective of the class, which activities benefited or affected if the goal of the class was reached or not.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

It was also expected for students to use information following the communicative process that was established inside the investigation with the purpose of communicating a clear and understandable message. Consequently, I expected students to follow this communicative process to carry out interactions inside the classroom.

The challenges faced showed that it was difficult to promote students' interaction, as they were not accustomed to transmit their ideas through the use of speaking, for this reason, was complicated to promote students' participation. What is more, there were students who did not want to participate, in addition the activities had to be adapted according to students' level and interests, as at the beginning of the practices period, the majority of the activities were changed, because students did not understand those tasks. Also, it was difficult to promote students' participation, because some students were afraid to made mistakes.

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

# CHAPTER I

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## I. Topic of study

### 1.1 Nucleus and topic line

I will state the nucleus and the topic line that this investigation followed and on which it was based on. This provides a guide of the analysis that the entire research as well as influencing how the key questions were formulated and addressed.

The topic selected was oral communication through the use of songs in an EFL first grade secondary group. Speaking is one of the most relevant skills in the classroom, for that reason, the principal factor implemented to promote oral communication was the use of songs, which had as the purpose for students to exchange ideas or transmitted information using songs as a “pretext” to carry out oral communication. As “Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important” (Ur, 2012, p.120). This topic was selected because according to what Ur mentions and the previous experience lived during the observations and practices that were executed before, it was seen that students avoided the use of English in the classroom. For that reason, it was considered that speaking was one of the skills which required most practice, the lack of communication was evident because students were not able to produce ideas in a foreign language. It was due to the lack of practice and closeness with language; however, speaking is one of the principal factors which motivate people to learn a foreign language.

The nucleus is “ The Adolescents,” the main reason why this nucleus was chosen was that I will part my application and analysis considering the complex aspects of the adolescents. Students are adolescence, as it is known the adolescence stage consists of distinct changes which affect students emotionally and physically as well. Thus, this investigation focussed on the interests and needs that were reflected during this school year by students. The selection of the use of songs was for students to feel encouraged.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

In addition to the activities applied, they were adapted according to students' English level and to their interests. It was asked to students if they liked the activities applied during the class. What is more, during the wrap up of a lesson, was asked to students that wrote in their notebooks what they liked about the class and what they would change.

Thornbury (2006.) establishes that adolescence is a period of rapid change, both physical and mental, and one in which the search for personal identity is uppermost. In order to nurture the development of this identity, teaching should provide adolescents with opportunities to take some control of, and responsibility for, their own learning (p.5).

According to what Thornbury mentioned it is considered that it was a difficult stage and it was complicated to work with adolescents, as they were going through some changes during this stage, also it was seen during the practices period, sometimes it was hard for them got in teams, because some days it was not easy for them to interact with their classmates and got involved in the different activities applied.

The focus on the thematic line of this pedagogical essay was “The analysis of the teaching practice” because it was important to identify the aspects that students had to reinforce and analyze, as well as how students were involved using a foreign language.

According to SEP in Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I y II (2002) establishes that:

Carrying out the analysis of the teaching practice based on clear criteria allows to confront the experience with the achievement of educative purposes in the secondary level and values advances of students in domain of didactic competences to practice teaching profession and the continuous improvement of practice. (P.12)

Referring to what Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Docente I y II mentioned, the selection of this thematic line was it was meaningful the identification of students' progress, and recognized if students accomplished their educative purposes and which did not achieve, realizing what aspects contributed, in case it achieved or not.

Through the implementation of the said nucleus and topic line, I noticed that it was necessary to look for strategies and activities that benefited students' progress, for this reason, it was important to take into account their interests, English level, material that caught their attention, and to provide clear examples.

### **1.2 School context and geographical context**

The geographical context that surrounded students, was crucial for them, as the development of their process of learning could be effected, as well as the facilities that students had in the school.

During the school year 2019-2020, the school where I carried out my last year of practice, was the middle school “Escuela Secundaria General Dionisio Zavala Almendarez” which is located in the state of San Luis Potosí: Fernando Magallanes #239, Industrial Aviación 2da secc. (**APPENDIX A: School Location**) and which was directed by Prof. Enrique Arevalo and which had as work code 24DES0018Z.

Concerning what was observed, it was seen that school surroundings were accessible for students; there were two stationeries, Oxxo, bus stop nearby the school. Concerning to the observation, it was perceived that the environment was quiet and comfortable.

What is more, the principal Enrique Arevalo commented that the atmosphere around was comfortable for students.

In front of the school there were two stationeries which were stores too, it was accessible for students as at the morning when they got to the school, it was observed that most of the students bought the material that teachers asked them. According to what was

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

observed was realized that at the entry that was from 7:15 to 7:30 am the area of school was full of traffic.

### **1.2.1 School history**

The school history is an important aspect which had to be mentioned, as students and teachers needed to know the history of the school that they belonged to.

According to (Télez, 2005). On September 12th, 1973, the middle school “Escuela Secundaria General Dionisio Zavala Almendarez” was inaugurated. The school had as first principal to Profr. J. Jesús Mayorga Campos and as first president of parent society to Guillermo Narvaez Leyva. The school had ten teachers, two administrators, two prefects, and two janitors.

### **1.2.2 Current social condition of the school**

The social condition of the school was an essential point as it reflected the facilities that the school gave to students to benefit their learning and how useful those facilities were to promote students’ learning.

The school provided students with facilities such as equipment and materials in good condition. According to many teachers such as the “Formación Cívica y Ética” teacher and the administrative person in charge, the second grade prefect, gave some proposals to offered students better facilities to strengthen their academic knowledge and reinforced their values such as respect, tolerance, punctuality, responsibility, honesty, and empathy. It was in the first Consejo Técnico Escolar (C.T.E) carried out on Wednesday, August 21st, 2019.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

The school had a library that had a projector. It did not have the equipment required to project as computers, during the practice period was noticed through the observation that the classroom of 1°C had a plague of bees, so the library was used as help. For this reason, the class was not carried out in the classroom, but was in the library.

The school has a media room where the music club was carried out. The classroom had a computer and a projector. There was a whiteboard, which was in bad condition because it was dirty, and according to what the headteacher Carlos Alberto Vázquez Flores commented that the whiteboard most of the time was not used because the teacher used just the computer to project the activities. The school also had courts where physical education class did carry out.

### **1.2.3 Classroom setting**

The classroom setting, was meaningful, as the atmosphere transmitted in the class helped to provide students' participation, besides the creation of this atmosphere, was intended to benefit the established purposes.

In the classroom setting, the factor that was taken into account to provide a comfortable environment, to create a participative atmosphere where students felt soft when they participated. During C.T.E, the teachers mentioned the importance of love in the classroom, as well as, the importance of students to fell in love with the environment that surrounded them, mainly because they needed motivation and interest to be happy while they were learning, due to the motivation is a starting motor to infer in the achievement of the purpose. Harmer (2008) establishes that one of the main tasks for teachers is:

To provoke interest and involvement in the subject even when students are not initially interested in it. It is by their attitude to class participation, their conscientiousness, their humor, and their seriousness that they may influence their students. It is by their behavior and enthusiasm that they may inspire. (P.8)

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

When the practices started, it was notorious that most of the students were not interested in the activities, because they were not familiarized with the language when the group was known and through the activities carried out, there was a perception that students did the tasks, but they made several mistakes, it was because the adaptation of the material was not according to students' level and it did not allow students to understand some activities. After that, the adaptation of the material, was based on students' interests intended to create a comfortable atmosphere providing students' participation.

### **1.2.4 Goals of the school grade curricula**

The goals that the grade curricula asked needed to be understandable because those goals influenced what the expectation of that students learned and what was needed to reinforce.

In C.T.E it was mentioned that first and second grades were working with the (Aprendizajes Clave 2017) curriculum. Whose curriculum had a goal to form free, participative, responsible, and informed citizens, able to perform and to defend their rights and they actively participate in social life. This was a big challenge, because through the results of the diagnostic exam, I realized that first grade was in a level A1, based on the results obtained was considered that the purpose was complicated for reach to them, due to it was not considered that first grade was able to reach the goal established. (p.170) For this reason, the consideration that was better started to reinforce their weaknesses intended to that students had closeness with the language. Thus, third grade worked with the 2011 curriculum. Whose curriculum had the purpose of those students had to develop their capacities to solved all sorts of problems.

The topic of this pedagogical essay was selected based on the observations and the last practices experienced, because I noticed that it was complicated for students to communicate with their classmates in a foreign language, commonly they translated instructions. Also, their participations were in Spanish, as well as, not wanting to

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

participate, so it reflected that it was necessary to look for strategies to promote students to communicate using a foreign language. Oral communication was an essential factor interesting for the development of this essay, and the contemplation of identifying how to provide students to develop their communicative skills.

### **1.2.5 School personal**

As it was said the school principal was Enrique Arevalo and as vice principal in charge was Prof. Natividad Francisca Hernández. The school had around 480 students, regarding first grade there were 180 students, concerning to second grade there were 150 students, and third grade had 150 students. In respect of the personnel who worked there, according to what the teacher Carlos Alberto Vázquez Flores commented, the school had 27 teachers and 23 were secretaries, coordinators, prefects, and personal maintenance.

### **1.2.6 English academy**

The English academy in the morning shift was conformed by Carolina Calderon Salazar who during the 2019-2020 school year worked with three first graders, Alexandra Delgado who worked with second graders, Nohemi Flores Coronado who was in charge of third graders and Carlos Alberto Vazquez Flores who worked with the three graders. The purpose of the academy was to developed activities that involved students with the events carried out by the school using a foreign language.

According to the head teacher Carolina Calderon Salazar mentioned through a survey applied on August 22nd, 2019 (**APPENDIX B: Teacher’s Survey**) that the main aim of the English program was for students to communicate using a foreign language.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **1.2.7 Number of students**

The number of students was a relevant factor that helped to plan the lesson as it affected the classroom management and some of the strategies that the teacher applied to control the group. The English teacher Nohemi Flores Coronado commented that in the school were small groups: first and second grade approximately had around twenty to twenty-five students, whereas third grades had over thirty students. The application of different strategies had the intention of providing students' participation.

### **1.3 Relevant social and academic characteristics**

The first grade group “E” had 29 students. According to the results of the diagnostic exam and the observations I identified that from the three first grades I worked with, this group was the most familiarized with the use of the language, the results showed that the said group was in a level A1, through the observation was perceived that the group liked to work in teams and participated actively in class. Also it was observed that this is a group which had to worked constantly to keep them quiet and focused on the work.

#### **1.3.1 Age range**

The age range was meaningful because the constitution of the groups was by teenagers, as it was mentioned before, it was difficult because they were through a complicated age, where it was full of changes as physical as emotional. There are many stages in one's life, and the most relevant and hard period is the adolescence. “Adolescence is defined as the transitional period between puberty and adulthood in human development, extending mainly over the teen years, additionally is the process or state of growing to maturity and development as of a society, preceding maturity” (Dictionary.com,) Through what I observed, it was notorious that it was common that the humor of students switched quickly,

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

besides teachers in C.T.E pointed out that students were living a stage in which they were rebel, and not followed the rules. As well as, they established that the teachers must keep the composure and not screaming at them. They suggested that the teachers had to be empathic and tried to understand them and look for strategies that involved students.

Scrivener (2011) establishes that it is relevant to talk to the students as they come into the room:

Try sitting with them (even just for a minute or two) rather than standing in front of them. Welcome them, and ask them their names. You will immediately start to learn something about them as real people rather than as generic ‘students’ and you will find that you can start to relax a little. (P.35)

The communication between teacher and student was an essential point that I considered. Communication helped students to gain confidence. During the practices, I realized that a comfortable environment in the classroom was necessary, there was a big difference between the confidence that existed with first graders, whereas to third graders, first graders had more confidence and they often participated in class, in comparison with the third grade that did not want to participate.

### **1.3.2 Academic level**

The student’s academic level was one of the most crucial points that were taken into consideration intended to adapt classes to student’s needs. The use of the foreign language had the purpose of providing the practice of writing activities because they were often confused about how wrote some words correctly. Besides, it was essential provided to students the use of a foreign language when they spoke, as well as, was necessary to promote students activities related to reading comprehension because they were not able to retain the information they read in the text. The diagnostic results reflected that students’ had to start being familiarized with the language, the consideration of this was due to it was part of the process setted.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

The first skill that students practiced was reading, providing students' the practice of reading comprehension. During the practice period, students practiced reading comprehension activities, that its implementation was through the presentation stage, to provided the introduction of the topic, and students were able to recognize the topic and vocabulary. “Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts” (Harmer 2008, P. 68). Through reading, students identified what the topic was about and the vocabulary, following a process in order of they were able to produce something. The diagnostic exam results reflected the lack of reading comprehension. Another factor that was presented were the activities applied were not to students English level. This was observed while I was working with the group, therefore, it helped me to adapt activities according to students' level.

### **1.3.3 Gender mix**

The gender mix was an essential point in the class, as students must interact and exchanged information to develop their communicative skills, through the communicative process they realized the different points of view. During the observation, it became evident that there was a big lack of communication between girls and boys, frequently students were just with their group of friends and they did not want to get in teams with someone who was not part of their friend's group, according to what they commented that they wanted to be with their friends. The intention of providing communication between students of both genders was carried out because it was important for them to know their classmates' thoughts with each other and respected their different opinions.

In C.T.E one of the teachers mentioned that students needed to forget the stereotypes, and they did not need to make distinctions between their classmates. They suggested providing collaborative work by improving students' communication and furnishing communication of the whole class. It was noticeable that it was essential to provide

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

communication between students. For this reason, it was important to apply activities that providing collaborative work with the purpose of students exchanged ideas through the use of foreign language, intended to students practiced their communicative skills.

### **1.3.4 English grade average, level of literacy in L2 and level of literacy in L1**

Throughout the diagnostic exam and its results obtained, I identified the English grade average and the level of literacy in L2 of students. Regarding first graders, the skills evaluated were writing and reading. The results reflected that the groups of first grade were in a level A1, and students had to reinforce some skills, most importantly, they had to start practicing reading comprehension as well as, was important that they practice their writing, because students frequently confused how to write the words correctly.

The evaluation of listening skill was through filling gaps activities at the end of the task the answers were checked, but only some students identified the words in the listening and the rest were not able to complete the activity. Through this activity I understood that they had to practice more their listening skills, so once per week I applied listening activities during presentation stage and through the audio was presented the vocabulary that they worked. Regarding speaking skill, through activities in class as participation and teamwork were registered the results obtained, at the beginning students did not participate, due to the vocabulary presented was not adapted according to students' level, after the presentation of vocabulary, it was clearer for them, they started to use more vocabulary to they transmitted a message, for this reason, was carried out the implementation of more communicative activities that provided students' practice.

Regards to the third grade, they were in a level A1, this as a worrying situation since third grade was in their last year. For this reason, they had to keep practicing writing activities, because they did not know how to write words correctly, and also it was

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

important to provide reading comprehension activities based on the results obtained, to concluded, it was evident that it was difficult for them to understand the text.

### **1.3.5 Topics that interest students**

The topics that interest students were transcendent for implementing activities to attract students' attention. "Teachers are not, however, ultimately, responsible for their students' motivation. They can only encourage by word and deed. Real motivation comes from within each individual." (Harmer, 2008, p. 8).

According to my experience, working with first grade and what Harmer mentioned was evident that the teacher's purpose was not motivated to students, as motivation is a factor that was not notorious at the simple view, for this reason, was difficult to recognize if students felt motivated or not, the head teacher Carolina Calderon Salazar suggested me to adapt the material, using visual aids to make it attractive for students, as well as, the selection of topics was related to the interests of the students, that they manifested through their comments and according to what I observed, to promote their motivation to influence in their process learning.

In C.T.E the teachers were talking about a problematic student, and all the teachers coincided with some students did not care about punishment, so, one of the teachers mentioned that he had the same problem with one student, and it was difficult to work with him, one day one of the activities of the teacher was about video games, and it caught student's attention and he started to work, so the student got to an agreement with the teacher, and he highlighted that it was a long process and it was not easy.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **1.3.6 Students with special needs or learning disabilities**

At the school, we faced a different kind of challenges and one of them was that I worked with students who had special needs or learning disabilities, it was important to attend those special situations and supported students. The teachers in C.T.E pointed out a case about a student who left the school and, he entered another school because the school did not provide him the support that he needed, so the teachers commented that they had the Unidades de Servicio y Apoyo a la Educación Regular service, but they did not have it anymore, thus some of the teachers asked the authority to return this service for the benefit of the entire school. It was important and necessary to have the support to face these kinds of problems, it helps to identify how students were going to be involved. There was a student, who had special needs, I enjoyed to work with him; because he kept participating actively, and it was good. For this reason, it was necessary to encourage students to participate.

### **1.3.7 The overall of the group**

Regarding the overall level of the group, strengths, and weaknesses of the whole class, concerning a specific skill and communicative competence, I obtained this information through a diagnostic exam. The results reflected that the four groups, first-graders, and third grade, had to reinforce their writing, commonly students confused how wrote correctly a word, besides it was important to provide the practice of reading comprehension because their outcomes showed that students did not retain the information through the implementation of a foreign language.

### **1.3.8 Learners reasons for studying English**

Moreover, the learners' reasons for studying English were one of the most important points taken into consideration, due to it was important; to found students' motivation and

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

took advantage of this to involved students. Along C.T.E, teachers talked about an important point that was essential to be part of the classes was happiness. The teachers mentioned that if we made students happy, they were going to enjoy their learning. For this reason, it was important to provide an atmosphere that was supportive of them.

### **1.3.9 Learning needs**

As it was mentioned before, it was important to support students' needs and adapted classes based on their needs. Logically, it took a long time to cover each students' needs. In C.T.E, the teachers explained the importance of taking into consideration students' needs to adapted the lessons to those different kinds of needs and understood students. The needs of the group reflected through the results of their diagnostic exam, which showed that students had to practice their writing, so it was important to provide students' practice with writing activities, as well as it was important to provide; their reading comprehension because the outcomes reflected that it was difficult for students to retain the information in a foreign language.

### **1.3.10 Motivation**

Motivation was one of the more complicated points because it was an aspect which was not evident in a simple view, “Motivation in education is very difficult to measure. This is partly because the motivation to learn is very difficult to describe operationally. The key to measuring motivation must be to look for behaviors indicating high motivation and low motivation”. (Danili and Reid, 2004, pp. 203-226).

Many teachers highlighted in C.T.E the importance of motivated students and that they needed to feel comfortable, the reason for which they proposed some strategies to motivated students. The teachers mentioned that the teachers' attitude should be positive, having more closeness with the students, and being more compressive.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **1.3.11 Classroom management**

According to the observation, it was noticeable that many students were not doing the work, they were distracted, some of the students did not understand the instructions of the activities “Talk to other teachers and find out something about the class and the people in it” (Scrivener, 2011, Classroom Management Section), As scrivener mentions, it is important to talk to some teachers, as it was also necessary to look for information about students to try to implement strategies that helped me to support them. What is more, it was essential to attend all students, so it was important to apply different plans to keep class control.

### **1.3.12 Usual class activities**

The usual class activities were necessary, but it was an important to change the plan of actions and activities, adapting them to students' interests and needs. In C.T.E a teacher mentioned that the teachers had to implement different plans and activities because the same activities were always applied to students, and they got bored because they realized it, so they were not interested in the activity.

### **1.3.13 Previous learning experience**

The previous learning experience was an essential point, that was analyzed profoundly. Firstly, the identification of what students already knew to adapted the lessons and reinforced their knowledge. In C.T.E, the authority asked the teachers diagnostic evaluations to had an idea of what students needed to reinforce. This information was obtained through a diagnostic exam.. Through the diagnostic exam, I realized how much students knew and how to introduce the knowledge they needed to reinforce communication..

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### 1.3.14 Diagnostic exam results

On Tuesday, September 3rd I applied a diagnostic exam to the first grade, group E which involved writing and reading skills, the purpose of the exam was identified student's needs, their English level, their weaknesses, and strengths, exams were selected from Cambridge which involves levels like pre-A1 starters, A1 movers and A2 flyers.

To begin with, 1<sup>o</sup>E who applied an A1 starter's exam (**APPENDIX C: First Grade Diagnostic Exam**). Concerning reading skill the general grade that the group obtained was 8.0. Reading had 10 items, 5 of them had as purpose to identified correct and wrong answers (**APPENDIX D: Reading Comprehension Part One**), this kind of items had as purpose to identified if students recognized the correct way to write a word. With reference to the other 5 items (**APPENDIX E: Reading Comprehension Part Two**), they were items of reading comprehension using short answers like yes or no which had as purpose identified if they comprehended the descriptions asked. For writing skills, the group reached a general result of 7.4.

“These tests introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English” (Cambridge, 2019). These tests were selected from Cambridge, as it was mentioned its purpose of the test was to identified what was the level of English that students were, in order to developed strategies that helped students to improve their English level.

Writing had 10 items, 5 of them were ordering words which had as purpose identified if students were able to write correctly the word (**APPENDIX F: Writing Part One Part**) and the other 5 items were filling gaps to recognized if students were able to give a sequence to a text (**APPENDIX G: Writing: Part Two**).

With respect to writing skills, the group obtained a general grade of 7.4. Writing had 10 items, 5 of them were ordering words which had as purpose identified if students were able to structured correctly the order of those words and recognized the correct way to write the

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

word. Regarding the other 5 items were filling gaps to identified if students were able to gave a sequence to a text and if they understood the information in the text.

In this graphic is analyzed the results that the group of 1°E reached and which of these skills required more practice. (**APPENDIX H: First Grade Group E Results**). The results reflected that the group of 1°E was in a level A1.

The group of 1°E was a group who had a good English level, regarding reading skill, the group obtained a good grade, but it was important to kept practicing and improving their reading comprehension to rise said level. As regards, writing skills obtained a lower grade, so it was provided writing activities with the purpose of improved the development of their writing skills.

The Listening skill was evaluated through a filling gaps activity, which had as purpose to identify if students were able to recognized the words in the song to completed the worksheet (**APPENDIX I: Listening Activity**). Students had multiple choices to choose the best answer in order to they completed the lyrics of the song. The results obtained reflected that the group needed to reinforce and practice more listening activities because they were not able to understand some words.

Respecting speaking skill it was evaluated through a final product which had as purpose that students exposed some celebrities predictions using future simple (**APPENDIX J : Speaking Activity** ). They exposed orally, the results reflected that some students had to practice more their speaking skills.

To conclude the group was in a level A1, through the results, showed that the students had big needs which had to be attended immediately. One of the biggest problems that were faced in the classroom was the lack of reading comprehension as well as in their mother tongue as in a foreign language.

The principal solution was promoting reading comprehension activities which involved students' participation, it was asking frequently what was happened in the text with the

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

purpose of identifying if students retained information and understood the information and the vocabulary.

Writing skill obtained the lowest grades which meant that it was one of the skills that the students had to reinforce practicing more. It was providing writing activities like students completed sentences, structured sentences and filling gaps. It was essential to perceive if students were able to write words correctly and correct them.

### **1.4 Description of the case being study**

The determination of the area of study was selected based on the observations during the last practice period and according to the diagnostic exam results. It was noticeable that there was a lack of use of language in the 1st-grade group “E”. Also, during the last period of practice, that took place from September 23rd to October 18th, 2019. It was evident that they were able to understand what the teacher said; unfortunately, they were not able to participate in using a foreign language. Students expressed their ideas through the use of L1. For this reason, the topic needed to develop strategies that provided safe participation, opportunities for students to use the foreign language in the classroom, and identified how provided the use of foreign language through communicative skills.

I selected this topic based on students’ needs, which reflected through the use of three tools to identify principal characteristics of the group, which were; diagnostic exam, observation, and conducted classes. The first tool applied was an observation which took place from August 26th to September 6th, 2019, the second tool carried out was diagnostic exam which took place on September 3rd, 2019 and the last tool implemented was the conducted class which took place on November 13th, 2019.

The atmosphere in the classroom infers in the attention of students. “The ‘atmosphere’ in a room is excellent or that the class is particularly engaged or working in a distinctively

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

autonomous manner. It is not always easy to work out how these apparently ‘natural’ things have been achieved (Scrivener, 2011, p. 11). During my practice period was notorious that students were not at the same level that the classes planned, so at that moment, the activities had to change, adapting to students' level. For the next practices period that took place from November 11th to December 6th, 2019, the adaptation of the activities had a purpose to they were according to students' level.

The observation inside the classroom is an essential factor to implement:

Classroom observation defined as a process by which the observer sits in one or more classroom sessions records the instructor’s teaching practices and students' actions and then meets with the instructor to discuss the observation. The main purpose behind the classroom observation is to allow the teacher to get feedback from an objective, experienced observer and to involve in context-specific discussions about teaching with an adviser (Wragg, 1999,p.81).

Employing observation was useful to realize that the group needed activities that provided opportunities for oral communication to take place. Considering the observation, it reflected that there was a lack of use of the foreign language, therefore I selected activities which allowed the promotion of students’ participation. There was a detection that it was a group that responded positively; when activities were attractive and understandable for them. It was notorious that they liked to learn through the use of music, according to the comments that students made “Teacher play music more frequently”. The principal reason why the selection of the use of songs, was due to the students’ interests that were seen through the observation, also O observed that students commonly were attracted to the language through songs.

The following tool applied was a diagnostic exam that had the purpose of identifying students’ English level, which took place on September 3rd, 2019. The results reflected that the group was in a level A1, which meant they had a low English level. Students required more exposure with the use of language. It was important to provide activities that required repetitive practice.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

To make language use more authentic and spontaneous, communicative language teaching had moved away from memorization, recitation, and choral responses. It has put a premium on the unique, individual, and repeatable utterance in unpredictable conversational situations. Yet, there is value in repetition as an educational device: utterances repeated are also signified (Kramsch, 2009, p.209).

It helped students to practice with the use of foreign language, besides it was essential to provide the use of attractive material and activities to make it comprehensible for students to furnish students' participation.

On November 13th, 2019, a class related to the topic of the study carried out in which students' listened to "don't give up by Bruno Mars". During the class students' had a positive reaction. According to students' comments, they preferred to learn through the use of songs, and they concentrated on the activities. It was useful because it was attractive for them and it was interesting also because the class was different and the fact they liked to listen to music. According to students' attitudes, it reflected that the activity worked because it was adapted to the students' interests.

During the practice stage, the students had the opportunity to identify how used the verb in first and third-person structuring sentences. The use of the language carried out through the production stage in which students shared their sentences through the use of oral communication. The goal of the class was achieved; it was evident because students were able to structure sentences using verbs and identified how to structure it.

### **1.4.1 Academic and personal purpose**

Considering the previous reasons, there was a contemplation that the use of songs could be an accessible tool to practice the English language, also it could be attractive for students as the adaptation of the activities was according to students' interests, and it familiarized with what students commonly listen. According to what was observable during my short

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

practice experiences, was notorious that students generally were exposed to the foreign language through the use of songs, so my purpose was that students exchanged their personal opinions and points of view through the use of songs.

According to “aprendizajes clave” students’ graduating profile establishes that it is essential that students to describe experiences, events, aspirations, and opinions in the English language, besides it is important to provide students initiative and the collaborative work furnish to students to recognize, respect and appreciate diversified capabilities and views to work collaboratively.

### **1.4.2 Action plan**

Further, the use of songs in the classroom had as purpose providing the use of foreign language through a tool they often used, and it could be an attractive instrument to contribute to the practice of the foreign language. The intention was to increase the my didactic competence by exploring different tools for practicing the use of a foreign language.

It was evident in the previous practices that oral communication in a foreign language was difficult to carry out because students did not have enough exposure to the language. Additionally, the lack of confidence was noticeable in students. It was observable through the classes carried out with the group of study. Throughout the observation was notorious that it was difficult for them to spoke using the English language, because when the teacher asked them to participate; they were not able to communicate their ideas in a foreign language and when they had to repeat a word in English they did not want to participate. They were afraid to make mistakes and to not pronounce words correctly. For this reason, the use of songs was selected, intended to provide students’ exposure with the language, practicing through the activities executed.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **1.5 What is known about the topic**

Through the implementation of the diagnostic exam, observation, and conducted class I detected that the lack of communicative skills was evident in the classroom. It was complicated to provide students' participation in a foreign language to communicate ideas or opinions.

As it was said, the selection of the name of the pedagogical essay developed intended to use a tool that students had a major exposure, based on the previous experiences was noticeable that the first closeness students had with the language was through the use of songs, for this reason, the tool taken into account, was because I observed that students had a closeness with the language through the use of it.

Regarding oral communicative activities, it was selected as through my observation and previous practices period was noticed that students did not have exposure with the language, so it had a purpose that students practiced their communicative skills since their graduating profile had a goal to form free, participative, responsible and informed citizens, able to perform and to defend their rights and them actively participate in social life.

Accordingly, the activities carried out should be considered to be applied through a methodology adapted to students' level, and the process adapted to the rhythm of students. The methodology selected to work with was Presentation, Practice, and Production.

#### **1.5.1 Communicative process**

In the case of the communicative process, it is conformed by a series of steps taken into account to students who were able to transmit messages and made it understandable for their classmates. I realized that students had more exposure to the language and the intention was that students were able to transmit messages or ideas as they commonly do in their daily life.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

The communicative process consists of the following steps:

**Sender:** Has the purpose of encoding ideas to transmit a message. The activity proposed through the use of songs was that students exchanged their opinions of the song with their classmates through the use of questions.

**Receiver:** Is who get the message. The activity proposed was that students wrote and made a brainstorm of their classmates' reactions to the song.

**Message:** The message was received through a medium to transmit an idea. It could be applied to provide students to write in a paper their opinions through short sentences about the song and after that exchanged their papers with their classmates or exchanged it orally.

**Medium:** The medium could be through face-to-face conversation, telephone call, e-mail, or written report. The activity proposed through the use of speaking skills was that they asked their classmates' specific questions related to the song that allowed students to exchanged ideas.

**Feedback:** It is when the receiver returns the message to the sender. The activity proposed was that students analyzed their classmates' opinions and argued if they agreed or they were not. (Lunenburg, 2010, p. 2)

During the practice period, students followed those points to provide interaction in the classroom that had a purpose that students transmitted their ideas clearly and exchanged their points of view with their classmates. For this reason, I applied speaking activities that helped students to practice their speaking skills.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### 1.5.2 What is speaking?

Speaking was one of the principal skills which required more practice. It was important that students transmitted ideas through the use of speaking. For this reason, I considered important that students practiced constantly their oral communicative skills, in order to they were able to communicate orally with their classmates. “Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information” (Bayley, 2000. P.25). Through the use of speaking was expected that students transmitted information with the purpose of they interacted with their classmates.

As it was seen in the classroom there was a lack of interaction, for this reason were applied activities that promoted the use of speaking skills during practice stage, in order to students were able to transmitted ideas and opinions.

### 1.5.3 Speaking sub skills

Speaking is one of the principal mediums that are used to transmit messages, ideas and opinions. It is constituted by two sub skills which are **Fluency and Accuracy**. In the following paragraphs will be explained what consists each one.

**Fluency:** It refers to the confidence when you speak in the foreign language. It is important to be clear with the ideas you are transmitting. Fluency is going to help to transmit a confident environment and it is going to provide safe participation. Scrivener (2011) establishes that:

“One of the best ways to help learners activate this knowledge is to put them in ‘safe situations’ in class where they are inspired and encouraged to try using language from their ‘store’. These would not mainly be activities that teach ‘new’ language; rather, they

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

would allow learners to try out language that they already understand and have ‘learned’, but not yet made part of their active personal repertoire (p.148).

One activity that I proposed to be carried out consisted that learners worked in pairs and agreed their list of the best five songs they have listened and they explained why.

**Accuracy** is defined as the measurement of grammatical rules. It is conformed by the next elements of language that are going to be explained in the following paragraphs.

**Vocabulary:** It consists in having the right words to communicate a message. Vocabulary was an essential point taken into consideration, because it was considered important to know vocabulary to learn a foreign language and students were able to transmit a message using the right words: “If students want to express themselves in speaking or writing, they need to know how to perform this functions – in other words, how to use grammar and vocabulary to express certain meanings/purpose” (Harmer. 2008. P. 48). As Harmer mentioned teaching vocabulary had as purpose that students identified how to perform those functions in order they communicated with their classmates using the correct words to transmit a clear message. Harmer (1997) establishes that:

One activity to carry out could be use vocabulary prediction, which consists that students can be given ‘key’ vocabulary before they listen again. They can be asked to predict what the tape will be about and, because they now know some of the words, they may well understand more (p. 133).

Through the use of songs students got in pairs and with the vocabulary given previously they predicted specific situations in songs.

**Grammar:** It was important that students dominated the tenses to transmit a message successfully. Grammar was essential for students to be able to identify the structure of the language. “The teacher can explain grammar; they can study language evidence to discover grammar for themselves” (Harmer, 2008. P. 25). It was carried out through the reading of

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

the lyrics of the song to allowed students to recognize the structure of the language and after that, students discussed in pairs what structure did they identify.

**Pronunciation:** It consists on speaking in order to be understood. Students must identify how to pronounce the words to be able to transmit a clear message. Students identified pronunciation through the use of listening activities. “Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress” (Harmer, 2008. P. 98). Through the use of songs, students identified the pronunciation of the words. Students practiced pronunciation, it was carried out through the use of flashcards before to present the audio and its provided that students repeated the pronunciation of those words and after that, they identified the pronunciation in the listening.

### 1.5.4 Characteristics of a successful speaking activity

Ur (2012) establishes that some characteristics of a successful speaking activity are:

**Learners talk a lot:** As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. Therefore the activity should promote the use of the foreign language through the use of communicative skills. It was considered to use songs as it was a tool that students were familiarized with and this factor could influence to provide the participation of students and carrying out interaction. Students could carry out activities like pair work information gaps. “The tasks are all based around getting the students to speak and exchange information and ideas. There is some possibility input some language, but speaking rather than learning new items is the primary aim” (Scrivener, 2011, p. 52). The activity could be carried out by asking students questions related with the song and put them in pairs to discuss their opinions about the song, besides it was supporting the graduating profile providing students to describe their opinions and the initiative of collaborative work.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

**Participation is even:** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. Personally, participation is considered by me the initiative of students to give opinions and exchange information and ideas. Therefore the activity should be carried out by the teacher providing the use of speaking and providing students' participation. The use of songs could be helpful to provide students' participation unconsciously to interact with their partners. It could be through small groups of discussion “The game element helps focus attention, and students may find that it adds something exciting and humorous to a more serious discussion topic” (Scrivener, 2011, p. 56). The activity could be carried out writing on the board a specific situation related to the song and ask students what would do them in this situation?

**Motivation is high:** Learners are eager to speak: because they were interested in the topic and they had something new to say about it, or because they wanted to contributed in achieving the task objective. Commonly students have closeness with the language through the use of songs.

For this reason, I considered that it was important to implemented the use of tools that were adapted to students' interests and promoted their personal motivation through the use of these tools, expecting that students were able to participating through the providing of motivation. In the under paragraphs is going to be explained what motivation is and what does it consist.

**Language is of an acceptable level:** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language of language accuracy. (Ur, 2012, p.120).

According to English program It is expected that first grade students have an English level of B1, but according to the diagnostic exam which was applied on September 3rd, 2019 the results reflected that students were in a level A1. Taking into account the results obtained, it was considered that it was complicated to reach a level B1, but it was important

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

to provided the practiced of language to increased their English level and students to be able to reach an acceptable level of A2 to communicated and expressed clear ideas to established communication with their classmates.

Through the use of songs the purpose was that students comprehended the meaning of the words and vocabulary presented in the text. Speaking activities were applied at the production stage providing the use of the English language and they communicated through the use of speaking skills in order to they implemented communication. The P.P.P approach was selected with the purpose of simplify and helped students to familiarize with the practice of the foreign language using a methodology adapted to their level.

For this reason, participation was promoted using foreign language through songs, the characteristics seen, related that the use of songs were going to promote motivation because it is going to be attractive and it is a tool that students are most familiarized with. Principally because it was interesting for students; I realized it was interesting for them because during my last practice period I was looking for a way to provide encouragement to students for them to participate. Therefore, I applied a strategy based on my observations to promoted students' participation which consisted that every time that the student participated further the participation point they had the right to add a song to create a classroom's playlist. Fortunately, this idea worked and I identified that students participated more, but before applying this strategy was asked students if they liked to listen to music while they were working. They indicated that they liked to listen to music and asked me to bring more activities related with songs. Therefore, it was taken into account as it was important to use this interest to benefit students making simpler the exposure with the foreign language . “By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment rather than study and therefore find learning English through songs and enjoyable” (Millington, 2011. P.136).

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **1.5.5 Speaking activities**

Classroom activities that develop learners' ability to express themselves through speech are an important component of a language course. Yet, it is difficult to design and administer such activities; more so, in many ways, than to do for listening, reading, and writing. We shall come on to what the problems are present, but first, let us try to define what is meant by “an effective speaking activity. (Ur, 2012. p. 120).

Developed speaking activities in the classroom had as purpose to contribute the interaction in the classroom to provide the practice and the use of the foreign language to familiarize students and they were able to implement their transmission of ideas and opinions.

Generally, speaking activities applied in the production stage intended that students produce ideas orally, the results obtained reflected that in the stage where students used more frequently the language orally was only in the production stage and was in pairs or teams to provided students' interaction.

### **1.5.6 What is listening?**

Listening is an important skill as through the use of listening to the information received, for this reason, was considered the application of listening to introduce vocabulary, in the case of songs were used as a detonator to promote students the use of speaking skills. “Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning” (Howatt and Dankin, 1974).

The application of listening strategies during the presentation stage with the purpose of introduced new vocabulary and showed examples that were clear for students to understand the information that received.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### 1.5.7 Listening sub-skills

Harmer (2008) establishes that listening sub-skills are the following:

**Listening for gist:** This is when listening to something to get a general idea of what it is about, of what was said. It was not necessary to understand every word. The activity proposed was showed students some pictures related to the vocabulary included in the song and asked students what they thought about those pictures. It could help students to understand the general idea of the song.

**Listening for specific information:** This is when listening to something because we want to discover a particular piece of information. We know in advance what we are hoping to find out. We can ignore other information which does not interest us. It was asked students to write the vocabulary they found in the audio in their notebooks.

**Listening in detail:** This is when we listen very closely, paying attention to all the words and trying to understand as much information as possible. It was asking students specific questions related to the song, and they identified it while they were listening, then students shared their answers with their partners and teachers. (p.135)

The pronunciation was essential for students to communicate throughout the use of spoken language to interacted with their classmates and transmitted a message comprehensible. In regards to listening, this investigation focused on listening for gist intended that students obtained a general idea about the song presented.

### 1.5.8 Listening activities

The listening activities developed during the presentation stage, it had as purpose to introduced students the vocabulary and that they were able to recognize it.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

“Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker’s accent or pronunciation, the speaker’s grammar and vocabulary, and comprehension of meaning” (Howatt & Dakin, 1974,). One activity carried out to identified if students recognized the message of the song was that students made a draw related using the vocabulary presented in the song, also students answered in pairs questions related to the song. For example, would you like to be a famous person? In principle, the objective of listening comprehension practice in the classroom was that students learned to function successfully in real-life listening situations. “This being so, it makes sense to examine first of all what real-life listening is, and what sorts of things the listener needs to be able to do in order to comprehend satisfactorily in a variety of situations”. (Ur, 2012. p. 105). Through the use of songs students were identifying how to pronounce the words and comprehended the situations in the song.

### **1.5.9 Speaking and listening relation**

The purpose of related listening and speaking activities was that students through listening activities identified examples of how used the language and also identified the vocabulary presented. It had a purpose that through speaking activities that were executed during the production stage students could able to produce ideas based on the example shown through listening activities. “The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features” (Harmer, 2008. p. 98). Through the use of listening, students familiarize themselves with the use of a foreign language. It helped them to identify the pronunciation, and at the end of the lesson they were able to produce activities related to the use of speaking sub-skills.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **1.5.10 Motivation**

According to the observations implemented during my practice period, it was notorious that the majority of the girls participated, was asked them why did they have interest in the language, so they answered because their favorite artists spoke English, regarding students that did not participate, was asked the same, but they said that they did not understand:

Motivation is related to the force that stimulates behavior, provides direction to behavior, and underlies the tendency to prevail. In other words, individuals must be sufficiently stimulated and energetic, must have a clear focus on what is to be achieved, and must be willing to commit their energy for a long period to carry out their aim to achieve goals. (Bartol & Martin, 1998, p.15)

Motivation was an important factor to be carried out in the classroom as students needed elements that encouraged them to made their work and they enjoyed it while they were learning: “Whatever kind of motivation students have, it is clear that highly motivated students do better than ones without motivation at all”. (Harmer, 2008, p. 8). The motivation was a factor that does not allow us to see it to a simple view. It is not easy to identify if students were motivated or not, it is difficult to measure motivation in the classroom. “Motivation in education is very difficult to measure. This is partly because the motivation to learn is very difficult to describe operationally. The key to measuring motivation must be to look for behaviors indicating high motivation and low motivation” (Danili & Reid, 2004). The motivation is important to encourage students to learn a foreign language through the use of their interests to do it significant for students. “Real motivation comes from within each individual” (Harmer, 2008, p. 8). It was taken into account to provided students to learned a foreign language using students' interests to motivate them to participate.

I considered aspects to provided students with motivation. According to Spratt, Pulverness & Williams (2011) establishes that:

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Dornyei and Csizer suggest that there are key areas in which the teacher can influence learners' motivation. One of them is self-confidence which consists to give positive feedback and praise; also it is important to make sure students experience success and accept mistakes. It is essential to make sure students are motivated and interested in the class because it is going to benefit students' learning process and also they deserve to be encouraged to improve. For this reason, it was important to identify what kind of listening activities were adequate to apply, in the following paragraphs this is going to be analyzed.

### **1.5.11 The use of songs through a presentation, practice and Production (P.P.P) approach.**

The principal reason for the selection of a Presentation, Practice, and Production methodology, was because was took into account students' level, to follow a process that helped them. “PPP is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of languages, and therefore do not need the same kind of marked presentation” (Harmer, 2008, p. 30).

This method consists of 3 stages which are the following:

**Presentation:** The presentation has the purpose of introducing the topic and that students recognize topic and purpose. Through this stage is important to introduce the topic as the vocabulary related to the song that is going to be presented. What is more, the use of listening to familiarize students with the pronunciations of the words, because it is important students identifies the vocabulary they are going to review during the lesson.

**Practice:** In this stage is providing the use of activities that promote opportunities to practice the use of the language and familiarize students with the use of the foreign language. In this stage students identify how to use the vocabulary presented in the song in the previous stage, it could be activities like filling gaps, matching, or complete sentences because it is going to provide the practice of the use of the language.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

**Production:** Production is the stage in which students talk more freely about themselves. In the last stage, students are going to produce activities through the use of the second language. In this stage, students should communicate the vocabulary seen in the last two stages to interact with their partners.

### 1.5.12 Plans and programs

This school year the group of 1st grade was working with plans and programs 2017 “Aprendizajes clave” Whose curriculum has a goal to form free, participative, responsible, and informed citizens, able to perform and to defend their rights and them actively participate in social life. It was related to songs because students frequently were exposed to the language throughout the use of songs, and it provided the participation of students making it attractive for them.

It contemplated completing the communicative cycle of input and output of information by implementing speaking activities. It was important to have input activities to introduced the topic to students and they recognized the topic and the purpose. As input activities, I focused on listening texts (scripts) to identified if students were able to comprehend audio and they retained the information they were receiving. Inbuilt repetition was an aspect that was implied with songs, it was a factor that I considered important to carried out. It helped students to recognized pronunciation easily and they repeated it unconsciously. What is more, incidental learning was commonly reflected through the use of songs in an EFL class, considering that students were learning language unconsciously and they were enjoying it, so the main purpose of my activities was that students were able to produced and communicated implementing a foreign language unconsciously.

By the use of songs in an EFL classroom it was expected for students to be able to communicate or expressed their ideas making it more attractive for them to adapt the activities according to their English level and interests to awake confidence in them so they could be able to participate. In the four weeks during my practice period when I carried out the activities. three sessions were implemented one activity per week. Students graduating

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

profile has the purpose for the students to be able to describe experiences, events, wishes, aspirations, and opinions in English. It expected through the practice of the use of language students were able to accomplish the purpose of their graduating profile.

### **1.6 Key questions**

Through the development of the topic of study selected which establishes the use of oral communicative skills through the implementation of songs in an EFL. It is going to be considered the following questions to analyze if the purpose was reached.

- How could songs be implemented to promote speaking?
- What was students' reaction in light of the activities proposed?
- How is the Impact of using songs in the student's communicative process?

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

# CHAPTER II

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

This essay is guided by three key questions which helped me to identify if my personal and academic purposes were achieved. The purpose of the answers of these questions is to recognize if students had an improvement in the use of the language.

### **2.1 Question number one: How could songs be implemented to promote speaking?**

During the development of this essay it was evident that students did not communicate with their classmates through the use of the English language. Thus was considered to promote oral communicative skills that were intended to provide the interaction throughout the use of language. It was important to select a tool that students used and that they enjoyed meanwhile they were learning. For this reason, before doing that the classes that were applied were planned and the detonator was selected, applying activities using songs, applied during the presentation stage. The activity had the purpose that students completed the song, so they were completing the worksheet and filling the gaps (**APPENDIX I: Listening Activity**), while they were listening to the song, then during practice stage students were listening to music while they were working. Finally, during practice stage students answered some questions. Then students shared their answers orally, when students were participating they wrote their names and a song in a list, after that the first person participated, it was explained to students that were going to create a playlist, that they were going to listen while they were working, conformed they were participating they added a song, at that moment the majority of students wanted to participate. For this reason, I asked students if they liked to learn through the use of songs, then they answered that they did, that it was fun for them.

Throughout the practice period, activities were applied that were intended to promote the use of speaking using as detonator the implementation of songs. The songs applied during the presentation stage with the purpose of the topic and vocabulary was introduced, as well as showing many examples intended for to students realize how to carry out the interaction with their classmates.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

In the production stage activities that provided the use of speaking skills were used. Some of them were questions related to situations or vocabulary that the songs presented, it had a purpose that students exchange ideas and opinions to transmit a message. They made activities as the creation of a song, it had the purpose for students through the song transmitted a clear message based on the topic that presented employing the song. What is more, were applied games where students had to guess a part of a song using mimics, so they had to say and sing the part.

Two categories were taken into account to carry out the activities proposed. The first category had as the purpose for students to contextualize in a scene, where they were able to imagine situations and exchange their ideas with their classmates. Some of these songs applied were the following: Photograph by Ed Sheeran, this song was intended to promote students' fluency. For this reason, the song was introduced during the presentation stage. This stage consisted of three phases; the first phase was the pre-listening stage, throughout this stage was introduced to students the vocabulary that was seen during the class or introduce the topic as well. So students were asked How they felt when they fell in love. This question was intended to contextualize students and give an idea of what the song was about, students used emotions to answer that question. The next phase was while-listening, during this stage was important that students were working while the song played, so students were filling gaps to students completed the song. The last phase is post-listening, through this stage was identified if students comprehended the content presented in the song, so students answered true or false according to the song. Finally, the use of speaking was carried out during production stage, for this reason, the song was applied was intended to students imagined the situations inside the song, so students were in pairs, they had to choose a part of the song, so they went in front acting that part of the song, then the rest of the group had to guess the part of the song, they were participating saying the whole sentence after that students guessed the part of the song, the students that were in front had to sing that part while they were acting.

The second category of the song that was applied was intended to show if students examples of how structure sentences or answer questions, it was shown through likes and

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

dislikes of song. Similarly to the previous class explained, the song was played during the presentation stage, which was divided into three parts: pre-listening, while-listening, and post-listening. Regarding pre-listening, it was asked to students three questions using likes and dislikes with the purpose of the topic was introduced. The following stage was while-listening, during this stage students were writing in their notebooks that the song mentioned.

During the post-listening stage, students had to say the likes and dislikes they found in the song. Finally, the use of speaking was implemented during the production stage, students played a game called “Find someone who?” students had some questions on the board, so they stood up and asked their classmates those questions and they were answering according to how it was presented in the song and some of the students were singing the “yes, I do” part. This song was applied with the purpose of students identified how answered correctly the questions that were asked and that they repeated it, it was intended to promote the interaction with their classmates through the use of speaking skills.

It was notorious that students enjoyed participating through the use of speaking skills, the reason why students enjoyed the participation was that the adaptation of the activities was according to their interests, besides the examples that were shown were clear for them, it was seen according to their attitudes and work done in the development of the lesson.

### **2.1.1 Provisional answer and conclusion.**

To conclude, through the use of songs as a detonator to promote the use of speaking was realized that students enjoyed to participate orally, because they followed a process which allowed to carry out the communication, this process consisted of the introduction of vocabulary and the teaching of the correct grammar structure. Through the use of songs were implemented examples that helped students to understand how to structure their messages that they transmitted during the production stage.

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## **2.2 Question number two: What was students’ reaction in light of the activities proposed?**

During the practice period, there were many aspects that affected the development of the classes, due to this there were a lot of suspensions. Due to the health emergency the classes were suspended immediately, also classes were suspended because of social movements.

For those reasons, the investigation with the group was not concluded. This is why I decided that during the development of this essay different reactions that students showed throughout the different stages of the class would be compared and the factors that influenced to students’ reactions would be analyzed.

At the beginning of the school year I decide that 8 classes were going to be analyzed to complete the research of this pedagogical essay, but as it was mentioned before, there were many obstacles that did not allow that the 8 classes were analyzed correctly. Therefore, 5 classes were analyzed; although was established that just two classes which were contemplated as two of the most meaningful for the development of this essay. Consequently, in the following paragraphs was explained the process that was followed in the application of each activity and how were students’ reaction in light of the activities that were proposed.

On Monday, February 24<sup>th</sup>, 2020 the class whose had the title of “Body parts song” was carried out. The class developed with 1°E, and its objective was that by the end of the lessons students should be able to create lyrics of a song using body parts and adjectives. In the following paragraphs it is going to be explained how the class worked in the different stages of the class and how students reacted.

The methodology used to develop the different activities in the class was the application of **P.P.P** (presentation, practice and production). This methodology was selected due to “PPP is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of language and therefore do not need the

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

same kind of marked presentation” (Harmer, 2008. P. 30). In the following paragraphs is going to be explained how were adapted the activities through the use of the methodology mentioned.

### **2.2.1 Session 1: Body parts class**

#### **Warm-up Activity: flashcards**

Carry out warm up activities is important to engage student’s attention and it is going to help and keep students focused on the lesson. “Using warm-up activities can be one way to bring variation in class activity and to make students curious, focus their attention, provide them purpose and motivation”. (Eragamreddy, 2013, p.134)

The teacher showed students some pictures of some body parts, These pictures did not have the name of the body part, the purpose was to identify if students were able to remember the name of body parts through the use of visual aids, so students had to say the name of each body part. The purpose of this activity was reached as it was seen that students remembered and recognized the names of body parts through the use of pictures. I considered it was a good activity to identify if students remembered the vocabulary seen on the previous classes.

#### **Presentation stage activities: Wordsearch, sing and dance & matching word.**

Presentation stage has as purpose of introduce the topic and that students recognize topic and purpose. This stage is going to be divided into three parts: **Pre-listening, while-listening and post-listening.**

#### **Pre-Listening**

Through this stage is important to present to students vocabulary in consideration of students recognize the topic will see in class. “During pre-listening, teachers traditionally presented the new items of vocabulary that learners were about to encounter in the

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

recording”. (Field, 2009. P. 13) Taking into consideration what Field mentioned; The teacher applied an activity which had the purpose to introduce the vocabulary related to the listening that students heard.

Students completed a wordsearch (**APPENDIX K: Body parts wordsearch**) in order to identify body parts. This activity had the purpose of introducing vocabulary identifying if students were able to recognize the body parts seen in the previous classes; it was reached because students identified the body parts according to some comments that students said.

Teacher: Okay guys start the work, you have 5 minutes.

Student 1: It is easy teacher, I already found 2 words

Student 2: Yes, it is easy teacher

Teacher: Okay! So, you have three minutes

I consider it was a good activity to introduce vocabulary, not only because they are focused on and entertained trying to find the words, also because it reflects if they recognize the vocabulary seen in the previous classes.

### **While-Listening**

While-listening activities have as purpose to ask students to activities in order to identify if students comprehend the listening.

This activity was carried out in the following way: First students danced and sang the song with the teacher practicing body parts, the song was played twice and students just repeated body parts while they were touching their body parts. This activity had the purpose that students identified body parts while they were listening a song; according to students' attitude, it worked because students were participating and they identified body parts while they were touching them. Besides they were laughing while they were dancing the song. I consider it was a good activity to practice language because students were actively participating and teacher's example was clear, also T-S interaction was noticeable.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Although this activity could be applied differently if I monitored to students more to realize if all the group were participating. Scrivener (2011) establishes that:

Students learn a lot of their language from what they hear you say: the instructions, the discussions, the asides, the jokes, the chit-chat, the comments, etc. Having said that, it would be unsatisfactory if you talk dominated the lesson to the exclusion of participation from as many learners as possible. (p. 84)

Through this activity I realized that what Scrivener mentioned it is true because students needed a clear example in order until they were able to carried out the activity asked, as they not only saw, they also were part of the example, involving students and doing easier for them.

### *Post-Listening*

“In **post-listening**, they checked the answers to comprehension questions and explored the language of the recording” (Field, 2009. P.13). This stage had the purpose of identifying if students comprehended the vocabulary presented in the listening. At this stage the activity carried out was intended to students recognized in the listening the vocabulary that was presented before.

Students matched some words and body parts according to the song (**APPENDIX L: Matching Words**). “Matching word method is one of the cooperative learning methods that makes the students active in teaching and learning process. The implementation of the teaching technique becomes one of the most important strategies in teaching learning process. The writer used matching word method in teaching vocabulary because the writers trust it can be made that the students have fun and it can foster cooperation in answering question by matching words”. This had as purpose to identify if students were able to recognize the body parts in the song; it worked because some students were singing the part of the song to remember the words and the body parts. Also, it was reflected because students finished the work quickly.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **Practice stage activity: Small lyrics creation**

During practice stage was provided the use of activities that promoted opportunities to practice the use of the language and familiarize students with the use of it. The activity was carried through the succeeding way students got into teams in order to create small lyrics of a song using body parts and adjectives. This activity had as purpose that students practiced the use of the language carrying out sentences using their previous knowledge. The objective of this activity was reached because students used the body parts seen in the previous classes, also they were discussing with their partners how structure the sentences in order to develop the song. According to my head teacher Carolina Calderon Salazar comments students were sharing opinions and ideas in order to got the lyrics. Also she commented me that they were looking for rhymes words and some rhythms. Scrivener (2011) establishes that:

We should listen to what they say. Let what they say really affect what you do next. Work on listening to the person and the meaning as well as to the language and the mistakes. Also he says that we have to encourage interaction between students rather than only between student and you, and you and student. Get students to ask questions, give explanations, etc. to each other, rather than always to you. Use gestures and facial expressions to encourage them to speak and listen to each other (p. 86).

I took into account to carried out activities that involved the team work intended to provide the communication between S-S. Through this activity was faced a big challenge, the communication between S-S was fulfilled in Spanish. It was seen that students used the vocabulary they saw on the previous classes, but they still speaking in Spanish, besides they were translating the vocabulary.

### **Production stage activity: Song**

In production stage students produced activities through the use of English.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Finally, in teams students presented the lyrics of the song they created. The objective of this activity was that students were able to create the lyrics of a song using body parts and adjectives in order that students applied their previous knowledge structuring sentences and using the body parts they saw in the previous classes. The objective of this activity was reached, it was seen because 6 of 7 teams participated, they used the vocabulary they saw in the previous classes, also they created sentences in order to get the lyrics of the song. Although the majority of students participated, some students need to reinforce the vocabulary and grammar, because they were not able to say more than two sentences. Through the attitude of students I noticed that students felt comfortable while they were participating. According to students comments which were “We have the lyrics ready teacher, we want to participate” it reflected a positive attitude by students. Scrivener (2011) mentions that:

One of the best ways for you to help learners activate this knowledge is to put them in ‘safe’ situations in class where they are inspired and encouraged to try using language from their ‘store’. These would not mainly be activities that teach ‘new’ language; rather they would allow learners to try out language that they already understand and have ‘learned’, but not yet made part of their active personal repertoire (p. 148).

Through the development of this activity was taken into account that students used the vocabulary they had seen in the previous class for the purpose of students felt comfortable using the vocabulary they already knew. According to the teacher experience was noticed that is difficult provide students’ participation when they knew new words, for this reason was considered practice the vocabulary in previous classes as in the way to provide students’ participation.

In this lesson plan is explained how the class was planned and what changes were applied according to the different circumstances faced. (**APPENDIX M: Lesson Plan**)

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **2.2.2 Session 2: Likes and dislikes class analysis**

On Monday, March 09<sup>th</sup>, 2020 was carried out the class whose had the title of “Likes and dislikes”. The class was carried out with 1<sup>o</sup>E its had as purpose that at the end of the class students should be able to exchange likes and dislikes through questions (**APPENDIX N: Find Someone Who?**). In the subsequent paragraphs it is going to be explained how worked the activities in the different stages of the class and how students reacted.

This class was developed through a P.P.P methodology as the class mentioned before, taking into consideration students’ English level.

#### **Warm up activity: Hangman**

The warm-up executed was playing hangman. This game had as objective that students guessed the words with the intention of they practiced the vocabulary seen in the previous classes.

The activity was developed in the succeeding way: The teacher drew to the hangman on the board, so students started to try to guess the word using as guide two letters that were written on the board. The objective of this activity was that, students practiced previous vocabulary presented in the last lessons; said objective was not reached, it was seen because students did not remember the vocabulary seen in the previous class. The major problem reflected was that some students did not communicate using English language; just few students were participating in English.

It is important to look for strategies to provide the use of a foreign language to students. The activity could be applied differently if students got into small groups and each group said the word that they thought it was in order the whole group participated and communicated using English language. Also the teacher could wrote key words on the

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

board to students practiced those vocabulary. “The game element helps focus attention, and students may find that it adds something exciting and humorous to a more serious discussion topic” (Scrivener, 2011. P.56). According to students’ attitude reflected, I realize that games engage students’ attention, but it is important that it be used as an opportunity to provide students’ participation through the use of a foreign language.

### **Presentation stage: Listen to the song**

Like it was mentioned the presentation stage has as purpose of introducing the topic and that students recognize a topic and purpose. This stage is going to be divided into three parts in the same way that the previous class explained before: **Pre-listening, while-listening and post-listening.**

#### *Pre-listening*

Like it was mentioned before, the objective of this stage was to present students vocabulary in consideration of students recognized the topic seen in class. This stage was worked in the subsequent way: the teacher asked students questions related with the song using likes and dislikes, students did not answer in English.

Teacher: Do you like broccoli?

Students: No/ Si

Teacher: Do you like Ice cream?

Students: si

It reflected that students understood the questions asked, but they did not identify how to answer those questions. The purpose of this activity was that students identified the vocabulary in spite of be familiarized with those words. The objective of this activity was reached because they identified the likes, dislikes and food which were added on the questions asked.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### While-listening

As it was said while-listening activities have as purpose to ask students to activities in order to identify if students comprehended the listening. This activity was carried out in the following way: the teacher played a song about likes and dislikes and also it included some food, the food mentioned in the song are the following: broccoli, ice cream, popcorn, pizza, banana and juice. The song was structured in question and answer form, through the song students could identify how the structure of questions is formed and also they could identify the structure of the answers. During the song was played students were writing in their notebooks the likes and dislikes they heard in the song, it was not a complicated task for them, it was seen because of the comments that the teacher trainee heard “it was easy, the song just say like and I don’t like”. The purpose of this activity was that students identified the likes, dislikes and the structure of questions and answers; the objective of this activity was reached, because like was said before students recognized likes and dislikes in the song, regarding the structure of questions and answers it was reflected they identified how answer a question, because they were singing that specific part “Yes, I do”.

### Post-listening.

As was said this stage has the purpose of identifying if students comprehended the vocabulary presented in the listening. In this stage the activity applied was that students had to say the likes and dislikes that they found in the text to identify if they comprehended, but as it was mentioned it was not difficult for them, so the purpose of this activity was reached by students.

### **Practice stage: Sentences**

During practice stage is essential to provide the use of activities that promote opportunities to practice the use of the language and familiarize students with the use of it. This stage was worked on the following way: it was planned that the teacher should give to students some pictures in order they structured sentences using as guide the pictures, but it

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

was adapted that students structured their own sentences in contemplation of identifying if students were able to remember the vocabulary seen and to practice the structure of sentences that was explained in the previous classes. The purpose of the activity was the same although it was adapted, it was that students expressed likes and dislikes through sentences. It was not reached, it was seen because most of the students still mixing “like/likes” with the wrong pronouns. It reflected that students have to practice more in order they can identify the difference between like and likes, for this reason was used **Metalinguistic feedback**, it consists that teacher asks a question related to the form the student uses, without explicit correction.

### **Production stage: Find someone who?**

In production stage students were going to produce activities through the use of English. In this stage students discussed some questions that were wrote on the board. First, the teacher wrote the questions that students had to ask to their partners, after that the teacher explained to students that they were going to play a game called “find someone who”, the teacher told students that they were going to stand up and looked for the person that presented those aspects, but before they started to ask their partners the teacher clarified that they had to ask and answer in English, so the teacher asked students “Do you remember how were asked the questions in the song?” and one of the students answered “Do you like?” so the teacher answered that it was correct, after that the teacher asked “Now, do you remember how did they answered in the song?” and the whole group answered “Yes, I do”, the teacher answered that it was correct, just in case it was negative it was going to be “No, I don’t”. Finally students stood up and they asked those questions to their classmates, the teacher was walking around the places of students and they were communicating through the use of English. The results achieved reflected that students reached the general objective of the class which was that students should be able to exchange opinions using likes and dislikes.

Finally, as wrap up students wrote in their notebooks the words they saw in the class.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

In this lesson plan is explained how worked the activities and the challenges faced (**APPENDIX P: Lesson Plan 2**).

### **Provisional answer and conclusion**

In the following paragraphs I will compare the results obtained in both classes in the different stages implemented.

The warm-up applied in the first class had as purpose that students remember the names of body parts through some flashcards that were showed. Regarding the warm-up applied in the second class had as purpose to introducing vocabulary through a game called “hangman”. As it was said the objective of the first warm-up was reached, in comparison with the purpose established in the second class warm-up. According to what I observed I realized that the first activity had success as students practiced the vocabulary before, whereas the second warm-up the vocabulary was presented just one last class before, so students’ did not have practice enough to remembered the vocabulary we saw on the previous class. This reflected how important it is that students review and practice the vocabulary.

In presentation stage both classes were divided into three parts: **Pre-Listening, While-Listening and Post-Listening**.

During the part of **Pre-Listening** in the first class analyzed had as purpose that students recognized the vocabulary seen in the previous classes completing a wordsearch. Regarding the second class **Pre-Listening** activity the teacher asked directly some questions related to the song. Both objectives were achieved, but according to what I observed, I conclude that the second warm-up helped me to identify if students comprehended the vocabulary presented in the listening. It reflected the importance of the interaction between teacher and student as in this way I noticed if students recognized the vocabulary.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

The next part was **While-Listening**, in the first class students danced and sang a song with the teacher, in comparison the second class that they wrote in their notebooks the likes and dislikes they found in the text. Both activities had as purpose that students recognized the vocabulary presented before, both activities achieved their respective goals, but I consider the first one worked better according to students' reaction, because their participation was active and it was noticed that they recognized body parts.

The third part was **Post-Listening**, in the first class students matched some words according to the audio with the purpose of the teacher identifying if students comprehended the vocabulary presented in the recording. Regarding the second class students said the likes and dislikes they found in the audio. According to what I experienced, I realized that the activity which worked better was the first one, because according to the comments I heard students were singing a part of the song in order they could complete the worksheet. In comparison to the second class just some students participated.

In practice stage, in the first class students created a small lyrics of a song body parts it had as purpose that students practiced the vocabulary they already knew. Regarding the second class students structured sentences using likes and dislikes. The objective objective of both activities were that students practiced the vocabulary presented, the practice goal of the first class was reached because students used the vocabulary presented, but the communication was carried out in Spanish, whereas the second class students did not achieve the purpose established, because they were confused about how to use like/ likes. It reflected that it is important to provide the use of the language because in this stage they have to start practicing the use of English.

In production stage, in the first class students presented the lyrics of the song they created with the purpose of they showed to their classmates the small lyrics they made. In the second class they played a game called “Find someone who?” its had as purpose that students exchanged likes and dislikes through questions. Both goals were achieved and according to what I observed both activities promote students' participation.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Regarding to wrap-up activities the first one was not carried out due to the lack of time and the second one students reviewed the vocabulary seen in the class. It is important to organize the time established to conclude the class accomplishing all the stages.

To conclude, through this comparison I realized that the stage where students communicate using English language is production stage. According to what I observed and the results reflected the use of the language is notorious in production stage and most of the students participate. Also I identified that the stage where students did not use the language is practice stage.

### **2.3 Question number three: How is the Impact of using songs in the student’s communicative process ?**

The aspects that contributed to the communicative process were applied intended to provide students to give opinions about personal perspectives; in the classes that took place on Monday, February 24<sup>th</sup>, 2020 and on Monday March 09<sup>th</sup>, 2020, which the first one had as objective that by the end of the lesson students were able to create a small lyrics of a song using body parts and adjectives. In addition, the purpose of the second class was that students were able to exchange likes and dislikes through questions. There were aspects that were taken into account to be evaluated, as those aspects were considered important to carry out the students’ communicative process. These aspects were participation, vocabulary and grammar. Additionally, the activities proposed were intended to promote students’ interaction through the use of speaking, for this reason in the under paragraphs was included interaction. The ponderation that was treated for students’ evaluation was the following.

40% Work in class = 25 works

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

30% Participation = 15 Participations

30% Final Project = it was divided into 2 projects, each project had as value 1.5%

Comparing the results obtained at the first period of evaluation, the results showed that 6 students failed during this period of evaluation, in comparison of the second period of evaluation there were 4 students who failed in this period. (**APPENDIX O: Checklist Grades**)

### 2.3.1 Participation

Participation was an important point which was taken into account with the purpose of all students were able to transmit their ideas and received the information that their classmates gave them. As well as, it was intended to promote students' speaking in order to they were able to practice through their participations.

The participation was evaluated taking into consideration the following points:

Ur (2012) establishes that some characteristics of a successful speaking activity are:

**Participation:** Personally, participation is considered by me the initiative of students to give opinions and exchange information and ideas. Therefore the activity should be carried out by the teacher, that provided the use of speaking and students' participation. I contemplated use of songs as help to provide students' participation unconsciously in order they interacted with their partners. It was through small groups of discussion “The game element helps focus attention, and students may find that it adds something exciting and humorous to a more serious discussion topic” (Scrivener, 2011, p. 56). Participation is one of the aspects taken into consideration to evaluated the process of learning of students. It was evaluated in the following way. The checklist (**APPENDIX P: First Grade Checklist**) was divided into three levels. The third level and the lowest level consisted if student was not able to complete a sentence or was not able to complete a

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

sentence, concerning the body parts class there were 5 students that were in this level and during the likes and dislikes class just two students were in this level. Regarding the second level which is the intermediate referred to if students were able to structure a sentence; the results of the body parts class reflected that 5 students were in this level and in likes and dislikes class were 12 students who were in this level. The first level and the highest considered if students were able to structure two or more sentences, in body parts class there were 19 students who belonged to this level and in likes and dislikes class 15 students were in this level. It was an important point considered, because students were improving the use of English practicing through participation. (**APPENDIX R: Results Comparison**)

### 2.3.2 Speaking sub skills

**Vocabulary:** Vocabulary was an important factor which was considered to contribute in the communicative process, as it was important that students had enough vocabulary to transmit their ideas using the correct words.

It consists in having the right words to communicate a message. Vocabulary was an essential point calculated, because it was important that students learn new vocabulary to communicate in a foreign language. “If students want to express themselves in speaking or writing, they need to know how to perform these functions – in other words, how to use grammar and vocabulary to express certain meanings/purpose” (Harmer, 2008, p. 48). As Harmer mentions and related to my previous experience working with the group, the teaching of vocabulary was developed trying to review each class the vocabulary seen previously, it was reviewed during Warm-up and Wrap-up stages intended to give students the correct word to enable them to transmit a message. Vocabulary was evaluated through the same checklist (**APPENDIX P: First Grade Checklist**) and it was also divided into three levels. The third level and the lowest level referred to if students were not able to remember, the results showed that in body parts class five students were in this level and during likes and dislikes class two of the students were in this level. The second and intermediate level considered that if students were able to use 3 words seen in the previous

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

classes, the results reflected that 7 students were in this level and throughout likes and dislikes class 12 students were in this level. The First and highest level took into consideration if students used 5 or more words seen in the previous classes, regarding body parts class 17 students were in this level and in likes and dislike class 15 students were in this level. It was important students recognized and remembered the vocabulary in order to communicated with their classmates (**APPENDIX R: Results Comparison**).

**Grammar:** Grammar was an aspect that had a big impact through its contribution, because throughout the use of grammar students were able to structure correctly the messages that were transmitted and were clear with the purpose of the person who received the information was able to understand it.

It is important that students dominated the tenses to transmitted a message successfully. Grammar is essential for students to transmit messages clearly and they are able to identify the structure of the language. “The teacher can explain grammar; they can study language evidence to discover grammar for themselves” (Harmer, 1997. P. 25). Everytime that was introduced a new topic, was asked that students structured sentences, but before was introduced examples to students identified the grammar structure of the sentence. Grammar was evaluated through the same checklist (**APPENDIX P: First Grade Checklist**) it was also divided into three levels. The third and lowest level referred if the sentence was unclear, concerning body parts songs 5 students were in this level, whereas likes and dislikes class two of students were in this level. The second and intermediate level considered if the sentence was weak and a little unclear, the results reflected that in body parts class 7 students were in this level, in comparison to likes and dislikes class three students were in this level. The first and highest level consisted if the sentence was clear and had coherence. The results showed that in body parts class 17 students were in this level 24 students were in this level. It was important that students structured correctly their sentences in order to communicated a message successfully. (**APPENDIX R: Comparison Results**)

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### 2.3.3 Interaction

The following aspect that contributed to the communicative process was the interaction as it was important to reflected on how students were interacting through the use of a foreign language. It was an important aspect, because through the interaction was promoted the use of speaking and it allowed students to exchanged their ideas and received the ideas that their classmates shared to them in order to the messages were clear and the ideas were received clearly, in this way accomplishing the communicative process.

**Interaction:** It was important that students exchanged ideas, opinions and provided collaborative work in order to they were able to get an idea and they practiced the use of the language through the interaction.

Scrivener (2011) establishes some ideas to provide S-S interaction, some of them are the following:

Encourage a friendly, relaxed learning environment. If there is a trusting, positive supportive rapport amongst the learners and between learners and you, then there is a much better chance of useful interaction happening.

Ask questions rather than give explanations.

Increase opportunities for STT (Student Talking Time).

Use gestures to replace unnecessary teacher talk.

Allow students to finish their own sentences.

Make use of pairs and small groups to maximize opportunities for students to speak. (p.86).

The aspects mentioned before as participation, vocabulary and grammar have the same purpose of provide interaction between students to communicate a message successfully. During the class it was observed that at the moment students interacted was in practice and production stage, but it was realized that in the stage where students interacted using foreign language was in production stage although during practice stage the interaction carried out was in Spanish.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### **2.3.4 Provisional answer and conclusion**

In conclusion, the results of the checklist allowed me to identify if students progressed in the different aspects that contributed in the communicative process, as well as it reflected that was necessary that students practiced the use of language. It showed that two students kept in the same level, according to what my head teacher Carolina Calderón Salazar and the first grade prefect commented me that those students did not work in the rest of the classes. While some students were improving in those areas evaluated, as it was mentioned before the practice of use of language is important because the results reflected that students improved in those aspects mentioned in the last classes.

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

# CONCLUSIONS

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

### Conclusions

Through the results obtained I noticed that students were not familiarized with the use of speaking skills in a foreign language. The lack of interaction through the use of English language was evident in the classroom, students did not feel enough confident and they were afraid to made mistakes, but it was important to keep practicing the use of speaking activities. As my purpose was for students to develop their speaking skills in order to be able to transmit a short message improving the level that they presented in their results obtained. For this reason activities were applied that involved students' interaction intended to exchanged ideas and points of view. The aspects which were evaluated to obtain the results reflected was participation, vocabulary and grammar. Participation was an important point taken into consideration, because it was considered essential that all students interacted with their classmates transmitting their ideas and understanding the information that their classmates exchanged, in the first class analyzed was seen that five students did not participate.

Whereas the second class it was noticed that just two students did not participate, in the first class was asked to students why did they had not participated. Then they answered that it was because they had not been in the previous class, whereas that the two students who did not participate in the second class was due to according to their comments they did not want to participate. The following aspect was vocabulary, because it was relevant that students had the correct words to transmit their ideas, during the first class was seen that five students did not remember the words that were seen in the previous classes. Regarding the second class two students did not remembered the words that was seen in the previous classes, it reflected that students required more practice to provide the adequate vocabulary. Finally, was evaluated grammar in order to students structured correctly the sentences and their messages were transmitted clearly, throughout the first class was notorious that 5 students were not able to structure clear sentences, instead of the second class there were two students who did not structured clear sentences. Those aspects had a big impact in students communicative progress, because it consisted of a process that it required to be followed, in order to students were able to accomplish the goals that were established.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Those results were registered through the use of a checklist, which was adapted taking into account those aspects, according the classes were advanced it was registered students' progress.

The personal reason why was chosen the name and the approach was selected, was because it was intended to promote students speaking skills using as a detonator a tool that they already known and enjoyed, for that reason the use of song to promote the oral communication inside the classroom was implemented.

Regarding the academic purpose, according to “aprendizajes clave” students' graduating profile establishes that it is essential that students to describe experiences, events, aspirations and opinions in the English language, besides it is important to provide students initiative and the collaborative work furnish students to recognize, respect and appreciate diversified capabilities and views to work collaboratively. Consequently activities that furthered the collaborative work, with the intention of students interacted were applied.

According to what plans and programs said, throughout the development of this essay I reflected on the importance of adapting the classes according to students needs and interests, as well as the communication between teacher and student inside the classroom is an important factor that influenced in students' attitude. During this school year the importance that the lessons were planned thinking about students needed to reinforce were shown.

Through the diagnostic exam, information was obtained which helped to identified in which level were students, but until my first period of practice was realized that the activities that were planned for them were not according to the level of students. Therefore, the activities were adapted to the level of students and to their interests, also according to their reactions was observed that they enjoyed when they worked with visual aids. I started to implemented visual aids in my activities, because my head teacher Carolina Calderon Salazar suggested me that it helped to students to catch their attention, for this reason the activities were applied with cartoon characters that were interesting for them. The use of

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

speaking skills were involved asking to students that they described the pictures using adjectives that they practices during the scholar year.

The first question analyzed had as purpose to identified if the objective of each activity worked in the different stages of the class. Through this question I noticed that the presentation helped that the example and the introduction of the topic to be clear for students. During this stage it is important for the vocabulary to be presented, because students are going to work the whole class with this vocabulary. It was reflected that in this stage students only recognized the vocabulary they were going to work with, besides they just repeat the vocabulary that was presented.

In practice stage students were involved with the use of the language, it was perceived through the results obtained that it was the stage where students did not used as much as possible the language. I identified that they did not interact with their classmates using a foreign language, they were communicating their ideas in Spanish. In addition to the results obtained showed that production stage was the phase where students used more English and were most exposed to the use of language identifying if they were able to transmit short clear ideas.

The second question reflected was intended to analyze what were the aspects that impacted in the communicative process, it was reflected that vocabulary had a big impact in the communicative process because it helped to students to transmit their ideas. the grammar helped to transmit a clear message and interaction was another factor that had impact in the communicative process as students avoid to carried out interaction with their classmates using English language.

Through this school year I had an experience that helped me to develop different points of view, as well as to think about what students needed instead of thinking what I wanted to accomplish. Throughout the development of this essay and my practice experience I noticed that students need to reinforce their practice with the language, the activities need to be adapted to them.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

One of the points highlighted inside the graduating profile as future teacher mention that:

The capacity for organize and develop the teaching work of a foreign language with middle school students of distinct grades and groups. The experience of observation and teaching practice that carried out the teacher trainees during the initial training will be provided the necessary elements to know the real conditions in which they will develop their work as future teachers. (SEP, 2000, p.11)

One of the aspects that were considered favorable according to the graduating profile was the observation, because through observation was realized students' needs and the differents skills they needed to reinforce.

As the graduating profile pointed out, the experience of my observation and teaching practice guided me to reflect about the activities that benefited the learning of students. Through the observation carried out I noticed that the activities were complexed for students, then I analyzed that I had to adapted the activities according to students' level and their interests. According to my teaching practice experience I reflected how the activities adapted provided students to to increase the vocabulary in a foreign language. For this reason were used visual aids that helped to first grade to identified the vocabulary introduced.

It was a meaningful investigation as it was intended to promote students' communicative skills through the use of the implementation of songs in order to it was interesting for students and they were encouraged at the moment they participated.

There were 3 questions that arose at the final of this essay, which could not be answered due to the pedagogical essay was concluded, Although it is expected that in the future said questions have their answers. The first question that arose in the conclusion of this pedagogical essay was:

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

What could I do with students that did not participate?

Like was mentioned before there were two students that did not participate in the classes, then it was important that they were involved in the classes, the second question arises was:

How could I provide the use of speaking during practice stage?

Throughout the comparison of the two classes analyzed, it was seen that students did not use the language during practice stage.

Finally the third question which was:

Which was the most difficult part for students during the exposure of the language?

It was considered important to be asked for students for identify what strategies had to be improved.

The teachers in a foreign language graduating profile, establishes that:

The didactic competence to select, design and apply strategies and teaching resources that contribute to the development of the communication skills in adolescents, as well as, to organize the work in the group and attend the difficulties or specific needs that manifested some students in the learning process of a foreign language. The teacher trainees required to learn the teaching forms that provide the reading comprehension, listening comprehension oral expression and writing, according to the purposes of the middle school education(SEP, 2000, p.11).

To conclude, this process of investigation helped me through my professional formation, as through this school year, I have learned the importance of adapted the activities according to the needs that students manifested during the application of the activities.

## “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Starting the school year my purpose was to promote students' speaking skills, I have not thought about a tool that helped me to provide the use of their communicative skills. When I started to work with students, I realized that the group worked in a good way, but the tasks applied were not adapted to students' level and interests, so I realized that was meaningful to look for strategies that promoted the interaction between students, as well as it was important to provide students' learning process using their interests. When I realized that I thought about students in the decisions taken, I noticed that I grew up professionally.

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

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“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
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“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

# APPENDICES

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

**APPENDIX A: School location**



The middle school where was carried out the practice period 2019-2020 was Dionisio Zavala Almendarez, it was observed that near of the school are an oxxo, a bus stop and many stationaries.

Source: Tenorio. E. (2018). *Incorporating Stimulus Material in an EFL Multi-sensory 2nd Grade Class of Middle school*. México. San Luis Potosí.

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

**APPENDIX B: Teacher’s survey**

TUTOR QUESTIONNAIRE

NAME: Carolina Calderón Salazar SCHOOL: Dionisio Zavala Almerdarez

- What is the main aim of the English program?  
The main aim is ~~to~~ provide students communication in English language.
- What type of material do you use in your classes? Who selects them?  
Most of the time I believe that I am getting better results if I use visual materials that I select for students
- What other resources are available in your school?  
Books, magazines, electronic resources.

This interview was carried out intended that was noticed how the head teacher usually worked with students, what kind of methodologies, materials and resources used.

Source: Adapted from: ICELT

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

**Appendix C: First grade diagnostic exam**

 Cambridge Assessment English			
Centre Number		Candidate Number	

**Pre A1 Starters**  
Reading and Writing

There are 25 questions.  
You have 20 minutes.  
You will need a pen or pencil.

My name is: .....

Pre A1 Starters Reading

Through the employment of this diagnostic exam was expected that were identified in which level belonged, as well as its purpose was to recognized what were their weakness and strengths that studentes needed to reinforced.

Source:<https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Appendix D: Reading comprehension part one

Pre A1 Starters Reading and Writing

**Part 1**  
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.  
There are two examples.

**Examples**

 These are grapes.

 This is a house.

**Questions**

1  This is a helicopter.

2  This is a clock.

3  These are shells.

4  This is a sock.

5  These are chairs.

Pre A1 Starters Reading and Writing

Pre A1 Starters 17

The purpose of this part of exam was to identify if students were able to recognize the correct and wrong answers.

Source: <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>



“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

Appendix F: Writing part one

**Part 3**  
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

**Example**

	<u>s</u> <u>n</u> <u>a</u> <u>k</u> <u>e</u>	
---	--	---

**Questions**

1 	-----	
2 	-----	
3 	-----	
4 	-----	
5 	-----	

Pre A1 Starters Reading and Writing

This activity was intended to identify if we were able to recognize how to write correctly the word.

Source: <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

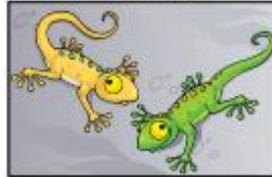
Appendix G: Writing part two

At Starters: Reading and Writing

**Part 4**  
- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

**Lizards**



Lots of lizards are very small ..... animals ..... but some are really big.  
Many lizards are green, grey or yellow. Some like eating (1) ..... and some like eating fruit.  
A lizard can run on its four (2) ..... and it has a long (3) ..... at the end of its body.  
Many lizards live in (4) ..... but, at the beach, you can find some lizards on the (5) ..... Lizards love sleeping in the sun!

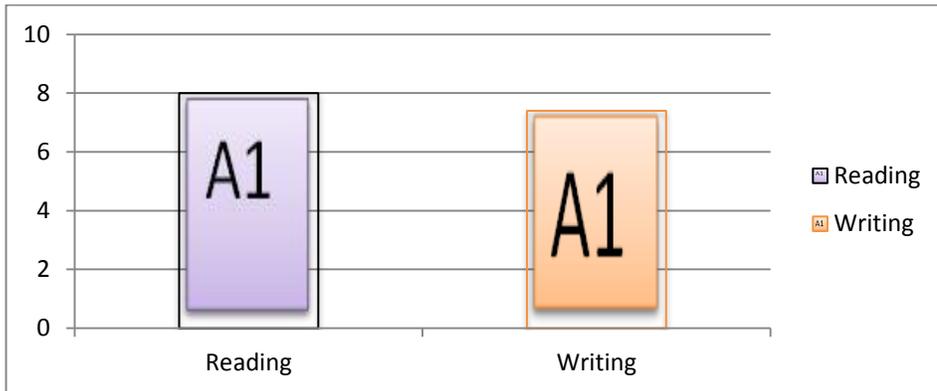
Example			
animals	tail	balloon	trees
legs	spiders	teacher	sand

This activity had as purpose to recognized if students were able to give a sequence to a text.

Source:<https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## Appendix H: First Grade group “E” results

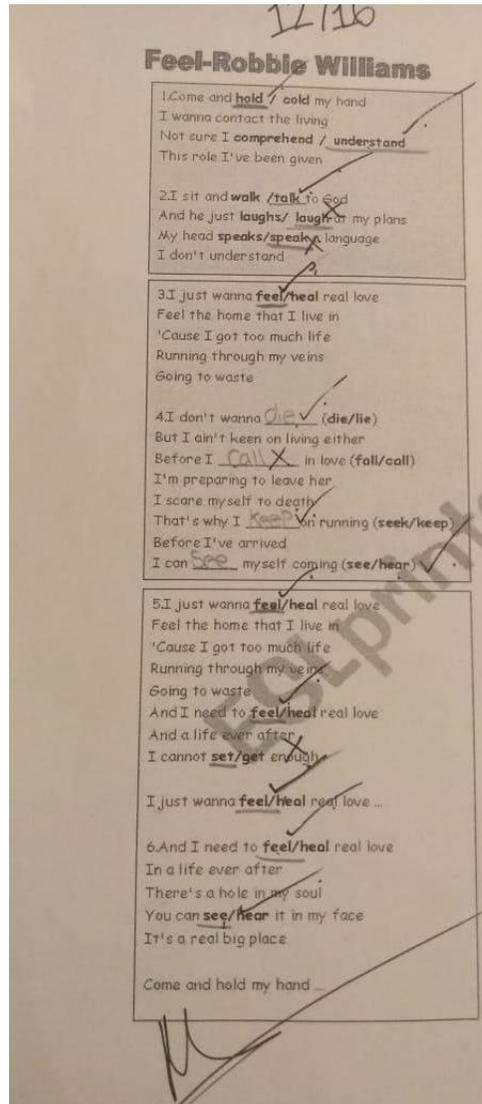


The results showed that from the three groups that I worked with, first grade group “E” had a higher level, for this reason were selected as my group of study. Although they obtained good results, it was considered that students had to practice more reading comprehension and writing activities to elevate their level.

Source: Created by Maribel Hernandez Niño.

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

Appendix I: Listening activity



The purpose of this activity was to identify if students were able to recognize the vocabulary that was presented in the song.

Source: [https://www.eslprintables.com/worksheets\\_with\\_songs/grammar\\_songs/present\\_simple\\_songs/Song\\_to\\_work\\_simple\\_present\\_of\\_573684/](https://www.eslprintables.com/worksheets_with_songs/grammar_songs/present_simple_songs/Song_to_work_simple_present_of_573684/)

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

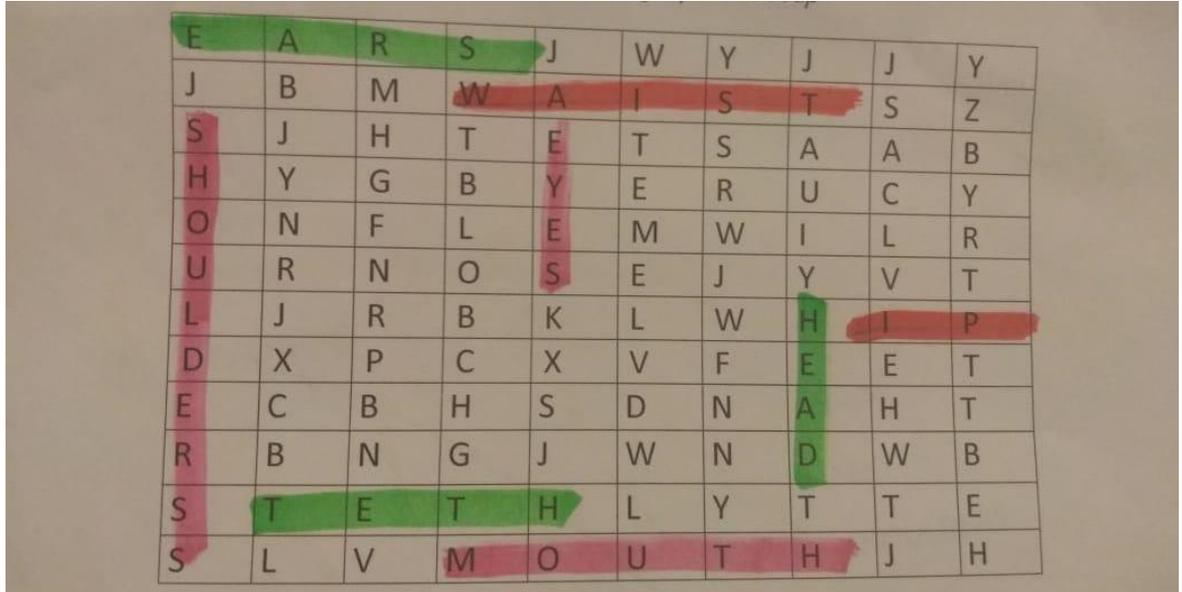
## Appendix J: Speaking activity



This activity had as purpose to identified if students were able to transmit a message using the vocabulary presented in the previous classes and if they were able to structured their sentences correctly using future simple.

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AN EFL FIRST GRADE SECONDARY GROUP”

**Appendix K: Body parts wordsearch**

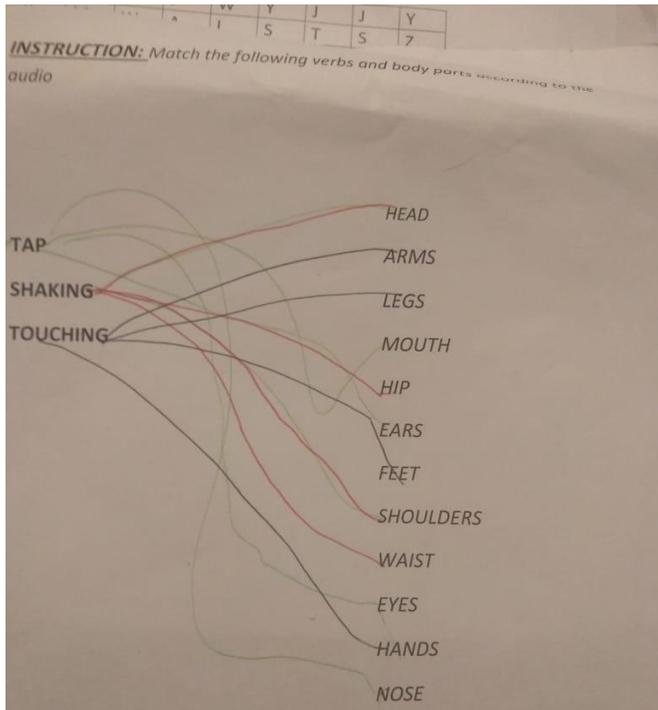


This activity was intended to introduce the vocabulary that was seen in the class and which was involved in the song presented.

Source: Created by: Maribel Hernandez Niño

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## Appendix L: Matching words



This activity had as purpose to identified if students recognized the vocabulary that was presented in the song.

Source: Created by: Maribel Hernandez Niño

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## Appendix M: Lesson plan

Interaction(s)		
Warm up (5 minutes) T-S/S-S	Engage students attention	Teacher is going to show some body parts pictures and students are going to say the body part.
Presentation (10 minutes) T-S	Recognize topic and purpose.	<p><b>Pre-listening</b> Students are going to complete an alphabet soup (body parts) <b>Appendix 1</b></p> <p><b>While-listening</b> Students are going to write the body parts they <b>listened</b> in the song.</p> <p><b>Post-listening</b> Students are going to match some verbs and some body parts pictures according to the audio. <b>Appendix 2</b></p>
Practice (15 minutes) T-S	Students identify body parts	<ul style="list-style-type: none"> <li>In teams students are going to create small lyrics of a song using body parts and adjectives.</li> </ul>
Production (15 minutes) T-S/S-S	Students create a song using body parts and adjectives.	<ul style="list-style-type: none"> <li>Students are going to go in front of the group and they are going to share the song with their partners.</li> </ul>
Wrap up (5 minutes) T-S/S-S	The student remembers	The students are going to say 5 words they learned.

Students remembered the name of the body parts through

- Alphabet soup (Appendix 1)
  - Worksheet (Appendix 2)
- <https://www.youtube.com/watch?v=AlKXoHvwluA>

Students found vocabulary quickly.

It was adapted and instead students matches pictures, it was decided that students matched words, with the purpose of identifying if students recognized the vocabulary in

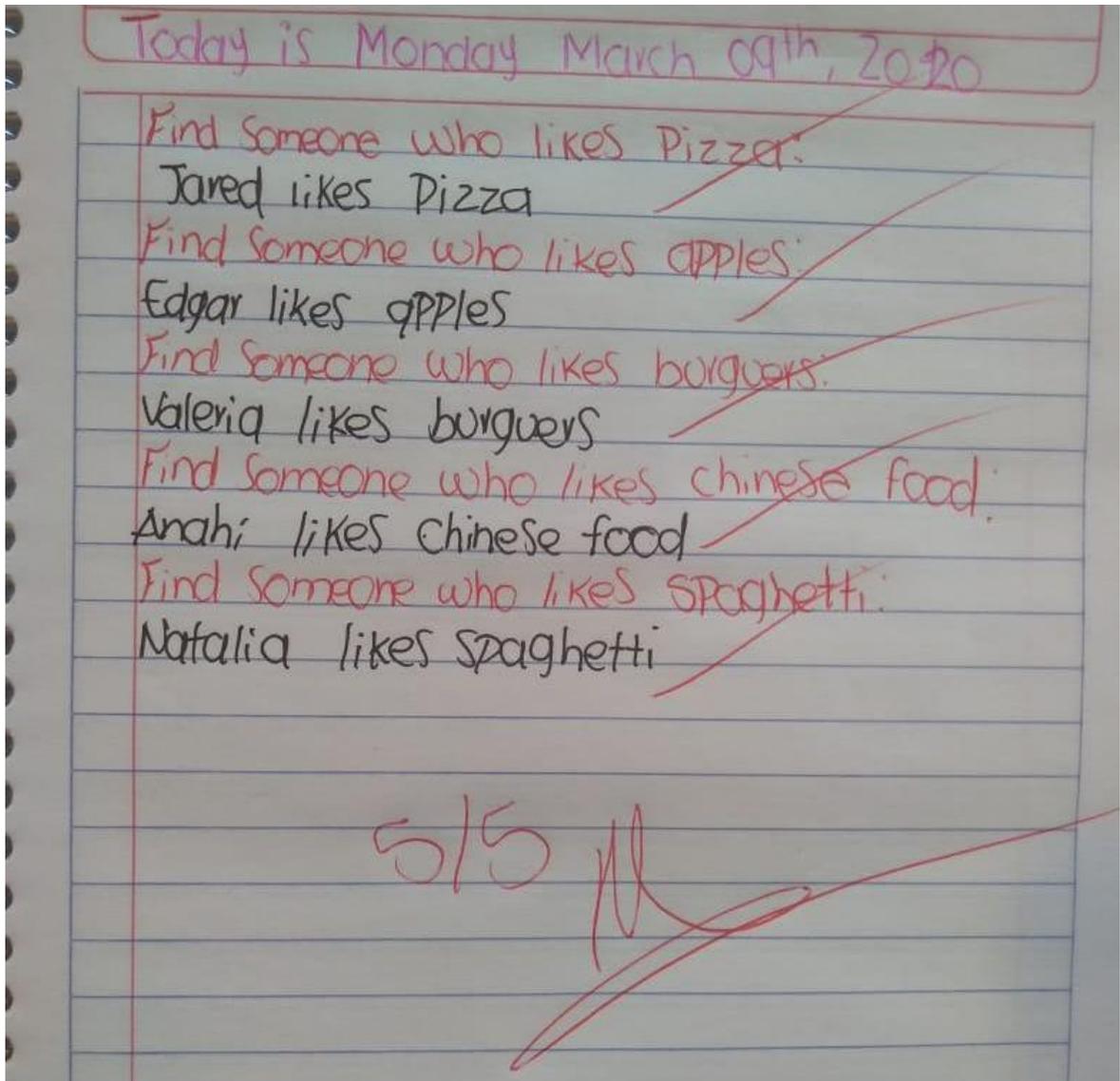
6 of seven teams participated using the previous vocabulary.

Students used the vocabulary seen in the previous class, but the communication was carried out in Spanish.

This activity was not carried out because of the lack of time and it was important to organize the time established and instead of review vocabulary, it could be applied differently if students received

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

**Appendix N: Find someone who?**



This activity had as purpose that students asked their classmates intended to they practiced the use of speaking skills and that they interacted with their classmates. Also it worked to identified if students structured their sentences correctly.

Source: Questions created by: Maribel Hernandez Niño.

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”

**APPENDIX O: Checklist grades**

NOMBRE DEL ALUMNO		CONTROL ASISTENCIA			
1					
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50					

“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

No.	NOMBRE DEL ALUMNO	CONTROL ASISTENCIA											
1	[REDACTED]	20%										1	5
2	[REDACTED]	20%										2	5
3	[REDACTED]	20%										3	5
4	[REDACTED]	20%										2	5
5	[REDACTED]	0%										2	7
6	[REDACTED]	0%										2	7
7	[REDACTED]	0%										2	7
8	[REDACTED]	0%										2	5
9	[REDACTED]	0%										3	0
10	[REDACTED]	20%										4	0
11	[REDACTED]	20%										2	5
12	[REDACTED]	0%										2	7
13	[REDACTED]	0%										0	7
14	[REDACTED]	20%										4	0
15	[REDACTED]	0%										3	0
16	[REDACTED]	0%										1	0
17	[REDACTED]	0%										2	7
18	[REDACTED]	0%										4	0
19	[REDACTED]	0%										2	0
20	[REDACTED]	0%										4	0
21	[REDACTED]	0%										2	0
22	[REDACTED]	0%										4	0
23	[REDACTED]	0%										3	2
24	[REDACTED]	20%										2	3
25	[REDACTED]	20%										3	2
26	[REDACTED]	20%										2	0
27	[REDACTED]	0%										2	7
28	[REDACTED]	0%										2	7
29	[REDACTED]	20%										3	2
30	[REDACTED]	20%										3	2

- 40% work in class
- 30% Participation
- 30% Final Project

an questions  
 parts matching  
 tions (superhero)  
 e way you are wor  
 tions  
 or false  
 body Parts questions  
 pet soap  
 ing  
 s body parts  
 Parts Superhero  
 you worksheet  
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**“ORAL COMMUNICATION THROUGH THE USE OF SONGS IN  
AN EFL FIRST GRADE SECONDARY GROUP”**

**Appendix P: First grade group “E” checklist.**

Student's name	Participation			Vocabulary			Grammar		
	Student is able to structure 2 or more sentence	Student is able to structure 1 sentence	Student is not able to complete a sentence	Student uses 5 or more words seen on the previous classes	Student uses 3 words seen on the previous classes	Student does not remember words seen.	The sentence is clear and has coherence	The sentence is weak and a little unclear.	The sentence is unclear.
Alcantar Jiménez Jheriel Antonio									
Álvarez Ortiz Mauricio									
Ávila Amaya Jorge Edgar									
Cazares Téllez Paola Michelle									
Cruz Ramos Erick Jared									
Galarza García Ángel Joaquín									
Galicia Torres Andree									
García Morales Valeria									
García									

This checklist was used to identify the advance and progress that students had, analyzing if there was an improvement and what students needed to be reinforced.

Source: created by Maribel Hernandez Niño.

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## Appendix Q: Lesson plan 2

Students practiced with the  
vocabulary

This activity worked to  
catch students' attention.

Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Warm up (5 minutes) T-S/ S-S	Engage students attention	The teacher is going to ask what they saw the last class	
Presentation (10 minutes) T-S	Recognize topic and purpose.	<p><b>Pre-Listening</b> Brainstorm about the title of the song.</p> <p><b>While-Listening</b> Students are going to replace the underlined words by their opposites.</p> <p><b>Appendix 1</b> <b>Post-Listening</b> Students are going to answer true or false according to the listening.</p> <p><b>Appendix 2</b></p>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Song (Appendix 1)</li> <li>• Worksheet (Appendix 2)</li> </ul>
Practice (15 minutes) T-S	Students identify how use likes and dislikes	Students are going to fill gaps using likes and dislikes	<ul style="list-style-type: none"> <li>• Board</li> <li>• Notebooks</li> </ul>
Production (15 minutes) T-S/S-S	Students are going to exchange opinions about the song using likes and dislikes	<ul style="list-style-type: none"> <li>• Students are going to discuss some questions that the teacher is going to write on the board exchanging their opinions about the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Notebooks</li> </ul>
Wrap up (5 minutes) T-S/ S-S	The student remembers what saw in the lesson.	Students are going to write on the board 5 words they learned.	

Students identified the  
vocabulary seen in the class.

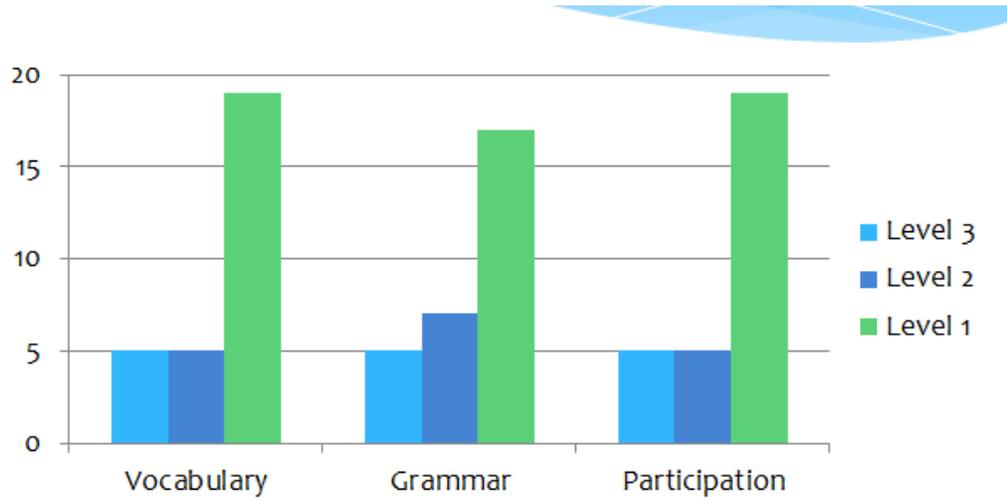
Through this activity  
was identified if students  
comprehended the text.

This activity was intended  
to students interact with their  
classmates.

# “ORAL COMMUNICATION THROUGH THE USE OF SONGS IN AN EFL FIRST GRADE SECONDARY GROUP”

## APPENDIX R: Comparison results

### Body parts class



### Likes and dislikes class

