

Lyrics and Songs to Improve English Oral Production in 6th and 7h Graders

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Mayo 2017



Abstract

This action research report is the result of a process in sixth and seventh grade in a public school which has as a main objective to engage students in the English class through the use song lyrics and thereby Improve English Oral Production. The material was designed according to the necessities and interest of students. This report also supports the importance of including students in the development of the classes and materials in order to motivate them.

Keywords: oral production, song lyrics, motivation

Degree requirement

This action research project is submitted as a requirement of the bachelor of education in Teaching Foreign Language (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellin, Colombia.

Acknowledgements

First I want to express my gratitude to my professors for the guidance during my process in the university, especially to my advisor Lina Londoño Metaute for constant help and support in this project, her suggestions made my work easier and proficient. Also I want to thank to my family, my close friends for the support in all the process during my career, despite of the difficulties.

Table of content

Preface..... 6

Context..... 7

Statement of the problem 10

Research question 12

General Objective 12

Specific objectives 12

Theoretical framework..... 13

Development of actions..... 20

Findings and interpretations..... 23

Conclusions..... 32

Reflection 33

References..... 34

Preface

Among the decisions that led I to choose this institution was its nearness with my home and the knowledge that I have about this and its population. This is an institution that always I have affections my life and I like to work with my community.

It was a enrich process full of many challenges, after a few observation weeks an when I was able to realize that in such different kind of environment form the one I was used in other places. I learned to answer to the challenges, contribute with my knowledge combined with my experience in this community and so I develop with efficacy all the process the language learning acquisition.

It was also a positive experience since learners had the ability to get surprised, motivates and thankful with all the material and activities planned for them,

Context

The “Institución Educativa San Juan Bosco” is a public school, which has its name because of the priest San Juan Bosco who founded the Salesians community. The school was founded in 1944 with the name Casa San Juan Bosco and, in 1947 it changed its name to Colegio San Juan Bosco. The Instituto Técnico Sor Teresa Valsé was founded in 1979 in order to give answers to the social environment needs. At that time, the institution was private and catholic, and it was subsidized by the parents and the Maria Auxiliadora Society. In 2002, the institution was formalized, then, the Instituto Técnico Sor Teresa Valsé disappeared and it was created the Institución Educativa San Juan Bosco. The institution has always been a female school.

The I.E San Juan Bosco has as its mission to educate the girls and young women from Medellin with a formative integral proposal which rests on the fundamentals of the preventive system, to guide them towards the conquest of a new female identity. The Institution San Juan Bosco has as its vision to advance towards its recognition in different contexts, in order to reach the constant improvement of its integral educational process, which is based on the preventive system. The quality policies of the I.E San Juan Bosco provide formation under the Salesians principles, strengthening the competences of the students according to the needs of their social and cultural environment. It is supported by the commitment of parents, teachers, and other sectors of the educational community and, from the Quality Management System; it allows the continuous improvement of the pedagogical processes.

The school is located at Campo Valdes neighborhood of Medellin city, Colombia. There are students from kindergarten to eleventh grade. The school has two shifts in the morning and the evening. There are three kindergarten groups, eleven elementary school groups and thirteen secondary school groups.

In the physical structure, the institution has a building divided into two parts; the first one has three floors that have many classrooms for the elementary school and the administrative offices. In the second part, there are two floors in which are located the secondary school classrooms, the English laboratory room, the systems room, and the science laboratory. In the middle of the school there are volleyball and a basketball fields where the girls practice physical education. In the other side, there are a church and a nuns' house. In the school, there are also two cafeterias, one auditorium, a library, and two bathrooms per floor. The school does not have green spaces, there is only a playground. All the classrooms have internet connection and a video beam.

The institution has two English teachers; they follow the plan proposed by the institution and the Ministry of Education.

The practicum student is doing his practicum with 7thA grade; the room is located in the first floor; it is a large classroom with forty old chairs organized in a traditional way (in lines looking at the board). There is a big board divided into two parts, one part is a white board to write with markers and the other part is a green board to write with chalks. There are two posters on the

board: one with the Father prayer and the other one with the Holy Mary prayer. Besides, at the left side of the classroom is the teacher's desk, it is a little disorganized. In the back part of the classroom there is a bookcase with a big bilingual dictionary and many old books. The room is very good illuminated because there is a big window that replaces the wall, the window does not have glasses and for this reason there is a lot of noise and the students can be distracted. In the classroom there is a poster with information about the Colombian bilingual program.

In this group, there are 38 girls who are between 11 and 13 years old. The majority of them live in neighborhoods near the institution: Campo Valdes, Aranjuez and Manrique and one little part of them lives in neighborhoods far from school: Villa Hermosa, Bello. Most of them belong to a medium-low socioeconomic level. One of the interests of the students is the music; their favorite group is Fifth Harmony. Many lessons are given with these band songs as material for learning. Other interests of the students are the sports and dancing. The group is a little noisy but it is very easy to manage. In this school, English is taught during just three hours per week.

The topics to be worked in the academic terms are: simple present, daily routine, preposition of place, adjectives, vocabulary (clothes and seasons), adjectives for feelings, cardinal and ordinal numbers, present progressive, time, and prepositions of time in-on-at.

The English teacher is different from the homeroom teacher. His name is Armando Diaz Cordoba; he has a degree in basic education with emphasis in humanities, and he has also a postgraduate degree in human development. He speaks three languages: Spanish, French and English, and he has a basic oral and written performance in English. The classes aim to be varied, sometimes he teaches with songs and other times with explanations on the board. He has been working as a teacher for 30 years, three of them at this institution.

Statement of the problem

During the second term of 2016 and first months of 2017, it was observed an English class in a public school in Medellin. It was identified an issue concerning students' oral production and the opportunity they were having to interact among them in the target language throughout the classes. Since this is mainly a conversational course, activities should be focused on promoting interaction and production in English. Regarding most educators' principles, English teachers should engage students in the usage of language to handle real situations in their daily lives. However, in this case students were not having real opportunities to develop communicative skills. Furthermore, classes are entirely teacher-centered that move round a similar set of facts. Finally, those lessons showed no linking to each other before the observation and research process began.

Firstly, activities planned for the class did not promote oral production among students. Instead, they were constantly tested on

understanding and identifying vocabulary. Classes were merely focused on directing students to learn through memorization and recitation techniques. Thereby, not developing their critical thinking, problem solving and decision-making skills. Actually, showing a big gap between what the institution and teacher beliefs are. Even if teacher states that students' characteristics are appropriate to foster oral participation, classes do not evidence any emphasis on nurturing students' oral competence.

Second, students do not interact with different aspects of the language since classes are structured alike. Although, there are enough supplies and appropriate facilities inside the school, the teacher limits the class to work only with the flashcards and a lot of talking from themselves. Teacher uses Spanish most of the time. Thus, classes move around the same set of activities in which the teacher is the center of a very controlled learning environment. Students are constantly tested on homework and workshops but rarely pushed to produce more words. Consequently, students are not using creativeness or imagination.

Therefore, if the teacher takes into account learners' interests as a significant part of the content in the curriculum, learners will have further opportunities to use English language to communicate ideas about themselves rather than giving a restricted answer to the teacher's questions.

In order to do so, it is suitable to propose a strategy based on the use of lyrics and songs that can be attractive for the learners and that better fit student's interests and needs giving the chance to students of interacting in a more

spontaneous way. That is to say, the contents, activities in the curriculum and girls interests will be connected along the course by means of a series of strategies that will be connected to each song or lyrics. Suggestions, ideas and preferences of the learners will always be taken into account so that their motivation improves and in that way they can be able to produce oral language.

Research question

To what extent does the use of songs and lyrics facilitate the development of oral production with a group of sixth and seventh graders in a public school in Medellin, Colombia?

General Objective

To enhance students' oral production in English through the use of songs and lyrics mediated through different strategies.

Specific objectives

- To identify the most appropriate strategies to mediate songs and lyrics and develop students' oral production in English.
- To apply the most appropriate strategies to mediate songs and lyrics and develop students' oral production in English.
- To identify the effectiveness of using songs and lyrics in teaching and learning English
- To select songs and activities that help students build up vocabulary according to interest.

Theoretical framework

For the theoretical framework in this research project, the following concepts will be presented:

- Oral production
- Using music
- Songs
- Young learners
- Lyrics

Oral production

There are numerous meanings of Oral Production. Hymes (1972) states oral skill as “the capacity to communicate effectively within a specific speech community that wants to achieve its purposes.” Similarly, Chastain (1998, pp. 330-358), defines that “speaking is a profitable ability, furthermore it includes numerous components. Maybe more than making those right sounds, picking the good expressions or getting the constructions grammatically right.”

According to Bygate (1998) speaking is “an ability which merits consideration to the extent that the education clinched alongside both local and remote dialects.” (As cited in Leon & Vega 2010)

According to Guerrero (2004), he speaks about of the problems that could affect the oral production caused by anxiety and nervous behavior. Some students that begin their preparation for language acquisition emphasize more in

a correct pronunciation of each word, which may lead to cognitive development increase and gradually they also improve their attitude and skills towards the language.

Levelt (1989; 1993) suggests: “...*the production system can be broken into a number of distinct components which have specific functions such as finding and organizing the concepts of a message or articulating it...*”

According to one of the investigations about oral interaction developed by Cazden (1988), Hall & Verplaetse (2000), language in the classroom can create a sociolinguistic surrounding and the group discussion, where the interaction is fundamental and contribute to development of language learning. According to the above mentioned authors: in the oral production, the students learn grammar structure of foreign language and connect structures with oral capacity, pronunciation and sound patterns.

Using music

In the process of foreign language learning, using alternative tools for the acquisition is nothing new; it is something constant, it has always been implemented and it is very effective. During many years, the music has been an important tool for language acquisition, it has demonstrated with the use of music academic skills can be increased like the vocabulary and grammar as well as linguistic skills can be improved.

Music not only reinforces the previous skills mentioned but also manages to create a motivational and pleasant environment for development of the class.

According to Catterall (2006) music can improve cognitive skills in the student taking into account that learners can keep in their minds concepts such as memorization of songs, memorization of instrumental music and improve the reasoning in the students. Simultaneously the music is connected with other subjects like mathematics, language skills of writing and reading and, finally, verbal competence. The relationship of music with the language development is indirect but it is still important, how we write, how we read, how we implicate the words in specific context, how we take these contexts to real life through historic events or cultural expressions.

In addition, Morales (2007, p. 163) states: when we read the song lyrics, we can emphasize in the pronunciation, when we sing reading the lyrics, we increase our abilities in the pronunciation, and that's where we think and can say that we understood the song. This type of activities as well as being excellent for teaching, give effectiveness in the language learning.

Currently the music is an excellent tool for language learning like second language, especially in young and adult learners. With the use of music, teachers are capable to create a pleasant environment for the development of listening comprehension, speaking, reading and writing skills; also music is an excellent

tool for increasing vocabulary and to expand the knowledge of the foreign culture.

Lems (2001) thinks that “*Through songs, students discover the natural stretching and compacting of the stream of English.*”

Songs

Using songs as a pedagogical tool in English teaching and learning, in addition to offering many advantages to get a language, are easy to get and are affordable and always the educators can involve our students because they can choose the songs depending on the course level, age, socioeconomic level, and other important factors that must be taken into account to meet the students’ needs and interests.

For some insiders, the power of music goes beyond. That’s how Greenough, (1994) states: “Music enters our unconscious quickly and substantially; the songs are a powerful way to acquire new knowledge and to previously learned”.

Learning with music allows retaining in the memory verbal and visual information for a long time, this information can be remembered in the future by association established in the brain, as with the use of songs.

The songs enter into the brain in a different form in comparison of the spoken or printed things; the songs go to a different brain part and settle down there deeply. For this reason it listens to a phrase of a song heard years ago,

besides the scientist tests reveal that when both brain hemispheres are working at the same time, as happens when we sing, the learning is more complete and durable.

The songs are composed by language and music; the language domain is in the left hemisphere and musical part is into the right hemisphere. Therefore, the singing activities make us use of both hemispheres. So that there is a real or complete communication; for doing this it is necessary to have linguistic and musical capacity due to be localized in different parts of brain.

The songs form part of the human daily life. Singing is done to our children; we sing in the bath; we sing in the car; we sing for our friends; we sing to celebrate, and we sing in the sadness; we sing to live and love; through singing we show the feelings, the songs change the spirit, the songs free the stress and make us forget the problems; the songs allow us dreaming and traveling out of reality.

Using the songs in the classroom for learning a language has the capacity to create a different environment, give a special touch to the activities, in addition to incorporating new vocabulary and grammar within the context of the song in natural way; they help students improve spelling and develop linguistic activities such as reading, writing, speaking and listening depending on the activities that the teacher develops with the students in making use of them.

Songs, as a form teaching and learning English as foreign language, have a number of effective applications depending on the ability and imagination of the teachers for the benefit of language acquisition and learning.

The music of a song brings joy to the students. When using familiar songs, these can be sung easily by groups or individually. It's nice to see how students who do not dare to start a conversation in English, because probably feel embarrassed about their peers or because they are not sure to pronounce correctly, sing at full speed enjoying the activity and achieving an almost perfect production.

The songs give the students the opportunity to integrate themselves with the rest of the group to feel the security in the activities that are being carried out. The songs provide the exact rhythm for learning a new language, as well as providing examples of colloquial speech.

Young learners

By young learners, we understand the ranges in age from 11-12 to 17-18. This is a difficult stage because you do not know to say with precision if the human is a child or is adult. According to Laza (2005) there are many changes that not only affect the learning of the person but also the development of his/her personality, must take into account these changes because they affect learning. Those physical changes start and continue from 10-11 years of age to 16-18 in boys; in girls this process goes from 10-11 to 14-18.

Teachers must be careful and know how to understand all these changes in the young learner.

Also it is important to talk about the personality and identity development of young learners because in this stage of life, they will adopt a new form of life and thought, in addition the young learner has a social pressure; one of the keys for reduce this pressure is to increase the self-esteem and give enough motivation to teach the language, at the same time this motivation and the increase self-esteem avoid us in the future that little problems at home and in the classroom become big issues in adult life.

The social traditions have some beliefs about children learning easier a second language than adults. It happens because the generalized success of the children for acquiring other languages. They use one good amount of mental skills: the cognitive effort and affective for internalization of the language.

The principal difference between children and adults besides age is that children are more spontaneous and their attention is more focused to language acquisition, while adults keep the mind open to other things.

Lyrics

Lyrics are essential in the communication in American culture. From the *Star Spangled* banner immortalizing Baltimore in 1814, to *My Old Kentucky Home*. From slaves' songs to social activism, songs and their lyrics express emotions, feelings of precise manner but ambiguous. Students are naturally

attracted by lyrics. Lyrics invite us to explore new cultures, others life forms, historical events and others perspectives of the human being.

When choosing the lyrics we have the opportunity to use many strategies of reading. Song lyrics have many universal messages, metaphorical messages, offering readers an alternative approach to reading instruction.

With the Common Core State Standards (2010) in place, the argument of pre-teaching and background knowledge has become a passionate topic among teachers. By reading and interpreting song lyrics, students can create background knowledge to social studies topics without extensive pre-teaching. This learning experiment demonstrates how students apply reciprocal teaching to develop schema and how student responses provide formative assessments to prepare for later learning.

As of the lyrics, the teacher can work many strategies: there are songs that contain more verbs than others do or there are songs that contain the phoneme [] and [] and so the teacher can work oral production there are songs with a particular topic like days of week, colors, occupations etc. The song lyrics provide us the opportunity to know about other worlds.

Development of actions

During the second semester of 2016, the group was observed with the purpose of finding using songs to improve English oral production by selecting the most appropriate songs and lyrics taking into account the students' characteristics and interests as well as the issues that could be affecting their

better understanding and performance of the language. The first step was applying a survey in order to research about the interests and study habits of students and their favorite activities. In this step, it was found that the principal interests of the students were: music, dancing and singing. Most of them even provided with information about some favorite singers and these were the same in most of the cases. The second step was conducting an analysis of the journal of the observed classes, in this journal it could be analyzed the principal mistakes and difficulties of the students when performing in the English language. In this step, it was found that students do not like writing and they have difficulties for speaking in public.

The topics for first semester in 2017 are occupations, favorite singers, personal pronouns, verb to be, simple present, present continuous, irregular and regular verbs; food vocabulary; numbers to 10.000; vocabulary on animals; WH questions; modal verb can; why and because.

Based on previous elements the practicum student has to identify the most appropriate songs for strengthening students' oral production in English. The selection of the songs was made throughout the semester depending on the progress of each student, in the same way; it was made the selection with the type of activities to work in each class. Most of the songs were selected by the teacher except two songs that were chosen by students. Each song has a special component to work in class such as days of week, occupations, food, animals, verbs, simple present and present continuous, pronunciation in essential words and phonemes, among others. In total, eight songs were chosen, two per week

approximately. There were songs from the ninety's to the present; there were also songs from genres like pop, alternative rock, classic rock and hip hop rhythms; there were songs from both male and female singers. For the activity selection, the teacher took into account the analysis of the journal in the first semester of observation, there were activities about reading and written production; underline the words in lyric songs, complete the blanks in lyric songs, biography of the singers, word search and crosswords; and in the most important part that was the oral production there were activities such as songs with and without lyrics, karaoke, acoustic version, group songs, performance among others, most of them emphasized in strengthening the individual work.

As we mentioned before, each song was worked during two weeks supporting the corresponding topic, this selection is done depending on the lyrics and its most suitable activity, for example: the first week of class in 2017, with the purpose of breaking the ice the teacher proposed a song with the days of week as it has very easy vocabulary and some girls had no idea about this. The title of the song is "Friday I'm in love" by the British band The Cure. After practicing many times the song, we could strengthen and memorize the pronunciation and vocabulary of the days of week. All the songs had a component about written and reading production, this component was always worked in first time to understand the song lyrics and the topic of the week, at the same time facilitating the song comprehension for second part, which is all the part of oral production, for example in the song "I'll be waiting" by Lenny Kravitz, worked in sixth and seventh weeks the topics were, verbs and present

continuous. During the sixth week the topic was verbs and the first exercise was underlining on the lyrics all the verbs and during the seventh week the topic was present continuous. First, the teacher explained its construction, and then, the girls detected in the paper all the sentences that contain this verbal tense. Second the girls practiced again the song, they were singing with more confidence.

As the weeks passed, the girls felt more confident of themselves at the time of singing, they have strengthened their individual work and they master more easily the songs. In the journal entries the practicum student can verify the fantastic and quick progress of the girls. In the evaluations, they understand more easily and answer with tranquility and their results are very good. The cooperating teacher was given an interview where he stands out the progress of girls and the fluency that they have developed.

In the final evaluation, where the girls sang all the songs, they demonstrated a lot of self-confidence, great fluency and memorization of all the songs.

Findings and interpretations

During the process of this research project, I used five instruments to collect information. First, I conducted a survey to the group with the purpose to find out their interests and study routines. Secondly, I wrote a journal every class to get precise information about the events in the classes and then, I wrote reflections to improve the process; also, I organized the information in categories taking the most important points that were repeated. Third, I used the

observation report the advisor teacher did about the visit to my classes, in which the teacher gave a feedback about the students' process. Fourth I conducted a second survey again to the group with the purpose to know the level of satisfaction. Finally, I did an interview to the cooperating teacher to know what he thinks about the development of the process about the improvement of oral production through song lyrics.

After analyzing all the instruments, I found four categories, which are described as follows.

Motivation

At the beginning of my observations, I detected that students did not feel any motivation in English class and just they went because it was mandatory. One of the principal targets in my process of practicum was increasing such motivation for improving the students' attitude towards the English class. With different materials, favorite topics, and favorite activities, I could increase this motivation.

At the beginning of my practicum I could observe that students did not participate and all the time the CT was the one who spoke, but in the second class, the teacher plays a song by Fifth Harmony, the girls showed total attention, and they changed their attitude because this is one of their favorite singers.

For encouraging the motivation, it was necessary to know what the students' interests are and their points of view towards the English class, in

order to give more opportunity of participation in class. It was necessary do a survey for detecting and verifying the principal interest that motivates girls to participate more actively in class.



Figure 1: Survey question: how do you feel in the English class? (Students' survey, August 8, 2016)

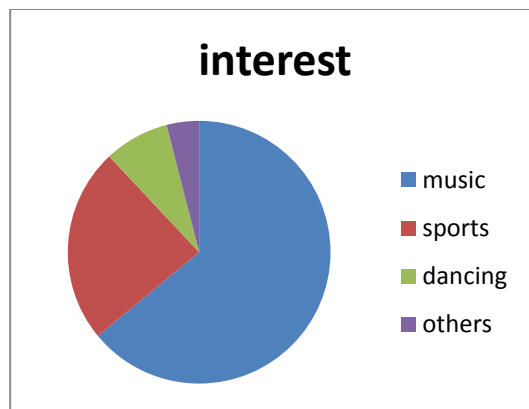


Figure 2: Survey question: which are your principal interests or hobbies: what do you do in daily life? (Students' survey,

After the survey, the girls to know that I encourage the oral production through of songs, they showed a positive attitude towards the class.

As the sessions progressed the students were losing the fear for singing and facing the audience, since classes in February 2017, they dare more to talk in public. There are still many errors in pronunciation yet, but the students are happy and each day they show more interest to learn through lyrics song. Little by little singing was transformed in their favorite activity, as it is

evidenced in one of the comments the practicum advisor did in her visit to the class.

“Learners actively participate in class by singing, completing the exercises and performing the songs. (Teacher's visit, April 20-2017)”

It is also present in the journal’s reflection, as can be seen in this entry.

“This type of activity has facilitated the development and performance of the oral production (Journal entry, February 14- 2017)”

During 2017 the girls were given opportunity to choose two songs to work, in this songs the girls showed confidence and accuracy in the pronunciation and they sing with more enthusiasm, so much so that the girls prepared a little performance for the visits to the advisor teacher with one of these songs. For the girls it was always very motivating to sing, for the last songs, they assimilated very quickly and were singing almost all the time with excellent pronunciation. In her visit to the class, the advisor expressed her opinion about this issue.

“As a surprise, teacher tells me the girls want to perform in front of me. They beautifully sing the song “**Shape of You**”. They sing the song; they know it by heart. The pronunciation is really comprehensible and they perform showing they enjoy what they are doing. It was a beautiful surprise. (Teacher’s visit, April 20-2017)”

Strategies

At the beginning of my practicum I could observe that the CT used the same tools all the time (flashcards); also, he is very repetitive with the written work, because of this the students lost the interest in the class. It was urgent doing a survey for determining the types of strategies the girls need to feel more comfortable in class and, in that way, improve their motivation. Having known that the music is one of their principal interests, I must had to investigate the most adequate strategies for improving the oral production as it is necessary to have another option for the students to be involved and improve their oral performance as well. In such way, I started to ask questions myself in the journal's reflections as one can see in the following journal entry.

“Is the music a good strategy for learning English? What is the purpose of this activity? The music is one of principal interests of the students, but I think that the teacher needs strategies to work these interests; many students don't have any idea what the verbs are”. (Journal entry, August 1- 2016)



Figure 3: Survey question (induced answer, only answer) this strategies, what is the most comfortable for learning English to you? Students' survey, August 8, 2016)

After conducting this survey, I developed strategies that complement the motivation of students with their interest. One of the principal strategies was the performance of the songs, along with improving the motivation; they did a good job, because as the sessions went through, the girls showed enthusiasm and progress in the development to oral skills.

Despite that the girls do not like the written work in many times I worked this ability for socializing many activities related with lyric songs such as, underline the verbs, complete the spaces, complete the lyric song or simply do the translation into Spanish. These activities were enjoyed by them very much because they responded to their principal interest.

One of the key issues for carrying out good strategies was the combination with the interest of the students; in this way their intrinsic motivation was also increased, as it is seen in the following journal entry.

“According to the copy of the lyrics delivered by teacher of the song called I’ll be waiting by Lenny Kravitz, underline all the verbs found in the copy. The students were very comfortable in this exercise because most of them already knew many verbs and they helped each other (Journal entry, March 14-2017)”

During the development of sessions appeared others strategies not mentioned in the survey but completely effective like the feedback. The effectiveness of feedback was observed in activities like review of the studied songs. It is possible to see evidence of such effectiveness in the following survey entry.

“The girls understand easily this topic as they reviewed the present simple was very complete and helped to assimilate the present continuous. The girls were very attentive. (Journal entry, March 22- 2017)”

“cuando nosotros repasamos mucho los temas anteriores, se me quedan las palabras” (Students’ Survey No 2, May 16-2017)

In this research project the strategies go hand in hand with the motivation for increasing in a more effective way the oral production skills.

Song lyrics

One of the most important parts for carrying out the process in this research project is connecting the strategies and motivation, each category depends on the other for getting the optimal results. The majority of songs were chosen according to previous studies and the selected ones had some elements that make them easy to work, for example vocabulary acquisition, easy words to pronounce, easy phonemes among others and some songs were chosen according to interests and musical preferences of the girls, in these songs the girls got better results in aspects like the pronunciation, words memorization, and losing the fear to speak in public. In the following implemented activities, it is evidenced how girls improved.

Selected song about days of week, **Friday I’m in love** by The Cure was chosen to review days of week. With this song the girls memorized the days of week, as in previous year they did not learn.

Selected song by students **Halo** by Beyoncé for working the pronouns, being a song chosen by the students, most of them already had memorized this song and thus it was very easy to work.

Selected song to translate to Spanish was **Magic** by Coldplay, in this activity the girls acquired new vocabulary and after translating, it was easier singing and pronouncing this song.

Selection of new song chosen by students was **Shape of You** by Ed Sheeran for reading the lyrics. This song was the best sang, as most of them already knew it. At the final part in my visited class, the girls made a performance with this song, getting an excellent pronunciation

Selected song called **I'll be waiting** by Lenny Kravitz for working verbs and present continuous, in this song the girls reinforced the verbs vocabulary and this song it was easy to sing.

Selected song called **Wonder Wall** by Oasis for working pronunciation because this song has easy vocabulary. This was the song that the girls learned and sang more quickly with a perfect pronunciation.

Selected song by students called **Rude** by Magic. Song chosen by the girls for breaking the class routine and giving them the opportunity to participate. The prior actions reflected upon in the following journal entry.

“For the girls it always will be very motivating to sing, for this session they assimilated very quickly all the songs, singing almost all the time with

excellent pronunciation in the review of the all songs (Journal entry, May 11-2017)”.

Oral production

The increase of oral production was the one of principal objectives in this research project; it was where all this process ended. When I arrived for first time to the group where I was going to do the observation, I could detect a very low level of oral production in the girls. The girls were able to reflect on that too, as it is seen in this informal conversation I included in one of my journal entries.

“Antes de la llegada del Nuevo profesor nosotras no hablábamos en ingles ni entendíamos nada, pero cuando llegó el nuevo profesor las clases fueron más dinámicas y aprendimos muchas cosas que ya podemos hablar
(Students’ Survey No 2, May 16-2017)

For increasing the oral production, it was necessary to increase other factors like the motivation for the language, determine and strengthen strategies and also it was necessary to choose the suitable songs to work in class. Thanks to the good management of these factors there was an excellent result as to the increase of oral production, at the final part of my practicum research project the girls sang all the songs studied in class with almost perfect pronunciation, with a good vocabulary acquisition and the most important knowing and understanding the meaning of lyrics. The practicum advisor expressed her point of view in this issue. Also learners were able to identify the

reasons they have to describe what they gained in the lessons supported with music and song lyrics.

“Teacher has achieved a great goal in having the group of learners be aware of their own learning process through the use of music in the English class (Teacher’s visit, April 20-2017)”

“Students use very standard pronunciation so it is easy to understand when are singing by themselves or using the song’s karaoke version (Teacher’s visit, April 20-2017)”.

“me gustaron las clases sobre todo por las canciones porque me ayudaron a pronunciar mejor muchas palabras que no conocía (Students’ Survey No 2, May 16-2017)”

Conclusions

The project “Lyrics and songs to Improve English oral production in 6th and 7h Graders” had a positive impact in the students because they could improve the oral production in a significant way, besides it was dynamic and fun for them.

It was important to know their characteristics, interests and English level and, so I was able to design the most adequate strategies and materials to be worked in class by them and organize the topics in a way that the girls could develop the language skills progressively. Each material used in class was of great acceptance among the students, because each topic made it possible for

the girls to make connections and sing out loud and happily at the same time they learned about other cultures and realities.

Being a professional musician, it was very easy creating material for catching the attention of the students and choosing the most adequate songs to work the different topics that curriculum demanded.

Finally, the engagement was fundamental in this process; the girls had the opportunity to express their ideas concerning the organization of the class and as a result, we all got an active participating in all classes.

In general, the project “Lyrics and songs to Improve English oral production to promote meaningful learning” is a good way to engage students and helped them to learn a second language in a significant and interesting way

Reflection

In my formation process as a teacher, I had the opportunity to be a teacher in a school public in Medellin to increase my self-confidence and so I could increase other abilities to be more organized in the planning and development of each session. It was an enriching experience, and as well as the girls, I could increase my oral skills and could correct some mistakes at the time to teach.

In conclusion, this stage of my process generated a positive impact in my personal and academic growth, also this research taught me to help students to feel engaged and involved in English learning process.

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