



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“ENGLISH SONGS TO ENHANCE THE PRONUNCIATION OF ORAL EXPRESSION
IN AN ELEMENTARY SCHOOL”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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ADVISOR'S APPROVAL

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Sincerely,

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Declaration

The content of the following graduation work named “English Songs to Enhance the Pronunciation of Oral Expression in an Elementary School” is my responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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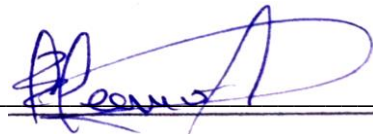
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Acknowledgment I

This significant stage of my life is over, and I feel the need to express my deepest gratitude for the unconditional support of those who have been by my side in this long process. First, I want to thank God, without God, without his guidance, without his grace, and without his love, none of this would have been possible. In moments of doubt and difficulty, I held on to my faith. This moment is a gift that by grace is given to me and without his light, this would have been a much more complicated process. Second, to my family, especially my dear parents, Tito Roberto Mite Santos and Teodolinda Linda Suarez, words are not enough to express how grateful I am for all the effort, support, help, and unconditional love they gave me to now have one more professional at home to be proud of. They have been my rock, my motivator, and my greatest example to follow. Thanks, for their confidence in believing that I could achieve this goal, that despite having difficulties, there was your advice and encouragement to move forward, until finally get it.

- Mite Lindao Allison Shaday

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- Rodríguez Malavé Sara Gabriela

Dedication I

I dedicate this project to my dear and beloved parents. Their sacrifice and dedication have made it possible for me to celebrate this achievement. I will never tire of thanking them for every goal accomplished in my life because they will always be my greatest inspiration. Thanks for loving me so much, thank God for having them as my parents. Finally, to my grandmother, Ana Maria Santos de la A, may God rest her soul. For having always been aware of my process, for her emotional support, and for her concern to be able to complete this achievement, you will always live in my heart, kisses to heaven.

-With love, Mite Lindao Allison Shaday

Dedication II

I dedicate this project to my dear parents; this achievement is a testimony of their immense love and dedication. I value very much the life lessons and the affection they have always given me. My gratitude to them is impossible to fully express. Thanks for being the best parents in the world and teaching me not to give up and try again and again to achieve success.

-With love, Rodríguez Malavé Sara Gabriela

Abstract

This research explored the usage of English songs as a tool to enhance pronunciation and oral expression in elementary school students. By analyzing educator perspectives and supporting literature, the study highlighted the alignment of English songs within pedagogical frameworks, highlighting success in teaching pronunciation, fluency, and intonation. The repetition and interactive nature of English songs help language retention and build confidence, making them an engaging method for overcoming pronunciation challenges. Findings indicated that using songs in classrooms motivates students, and creates a relaxed environment for spontaneous language practice. This study confirmed that English songs are a valuable resource in fostering oral proficiency and suggests practical approaches for integrating them into teaching methodologies.

Keywords: Songs, Pronunciation, Learning, Elementary.

Resumen

Esta investigación explora el impacto del uso de canciones en inglés como herramienta para mejorar la pronunciación y la expresión oral en estudiantes de educación primaria. Al analizar tanto las perspectivas de los educadores como la literatura de apoyo, el estudio destaca la alineación de las canciones en inglés con los marcos pedagógicos, demostrando su efectividad en la enseñanza de la pronunciación, fluidez y entonación. La naturaleza repetitiva e interactiva de las canciones favorece la retención del lenguaje y el desarrollo de la confianza, convirtiéndolas en un método atractivo para superar los desafíos de la pronunciación. Los hallazgos indican que incorporar canciones en los planes de lecciones no solo motiva a los estudiantes, sino que también crea un entorno relajado propicio para la práctica espontánea del idioma. Este estudio confirmó que las canciones en inglés son un recurso valioso para fomentar la competencia oral y sugiere enfoques prácticos para integrarlas en las metodologías de enseñanza.

Palabras clave: canciones, pronunciación, aprendizaje, primaria.

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Introduction

The importance of proper communication in English as a global language cannot be overstated, particularly in regions where traditional teaching methods fall short of engaging students or improving oral proficiency. This study identified oral skills troubles and innovative language-teaching strategies by focusing on how song-based activities contribute to students' pronunciation, confidence, and motivation. By analyzing educator perspectives and relevant literature, the research aims to confirm that using songs as a pedagogical tool, ensures a dynamic and interactive learning experience that enhances language acquisition.

The research focuses on improving pronunciation and oral expression in elementary students through the use of English songs. It highlights the objectives and justification for this approach, emphasizing its potential in language learning. Relevant literature, educational theories, and methodologies such as constructivism and Teaching English to Young Learners are reviewed to support the use of songs in language learning, while also linking the research to Ecuadorian educational policies to highlight its local relevance.

The qualitative, phenomenological study design included interviews with experienced teachers to gather insights into the success of song-based teaching methods. Findings demonstrated that song-based activities enhance pronunciation, fluency, and student engagement, supported by comparisons with existing literature. The study concludes that English songs are tools for improving oral skills and provide steps for teachers to integrate them into lessons while encouraging further research to expand on these findings and explore additional innovative strategies for language teaching.

Chapter I

The problem

Research Topic

Media and Oral expression

Title of the research

English Songs to Enhance the Pronunciation of Oral Expression in an Elementary School

Problem statement

In today's interconnected world, the relevance of speaking a foreign language such as English has become required to connect with the world and to develop social interaction. Beyond that, English has been set as a practical language used to communicate among nations. Paudel (2024), highlights that English is the most spoken language globally, making its importance clear and undeniable for overcoming communicational challenges. The English Language is widely taught as a foreign language in many countries aiming to ease information exchange and create interconnection with foreign people.

Moreover, in Latin America, the situation can be quite different in terms of English subjects. Davie (2021), points out that English teaching in schools often relies on outdated methods and basic teaching, which makes language learning less engaging and adequate. This has led to persistent challenges in improving English proficiency in the region primarily in speaking, this drives learners to face barriers in learning, and many learners face obstacles in learning the language, affecting students' ability to use it.

In Ecuador's EFL context, the English language is barely taught in schools and its promotion is insufficient. A national study by Angelisa (2022), highlights Ecuador's low English

proficiency, as highlighted by the EF English Proficiency Index has become a common reference point in discussions about English language learning in the country. Also, Ecuadorian English proficiency is a problem because of a lack of government management and teachers' training in teaching strategies and language. Hence, these events have pushed teachers to start training and proficiency upgrade to the B2 level closing the gap for low proficiency, ensuring adequate teaching and higher English levels.

Oral expression in Ecuadorian children is described as poor interaction and low motivation levels these events create gaps in learning. For this reason, oral practice is necessary to overcome obstacles through the use of interactive activities to master speech focusing on pronunciation. A study carried out by Le and Shuo (2023), mentioned the importance of Oral practice as an important component of contributing to the communicational development of students; practicing oral expression brings out the importance of using attractive activities to motivate students to train pronunciation through English songs the activity proposed by the research group.

The current scenario is developed in a framework of a lack of teaching strategies and problems with pronunciation in children. Srakaew (2021), defines that pronunciation as a fundamental aspect of successful communication in English. Pronunciation is a sub-thread of speaking skill; it comprises the understanding of messages by receptors, by a series of brain processes, and codification of sounds. According to Berry (2021), most children may find that pronunciation is a barrier to proper communication, the odd activities.

The issue of pronunciation in elementary school students learning English is a challenge. While traditional methods such as phonics, repetition, and drills are commonly used in classrooms, students often fail to engage peers properly leading to low levels of motivation. As a

consequence, English immersion is used as an approach to motivate students to master speaking skills, one of these approaches is to listen to English songs to become proficient in pronunciation and other skills. Lastly, Pronunciation creates problems in communication, in the context of children's pronunciation taking part in socializing with classmates and becoming understandable to the teacher.

The problem involves two variables one is pronunciation an aspect that plays an important role in being understandable and intelligible for other speakers, other variable is established as teaching strategies through the use of English songs to avoid mispronunciations. Researchers have noticed low speaking proficiency in children, leading to a lack of understanding and feedback. Therefore, there are existing challenges that children and teachers experience during the teaching-learning process, the troubles can be summed up in mispronunciations that could lead to misunderstandings, lack of confidence, and hindered fluency as well.

The use of songs is a practical alternative to improving speech through the practice of pronunciation and rhythm. Merina (2020), concludes that one the best of ways to improve English skills is the use of English songs. Emulating the activity of instructing children to sing songs triggers engagement, interaction, and immersing learning by enjoyable inputs. In addition, the usage of English songs is a practical media resource to apply because it involves an auditive learning style also it covers the learning spectrum of the class referring to learning styles. To bond with students, English songs could serve as a path to gain rapport the time students enjoy singing when lyrics are being analyzed through grammar and pronunciation.

The problem is described as pronunciation difficulties that influence lack of oral expression; the problem lies in the fact that English songs could be a correct resource to enhance

pronunciation. For this reason, this research is driven to address how the use of English songs can directly improve pronunciation among elementary school students. The investigation is focused on studying how English songs make pronunciation easy to acquire. Additionally, it will explore which types of activities produce the best results for children and how often the technique should be incorporated to create a meaningful improvement in their oral expression.

This project aims to explore the usefulness of English songs in improving pronunciation in children by pondering educators' perceptions and generating outcomes of the exploration. Therefore, this analysis will serve as a valuable resource for both new and experienced teachers, by providing practical insights into the integration of songs into EFL classrooms. By applying English songs, educators can foster a dynamic and engaging learning environment that enhances students' oral expression and pronunciation skills. Furthermore, this guide can inspire teachers to adapt and innovate current teaching methods, tailoring song-based activities to meet the diverse linguistic needs of their students while promoting communication skills in the classroom.

Problem formulation

How can English songs improve pronunciation enabling oral expression in children?

Specific questions

- Which concepts support the usefulness of English songs for improving pronunciation?
- How do English songs enhance pronunciation in children?
- What perceptions do educators have about the use of English songs to improve pronunciation in children?

Objective

General objective

- To explore the usefulness of English songs in enhancing pronunciation in children through educators' perspectives analysis.

Specific objectives

- To investigate resources about the effect of English songs on improving pronunciation in children
- To examine techniques used for teaching pronunciation by using English songs.
- To analyze the perspectives and experiences of educators regarding the use of English songs to improve pronunciation skills in children.

Justification

Pronunciation is an essential aspect of language learning, particularly in the context of English as a foreign language; mispronunciations cause poor communication and narrow interaction. According to Jahara (2021), lack of pronunciation skills drives a major reduction in social interactions and hinders understanding. When Children struggle with pronunciation, students may become less confident and less likely to engage in conversations, which blocks the ability to connect with others and fully comprehend spoken communication. Accurate pronunciation not only facilitates clear communication but also contributes to fluency in speech, for this reason teaching how to pronounce properly involves more than just teaching an English language skill.

In other words, mispronunciations could lead to misinterpretations, affecting the clarity of communication and the accurate interpretation of messages, which is because teaching pronunciation must be interactive. It could be done by using attractive didactic resources to enable oral expression. On the other hand, traditional teaching methods, while valuable, may not always address the challenges faced by elementary students in

developing pronunciation skills. Therefore, these odd methods often rely on repetition and drill-based exercises, which can be monotonous and fail to engage peers.

According to Vallejo and Ortega (2024), English songs offer a practical alternative to traditional teaching methods by creating a more engaging and enjoyable learning environment. The authors of the study elaborated that Songs appeal to be a great activity to apply in auditory and visual learning styles and can enhance pronunciation skills and learning motivation. In addition, analyzing song lyrics for grammar and pronunciation provides an interactive and meaningful learning experience, fostering better rapport and encouraging active participation here is solid research on the use of songs in language learning.

The Authors highlighted the importance of proper pronunciation and proposed English songs as a technique for engagement. However, there is a need for more specific studies on the success of English songs in improving pronunciation skills among kids. The research aims to fill this gap by investigating the use of English songs on the pronunciation development of children. At last, the findings will elaborate on teachers' perceptions inclining to use English songs to improve pronunciation, also it will be showed variants to use English song dynamics. The results will have the potential to inform and guide language teaching practices, particularly in the field of pronunciation, and inspire the development of more engaging, teaching materials, and resources that support English learners' needs.

Chapter II

Theoretical Framework

Background

Previous studies

Research carried out by Amalia et al., (2019), has shown that students were attracted to listening to English songs, and certain genres draw attention to students encouraging them to practice and improve their English proficiencies. The students used drills to learn the song and to get the correct pronunciation of words, to be able to sing songs students had to memorize the pronunciation and pace of songs. This strategy proposed by researchers helped to improve English skills and oral proficiency, moreover, teachers must structure the activity driven to the skills to enhance mainly speaking skills. In addition, Songs serve as a means to gain rapport and confidence among students fostering engagement in the classroom, these factors ease English language learning.

Hadijah (2019), related the problems of the learning process and emphasized the role of the teacher to solve these problems, also educators must design innovative strategies that create solid knowledge based on gamification. Hadijah highlights the use of songs as interactive activities to solve these troubles of language acquisition, and the role of songs trains speaking skills along with listening skills. Songs helped to get used to interacting in the English language by expressing ideas through fragments of songs, this improved oral expression since using songs for improving speaking skills.

Furthermore, Sobari (2021), highlighted that songs support teachers' teaching approach when students are training in pronunciation and rhythm by making funny classes. Therefore, pronunciation is taught by using attractive lyrics that contain blends and links to improve

speech, the grammar structure of lyrics allows students to use correct expressions in conversations. According to Ananda et al., (2023), explained how songs improve pronunciation and allow improving pronunciation, intonation, and fluency by imitating speech. Delivery for native English speakers. The researchers wanted students to acquire native accents so that students trained a couple of songs weekly; after practicing they were able to adopt a received pronunciation and could express better ideas by using fragments of songs. The findings of the study elaborated a statistical analysis, which indicated the advantage of students who sing songs to improve pronunciation skills in contrast to students who were not exposed to song training. Ultimately, English songs serve for language development and also a technique to motivate students to participate and learn.

Muhammed (2024), stated that the integration of songs in teaching and enhancing pronunciation among English as a Foreign Language (EFL) learners is becoming a widely accepted creative method. The idea behind this study was to employ English songs as practice-oriented channels and assess their effect on facilitating pronunciation in terms of intonation and sounds, which means once EFL learners learn about these features, they must nearly practice them via the interactive feature that music possesses.

According to Bsharat et al., (2021), music influences human interaction and sensations, rhythm makes people move and utter while individuals enjoy it. English Songs have influenced language learning and motivation in students, especially young learners by avoiding traditional methods such as drilling and overuse activities. To sum up, songs make students pick up the language easily because of their engagement and interaction, also it is an adequate way to avoid shyness when singing songs.

The findings of Faridloh (2022), described the advantages of using songs in learning to speak, the advantages are increased motivation, change of sight about English subjects, and engagement with the foreign language. Also, the class atmosphere seems to be influenced by understanding lyrics that connect with students' ideas. English songs and activities such as karaoke activities improve spoken skills development promoting well-versed speech.

According to the research conducted by Camară and Naznean (2022), it was concluded that songs serve as an efficient tool for both teaching and learning the English language. Furthermore, songs are useful for teaching vocabulary and sentence structures, as well the lyrics must be selected wisely because most of the songs are based on fragments, which are not complete grammar structures. Learning through songs fosters a relaxed environment, downplaying anxiety, stiffness, and formality, also they help students enhance listening abilities and pronunciation skills. Ultimately, numerous songs feature authentic, natural language and introduce a wide range of new vocabulary that is easily accessible to learners.

Peixoto-Pin, et al., (2023), revealed that the integration of English songs in the classroom brings lots of benefits such as encouraging students exposed to foreign languages in an attractive way to generate oral expression. The study also indicates the engagement of using English songs in events such as Children' day, Youth Day, Olympic games, and so on; this exposure improves the immersion of the language regardless of the focus of Latin America on adopting English as a foreign language.

Pedagogical basis

Constructivism

According to Piaget (1987) cited by Minnesota State University (n.d), constructivism focuses on learning new information by building a foundation through the engagement of individuals to create a whole knowledge. Therefore, Constructivism uses the active participation of students in the discovery of knowledge, forming blocks to construct foundations to understand inputs, moreover, the construction of knowledge is the opposite of other learning theories rather than emulating, absorbed, or memorized.

The use of songs lies in constructivist language theory because knowledge is taught through lived experiences by using inputs aligned to children's needs, thus self-reflection pulls students to use knowledge to interact in the foreign language promoting the oral expression of students. In addition, lyrics from songs help students construct knowledge rather than just learn meanings they dive into the songs understand the context, and think in English.

Cognitivism

Cognitive psychology is a branch of general psychology. It includes scientific studies of the symptoms of mental life insofar as they relate to the way humans think in gaining knowledge, processing impressions that enter through the senses, solving problems, digging up memories of expertise, and work procedures needed in everyday life (Muhajirah, 2020). Constructivism is based on mental processes and the reception of stimulus by senses, knowledge seems like units that are processed by the senses capturing stimulus to have an interpretation by the brain.

English songs are a source of images and sounds those stimuli are integrated and connected to senses such as visual, auditory, and kinesthetic learning styles. The sources mentioned are internalized into brain processes that help students to better feedback to

English sources, besides, lyrics are a means to make students aware of the meaning of songs improving reflection along with problem solving.

Early education

Saputra et al., (2020), explain that the first stages of Early education involve several aspects including physical, motor, language, social and cognitive approaches. The students that face this education shape skills for future challenges, the teaching approach is driven to problem solutions and emotional control. Therefore, Early education lies on cognitive factors that are essential to thinking through the senses, this means that stimulus is received through the senses and codified by brain processes. Moreover, it is important to promote stimulation to support optimal growth and skills development in kids. Children have to be exposed to foreign languages. According to students' interests, this exposure helps to draw attention to students and makes students work in class. English songs are widely used in early education as a funny and interactive way to learn English, commands, meanings, pronunciation, vocabulary, and more are taught by meaningful activities mixed with songs.

Teaching English to Young Learners (TEYL)

English teaching covers all spectrum of students regardless of age or conditions, in this investigation Teaching English to Young learners is quite involved because the focus is children, also the methodologies used for Kids adopt other approaches that leverage foreign language learning. For this reason, children tend to receive stimuli differently from teenagers, young learners love watching videos, playing games, and gathering with other students to share thoughts.

Rich (2014), cited by Bland (2019), states that using the TEYL approach to teach English to children is the most accurate, understanding of kids and their needs it is possible

by using adequate sources of knowledge and environment setting to promote language acquisition.

Bland also described the role of teachers, which is being a monitor and source of knowledge; on the other hand, the role of students is to be the inquirer and the model that will be shaped by educators.

On the role of the teachers Bland (2019), explained the consequences of dismissing the complex of TEYL, its importance goes beyond just understanding the students, is to recognize aspects of students such as learning styles and communicative profiles for applying innovative strategies to tackle problems in learning or for mastering English skills. When teaching English to kids, educators must follow TEYL teaching basis to succeed in language learning, songs are a great resource to make students work together in language acquisition, The engagement of songs and parts of speech are highly connected so it becomes a mandatory activity in TEYL classrooms.

Theoretical Framework

English as a Foreign Language

English is widely taught in the world as a foreign or as a second language, this is urged by the current interconnected world. Shrishthy (2022), highlighted the importance of the English language in various aspects of life; however, the focus of the author was to emphasize English language teaching into high frameworks of interaction to reach communication in a foreign language. This implies that Nations have to adopt guidelines to teach English, which means that the government must correctly deliver English subjects' reasons for language development and use in certain situations.

MINEDUC (2016), English subject is taught by following the National curriculum, which is based on English teaching as a foreign language. The curriculum is confirmed by the English skills model into five curricular threads: Communication and Cultural Awareness, Oral communication (Speaking - Listening), Reading, Writing, and Language through the Arts. This curricular unit helps students to develop English language proficiency through this model language proficiency is reached.

On the other hand, the application of the curricular model is adequate but there are some problems with the input (Teachers). According to Cifuentes et al., (2019), a lack of teacher training in teaching basis and English language proficiency are some problems that trigger Low English proficiency. Due to these events, the Ecuadorian Ministry of Education issued new rules to attain an English teacher, one of the most important was to take an English certification to measure the English level of educators. Another important implementation was a constant upgrade of teaching basis through workshops and training held by The U.S.

In addition, teaching practices must be modeled to students' needs and the technology available, these innovations have to be aligned to motivate students and participation as well activities have to be meaningful to language development. According to Altamiranda et al., (2022), the EFL teaching basis has to be improved at the time of new release strategies arrive, and tasks have to involve experience and exposure to the English language. The use of English songs proposed by authors seems to have a background of use for young learners as well its application supports emotional and language learning development.

Music and Language Learning

Music and language learning are closely attached when English teaching for children is the subject, thus teachers create and adapt songs to language learning for example popular songs are modified to learn from the basis of the alphabet to intermediate to advanced levels when phrasal verbs are taught. (Holma, 2023), defines the influence of music in education, the explanation of this influence is described as an attachment of oral abilities, educational approaches, and neuropsychological factors; moreover, the use of music is used for learning languages such as English language the most present language around the world. Senses react to the input of songs creating knowledge from lyrics, which contain a language system focusing on oral expression, a series of brain processes and motivation that are highly engaged and align to accomplish language learning.

Oral proficiency

Oral proficiency refers to students' "competence," "capability," and "capacity," terms defining aspects of the ability of students to communicate in spoken language. Competence is defined as a student's fundamental knowledge and fluent speaking while capability expresses a sense of potential or ability to perform in specific contexts. On the other hand, Capacity describes the overall level of proficiency a student can reach (Sundh, 2003; Smit, 2020). The emphasis put on several aspects of oral proficiency by these components is interpreted as productive aspects of spoken skills. When oral proficiency is trained with children the components mentioned have to be considered about how oral expression is reproduced and learned. This means that teachers have to use different activities to raise awareness of subjects so that students can express ideas freely.

Assessment for Oral Proficiency

Summative and Formative assessments share a commitment to assessing the subject, Oral proficiency is one of the most difficult to assess because Speaking skills are subjective and short grammar structure, and topics are usually assigned without previous notice. Besides speaking rubrics, they must be assessed by focusing on delivery and social skills. Assessing oral proficiency is challenging because the methods used must be aligned with relevance to the modern curriculum. Teachers' perceptions of student assessment, was Found that one of the most frequently used methods was observing oral communication in the classroom along with instant feedback of doubts.

According to a study carried out by Sundqvist et al., (2018), cited by Smit (2020), it was noticed that oral proficiency tests bring out challenges when it comes to standardization or rubrics. One of the main difficulties is that social interactions, such as conversations, are inherently dynamic and unpredictable since topics are randomly selected by examiners, making it hard to regulate and assess consistently.

This variability confounds the assessment method, as the nature of conversations means that factors like cultural differences, personal expression, and situational nuances influence performance. Additionally, evaluating proficiency based on these interactions often requires subjective judgment, further complicating efforts to create standardized assessments that accurately reflect a student's oral skills in diverse situations.

Impact of English Songs technique on Speaking skills

Using English songs in language development is not an old practice, since early stages songs form part of strategies to follow when driven to English language learning is the main objective. Songs are a great source of 'real-life' language, and you can use music to practice lots of different language skills. Most of all, songs are a fun way to learn English (Cambridge

Assessment English, 2020). The influence of English songs helps to improve various skills such as listening and speaking, since speaking is involved, it becomes with benefits in oral skills.

The study developed by Jain et al., (2024), addresses challenges in English learning, low proficiency in oral proficiency was a problem to be tackled. For that reason, students were set in English immersion by using English songs to internalize the foreign language, also students' perceptions of the experimentation were gathered. After the experimentation, improvements in oral expression and pronunciation were noticed, also students were eager to keep practicing and boosting students' motivation.

English songs-based activities

Song lyrics are often difficult to comprehend, even for native speakers of English. You will notice that the activities below don't require students to understand every word of a song; instead, each activity homes in on one aspect of a song that is accessible to English language learners—an easy-to-sing chorus, for example (Heyer, 2024).

The most interesting song-based activities highlighted are:

1. Summarizing

Heyer (2024), described that song lyrics can also be summarized if the song in question tells a story, of course much like a story abstract. Before wrapping up this activity, you could use the completed summary as a springboard into Disappearing Text or Pair Dictation activities (as long as your applications are open).

Step 1: Search for the lyrics to a song that tells a story on Google or other internet method

Step 2: Go through the lyrics together with the students, explaining any new vocabulary.

Step 3: Students hear the song

Story Summary: Students summarize the story

Step 4: They can either write the paragraph in small groups or individually and use a paragraph or one sentence. You could do this activity through writing or verbally. In a paragraph or one or two sentences, they can write the summary solo, or as a team. It can be in the form of a written or oral assignment.

2. Singing or speaking the chorus

If you are going to use singing, it is easier for kids to be successful with songs that have an easy chorus where they just sing the choruses of the song—or some phrases in those choruses. It has two advantages: it reduces the production load for language learners and allows them to practice the language multiple times.

Step 1: Pick a song that has an easy kind of chorus to sing along with.

Step 2: Copy the relevant lyrics and highlight the most tricky and meaningful for learning English

Step 3: Students listen and read the lyrics

Step 4: Multiple rehearsal

3. Lyrics training

Technology has brought a large range of opportunities to adapt activities to virtual environments, applications such as Lyrics training applications have emerged due to the need for innovative teaching practices. According to Garib (2021), lyrics Training is a free download app that offers karaoke practice with several music genres and two million users in nearly thirteen languages; this app promotes entertainment and English language development.

This application allows students to practice on an interactive platform, by lyrics training students can train listening and speaking, as well as subskills such as grammar, pronunciation, and comprehension. Also, it integrates gamification because of the reward

system and competition fostering motivation among students. Lyrics training integrates activities such as complete blank spaces, multiple choice, and drills training when parts of the chorus are difficult to emulate.

Legal basis

The articles mentioned highlight principles about the role of education for every person and address how English should be used in academics by leveraging national laws and codes. These laws emphasized the importance of education in personal and social development and discussed the significance of learning in schools. Furthermore, these statements elaborate on the close relationship between the government and citizens in the function of education.

Constitución de la República Del Ecuador

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo” (Constitución de la República del Ecuador, 2008).

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye

un eje estratégico para el desarrollo nacional” (Constitución de la República del Ecuador, 2008).

Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel” (Constitución de la República del Ecuador, 2008).

Ley Orgánica de Educación Intercultural (LOEI)

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

bb. Plurilingüismo. - Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional;

Art. 5.- La educación como obligación de Estado. - El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la

Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley (Ley Orgánica de Educación Intercultural, 2011).

Chapter III

Methodological Framework

Type of Research

The methodology used for this project was the Qualitative method, which is based on the analysis of subjective data such as opinions or arguments. Teachers' perspectives are the data collected so the qualitative method is the most suitable for the investigation because the data must be deeply analyzed.

According to Johnson and Christensen (2024), the qualitative method uses a wide-angle lens in order to examine causals for human behavior, also it observes realism by collecting dimensions of realities. In addition, the qualitative method allows researchers to focus on society construction, this investigation uses a qualitative method to analyze the view of participants who will answer questions based on experience and arguments (p. 25).

Qualitative methodology is highly attached to the educational field because it studies pedagogy, teaching basis, performance, and behavior. Hence, narratives, experiences, and arguments are data that come from these aspects. For this reason, the qualitative approach will serve as a method to infer data and have outcomes.

Phenomenological study

This approach of investigation analyses experiences of living and their description by using father analysis than other research types, phenomenology allows researchers to do descriptive analysis to investigate experiences and points of view of individuals. Williams (2021), analyzed the origin of how experience is lived and what an experience is, focusing on digesting the reason for phenomenological study. A phenomenon is described as an unusual

behavior of people that has different effects it can be negative or positive, for instance, the project is driven to analyze how certain techniques such as the use of English songs foster speaking development, nevertheless, this event must be analysed by using phenomenological approaches to understand the nature of its overall influence. The present study seeks to gather the experiences of teachers who have used certain techniques to boost and improve English language skills.

Data Collection Techniques

Semi-structured Interview

Interviews are a way to collect qualitative data, the use of questions that extract arguments, experiences, and opinions helps researchers to support the thesis. Knott et al., (2022), interviews serve as an interactional tool for collecting qualitative information, this technique is based on explanation and interpretation of surroundings. Interviews are useful since social contact fosters confidence to accurately narrate events easing how the investigator builds up the thesis of the project. Moreover, interviews allow researchers to explore and dive into details that help support theories.

The researchers will execute presential interviews with the teachers of Educa school to collect data for post-examination. An interview will be run allowing participants to elaborate perspective of language teaching about the use of songs for improving English language skills such as listening. Questionaries are a complementary tool for tailoring the expected answers through using open-ended questions, these aspects are elaborated in the following description of the methodological chapter. The interviews will support information to discuss in the upcoming chapters of the investigation such as the fourth and fifth chapters.

Instruments

Questionnaire

According to Mcleod (2023), questionnaires are a guideline for the researcher to use various questions to extract relevant information to support the hypothesis of the investigation. Also, questions must be easy to understand as well as the number of questions influence the collection of data, the questions will be reviewed and approved for its execution.

Type of questions

Open questions

The use of open questions is crucial for extracting info from participants, they are unstructured and open text because it does not search for a specific response instead it is sought a subjective response aligned with qualitative resources. According to Bhandari (2023), open questions are useful to expand the speech of the interviewee giving free will to respond, sometimes participants remain anonymous to secure the delivery of information. Due to the complexity of the topic, open questions serve as a means for narrating the experience lived by the teacher, also it supports the validity of information since the participants share long text with details of events.

Data Collection Processing Resources

Population and sample

According to Hossan (2023), to population is the group of people that gain relevance for the investigation working in the same field of investigation (p. 209). The group of people or entities that the study is focusing on is called the population of interest. “This includes individuals, pairs, groups, organizations, or other similar entities” (Hossan et al., 2023, p. 211).

The population selected was teachers of Educa Elementary School, this selection was based on an analysis of teacher's profiles that studied English language teaching degrees and experience with didactic materials, moreover, educators use English songs in classes reinforcing experience using this methodology in the present. The population used for this investigation is focused on Teachers belonging to Educa school where teachers use interactive methodologies such as the use of songs, books on storytelling, and more activities.

Sampling is a process based on discrimination of participants focusing on utilizing a few interviewees for extracting information accurately. A study carried out by Rahman (2023), analyses the determination of sampling as a crucial part of selecting participants in the data collection process. Moreover, the selection of relevant participants ensures reliable information for discussing questions in interviews. The selection of samples was related to the profile of the teacher taking into consideration the focus on children's English teaching of the school, also the availability for launching the investigation tool.

Five teachers were selected to run the data collection process; these professors have wide experience in the field and a solid basis for teaching strategies such as English songs for improving English skills in this case pronunciation skills. The responses of the teachers will support Chapter IV ensuring the originality of the research.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter is driven to analyze insights of teachers who have been using English songs to enhance English language skills such as oral skills in elementary school. English songs are important to dive into the English language and understand how language is perceived through the text of lyrics and speech. Hence, the research sought to verify the reliability of English songs to improve oral skills by reflecting on educators' experiences contrasting with a bibliography aligned with teachers' insights.

After analyzing findings, the inclination to use English songs to enhance various skills and subskills of the English language. Nevertheless, oral skills are one of the general skills that are improved through the use of songs in English due to the practice mostly involving speaking skills. Teachers gave detailed experiences and for their application in the classroom, these elaborate answers helped to support the researcher's discussion about English songs for oral skills improvements.

Interpretation of data collected from interviews and bibliographic references

Table 1

Interview responses and relevant statements

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How is the use of English songs aligned with a pedagogical framework in English language teaching?	Wide benefits, learning process, speaking skills	Immersion, natural acquisition, English learning,	Grammar, vocabulary, interactive teaching, songs	Pedagogical fit, understanding, vocabulary, listening	Relaxed environment, enjoyable learning, ease of skills
How do English songs	Pronunciation, fluency, English	Word repetition, pronunciation	Oral skills, meaningful	Pronunciation, fluency,	Repetition, reinforcement,

improve students' speaking skills and skills in an elementary school?	improvements, singing songs	recorded acquisition	exposure, and materials used	internalization, emotional factors	intonation, fluency speaking
How can teachers integrate English songs into the classroom to address common challenges in oral expression?	Challenges with vocabulary, body language, emulating words	Activities matched peers, support identification, weaknesses	Comfy environment, pressure relief, student focus	Topics aligned interests, vocabulary, solving difficulties	Challenges with limited vocabulary, unfamiliar body language
Which activities can be integrated along with English songs to improve oral skills?	Meaningful experiences, daily activities role play, oral expression	Gamification, imitation, grammar exercises, singing songs	Role-playing, discussion, improv, fill blanks	Address mistakes, fluency practice, listening, lyrics practice	Real-life experiences, familiar situations, lesson context
How do students respond to using English songs as a learning tool for enhancing speech?	Positive feedback, meaningful experience, free expression	Engagement, confidence, attractive lyrics, lesson enjoyment	Enthusiastic response triggered learning, optimistic feeling	Enjoyable learning, satisfactory process, song activities	Comfortable, motivated, positive atmosphere, rhythm melodies
Could you describe the characteristics of English songs for improving speaking skills in children?	Aligned songs, book context, attractive songs	Repetitive songs, manageable vocabulary, knowledge base	Basic vocabulary, choral singing, classroom bonding	Short story song, clear structure, content understanding	Simple lyrics, teamwork promoted, foundation skills
Based on your experience, what is the impact of using English songs to improve oral expression in children?	Interactive class, enjoy lessons, adequate impact	Fluency, confidence, ease of language, navigating learning	Confidence gained, pronunciation and fluency improvements, critical thinking	Enjoyable, meaningful activity, dynamic experience, vocabulary	Confidence speaking, accessible learning, pronunciation, intonation

Note: This table elaborates and summarizes the responses of participants, the data highlighted represents the most important thoughts of educators about the use of English songs to improve English skills focusing on oral skills.

Table 2

Alignment of English songs and a pedagogical tool for English language teaching

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How is the use of English songs aligned with a pedagogical framework in English language teaching?	Wide benefits, learning process, speaking skills	Immersion, natural acquisition, English learning,	Grammar, vocabulary, interactive teaching, songs	Pedagogical fit, understanding, vocabulary, listening	Relaxed environment, enjoyable learning, ease of skills

Note: The following table summarizes the responses of participants regarding the alignment of English songs as a pedagogical tool for ELT

Question number one was “**How the use of English songs is aligned to pedagogical framework in English language teaching?**”, this question sought to analyze the alignment of English songs for educational purposes. The teachers' responses highlighted that English songs are a powerful tool within the pedagogical framework as they engage students in an interactive resource and immersive learning experience. Songs offer a playful method for teaching vocabulary and pronunciation, making learning both enjoyable and comfy.

The research conducted by Camarã and Naznean (2022), concluded that songs serve as a pedagogical tool for teaching and learning the English language. Also, the researchers mentioned that to not lose the pedagogical approach exercises to develop other skills must be applied. This approach aligns with various educational methodologies that advocate active participation and contextual learning. Lastly, Teachers underlined that songs create a meaningful learning context, supporting the retention of new words and phrases through their melodic and repetitive nature. This approach ties into constructivist theories where learners build on prior knowledge through engaging activities.

Table 3

Improvement of mechanics of English songs in oral skills

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How do English songs improve students' speaking skills and skills in an elementary school?	Pronunciation, fluency, English improvements, singing songs	Word repetition, pronunciation recorded, acquisition	Oral skills, meaningful exposure, and materials used	Pronunciation, fluency, internalization, emotional factors	Repetition, reinforcement, intonation, fluency speaking

Note: The following table summarizes the responses of participants about how English songs improve oral skills

Question number two was **“How do English songs improve students' speaking skills and subskills in an elementary school?”**, this question was focused on how English songs improve oral skills in elementary, it was seeking the mechanics of how students enhance speech. Educators indicated that English songs enhance students' speaking abilities by promoting fluency, pronunciation, and intonation when students sing songs. The repetition of songs allows students to internalize language structures and vocabulary more naturally. As children recurrently listen and sing songs, they develop a connection with sound patterns, aiding in the correct pronunciation of words and phrases.

According to Ananda et al., (2023), explained how songs improve pronunciation and give the opportunity to improve pronunciation, intonation, and fluency by imitating speech delivery for native English speakers. The researchers wanted students to acquire native accents so that students trained a couple of songs weekly; after practicing they were able to adopt a received pronunciation and could express better ideas by using fragments of songs.

Ultimately, the responses underlined that through consistent practice with songs, students begin to speak with greater ease and confidence, overcoming the mental block often

associated with speaking a foreign language. The interactive nature of singing helps lower inhibitions, creating a learning atmosphere that is relaxed and conducive to spontaneous speech.

Table 4

Integration of English songs to address challenges in oral expression.

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How can teachers integrate English songs into the classroom to address common challenges in oral expression?	Challenges with vocabulary, body language, emulating words	Activities matched peers, support identification, weaknesses	Comfy environment, pressure relief, student focus	Topics aligned interests, vocabulary, solving difficulties	Challenges with limited vocabulary, unfamiliar body language

Note: The following table summarizes the responses of participants according to the integration of English songs to address the mistakes of students due to the opportunity to make them speak.

Question number three was “**How can teachers integrate English songs into the classroom to address common challenges in oral expression?**”, the question is about the integration of English songs as an interactive activity making the entire class participate, when signing teachers can address challenges in pronunciation and oral skills in general. According to the responses, teachers can integrate English songs into classrooms as warm-ups or main activities tailored to the student’s current vocabulary and topics of interest. This helps tackle common issues such as mispronunciation, incorrect stress of words, low motivation, and lack of confidence in speaking. By selecting age-appropriate songs, educators create a comfortable space where students can practice language skills without the high stakes of formal speaking tasks.

Research carried out by Amalia et al., (2019), showed that students were attracted to listening to English songs, and certain genres draw attention to students encouraging them to practice and improve English proficiencies. The students used drills to learn the song and to get the correct pronunciation of words, to be able to sing songs students had to memorize the pronunciation and pace of songs.

Integrating songs can involve gestures, dance, or echo activities that accompany singing, which supports kinesthetic learners and reinforces memory through physical movement. The responses also mention that incorporating songs into daily routines helps establish consistency, making speaking practice a normalized and expected part of learning.

Table 5

Integration of English songs-based activities to improve oral skills

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
Which activities can be integrated along with English songs to improve oral skills?	Meaningful experiences, daily activities role play, oral expression	Gamification, imitation, grammar exercises, singing songs	Role-playing, discussion, improv, fill blanks	Address mistakes, fluency practice, listening, lyrics practice	Real-life experiences, familiar situations, lesson context

Note: The following table summarizes the responses of participants, the focus was to collect activities based on English songs.

Question number four “**Which activities can be integrated along with English songs to improve oral skills?**”, question four was related to collecting song-based activities used by teachers in elementary schools. Educators provided a range of activities that complement the use of English songs, designed to strengthen students' oral skills through engaging and interactive methods.

One strategy mentioned is role-playing, where students act out scenes inspired by the lyrics, encouraging them to use new vocabulary in context and practice dialogue. Another

approach is imitation or echo games, where students repeat lines or phrases from songs, helping in pronunciation and fluency. Likewise, choral singing, where the entire class sings together, helps to reinforce collective learning and gives students the confidence to practice speaking without individual pressure. This group activity fosters a sense of unity and lowers anxiety that might hinder individual speaking.

Sobari (2021), highlighted that songs support teachers' teaching basis when students are training pronunciation and rhythm by making funny classes. Therefore, pronunciation is taught by using attractive lyrics that contain blends and links to improve speech, the grammar structure of lyrics allows students to use correct expression in oral activities. Furthermore, teachers also highlighted "fill-in-the-blank" lyric exercises as a way to develop listening and speaking skills while reinforcing new vocabulary. Creative activities, such as having students create new verses for familiar songs or answer open-ended questions about the lyrics, stimulate critical thinking and encourage the use of English in a structured yet playful manner. These activities are performed individually and push students to go beyond memorization and use language more spontaneously.

Table 6

Response to English songs in the learning process of improving oral skills

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
How do students respond to using English songs as a learning tool for enhancing speech?	Positive feedback, meaningful experience, free expression	Engagement, confidence, attractive lyrics, lesson enjoyment	Enthusiastic response triggered learning, optimistic feeling	Enjoyable learning, satisfactory process, song activities	Comfortable, motivated, positive atmosphere, rhythm melodies

Note: The following table summarizes the responses of participants, the focus was to collect the experiences of teachers regarding students' responses to English song exposure and oral skills improvements.

Question number five “How do students respond to using English songs as a learning tool for enhancing speech?”, this question sought to discover the response of using English songs to improve speaking skills in elementary classrooms. The responses from all teachers indicated that students react positively and enthusiastically to using English songs as a learning tool. Introducing songs fills the class with enjoyment and novelty easing English teaching and breaking away from traditional techniques, which are monotonous nowadays. The rhythm and melody in songs captivate students’ attention, making them more willing to participate and engage in the learning process.

According to Bsharat et al., (2021), music influences human interaction and sensations, rhythm makes people move and utter while individuals enjoy it. English Songs have had an influence on language learning and motivation in students especially young learners by avoiding traditional methods such as drilling and overusing activities.

Overall, this increased engagement fosters an environment where students feel more comfortable speaking, as the musical context reduces stress and fear of making mistakes. Teachers report that the playful integration of songs leads to better student attitudes toward learning and greater comfort in using spoken English.

Table 7

Characteristic of English songs for improving speaking skills in children

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
Could you describe the characteristics of English songs for improving speaking skills in children?	Aligned songs, book context, attractive songs	Repetitive songs, manageable vocabulary, knowledge base	Basic vocabulary, choral singing, classroom bonding	Short story song, clear structure, content understanding	Simple lyrics, teamwork promoted, foundation skills

Note: The following table summarizes the responses of participants, the answers of teachers elaborated on several characteristics that English songs must attain to be used in classrooms.

Question number six “**Could you describe the characteristics of English songs for improving speaking skills in children?**”, this question looked for qualities that English songs must have to be applied in classrooms. Teachers described specific features that make English songs appropriate for enhancing speaking skills in children. The songs for teaching English are characterized by simplicity, repetitive structures, and a clear, steady rhythm that supports memorization. Furthermore, songs with straightforward lyrics and thematic or everyday vocabulary are especially useful.

According to the study carried out by Sobari (2021), song settings for young learners must be based on three keys attractive lyrics, melody, and sticky rhythm. This configuration makes English songs a powerful tool to improve speaking skills in children. Also, songs should incorporate common grammatical structures to reinforce learning and facilitate the transition from listening and singing to speaking and using those structures in conversation.

In addition, the fun and engaging nature of these songs promotes a stress-free learning environment, motivating children to participate without fear of mistakes. This combination of clear, age-appropriate content and engaging rhythm makes songs an ideal medium for language practice.

Table 8

Analysis of Teachers' Perceptions of English Songs on Improving Oral Skills

Question	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5
Based on your experience, what is the impact of using English songs to improve oral	Interactive class, enjoy lessons, adequate impact	Fluency, confidence, ease of language, navigating learning	Confidence gained, pronunciation and fluency improvements, critical thinking	Enjoyable, meaningful activity, dynamic experience, vocabulary	Confidence speaking, accessible learning, pronunciation, intonation

**expression in
children?**

Note: The following table summarizes teachers' perceptions about the impact of English songs on improving oral skills.

Question number seven **“Based on your experience, what is the impact of using English songs to improve oral expression in children?”**, this final question aimed to analyze the experiences of teachers with English songs and its influence on enhancing oral abilities. The responses from teachers underlined that the use of English songs has a positive influence on children's oral expression. One major effect is the boost in confidence that students experience when engaging in speaking activities. Singing in a group or individually helps children become used to hearing and producing English sounds, which translates into more fluent and natural spoken expressions.

Peixoto-Pin, et al., (2023), revealed that the integration of English songs in the classroom brings lots of benefits such as encouraging students exposed to foreign languages in an attractive way to generate oral expression. This exposure helps to reduce the common fear of making mistakes, as the musical format makes speaking feel less like a formal task and more like a fun group activity. Teachers described that students who regularly practice with English songs demonstrate a marked improvement in pronunciation and intonation.

In summary, the usage of English songs in children's oral expression is substantial. Songs not only enhance pronunciation, intonation, and vocabulary retention but also build confidence and encourage a more relaxed, enthusiastic approach to speaking. This approach helps children move from passive learning to active communication.

Chapter V

Conclusions and Recommendations

After applying methodological instruments and executing a qualitative analysis with bibliographic resources, conclusions and recommendations come up by inferring the research and its results.

Conclusions

The research showed that English songs are a powerful tool for improving oral skills. References back up the idea that song-based activities help with language learning. Authors and teachers have outlined various methods to use songs for enhancing English skills and highlighted how these activities boost student participation and progress in speaking. Although songs are not commonly used in classrooms, teachers can adjust lessons to include music as an engaging tool. Ultimately, songs make students feel at ease, build confidence, improve self-esteem, and help with social interactions.

Educator interviews emphasized the usage of songs as part of English teaching. Teachers shared different activities that can be adapted to students' language levels, pointing out that lessons should match students' needs. Hence, songs were also seen as a way to connect with students through their musical tastes, which helped build a positive classroom atmosphere. The emotional benefits of songs stood out, with teachers noticing that decreased stress and increased motivation. The data suggested using songs purposefully with worksheets and clear lesson goals to keep students focused. Lesson plans should include grammar and key vocabulary to make the most of songs in learning.

Lastly, both research and teacher feedback confirm that English songs help improve oral skills. Songs encourage participation and give teachers options for assessments. They also

support language practice and retention when students speak in class. To make the most of this resource, lessons should be planned with care, keeping language goals in mind.

Recommendations

English songs are a powerful tool for enhancing speaking skills, as shown through insights from authors, teachers, and researchers. To use this approach, it is important to consider some key points. Lesson plans should be aligned with curriculum standards and include clear goals related to grammar, vocabulary, and other language areas. Teachers should adapt teaching materials so that songs connect with the topics in textbooks, making them a lively introduction to lessons and a way to engage students from the start.

Using songs should be supported with worksheets and exercises that focus on speaking practice. Collaborative activities, such as role plays and improvisational tasks, encourage students to communicate and build a learning environment where everyone contributes. These group activities help foster a constructivist approach, making the learning process interactive and enjoyable. When songs are integrated with these types of activities, they keep students motivated, ensuring that the whole class participates actively while practicing their speaking skills.

The research highlighted the benefits of using English songs for improving oral skills, which are key to developing communication. Teachers are advised to include songs in classroom activities to tap into their advantages. To make the most of these activities, lessons should have a clear teaching approach and be structured to minimize distractions. The objectives should be clear to both the teacher and students, ensuring that songs are used not just for entertainment but as a means to reinforce learning, increase class participation, and develop speaking abilities.

Songs should be used to make students participate, develop oral skills, and address students' strengths and areas for improvement of other English skills. This approach allows teachers to guide learners through their language journey in a way that is engaging. Through these methods, lessons can become more dynamic, helping students gain confidence and better oral skills, which sets the stage for further progress in future lessons.

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Annexes

Annex A: Compilatio certification

La Libertad, 25 de noviembre del 2024

CERTIFICADO ANTIPLAGIO

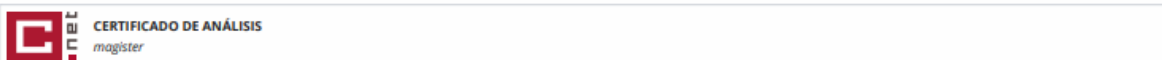
En Calidad de tutor del trabajo de titulación **“ENGLISH SONGS TO ENHANCE THE PRONUNCIATION OF ORAL EXPRESSION IN AN ELEMENTARY SCHOOL”**, elaborado por los estudiantes **Rodríguez Malavé Sara Gabriela** y **Mite Lindao Allison Shaday**, egresado de la **Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros**, de la Facultad de Ciencias de la Educación e Idiomas, de la **Universidad Estatal Península de Santa Elena**, previo a la obtención del título de Licenciado en Pedagogía del idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio Compiliato, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra en el 1% de valoración permitida, pro consiguiente se procede a emitir el presente informe.

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Annex B: Questionnaire

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS



Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questions

1. How is the use of English songs aligned with pedagogical framework in English language teaching?
2. How do English songs improve students' speaking skills and subskills in an elementary school?
3. How can teachers integrate English songs into the classroom to address common challenges in oral expression?
4. Which activities can be integrated along with English songs to improve oral skills?
5. How do students respond to using English songs as a learning tool for enhancing speech?
6. Could you describe the characteristics of English songs for improving speaking skills on children?
7. Based on your experience, what is the impact of using English songs to improve oral expression in children?

Annex C: Interview transcriptions

Interview #1

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS PEDAGOGÍA DE LOS
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Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questions

How is the use of English songs aligned with a pedagogical framework in English language teaching?

Songs provide a wide range of benefits; it is used for the learning-teaching English process; it can be used in the context of lessons to improve overall speaking skills.

How do English songs improve students' speaking skills and skills in an elementary school?

Pronunciation fluency and use of English improvements are provided by singing songs. By repetition when singing, word pronunciation is reinforced.

How can teachers integrate English songs into the classroom to address common challenges in oral expression?

Teachers used to face challenges such as lack of vocabulary and body language because of unknown words to emulate.

Which activities can be integrated along with English songs to improve oral skills?

The activities can be aligned to meaningful experiences or daily activities attached to context with previous knowledge of the use of English. The mix of those factors promotes oral expression by sharing thoughts when replying or giving feedback.

How do students respond to using English songs as a learning tool for enhancing speech?

They respond with positive feedback; it helps students retain the English language by having meaningful experiences. The students are allowed to freely express themselves without pressure.

Could you describe the characteristics of English songs for improving speaking skills in children?

The selection of songs must be aligned with the context of the book that is being used, and songs must be attractive to bond with students.

Based on your experience, what is the influence of using English songs to improve oral expression in children?

The impact of using songs is quite good; the students experience an interactive class and enjoy the lessons.

Interview #2

Interview #2

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IDIOMAS NACIONALES Y EXTRANJEROS



Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questions

How is the use of English songs aligned with a pedagogical framework in English language teaching?

English songs encourage immersion and active participation, allowing natural learning of vocabulary and pronunciation in a playful and good environment.

How do English songs improve students' speaking skills and skills in an elementary school?

The songs facilitate rhythm, pronunciation, and intonation practice, promoting confidence in speaking and listening to English in a fun and repetitive way.

How can teachers integrate English songs into the classroom to address common challenges in oral expression?

We use songs adapted to the children's level, accompanied by gestures and repetition, which reduces anxiety and motivates natural language practice.

Which activities can be integrated along with English songs to improve oral skills?

Imitation games, choral singing activities, and echo exercises help reinforce pronunciation, fluency, and listening comprehension in a playful context.

How do students respond to using English songs as a learning tool for enhancing speech?

Children respond enthusiastically, as the rhythm and melody capture their attention, making them feel confident and excited to participate.

Could you describe the characteristics of English songs for improving speaking skills in children?

Repetitive songs, with simple vocabulary and clear rhythm, are ideal; these elements facilitate comprehension and memorization of the language.

Based on your experience, what is the impact of using English songs to improve oral expression in children?

The songs serve to develop confidence in speaking, children love the songs! Making children feel comfortable and enjoy the process of learning English, there is a big difference between singing the alphabet and just repeating the alphabet.

Interview #3

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS



Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questions

How the use of English songs is aligned to pedagogical framework in English language teaching?

English songs fit well within language learning frameworks as they engage students, introduce vocabulary and pronunciation, and provide context, making lessons more memorable and interactive.

How do English songs improve students' speaking skills and skills in an elementary school?

Songs enhance pronunciation, intonation, and rhythm in speech. Repetition in songs builds fluency and helps students internalize structures, improving confidence in speaking.

How can teachers integrate English songs into the classroom to address common challenges in oral expression?

Teachers can use songs to create a relaxed environment, reducing the pressure to speak

correctly. Lyrics help with pronunciation while singing along builds fluency without focusing too much on accuracy.

Which activities can be integrated along with English songs to improve oral skills?

Activities like sing-alongs, role-playing, and “fill-in-the-blank” exercises with lyrics reinforce listening and speaking skills. Students can also discuss the song's themes or create their own verses.

How do students respond to using English songs as a learning tool for enhancing speech?

Students usually respond enthusiastically, finding it easier to mimic sounds and rhythm. They enjoy the playful aspect, which lowers inhibitions and makes speaking more enjoyable.

Could you describe the characteristics of English songs for improving speaking skills in children?

Ideal songs for speaking skills are repetitive, have clear pronunciation, have simple vocabulary, and cover relatable themes. They should also be age-appropriate and fun to sing.

Based on your experience, what is the impact of using English songs to improve oral expression in children?

Based on experience, songs help students become more confident speakers, reducing shyness, and promoting better pronunciation. They naturally learn structures and vocabulary that improve their overall communication skills.

Interview #4

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questions

How is the use of English songs aligned with the pedagogical framework in English language teaching?

From my experience, the songs fit the pedagogical framework perfectly as the songs help students to better understand the subject matter, develop listening skills, and acquire vocabulary. In addition, students develop skills in a fun and good way.

How do English songs improve students' speaking skills and skills in an elementary school?

Songs foster the development of language skills in an effective way because, through repetition of phrases and structures, songs help students internalize vocabulary and expressions effortlessly, reinforcing correct pronunciation and intonation.

How can teachers integrate English songs into the classroom to address common challenges in oral expression?

Teachers can integrate English songs into the classroom to solve speaking difficulties by selecting topics that connect with students' interests and vocabulary under study. They can be introduced as part of the daily routine or in specific activities, using songs to practice vocabulary, pronunciation, and intonation.

Which activities can be integrated along with English songs to improve oral skills?

Songs can be supplemented with various oral activities to reinforce learning, such as role plays, skits, and repetition or echo games. Open-ended questions about the content of the song can also be used to prompt students to give simple answers to practice their fluency. Activities such as “fill in the words” or “make up new verses” also encourage creativity and motivate them to use new English words, enriching their vocabulary and oral expression.

How do students respond to using English songs as a learning tool for enhancing speech?

Students often respond very positively to the use of songs in English, as the songs are enjoyable and break with the traditional classroom structure, creating a relaxed atmosphere where they feel more confident to express themselves. The songs allow them to practice the language without fear of making mistakes, as they are immersed in the rhythm and melody, which encourages spontaneous participation.

Could you describe the characteristics of English songs for improving speaking skills in children?

The most effective songs for improving oral expression in children usually have simple rhythms, repetitive lyrics, and everyday or thematic vocabulary appropriate to their level. They must include common grammatical structures and are accompanied by a catchy melody to facilitate memorization. Songs that tell a short story or follow a clear structure also help children understand the content and use the vocabulary in practical contexts.

Based on your experience, what is the impact of using English songs to improve oral expression in children?

The impact of the use of English songs on improving children's speaking skills is remarkable. Students develop confidence in speaking, expand their vocabulary, and improve their pronunciation and intonation in a fun and accessible way. By singing, children internalize phrases and structures naturally, allowing them to use them in spontaneous conversations.

Interview #5

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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IDIOMAS NACIONALES Y EXTRANJEROS

**Questionnaire**

This information received in the following questionnaire is confidential, privileged, and only for educational purposes.

Questions

1. How is the use of English songs aligned with a pedagogical framework in English language teaching?

The use of English songs aligns well with the pedagogical framework of English language teaching as it offers a multifaceted approach to learning. Songs provide contextualized language practice and can be integrated to improve overall speaking skills. They support pronunciation fluency and enhance the natural use of English. When used as a teaching tool, songs create engaging and interactive experiences, aligning with communicative and experiential learning frameworks.

2. How do English songs improve students' speaking skills and subskills in an elementary school?

English songs play a vital role in enhancing students' speaking skills and subskills by promoting pronunciation accuracy and fluency. Through repetition, songs help students internalize the correct pronunciation of words, which strengthens their ability to articulate speech

more clearly. Singing also aids in the development of subskills like intonation and rhythm, making speech more natural and expressive.

3. How can teachers integrate English songs into the classroom to address common challenges in oral expression?

Teachers can integrate English songs by embedding them within lesson plans that cater to students' needs and interests. Activities should be designed around songs that relate to the lesson's context and are aligned with students' existing knowledge. This approach helps address challenges such as limited vocabulary and unfamiliar body language, as songs provide a model for language use and expression. Additionally, songs create a pressure-free environment where students feel comfortable expressing themselves.

4. Which activities can be integrated along with English songs to improve oral skills?

Activities such as singing along, role-playing, and group discussions can be paired with songs to enhance oral skills. These activities should be meaningful and contextually relevant, promoting the use of vocabulary and sentence structures learned in the song. For example, discussing the song's theme or sharing personal stories related to the lyrics encourages students to practice speaking and provides opportunities for feedback and interaction.

5. How do students respond to using English songs as a learning tool for enhancing speech?

Students typically respond positively to the use of English songs in the classroom. Songs provide an enjoyable and stimulating way to learn, leading to better retention of the English language. They allow students to engage with the material through meaningful experiences and express themselves freely, which helps reduce anxiety and fosters a supportive learning environment.

6. Could you describe the characteristics of English songs for improving speaking skills in children?

The characteristics of English songs for improving speaking skills include age-appropriate vocabulary, engaging melodies, and relatable themes that align with the context of the curriculum. Songs should be simple enough for students to understand yet challenging enough to introduce new language elements. The selection of songs should also promote interaction and bonding with students to make learning enjoyable and memorable.

7. Based on your experience, what is the impact of using English songs to improve oral expression in children?

The impact of using English songs to improve oral expression in children is proven. Students often experience an interactive and enjoyable learning process that encourages participation and fosters communication. Singing and related activities create a lively atmosphere where children can practice speaking skills with confidence. This approach not only boosts oral expression but also enhances engagement, making lessons more dynamic.