UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"LYRICS MUSIC AS A DIDACTIC STRATEGY FOR THE DEVELOPMENT OF ORAL SKILLS IN SALINAS INNOVA EDUCATIONAL UNIT FROM LEVEL A2."

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad, January 7, 2023

ADVISOR'S APPROVAL

In my role As Advisor of the research paper and title "LYRICS MUSIC AS A DIDACTIC STRATEGY FOR THE DEVELOPMENT OF ORAL SKILLS IN SALINAS INNOVA EDUCATIONAL UNIT FROM LEVEL A2" prepared by David Raúl Portilla Díaz , an ungraduated student of Pedagogy of National and Foreign Languages Major, School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena , I declare that after Oriented , studied and reviewed the project, I approve it in its entirety, Because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

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MSc. Rudy Párraga Solórzano
ADVISOR

La Libertad, January 7, 2023

STATEMENT OF AUTHORSHIP

I, DAVID RAÚL PORTILLA DIAZ with ID number 0922869953 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in my role as a author of the research project "LYRICS MUSIC AS A DIDACTIC STRATEGY FOR THE DEVELOPMENT OF ORAL SKILLS IN SALINAS INNOVA EDUCATIONAL UNIT FROM LEVEL A2" certify that this work is of my authorship.

David Raúl Portilla Díaz
AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY.

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I would like to take this opportunity to thank God, my family and girlfriend for their support during all these years. Especially, I would like to thank my father for patiently guiding me through the whole study process during my career as a language student and all the love in every tip of the day. Finally, I would like to thank all my teachers for teaching me such valuable knowledge for my future because without them this would not be possible.

DEDICATION

I want to dedicate this research project to my girlfriend and my parents, also, close friends for encouraging me and supporting me all this time.

With love

David Raúl Portilla Díaz

ABSTRACT

In the results obtained in the present investigation of the didactic strategy for the development of oral production, it was possible to specify several necessary steps to respond to this factor of a social nature. The main objective was to determine which oral production strategies the teacher uses so that the student can improve the speaking of the English language through lyrical music within the Salinas Innova Educational Unit. In addition, the methodology applied in this study was purely qualitative as a phenomenological study, in which an interview was applied through focus groups.

On the other hand, auditory stimuli reflect that students are more interested in learning English when there is didactics with lyrical music; the production levels vary according to the applied system and the variety of activities focused on vocal production. At the same time, the student's attention is captured by applying stimulus methods that involve the students' emotions with the application of lyrical music so that there is a comprehensive environment full of verbal interaction and the production of knowledge of speaking in English.

Finally, it was possible to deduce that the application of didactic strategies with lyrical music maintains an emotional and technical connection for vocal production.

KEY WORDS: teachers, lyrical, music, strategies, emotions.

RESUMEN

En los resultados obtenidos en la presente investigación de la estrategia didáctica para el desarrollo de producción oral se pudo concretar varios pasos necesarios para responder a este factor de índole social. El objetivo principal fue determinar qué estrategias de producción oral utiliza el docente para que el estudiante pueda mejorar el habla del idioma inglés a través de la música lírica dentro de la Unidad Educativa Salinas Innova. Además, la metodología aplicada en este estudio fue netamente cualitativa como estudio fenomenológico, en el cual se aplicó una entrevista a través de grupos focales.

Por otro lado, los estímulos auditivos reflejan que los estudiantes están más interesados refleja que los estudiantes tienen mayor interés por aprender inglés cuando existe una didáctica con música lírica, los niveles de producción varían según el sistema aplicado y la variedad de actividades aplicadas enfocadas a la producción verbal. A su vez, se capta la atención de los estudiantes al aplicar métodos de estímulo que involucren las emociones de los estudiantes con la aplicación de la música lírica para que exista un ambiente amplio lleno de interacción verbal y producción de conocimientos del habla en inglés.

Finalmente, se pudo deducir que la aplicación de las estrategias didácticas con músicas liricas mantiene una conexión emocional y técnica para la producción verbal.

PALABRAS CLAVES: docentes, música, lírica, estrategias, emociones.

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Introduction

The research project is focused on developing lyrical music as a strategy that contributes to the teaching-learning process for the development of oral skills in young students of the Innova School at level A2 in the city of Salinas. The research directly benefits the students and indirectly the teachers because it provides data that allows establishing a dynamic pedagogical methodology utterly different from the traditional one. The activities developed are based on songs that allow reaching the verbal ability to learn the English language effectively. The development of these strategies allows for the achievement of the objective of improving the pronunciation, intonation, vocabulary, and grammar of the English language among the students. It thus allows them to develop oral expression in different contexts.

The development of the ability to speak can be achieved with the help of musical activities during and outside the English classes of the young students of Innova School of the A2 level of the city of Salinas; in addition, it is considered that the students do not yet have an extensive vocabulary as a base that limits you to participate in English classes actively. In the same way, foreign language teachers are focused on fulfilling contents and exercises of texts considered official for the educational institution; All this prevents the teacher from diversifying strategies and is limited exclusively to the teaching of grammar, leaving strategies for the development of communication skills in the background and being able to use the language appropriately.

The use of musical activities arouses interest in each student; in addition, they connect with the topics developed in class without forcing them to work, and they identify with the lyrics of the songs in English because they are according to their age.

The present investigation has theoretical, philosophical, psychological, and legal support, which frames the updated bibliography.

The research is developed into five chapters, whose contents are developed as follows:

Chapter I: This section contains the investigation's theme and context with the problem's situation and the formulation of questions that guide the project's development. The objectives of the research, both general and specific, are formulated, as well as a description of the justification for the research indicating the literature findings that give viability or feasibility to overcome the responses to the needs of developing this research.

Chapter II: This section details the search for previous studies with similar objectives in different scenarios that provide relevant statements for the project. In the same way, the theoretical framework of the proposed variables, such as lyrical music and verbal ability in the English language, is presented. Similarly, the contextual and legal framework is described.

Chapter III focuses on the research methodology according to the study objective. Description of the population, methods, research techniques, and the instruments used for data collection. Presentation of results in tables and graphs duly analyzed.

Chapter IV: In this section, analysis and interpretation of the research findings and the correlation with the theories included in the research are carried out.

Chapter V: finally, the reflections or conclusions are presented according to the findings and objectives of the investigation, if the research questions were answered and the problem found was solved, and if the investigation has met the initial expectation.

Chapter I

The Problem

The English language is currently necessary for many areas of the human being, both in daily life and at work, but frankly, in different educational systems, it is difficult to adapt a study plan to different students from different countries; That is why in Ecuador it is necessary to restructure the teaching processes of spoken English to change the traditional teaching methods. Based on recent data, Ecuador is ranked 82 according to EF Education First (EF), which today launched the 2022 edition of its EF English Proficiency Index (EF EPI), analyzing data from 2.1 million non-native speakers of English in 111 countries. and regions with the lowest level of English; therefore, many English programs in schools are being questioned for needing to be in line with technological evolution.

Within the globalization process, the English language is considered part of the curriculum of public school, being part of the demands of a world influenced by the different trends where the English language points to the lyrical music of many singers, in addition, it is necessary to use innovative and efficient methods that manage to awaken the desire to learn in the student according to the level of studies, in addition to minimizing the concern of parents who want their children to obtain a good score in the tests that are applied to evaluate the knowledge of the English language.

The little preparation of a teacher causes the necessary skills for the student to develop oral production to decline; In addition, it is essential to consider the student's previous knowledge to verify that English is spoken correctly.

This research aims to determine didactic strategies, to improve oral skills, therefore, the difference with other traditional methods that limit students' verbal ability and creative production

to a basic level makes the teaching of English insignificant. These problems; The need arises to implement oral production in the classroom as an essential part of student training and lyrical music as a reinforcement strategy for the teacher to achieve a positive dynamic effect, managing to embed in students the ability to express fluently in the English language ideas, feelings, emotions, and efficient communication.

General question

In this research, how does the teacher promote the development of strategies for teaching English using oral production?

Specific question

. What techniques can be applied to the ability to speak to improve student fluency?

. What is the relationship between lyrical music and oral skills?

. How can speaking skills be developed using songs in class?

General objective

Determine how didactic strategies integrate young students' interest in developing oral production of English and language proficiency.

Specific objectives

• To specify how the teacher uses the ability of oral production to promote his teaching.

• To identify activities that reinforce oral production and that teachers use with young students.

• To define the teaching strategies and methods used by teachers to find out if students have achieved effective oral production.

Justification

Ecuadorian students, this research project is based on Article 21 of the constitution of the Republic of Ecuador, which is directed towards the right of all Ecuadorians to have their own cultural identity and to know the artistic memory of different cultures and languages. Based on this, the right to know new creative forms of the language is a gap to integrate new knowledge, so this introduction to teaching a foreign language such as English is necessary for the acquisition of education for all students. This study will benefit education by implementing songs for teaching and learning English that will enhance students' verbal ability through lyrical music activities.

Next, the most important ones are marked in a summary way to recognize their importance as a primary method for teaching the English language in most schools nationwide. "the mother tongue is not used; it is always spoken in the language that is intended to be taught" that is, teaching should not be based on a mother tongue, but use a second language fluently and understandably. (Rioja, 2022)

Skinner's model of stimulus-response reinforcement and habit formation through repetition (behaviorism) also plays a vital role in learning English. Subsequently, a better emphasis will be given to these theorists in the space corresponding to the literature review.

Incrementalism is another factor that is investigated; it is defined as that which increases.; to teach the English language, this involves breaking the language down into structures and sentence patterns. This way, the patterns are taught one by one, and the next will be advanced until the previous one is completed. According to Karla (2020), the teacher's principal is central and active; he manages the class and models the target language, directs the pace of learning, and reviews and corrects the students' strong performance. What he is trying to say is that the stimuli have a different level of capture for the student's ear.

That is why oral production was the tool on which this research project focused. This way is sought to strengthen the knowledge of the subject and continue generating proposals for it. Likewise, the acquisition of orality training is promoted, which suggests some specific actions that help affected students, as well as teachers and educational institutions, to implement, through various techniques and methods, oral production skills that both are currently required to master.

One hundred percent a language. With the realization of the present analysis, it was helped to strengthen the theoretical and practical knowledge of the teaching methods that teachers manage and apply to develop specific oral skills in their students; In turn, it was understood how these strategies are promoted and know some success stories, as well as various areas of opportunity that they face in the classroom.

Teaching correlated to the teachers' methodology. The importance of this study lies in the fact that more and more people are interested in learning the English language correctly; therefore, numerous teaching methods are promoted as the best on the market. Some of these methods emphasize oral skills over written ones so the student can perform more quickly in natural settings. This project will focus on how the teacher's ability of oral production or expression is applied by the teacher and how he promotes it among his students (oral exams, activities, role-playing games.). The results of this research helped the community since the globalized era in which we live, and the high competition of the schools in the province of Santa Elena makes it an absolute priority to carry out this type of analysis and exercises that will discover areas for improvement.

The present work also contributed to the educational practice by identifying those activities that the teacher promotes or should promote with his students to achieve correct oral production. The evaluation methods are also an essential item in this analysis since it depends on what the teacher gives more emphasis. If the exam is theoretical, the teacher will give more importance to

grammar. According to Veloz (2019), real contexts can be a tool that allows the teacher and the student to interact in a very direct way with respect to the purposes of a class for oral development in such a way that it allows a greater connection.

Describe the importance of this study and write a quick review of the main findings in the literature review. Explain the need for this study and justify the need for this research. At present, knowing a second language is undeniably necessary and of significant cognitive and cultural value on a personal and professional level, hence the need to develop the appropriate skills to achieve the necessary fundamental skills in each language. How to write, read, listen and speak logically.

In the same way, music is part of the daily life of many students, allowing them to interact with each other continuously; hence it is part of the social interest, or on a personal level, music arouses interest in each student even as a hobby, hence lyrical music is considered an appropriate method today.It is essential to consider the fundamental problem in the didactics of the English language, which is knowing how to teach and learn. Teaching is the activity carried out by the teacher, and learning is the activity carried out by the student; in the face of this teaching-learning process, a method must be established according to the interest of the student, logically the teacher is in this methodological initiative that differs from the without departing from the objective proposed in this research work. For this reason, the present research seeks to develop strategies that give students confidence in oral expression since it is one of the English language skills that entails more difficulty in personal performance. Young teenagers try to find their style through the songs they listen to improve their English. They even identify with the religion they practice. The impact that music has on them contributes to their formation. When teenagers listen to music, their imagination, nostalgia, joy, and the illusion of being accompanied, of reflecting and mentalizing emerge. (Estrada, 2019)

Chapter II

Theorical Framework

This present investigation aims to analyze each variable individually. Searching previous studies that have been a vital axis and therefore worked overtime is carried out. In addition, it shares detailed relevant information and supports the influence of using songs for teaching and improving speech in students. The selected information is presented below. Teaching English through music aims to design a didactic proposal for learning English through music aimed at A2 level students. This project demonstrated that the traditional methodologies used during the learning process could have been better.

Considering motivation as one of the most critical factors for teaching, a didactic guide was developed where the main element was music. After being applied, it was possible to affirm that music, among other things, arouses interest and generates a positive environment in the classroom.

It was also possible to appreciate better learning, which motivated this methodology's continuity in future times, another recent investigation inferred a type of study on using songs in the English classroom to improve the listening and oral skills of basic-level English students. (González, 2020).

They participated in four-week sessions and developed listening and speaking activities based on both popular songs in English. For the evaluation of the impact of this modality, an instrument was delivered to the students where they could express their criteria and opinions about this type of proposed method. The study concluded that using popular songs in English is a wise option and brings many benefits to students in both linguistic and motivational aspects. In addition,

these workshops were practical since the proposed goal of improving English proficiency was achieved.

Along the same lines, from the Universidad Nacional Mayor de San Marcos in Peru developed research to understand music as a facilitating tool in English language learning (Jiménez, 2020). On this occasion, the target population was high school students. Different techniques were used to demonstrate the proposed hypothesis, such as a pedagogical test and a checklist (observation paperwork). The results were that the percentage of improvement of the students that made up the study population was 85.33%.

Therefore, it was determined that the use of different types of instrumental and vocal music impacted the learning of the English language. Likewise, it was found that music facilitates mastery of the English language through constant repetition, listening, and singing. Finally, began an investigation into improving the learning of the English language through music. After searching for academic theories linked to pedagogy, the authors demonstrated that music is very viable during the training process. (Zambrano, 2020), First, they surveyed some English teachers from various institutes about whether they included any songs in their methodology.

The results showed that only 52% applied it almost constantly, but only 28% did so to develop their speaking ability. Secondly, they surveyed the students, and 44% agreed that music predisposes them to acquire new knowledge. With these data, music theory is consolidated as a strategy to strengthen skills in teaching and to learn the English language. The research infers that songs can be selected for educational interests and to complement students' needs. It is in the songs that the student finds helpful vocabulary and expressions; therefore, this pedagogical Strategy is a starting point and support for their training process.

Pedagogical basis

The Oxford System of Learning Strategies

highlight that the strategies are varied, but their value is reflected by how the strategies relate well to this task, adapt to the needs but also the learning style of the student, and contrast well with other related strategies (Jeyabalan, 2018). The author also clarifies the system proposed by Oxford (1990), who gave a set of 62 strategies that can be applied in teaching and learning in the classroom and considers this classification as the one that provides an increased focus by international experts in Applied Linguistics. These strategies are divided into four large groups:

• Memory strategies: requires the mental acquisition process of new information. Vocabulary learning is not an automatic and easy process but a component that cannot be excluded from any language learning process. Their different meanings in context and pronunciation need structured learning and revision for vocabulary acquisition. Memory strategies include four strategies: creating mental links, applying images and sounds, reviewing well, and using action. The different memory strategies use almost all the senses to reach a satisfactory vocabulary level.

• Cognitive strategies are fundamental for learning a new language; their primary axis is to manipulate or transform the target language. This type of Strategy brings together four other groups of strategies: practicing, receiving, and sending messages, analyzing and reasoning, and creating input and output structures. In addition, this Strategy is rewritten in the following five varieties: deductive reasoning, expression analysis, contrast analysis, expression translation, and expression transfer to the target language.

• Metacognitive strategies differ from cognitive ones in preparing students to become aware of their learning through three main types of strategic varieties: focusing attention,

organizing and planning, and evaluating learning. According to Oxford (1990) cited by (López, 2018)these strategies are essential to achieve level learning since they ensure that a learner overloaded with information (confusing grammar rules, unknown vocabulary, different social customs) can concentrate and focus a general and material knowledge with new information.

• Affective Strategy: Essentially, this Strategy is established as an identification of attitudes or behaviors that affect self-esteem, which causes anxiety and therefore causes limitations in the student. This identification only considers factors external to the subjects (both teacher and student), that is, social, academic, and cultural nature. Investigate observable behaviors (lack of interest, inattention, absenteeism, avoidance, conformism, nervous movements or tics, stuttering, and inability to pronounce sounds, among other physical manifestations) without dealing with the direct (or profound) because that generates discomfort. In other words, according to the author, everything that bothers are the product of an aspect of the class (either linguistic or motor); it is not the result of the interaction between the participants, but rather the emotional confrontation of different points of view and interests. with opposite poles.

According to Oxford (1990), cited by (Guerrero, 2022), this last Strategy highlights affective factors and their influence on language learning. In this sense, students of a language must use effective strategies such as:

• Reduce anxiety: using progressive relaxation with breathing, music, and laughter.

• Consider the emotional temperature: listen to the body, use a checklist, write a language-learning journal, and share.

• Cheer up: make positive arguments, take risks wisely, and reward students.

Theoretical basis

Characteristics of learning through playful techniques

To carry out the teaching and learning process, the teacher has various tools that allow him to interact with the students to encourage their participation, motivation, and interest in the subject matter, transferring the knowledge significantly. For this matter, the design of teaching strategies must be oriented to a specific purpose, keeping in mind the needs and characteristics of the group (Sanchéz et al., 2019).

Therefore, teachers must first analyze their students' problems so that they can design strategies and tools to achieve correct learning.

• Physical Development: Playing requires physical activity, gross motor skills, and control over the body.

• Socio-emotional development: Through the game, a person can feel that he is part of it. A person must learn to accept different points of view, create rules of the game, practice values, manage emotions, shares ideas, and could be sensitive to the feelings of others as well.

• Cognitive development: The game allows to development of attention, memory, concentration, and the ability to follow the rules. Use your imagination and turn a stick into a sword or solve problems.

• Language development: When interacting with people, a person talks, expresses ideas and emotions, and invents dialogues with fictional characters.

Reflect on teaching and learning is natural to educational processes since the different pedagogical theories lead to diverse conceptions and positions regarding these practices. Recently, there has been a displacement of teaching by learning, which has produced significant

transformations in how contemporary subjects are formed. In how teachers and institutions assume their role in the new dynamics of knowledge (Clavijo, 2020), teachers must keep their teaching methodology updated to keep pace with the society they are educating.

The interest in motivating the teacher in the preparation and use of innovative pedagogical strategies comes from the need to improve the quality of education. It is essential to start in the classrooms where the knowledge is being taught to the new graduates. Applying new strategies that discover the potential of students and turn them into critical, thoughtful, and free human beings who assume their profession with quality and ethics. (Nancy et al., 2018)

It is necessary to be clear that pedagogical innovation seeks to improve students' learning through their skills and the interaction between their experiences and the new things to learn. The new pedagogical strategies are the primary support in teaching-learning, promoting an effective educational process. These strategies will be applied according to the area of knowledge to be taught; for example, most teachers that work with students in primary general education in Language and Literature usually use repetitive strategies that achieve the student rote learning when strategies should be sought according to the different topics.

According to Paredes (2020), the teacher's mission is that the teaching method is reciprocal and non-traditional so that the learning of the English language is effective to the point of encouraging and motivating. The teacher and his mediation are essential since his work in teaching will never be set aside; he will always be the specialist in the organization, management, direction, and distribution from his various disciplinary perspectives.

According to Toala et al. (2018), with the gathered information, the new learning strategies can be classified as follows:

• Cognitive Strategy allows the development of a series of actions aimed at meaningful learning of the topics under study.

• Metacognitive Strategy leads the student to carry out self-awareness exercises, to question what is learned, how it is learned, with what it is learned, and its social function.

• Technological Strategies Today, in every learning process, the mastery and application of technologies make any type of student competent.

• Playful Strategies facilitate learning through pleasant, emotional interaction and game application.

Playful strategies generate pleasant, trusting environments and mutual learning by students who can recognize new concepts, and by teachers by identifying the ways of learning for each of their students from their tastes and interests. (Benavides, 2020), Therefore, play in the classroom is a vital tool that allows significant learning through active participation and constructing one's learning.

Legal basis

Importance of learning the English language

Learning English is not a luxury but an undeniable necessity. Learning another language changes our brain since it alters the brain structure, and this early acquisition also causes other benefits. This mental flexibility favors acquiring other types of knowledge because the mind is broader.

According to Wade (2019), language as a second language is acquired through prior preparation under a standard that proposes effective learning. Suppose in that empty table, we

begin very early to carve knowledge and work on it. In that case, the results of said learning will be more outstanding, and less work will have to be involved in sculpting cognitive areas in which other knowledge has been established. Ensure this Strategy is organized in several countries that may include various compulsory subjects in English, as well as a strict passing exam to obtain the degree.

Another relevant point for correct learning of English is the Common European Framework of Reference for Languages (CEFR), present in most countries and applied in the curricula of educational institutions worldwide. The CEFR establishes a system distributed in 6 different levels to appropriately cover the learning space of language students (Education, 2016) , Next, (Europe, 2020) , defines the following levels:

- A0: Beginner

- A1-A2: Basic

- A2-B1: Pre-intermediate

- B1: Intermediate

- B2: High Intermediate

- C1-C2: Advanced

In Ecuador, high school students must graduate with an A2 or B1 level, guaranteeing more significant personal, academic and professional opportunities.

Variables of the study

p.1) Regarding listening comprehension in the English language, (Torres, 2020) indicates that *"Speaking is essential in mastering a second language, and it is the reliable test of acquisition"* (p..32). (Cambridge, 2020), believed that the test of speaking a language allows candidates to show a complete range of skills and increase the capabilities of any individual. Speaking will be thought-about the foremost reliable proof of language acquisition (University, 2018) expresses that considerably learning to speak a language helps to boost the understanding of the tongue, as a result of throughout the educational method linguistic structures square measure reviewed and our brain takes the present language as a reference, relates it to the new and adopts it" thus it will be thought-about then that getting a communicative ability to provide the language, during this case English, becomes elementary so the new data obtained acquires which means and might be applied in lifestyle.

Stages of SLA

According to Haynes (2022), all English language students make progress through the same stages of learning the language. However, each student's time in a stage can vary widely. This same author defines the different stages of mastering a second language (SLA) which are:

• Stage I Preproduction: This is the period of silence. English language learners may have up to 500 words in their receptive vocabulary but still do not speak. However, some students will repeat everything they hear.

• Stage II Early Production: This stage can last up to six months, and students will develop a receptive and active vocabulary of about 1,000 words. During this stage, students can usually speak in short sentences.

• Stage III Emergence of Speech: Students have developed a vocabulary of around 3,000 words and can communicate with phrases and simple sentences.

• Stage IV Intermediate Fluency: English learners have a vocabulary of 6,000 active words at this stage. They are beginning to use more complex sentences when speaking and writing. They are also willing to express opinions and share their thoughts.

• Stage V Advanced fluency: It takes 4 to 10 years to achieve cognitive mastery of academic language in a foreign language. The student at this stage will have improved his or her ability to perform in learning the content.

Natural Approach

To Elif (2019), consider communication to be the primary function of language, and since they focus on teaching communication skills, they refer to the natural approach as an example of a communicative approach.

The same author notes that the natural approach is unique in being based on "an empirically grounded theory of second language acquisition, which has been supported by a large body of scientific studies in a wide variety of acquisition contexts and language learning" (p. 9).

Chapter III

Methodogical Framework

Methods

Concerning the intention with which the research is carried out, the method that best suits the objectives of this research is the qualitative one. The same qualitative approach is specifically related to the collection and analysis of data from the first stage of research; In the first stage, questions are asked to the interviewees to clarify the purpose of the investigation, responding to the feasibility hypothesis.

Within the characteristics presented, it is possible to visualize the variation obtained in the procedures carried out. Several authors establish that in a qualitative process, there are eight stages; in addition, it can be made more flexible during these stages depending on the approach and complexity that those who investigate may have or follow various processes and return to the previous settings (Merino, 2018).

Being clear on how the qualitative approach is developed, it is favorable and evident that this approach helps the research and the strategies that are implemented in the development of the lyrics of music as a didactic strategy for the development of oral skills in learning the language. English.

Type of research

In the development of this research, contact will be made with a short group of 8 students from the Innova school at level A2 in the city of Salinas; an interview was applied as data collection, and the characteristics and interpretation will be taken into account as a resource. Valid, all this will always maintain the design of qualitative research.

The importance of oral expression from the teaching practice facilitates and opens up to students future academic and social possibilities. Suppose the student is trained in verbal expression integrally (Bautista, 2019) . In that case, he will cover excellent aspects of daily life, such as presentations before large groups, job interviews, telephone dialogues with strangers, and participation in some discussions. This activity is focused between two individuals, that is, the sender and receiver, although occasionally by more members, it focuses on questions and answers on a specific topic. The activity's objective is to make individuals develop oral skills, obtaining favorable results for adapting the language.

The teacher must be present to determine the shortcomings in the interview and make the respective corrections. The importance and necessity of oral production as a second foreign language. The importance of oral output is evident since it determines the communication between sender and receiver. The communication process is closely related to verbal expression because it carries out the transmission and acquisition of new knowledge, which improves the speaking ability process, playing a circumstantial role since it carries out practice among students. To such an extent that they develop within the educational and social fields. According (Hidalgo, 2017) , It points out that oral production is one of the most critical skills for adequate language application in any context.

In addition, it is one of those that requires a large amount of practice to improve. The contribution in the formation of the student would be of significant impact since it is sought that the student carries out a process of development and growth in the ability to speak the English language, improving and expanding at the same time their knowledge of relevant aspects involved in this ability, such as pronunciation, fluency, intonation, grammatical structures, and vocabulary. Therefore, by optimizing the development in oral production, the student would be able to face

various situations, contexts, and circumstances since self-confidence would be increased by significantly acquiring the aspects mentioned above.

English implies having some linguistic skills so that the interpretation is used correctly; however, the lack of these skills has been evidenced, which represents a significant problem affecting the quality of pronunciation of foreign language learners. Interpretation in a second language plays an essential role in communicating because, thanks to it, we can understand and comprehend the message we are receiving, in addition to the fact that it is its primary activity for other areas. However, the communication process is also structured by reading, listening, and writing skills, pillars in oral production, used in the strategies or activities proposed by the teacher to develop communication skills.

Data Collection Techniques

This data collection technique, such as the interview, is applied to substantiate the problems in using didactic strategies to develop oral skills in learning the English language. This technique can vary according to the needs of the researchers; generally, the people who present it should answer open questions according to their own experiences.

Also, regarding this research, oral skills are essential to consider the strategies to apply in learning the English language; in addition, a verbal skills identification test can be used, which is applied to fifteen students of the Innova school at level A2. In the city of Salinas. This type of questionnaire explains attitudes and behavior with clarity and provides a practical guide to develop different activities according to the student's oral skills.

The objective of this questionnaire is to identify the oral skills among the students to support the planning of the teaching sessions and to have clarity about the proposals of the lyrics of the music

as a didactic strategy for the development of oral skills that best adapts and promotes English learning as a new didactic strategy.

Instruments:

The questions used for this qualitative research are open. Following this, the interview was directed to eight grade students from the Salinas Innova through 5 key questions to answer a phenomenon in which A2 level students are developing oral ability through the use of lyrical music as the primary teaching strategy.

For the qualitative research to have integrated several completely different answers, an interview was adapted and carried out virtually through the Google Forms platform to find the viability of applying lyrical music as a didactic strategy for developing the skill. Orally at the A2 level. The questions used to interview material for qualitative research will be shown below:

1. How should the teacher apply different activities to develop oral English skills in the classroom?

2. Do you consider it essential to apply lyrical music as a didactic strategy for developing oral English language skills? Why?

3. When carrying out a class activity for the oral development of English, what strategies are most applied, and how are students encouraged?

4. Is there progress in verbal ability when listening to Top English language singers like Dua Lipa, Bruno Mars, or Sam Smith in a class? Why?

5. Is it very viable for English language learning that teachers apply some lyrical music to start the class? Why?

Data Collection Processing and Resources

For collecting data, a virtual interview was used as the main instrument; later, the questions were elaborated in Google forms in which the results were immediately saved according to their frequency of acceptance or not of what was proposed, being applied to the student's Eighth grade of the Salinas Innova Educational Unit on January 14, 2023.

The main reason for which the already raised interview was carried out was with the intention of understanding if the process of development of the student border generates a good impact and an improvement when using new didactic strategies such as lyrical music as the central axis. Therefore, the factors can be varied and independent and share similarities that infer relevant information so that the research has had a good scope for the necessary study of the Strategy as a starting point in the education of the new globalized world.

Population and sample (delimitation of the population and/or sample of the study)

Population

A population of 8 eighth grade students from the Salinas Innova Educational Unit was taken; it was also deduced that the interviews have a greater focus when taking the different samples; for this reason, the sample is the extract of the entire universe that corresponds to the survey application to collect the data.

Samples

This implies a procedure that concludes with the tabulation and analysis of the collected data; these samples generated more openness to new research to advance educational strategies, which applies to other types of populations in the educational field, such as:

• Directors

• teachers

• parents

• academic tutors

• Students

All research must have the support of both the authorities of the educational institutions where it is applied, and the other subjects involved. It has been possible to obtain information on cases in which students have improved through music as an essential part of oral development. This type of research has been necessary for this work.

Chapter IV

Analysis of Findings

Introduction

In the interview with eighth-grade students, four men and four women from the Salinas Innova Educational Unit, it was possible to highlight several answers that provide essential information that allows understanding of the development of oral skills focused on the use of lyrical music as a method of teaching, and learning. However, the answers have a qualitative value which is related to the learning methods of the average student in a classroom, which is detailed in the following information:

Interpretation of data from the interview or focus group

Question 1. How should the teacher apply different activities to develop oral English skills in the classroom?

Figure 1

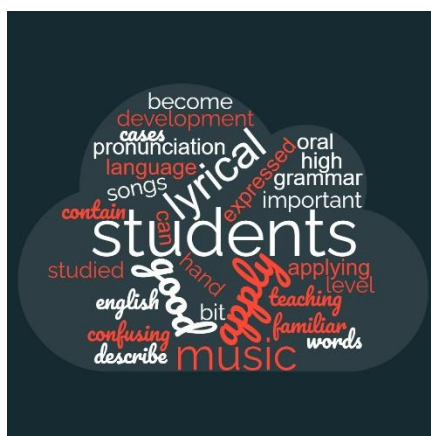*Teaching strategies for oral development*

Note: The figure has the function of classifying the important words of the interview.

3 of 8 students highlighted that many of the teachers use pedagogical strategies such as listening and reading, which allow the development of oral skills; on the other hand, 3 of 8 students responded that the teacher performs monotonous activities such as verbal participation among peers to express ideas. Finally, 2 of 8 students said that the teacher only made them read short paragraphs.

Question 2. Do you consider it essential to apply lyrical music as a didactic strategy for developing oral English language skills? Why?

Figure 2

*Teaching strategies for oral development*

Note: The figure has the function of classifying the important words of the interview.

7 out of 8 students expressed that it is vital to apply lyrical music for the teaching and oral development of the English language because the songs contain a high level of words that students can become familiar with through good pronunciation; on the other hand, 1 of 8 students describe that applying lyrical music could be a bit confusing for the grammar studied and that it would not be suitable to use it in all cases.

Question 3. When carrying out a class activity for the oral development of English, what strategies are most applied, and how are students encouraged?

Figure 3

Teaching strategies for oral development

Note: The figure has the function of classifying the important words of the interview.

3 out of 8 students responded that English teachers usually choose research topics and distribute small paragraphs to analyze verbal ability; adding to the case, 3 out of 8 students consider that applying a dynamic on spoken English helps to improve and motivate the skill required for a greater focus. Finally, 2 of 8 students clarified that the motivations are only sometimes seen since that happens to be in the background; for this reason, the teacher is only traditionally limited to teaching without so many resources and academics needed to reach the required level.

Question 4. Is there progress in oral skills when listening to Top English singers like Dua Lipa, Bruno Mars, or Sam Smith in a class? Why?

Figure 4

Teaching strategies for oral development
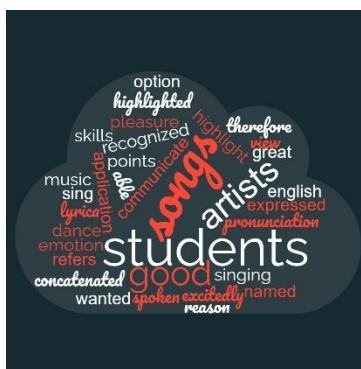
Note: *The figure complements the interpretation of the interview and its respective analysis.*

6 out of 8 students were able to communicate their points of view with great pleasure; the students highlighted that the artists that were named are recognized, have good pronunciation in their songs, and would sing their songs with emotion; therefore, the application of music Lyrica is an excellent option to highlight. Concatenated to this, 2 of 8 students expressed that more than singing, they excitedly wanted to dance to these artists' songs; for this reason, this refers to skills other than spoken English.

Question 5. Is it very effective for English language learning that teachers apply lyrical music to start the class? Why?

Figure 5

Teaching strategies for oral development
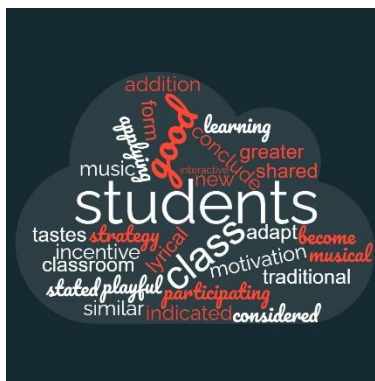
Note: The figure represents the keywords that describe the interview.

3 of 8 students indicated that applying lyrical music is an excellent strategy to adapt to new learning and greater motivation when participating in the classroom. In addition, 3 of 8 students considered it a good incentive for the class and that it would not become traditional. To conclude, 2 of the eight students shared similar musical tastes in which the course could be more interactive and playful.

Analysis of the interview vs. bibliographic review.

The didactic Strategy for developing verbal ability with lyrical music, according to López (2019), there are numerous pedagogical proposals from music in English combined with learning strategies generated in students, promoting autonomy and self-management, improving the process of assimilation of the English language. (A#1. The students affirmed that the didactic strategies in class are applicable for oral English language development using audio and readings). It favors

cognitive development both in its perceptive and memory aspects. In addition, they develop imagination and expression.

Study strategies for the English language and music (songs) are integrated, supporting the learning process of students of English as a foreign language, recognizing activities with music as learning strategies that help them self-manage and appropriate their method of English language preparation. (A# 2. The great importance of the correct use of lyrical music benefits students for a much deeper level of English, so the seven students are sure of how fundamental it is to learn good pronunciation).

The application proposals are those that improve the pronunciation of the students to increase the active-passive vocabulary, following this by introducing the story and the Anglo-American culture through the theme of the songs; it is educated through coherent values, in addition, the students increase their interest in the class to maintain the pronunciation, the cadence and at the same time a healthy fun. (A#3. The students stated that the acquisition of oral language is conceived as the development of the ability to communicate verbally and linguistically through conversation in a specific situation and concerning a particular context and temporal space as an investigation assigned by the teacher).

According to Torres (2019), studies indicate that music is part of the daily life of many students who learn the English language. Through the facilities offered by the Internet, young people can access the songs of their favorite singers and listen to them through their devices and electronics. (A#4. students highlighted that the artists that were named are recognized, have good pronunciation in their songs, and would sing their songs with emotion; therefore, the application of music Lyrica is an excellent option to highlight).

The songs become a source of authentic material, and through them can develop activities, applying strategies that allow the optimal understanding of the language and improve learning ability. In the case of Ecuador, studies by Andrade, Barba & Bastidas (2018) indicate in their results that the habit of listening to music in the English language significantly influences the level of command of the foreign language because training, musical aptitude, prolonged and constant exposure to music in a foreign language, develop skills that favor learning.

Considering the antecedents, through the present investigation, it is possible to objectively determine the importance of music as a didactic resource and its contribution to learning the English language in eighth-grade students of the Salinas Innova Educational Unit. The purpose is to demonstrate the importance of the contribution generated by the language teaching and learning processes through the attributes provided by the introduction of music at academic levels. Most teachers use music to stimulate the music as a didactic resource in learning English A2 level students. Finally, teaching a foreign language in the classroom aims to improve its understanding based on musical intelligence to teach the English language Medriano (2018). (A#5. - students indicated that applying lyrical music is an excellent strategy to adopt new learning and greater motivation when participating in the classroom).

Chapter V

Reflections of the Study

This research allowed us to reflect on the importance of oral expression in the practices of English language teachers when activities that reinforce oral production and that teachers use with young students. Applying strategies such as lyrical music and the need to work on activities aimed at strengthening oral presentation, which is rarely performed in the classroom.

Teach songs to learn new vocabulary and playfully role-plays that enhance the oral expression of the student. The oral presentation can be strengthened when seeking strategies such as the application of music workshops that will have to do with the student's taste and interest, that are planned and organized in a way that they carry a sequence self-evaluation intending to improve the weaknesses of students in the oral field.

Strengthening oral expression is a task that requires a process and practice, not only in the classroom but in the daily life of every human being. To achieve excellent oral expression, you must work daily on it through various activities. When activities aimed at strengthening oral presentation are carried out constantly, favorable results are evident in communicative ability.

Carrying out the diagnostic phase in this research allowed us to identify the strengths and weaknesses of oral expression, especially in aspects of poor vocabulary, a disorder of ideas, use of fillers, inappropriate tone of voice, incorrect vocalization, and body expression.

For the improvement of this process in students through the implementation of didactic strategies with lyrical music, it is necessary to have a vocation as part of a special requirement to empathize with the recipient of knowledge of the didactic strategies and methods used by teachers to learn whether students have achieved effective oral production. Likewise, it was possible to

show how the design and implementation of the activity for this process has favored the teacher's pedagogical practice since the classes become different and meaningful for the students by actively participating in the development of the activities.

According to the results obtained in the analysis of the interviews, the teacher uses the ability of oral production to promote his teaching. It can be affirmed that these didactic strategies have contributed to improving oral expression, in what refers to the three levels proposed in the pedagogical proposal, to achieve a positive influence on the progress of verbal expression, thus allowing us to overcome some weaknesses presented in the diagnostic phase of the investigation.

As a product of this research, an interview was carried out with a focus group to facilitate the collection of information and the analysis of results; The application of these questions generated an impact on the students, and the comments and opinions are positive, more than half of them express their pleasure and pleasure in participating in the workshops with lyrical music, they also affirmed that they were convenient and valuable for their student's school activities.

In conclusion, it is vital to take into account that the various skills have to be concatenated with others for a more significant strengthening of the verbal ability; that is, we have to develop the ability to speak, listen, write and read in that language; therefore, we must master the four language skills: oral expression, listening comprehension, written expression, and reading comprehension. The teaching strategies and methods used by teachers to find out if students have achieved effective oral production.

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Anexo 1 Certificado Anti-Plagio

En calidad de tutor del trabajo de titulación denominado "LYRICS MUSIC AS A DIDACTIC STRATEGY FOR THE DEVELOPMENT OF ORAL SKILLS IN SALINAS INNOVA EDUCATIONAL UNIT FROM LEVEL A2", elaborado por el estudiante Portilla Díaz David Raúl, egresado de la carrera de licenciatura Ingles de la facultad de ciencias de la educación e idiomas, de la Universidad Estatal Península de Santa Elena , previo a la obtención del titulo de Licenciado en inglés, me permito declarar que una vez analizado en el sistema anti-plagio, luego de haber cumplido con los requerimientos exigidos de valoración , el presente proyecto ejecutado , se encuentra con 4% de la valoración permitida , por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente

_____

MSc. Rudy Párraga Solórzano
ADVISOR

Anexo 2

CERTIFICADO DE ANÁLISIS
magister

Chapter 1,2,3 ,4 ,5 David Portilla (2) (1) (1)

4% Similitudes — 0% Texto entre comillas — 0% similitudes entre comillas — < 1% Idioma no reconocido

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