



Use of pop music as input for enhancing speaking skills with fifth graders.

Corina Michelle Arteaga García

Tutor: PhD. Jacqueline Elizabeth Lopez Lopez

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Author's email: cmarteagag@ube.edu.ec.

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Dedicatory

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Use of pop music as input for enhancing speaking skills with fifth graders.

Abstract

The present study had the aim to explain the use of pop music as input for enhancing speaking skills with fifth graders. Moreover, it intended to generate an activities guide based on pop music to develop oral communication skills such as vocabulary, grammar, and self-confidence. The research was developed at Unidad Educativa Particular La Asunción, located in Cuenca, Ecuador. The beneficiaries of the investigation were the fifth-grade students of the institution, however, after a judgmental sampling process, the sample selected were 32 students enrolled in fifth-grade class E. To collect the data, a mixed-method approach was carried out, using two surveys (one for the students and one for the teachers), a pedagogical test (as pretest and posttest), and an observation diary to gather information about the behavior of the students while facing pop music-based activities. The activities were developed during 9 weeks in the third trimester of the school year 2023-2024 and gathered in the pop music-based activities guide proposed, taking into consideration the English project the institution is developing, the Ministry of Education of Ecuador's standards and the Common European Framework of reference indicators for A1 level. As results, the comparison between the pre and post-test shown a general improvement in the students' proficiency level, the comments on the observation diary allowed to understand how the dynamic of the class changed making it more engaging and kinder for students to develop self-confidence, and the surveys demonstrated the interest of teachers and students to use pop music to make English classes more motivational and enjoyable.

Key words: Pop music, speaking skills, fifth-grade, activity guide, input

Resumen

El presente estudio tuvo como objetivo explicar el uso de la música pop como entrada para potenciar las habilidades comunicativas orales con alumnos de quinto año de educación general básica. Además, pretendió generar una guía de actividades basadas en la música pop para desarrollar habilidades comunicativas orales como vocabulario, gramática y autoconfianza. La investigación se desarrolló en la Unidad Educativa Particular La Asunción, ubicada en Cuenca, Ecuador. Los beneficiarios de la investigación fueron los estudiantes de quinto grado de la institución, la muestra seleccionada fue de 32 estudiantes matriculados en la clase E de quinto grado. Para recolectar los datos se llevó a cabo un enfoque de método mixto, utilizando dos encuestas (una para los estudiantes y otra para los profesores), una prueba pedagógica (como pretest y postest) y un diario de observación para recoger información sobre el comportamiento de los estudiantes al enfrentarse a las actividades basadas en la música pop. Las actividades fueron desarrolladas durante 9 semanas en el tercer trimestre del año lectivo 2023-2024 y recogidas en la guía de actividades basadas en música pop propuesta, tomando en consideración el proyecto de inglés que desarrolla la institución, los estándares del Ministerio de Educación del Ecuador y los indicadores del Marco Común Europeo de referencia para el nivel A1. Como resultados, la comparación entre el pre y postest mostró una mejora general en el nivel de competencia de los estudiantes, los comentarios en el diario de observación permitieron entender cómo la dinámica de la clase cambió haciéndola más atractiva y agradable para desarrollar autoconfianza en los estudiantes y las encuestas demostraron el interés de profesores y alumnos por utilizar la música pop para hacer las clases de inglés más motivadoras y amenas.

Palabras clave: música pop, habilidades orales, quinto año, guía de actividades, entrada.

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Introduction

In contemporary society, linguistic proficiency holds paramount importance in both professional and academic spheres. Cultivating language skills from early stages is crucial and proficiency in English offers opportunities for global engagement and socio-economic growth. Unfortunately, English education in Ecuador often takes a backseat to core subjects, leaving students' communication competencies underdeveloped. Scholars, recognizing the importance of oral proficiency, address Ecuador's low English proficiency levels. Mohini (2019) suggests that fostering comfort and positivity in English learning environments can enhance students' speaking abilities.

Schütz (1998) and Krashen's Comprehensible Input Theory emphasize the importance of interaction in language learning, particularly through natural exposure to the target language. Consequently, incorporating listening tasks to improve speaking skills presents a significant challenge for educators, requiring careful planning to avoid relegating it to a recreational activity. When working with listening to pop music, students not only start recognizing the elements of speaking: vocabulary, grammar, pronunciation, fluency, and accuracy; but also enjoy learning generating engaging lessons. It is crucial to precisely define the specific aspects of speaking skills to be developed, ensuring that activities are tailored to address these objectives and avoid ambiguity.

Therefore, using pop music as a pedagogical tool to enhance speaking proficiency not only facilitates learning but also increases student motivation and engagement. Thus, it helps foster a sustained enthusiasm for language acquisition beyond formal instruction. This approach holds promise for advancing various aspects of oral communication, including vocabulary development, pronunciation refinement, and fluency enhancement. In this way, students acquire more knowledge to develop their discourse and become more self-confident to use the target language.

Unidad Educativa Particular La Asunción (UEPLA) is a private institution located in Cuenca – Ecuador. The institute offers educational services from elementary school to full high school studies. The institution boasts a faculty comprising 13 English teachers spanning across the preparatory, elementary, and media levels within the general basic education framework. At the preparatory level, students engage in six hours of English instruction weekly, while elementary level students receive eight hours per week, and media level students partake in seven hours of English instruction weekly. Furthermore, as part of the language acquisition process, students are afforded the opportunity to utilize an English laboratory once a week, maintaining two dedicated English laboratories in primary school catering to different age groups: one tailored for students aged four to seven years, and another designed for those aged seven to twelve years.

Within the context of UEPLA, the cultivation of English oral proficiency represents a pedagogical endeavor earnestly pursued by instructors. Nevertheless, students evince a reluctance to engage in such linguistic practices, citing discomfort in expressing themselves orally in a foreign language, particularly in the presence of peers or community members. This reticence primarily stems from feelings of insecurity and an insufficient vocabulary repertoire, which hinder their ability to articulate ideas as desired, prompting recourse to their native tongue for communication.

The principal objective of this inquiry is to analyze the efficacy of pop music as a pedagogical intervention in English language acquisition, specifically targeting speaking competencies, and its potential to boost A1-level students at UEPLA towards greater oral production. Consequently, the central research question guiding this investigation posits: Does pop music influence in the development of vocabulary and self-confidence to speak in English in fifth grade students of Unidad Educativa Particular La Asunción?

To answer the research question, there have been stated some inquiries:

- What technological tools can help to enhance speaking skills through music?
- How important is to learn English through the use of music that the students enjoy outside school environment?
- What are the typical activities applied in school to teach English with music?
- How important is for students to increase their vocabulary and self-confidence to produce orally using English?
- How can all students' participation in a speaking lesson be guaranteed?
- How can all students' participation in a listening lesson be guaranteed?

The proposed investigation is willing to be a methodological proposal to understand how to use pop music to teach and learn English vocabulary that is helpful to students to be able to communicate effectible. To reach this aim, the project is framed with the research lines established by Universidad Bolivariana del Ecuador (UBE): Pedagogy, didactics, and management of education. Additionally, the project follows the following research topics: Pedagogical innovations and education management established by UBE. Using music to teach languages is not a new resource, actually "it has been demonstrated that music is a trigger that improves academic skills such as vocabulary and grammar" (Pérez, 2010, p.143). However, it can be considered an innovation as it is not common to use it with that purpose in Ecuadorian context, instead of that, it is used for repetition activities inside the classrooms.

The object of study of the research is the development of speaking skills in fifth graders, considering they are in A1 level according to the Common European Framework of Reference. The general objective is to generate an activities guide based on the use of pop music to enhance speaking skills by strengthening vocabulary and self-confidence. To fulfil this objective there are three specific objectives:

- To analyze the theoretical foundation that supports the teaching-learning process of speaking skills in the fifth grade in Unidad Educativa Particular La Asunción and the use of music to enhance the language learning process.

- To diagnose the current fifth grade students' performance using speaking skills in Unidad Educativa Particular La Asunción.
- To validate the effectiveness of the use of pop music in developing students' speaking skills by conducting pre and post-tests, gathering feedback from the participants, and analyzing students' academic performance with oral communication.

The independent variable of the study is the use of pop music, aimed at improving speaking skills. Pop music's role in enhancing English learning is the study's focus. Bangor University researchers (n.d.) highlight its benefits, while Sree and Noonsavathu (2023) emphasize the significance of music in language acquisition. Speaking skills are the dependent variable in this study, improved through the use of pop music. Assessing students' progress in speaking underscores the effectiveness of incorporating auditory activities in English lessons. Navarro (2009) suggests that infants develop speaking skills through exposure to parental speech.

The paradigm of the study is a mixed method approach which combines strategies from qualitative and quantitative methods. According to Tenny et.al. (2022), qualitative methods explore deeper understanding into contextualized problems focusing on the characteristics of the object of study and the problem to generate hypothesis and analyze qualitative data obtained from personal sources. On the other hand, quantitative methods look forward to analyzing and measuring the feasibility of the proposal (Watson, 2015). Combining both methods, the analysis of the results obtained is the basis for the creation of the activities guideline.

The theoretical methods for this study are inductive and deductive methods. The inductive method refers to a research approach that allows the researcher to generate general conclusions as from specific phenomena observed or analyzed (Streefkerk, 2019), in this case as it has been observed that the students are auditory learners and have difficulties with their speaking skill, the general conclusion is that using a listening task, with the use of pop music,

can improve their development in oral communication. On the other hand, according to the same author, the deductive method points out that from the analysis of an existing theory people can or cannot reject a hypothesis. Following this premise, this study has its theoretical bases in the Comprehensible input theory proposed by Krashen.

As an empirical method to understand students' behaviors referring to speaking development, Participant observation is considered. This method, in George (2023), is expressed as the one that allows the researcher to immerse in the group of participants and observe their behavior, interactions and practices during the study. For the data collection there are three instruments to be applied: Questionnaires (pre-test and post-test), survey and the observation diary. The questionnaires, in this case both pre-test and post-test, help to measure the changes produced during the implementation of a research design in a specific context (Shuttleworth, 2009). These instruments reveal data after performing listening tasks using music to enhance speaking skills.

The surveys, applied to teachers and students, allow the researcher to gather information of a portion of population (Scheuren, 2004). They permit the investigator to understand how students perceive music in their language learning process of a foreign language. Additionally, it shows how often they are using pop music and speaking tasks according to the lesson planning of teachers. The observation diary allows the investigator to capture information observed by them during the research plan's implementation (Herrington, 2014). This diary contains qualitative information relevant for the study according to the researcher.

The study focuses on fifth-grade students in group "E" during the academic year 2023-2024. The cohort comprises 32 learners, with 18 females and 14 males. Male students exhibit difficulties primarily in writing tasks, while female students face obstacles in reading activities. In both cases, the underlying issue is attributed to a deficiency in vocabulary

comprehension or production. Furthermore, both genders tend to voluntarily constrain their speaking skills due to perceived inadequacy in their language proficiency, despite demonstrating commendable spoken language capabilities at the A1 level. Notably, most students prefer auditory learning modalities, thus prompting the research to focus on leveraging auditory materials, particularly music, to enhance speaking skills. The socio-cultural and socio-economic backgrounds of the students reveal a predominantly medium to high socio-economic status, attending a private school with access to necessary resources for educational activities.

This proposal follows the line of the methodological proposal as it presents a practical contribution in the form of an activities guide. This guide is designed to assist teachers in implementing listening tasks based on music, with a specific focus on improving oral production, including vocabulary, pronunciation, and fluency. Also, the proposal aims to cultivate a classroom environment conducive to developing self-confidence, contributing to language learning objectives. Overall, the proposal seeks to equip students with tools to practice English using music, a familiar resource, thereby exploring novel avenues to enhance oral communication skills in English as a Foreign Language. The incorporation of musical strategies to enhance speaking skills among fifth-grade students holds significance across various domains:

- Professionally, it aims to provide guidelines for educators to apply innovative teaching methods tailored to their students' needs and interests. This necessitates the researcher's development of a vast understanding of music as a learning tool, contributing to the advancement of the scientific field.
- Methodologically, the study offers comprehensive guidelines, spanning from the proposal's structure to its implementation. It not only outlines techniques employing music for analysis but also explores the instrumental role of applied tools in achieving overarching objectives, providing valuable insights for future investigations.

- Technologically, leveraging digital resources and hardware is imperative for implementing music-based activities. This exploration of digital tools augments the study's efficacy in harnessing digital resources conducive to teaching speaking skills through pop music.
- Addressing a social need, the use of music directly caters to students' interests and motivates them throughout the learning process. Its adaptability to different eras ensures relevance, meeting students' needs for both motivation and contextualized knowledge acquisition.

As legal basis, the project foundations lay in the Intercultural Education Organic Law of Ecuador (LOEI) and the Children and Teenagers Code. In the LOEI (Ministry of Education of Ecuador, 2015), article 2 letter B it is expressed that education is an instrument for change, considering children as the main subjects of the learning process, taking into account their needs and interests. In the same article, letter H, the law contends that learning should be attached to different activities, normally considered as hobbies, such as sports, access to information and technologies, communication, among others, referring to the use of everyday tools to learn in and outside the classroom. Lastly, in letter Q, the law stands for promoting motivation, individual effort to learn and to value teachers and the fulfillment of their rights, supporting their labor with different strategies, guaranteeing a quality education.

In the Children and Adolescents' Code (National Council for Children and Adolescents, 2014), article 11 expresses that the interest of children and teenagers should be fulfilled by themselves with the aid of the adults that surround them, who should adapt their practices in favor of children's rights. Moreover, article 37 stands for the idea of providing a quality education that respects the context of the students, seeks flexible strategies to fulfil students' needs and provide a favorable environment for learning. Both documents support this project as it is presented as an innovative manner to enhance speaking skills, responding to the participants' interests, needs and context, and providing an engaging learning environment in and outside the school.

The research work is developed in three chapters. In chapter one, the theoretical issues around using pop music in the classroom and developing speaking skills are treated. In chapter two the methodology, approaches, techniques, and other technical procedures developed during the investigation is explained. Lastly, in chapter three the proposal is described from the previous analysis to its development, application and evaluation and the final product, an activities guideline.

Chapter 1: Theoretical framework

In contemporary society, linguistic proficiency holds predominant importance in both professional and academic spheres. Cultivating language skills from initial stages is crucial, molding Ecuadorian students' cognitive frameworks and enhancing intercultural understanding. Proficiency in English offers opportunities for global engagement and socio-economic growth. Unfortunately, English in Ecuador tends to take a back seat to the core subjects, leaving students' communication competencies underdeveloped. Scholars, recognizing the importance of oral proficiency, address Ecuador's low English proficiency levels. Mohini (2019) suggests that promoting comfort and positivity in English learning environments can enhance students' speaking abilities. This project aims to explore the efficacy of using age-appropriate pop music to boost students' confidence and vocabulary in oral English production.

In today's digital age, leveraging music platforms and integrating gamified learning experiences centered around music are essential for enhancing student engagement and aligning instructional strategies with their interests and preferences. The integration of technology not only provides educators with additional tools but also enables students to continue practicing language skills outside of the traditional classroom environment. Therefore, using pop music as a pedagogical tool to enhance speaking proficiency not only facilitates learning but also increases student motivation and engagement, fostering a sustained enthusiasm for language acquisition beyond formal instruction. This approach holds promise for advancing various aspects of oral communication, including vocabulary development, pronunciation refinement, and fluency enhancement.

1.1. Review of relevant studies

Learning in general is an activity in which people feel comfortable enough to acquire knowledge from their environment. Talking about language learning, it is often produced in a classroom under the guidance of a teacher; however, learning in a classroom has mostly been seen as an activity that produces a lack of motivation, enthusiasm or interest and is only developed to produce results. Azab (2023) in his master's thesis proposal titled "The Effectiveness of Using Pop Songs for Developing University Students' Speaking Skills" assures that English teachers should look for more engaging activities that involve students using a universal language: music.

The author explains that using music to teach languages, especially English, can transform the classroom into a pleasant environment. It also makes the teacher's job easier as students become more aware of their own learning process. As a result, the use of pop music has a significant impact, with more advantages than disadvantages. Activities such as filling in the blanks in lyrics, karaoke, imitating the songs, etc. result in an engaging activity for language learners as they do not focus on grammar but on the meaning and connection between words and phrases to produce real conversations.

Diakou (2013) agrees with Azab in the text "Using Songs to Enhance Language Learning and Skills in the Cypriot Primary EFL (English as a Foreign Language) Classroom". She assures that pop music can be a powerful tool to reinforce grammatical structures. Her premise is based on how positive emotions in songs can influence people's learning behavior - also known as affective filter theory. In the study, the results showed that most of the participants demonstrate a significant improvement in their language learning, especially in oral production skills, after using music twice a week in 40-minute sessions.

Similarly, Rosová (2007), in her article "The use of music in teaching English", argues that music is an important activity in people's everyday lives. It has been a basis for

knowledge for centuries due to its meaning in terms of content and character. In English language teaching, music becomes a strong input to improve communication because it can be used in "different situations and under different conditions" (Rosová, 2007, p.8), in other words, it can be adapted to the needs, interests and even emotions of each class. Furthermore, music is a flexible tool, which means that it can be used to develop different tasks with different purposes. As a result of this study, the author concluded that music allows students to enjoy their language learning process and produce meaningful learning.

Lieb (2005) in her article "Popular Music and Its Role in the EFL Classroom" explains that considering students' interests and motivation can lead to effective teaching. The author affirms that popular music is a tool whose "value goes beyond the practical" (p.95). Pop music not only inspires students to learn, but it also inspires teachers to create motivating lessons. Moreover, music works with cognition, affection, language, and theory to provide a holistic learning experience. The author concludes that pop music moves the whole class as long as it is used correctly, not less than four minutes per exercise.

Gorkaltseva and Rostovtseva (2018) in "The development of learners' cognitive interests by pop music in English" content that using pop music in the classroom allows students to work in a more relaxed environment. This has a positive effect on their cognitive development, as their memory can have an intense intellectual activity. Furthermore, they affirm that the use of pop music combines multimedia tools to meet students' creative, technological, analytical, and logical needs. The implementation of pop music in this study has shown that with this resource, learners form the meaning of the language and start to use it. As a conclusion, the study revealed that pop music motivated students to explore more about how language is used in music.

In Ecuador, Ramírez (2022), in the article "Pop Music Indeed Aids Teachers to Teach English to English Foreign Language Students", explains that music allows learners to

acquire a new language in a natural way. This ensures the maintenance of knowledge for a longer time, according to neuroscience. The results of this study, after some pedagogical tests carried out on the participants, have shown that students can improve their oral communication in a foreign language through constant exposure to music. Additionally, activities that use pop songs as an input for oral production enhanced learners' development in English as a Foreign Language.

Melo (2022), in the project "English songs as a strategy to improve pronunciation on second-level English Major students at UTN during 2021-2022 academic period", agrees with Ramírez and goes on to say that learners are constantly surrounded by music. The constant exposure to pop music is the main reason teachers should use this resource to teach languages. Some of the activities to use music as a tool in English lessons are analyzing lyrics and understanding the meaning of the song according to Melo. Through a methodological guide, the author proves that the use of music can improve students' pronunciation, especially of vowels, and improve their speaking skills.

Likewise, Largo (2021) in the study "El uso de los recursos auditivos para potenciar el aprendizaje de los estudiantes de quinto año de Educación General Básica de la Unidad Educativa Luis Cordero de la ciudad de Azogues" explains that, in Ecuadorian system, the use of music, holographic sounds, among other auditory resources, boosts cognitive development. Additionally, music allows students to show their emotions and interest, strengthening their knowledge in any subject. Furthermore, including auditory resources in the classroom avoids traditional lessons, engages students with the contents and the analysis of songs and their meanings. As a result, students improved their grades in different subjects and teachers started adapting their lesson plans to use more innovative tools to enhance learning and promote meaningful learning based on contextualized material.

Despite all the studies analyzed on the influence of music in education, especially in the teaching of English, there is still a lack of information on how music can improve speaking skills in primary school. Furthermore, the number of studies on this in Ecuador is still low and the activities using pop music are not used inside the classrooms. Therefore, research into how pop music can be used as an input to improve speaking skills at school age and, in addition, increase students' vocabulary and confidence in speaking English, is necessary. Starting to apply Pop music as a tool for improving communication skills, especially in oral communication in our context can result in a real difference to language teaching and learning in the country.

1.2. Conceptualization of key constructs

1.2.1. Independent variable: Pop music in education

The independent variable of the study is Pop music, and, to understand it, it is necessary to define music. Music is a powerful tool in education, as it has been shown to enhance learning and motivate students. The term music refers to a group of sounds and silences that interact with each other, have a relationship and are present in people's everyday lives (Green, 2006), in other words, auditory systems that create a composition with meaning. Kokkidou (2021) expresses that music is polysemic as it can be defined in diverse ways according to historical, philosophical, cultural, political, economic, and ideological factors. It is everywhere, as long as people can assign meaning to the group of sounds, they perceive every second. It can also contribute to the creation of a collective ideology and influence culture and tradition.

People have classified music according to the feelings it can evoke, the power in its sound, its purpose, and other categories. For example, there is rock, metal, reggae, bachata, pasillos and pop music. Pop music, or popular music, as stated by Fisher (2011), is the

musical composition created to be enjoyed by the people, often confused with the term mass music produced to reach most people. Fisher explains that pop music is everywhere: on the radio, TV, and even in churches with contemporary Christian music. Pop songs should have the characteristic of being able to be arranged and performed in diverse ways and still be the same song, for this reason it is considered flexible and adaptable to the context in which it is listened to.

Several authors stand for the idea of pop music as a beneficial tool in human development. For instance, Moir et.al. (2019) contend that popular music can influence empirical, ethnographic, sociological, and philosophical perspectives of human beings. To put it in other words, this influence can be considered an informal manner of learning that molds people's personality and ways to understand life. Yasui (2019) explains that music helps reduce stress, improves the state of mind and the processing of emotions, among others. The lyrics of Pop music can align with the words people need to listen when they are on depression or have anxiety. Also, Pop music can enhance self-confidence as it triggers happiness and excitement.

Nasrullah (2020), giving an anthropological point of view, affirms that pop music is not only art or entertainment, but also influences learning achievement. Furthermore, music can help people concentrate or slow down, based on the tempo of the songs. Wulandari (2009, in Nasrullah 2020) contends that music improves long term memory and the ability of fulfilling all the chores a person needs to do each day. Pop music is also a means to express emotions, especially for people who have trouble with giving expression to their ideas. In general, Pop music have benefits on health, communication, relations, among other spheres of human life.

In education, pop music is valuable because it has the potential to lead students into musical appreciation and understanding of meaning (Green, 2006). As music made by and for

people, it usually has lyrics that deal with common human issues such as love, war, self-love, and others. These themes can be used to work on different subjects in the classroom, especially with students with auditory or musical intelligence as described in Garner's theory of multiple intelligences. However, according to Largo (2021), music is often relegated to a resource to be used only in arts subjects or as a break from classroom work, but not as a tool for learning.

Tagg (1966) explains that pop music is a valuable tool to work on culture inside the classroom, not only to understand how previous generations used to perceive the world, but also to understand how the world works nowadays. It is the teacher's responsibility to give a usable and communicative value to pop songs inside the educational context. Shah (2006) affirms that even when Pop music is not often used in educational context, it is still part of education, informally and outside the classroom. This is caused by the accessibility and constant exposure to this resource. "The inclusion of popular music in the curriculum should perhaps be more comprehensively planned so that students can relate not only popular styles of music but also other different genres of music to their lives" (Shah, 2006, p.138). In other terms, Pop music inclusion into schools is a potentiator of learning and personal development.

Although music is usually undervalued in most subjects, English as a foreign language (EFL) can be considered an exception. There are several studies that confirm that the use of pop music in the English classroom can improve students' communication skills. For instance, Krashen (2017) refers to his Comprehensible input theory as a subconscious manner to acquire a language through a constant input, in this case music. He explains that as learners do not focus on the elements of communication but on communication as itself of the input, learning becomes more meaningful. Furthermore, Ornerová (2009) explains that music allows students to practice listening for specific information, grammar, translation, etc.

Learners can also start discussions about the theme of the songs, integrate songs into projects, learn about culture and use pop music as input for other activities, especially in speaking area.

In addition, in the contemporary technological milieu, leveraging music platforms and incorporating gamified learning experiences centered around music is indispensable for increasing student engagement. Moreover, music helps adapt instructional strategies to the learners' interests and needs. The integration of technology not only equips educators with additional pedagogical tools but also affords students opportunities for continued language practice and utilization beyond the confines of the classroom setting. Some instances of music in gamified experiences are websites like Lyrics Training, which allows students to pick a song and complete its lyrics by choosing the correct option or writing them. Furthermore, ISLCollective is a website that works with YouTube videos to create interactive questionnaires about vocabulary, grammar, accuracy, among others; elements of speaking skills.

One of the advantages of using pop music in the EFL classroom is that it can emotionally engage students in the learning process. Moreover, Dokulil (2013) explains that there are no rigid instructions for working with pop music, it can be used individually, in groups, often or not so often, to produce or simply to receive information, among a wide variety of possibilities. However, one of the disadvantages of using pop music in EFL is that if the songs are not chosen correctly according to the students' interests and level, it can cause monotony, confusion and make the class less enjoyable. Furthermore, even when the song is chosen to fulfil students' interests, they are often selected without a learning purpose, becoming an entertainment tool but not an educative one. Therefore, teachers are responsible for picking the pop songs to be used according to the lesson's need, the student's concerns, and the context of application.

Thus, the utilization of pop music as a pedagogical instrument to enhance speaking proficiency serves as a means to facilitate learning while concurrently intensifying motivation and engagement among students. Thereby, a sustained desire to continue language acquisition beyond the classroom environment is cultivated. Consequently, the incorporation of this universal medium, often consumed by students unknowingly, holds promise in producing advancements across various facets of oral communication. Some of the features improved include vocabulary expansion, pronunciation accuracy, and fluency enhancement. As a result, students enhance their production skills, especially speaking, and their self-confidence while communicating in English.

Schütz (1998) underscores the pivotal role of interaction in language acquisition, aligning with Krashen's Comprehensible Input Theory, which posits that language learning commences with natural exposure to the target language. Accordingly, integrating listening tasks to bolster speaking proficiency poses a formidable challenge for educators, necessitating meticulous planning to address this specific requirement while circumventing its transformation into a mere recreational pursuit. Moreover, precision in describing the particular facets of speaking skills to be sharpened is imperative to design activities tailored to enhancing those aspects, thereby averting ambiguity in instructional objectives.

In this study, pop music was considered because of its adaptive quality. Furthermore, as the study aims to improve learners' language development, it is important to consider a genre that they enjoy and listen to even when they are not in class. As mentioned earlier in this chapter, pop music is everywhere, and students are often exposed to and learn from it. For these reasons, pop music is an effective tool in promoting an immersion environment for learners to practice English in and out of school. Unlike other genres, pop music is flexible, and this feature helps teachers to use this genre in different tasks to improve their English development and make their language learning journey more enjoyable.

As teachers, the use of pop music to improve communicative skills, in particular, should be carefully planned in advance according to the class to which it will be applied. It is important to consider the group's level, interests, musical tastes and even their everyday problems to choose the best compendium of songs to work with the group. Even taking all those factors into consideration, the compendium of songs chosen must change with each group and each school year. Pop music is a useful resource to use in classrooms, but its purpose must be clear and oriented to improving the skill. In this study, the purpose of using pop music is to improve the speaking development of the students.

1.2.2. Dependent variable: Speaking skills in English as a Foreign Language for A1 level

The dependent variable in this study is speaking skill. According to Srinivas (2019), speaking refers to an oral productive skill in language acquisition, in other words, it is the ability to produce communication in an oral manner. Azab (2022) explains that when considering the four essential skills of language (listening, speaking, writing, and reading), speaking can be contemplated as one of the most important as it "involves the lexical, psychological, social and cultural components" (p.4). In other words, it goes beyond the realm of communication for learning purposes and allows the learner to acquire a greater understanding of the world.

An important feature to consider when analyzing speaking skills is its parts and how they are all conveyed to produce oral communication. It is divided the essential features of speaking into five terms: vocabulary, grammar, pronunciation, accuracy, and fluency. Into these terms there can be found other characteristics such as intonation, stress, use of parts of the speech like nouns, pronouns, verbs, among others. To understand all the branches that conform oral communication it is important to understand the meaning of the main terms listed above.

Vocabulary, according to the Cambridge University Dictionary (2020), is "all the words known and used by a given person", as well as the means by which people communicate, in speech, orally. In other words, it is the terms or set of sounds and symbols that people associate with objects, feelings, and situations in their reality to express ideas. Ouellette (2006) affirms that oral vocabulary in speech allows people to decode meaning not only in listening activities but also in reading activities, thus improving all basic language skills. Accordingly, oral vocabulary can be seen as the basis for communication in any format.

On the other hand, Grammar, described in the Cambridge University Dictionary (2020), is "the rules about how words change form and how they combine with other words to make sentences", which helps to produce comprehensible ideas. In simpler terms, grammar are the structures people use with the words to create comprehensible phrases, to be understandable for the receptor and the emissary of the message. Kusumawardani and Mardiyani (2018) suggest that good grammar competences can influence positively in people's speaking development. However, the authors explain that comprehending grammatical structures is not directly related to the ability of producing oral communication. Put differently, if a student has already the confidence to speak in English, improving their grammar understanding allows them to express their ideas better, nevertheless, the same effect is not produced with people with poor self-confidence to speak.

As part of grammar in speaking, it is important to consider the use of the parts of the speech to generate accurate sentences grammatically. There are seven parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The nouns are all the objects or subjects in a sentence, for instance, places, animals, objects, people, etc. The pronouns are the words used to replace nouns in a sentence and can be different according to their function: personal, possessive, relative, among others. A verb is the action performed by

the subject of the sentence, expressing the time in which it is developed: present, past, future, and its variables. Adverbs and adjectives are descriptors of verbs and nouns, respectively. Prepositions, conjunctions, and interjections are linking words to express emotions, add ideas or express connections.

Pronunciation is another main feature of speaking, being defined as "the way the sounds of a word or language are spoken" (Cambridge University Dictionary, 2020) or the means of communication in oral production and reception. Zulqarnain and Muhammad (2015) explain that the perception about the importance of pronunciation in spoken English depends on how instructors assess this feature of speaking. Moreover, it is important to constantly expose learners to oral English for them to get used to the pronunciation of the words and phrases to communicate more accurately. Following this idea, Atli and Bergil (2012) contend that as most of students are not happy with their pronunciation, they start failing in other areas of speaking and, thus, stop speaking in English.

Pronunciation, as grammar, has different elements to understand its domain. One of these elements is stress, which is defined as the emphasis on a syllable, word, or phrase to give a specific meaning to the sentence (Rowe and Levine, 2016). On the other hand, rhythm is the element defined as "the speed and cadence of how you say a sentence" (Anglia, 2019), giving a different sound and intention to the words used. Lastly, pitch and intonation are considered the music people give to the words (Anglia, 2019), specially noticed when having question or exclamation marks. All these elements are measurable and can be taught and learned yet are usually avoided as part of the syllabus of English as a Foreign Language.

Accuracy is "the fact of being exact or correct" (Cambridge University Dictionary, 2020) in expressing ideas for specific purposes. This element of speaking refers to the correct use of vocabulary, grammar, and elements of pronunciation. As accuracy is influenced by the factors, conditions, and components of the environment, teachers should aim to understand

the context of learning to assess accuracy (Rahnama, Fatehi and Bagheri, 2016). According to Rahnama et.al. (2016) the evidence has shown that reading and listening skills enhance speaking skills influencing both elements: accuracy and fluency. Following the idea, fluency is "the ability to speak (...) a language easily, well and quickly" (Cambridge University Dictionary, 2020) to avoid communication barriers while maintaining a conversation.

In Ecuador, according to the Ministry of Education in the National Curriculum (2016), there are some standards to follow to promote students to the next levels. When a student finishes school (seventh grade), his or her language level should be A2; therefore, in the fifth grade, students should be at the A1 level. At this level, in terms of speaking skills, students should be able to produce isolated sentences about people, objects and places, using basic vocabulary to describe them. They should also be able to describe their everyday life and themselves in a series of simple sentences. Overall, they are prepared to explain their perceptions of the world in simple terms and, although their vocabulary may appear limited, they can carry on a simple conversation.

In order to better understand this variable, several authors have explained how speaking skills can be improved. Navarro (2009) argues that when humans are newborns, they acquire speaking skills by listening to their parents speak, because at that age they are particularly sensitive to sounds and are constantly trying to produce sounds that will later form words and sentences. However, when learning to speak another language as an adult, the process is different, as adults find it more complex to acquire the phonetics of the language they are learning. For this reason, Goodwin (2001, in Navarro 2009) explains that adults should focus on practicing intonation and rhythm when speaking, and to improve in these areas it is important to develop listening skills.

Similarly, The British Council (2015) affirms that speaking skills can be improved by listening to English videos, podcasts, or audios in general. This resource helps students to

remember new vocabulary learnt during listening sessions and to practice as much as possible with the vocabulary learnt in the previous steps. Although the British Council explains that it is important to think about the grammar that will be used in a conversation, most of their advice on improving speaking skills focuses on interacting with others. Therefore, people need to listen and speak to become better communicators.

1.2.2.1 Descriptors for speaking skills

The Council of Europe (2018), in the Common European Framework of Reference (CEFR), has established a set of descriptors to understand the level of language proficiency of students, based on their language skills. In this case, as students should have an A1 level and the skills measured is speaking, the descriptors considered for the study are:

- “Can produce simple mainly isolated phrases about people and places” (Overall A1) (p.69)
- “Can produce short phrases about themselves, giving basic personal information (e.g., name, address, family, nationality)” (Overall Pre-A1) (p.69)
- “Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.” (A1 Describing Experience) (p.70)
- “Can describe him/herself (e.g., name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance. Can say how he/she is feeling using simple words like ‘happy,’ ‘tired,’ accompanied by body language.” (Pre-A1 Describing Experience) (p.70)
- “Can give a simple description of an object or picture while showing it to others using basic words, phrases, and formulaic expressions, provided he/she can prepare in advance.” (A1 Giving information) (p. 71)

1.3. Theories supporting the use of pop music to enhance speaking skills

In second language acquisition, there are some theories that support the idea of listening to enhance other skills, especially production ones. For this study there were considered two main theories of English as a Second Language acquisition that respond to the objective to the study. It is important to mention that these theories do not explicitly name pop music; however, there are several studies that connect them to the variables of this research. The theories are Comprehensible input hypothesis and Affective filter hypothesis.

Krashen (2009) explains that the Comprehensible input hypothesis –or input hypothesis- attempts to answer how people acquire language to encourage acquisition. This hypothesis stands for the idea to give a stimulus (input) to the learner a little more complicated than previous stimulus. As a result, the learner acquires new knowledge from the extra information provided by the input (i+1). In this manner, the term acquire is not only have the knowledge but understand it and be capable to use it. The input theory states that people go for the meaning before structure to develop fluency. In other words, this theory is more related to acquiring the language than learning it in a formal manner.

According to Speh and Ahramjian (2010) music provides students a comprehensible input as it contextualizes examples of English in use for their real-life communication. This idea comes from the premise of natural approach to language learning where the learner acquires any language first through listening (input) and then produces communication (speaking). Moreover, listening to music as an input is paying attention to the lyrics and pronunciation before the melody or its commercial purpose. When the student can comprehend the writer's context by their lyrics, they will use the new knowledge, vocabulary, phrases, or any other, to communicate with others.

Following this idea, the Affective Filter theory proposed by Krashen refers to the influence of feelings and emotions in language acquisition. According to Gonzalez (2020) the

manner how people feel can assist or interfere with the learner's development while learning a language. Furthermore, affective filter is necessary in language acquisition as to learn a new language it is important to put it in public practice. In this manner, taking into consideration emotions and feelings can increase or decrease self-confidence when producing orally in English for non-native speakers. Therefore, when affective filter is considered during an EFL lesson, the learning blocking is decreased promoting more participation of the students using the language.

Music, according to Jazvin (2024), can create a comfortable and relaxed environment for learners to develop their communicative skills. Introducing pop music in an EFL classroom reduces anxiety and increases motivation and self-confidence, creating a low affective filter. Moreover, reducing affective filter through music makes language acquisition more positive and engaging for students and teachers. This good environment strengthens the relationships between teacher and students, and students with students; promoting a safe space to express ideas orally using the target language. Putting together pop music, comprehensible input and affective filter, an English class can become the best space to increase our knowledge about the language and use it in a spoken manner.

In the next chapter, the results of developing activities that use Pop music as an input to produce orally with fifth graders are shown. Also, the approaches, methods and instruments are being exposed and their use for the participant's specific context is substantiated. Finally, the description of the proposal as result of the research is going to be developed to understand how Pop music is a powerful tool to enhance speaking skills in fifth graders.

Chapter 2: Methodological framework

Needs analysis is an important feature of a study. It allows the researcher to understand the context in where the investigation is taking place, the participants of the study, the collaborators, even the problem and viable solutions to it. According to Hutchinson and Waters (1987), needs analysis is the process of analyzing rigorously the linguistic features in a specific syllabus of an English course. In other words, it is identifying the target situation and studying the learner environment considering the language, in this case, English. When the researcher gets to know the environment in which learners use the language, they can propose manners of acting to improve it.

The same authors explain that it is important to identify the target needs when developing a study. Hutchinson and Waters (1987) affirm that the target needs are closely related to the target situation and the procedure to achieve it. Robinson (1991) said that to state target needs, it is important to know the necessities, deficiencies and wants of the course, the students, and the teachers. Necessities are defined as the requirements to achieve the target situation; lacks are the things that students ignore but are a priority to achieve the goals. Finally, wants are personal goals that students have that can be fulfilled during the course.

2.1. Research paradigm

In order to understand how pop music influences the acquisition of speaking skills, especially vocabulary and self-confidence, in fifth graders, the research used a mixed method approach. The mixed method allows the researcher to use techniques and tools from both qualitative and quantitative methods. It also permits the investigator to explore the idea of using pop music in the classroom while evaluating the progress of the students and thus the improvement of their speaking skills. As a result, the main aim of the study was achieved as

the researcher proposed the activities guide based on the results of the qualitative and quantitative data.

Qualitative research provides information about real world problems in order to understand them through the experiences, perceptions and behaviors of the participants (Tenny et.al., 2022). In the study it was important to describe the environment in which the pupils were developing and to understand how music could or could not be introduced to improve their speaking development. It was also necessary to adapt the project to the needs and interests of the students in order to promote authentic learning. To achieve this aim, the researcher kept an observation diary during the study, with feedback from the students on the activities and notes on the learners' development during the sessions.

Quantitative research, on the other hand, allows the researcher to measure the progress of the students and analyze the feasibility of the proposal (Watson, 2015). In this way, qualitative methods were used in the study to show the improvement in the students' speaking skills through the application of the different pop music-based activities. The qualitative tools chosen for the research were surveys in order to analyze the context and its development around speaking skills and pop music. In addition, a pre-test and a post-test questionnaire were carried out to measure the students' speaking development before and after applying the pop music-based activities.

In general, the mixed method in the study enabled understanding of the idea of using pop music as a tool to improve speaking skills from the perspective of learners and teachers through qualitative instruments. In addition, it allowed the measurement of the real progress of the students in their speaking skills after using pop music-based activities in the classroom with quantitative instruments. In this way, the researcher had the necessary information to decide which activities should be included in the final activities guide, thus fulfilling the study's overall aim.

2.2. Operationalization Matrix

According to scientific methods, every proposed investigation, especially in an academic setting, must have its variables well defined to answer the research question or hypothesis. A variable is the object or subject under study, or a part of it, which may vary according to the context of the research (Kaur, 2013), in other words, its significance for the research changes according to geographical and temporal factors. The operationalization matrix allows the researcher to understand the instruments and techniques to be used to contextualize the study's variables, validating the research's feasibility.

2.2.1. Conceptualization of the main categories

Pop music: Refers to a genre of music considered to be by and for the people, with catchy rhythms that can be adapted to different cultures and purposes. Its flexibility makes it the perfect genre to work with in the English classroom.

Speaking skills: They are the manners of oral communication with others in a specific language, in this case in English. The characteristics of speaking are vocabulary, grammar, pronunciation, fluency, and accuracy. As part of the speaking process, it is necessary to understand how these features are acquired or developed.

2.2.2. Definition of the main categories

Pop music: Popular music, or pop music, is a genre of music with the characteristic of being for the people, flexible and adaptable (Fisher, 2011). It is the most common music genre reproduced in radio and television which makes it part of the context of study.

Speaking skills: Speaking skills are the ability to communicate orally with others (Srinivas, 2019). In other words, they are the continuous and gradual enhancement of abilities

to express ideas using spoken vocabulary and grammar in a fluent and accurate manner, considering the correct pronunciation according to the language used.

2.2.3. Operationalization of the main categories

Pop music: In the context of the research focused on the use of pop music as an input to enhance speaking skills in fifth graders, the study incorporated a series of pop music-based activities for its implementation. The activities were selected to work on listening comprehension, understanding general information, and looking for specific information such as vocabulary and grammar in context. Also, they were focused on how pop music enhances speaking skills through acquiring new vocabulary and grammar, pronunciation practice and fluency enhancement. Moreover, there were used pop music in context as the student's interests and language needs were considered according to the speaking descriptors in CEFR (Common European Framework of Reference).

To understand the development of pop music inside the classroom various pop music-based activities were applied with the group focusing on oral communication. The activities were based on their preferences described in a survey answered by them, and their communicative needs and levels obtained from the observation diary and the answers of the teachers in a second survey. Most of the tasks were performed individually, however, all of them were done in groups as well at least once during the period of application. Additionally, there were complemented by clear guidelines that offered the skill with performance criteria to be worked on, the evaluation indicator (both based on the national curriculum), resources, adaptations, song list, and evaluation levels for self and co-evaluation.

Operationalization of the independent variable

Chart 1

Operationalization Matrix – Pop Music

OPERATIONALIZATION MATRIX – POP MUSIC

Independent Variable: Pop music					
Definition	Dimensions	Indicators	Instruments	Participants	Scale
Popular music is a genre of music with the characteristic of being for the people, flexible and adaptable. (Fisher, 2011)	Listening comprehension	-Listening for general information	-Observation diary (Pop music-based activities)	-Learners (32 students)	Highly effective
		-Listening for specific information			Effective
	Pop music to enhance speaking skills.	-Pop music to learn new vocabulary	-Surveys -Pre-test -Post-test -Observation diary (Pop music-based activities)	-Learners (32 students) -Teachers (13 participants)	Indifferent
		-Pop music to practice pronunciation			Poorly effective
Pop music in context	-Pop music to enhance fluency.	-Pop music to enhance fluency.		Not effective	
		-Student's interests	-Surveys	-Learners (32 students)	
		-Student's language needs	-Observation diary (Pop music-based activities)	-Teachers (13 participants)	

Note: Independent variable operationalization. Authored by Arteaga, C. (2024)

Speaking skills: The procedure of enhancing speaking skills among fifth graders at Unidad Educativa Particular La Asunción was an important feature of the study. The study focused on three areas of speaking development. The first one was vocabulary, not only referring to word acquisition but also word connection introducing grammar and idiomatic expressions. Furthermore, the self-confidence while speaking in English permitted the pronunciation and fluency enhancement, achieving accuracy. Lastly, the process of developing speaking skills was considered to understand the beginning of it and the enhancement of the spoken language.

The variable is related to pop-music through the activities applied. Before and after the application of the pop music-based activities, the students developed a speaking test to

measure their starting point, and the enhancement produced after the constant use of pop music. The speaking test had a rubric to measure the main characteristics of spoken language (vocabulary, grammar, fluency, pronunciation, accuracy) focused on the confidence the learners acquired through the process of application. In addition, through the observation diary entrances, the acquirement of new vocabulary by the learners was captured, as well as the improvement of the accuracy of their participation throughout each lesson.

Chart 2

Operationalization Matrix – Speaking Skills

OPERATIONALIZATION MATRIX – SPEAKING SKILLS					
Dependent Variable:		Speaking skills			
Definition	Dimensions	Indicators	Instruments	Participants	Scale
Speaking skills are the ability to communicate orally with others. (Srinivas, 2019)	Vocabulary	-Vocabulary acquisition -Words connection (Grammar / Idioms)	-Pre-test -Post-test -Observation diary (Pop music-based activities)	-Learners (32 students)	Excellent Good Better Neutral
	Self-confidence	- Pronunciation enhancement -Fluency enhancement -Accuracy achievement	-Pre-test -Post-test -Observation diary (Pop music-based activities)	-Learners (32 students)	Bad
	Development of speaking skills	-Beginning of speaking process - Enhancement of speaking process	-Pre-test -Post-test -Observation diary (Pop music-based activities)	-Learners (32 students)	

Note: Dependent variable operationalization. Authored by Arteaga, C. (2024)

2.3. Description of the beneficiaries of the study

The proposed research was aimed at students enrolled in the fifth grade of the Unidad Educativa Particular La Asunción. The total population was 192 students, of which, 87 were

male and 105 were female. The students were divided into 6 class groups. Of those groups, 3 were learning English with the researcher as teacher while the rest of them had English classes with a different teacher. However, the curriculum and lesson plans were designed by both teachers to advance in the same timing and with the same contents. This information was used to select the sample of the study.

2.3.1. Sampling technique

To select the sample there was considered a judgmental sampling. A judgmental sampling has its basis on the researcher's judgement to select the sample according to the needs of the study and characteristics known about the group of study (Office of the Comptroller of the Currency, 2020). The sample was selected based on the following characteristics:

- The students were enrolled in fifth grade in Unidad Educativa Particular La Asunción by the time of the study.
- The students were between 8 to 10 years old by the time of the study.
- The students received English classes with the researcher as teacher during the school year 2023-2024.
- The students needed to manage an A1 English level by the end of the school year 2023-2024.
- The students shared the same labor schedule, having English as a compulsory subject.
- Parents of the group of students agreed and permitted their children to participate in the study.
- The students have an advanced rhythm of work according to tests developed by the student's counselling department (DECE).

2.3.2. Sample of the study.

The group selected for the study was the fifth-grade class E. The class of 32 students is composed of 14 males and 18 females, between 8 to 10 years old. Most of the students have a medium to high economic level, which allows them to use specific material to achieve their learning goals. At the course's start, their language skills were pre-A1 according to the CEFR (Common European Framework of Reference). The school year's aim was for the students to reach A1 level in all communicative skills. However, based on a diagnostic test carried out at the beginning of the year with the 5th E students, there had been identified a lack of vocabulary and difficulties in the students' speaking skills. Of the 32 students, 26 delivered a permission signed by their parents to be evaluated during the study, while the other 6 participated but were not evaluated.

Chart 3

Sample population

Participants	Sample population	Percentage
Women	18	56,25%
Men	14	43,75%
Total	32	100%

Note: Sampling population description. Authored by Arteaga, C. (2024)

2.4. Research context

The study was carried out in Unidad Educativa Particular La Asunción. It is a private institution located in Cuenca, Ecuador, on the streets of Rio Orinoco and Ricardo Durán, in the municipality of Baños. It is in a rural area of the city but is popular with tourists. In the Unidad Educativa Particular La Asunción, the authorities manage an English project that

aims for students to achieve a minimum of B2+ or C1 when they graduate. With this in mind, English has become one of the main subjects for the participants, who have 6 hours of classes per week, plus an additional laboratory hour to develop game strategies during the 2023-2024 school year.

2.5. Research stages

The investigation was divided into seven periods: delimitation of the problem, literature review, approval by the institution and permissions acquirement, elaboration and approval of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations. The first stage required observation by the teacher-researcher in order to identify possible problems in the research context. In this stage, an observation diary was carried out by the investigator. In the second stage, the researcher gathered information about previous studies about the use of music to learn English, developed worldwide and in Ecuador.

In the third stage, a pre-proposal was presented to the authorities in the institution in where the study was taking place. The pre-proposal was analyzed by the student's counselling department (DECE) and approved by the principal of Unidad Educativa Particular La Asunción. After that, an invitation to participate in the study, along with an informant consent letter, was sent to the parents of the students selected for the study and received signed by them. The invitation and the letter were revised and approved by the coordinator of the student's counselling department (DECE).

As fourth stage, the instruments for the study were elaborated to be submitted to the learners participating in the study. Between the instruments used were a questionnaire (used as a diagnostic pretest to measure the English level of the students and as posttest at the end of the study), and two surveys (one directed to the learners to understand their interaction

with music and spoken English and another directed to the teachers as asked by the principal of the school). These instruments were reviewed and approved by three experts: the guide of the study, the sub-coordinator of the English Area in the school, and the coordinator of the English Area in the institution.

In the fifth stage, the instruments described were applied to obtain data for its analysis to describe the study's results. During the sixth stage, data was collected and analyzed in order to obtain results about the speaking development of students before and after using music during the English classes. In the last stage, the results were presented, and an activities guide was built to gather all the activities used during the application of the proposal in order to be delivered to the institution and used in later school years. Finally, the conclusions and recommendations of the study were socialized through the final investigation report of the information obtained throughout the study.

Chart 4

Stages of the study

Stages	Description	Activities	Performers
Delimitation of the problem.	Define the problem, object of the study, and methodology.	Observation of the research context. Analysis of possible problems. Selection of the problem to be studied.	Researcher
Literature review.	Define the studies that support the investigation.	Review previous information about the topic and create a literature base for the study.	Researcher
Approval by the institution and permissions acquirement.	Establish a theoretical basis of the study to present to the	Elaboration of a report with the base information for the study.	Researcher and coordinator of the student's council department.

	authorities at the school.	Analyze the report according to the school requirements. Obtain the permissions needed to work with the sample selected.	
Elaboration of the instruments	Establish the criteria with which the data is measured and the instruments to obtain it.	Elaboration of a questionnaire (pretest and posttest), and two surveys.	Researcher
Application of the instruments	Apply the instruments elaborated.	Application the instruments designed to the target population.	Researcher
Data analysis	Elaborate a report with the results of the study after applying the instruments.	Application of statistical analysis to data to generate conclusions.	Researcher
Final investigation report, conclusions, and recommendations	Gather the main results of the study as a basis for later studies.	Elaboration of the final investigation report, conclusions, and recommendations	Researcher

Note: Characterization of the research stages. Authored by Arteaga, C. (2024)

2.6. Research SCOPE

The study was primarily inductive and deductive. According to Burney and Saleem (2008), the inductive method analyzes specific features of the research context to provide a general view of it. In this study, it was important to identify the general characteristics that influence speaking skills as a specific branch of communication. Then it was important to define the general problem in order to find specific solutions. Therefore, the deductive approach provides a specific conclusion or solution taking into account the general overview of the case.

The empirical method of the study was participant observation. According to Kawulich (2005), participant observation is a tool that provides information about the events and behaviors observed by the researcher while participating in the study. In this way, the researcher becomes part of the research, learns from the activities developed by the participants, and studies the natural setting of the environment through observation. In this study, as the researcher is the teacher of the group, the researcher not only participates in the activities, but also analyses the effectiveness of the pop music-based tasks and how they influence the learners' oral language development.

2.6.1. Research design

The research design of the study was primarily participatory action research. Cornish et.al. (2023) establish that this design “prioritizes the value of experiential knowledge” (p.1). In other words, participatory action research obtains data directly from the observation and participation of the researcher in the study development. As the teacher is also the researcher, they are not only observing the development of the participants but becoming part of the study group participating actively in the activities. Moreover, the researcher is also considered to take part in the application of the research instruments to provide their point of view according to their experience inside the classroom. This design is valuable in the study as it allows the researcher to have a better perspective of the classroom development during the implementation of the activities proposed.

2.7. Description of the instruments based on the selected research approach

This section describes the data collection instruments used in the study. The instruments were carefully selected to be consistent with the research objectives and to collect comprehensive data on the use of pop music to improve the speaking skills of fifth graders at Unidad Educativa Particular La Asunción. For the data collection of the research

there were considered three instruments: questionnaires (pre-test and post-test), surveys (applied to the students and teachers) and the observation diary.

2.7.1. Student survey on Speaking skills and Pop music

To understand the general overview of the class, there were applied two surveys. The first survey was developed in class with the students and the teacher's guidance on March 29th. The survey looked forward to understanding the interest of the students in the project and their previous experiences using pop music to learn English. It had 10 items measured by the Likert scale (1=Never / 2=Sometimes / 3=Often / 4=Usually / 5=Always) (see Appendix 4). Additionally, students were asked to provide a list of their favorite pop songs in English in the back of the survey to plan the activities according to them.

2.7.2. Questionnaire: Diagnostic test (pre-test) and post-test

The questionnaire applied as pre-test and post-test was focused on speaking skills. It was developed by the researcher and revised by the English Coordinator at the school and the guide of the study. It had 10 questions about personal information and description of objects, activities, people, and feelings (see Appendix 5). The questions on the test were selected according to the CEFR descriptors for pre-A1 and A1 level. They allowed to measure accuracy, pronunciation, use of vocabulary and grammar, and fluency according to the rubric proposed.

Writing, Reading, and Listening skills were not considered for this test as it is important to measure only the speaking development of the participants for the study. The duration of the evaluation was 10 to 15 minutes for each student. The test was administered between April 1st and April 5th, 2024, in fifth-grade class E classroom using a rubric for assessing (see Appendix 6).

2.7.3. Teacher survey on Speaking skills and Pop music

The second survey was asked to be applied for by the principal of the school where the study was developed. It was directed to the English teachers to understand how often they use pop music in their classes and how often are developed speaking tasks. This survey, besides being revised by the guide of the study as the one for the students, was revised by the English Coordinator and developed through Google Forms between May 30th and June 2nd (see Appendix 7).

2.7.4. Observation diary

Finally, the observation diary was kept in a notebook filled in by the teacher during the two months of developing the pop music-based activities. During the observation, the teacher made notes about the pupils' behavior during the activities, the suggestions they made and so on. Each entry in the diary was dated and included the most important data about the activity and the students' motivation to continue developing similar activities. This diary allowed the researcher to adapt the activities during the development period to make them more enjoyable for the students, without losing focus on the main aim: to improve speaking (see Appendix 8).

2.7.5. Implications for the methodological proposal

The description of the information-gathering tools served as the cornerstone for the design of the methodological proposal. It was the starting point for identifying the learners' needs, strengths and weaknesses, as well as their preferences for pop music, which were the basis for the implementation of pop music-based activities to improve speaking skills. By aligning the proposed study with the diagnostic findings, the research ensured that it addressed the language needs of fifth graders, class E, in the area of speaking skills.

2.7.6. Validation of the instruments used in the study

The instruments presented above were revised by Ph.D. Jackeline Lopez, in quality of guide of the research. In order to validate them, the operationalization matrix was presented to the expert along with the instruments (see Appendix 9). The suggestions of Ph.D. Jackeline Lopez were taken into account before applying the instruments to ensure the quality of the study. Moreover, the revision allowed the researcher to redirect the instruments in order to fulfill the objectives of the study.

2.8. Description of data collection process

The data obtained during the study went through a systematic procedure of collection, organization, and analysis of the information gathered from the pre-test, post-test, and surveys. This phase was essential for making meaningful improvements to the student's speaking skills proficiency, expectations and needs which later inform Chapter 3. The data processing process began with the collection of the data obtained from the pre-test and post-test (correct and incorrect), as well as the students' and teachers' responses in the surveys and the teacher-researcher's annotations during the process for later analysis.

2.8.1. Data entry and coding

The collected data were subjected to a process of input into a digital format, ensuring accuracy and consistency. There were no open-ended responses in the surveys, however, the information obtained in the questionnaire (pre-test and post-test) was assessed according to the rubric presented (see Appendix 6). Furthermore, the data collected from the observation diary (see Appendix 8) was coded and categorized according to the dimensions and items described in the operationalization matrix about speaking skills and pop music. This process facilitated the comprehension of the qualitative data in order to respond to the study's objectives.

2.8.2. Data analysis

To analyze the instruments a descriptive analysis was developed. The descriptive analysis is used to describe and summarize data (Sarmiento and Costa, 2017). In the study, it provided information about percentages and frequencies to summarize the participant's insights during the survey application. Moreover, it also permitted to categorize and describe the notes in the observation diary to the study. For the pre-test and post-test there was developed a comparative analysis. It allowed the researcher to juxtapose the results of the diagnostic test with the post-test. This comparison provided information about the enhancement of speaking skills of the learners after working with pop music-based activities and the improvement areas to work on.

2.8.3. Triangulation and integration

In order to ensure validity and reliability of the findings, the data from the qualitative and quantitative process were triangulated. In other words, the information obtained by using both approaches were gathered and integrated to offer a wide and comprehensive perspective of the research context, and how it changed throughout the process of application. The interpretation of the data was carried out in the context of the research objectives and theoretical framework. It drew conclusions about the students' speaking skills before and after the activities and according to their social context. Moreover, it supported and became the basis for the activities guide proposed and described in chapter 3.

2.9. Ethical considerations

It is important to mention that, from the research's purposes, the students were aware of the implementation of the instruments to conduct the study during their English classes. As students were minors, an invitation to participate in the study was sent to their parents with a permission to participate attached that needed to be printed and delivered to their teacher (see

Appendix 12). The participation in the project was voluntary, for this reason, 6 students and their parents decided not to be part of the study. According to Mirza et.al. (2023) considering the well-being of the participants during a social study must be a priority for the researcher. In this way, ethical consideration permits the researcher to give information about the study to the participants and provide them with security during it.

2.10. Initial diagnosis description

The diagnostic test (pre-test) consisted of 10 questions and examined four characteristics of speaking: answers (accuracy/fluency), pronunciation, vocabulary, and grammar; parameters related to the study. The questions on the test included personal information questions, questions for using specific vocabulary and questions for using specific grammar (see Appendix 5) according to the Council of Europe Common European Framework of Reference (2018) descriptors detailed in Chapter I.

Based on the indicators, each question was graded out of 20 points and averaged to obtain 5 points for each question, giving at the end a 50 points test. From the 50 points, based on the descriptors, if the students get between 0 and 10, they do not have a measurable level of English. Between 11 and 30 students have a pre-A1 level of English and if students get between 31 and 50, they have an A1 level in the target language. Considering this information, during the diagnosis phase it is visualized that, even when students should have an A1 level, after the test applied most of the students demonstrated to have a pre-A1 level in speaking skills. The following graphic shows the results from the 26 students evaluated:

Chart 5

Average of scores obtained in the speaking test

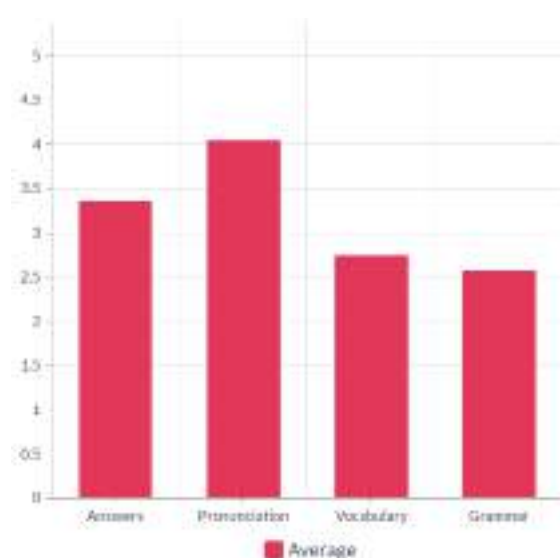
Question	Answers	Pronunciation	Vocabulary	Grammar	Av.	Min.	Max.
1	4	4,6	3,6	3	3,8	2	5
2	3,7	4,4	3,2	3	3,6	2	5
3	3	4,4	2,8	2,6	3,2	1	5

4	3,5	4	2,2	2,3	3	2	5
5	3,6	4,2	2,3	2,3	3,1	1	5
6	3,6	3,9	2	2,5	3	1	5
7	3,4	4	2,5	2	2,9	1	5
8	3	3,5	2,5	3	3	1	5
9	3	3,5	2,7	2,6	2,9	1	5
10	2,8	4	3,6	2,4	3,2	1	5
Av.	3,36	4,05	2,74	2,57			

Note: Description of averages, minimal and maximal scores. Authored by Arteaga, C. (2024)

Illustration 1

Average of scores according to the indicators in the rubric

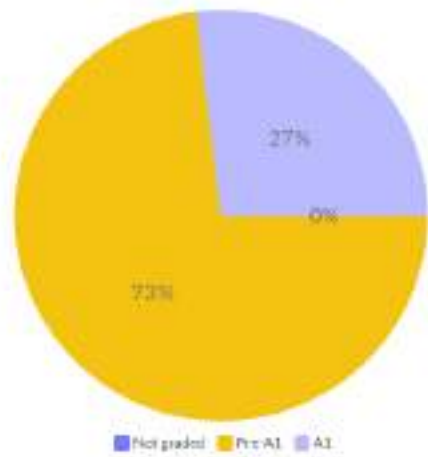


Note: Characteristics of speaking to be analyzed based on the speaking test. Authored by Arteaga, C. (2024)

The results of the pre-test revealed that considering the indicators in the rubric (see Appendix 6), the learners have a better pronunciation development, obtaining an average score of 4,05/5. However, they need to improve in vocabulary and grammar, in which they obtained 2,74/5 and 2,57/5 respectively as average score. Moreover, the diagnostic test also shown the English proficiency level of the students at the moment of the application obtaining the following results;

Illustration 2

Students' level according to the CEFR



Note: Level of the students according to the diagnostic test. Authored by Arteaga, C.

The pre-test revealed that, of the 26 students, 19 students got a score between 11 to 30 points having a pre-A1 level. This means that 73% of the population evaluated were able to produce short answers with assistance. The other 7 students got between 31 to 50 points getting an A1 level, which is the level they should have before starting sixth grade. In other words, 27% of the population evaluated were able to produce short phrases using the correct grammar and vocabulary about personal information, preferences, descriptions, and feelings and emotions.

To understand the impact of pop music in English oral proficiency development, the analysis of the data obtained from the different instruments before, during, and after applying the proposal is described in Chapter III. This analysis allows the researcher to link the results with the main objective of the investigation and propose conclusions and recommendations for further research in the field. Moreover, the following chapter gives a general overview about the importance, feasibility, justification, foundations, and stages of the proposal, as well as the limitations while applying it.

Chapter 3: Presentation and Validation of the Proposal

The research “Use of pop music as input for enhancing speaking skills in fifth graders” follows the research line Pedagogy, didactics, and management of education proposed by UBE, being the result of it a methodological proposal that follows the topics Pedagogical innovations and education management established by the university. In this manner, this chapter aims to describe the proposal, its application and results accordingly to the main objectives of the research, in order to understand the impact of pop music in the development of speaking skills in English.

3.1. Pedagogical proposal

As has been presented in the introduction of the present project, the main objective of it is to generate an activities guide based on the use of pop music to enhance speaking skills by strengthening vocabulary and self-confidence. Therefore, the pedagogical proposal named “Pop music to speak English – Activities guide” (see Appendix 11) is presented as a pedagogical guide that can be used by teachers and students with different activities that use pop music to produce orally in English. The activities guide is a resource that pretends to provide methodological guidelines to introduce pop music in English classroom or English learning environments to enhance English learning process, especially for speaking skills.

The activities guide contains a brief introduction based on the justification of the proposal, the considerations taken into account according to the Common European framework of reference (CEFR), the objectives of the activities and evaluation criteria based on the Ecuadorian national curriculum for English as a Foreign Language, the activities, and a song list recommended with the lyrics of each song. Each activity also includes the objective of it, the skill with performance criteria to be developed, the evaluation indicator,

materials to be used, the procedure of application, notes for adaptation, evaluation suggestions, and songs recommended to use in that activity.

3.1.1. Justification of the proposal

As the participants in the study are mostly auditory learners and enjoy listening to music and moving, one possible solution to their needs is to work with activities that include music in English. The proposed activities need to work on different areas to improve communicative skills. Specifically, in terms of speaking skills, the tasks should improve students' vocabulary, grammar, pronunciation, accuracy, and fluency while using the target language, in this case English. In addition, the list of songs chosen must consider the age of the students, their interests, and an appropriate vocabulary according to their needs.

When listening to pop music in English, students learn new vocabulary, get used to pronunciation, become more confident in speaking, and expressing ideas, and can move and dance while doing the activities. For these reasons, creating a guide with activities that include pop music to improve speaking skills is a way to fulfil needs and wants with the language, as well as start to reduce the lack of English.

3.1.2. Foundations of the proposal

Previous studies mentioned in Chapter I are the basis to establish the idea of using pop music-based activities to enhance speaking skills in fifth graders EFL learners. Azab (2023) believed that music helps to create an engaging environment for learning making it easier for students to be motivated to learn and for teachers to prepare a class that responds to the students' needs and interests. Furthermore, authors like Diakou (2013) highlighted that listening and singing to pop music reinforce grammatical structures and influence in people's behavior positively, going along with Krashen's affective filter theory.

The enhancement in speaking skills by using pop music is not only evidenced in Diakou's study, in which after using music twice a week during EFL lessons most of the participants improved their oral communication using English. Additionally, in Rosová (2007) the results showed that students enjoyed most learning English by using music, producing meaning learning. Lieb (2005) explains the importance to give music the merit it deserves, promoting its use in main activities during English lessons, avoiding using them for 4-minute activities as they had been used in the past.

3.1.3. Importance of the proposal

Among the necessities the participant students had was the acquisition of an A1 level in speaking skill. To reach this level students needed activities that were engaging to them. Also, the activities proposed had to go along with the students' interests and learning styles, in this case, moving and listening to music according to their predominant auditory learning style and their interpersonal intelligence. Students needed to enjoy their classes so they can feel more confident while speaking English. Lastly, students needed to acquire more vocabulary to express their ideas more accurately.

Apart from the fact that the students' main aim during the school year was to achieve an A1 level of English, it was important for them and the teacher to achieve other goals. One of the aims during the English course was for the students to become more confident in speaking English, not only in the classroom but also when communicating with relatives and friends. The students also wanted to learn more about the culture of English speakers around the world through the activities proposed.

In this case, the students' interests were to consider the creation of activities that would allow them to fulfil their desires and at the same time achieve the main objectives of the subject and the study. As described in the teacher's observation diary, most of the students

expressed that they felt more able to use and understand the language and its context after participating in the study.

3.1.4. Stages of the proposal

For the application of the proposal, after doing an initial analysis of the context and the interests of the participants by applying the survey to students and teachers, the following steps were carried out:

Chart 6

Stages of the proposal

Stages	Description	Activities	Performers
Analysis of the context and interests (March 25 th , 2024)	Define the interests of the students, the pop music they already know and the songs that are adequate for their age and level.	Observation of the research context. Application of surveys. Analysis of the results.	Participants Researcher
Song list's creation (March 25 th – March 29 th , 2024)	Define the song list to be used.	Review previous information about songs to use for that level and age. Create a song list with songs according to students' interests, level and age. Look for the lyrics of the songs to work with.	Researcher
Activities search and creation (March 25 th – March 29 th , 2024)	Establish an activities list using pop music to enhance speaking.	Review previous information about activities to enhance speaking using music. Adapt and create activities to respond to the participants' needs. Create a list of activities with procedure, materials, and possible songs to be used for each one.	Researcher
Evaluation of the students'	Application of a speaking test	Review and acceptance of the speaking test to be applied.	Guide of the investigation

level (April 1 st – April 5 th , 2024)	(pre-test) to understand the level of the students.	Application of the speaking test individually with the participants. Analysis of the results.	English academic coordinator in the institution. Participants Researcher
First application of the activities (April 1 st – May 3 rd , 2024)	Performance of the activities during English lessons.	Planification of the activities into lesson plans. Application inside the English classroom. Fulfillment of the observation diary with notes about the activities' development.	Participants Researcher
Feedback and adaptation of the activities (May 4 th – May 5 th , 2024)	Adaptation of the activities according to comments of the participants and researcher.	Coding of the observation diary's information. Analysis of the results. Adaptation of the activities to fit better with the participants' needs.	Researcher
Second application of the activities (May 6 th – June 7 th , 2024)	Performance of the activities during English lessons.	Correction of the activities into lesson plans. Application inside the English classroom. Fulfillment of the observation diary with notes about the activities' development.	Researcher
Evaluation of the students' level (June 3 rd – June 7 ^h , 2024)	Application of a speaking test (post-test) to understand the level of the students.	Application of the speaking test individually with the participants. Analysis of the results in comparison with the pre-test.	Participants Researcher
Redaction of the pop-music based activities guide (June 7 th – November 30 th , 2024)	Creation of the activities guide.	Elaboration of the activities guide according to the corrections made in previous stages. Review of the national curriculum features to be included (objectives, skills with performance criteria, evaluation indicators). Review of the CEFR features to be considered.	Researcher

Note: Stages of the proposal. Authored by Arteaga, C. (2024)

3.1.5. Feasibility of the proposal

The activities guide proposed for the project “Use of pop music for enhancing speaking skills in fifth graders” responds to the main research question “Does pop music influence in the development of vocabulary and self-confidence to speak in English in fifth grade students of Unidad Educativa Particular La Asunción?” in terms of feasibility as it gives the opportunity for educators to apply strategies using music, taking into consideration that the main learning style of the participants was auditory according to tests developed by the student counseling department during the beginning of the school year. As it has been explained, several authors agree that music is a valuable resource to use in EFL classrooms to enhance different communicative skills, it is everywhere so it allows the student to develop their language learning process in an immersive manner, and moreover, responds to the students’ interests and context of development.

The activities guide proposed for the participants in this study was reliable as it responded to each student’s need to enhance their speaking development. The guide also provided validity to the project as the results were measurable and represented the interaction between the oral production development and the use of pop music inside the classroom. However, the use of pop music as a tool to enhance speaking skills should be considered according to the students’ goals and needs. Even when the group is auditory, not all the groups enjoy pop music, for this reason it is important to analyze the context of the group and adapt the strategies to better fit with their everyday activities.

3.1.6. Implication of the proposal

The activities guide proposed to use pop music for enhancing speaking skills responds to the research question in terms of implication as it proposes a series of tasks to be developed to enhance speaking skills (vocabulary, grammar, fluency, pronunciation, and

accuracy) according to students' needs and interests in fifth grade class E in Unidad Educativa Particular La Asunción. In this manner, the application of surveys and tests to value the context of study and the influence of using pop music-based activities permitted to generate a guide adequate to and for the students that participated in the research.

The proposal aimed to be an aid for the class to enhance their English-speaking level according to the CEFR descriptors for A1 level. Moreover, one of the main goals of the proposal is to generate a list of activities that allows teachers to provide more engaging speaking lessons promoting self-confidence in students while producing orally. In this manner, as it has been exposed in Chapter I, pop music influences people's feelings and emotions, promoting a motivation space for learning inside and outside the classroom.

3.2. Data analysis

To start the data analysis, it is important to review the main results of each instrument applied during the research process. The results are shown in chronological order according to their application with the participants.

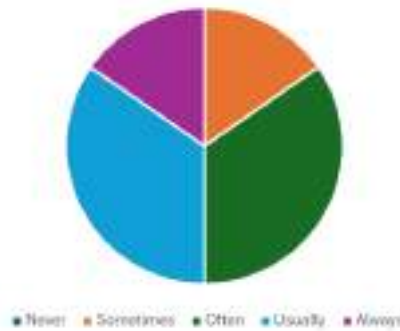
3.2.1. Survey to the students

The survey to the students (see Appendix 4) was an instrument applied to understand the general panorama of the students facing speaking activities and listening to pop music. It had 10 statements that had to be rated using the Likert scale. The results are shown according to each statement's answers.

Illustration 3

Results of the first statement of survey to students

I feel confident when I speak English



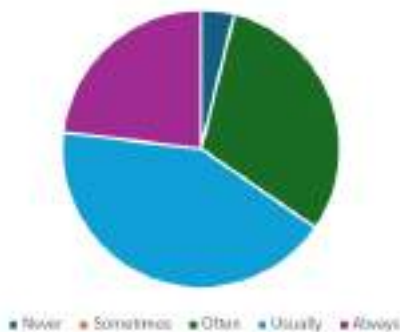
Note: Results of the first statement of the survey to students. Authored by Arteaga, C. (2024)

The first statement (I feel confident when I speak English) obtained the following results: The illustration showed that most of the students (9 in each category) often or usually feel confident speaking in English, 4 students sometimes are confident with using oral English and other 4 are always sure of their English to communicate orally. None of the students selected the option “Never” in this question.

Illustration 4

Results of the second statement of survey to students

I can understand simple English conversations



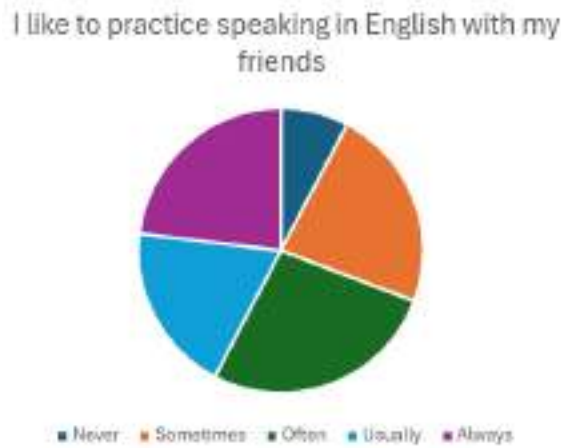
Note: Results of the second statement of the survey to students. Authored by Arteaga, C. (2024)

The second statement (I can understand simple English conversations) differed in answers. 11 of the participants indicated that they usually understand simple English conversations. 8 students often understand English conversations. 6 students affirm they

understand English conversations easily, while 1 student explained that they never understand English conversations, no matter how simple.

Illustration 5

Results of the third statement of survey to students

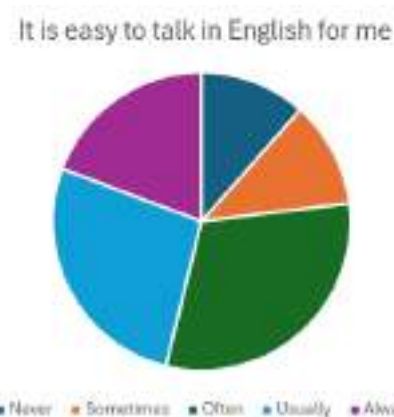


Note: Results of the third statement of the survey to students. Authored by Arteaga, C. (2024)

In the third statement (I like to practice speaking in English with my friends), 7 students answered that they often enjoy speaking in English with others. 6 students respectively sometimes or always like to practice English with their pairs in an oral manner. 5 students usually enjoy this activity, while 2 students don't like to speak in English with their friends.

Illustration 6

Results of the fourth statement of survey to students

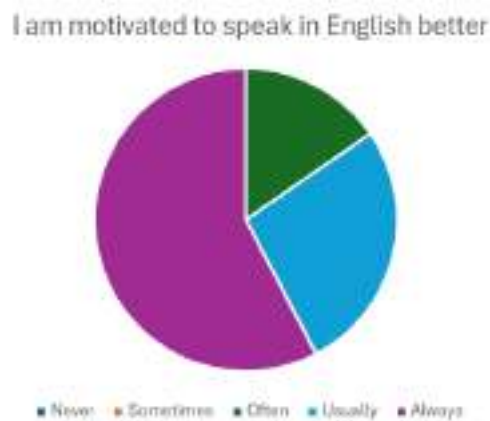


Note: Results of the fourth statement of the survey to students. Authored by Arteaga, C. (2024)

The fourth statement (It is easy to talk in English for me) showed that 8 students often find it easy to talk in English. 7 students usually talk in English with few impediments. 5 students are always comfortable to use English orally, while 3 students respectively indicated that they never or sometimes find it easy to speak using English.

Illustration 7

Results of the fifth statement of survey to students

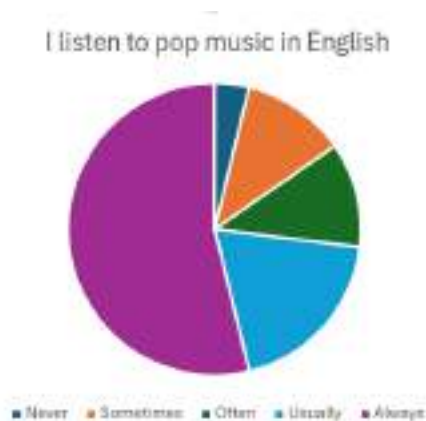


Note: Results of the fifth statement of the survey to students. Authored by Arteaga, C. (2024)

In the fifth statement (I am motivated to speak in English better) it is noticeable that most of the students (15 participants) are motivated to learn how to speak in English better. 7 students are usually motivated to speak in English in a better manner. Only 4 students indicated that they feel that they are often motivated to improve their oral English.

Illustration 8

Results of the sixth statement of survey to students

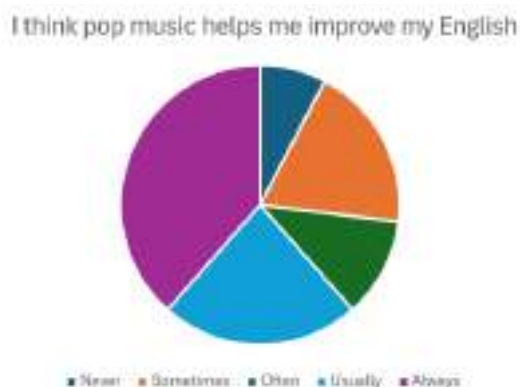


Note: Results of the sixth statement of the survey to students. Authored by Arteaga, C. (2024)

Regarding listening to pop music in English (statement 6), 14 students, which is the majority, indicated that they are always listening to this genre of music. 5 students usually listen to pop music in English. 3 students respectively, sometimes or often listen to music in English, while 1 student says they have never listened to English pop music.

Illustration 9

Results of the seventh statement of survey to students



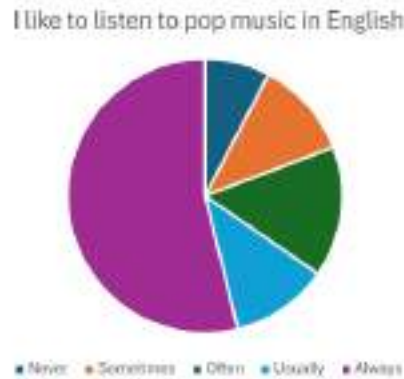
Note: Results of the seventh statement of the survey to students. Authored by Arteaga, C. (2024)

In statement 7 (I think pop music helps me improve my English), 10 students indicated that they agree with the idea of pop music as aid to improve English. 6 students usually think that music can help to enhance English. 5 students sometimes believe that pop

music is a tool to improve English. 3 students often think that pop music can help to learn English, while 2 students don't believe that music can enhance English communicative skills.

Illustration 10

Results of the eighth statement of survey to students

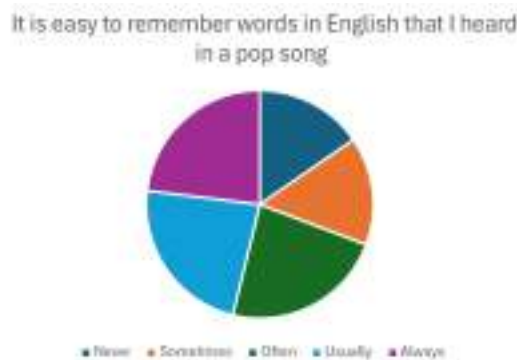


Note: Results of the eighth statement of the survey to students. Authored by Arteaga, C. (2024)

Concerning liking pop music, in statement 8, 14 participants indicated they always enjoy listening to this genre of music in English. 4 students often like listening to pop music. 3 students respectively affirm that they sometimes or usually like listening to English pop music, while 2 students don't like listening to music in English.

Illustration 11

Results of the ninth statement of survey to students

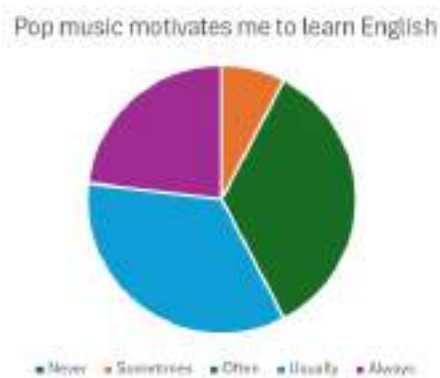


Note: Results of the ninth statement of the survey to students. Authored by Arteaga, C. (2024)

In statement 9 (It is easy to remember words in English that I heard in a pop song), 6 students respectively agreed that for them is always, usually, or often easy to remember vocabulary acquired from pop song that they have heard in English. 4 students respectively explained that for them is never or sometimes easier to remember new words in English after listening to pop songs than learning those words in an English class.

Illustration 12

Results of the tenth statement of survey to students



Note: Results of the tenth statement of the survey to students. Authored by Arteaga, C. (2024)

According to the results in statement 10 (Pop music motivates me to learn English), none of the students feel unmotivated using pop music to learn English. 9 students respectively are often or usually more motivated when there is pop music inside the English classroom to learn. 6 students explained that when there is pop music to learn English, they are always motivated.

3.2.2. Questionnaire (pre-test and post-test)

The questionnaire or speaking test (see Appendix 5) was applied in two moments throughout the investigation: as pre-test at the beginning and post-test to evaluate results. The pre-test was applied between April 1st and April 5th to start the implementation of the activities that included pop music to enhance speaking skills. The results of this test were described in the previous chapter as the initial diagnosis. After the application of it, and for

two months, the students were prepared with pop music-based activities each English class (7 classes each week) before the development of the post-test (see Appendix 11).

The post-test with the same questions was applied between June 3rd and June 7th revealing relevant information. First, students had a significant improvement in vocabulary and grammar while speaking in English, reaching an average of 4,22/5 and 3,93/5 respectively. Moreover, their pronunciation and answers also presented an enhancement as it can be seen in the following chart and illustration:

Chart 7

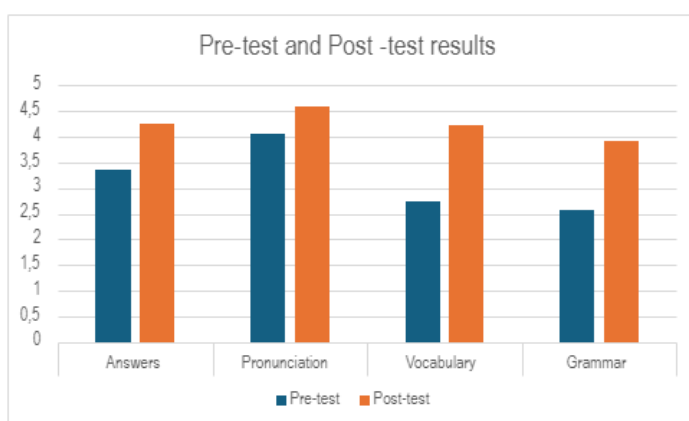
Average of scores obtained in the speaking post-test

Question	Answers	Pronunciation	Vocabulary	Grammar	Av.	Min.	Max.
1	5	5	5	4,2	4,8	4	5
2	4,5	4,8	4	3,1	4,1	2	5
3	4,5	4,8	4	3,5	4,2	2	5
4	4,3	4,5	4	4	4,2	2	5
5	4,2	4,5	4	4,5	4,3	3	5
6	4,2	4,4	4	4,2	4,2	3	5
7	4	4,8	4	3,6	4,1	2	5
8	3,7	4,2	4,2	3,5	3,9	1	5
9	4,1	4,5	4,2	4	4,2	2	5
10	4	4,5	4,8	4,7	4,5	2	5
Av.	4,25	4,60	4,22	3,93			

Note: Description of averages, minimal and maximal scores. Authored by Arteaga, C. (2024)

Illustration 13

Comparison of results between pre-test and post-test

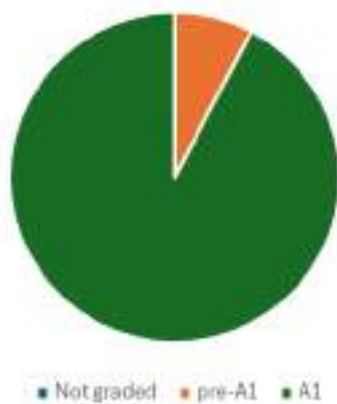


Note: Comparison of the average results of the pre-test and post-test according to the indicators in the rubric. Authored by Arteaga, C. (2024).

In comparison with the pre-test results, students have improved in all the areas tested according to the rubric (vocabulary, grammar, pronunciation and answers), making noticeable the enhancement in vocabulary and grammar which were the areas with least punctuation in the results of the pre-test. Moreover, the results of the post-test showed a general improvement in the oral language development of the class, allowing 24 out of the 26 students to reach an A1 level according to the CEFR.

Illustration 14

Students' level according to the CEFR



Note: Level of the students according to the post-test. Authored by Arteaga, C.

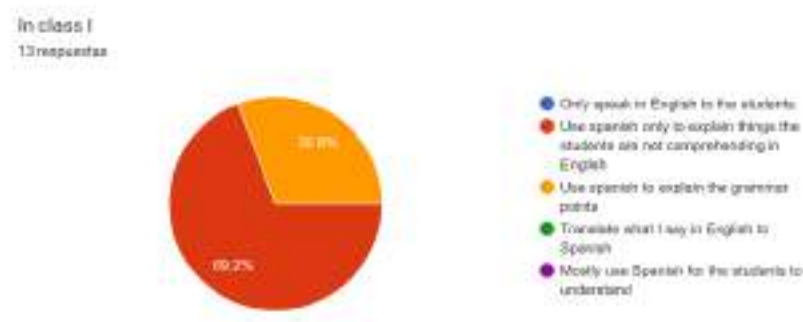
In this manner, as it is seen in the illustration above, all of the students obtained a grade above 10 points in the test. Of the 26 students, 24 obtained more than 21 points out of 30. The 2 students that remained in level pre-A1 obtained 18 and 19 points respectively, which indicates that they are close to reaching the academic goal which is having an A1 level at the end of the school year.

3.2.3. Survey to teachers

The survey to teachers (see Appendix 7) was applied during the last week of May 2024 in order to understand how often the teachers at primary level at Unidad Educativa Particular la Asunción use music in their classroom to produce orally. This survey was asked by the rector of the institution and was useful to create awareness between the educators about using different tools to teach speaking skills in EFL classrooms. It had 10 statements answered by 13 teachers in the following manner:

Illustration 15

Statement 1 – Survey to teachers

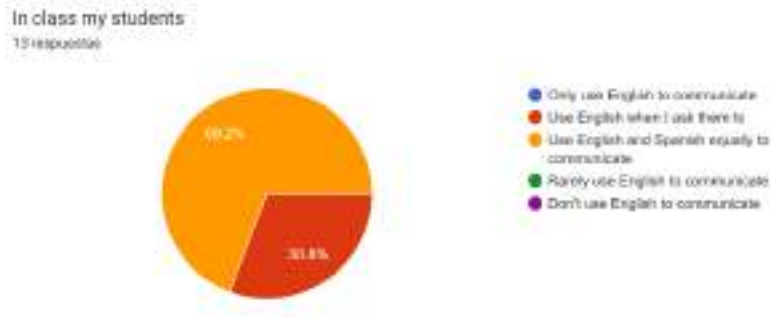


Note: Results of the first statement of the survey to teachers. Authored by Arteaga, C. (2024)

In the first statement, 9 teachers (69,2%) explained that they use Spanish only when they need to explain again some concepts that are hard for students to comprehend in English. The other 4 teachers (30,8%) affirm they use Spanish to explain the grammar points but English for the rest of their lessons.

Illustration 16

Statement 2 – Survey to teachers

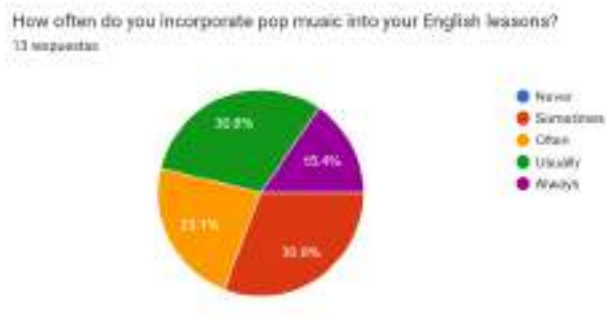


Note: Results of the second statement of the survey to teachers. Authored by Arteaga, C. (2024)

Of the 13 teachers, 9 (69,2%) affirm that students are eager to use English and Spanish equally during their classes. 4 teachers (30,2%) contend their students use English when they ask them to do it, but they use Spanish the rest of the time during English classes.

Illustration 17

Statement 3 – Survey to teachers

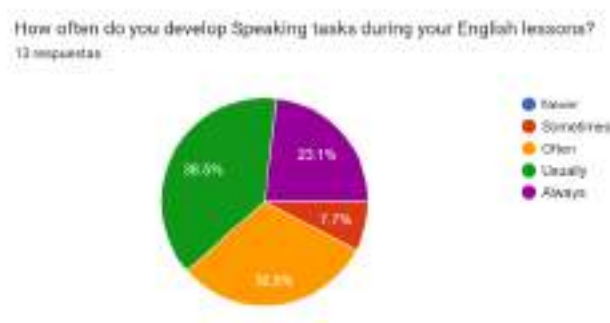


Note: Results of the third statement of the survey to teachers. Authored by Arteaga, C. (2024)

Regarding using pop music into their English lessons, 2 teachers (15,4%) always use this resource to enhance their lessons. 3 educators (23,1%) often include pop music in their classes. 4 teachers (30,8%) respectively expressed they usually use pop music during English lessons. The teachers that selected the option sometimes (30,8%) explained that they do not know what activities to do with the students after listening to music inside the classroom.

Illustration 18

Statement 4 – Survey to teachers

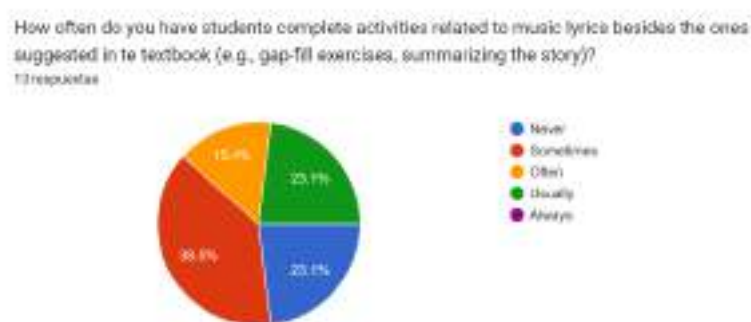


Note: Results of the fourth statement of the survey to teachers. Authored by Arteaga, C. (2024)

Regarding speaking activities, 3 teachers (23,1%) affirm they use them all the time during their lessons. 5 teachers (38,5%) usually develop oral activities with their students. 4 teachers (30,8%) explained that they often do speaking activities, due to time. Only 1 teacher (7,7%) expressed that they do not usually develop oral communication because of the age of the students.

Illustration 19

Statement 5 – Survey to teachers



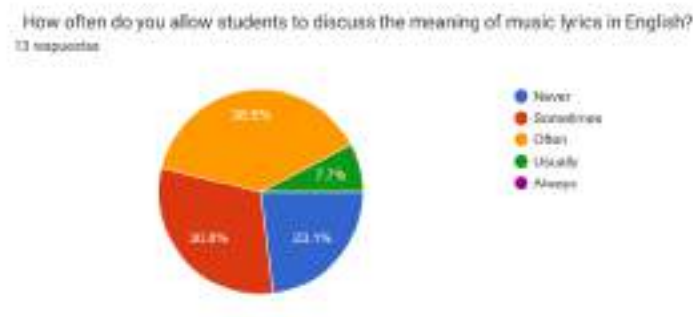
Note: Results of the fifth statement of the survey to teachers. Authored by Arteaga, C. (2024)

In the fifth statement, 3 teachers (23,1%) affirm they usually use music to develop activities using the lyrics. 2 teachers (15,4%) often use lyrics to develop other activities. 5

teachers (38,5%) explained they sometimes use the lyrics of songs to develop different tasks in the classroom. Only 3 teachers (23,1%) expressed they never do these types of activities as their students do not know how to write or read yet.

Illustration 20

Statement 6 – Survey to teachers



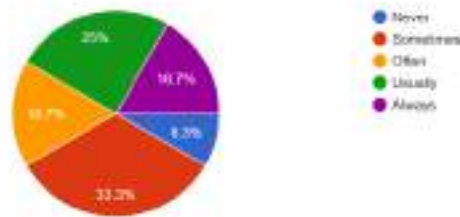
Note: Results of the sixth statement of the survey to teachers. Authored by Arteaga, C. (2024)

In concordance with identifying meanings, only 1 teacher (7,7%) expressed they usually listen to music to identify meanings and stories behind the lyrics of the songs. 5 teachers (38,5%) often do these activities, or similar activities, with their students. 4 teachers (30,8%) sometimes listen to music with their students to identify meanings while 3 students never do these activities as they do not know how to link the activities with the content they need to teach.

Illustration 21

Statement 7 – Survey to teachers

How often do your lessons encourage students to sing along with pop songs (while focusing on clear pronunciation)?
12 respuestas



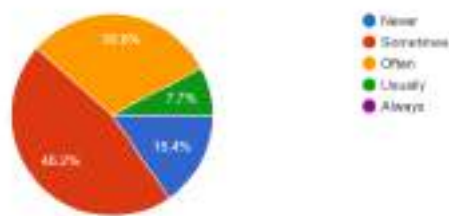
Note: Results of the seventh statement of the survey to teachers. Authored by Arteaga, C. (2024)

In the seventh statement, 2 teachers (16,7%) said that they always focus on pronunciation while listening to their students singing pop songs. 3 teachers (25%) usually sing pop songs with their students listening to their pronunciation. 2 teachers often develop these types of activities. 4 teachers (33,3%) sometimes use music to practice pronunciation, while 1 teacher (8,3%) never used pop music to enhance pronunciation. One teacher did not answer the question.

Illustration 22

Statement 8 – Survey to teachers

Following pop music activities, how often do students have opportunities to have conversations about the song or related topics in English?
13 respuestas



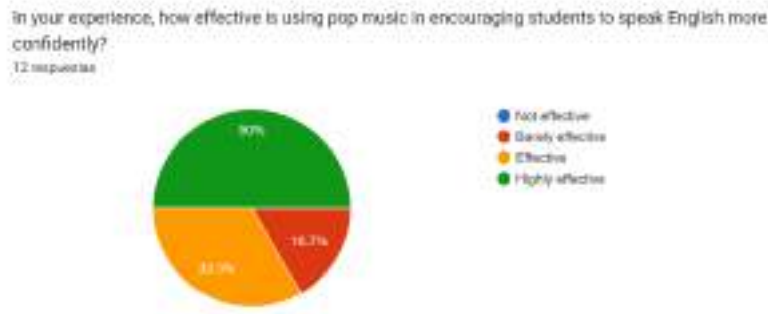
Note: Results of the eighth statement of the survey to teachers. Authored by Arteaga, C. (2024)

In concordance with talking about music in English, only 1 teacher (7,7%) usually allows students to discuss about pop songs of their interests or English topics related. 4

educators (30,8%) often discuss about music with their students in English. 6 teachers (46,2%) sometimes use pop music as a topic of conversation or link with the contents. Finally, 2 teachers (15,4%) never develop these types of activities with their students.

Illustration 23

Statement 9 – Survey to teachers



Note: Results of the ninth statement of the survey to teachers. Authored by Arteaga, C. (2024)

Regarding the effectiveness of using pop music for enhancing speaking skills, 6 teachers (50%) expressed they believe it is highly effective the use of this tool for oral communication development. 4 teachers (33,3%) affirmed it is effective to use pop music for speaking enhancement. 2 teachers (16,7%) explained they think it is barely effective to use music for speaking if the activities do not include extra reinforcement. One teacher did not answer the question.

Illustration 24

Statement 10 – Survey to teachers

Would you be interested in receiving resources and lesson plans specifically designed to use pop music for developing speaking skills?
13 responses



Note: Results of the tenth statement of the survey to teachers. Authored by Arteaga, C. (2024)

In the last question, all of the teachers expressed their desire to receive lesson plans and activities guides to use pop music to enhance speaking skills. Some of the teachers explained they found it difficult at the moment to apply activities with music as they do not have a guide to develop different activities and line them up with the contents they need to teach.

3.2.4. Observation diary

After analyzing the observation diary entries (see Appendix 8), the information was coded into four categories: Limitations, adaptations, student perceptions, and for the teacher. These categories allowed the researcher to better understand the context of the classroom during the implementation of nine pop music-based activities (see Appendix 11) aimed at promoting speaking skills. In this way, during the nine weeks of implementation (one activity per week), some limitations noticed by the researcher were

Chart 8

Limitations while applying pop music-based activities

Activity	Limitation
Action showdown	<ul style="list-style-type: none"> - The first time the activity was applied they were a little confused and trying to develop the activity with a little fear. - We did it (the activity) at the beginning individually and it was harder to make the group participate.

Emoji matchmaker	<ul style="list-style-type: none"> - There were some of them (students) that continued being unsecure of speaking, especially the ones that were transferred from other schools. - They still have a lack of vocabulary to express themselves.
Word stealer	<ul style="list-style-type: none"> - One of the problems was that as they have limited vocabulary, and they seemed afraid of making mistakes, they used the same words every time, so it was hard to end up with a student that doesn't have any repeated words.
Karaoke	<ul style="list-style-type: none"> - Students were a little noisy at the beginning of the week with this activity. - When they (students) got distracted, they forgot to pronounce the words and just started to mumble the song.
Rhyme time	<ul style="list-style-type: none"> - They seemed bored at the beginning as they had trouble finding rhymes. - (The students with musical instruction) monopolized the participation of the learners making it tedious for some of them to do the activity.
Words snake	<ul style="list-style-type: none"> - One difficulty when first presenting the activity was that students needed to listen to the song several times to get unfamiliar words that could be connected to the snake.
Flies	<ul style="list-style-type: none"> - When we did the activity outside the students found it difficult to listen to the song and to pay attention, they got distracted.

Note: Limitations found while applying pop music-based activities. Authored by Arteaga, C. (2024).

The limitations showed the lack of vocabulary the students had while using the activities, especially during the first weeks of use. In addition, they showed that whether students had previous musical instructions or not, it could be an advantage over their classmates. Finally, some of the limitations appeared when the teacher introduced the activity, which shows the importance of how the instructions are given and received by the students.

Regarding the adaptations that can be made to the different activities, these are mainly related to the organization of the class, the means of communication used to do the activities, and whether the activity can be developed inside or outside the classroom. In this way, the main findings of the researcher are as follows:

Chart 9

Adaptations while applying pop music-based activities

Activity	Adaptation
Action showdown	<ul style="list-style-type: none"> - Start the activity with the whole group and with the teacher's guide. - On later occasions, they can try to create a mimic themselves. - Use of a dictionary for searching new vocabulary's meaning.
Missing words	<ul style="list-style-type: none"> - It can be developed individually or in groups. - It can be used as an unplanned activity by using lyricstraining.com platform and access to computers, or projector. - It is applicable paperback or digital.
Emoji matchmaker	<ul style="list-style-type: none"> - To draw and explain is more significant for students. - Students can go to the board to participate. - Students can explain why they feel in a certain way about the songs.
Word stealer	<ul style="list-style-type: none"> - Introduce the activity with simple rules and make it harder with time. - Add rules like not repeating stolen words between classmates.
Karaoke	<ul style="list-style-type: none"> - It can be developed individually, in groups, and in repetition mode. - Lyrics can be shown in paperback or digital with a projector. - Can be used as a competition between students.
Story behind the songs	<ul style="list-style-type: none"> - It can be developed spoken or drawn-spoken. - Can be a starter for discussion activities.
Rhyme time	<ul style="list-style-type: none"> - If students do not find rhymes in the song, they can "steal" words and think of a rhyme for them. - Use games to establish the order of participation.
Words snake	<ul style="list-style-type: none"> - It is better to use it as a warm-up activity. - The activity can be used to develop writing skills as well.
Flies	<ul style="list-style-type: none"> - The activity is easier using the projector rather than printed images of flies.

Note: Adaptations found while applying pop music-based activities. Authored by Arteaga, C. (2024).

As shown in the chart above, most of the activities can be adapted between paperback and digital, so there is little barrier to using them if there are no technological devices in the classroom. In addition, there are some activities that work with more than one skill, including writing, moving, and listening as other areas to improve in addition to speaking. In addition, activities such as *Action Showdown* and *Story Behind the Song* can be adapted to increase in difficulty over time.

Regarding students' opinions, in general, students liked the different activities, preferring certain modalities over others, for example, in *Missing words*, “students liked the activity better using computers than paper based” (Arteaga, 2024). Students showed a different attitude when faced with English tasks, changing their "I don't know English" to trying to use simple words and phrases. Some students explained that they enjoyed the activities where they could share their ideas and express their creativity as in *Story behind the songs*. However, activities such as *Rhyme time* and *Flies* revealed information about students' preferences for activities, as they enjoyed the former less and had difficulty developing the second one.

Some suggestions for teachers found during the development of the activities are to first apply the activities that can be done in a group in this modality, so that the students get used to the activity and lose the fear of doing it themselves. It is also important to create a song list based on the students' suggestions. Some activities, such as *Karaoke*, can be used to prepare different presentations for special occasions, such as Mother's Day. Finally, it is important to understand the goal of each activity, for example, in *Rhyme Time*, the goal is to find words that sound similar, so the teacher should not focus on how the students write the words without correcting and teaching the correct way.

3.3. Triangulation of the data

In order to triangulate the data collected after the application of the different instruments, a chart of entries was created to visualize the matching data between the surveys, the questionnaires and the observation diary. One input is the research questions established in the introduction of this research project, and the other input is the research instruments where the information to answer these questions can be found.

Chart 10

Triangulation of the data

Instruments	Literature review	Survey to students	Survey to teachers	Questionnaire (pre and post-test)	Observation diary
What technological tools can help to enhance speaking skills through music?					x
How important is to learn English through the use of music that the students enjoy outside school environment?	x	x	x	x	x
What are the typical activities applied in school to teach English with music?			x		x
How important is for students to increase their vocabulary and self-confidence to produce orally using English?	x	x	x	x	
How can all students' participation in a speaking lesson be guaranteed?	x				x
How can all students' participation in a listening lesson be guaranteed?					x

Note: Triangulation of data collected from the instruments. Authored by Arteaga, C. (2024)

As can be seen in the chart above, from the data triangulation, the main questions needed to generate an activity guide using pop music as input were responded, considering the needs of teachers and students in the context of fifth graders in Unidad Educativa Particular La Asunción. However, the results are only contextualized for the specific class in the mentioned institution in Cuenca, Ecuador which results a limitation of the study.

3.4. Discussion

As it has been stated in Chapter 1, Ecuador's English proficiency in general is low as the subject results less attractive to the students than the core subjects. However, the study demonstrates that applying different strategies, according to the students' context and interests can be the solution to create more engaging English lessons, promoting the enhancement of speaking skills. At the beginning of the study, the participants had a pre-A1 level when the desirable level for their age was A1. Moreover, they had trouble to express their ideas in English due the lack of vocabulary and self-confidence to use the language.

The initial survey to the students showed that they were not so confident to use English orally even when they were able to understand simple conversations, this according to Mohini (2019) is the result of not promoting an engaging environment in which they can be safe to enhance their communicative skills. Furthermore, the participants expressed that they did not like to practice English which made it difficult to talk in the language, nevertheless, while applying the activities the students were motivated to talk and participate as Diakou (2013) contended when she assured that music generates positive emotions that can influence learning behavior.

The participants also expressed their motivation to improve their English skills, specially speaking, and their interest in listening to pop music in that language as, as Rosová (2007) explained, music is an important part of their everyday lives and a basis to acquire knowledge, in this case, structures and vocabulary that allowed them to express better in English as it has been presented in the results of the post-test. After the application of the activities and the pedagogical tests (pre and post-test) it has been demonstrated that students increased their proficiency level in spoken English.

By returning to Azab (2023), it can be confirmed that the use of music in activities like karaoke, fill the blanks, imitating songs, among others, contributes to learn spoken

English by connecting meanings and ideas, without focusing only on the grammar. The activities chosen for the study were adapted to the participants which according to Lieb (2005) motivates them and leads them throughout their learning process as they considered their interests. Moreover, the application of the activities in the pop music-based activities guide can facilitate teacher's job as Azab (2023) explained and can be seen in the answers of the teachers during the application of the survey where they all stood for the idea of learning how to use pop music in their classes to enhance their practices.

In the observation diary entrances, it can be observed how the students expressed their interest in the activities and how they were changing to be adapted to the group. As Gorkaltseva and Rostovtseva (2018) affirmed, pop music motivates students to understand the use of language in context, providing them with new vocabulary and grammar that is not normally taught using textbooks or traditional methods of teaching. After the activities, the improvement in general of oral communication inside the classroom was visible through the observation diary's entrances going along with the idea of Ramírez (2022) of music as a tool for acquiring a language in a natural manner.

3.4.1. Limitations of the study

Among the limitations of the study there are three factors to consider when applying the same methods to a different group and to understand the possible obstacles while applying a study using pop music to enhance speaking skills in fifth graders:

- **Time constraints:** The study was developed during the entire third trimester of classes (April to June), but it is important to consider the timing of the classes, and the plan designed for the class. In this way, time constraints such as institutional needs and cultural programs that were not initially included in the plan affected the course of the study, giving the researcher and participants less time to delve into some activities of the guide.

- Lack of generalizability: The sample considered for the study does not represent the needs of all students in the region, it was considered to propose the project and give an initial perspective on the use of pop music to develop speaking skills in English; for this reason, the study cannot be generalized until it is developed with a larger population and result in benefits for students while speaking in English.
- Technological limitations: Although the use of technological tools was not a problem during the application of the activities in the specific context of the study, electrical problems and the constant revision of the equipment result in a limitation for the application of certain activities. Moreover, if the study were applied in other institutions, it would be important to consider whether the context has access to technological tools and, if not, to find alternative solutions to apply the activities.

To summarize, the results of the proposal were favorable, the students that participated in the study improved their speaking development and the change in the students and teacher's behavior was noticeable after nine weeks of application of pop music-based activities, which are described for other classes to use, adapt, and enjoy.

Conclusions

In general, the proposal “Use of pop music as input for enhancing speaking skills with fifth graders” fulfilled its main objective, generating a pop music-based activities guide that allowed students to improve their speaking skills in approximately two months. Pop music is then a powerful tool to acquire English in a more natural manner, contextualizing learning according to the students’ interests and needs. Nevertheless, it is important to consider the level of the students, the music they are listening, and the activities they already enjoy in class to adapt the activities in the guide or create new activities to getting the most out of pop music in English classes.

To get the results described in chapter 3, an analysis of the theoretical foundation was developed as a specific objective. The analysis included not only international information about how music helps teachers and students to make English lesson more engaging and effective in order to produce orally, but also local studies that permitted to understand that in the Ecuadorian context it is applicable and to compare the situation in other cities and institutions with the one in Unidad Educativa Particular La Asunción.

In the second chapter, the initial diagnosis was developed as part of the fulfilment of the second specific objective: to understand the current performance of the participants. To diagnose the level of the students it was important to describe the English project the institution carries and the expected level they should have according to this project, and the Ministry of Education in Ecuador in concordance with CEFR descriptors. Initially, most of the students presented a lower English proficiency (pre-A1) than the one they should have according to those entities, making noticeable that they needed more work on vocabulary, grammar and self-confidence areas.

Nevertheless, after applying the activities in the pop music-based activities guide, which is a document that changed throughout the project as the task proposed needed to be

adapted to the participants' needs long side the way, the effectiveness of using pop music to enhance speaking skills was validated, as described in the third specific objective. Most of the students reached an A1 level of proficiency in the speaking area according to the results of the post-test after the nine weeks applying different activities using pop songs like karaoke, missing lyrics, flies, story behind the song, among others. When comparing the results of the pre and post-test, it is noticeable that students improved in the areas they were having trouble, and, moreover, the comments described in the observation diary permits to understand how the dynamic of the English lessons changed after using pop music.

Overall, using pop music to enhance speaking skills, with fifth graders in Cuenca city is viable, however, the results cannot be generalized as the sample was short and it is important to consider the timing of application and the access to technological tools as possible limitations to apply the activities guide in the same or other contexts. Additionally, using pop music creates an engaging and motivational environment for students to acquire English as a foreign language providing them with self-confidence to use the language in a more natural manner.

Recommendations

The research project “Use of pop music as input for enhancing speaking skills in fifth graders” can be extended by applying the activities guide in similar contexts, for instance, fifth graders in other institutions in the city, or other levels in the same institution. Moreover, further studies can analyze the effectiveness of using pop music in other communicative areas like writing, reading, or listening. Additionally, the study can be extended by trying to generate a class plan based on pop music for a wider time allowing the students and teachers to get used to the dynamic, include new songs to the song list and also improve investigation skills by allowing students research about the songs they are going to use.

It is important to consider the limitations of the study to propose later studies related to the one presented in this document. In this manner, if the researcher is willing to generalize the study it is important to use the same methods in other fifth graders’ context. Considering timing and the access to technological tools is important not only to use music for enhancing speaking skills but for using it in English classes in general. An additional element to consider for future research is how the socio-economic situation of the participants can influence their English as a foreign language acquisition, and how the beliefs of the society in which they develop can help them improve or not while learning English.

Lastly, for the institution, it is important to consider continuing using the pop music-based guide in further school years to enhance speaking skills and improve the students’ English proficiency level in general. And for the teachers, constant training about how to use innovative tools or resources that students use every day, like videogames, social media, among others, is important to generate an engaging environment for them to acquire a new language.

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Appendixes

Appendix 1

Topic request

Link: [Appendix 1 - Topic request.pdf](#)

Appendix 2

Research plan

Link: [Appendix 2 - Research plan.pdf](#)

Appendix 3

Designation of the research tutor (e-mail)



Appendix 4

Survey to students (paperback)

Hello!

This questionnaire is a voluntary contribution of the fifth grade “E” students in the project “Use of pop music as input for enhancing speaking skills with fifth graders” to understand their speaking motivation and how music influence in their English learning.

Put a X in the box according to the following scale:

1=Never / 2=Sometimes / 3=Often / 4=Usually / 5=Always

Please answer the questions honestly.

Question	1	2	3	4	5
I feel confident when I speak English.					
I can understand simple English conversations.					
I like to practice speaking in English with my friends.					
It is easy to talk in English for me.					
I am motivated to speak in English better.					
I listen to pop music in English.					
I think pop music helps me improve my English.					
I like to listen to pop music in English.					
It is easy to remember words in English that I heard in a pop song.					
Pop music motivates me to learn English.					

Thank you for participating in this questionnaire! Your feedback will help us understand your speaking skills and motivation for listening to pop music in English.

Appendix 5

Questions for speaking test (for each indicator in the rubric)

Chart 11

Pedagogical Speaking test checklist

PEDAGOGICAL SPEAKING TEST						
Student's name:						
Questions		1	2	3	4	5
Personal information	What is your name?					
	How old are you?					
	Where do you live?					
Use of specific vocabulary	What is your favorite animal? Why?					
	What is your favorite food? Why?					
	What is your favorite activity? Why?					
Use of specific grammar	What do you like doing in your free time?					
	What are you doing right now?					
	Where are you going after school?					
Not specified	How do you feel?					

Note: Checklist applied for each indicator in the rubric. Authored by Arteaga, C. (2024)

Appendix 6

Rubric for speaking test

Chart 12

Rubric for speaking test

Indicator	1	2	3	4	5
Answers	The student does not answer the question.	The student has problems answering the question and needs assistance.	The student answers the question shortly.	The student hesitates but answers the question correctly.	The student can answer the question correctly and securely.
Pronunciation	The student's pronunciation does not permit understanding	The student's pronunciation is hardly understandable	The student's pronunciation is understandable	The student has good pronunciation	The student has excellent pronunciation
Vocabulary	The student does not use accurate vocabulary in their answers.	The student uses accurate vocabulary needed with assistance.	The student uses adequate vocabulary in their answers.	The student uses various accurate vocabulary in their answers.	The student uses a vast variety of accurate vocabulary in their answers.
Grammar	The student does not use accurate grammar in their answers.	The student uses accurate grammar needed with assistance.	The student uses adequate grammar in their answers.	The student uses accurate grammar and expands their answer.	The student uses accurate grammar in their answers and expands generating conversation.

Note: Rubric according to the CEFR indicators. Authored by Arteaga, C. (2024)

Appendix 7

Survey to teachers (Google forms)

Use of pop music as input for enhancing speaking skills with fifth graders

Hello!

This questionnaire is a voluntary contribution in the project “Use of pop music as input for enhancing speaking skills with fifth graders” to understand how teachers manage the use of music in class and speaking tasks with their students.

Please answer the questions honestly.

1. In class I

- Only speak in English to the students
- Use Spanish to explain the grammar points
- Translate what I say in English to Spanish
- Mostly use Spanish for the students to understand

2. In class my students

- Only use English to communicate
- Use English when I ask them to
- Use English and Spanish equally to communicate
- Rarely use English to communicate
- Don't use English to communicate

3. How often do you incorporate pop music into your English lessons?

- Never
- Sometimes
- Often
- Usually
- Always

4. How often do you develop speaking tasks during your English lessons?

- Never
- Sometimes
- Often
- Usually
- Always

5. **How often do you have students complete activities related to music lyrics besides the ones suggested in the textbook (e.g., gap-fill exercises, summarizing the story)?**
- Never
 - Sometimes
 - Often
 - Usually
 - Always
6. **How often do you allow students to discuss the meaning of music lyrics in English?**
- Never
 - Sometimes
 - Often
 - Usually
 - Always
7. **How often do your lessons encourage students to sing along with pop songs (while focusing on clear pronunciation)?**
- Never
 - Sometimes
 - Often
 - Usually
 - Always
8. **Following pop music activities, how often do students have opportunities to have conversations about the song or related topics in English?**
- Never
 - Sometimes
 - Often
 - Usually
 - Always
9. **In your experience, how effective is using pop music in encouraging students to speak English more confidently?**
- Not effective
 - Barely effective
 - Effective

- Highly effective

10. **Would you be interested in receiving resources and lesson plans specifically designed to use pop music for developing speaking skills?**

- Yes
- No
- I don't know

Appendix 8

Observation diary entrances

Link: [Observation diary entrances.pdf](#)

Appendix 9

Validation of the instruments' dossier

Link: [Corina Arteaga - Validation of instruments.pdf](#)

Appendix 10

Lesson plans

Link: [Lesson plans.pdf](#)

Appendix 11

Activities guide

Link: [Music to speak English.pdf](#)

Appendix 12

Parents' signed permissions to participate in the study

Link: [Signed permissions](#)

Appendix 13

Institution's permission to develop the study

Link: [School's permission](#)

Appendix 14

Multimedia evidence of the application of the proposal

Link: [Multimedia of the project](#)