

RAE

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6. PALABRAS CLAVES: Aprendizaje y enseñanza del inglés, habilidades orales, pronunciación, fluidez oral, karaoke, canciones en la enseñanza del inglés, rasgos suprasegmentales.
7. DESCRIPCIÓN DEL TRABAJO: Este trabajo muestra de forma cuantitativa cómo afecta el uso de actividades como el karaoke en inglés a la pronunciación y fluidez de los estudiantes.
8. LÍNEA DE INVESTIGACIÓN: Formación y práctica pedagógica.
9. METODOLOGÍA: Para llevar a cabo esta investigación hemos elegido una metodología cuantitativa.
10. CONCLUSIONES: Se concluye, después del análisis de datos, que el uso de actividades como el karaoke en inglés tienen un efecto significativo en el mejoramiento de la pronunciación y la fluidez de los estudiantes expuestos al tratamiento. El desarrollo de un buen diseño instruccional y el uso de herramientas como el karaoke para mejorar las habilidades orales, muestran cambios importantes en cada uno de los elementos suprasegmentales evaluados (intonation, stress, rhythm, expression, accuracy and rate) en el post-test aplicado al grupo de trabajo.



English karaoke: a speaking strategy to improve pronunciation and oral fluency skills

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Licenciatura en Lengua Inglesa

Bogotá, D.C- 2018

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Trabajo presentado como requisito parcial para optar por el título profesional en

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Abstract

Music has been used for teaching English for years, the results may vary, but sometimes the outcomes obtained by teachers, researchers or students are not what they sought initially since the strategies used were not the most suitable for getting results. Therefore, this document shows a research project carried out with a group of fifteen officers of the National Police of Colombia in the rank of major advancement course for the colonel rank at Advanced Studies School of Colombian National Police. The objective was to determine the effects of English karaoke songs activities on pronunciation and oral fluency. The results of this research shows how music can help students to improve their oral abilities in a significant way through the use of karaoke English songs. The researchers concluded that there are very significant and positive changes on students' pronunciation and oral fluency, so, it is evident that the use of English karaoke songs helps students to improve oral skills significantly.

Key words: English learning and teaching, Speaking skills, karaoke, songs in English teaching.

Resumen

La música se ha usado para la enseñanza de inglés durante años, los resultados pueden ser variados, pero en ocasiones los obtenidos por profesores, investigadores o estudiantes no corresponde a lo que se buscaba inicialmente ya que la estrategia utilizada no fue adecuada para obtener resultados. Por lo tanto, este estudio se realiza con 15 oficiales de la Escuela Nacional de Policía Colombiana, que se encuentran en el curso de promoción a rango de coronel en la Escuela de Estudios Avanzados de la Policía Nacional de Colombia. El objetivo fue determinar el efecto que tienen las actividades de karaoke en inglés en la pronunciación y fluidez de los estudiantes. Los

resultados de esta investigación muestran cómo la música puede ayudar a los estudiantes a mejorar sus habilidades orales de manera significativa a través del uso de karaokes en inglés. Los investigadores concluyen que hay cambios significativos y muy positivos en la pronunciación y fluidez oral de los estudiantes, por tanto, es evidente que el uso de actividades de karaoke en inglés ayuda a mejorar las habilidades orales de los estudiantes de forma significativa.

Palabras clave: Aprendizaje y enseñanza del inglés, habilidades orales, pronunciación, fluidez oral, karaoke, canciones en la enseñanza del inglés, rasgos suprasegmentales.

Chapter 1: Project Identification

This research project was carried out with the purpose of recognizing the effect that karaoke English songs can have in the pronunciation and oral fluency of students. The participants of the study are fifteen officers of the National Police of Colombia in the rank of major advancement course for the colonel rank at Advanced Studies School of Colombian National Police, twelve of the participants were men and three women. The ages varied from a range of 35 to 40 years. The identification of the project, as requested by the University, is stated as follows:

1.1. Title of the Project

English karaoke: a speaking strategy to improve pronunciation and oral fluency skills.

1.2. Faculty and Academic Program

This research proposal belongs to the *Facultad de Ciencias Humanas y Sociales* and it is part of *Programa de Licenciatura en Lengua Inglesa*.

1.3. Group and Research Line:

Research Group: Tendencias Actuales en Educación y Pedagogía
TAEPE

Research Line: Formación y Práctica Pedagógica.

1.4. Topic

The effect of English karaoke song activities on students' pronunciation and oral fluency.

1.5. Project Tutor

Jairo Enrique Castañeda Trujillo. He holds a B.A. in Spanish and English from Universidad Pedagógica Nacional and a M.Ed. from Universidad Externado de Colombia. His research interests turn around teaching education and pedagogical

practicum. He has worked for Universidad de San Buenaventura as a teacher and a research project tutor since 2012.

1.6. Researchers

Temis Aluna Buitrago Benjumea, Luis Enrique Serrador Ososrio and Ady Evelin Ulloa Figueredo.

Chapter 2: Introduction

Speaking skills are one of the most difficult communicative abilities for learners to develop due to factors such as shyness, lack of motivation, fear of making mistakes or being criticism (Hosni, 2014 as cited in Gudu, 2015, p. 56). These obstacles generate a major problem for learners considering speaking as an essential skill in daily communication, which implies that they may present problems in a real context interaction of the target language. In view of this situation and observing the special characteristics of the students of one of the researchers, i.e., fifteen police officers in the rank of major advancement course for the colonel rank at Advanced Studies School of Colombian National Police who were taking an English course as part of their rank promotion process, it was decided to study how a strategy as karaoke activities could have an effect on their speaking development, specifically in pronunciation and fluency skills.

The karaoke activities were selected as the strategy to be applied seeking to improve the previously mentioned oral skills because they are part of the Pearson program with which the foreign language is taught at Advanced Studies School of Colombian National Police. It is important to highlight that the learners had a high rank in the institution, so they did not feel comfortable exposing themselves, being foolish or making mistakes when speaking. For this reason and considering the nature of this teaching strategy, it was suggested that it could help these students to overcome the shy and fearful attitude that hindered a fluent speech with good pronunciation.

Thereby, the implementation of the study and the collection of the data was made during five sessions -one peer week- in which the students were exposed to the karaoke activity, subsequent exercises related to the listening practice and then submitted to a speaking test. A rubric based on pronunciation and fluency

suprasegmental criteria was the instrument used to evaluate the learners' performance. Having collected these data, it was made a comparison between the pretest and posttest with a Student's *t*-test in order to determine the effect of the English songs activities on the students' pronunciation and oral fluency, resulting an actual significant improvement after the application of the karaoke strategy.

Though this research had some aspects that limited their findings, as the fact that the instructional design was just carried out by one of the researchers since the school has entrance restrictions that made impossible for the other two researchers to participate in the sessions and make a wider description of the class development, we can consider it as an important referent in English teaching field and our professional performance because it indicates that this kind of strategies involving songs and karaoke does have a positive effect on students, despite they have been considered worn-out by some teachers. Its importance lies in the motivating and anxiety-reducing strategy even in populations with very special personality and role characteristics such as high rank police officers who have difficulties to manage ridicule and error exposure situations.

This research project is presented as part of the process to meet the requirements for the undergraduate degree in *Licenciatura en Lengua Inglesa, Universidad de San Buenaventura*. It is framed into the research line of *Formación y Práctica pedagógica* of the research group *Tendencias Actuales en Educación y Pedagogía – TAEPE*. This document presents the research process and results of the study project named: “*English karaoke songs: a speaking exercise to improve pronunciation and oral fluency skills*” throughout eight chapters. In the first chapter, it is presented a general information of the project and researchers. In chapter 3, there is presented the description of the project, including the statement of the problem, the research question and objectives, the rationale and the literature review of ten related studies detailed in RAEs. The

theoretical framework can be found in Chapter 4, which contains three main categories: Pronunciation, Fluency and Songs in English Teaching; likewise, these categories are divided into specific subcategories. Chapter 5 contains the research design, describing the type of study, the context where the project was carried out and the participants with whom it was applied, the instruments used to collect the data and the instructional design developed to implement the strategy. Right after that, Chapter 6 presents the analysis of the collected data, explaining and detailing the quantitative method used to achieve the objectives of the research, namely determining the effect of the English songs on learners' pronunciation and fluency. In this same chapter, the reader can find a discussion of the findings in relation to theory. Next to this, Chapter 7 presents the conclusions and the implications that they have for the English teaching and learning field. Finally, there are the limitations that the study had during its development and further research suggestions of the authors; they can be found in Chapter 8.

Chapter 3: Description of the Project

Statement of the Problem

According to some foreign language education research studies such as Bentayeb (2006), Farmand and Pourgharib (2013), Duarte, Tinjacá and Carrero (2012) among others, an important number of students have difficulties to develop their oral skills. It has been a subject of interest to many researchers who have studied the topic to analyze it and find strategies that could improve the situation. One of those strategies is the use of music and songs of the target language which is considered useful to have students feel more motivated and less anxious along their learning process. In such a way, they start to improve significantly their speaking performance, as it is stated by Shen (2009) who considers that:

Using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed. (p. 90)

The aforementioned is evidenced by research studies carried out by students of the different continents who have tried to demonstrate the positive effects that these resources may have on communicative skills of foreign language learners. Most of those studies have focused on younger learners in schools and EFL students on the whole. Asma (2011) states in her research:

The conclusion can be drawn that the teaching of teaching English articles using songs are more effective at III Utsman bin Affan students of MIN Purwokerto. It can be seen from the results of test score showing that the experimental class that were given treatment using songs as media got higher score that was 77.416

compared with the control class who did not get treatment using songs as media that was 70.5. (p. 69)

Furthermore, Diakou (2013) conclude on her research:

The findings from this study demonstrated the benefits for language teachers of drawing on ‘the pedagogical applications of music in language classes and the effect/s of music on thought and behaviour of language learners’ (Mashayekh and Hashemi 2011:2189), in order to create an effective teaching method and ‘increase sensibility, aid memory, improve concentration (Fonseca-Mora 2011:104). (p. 181)

Likewise, the research studies based on the use of music and songs in foreign language learning and teaching in Colombia are mostly led to school area such as Cuestas, M. (2006), Duarte, M., Tinjacá L.M., & Carrero, M. (2012), and Molina (2011), researches that have been carried out in Colombian public schools with secondary students in order to establish the effects of music and songs on learners’ communicative skills, to discover changes in their listening and speaking abilities and to observe students’ reactions towards the proposed methodology and activities. Thus, considering that the impact of using music on speaking learning in adult populations has not been widely explored by researchers in our country and additionally, there has not been previous studies about the implementation of this strategy on military learners with the challenges and particularities that it implies, we decided to develop our research on this topic to reflect upon the possible benefits that music may have in the mentioned population.

In addition, this research is suitable for the chosen population, this is the English learners of the advance promotion course for lieutenant colonel rank at Advanced Studies School of Colombian National Police, based on the initial survey where these students reported having speaking and listening difficulties. For this reason, we have

considered useful to apply this study so as to test this strategy as a possible benefit to their pronunciation and fluency improvement.

Research Question

What is the effect of English song activities on pronunciation and oral fluency in a group of learners of the promotion course to colonel rank at Advanced Studies School of Colombian National Police during the second half of 2017?

Objectives

General Objective

To determine the effect of the use of English songs and related activities on pronunciation and oral fluency in a group of learners of the promotion course to colonel rank at Advanced Studies School of Colombian National Police during the second half of 2017.

Specific Objectives

To characterize students' pronunciation and fluency as an indicative of the song strategy's effects on the aforementioned aspects.

To compare learners' pronunciation and fluency before and after music activities application changes in these speaking aspects.

Rationale

This research project is carried out with the intention of evaluating the effectiveness of the use of English songs in language teaching and learning pronunciation and oral fluency, considering it is a popularly used strategy in a good number of classrooms in our country; we find important to contribute to the discussion about its impact on learners' proficiency. Furthermore, the research is focused on speaking skills because we understand the need of learners to develop their oral abilities and the findings of this study could be useful for teachers and instructors to decide the

appropriateness of these resources so as to guide the students towards oral improvement.

Firstly, the importance of this study in the class where the research was conducted is the possibility to evaluate and reflect upon the effectivity of the resources and strategies that have been applied in the course with respect to the oral communicative competence of learners, which is supposed to be one of the main goals when teaching a foreign language. Additionally, from the specific perspective of the chosen group and class, the results of the study could be useful to open up a discussion and reflection regarding the impact of the aforementioned resources and strategies on military and police language learners, understanding that language learning and teaching researchers could draw their attention on these specific groups of learners with their psychosocial characteristics to discover which kind of methods may result more favorable for their learning process.

Furthermore, this research work may be important, not only to our bachelor program and university, but to the academic community of the country, as it could become a tool for a good base for evaluating different strategies related to the use of songs in speaking activities. The results of this study about the effect of listening songs on speaking improvement could generate a reaffirmation or reassessment of this strategy depending on its actual impact on speaking skill development in order to contribute to the continuous improvement of the language learning and teaching fields.

3.5. Literature Review

Table 1. RAE No 1: Improving the students' speaking ability through English song.

Year	2006
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Bibliographic reference	Bentayeb, N. (2006). Improving the students' speaking ability through English song. Mohammed Khidher Biskra University. Biskra, Argelia.
Type of document	Degree work
Description	<p>This research study conceives the use of songs as a motivating strategy for foreign language learners. Considering the difficulties that a teacher may face when encouraging their students to speak, the use of English music may be an alternative to help them to improve their oral performance.</p> <p>Thus, the study was implemented with a first year group of students in University of Batna. The group was divided into two subgroups: an experimental and a control group. The study was carried out during four months, in which the teacher use English songs with the experiment group so as to establish an improvement in their speaking production in comparison with the control group.</p> <p>The objective of the work is to shed light on the speaking skill development with the use of English music, so that the students become aware to its benefits and the teachers help them, creating a relaxing atmosphere with the use of the aforementioned resources.</p> <p>As described above, the study used an experimental methodology, considering that it allows to analyze the cause/effect relationship between music as independent variable on the oral improvement of students as dependent variable. Furthermore, experimental method provides a comparison between both groups to determine the effectiveness of the music treatment. The main categories in this study are: Language skills, language teaching methods, materials and resources, and Songs adaption to English teaching,</p>

	<p>The data gathering tools in this study were: questionnaires to know the students' oral necessities and aims, and views and beliefs towards the new methodology; teachers' interviews to determine general, professional and pedagogical information about them and to get some suggestions regarding Oral teachings; and an observation grid to establish the students' progress. Also, pre-tests and post-tests were practiced to compare improvements and progress.</p>
Conclusions	<p>Both group students showed positive opinions towards the use of English songs as a teaching strategy.</p> <p>After implementing the treatment to the experimental group, the students showed positive results and improvement in the oral proficiency.</p> <p>Although both groups made progress, the experimental one showed better results in terms of vocabulary, pronunciation and grammar.</p> <p>Oral practice is an essential part of the language class, considering it is an unique opportunity for students to practice the target language and express freely. For this reason, teachers must keep in mind that it is not only important to teach to say things, but also to teach how to say them.</p> <p>Based on the research, songs have a positive impact on students' achievement of speaking skill.</p>

Table 2. RAE No 2: The Effect of English Songs on English Learners

Pronunciation.

Year	2013
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Bibliographic reference	Farmand, Z., & Pourgharib, B. (2013). The Effect of English Songs on English Learners Pronunciation. <i>International Journal of Basic Sciences & Applied Research</i> , 2 (9),
Type of document	Research article
Description	<p>This article analyzes how English music and songs are positive resources in English learning as a solution to the anxiety that learners may feel towards the target language, especially due to the new sounds and pronunciation. Music and songs are presented as a strategy to create a relaxing environment that favors students' participation and skill development due to the multiple benefits that those resources have in terms of memory, concentration, relaxation, motivation, etc. The participants were 30 intermediate EFL students (between 15 and 17 years old) of Kish air institute in Sari, Mazandaran. They were divided into two groups.</p> <p>The study seeks to answer two questions: 1. Does using English" songs have an effect on EFL learners" pronunciation? 2. Is there any relationship between learning English through songs and learners' motivation? The main categories were: Teaching pronunciation, Music as motivating source, Songs to promote speaking ability and vocabulary knowledge.</p> <p>Different sort of tests were used as data collection instruments. For instance, they were applied ten pronunciation tests, a proficiency test, a pretest and a posttest that allowed to compare the results of both groups and the treatment effect on the experimental group.</p>

Conclusions	<p>The study showed that the group of students who received the treatment improved not only their general English pronunciation but also pronounced better the words of the song. These learners learned the language faster and more accurately. Besides, their motivation towards the language learning and their participation in the class activities increased.</p> <p>To practice English songs between 5-10 minutes in each class have a positive effect on students' pronunciation. In addition, the learners stopped memorizing dialogues and started to produce spontaneously their own ones.</p> <p>Songs can become the center of the class and the lesson can be planned around them to teach grammar, communicative skills, culture, phonetics, etc.; or they can be a support or complement of the lesson topic in order to help students to understand a specific structure, develop their communicative skill or make classes more enjoyable.</p> <p>Intermediate level learners' pronunciation and motivation may be benefit from using songs and music.</p> <p>The authors invite to continue researching on this topic to establish the impact of this strategy on advanced learners.</p>
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Table 3. RAE No 3: Singing can facilitate foreign language learning.

Year	2013
Bibliographic reference	Ludke, K.M., Ferreira, F. & Overy, K. (2013). Singing can facilitate foreign language learning. Psychonomic Society, Inc.
Type of document	Research article

Description	<p>This study demonstrates how singing facilitates foreign language learning.</p> <p>In the case of this research, the target language was Hungarian. The participants were recruited through a university website advertising an auditory memory study to learn foreign language phrases. The group consisted in sixty adults (30 male/30 female) between 18 and 29 years old, who were divided into three groups. The first group was focused on speaking conditions, the second focused on rhythmic speaking and the third on singing.</p> <p>The study seeks to establish whether singing and listening songs represents a support for verbal learning and memory. It was used an experimental methodology, which implemented a different treatment to each group. The method consisted in expose students to 15 minutes of “listen and repeat” activities with 20 paired-associated phrases: first, they listened to the phrases in English once, then they listened to them in Hungarian twice (according to the group treatment, i.e., speaking, rhythmic speaking or singing); finally, they repeated the phrases and did some tests.</p> <p>This experimental study has a main category: Verbal memory, Singing, speaking and rhythm in foreign language learning.</p> <p>The instruments to collect data were multiple-choice Hungarian tests, a Hungarian production test in which learners received some English phrases and they had to say them in Hungarian, an English recall test in which learners listened Hungarian phrases and they had to reproduce them in English, a Hungarian recognition test with which learners had to decide whether some phrases were accurate or inaccurate, a delayed-recall</p>
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	Hungarian conversation which encourage learners to establish a dialogue with a Hungarian recording, etc.
Conclusions	<p>The main conclusion was that singing results were more effective than speaking or rhythmic speaking when participants were required to recall and reproduce foreign language phrases. Thus, it is possible to state that singing supports foreign language learning and it benefits more than verbatim recall strategies.</p> <p>Sung stimuli showed a direct transfer to speaking skills.</p>

Table 4. RAE No 4: Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production.

Year	2006
Bibliographic reference	Cuestas, M. (2006). Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production. Profile Journal, 7.
Type of document	Research article
Description	<p>This research project analyzes the use of songs as a class strategy in order to improve oral production in tenth grade students at Leon de Greiff public school in Bogota, Colombia. There were 45 students between 14 and 17 years old, who were divided into groups of 5 and 6 people.</p> <p>The research questions of the study are: 1. How can songs in English promote students' oral production? 2. How do students react towards the proposed activities using songs in English? 3. What changes can we</p>

	<p>observe in students' oral production when they are engaged in such activities? The main categories of the study were: Using English Songs to Develop Oral Production and Song Activities Selection to Promote Speaking Skills.</p> <p>The study was an action research developed in four stages. Along the stages, it was proposed several activities with the use of English songs. Through field notes and recordings as data collection instruments, it was analyzed the students' behavior, attitudes, reactions and oral performance to establish the effectiveness of the different strategies. Additionally, surveys and focus group interviews were also applied in the first stages to discover the students' beliefs towards English learning.</p>
Conclusions	<p>Action research plays a very important role for teachers to improve class processed and achieve better results with the students.</p> <p>Using English songs in classes produces a positive impact on students in aspects as motivation, participation, relaxation, cooperation, and self-confidence. Likewise, it reduces negative factors as anxiety and lack of confidence. In addition, the use of their favorite songs got students involved and pleased in the class dynamics.</p> <p>Oral production improved because the students were able to express freely and felt more motivated to talk about their likes and interests, instead of being concerned about their speech accuracy. The fact that the used songs were to their taste engaged them and generated more motivation, participation, interest and the class worked better.</p> <p>Working in small groups facilitated interaction and group work values as solidarity.</p>

Table 5. RAE No 5: Using songs to encourage sixth graders to develop English speaking skills.

Year	2012
Bibliographic reference	Duarte, M., Tinjacá L.M., & Carrero, M. (2012). Using songs to encourage sixth graders to develop English speaking skills. Profile Journal, 14.
Type of document	Research article
Description	<p>This research addresses the lack of confidence of students when speaking and it reflects upon how the limited conditions of English class in public schools influences the oral performance of language learners. To improve the situation, it was proposed the use of English songs as a strategy to create a comfortable communicative situation, so that the students get motivated to speak confidently and freely. The participants were 84 sixth graders students at Alvaro Gomez Hurtado public school in Bogota, Colombia. The study focused especially in five students with different class and learning profiles.</p> <p>The objectives of the research were: 1. To explore alternatives for exploiting songs in the English class. 2. To examine students' oral production when taking in activities that involve songs in English. The main categories of the research are: Advantages of the Use of Songs in the English Class and Activities to Promote Speaking Skills with Songs.</p> <p>This was an action research study which used data collection instruments such as class observations, to get a previous overview of the students; daily field notes and recordings, to register the oral production of students</p>

	during the activities that involved songs; and surveys to inquire about the students' perspectives towards English learning and activities.
Conclusions	<p>Songs result a valuable part of the daily teaching activities. Thus, combining music with curricular activities benefits speaking as well as grammar. Students improve their vocabulary, pronunciation, modulation, and other oral skills.</p> <p>Music helps students to feel motivated towards the class and creates a relaxing environment where students feel more confidence when talking. Even the shiest students demonstrate progress throughout the sessions due to the teacher and mates' support.</p> <p>Teachers must choose carefully the pertinent and adequate songs for students' necessities and interests and the class' objectives.</p> <p>This project allows to continue searching for new alternatives to adapt music to classes in all levels and grades so as to improve the learners' oral skills.</p>

Table 6. RAE No 6: Using Songs to Enhance Language Learning and Skills in the Cypriot Primary EFL Classroom.

Year	2013
Bibliographic reference	Diakou, Maria (2013). Using Songs to Enhance Language Learning and Skills in the Cypriot Primary EFL Classroom. EdD thesis The Open University. Web site: oro.open.ac.uk
Type of document	Research article

Description	<p>“The aim of this study is to demonstrate how students can benefit from the motivational properties of songs that have been shown to ‘increase sensibility, aid memory, improve concentration, help develop reading and writing abilities, favor physical development and give rise to enjoyment when learning’ (Fonseca-Mora et al. 2011:104).”</p> <p>The researcher addressed the project to the following research questions:</p> <p>(1) Can the emotional aspects of music and furthermore the lyrics of a song create a positive climate for language learning in primary EFL, and aid students’ motivation?</p> <p>(2) Can the use of songs in the Cypriot primary EFL classroom reinforce the grammatical structures being taught?</p> <p>(3) Can songs create opportunities for Cypriot primary EFL learners to develop their vocabulary acquisition?</p> <p>The language of literacy classes in all state schools in Cyprus is Greek, take place with 45-minute lessons twice a week. The author states that:</p> <p>“When this research started, EFL classes were restricted to pupils from the fourth to sixth grade of state primary schools. However, since 2011, English has been part of the curriculum from the first grade (pupils aged six).”</p> <p>Qualitative and quantitative methods were used for collecting data. Questionnaires, video recording, observation, personal journal and students’ diaries.</p>
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Conclusions	The findings showed that most of the students who took part in the study following the normal EFL curriculum with two 40-minute EFL lessons a week, showed considerable improvement in language learning after the use of songs. This suggested that the Cyprus curriculum must include and benefit from the use of songs in the current English language curriculum.
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Table 7. RAE No 7: Teaching English through songs.

Year	2015
Bibliographic reference	Hrastović Maja (2015). Teaching English through songs. Josip Juraj Strossmayer University, Faculty of Humanities and Social Sciences. Osijek, 2015. https://zir.nsk.hr/islandora/object/ffos%3A1050/datastream/.../vie...
Type of document	Graduation thesis
Description	<p>In this thesis the writer tries to determine what are the benefits of song in an English class and states that: “The specific aims are to investigate the practical usefulness of the suggested criteria for selecting songs, to find out students’ preferences and habits when it comes to listening to songs as well as to find out their opinion on teaching English as a foreign language through songs and to suggest guidelines for planning and teaching English as a foreign language through songs”.</p> <p>These are the research questions of the study:</p> <p>1) What are the main considerations to take into account when deciding about teaching through songs? It is expected that deciding about teaching through songs should involve the selection of songs and types of tasks</p>

	<p>appropriate for students' age and level of knowledge of the English language.</p> <p>2) What are the music preferences and listening habits of learners of different age groups? It is expected that most students love and take pleasure in listening to music and find it amusing and useful for learning, particularly vocabulary, and that they love listening to music in English language.</p> <p>3) What are the opinions of learners of different age groups about teaching through songs? Positive opinions of the majority of students are expected.</p> <p>4) What are the suggested guidelines for planning and teaching English as a foreign language through songs? The practical teaching experience and the survey results are expected to form some guidelines for planning and teaching English as a foreign language through songs.</p> <p>There were two groups of participants in this research. One group of 47 participants of sixth grade students of a primary school in Osijek, from which 29 were female participants and 18 of them were male participants. The average age of this group was 13 and this group will be named as Group A. They have been learning English as an obligatory subject from the first grade and at the time this research took place it was their sixth year of learning English. Another group of 37 students in second grade students of a primary school, from which 24 were female and 13 were male. The average age of this group is 8, this group will be named as Group B. They learn English as an obligatory subject from the first grade, so at the time this research took place it was their second year of learning.</p>
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	<p>As a means of researching this topic, the researcher uses the criteria guidelines for selecting songs which were gathered by examining relevant literature, two questionnaires developed specifically for this research based on suggestions by Mihaljević Djigunović (1998), students' qualitative open written feedback which they gave after the lessons, and personal research journal which will be written during and after the lessons.</p>
Conclusions	<p>In order to assure their motivation, teachers must look for songs that fit their student's preferences otherwise the process could be interfered.</p> <p>According to this the writer concludes the follow:</p> <p>1) What are the music preferences and listening habits of learners of different age groups?</p> <p>According to the expectations, most students from Group A prefer listening to music in English language. They find it amusing and useful for learning, especially vocabulary. However, some preferences were not expected, such as preferring listening to Serbian songs to listening to English songs.</p> <p>2) What are the opinions of learners of different age groups about teaching through songs?</p> <p>As previously expected, positive opinions of the majority of students from both age groups were found as a result of the second survey and students' written qualitative feedback. In general, they agree that teaching English through songs is beneficial in numerous ways, but not everyone liked the chosen songs which had a negative effect on their answers. A teacher cannot cater to everyone's wishes, but he should agree with them what</p>

	<p>song would they want to learn through and every time choose a different type of song in order to satisfy all in the end.</p> <p>3) What are the suggested guidelines for planning and teaching English as a foreign language through songs?</p> <p>Alongside theoretical, practical teaching experience is also needed for any type of teaching, not only for teaching through songs. If a teacher thinks about the use of songs in the foreign language classroom, it is important to consider the following: firstly, the choice of songs according to the suggested criteria and the curriculum; secondly, the learner profile (especially their music preferences and listening habits); thirdly, the implementation of songs in the lessons – the choice of appropriate pre, while and post listening tasks during lesson planning and conducting the lessons; and finally, the learners' opinions as feedback – it can help to decide whether it is justified to use the songs in the foreign language classroom.</p> <p>There are certain limitations in this study. First of all, the number of students who participated was too small, and the time for doing this research was limited to only eight teaching hours. Furthermore, the number of female and male participants was not equal. Also, the researcher was not familiar with previous knowledge of the students since the research took place during teaching practice.</p> <p>Considering further research based on this one, there are many things which could be looked into such as, teaching culture or grammar through songs or students' level of motivation when learning through songs. It would also be good if the research took place with a larger number of</p>
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	<p>participants and that the researcher is familiar with their knowledge of the English language. If the researcher is familiar with his students and knows their level of language knowledge, it could help him with the selection of songs and tasks would probably be more appropriate and would be more representative. Nonetheless the research still gives helpful information on the topic of teaching English through songs.</p>
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Table 8. RAE No 8: The Effect of English Songs on English Learners

Pronunciation.

Year	2012
Bibliographic reference	<p>Zahra Farmand- Behzad Pourgharib. (2012). The Effect of English Songs on English Learners Pronunciation. International Journal of Basic Sciences & Applied Research. Vol., 2 (9), 840-846, 2013</p> <p>Available online at http://www.isicenter.org</p>
Type of document	Research article
Description	<p>This study seeks to explore and examine how using the English songs can increase student's motivation on learning English and it also can used to improve the EFL learners' pronunciation. "They have the opportunity of speaking in English about their favorite songs. And the different kinds of English songs worked for experimental group and the effect of English songs on EFL learners' pronunciation was investigated."</p> <p>The participants were 30 intermediate EFL students. They were in English classes in Kish air institute in Sari, Mazandaran. The participants, who were in the age range of 15-17 years old, the first and second grade in high school, they studied English as a foreign language for 3 years, and</p>

	<p>they were in intermediate level. They were split up into two groups of 15 each and each group had the same English song and same vocabulary.</p> <p>pronunciation questionnaire, pronunciation test, Proficiency tests were used to collect data.</p>
Conclusions	<p>The writer states that:</p> <p>“The findings showed that use of English songs had impact on language learners’ pronunciation, and it improved their oral production.”</p> <p>The study shows that the students who learned English through songs improved their English pronunciation and accuracy. Students also seem to have fun and enjoyed the classes. After using songs, the participants learned the language more rapidly and improved their accuracy. To carry out the study, the researcher implements a variety of songs to teaching pronunciation to complement the learning styles of the students. These findings can be related Li (1998), Wong (1987) and Zanuiddin et al (2002), who all agreed that songs can create motivation during a lesson.</p> <p>The participants became more confident speaking English and their pronunciation improve in a significant level.</p>

Tabla 9. RAE No 9: Improving Students Pronunciation by Using English Songs.

Year	2011
Bibliographic reference	<p>Samantry Erno. (2011). Improving Students Pronunciation by Using English Songs. Syarif Hidayatullah State Islamic University.</p> <p>www.repository.uinjkt.ac.id/dspace/.../1/ERNO%20SUMANTRI-FITK</p>
Type of document	Scientific paper

Description	<p>The writes want to determine how songs can help his students to improve their English pronunciation the writer states two principal objectives:</p> <ol style="list-style-type: none"> 1. To find out whether using songs as media in teaching English pronunciation can improve pronunciation ability of the students of SMK Cyber Media or not. 2. To find out whether teenagers songs as media in teaching English pronunciation is difficult or not. <p>The population were students of first year of vocational school SMK Cyber Media, Jakarta. there are two classes consisting in 82 students. The instrument for data collection were:</p> <ul style="list-style-type: none"> ● Choose songs tests ● Pre-test ● Post test
Conclusions	<p>After analyzing the data, the writer concludes that the use of songs in teaching English can help students to overcome their difficulties in pronunciation. On the other hand, after results he considered that songs can also be a very effective tool for them to improve in their pronunciation process.</p>

Table 10. RAE No 10: The Teaching of English through Tasks Based on Songs in a State School of Primary Education in Colombia: A Methodological Proposal.

Year	2015
Bibliographic reference	Larrota Romero Martha Patricia (2015) The Teaching of English through Tasks Based on Songs in a State School of Primary Education in

	<p>Colombia: A Methodological Proposal. UNIVERSITY OF JAÉN, In collaboration with the Fundación Universitaria Iberoamericana (FUNIBER).</p> <p>Available at: http://tauja.ujaen.es/...1/.../2012-06MRomero%20La%20Rotta_FP.pdf</p>
Type of document	Master`s degree final project
Description	<p>The writer says that: “the main objective is to design a methodological teaching and learning model for English as a foreign language supported by tasks based on songs to generate effective learning and achieve a favorable outcome in primary school education.”</p> <p>The idea is to test the incorporation of music/songs in the English classroom to determine if it can be an alternative for slower learning students of a foreign language. Songs can also increase the ability to listen, facilitate memorization and provides a more than a reasonable approach to the students because music is one of the areas of interest that is present in all stages of life (Fonseca and Toscano, 2012:197-213).</p> <p>Task based method was used in this project to find out the results, surveys were also implementing to clarify student`s preferences and perceptions of the activities.</p> <p><i>“My main aim is to provide tasks based on songs according to the needs of the students. These songs should allow the learning and revision of grammatical issues (especially pronouns, verbs and prepositions) as well as thematic vocabulary. My proposal of songs is classified into action songs, counting songs, traditional songs, phonic songs (that is, where the</i></p>

	<p><i>practice of rhythm, stress and intonation is encouraged) and pop music.2”</i></p> <p>This study was focused on elementary students of the second, third, fourth and fifth grades at a Colombian School.</p>
Conclusions	<p>The writer concludes that the effect of using songs in the classroom helped the students feel relax and concentrate on their activities. She said</p> <p><i>“They expressed that they felt relaxed, enjoyed singing, listening, solving tasks and imitating the teacher by doing body gestures to explain vocabulary and instructions, that is, to explain what they meant. They found all these procedures most motivating and entertaining”.</i></p>

Chapter 4: Theoretical Framework

Maxwell (as cited in Merriam, 2009) states the importance of concepts and theories as a research support. There lies the relevance of basing a study on theoretical constructs which feed and inform accurately the research in order to aim the objectives and research question considering that according to Schultz (cited in “Merriam, 2009”), the choice of a theoretical framework guides the research process and its different phases, even the interpretation of findings. To that end, this study is based on three constructs that encompass the main necessary topics to be understood and analyzed so that to establish the effects of English songs on pronunciation and fluency of a prominent police rank learners. These constructs are: Pronunciation Teaching and Learning, Fluency Acquisition and Music and Foreign Language Learning.

Pronunciation Teaching and Learning

Initially, Szyszka (2017, p. 6) defines pronunciation as “the articulatory aspects of sounds”. Jassem (cited in Szyszka, 2017, p. 6) understands pronunciation as part of

the physiological components of phonetics, in terms of sound articulation and speech signal processing in the hearing organs. Other authors, as Spencer, and Dalton and Seildholder (cited in Szyszka, 2017, p. 7) find a relation between the speech production and speech perception and categorize both in pronunciation concept. Additionally, pronunciation consists of both segmental features "The individual sounds (phonemes) of a language—the vowel and consonant sounds" (Yoshida, 2010, p. 3) and suprasegmental features "Aspects of pronunciation that affect more than one sound segment, such as stress, intonation, and rhythm—the musical aspects of pronunciation." (Yoshida, 2010, p. 3). Szyszka (2017, p. 6) concludes that pronunciation is the 'know-how' in phonetics that must be acquired by a learner so as to speak well and that both speech production and perception "are significant because they function in a language as transmitters of meaningful encoded messages..." (Szyszka, 2017, p. 7) , therefore pronunciation implies for speakers to produce sounds accurately articulated, and also to interpret and perceive sounds. This is why pronunciation is an important factor, considering it ensures a good communication because as it is explained by Szyszka (2017, p. 5), any sound or word misproduction may produce misunderstandings and confusions between speakers.

On this topic, we must understand listening as "a very active and integrative language skill, involving a grasp of phonological, lexical, grammatical, and ideological complexities as well as performance factors typical only of speech such as rate of speech, clarity of intonation and pronunciation, hesitations, pauses" (Cakir, 2012, p. 1802). Morley (cited in Ahmadi, 2016, p. 7) says that listening implies "auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning"

Understanding that Listening comprehension is the different processes of understanding the spoken language" (Ahmadi, 2016, p. 8), it is possible to establish the

relation between listening and pronunciation. Moreover, this relation cannot be ignored because as Gilbert (2008, cited in Motallebi and Pourgharib, 2013) considers, “listening comprehension and pronunciation has a relation since speakers do not have a listening skill, they are cut off from the language as well as they are cut off from conversations if they cannot be understood by others”. For Nunan (1997 cited in Cakir, 2012, p. 1802), “learning cannot begin without understanding input (pitched at the right level) and listening is thus fundamental to speaking”. Burgess and Spencer (2000 cited in Szyszka, 2017, p.6) state that “pronunciation is not only related to speaking but also to listening inasmuch as it is connected with the interpretation of the phonological features of the target language (TL) which are represented by both segmental (...) and suprasegmental (...)” (Szyszka, 2017, p.6”).

Besides, there is a pedagogical relation between listening and pronunciation as Szyszka explores; she bases on Kolb’s learning cycle to affirm that there is a listening component in pronunciation teaching since it is necessary for students to be exposed to a first input stage that involves PLS (Pronunciation Learning Strategies) such as: “ensuring optimal possibilities for contact to L2 pronunciation (e.g. use of resources such as T.V., movies, radio), representing sound in memory...” (Szyszka, 2017, p.42)

According to Gilbert (2008), it is necessary an appropriate prosodic instruction for students to develop the capacity to understand English linguistic signals in terms of intonation, pitch, contractions, etc., that make difficult for L2 speakers to recognize characteristic spoken aspects of the language which allow, for instance, messages to have cohesion. Likewise, speakers need to be able to recognize that special variations of sounds to understand it and apply it to their speech. This also demonstrates the intrinsic relation between pronunciation and listening for both to occur appropriately and produce intelligible interactions.

Model for pronunciation teaching. Suprasegmental features of pronunciation go beyond single segments or phonemes and involve the musical aspect of speaking, extending to syllables, words, phrases and speech in general. (Ladefoged, cited in Hussain and Sajid, 2015, p. 2). The importance of teaching those aspects relies on the fact that they constitute a primordial dimension of a spoken language, contributing to a good listening understanding and communication in general (Hussain and Sajid, 2015, p. 2). Some of the suprasegmental features of pronunciation are stress, intonation and rhythm.

Stress. Stress “could be roughly described as the relative strength of a syllable” (Roach, 2017, p. 97). Dale and Poms (1985) define it as: “the amount of volume that a speaker gives to a particular sound, syllable or word while saying it”. There are strong and weak syllables, being the former those ones which are stressed and the latter unstressed; in other words, “Stressed syllables are louder and longer than unstressed ones” (Dale and Poms, 1987, p. 123).

English language is characterized by the use of strong and weak stress (Dale and Poms, 1987, p. 123). A word just has one stressed syllable and the stress falls on a specific vowel of that syllable (Lázlo, 2014, p. 19). For English language learners, it is important to know how to use stress because otherwise they are likely to find difficult to understand and be understood by native speakers. (Lázló, 2014, p 18). Learners tend to make two main mistakes related to stress: placing the stress on a wrong syllable or stressing more than one vowel of a word without reducing vowels in unstressed syllables (Dale and Poms, 1987, p. 123).

Intonation. Intonation is defined by Dale and Poms (1987), “intonation refers to the use of melody and the rise and fall of the voice when speaking”. According to Roach (2010), it is “the use of the pitch of the voice to convey meaning”. This pitch may be considered as an arbitrary criterion because it is “an auditory sensation

experienced by the hearer” (Roach, 2010). Besides, the used pitch might indicate the intention of an utterance (e.g. a question or a statement) or even the attitude of the speaker when saying it (Dale and Poms, 1987, p. 144). Intonation also depends on the speaker's' region, gender, personality, etc., reasons why it is not very easy to evaluate on a unique model or criterion.

There are two pitch classes: high and low (Roach, 2010, p. 97). Lázló (2014, p. 29) define them as rising and falling intonation. Thus, learners usually make two main mistakes related to intonation: rising the voice when it should fall (and viceversa) and remaining the voice level when it should rise or fall. (Dale and Poms, 1987, p. 144).

Rhythm. According to Lázló (2014, p. 22), rhythm is related to syllable stress, what means the accent of specific words of a sentence in relation to speaking flow. In other words, “rhythm is created by the strong stresses or beats in a sentence” (Dale and Poms, 1987, p. 122).

According to Dale and Poms (1987, 137) English speakers tend to link words to form phrases and separate other by pauses. This rhythmic aspect results in some words emphasis while other words are reduced, changed or even omitted because of its rapid pronunciation. For this reason, it is said that. Considering that according to Lázló (2014, p. 25) “the rhythm of a language is characterized by the timing pattern of successive syllables”, it is possible to say that “English has a stressed-time rhythm. This means that its rhythm is determined by the number of stresses and not by the number of syllables.” (Dale and Poms, 1987, p. 122) The aforementioned characteristics of English language make learners to err in three main situations: they can stress every word equally, avoid the use of contractions or insert pauses incorrectly between words. (Dale and Poms, 1987, p. 137).

Learning goals in pronunciation teaching. Rogers-Revell (2011, p. 8)

indicates that teaching this subject matter needs to establish a goal that leads the process

towards a specific result that responds to the learners' needs. One of the most appropriate goal when teaching pronunciation is intelligibility. Intelligibility may be understood from "recognition of words and utterances" point of view (Smith and Nelson, cited in Rogerson-Revell, 2011, p. 9), or from the term of comprehensibility which implies "the understanding and interpretation of words and messages" (James, cited in Rogerson-Revell, 2011, p. 9). Kenworthy (1987) defines it as

...being understood by a listener at a given time in a given situation. So, it's the same as understandability... The more words that a listener is able to identify accurately when said by a particular speaker, the more intelligible the speaker is. (p. 13)

This indicates that teaching pronunciation tends to seek learners to produce intelligible utterances for listeners to understand them and get the message. For her part, Szyszka (2017, p. 10) thinks that pronunciation goals are determined by the general language learning goal.

This means that depending on the learning objective of the student, pronunciation would be or not a relevant aspect to be included in the learning process. Szyszka (2017, p. 11) states that pronunciation learning goals vary depending on age, motivation, attitude, among other factors; nevertheless, this author's position concurs with Rogers-Revell in relation to intelligibility as a realistic goal to get learners to produce intelligible speech. According to Kenworthy (1987, p. 14), when teachers establish intelligibility as the pronunciation goal, they must take into consideration that whereas hesitations, self-corrections and grammar restructuring are indicators of intelligibility, speech speed is not a vital factor.

Factors that affect pronunciation learning. Yoshida (2010, p. 2) lists some factors that influence pronunciation learning. Some of those are age, exposure to the language, amount and type of prior pronunciation instruction, aptitude, attitude, and

motivation, and the role of the native language. Concerning age, Yoshida (2010, p. 2) expounds that it is easier for children to acquire good pronunciation; however, “adults also have some advantages in learning pronunciation.”. Additionally, she points that each population learn this ability in different ways. Furthermore, she explains that the greater exposure to the target language, the easier to acquire good pronunciation. Similarly, depending on the amount and type of prior pronunciation instruction, it will be easier for learners to improve it. On the other hand, there are also intrinsic aspects that influence pronunciation improvement: it can depend on each student’s aptitude, attitude, and motivation considering

Language, and especially pronunciation, is a powerful part of our concept of who we are. Sometimes it’s scary to change that. Some learners are more flexible in being willing to change something so basic about themselves. We say they have “high ego permeability. (Yoshida, 2010, p. 2)

As analyzed by Kenworthy (1987, p. 8), one of the most relevant social and emotional aspects that influence the pronunciation learning is ‘group affiliation’, this is, the desire to belong and feel identified with a community; it generates the adoption of accent and oral patterns and utterances of the learner’s peers of target language group. Finally, the native language sound system affects positively or negatively the pronunciation acquisition of the target language due to familiar or unfamiliar sounds, language transfer and phenomena such as fossilization.

Strategies and resources to teach pronunciation. Yoshida (2010, p. 3) advises teachers to follow certain communicative framework principles in pronunciation teaching. Based on the idea that language is learned through communication, she states that learners must play an active role to acquire it more efficiently. For this end, teachers must take into consideration that errors are a natural part of a communicative situation and syllabus must encourage learners to express themselves in different social

interactions. In addition, materials should respond to learners' interests and needs so that they generate "a desire to communicate in the target language." (Yoshida, 2010, p. 3). This author suggests various useful tools which can be used in different activities to teach pronunciation. Some of them are cartoons, games, poetry, rhymes, jazz chants, songs, etc. (p. 24, 25), that present a benefit in terms of motivation and creation of relaxing and funny class environment.

Fluency Acquisition

It has been discussed the meaning of fluency. Some authors as Brumfit (1984 cited in Guillot, 1999, p. 4) affirm that "'fluency' is difficult to define" because it means different things for different people (Leeson, 1975 cited un Guillot 1999). However, this author has defined it as: "ability of the speaker to produce indefinitely many sentences conforming to the phonological, syntactic, and semantic exigencies of a given natural language on the basis of a finite exposure to a finite corpus of that language." (Leeson, 1975, cited in Guillot, 1999, p. 4). In turn, Brumfit (1984 cited in Guillot, 1999, p. 4) considers that fluency is the natural language use, without regard to whether it has reached a native speaking or listening proficiency so that the student has acquired the maximal effective operation of the language. Richards and Smith (2002,) define: In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes: the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. (p. 204).

Fluency in Language Teaching Methods. Guillot (1999, p. 1) points that fluency is not an aspect that can be taught, in fact, fluency is acquired “as a by-product of verbal involvement, and out of opportunities created for it to do so”. Yet there are language teaching approaches that foster fluency acquisition like the communicative approach that is characterized by “a tendency to favour fluency-focused rather than simply accuracy-focused activities” (Maley 1982, cited in Brumfit, 1986, p. 88), understanding that fluency-focused emphasizes on open-ended communication activities taking place in real time, whereas accuracy-focused emphasizes on the inculcation of the correct linguistic form as the same author clarifies (p.92).

Some features that are intrinsically connected to fluency teaching are:

Expression. Bathnagar (2010, p. 13) defines expression as the adjustment of “the tone and pitch of the voice according to the type of interaction, formal, informal, telephonic, during presentations, seminars, debates meetings group discussion etc. This is also known as voice modulation.” The author also suggests that this skill “can be learnt and improved through training and regular practice of listening of good English, recording the voice and getting proper feedback.”

Accuracy. Accuracy “refers to the extent to which and L2 learner’s performance and the L2 systems that underlies this performance deviates from a norm (i.e usually the native speaker)” (Hammerly 1990; Palotti 2009; Wolfe- Quintero 1998 cited in Housen, Kuiken and Vedder, 2012, p. 4). Housen, Kuiken and Vedder (2012, p. 4) state that the deviations from the norm is what can be considered as errors. Guillot (1999, p. 21) also establishes the relation between the concept of accuracy and errors, which refer to the “systematic errors of the state of a learner’s transitional competence.” (Corder, 1981 cited in Guillot, 1999, p. 21). Thus, it is possible to understand that accuracy is related to the capacity of “producing words with stated semantic relations to given words.” (Carrol,

1968, p. 21) in other words, meaningful utterances with as few linguistic errors as possible.

Rate. Richards and Smith (2002) defines rate as

The speed at which a person speaks. This may depend on a number of factors, such as the speaker's personality, the type of topic, the number of people present, and the speaker's reactions to them. Another factor is the speaker's familiarity with the language or dialect he or she is using. A distinction is often made between the rate of speech, measured by the number of syllables per minute, and the rate of articulation, measured by the number of syllables per minute minus the time taken up by PAUSING. Usually, the longer and more frequent the pauses, the slower the speech rate. (p. 480-481)

Grosjean and Lane (1976, cited in Eimas and Miller, 1972, p. 62) clarify that "the perceive rate of utterance depends not only on the articulation rate of speech (i.e. the number of syllables per time spent articulating), but also on the time pause in the sentence."

Songs in English Teaching

Most of the cultures have music since music is universal like Language and communication are. Before words written, all the knowledge was passed from generation to generation through songs and stories. As Merkur B. (2000) suggests, "we have music because to be human is to be musical. Duo to globalization, English has become one of the most important languages for many years" (Merkur B., 2000). Nowadays, people want to be part of the changes society is having, so a fluent communication ability is needed to achieve this goal. Many English teachers have recognized that songs and music work well in English classes, but they have also admitted that one of the most important difficulties foreign language learners have is

that they must deal with unknown and meaningless sounds, which can cause a decrease in the learner's motivation process.

Taking into account the problem above, Murphy (2002) states that “music and songs can be the essential tools to increase the learner's motivation and decrease their anxiety, using music and songs could change a mood or create an atmosphere. Besides, using songs or music in English classes may contribute to language acquisition in several dimensions. For instance, songs or music can attract learners’ attention in both affective and linguistic aspects, singing activity is a great benefit to develop the capacity of phonemic awareness and speech sequences (Abbott SE., 2007).”

According to Henry Wadsworth Longfellow, “ Music is the universal language of mankind”, so teachers can encourage students in this way to make them active during the learning process. Chris Brewer (cited in Farmand and Pourgharib, 2013, p. 840) says that “Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus on which large amount of content information can be processed and learned. Teachers can have different ways to use music in the classroom.” They must look for the best strategy to implement it in order to get the better results and approval from students, as Molinsky (2000), says:

When teachers and students get used to using music in the classroom, it can be an amazing way for them to achieve success with English learners, Studies have shown that music; Improves memory, improves concentration, causes learning English to be fun, removes stress, improves a sense of community to a group improves motivation. (p.20)

According to the multiple intelligences performed by Gardner (1993), “music is one of the human intelligences; Hence, much research has attempted to investigate whether using music can promote language teaching and learning outcome for the different ages of learners.” (Lin, 2010; Yen, 2004). Because of the multimedia and

modern techniques, there is an important amount of English popular songs that can be effectively used for English teaching.

Nunan (2003) states that the background of teaching pronunciation, as well as the place of pronunciation teaching in the ESL/EFL classroom, has experienced some dramatic changes over the past 50 years. Much research has been done on the benefit of using English songs for English learners in language acquisition (Hsu 2002; Lo, 2002; Yen, 2004) or young learners learning motivation toward the use of English songs in English teaching (Chen & Chen, 2009). However, few previous studies (Bake, 2007; Luo, 2008) investigated adult learners learning motivation or learning performance through the use of English teaching. Motivation has been considered as a major factor for being successful in second language acquisition (Budden, 2003). Gardner (1993) stressed that an individual who has higher motivation would like to learn languages, enjoy in language learning, and attempt to gain knowledge of the target language. More recently, linguist Alison (Wary, 1998) and the anthropologist Steven Mithen maintain that there was a common precursor to music and language, “music language” that focused on messages more than words (Mithen, 2005). Lin advocated the use of story-telling and singing activities to promote pronunciation and develop the listening; therefore, many researchers have attempted to investigate whether using music can promote language teaching for different ages (Lin, 2010).

Chapter 5. Research Design

This research project was based on the quantitative approach to find answers for the research question. The nature of quantitative approach is to deal with numerical data and enables researchers to run descriptive analysis and inferential statistics (Lazaraton, 2005; Loewen & Plonsky, 2016). Since we seek to identify the effect of English song activities on pronunciation and oral fluency in students, we focused on the

suprasegmental features of speech (intonation, stress, rhythm, expression, accuracy and rate) while they work with some songs designed for improving speaking skills.

5.1. Type of Study

As it is explained in the previous section, this is a quantitative study in as much as it “depends on quantifiable evidence and relies on statistical analysis of data.”

(Pokrivčáková et al, 2012), this is, the numerical data obtained from the rubrics used to evaluate the speaking performance of students.

This research project is a quasi-experimental study, which is, by definition, “...an investigation that has all the elements of an experiment, except that subjects are not randomly assigned to groups. In absence of randomization, the researcher is faced with the task of identifying and separating the effects of the treatment from the effects of all other factors affecting the dependent variable.”

(Pedhazur and Schmelkin, 1991, p. 277)

Quasi-experimental designs seek to test hypotheses derived from an intervention, known as treatment, which “is tested for how well it achieves its objectives, as measured by a prespecified set of indicators” (White and Sabarwal, 2014). Thus, the quasi-experimental design contributes to our research objective of determining the effect of an English songs program on pronunciation and oral fluency variables in a nonrandom group, considering that, quasi-experimental designs precisely lack random assignment. In this case, the assignment depended on the institutional organization of English courses for lieutenant rank promotion purposes.

In turn, the study was conducted as a quasi-experimental longitudinal design considering it makes within-subject comparison of answers over different points in time (Bono Cabré, 2012). A longitudinal strategy allows estimate the treatment effect by within-subject comparison, this is, within the same subject group (Judd and Kenny, 1981). Based on the mentioned authors, it is possible to establish a within-subject

longitudinal design as the appropriate study type in this research considering that it is focused on a treatment (English songs activities), which is applied to a single group of participants whose results are collected and compared over different periods of time. Longitudinal experiments can also increase the power of statistical tests and gain a greater understanding of individual differences in treatment effects, and to explore the relationship between processes overtime. The fact that subjects act as their own control, provides a way to reduce the amount of error that emerges from the natural variance between individuals (Campbell & Stanley, 1963 p. 34).

5.2. Context

In order to have a trained public force to guarantee national security and regional stability, as well as actively accompany the maintenance of peace on international stages, requiring a high flow of training in the English language as a universal language of communication in accordance with the guidelines issued by the programs of the Ministry of National Education (MEN) the recommendations set out in the report made by the British Council and the Human Capital Development Directorate of the Ministry of National Defense on the Policy Design Project for the incorporation of English as a foreign language in the formation of the Military Forces and the National Police of Colombia.

According to the previous, the National Police of Colombia intends to develop and strengthen the English language skills of members of the public force as part of its institutional objectives. To reach this objective, the Postgraduate Academy of Police Miguel Antonio Lleras Pizarro, located in the city of Bogota- Colombia, has created a program of bilingualism directed to officers of the institution.

5.3. Participants

For this research, we selected fifteen officers of the National Police of Colombia in the rank of major advancement course for the colonel rank. Twelve of the participants

were men and three women. All of them hold an undergraduate degree in police management and a master's in security management.

Table 11. Characterization of participants

Participant	Age	Gender	Socioeconomic status	English Level
Student 1 ¹	41	Male	Middle	A1
Student 2	40	Male	Middle	A1
Student 3	44	Male	Middle	A1
Student 4	44	Male	High	A1
Student 5	41	Male	Middle	A1
Student 6	46	Female	High	A1
Student 7	45	Male	High	A1
Student 8	44	Male	High	A1
Student 9	42	Male	Middle	A1
Student 10	45	Female	Middle	A1
Student 11	43	Male	High	A1
Student 12	48	Male	Middle	A1
Student 13	44	Female	High	A1
Student 14	43	Male	Middle	A1
Student 15	45	Male	Middle	A1

The method for selecting the sample was the non-parametric since the normality assumption is satisfied and the sample size is small. The main description of the participants is best described in Table 1. The socioeconomic status of the participants is

¹ For ethical reasons, all the names of the participants have been changed.

between middle class and high class. The ages varied from a range of 35 to 40 years. All of them were classified as A1 according to the Common European Framework; this classification was obtained from the results of the placement test conducted by Pearson.

5.4. Data Collection Instruments

Most of the instructional materials and practices developed for L2 pronunciation tend to heavily rely on basic intuitive notions suggested by language teachers and researchers, rather than research-based evidence (Derwing & Munro, 2005).

In order to get the best results of the study, the researchers decided to look for tools to measure students' oral abilities. A rubric, seemed to be the most suitable for this task since ratings can have meanings. Instead of numbers on a scale, each rating represents a category that is described in the rubric. When using a rubric, the evaluator is more likely to give the same rating to a speaking sample at different moments than using a scale as the use of a scale depends on perceptions, which can change. Consequently, a rating signifies a precise description from the rubric that can be interpretable.

A main instrument was used in the current study to elicit the pronunciation and oral fluency samples and to generate the proficiency ratings. To carry out the current study, the researchers develop a functioning pronunciation and oral fluency rubric using the main supra-segmental parts of each, in order to generate ratings for each pronunciation feature. This Rubric will help to collect all the necessary information for researchers to introduce the data in the SPSS program to determine if there is or not a change in student's pronunciation and oral fluency before and after the treatment. The rubric has 6 criteria (intonation, stress, rhythm, expression, accuracy and rate.) that will help to analyze students' oral skills knowledge and improvements.

J. B. Gilbert (2008) proposed in her Prosody Pyramid that the approach focuses on rhythm/stress, intonation (supra-segmental instruction) to improve pronunciation rather than focusing on individual speech sounds has a better and significant results on students' oral skills.

Table 12. Rubrics for evaluating pronunciation and fluency skills.

Performance Criteria	Poor (1 pt)	Fair (2 pts)	Good (3 pts)	Excellent (4 pts)
Intonation	There is almost no attempt to make the key words or tonic syllables prominent. It makes almost impossible to understand what the student says.	There is not an adequate use of intonation to make the key words or tonic syllables prominent. It makes generally difficult to follow what the student says.	There is an adequate use of intonation, although the learner sometimes makes the wrong syllables prominent. The intelligibility of the message is fairly high.	There is a good use of intonation which makes the speaker easy to follow and understand. Intelligibility is rarely impeded by insufficient or misplaced prominence.
Stress	Places stress on the right syllable of words most of the time, but confuse it on a large number of words.	Places stress on the right syllable of words most of the time but confuse it on certain words.	Places stress on the right syllable of words most of the time but confuse it on a few words.	Places stress on the right syllable of words all the time.

Rhythm	Rhythm is frequently syllable-timed.	Mixes stress-timed rhythm and syllable-timed rhythm sometimes.	Uses stress-timed rhythm naturally most of the time	Uses stress-timed rhythm naturally all the time.
Expression	Speaker does not sound like natural speaking.	Speaker rarely sounds like natural speaking.	Speaker sometimes sounds like natural speaking. Reader is a little quiet but still understood.	Speaker sounds like natural speaking, also has great volume and is easily understood by all.
Accuracy	Speaking sounds totally choppy and broken up. Most of the time, speaker makes several long pauses, false starts, sound-outs and repetitions while speaking.	Speaker makes some long pauses, false starts, sound-outs and repetitions while speaking. In general, speaking sounds broken up.	Speaker speaks in smooth phrases but there are a few long pauses, false starts, sound-outs, and repetitions while speaking.	Speaker always speaks in smooth phrases and makes no long pauses, false starts, sound-outs, and repetitions while speaking.
Rate	Speaker speaks too slow or too fast, making it difficult for the listener to understand.	Speaker speaks at a good rate at times, but occasionally speaking too fast or too slow.	Speaker speaks at a good rate most of the time and rarely speaking becomes too fast	Speaker reads at a perfect rate, making it easy for the listener to understand.

		Listener occasionally has difficulty understanding the speaker	or too slow. Listener understands most of the words spoken by the speaker.	
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Adapted from: <https://goo.gl/PcLbzc>; <https://goo.gl/y7sPtp>; <https://goo.gl/Ai1GpR>

5.5. Instructional Design

The process for the collection of information was developed during five class sessions, in which the focus was on the first and last session using of karaoke with worksheets that had topics according to the song proposed, during the five sessions that were developed between October 12 and 23, pedagogical objectives and related topics were focused, just as the karaoke handled a grammar and quite similar activities that allowed to have clarity in the advances of the research.

During the classes a communicative language teaching approach was use. So, teacher and students were only using English to communicate during the hole class and the activities design by the teacher centered the objective to encourage and facilitate the oral expression among them. The Lesson begins with a specific communication goal, closely aligned to the common European frameworks. The activities were integrated and developed taking into account the importance of the karaoke English song proposed for the session, during the development of this session with karaoke songs there were some problems with the population, the police officers in the rank of major did not feel very comfortable because they did not want to be ridiculed by their colleagues during the exercise. To overcome this difficulty, teacher decided to choose the most self-confident people in the classroom and carried out the exercise with them, so the rest of the students would lose their shyness and started to actively participate after that. The use of practical oral activities during the class like conversation activators and change partners

helped students to strengthen the grammatical and vocabulary knowledge that later they would use in the karaoke song activity.

The following table shows more clearly how was the sessions development.

Table 0.13. Description of the classes

Session	Date	Topic	Pedagogical objectives	Class development
One	12-Oct - 2017	Activities	<ul style="list-style-type: none"> • Talk about morning and evening activities • Describe free times activities • Discuss household chores 	<ol style="list-style-type: none"> 1. Vocabulary Flash Card Player 2. Grammar 3. Conversation activator: to introduce students to the activities with songs, teacher should ask students to think about activities they do every day or every week and make a list on the board. Also extend the conversation. Tell students to ask additional questions from class vocabulary. 4. • Model the conversation with a more confident student. For example: S: Are you a morning person or an evening person? T: Me? I'm definitely a morning person. S: And why do you say that? T: Well, I get up at 5:30 in the morning. And I have breakfast at 6:00. What about you? S: I'm also a morning person. I get up at 6:00. T: What time do you eat breakfast? 5. Change partners: we can introduce the song with this activity, to review, teacher ask a few students, is your

				<p>partner a morning person or an evening person? What time does [she] get up? What time does [she] go to bed?</p> <p>6. Song karaoke video, activities “On the Weekend”. People listened and watched a karaoke video then they completed the follow activities:</p> <p>A. Listen to the song “On the Weekend.” Complete the lyrics with the simple present forms of the verbs you hear.</p> <p>B. Listen to the song again. Write three things he does after he gets up every morning.</p> <p>C. Write at least four things he does (or sometimes does) when he comes home on Thursday night before going to bed.</p> <p>About you. Answer the questions.</p> <p>1. On the weekend, what do you do in the morning?</p> <p>2. What do you do in the afternoon?</p> <p>3. What do you do in the evening?</p> <p>4. On weekdays, what do you do in the morning?</p>
Two	16-Oct - 2017	About people	<ul style="list-style-type: none"> Introduce people Get someone’s contact information 	<ol style="list-style-type: none"> Vocabulary Grammar Grammar practice Pair work Listening comprehension

Three	18- Oct - 2017	Clothes	<ul style="list-style-type: none"> • Give and accept a compliment • Ask for colors and sizes Describe clothes	1. Vocabulary Flash Card Player 2. Pronunciation Coach Video 3. Vocabulary / grammar practice 4. Grammar 5. Grammar practice Conversation model
Four	20- Oct - 2017	Family	<ul style="list-style-type: none"> • Identify people of your family • Describe your relatives Talk about your family	1. Vocabulary 2. Pair work 3. Listening comprehension 4. Grammar 5. Grammar practice Conversation activator
Five	23- Oct - 2017	Events and times	Talk about the time of an event	1. Vocabulary Flash Card 2. Pronunciation Coach Video 3. Pronunciation practice 4. Grammar 5. Pair work: To introduce the song to the students, teacher can use the following information: <ul style="list-style-type: none"> • Model the correct pronunciation of A.M. and P.M. • Using a map. Point to London and ask. What time is it in London? (It's five forty p.m.) Have students repeat the question and the answer chorally. • Ask students a few more questions about times around the world; for example, what time is it in Madrid? (It's 1:40 a.m.) What time is it in Bogota? (It's 6:40 p.m.) • As students work in pairs, teacher move around the room and listen in. Ask students to provide the alternative way to say a time, whenever possible;

				<p>for example, one ten and ten past one. For additional practice, have students take turns saying a time and then which city matches that time; for example, Student A: It's 4:40 a.m. Where am I? Student B: You're in Sydney. Student A: Correct!</p> <p>6. Song karaoke video, activities "Let's Make a Date". People listened and watched a karaoke video then they completed the follow activities:</p> <p>A. Listen to the song "Let's Make a Date." Complete the lyrics with the prepositions of time and place you hear.</p> <p>B. Mark each of the following statements T for true or F for false, according to the information in the song.</p> <p>C. About you. Answer the questions.</p> <p>1. What time is it where you are right now?</p> <p>2. What time is your English class?</p> <p>3. What day or days is your English class?</p>
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Chapter 6: Data Analysis

To analyze the data collected from the group, the researchers decided to use the Student's T-Test since it seems to be the most suitable for the situation. Student's T Test or T test, compares two averages and tells if they are different from each other and how significant the differences are. So, considering the way subjects were tested, a Paired T Test was the most convenient to get the results of the research since it consists of a sample of matched pairs of similar units, or one group of units that has been tested twice (a "repeated measures" *t*-test) being compared.²

Two tests were used in this research, the pre-test and the post-test. The subjects were evaluated in the first class in order to know what was their initial level in pronunciation and oral fluency, after that, subjects were exposed to 5 lessons using karaoke songs, where the researchers paid special attention, using a rubric design to measure some important supra-segmental parts of pronunciation and fluency, on how students overcome the communicative objectives (see Table.12).

The Student's T test was carried out using The SPSS (Statistical Package for the Social Sciences) software, which is used for statistical analysis in social science. All the information was introduced and organized to get the results of each criterion from the Student's T Test. Four steps were followed to get results: first of all a statement is established and the hypothesis that is going to be demonstrated. The hypothesis contains a null hypothesis, which concludes that there are no differences on the criterion and the alternative hypothesis which concludes there is a significant difference on the

²To understand the use of the student T-Test, researchers use the following resources:

<https://goo.gl/4VqQDm> , <https://goo.gl/xw1Bn1>, <https://goo.gl/zm1QSj>,
<https://goo.gl/agysxA> .

criterion. Secondly, the significance of level or Alpha is established. The significance level also represented as alpha or α , is the probability of refusing the null hypothesis when it is true. For example, a significance level of 0.05 indicates a 5% risk of concluding that a difference exists when there is no an actual difference (Frost, 2015).

Then, a normality test was done to determine if the data is well-modeled by a normal distribution and to calculate how probable it is for a random variable underlying the data set to be normally distributed. Finally, the Students T for pair samples is applied to determine the hypothesis that fits the data as follows:

P-value $\leq \alpha$: The data do not follow a normal distribution (Reject H_0) if the p-value is less than or equal to the significance level, the decision is to reject the null hypothesis and conclude that the data do not follow a normal distribution.

P-value $> \alpha$: Cannot conclude the data do not follow a normal distribution (Fail to reject H_0)

If the p-value is larger than the significance level, the decision is to fail to reject the null hypothesis because you do not have enough evidence to conclude that your data do not follow a normal distribution. (Minitab Express Support, s.f.)

Considering what we mentioned above, the results of the data analysis are the following:

Intonation.

Statement. The research group is evaluating the effect of a treatment of English song activities during five class sessions on learners' pronunciation and fluency. To this objective, the activities are applied with fifteen learners at Advanced Studies School of Colombian National Police.

Hypothesis. There is a significant difference in the intonation criterion before the five class sessions with song activities (Pre-test) and after having applied the mentioned treatment (Post-Test) to the Advanced Studies School of Colombian National Police learners.

H0 (Null Hypothesis) = There is no difference in the intonation criterion before and after the treatment application.

H1(Alternative hypothesis) = There is a significant difference in the intonation criterion before and after the treatment application.

Establish the significance level or Alfa

Alfa=5% Level of error or significance

Analysis of normality. As the study sample is < 30 individuals, it must be used the Shapiro Wilk test for small samples. The following criteria must be evaluated to determine whether it is or not a normal distribution:

$p\text{-value} \geq \alpha$ Accept H_0 The data comes from a normal distribution.

$p\text{-value} < \alpha$ Accept H_1 The data does not come from a normal distribution.

A normality test is performed, yielding the following results:

NORMALITY						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Intonation_pretest	,453	15	,000	,561	15	,000
Intonation_posttest	,385	15	,000	,630	15	,000

a. Lilliefors Significance Correction

p-value(Intonation-before) =.000	>	$\alpha=0,05$
p-value(Intonation-after) =.000	>	$\alpha=0,05$

The data does not come from a normal distribution.

Apply Student's T for paired samples. A Student's T test for paired samples is performed, yielding the following results:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Intonation_pretest	1,73	15	,458	,118
Intonation_posttest	2,60	15	,507	,131

It can be observed that the intonation average after the treatment application increased from 1,73 to 2,60.

A paired sample test is performed to establish the significance level and come to the final conclusion.

Paired Samples Test

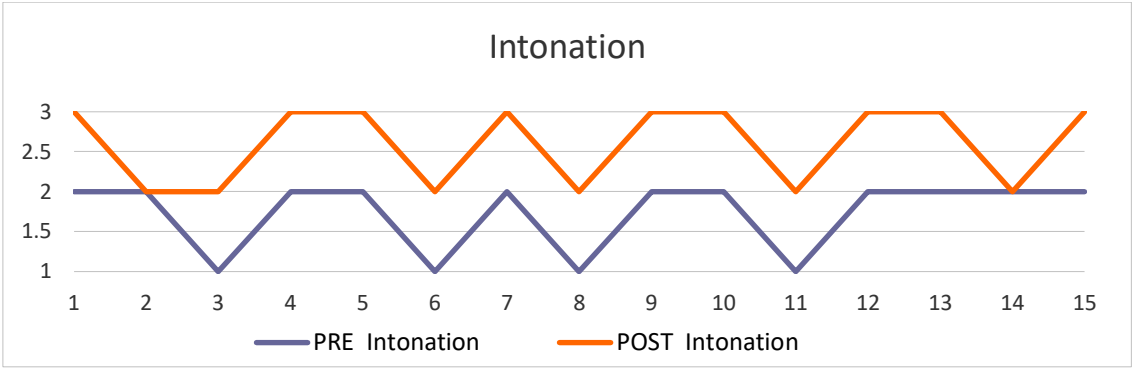
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Intonation_pretest - Intonation_posttest	-,867	,352	,091	-1,062	-,672	-9,539	14	,000

$$\mathbf{p\text{-}value=0,000 < \alpha=0,05}$$

The criterion to decide is:

If the obtained probability p-value $< \alpha$, H_0 is rejected and H_1 is accepted.

If the obtained probability p-value $> \alpha$, H_0 is not rejected, and H_0 is accepted



	Variable 1	Variable 2
Mean	1,7333	2,6000
Variance	0,2095	0,2571
Observations	15,0000	15,0000
Pearson correlation coefficient	0,7385	
Hypothetical mean difference	0,0000	
Degree of Freedom	14,0000	
Statistical t	-9,5394	
P(T<=t) one-tail	0,0000	
t Critical one-tail	1,7613	
P(T<=t) two-tail	0,000000	
t Critical two-tail	2,1448	

All in all, there is a significant difference in the intonation criterion before and after the application of the five-session treatment. It is concluded that the use of English song activities has significant effects on the learners' intonation at Advanced Studies School of Colombian National Police. On average, there was an increment in the intonation criterion from 1,73 to 2,60.

Stress

Statement. The research group is evaluating the effect of a treatment of English song activities during five class sessions on learners' pronunciation and fluency. To this objective, the activities are applied with fifteen learners at Advanced Studies School of Colombian National Police.

Hypothesis. There is a significant difference in the intonation criterion before the five class sessions with song activities (Pre-test) and after having applied the mentioned treatment (Post-Test) to the Advanced Studies School of Colombian National Police learners.

H0 (Null Hypothesis) = There is no difference in the intonation criterion before and after the treatment application.

H1(Alternative hypothesis) = There is a significant difference in the intonation criterion before and after the treatment application.

Establish the significance level or Alfa

Alfa=5% Level of error or significance

Analysis of normality. As the study sample is < 30 individuals, it must be used the Shapiro Wilk test for small samples. The following criteria must be evaluated to determine whether it is or not a normal distribution:

$p\text{-value} \Rightarrow \alpha$ Accept H_0 The data comes from a normal distribution.

$p\text{-value} < \alpha$ Accept H_1 The data does not come from a normal distribution.

A normality test is performed, yielding the following results:

NORMALITY						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Stress_pretest	,385	15	,000	,630	15	,000
Stress_posttest	,485	15	,000	,499	15	,000
a. Lilliefors Significance Correction						
p-value(stress-before) =.000				<	$\alpha=0,05$	
p-value(stress-after) =.000				<	$\alpha=0,05$	

The data does not come from a normal distribution.

Apply Student's T for paired samples. A Student's T test for paired samples is performed, yielding the following results:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Stress_pretest	1,40	15	,507	,131
	Stress_posttest	2,20	15	,414	,107

It can be observed that the stress mean after the treatment application increased from 1,40 to 2,20.

A paired sample test is performed to establish the significance level and come to the final conclusion

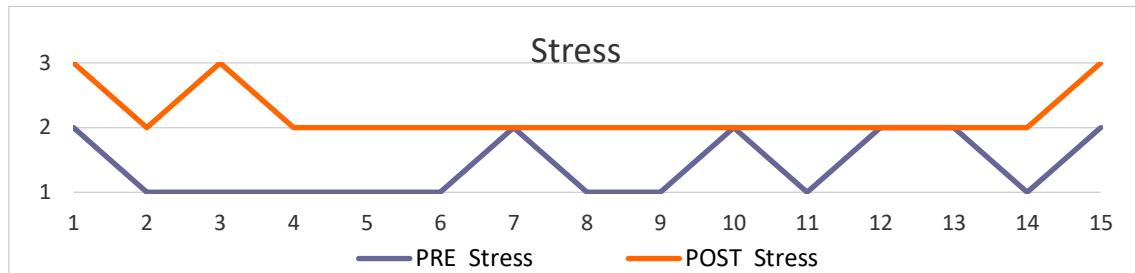
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Stress_pretest-Stress_posttest	-,800	,561	,145	-1,110	-,490	-5,527	14	,000

$$\mathbf{p\text{-}value=0,000 < \alpha=0,05}$$

The criterion to decide is:

If the obtained probability p-value $< \alpha$, H_0 is rejected and H_1 is accepted.

If the obtained probability p-value $> \alpha$, H_0 is not rejected, and H_0 is accepted



	Variable 1	Variable 2
Mean	1,4000	2,2000
Variance	0,2571	0,1714
Observations	15,0000	15,0000
Pearson correlation coefficient	0,2722	
Hypothetical mean difference	0,0000	
Degree of Freedom	14,0000	
Statistical t	-5,5268	
P(T<=t) one-tail	0,0000	
t Critical one-tail	1,7613	
P(T<=t) two-tail	0,000075	
t Critical two-tail	2,1448	

In summary, there is a significant difference in the stress criterion before and after the application of the five sessions treatment. It is conclude that the use of English song activities has significant effects on the learners' stress at Advanced Studies School of Colombian National Police. On average, there was an increment in the stress criterion from 1,40 to 2,20.

Rhythm

Statement. The research group is evaluating the effect of a treatment of English song activities during five class sessions on learners' pronunciation and fluency. To this objective, the activities are applied with fifteen learners at Advanced Studies School of Colombian National Police.

Hypothesis. There is a significant difference in the intonation criterion before the five class sessions with song activities (Pre-test) and after having applied the mentioned treatment (Post-Test) to the Advanced Studies School of Colombian National Police learners.

H0 (Null Hypothesis) = There is no difference in the intonation criterion before and after the treatment application.

H1(Alternative hypothesis) = There is a significant difference in the intonation criterion before and after the treatment application.

Establish the significance level or Alfa

Alfa=5% Level of error or significance

Analysis of normality. As the study sample is < 30 individuals, it must be used the Shapiro Wilk test for small samples. The following criteria must be evaluated to determine whether it is or not a normal distribution:

$p\text{-value} \Rightarrow \alpha$ Accept H_0 The data comes from a normal distribution.

$p\text{-value} < \alpha$ Accept H_1 The data does not come from a normal distribution.

A normality test is performed, yielding the following results:

NORMALITY						
Tests of Normality ^b						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Rhythm_pretest	,385	15	,000	,630	15	,000
a. Lilliefors Significance Correction						
b. Rhythm_posttest is constant. It has been omitted.						
p-value(rhythm-before)=.000				<	$\alpha=0,05$	
p-value(rhythm-after)=.000				<	$\alpha=0,05$	

The data does not come from a normal distribution.

Apply Student's T for paired samples. A Student's T test for paired samples is performed, yielding the following results:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Rhythm_pretest	1,40	15	,507	,131
	Rhythm_posttest	2,00	15	,000	,000

It can be observed that the rhythm mean, after the treatment application, increased from 1,40 to 2,00.

A paired sample test is performed to establish the significance level and come to the final conclusion

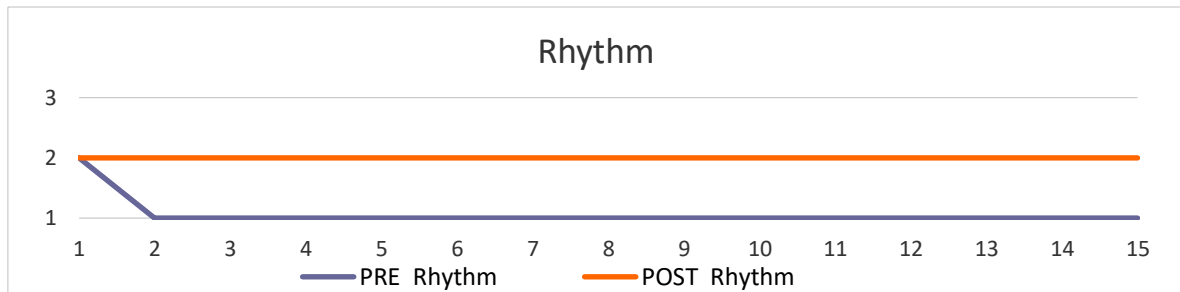
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Rhythm_pretest - Rhythm_posttest	-,600	,507	,131	-,881	-,319	-4,583	14	,000

$$p\text{-value}=0,000 < \alpha=0,05$$

The criterion to decide is:

If the obtained probability p-value $< \alpha$, H_0 is rejected and H_1 is accepted.

If the obtained probability p-value $> \alpha$, H_0 is not rejected, and H_0 is accepted



	Variable 1	Variable 2
Mean	1,0667	2,0000
Variance	0,0667	0,0000
Observations	15,0000	15,0000
Pearson correlation coefficient	#¡DIV/0!	
Hypothetical mean difference	0,0000	
Degree of Freedom	14,0000	
Statistical t	-14,0000	
P(T<=t) one-tail	0,0000	
t Critical one-tail	1,7613	
P(T<=t) two-tail	0,000000	
t Critical two-tail	2,1448	

There is a significant difference in the rhythm criterion before and after the application of the five sessions treatment. It is concluded that the use of English song activities has significant effects on the learners' rhythm at Advanced Studies School of Colombian National Police. On average, there was an increment in the rhythm criterion from 1,40 to 2,00,

Expression

Statement. The research group is evaluating the effect of a treatment of English song activities during five class sessions on learners' pronunciation and fluency. To this objective, the activities are applied with fifteen learners at Advanced Studies School of Colombian National Police.

Hypothesis. There is a significant difference in the intonation criterion before the five class sessions with song activities (Pre-test) and after having applied the mentioned treatment (Post-Test) to the Advanced Studies School of Colombian National Police learners.

H₀ (Null Hypothesis) = There is no difference in the intonation criterion before and after the treatment application.

H₁(Alternative hypothesis) = There is a significant difference in the intonation criterion before and after the treatment application.

Establish the significance level or Alfa

Alfa=5% Level of error or significance

Analysis of normality. As the study sample is < 30 individuals, it must be used the Shapiro Wilk test for small samples. The following criteria must be evaluated to determine whether it is or not a normal distribution:

p-value $\geq \alpha$ Accept H₀ The data comes from a normal distribution.

p-value $< \alpha$ Accept H₁ The data does not come from a normal distribution.

A normality test is performed, yielding the following results:

NORMALITY						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Expression_pretest	,419	15	,000	,603	15	,000
Expression_posttest	,535	15	,000	,284	15	,000
a. Lilliefors Significance Correction						
p-value(expression-before) =.000				<	$\alpha=0,05$	
p-value(expression-after) =.000				<	$\alpha=0,05$	

The data does not come from a normal distribution.

Apply Student's T for paired samples. A Student's T test for paired samples is performed, yielding the following results:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Expression_pretest	1,67	15	,488	,126
	Expression_posttest	2,07	15	,258	,067

It can be observed that the expression mean after the treatment application increased from 1,67 to 2,07.

A paired sample test is performed to establish the significance level and come to the final

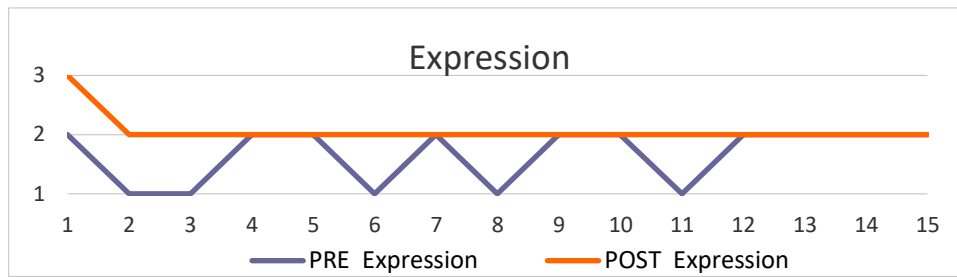
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Expression_pretest- Expression_posttest	-,400	,507	,131	-,681	-,119	-3,055	14	,009

$$\mathbf{p\text{-}value=0,009 < \alpha=0,05}$$

The criterion to decide is:

If the obtained probability $p\text{-}value < \alpha$, H_0 is rejected and H_1 is accepted.

If the obtained probability $p\text{-}value > \alpha$, H_0 is not rejected, and H_0 is accepted



	Variable 1	Variable 2
Mean	1,6667	2,0667
Variance	0,2381	0,0667
Observations	15,0000	15,0000
Pearson correlation coefficient	0,1890	
Hypothetical mean difference	0,0000	
Degree of Freedom	14,0000	
Statistical t	-3,0551	
P(T<=t) one-tail	0,0043	
t Critical one-tail	1,7613	
P(T<=t) two-tail	0,008564	
t Critical two-tail	2,1448	

There is a significant difference in the expression criterion before and after the application of the five-session treatment. It is concluded that the use of English song activities has significant effects on the learners' expression at Advanced Studies School of Colombian National Police. On average, there was an increment in the expression criterion from 1,67 to 2,07.

Accuracy

Statement. The research group is evaluating the effect of a treatment of English song activities during five class sessions on learners' pronunciation and fluency. To this objective, the activities are applied with fifteen learners at Advanced Studies School of Colombian National Police.

Hypothesis. There is a significant difference in the intonation criterion before the five class sessions with song activities (Pre-test) and after having applied the mentioned treatment (Post-Test) to the Advanced Studies School of Colombian National Police learners.

H0 (Null Hypothesis) = There is no difference in the intonation criterion before and after the treatment application.

H1(Alternative hypothesis) = There is a significant difference in the intonation criterion before and after the treatment application.

Establish the significance level or Alfa

Alfa=5% Level of error or significance

Analysis of normality. As the study sample is < 30 individuals, it must be used the Shapiro Wilk test for small samples. The following criteria must be evaluated to determine whether it is or not a normal distribution:

$p\text{-value} \geq \alpha$ Accept H_0 The data comes from a normal distribution.

$p\text{-value} < \alpha$ Accept H_1 The data does not come from a normal distribution.

A normality test is performed, yielding the following results:

NORMALITY						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Accuracy_pretest	,385	15	,000	,630	15	,000
Accuracy_posttest	,385	15	,000	,630	15	,000
a. Lilliefors Significance Correction						
p-value(accuracy-before) =.000				<	$\alpha=0,05$	
p-value(accuracy-after) =.000				<	$\alpha=0,05$	

The data does not come from a normal distribution.

Apply Student's T for paired samples. A Student's T test for paired samples is performed, yielding the following results:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Accuracy_pretest	1,60	15	,507	,131
	Accuracy_posttest	2,40	15	,507	,131

It can be observed that the accuracy mean increased from 1,60 to 2,40 after the treatment application.

A paired sample test is performed to establish the significance level and come to the final conclusion

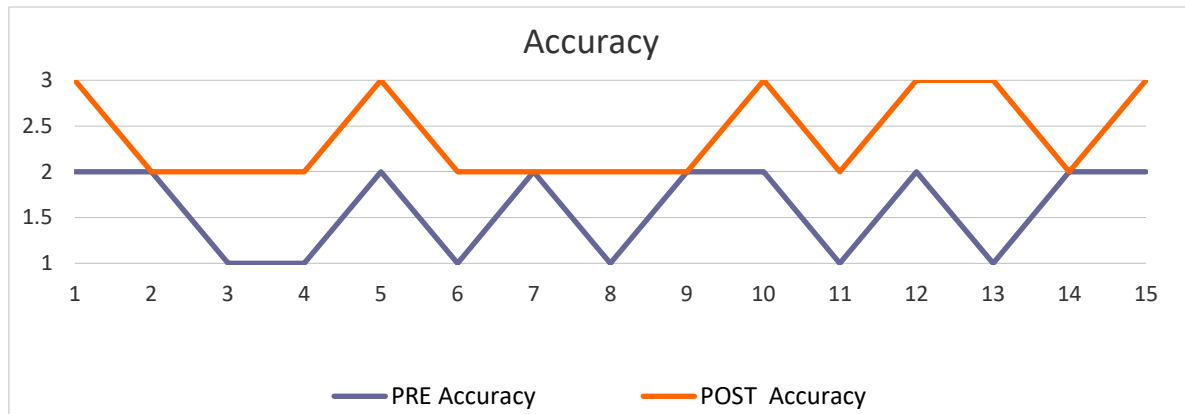
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Accuracy_pretest - Accuracy_posttest	-,800	,561	,145	-1,110	-,490	-5,527	14	,000

$$p\text{-value}=0,000 < \alpha=0,05$$

The criterion to decide is:

If the obtained probability p-value $< \alpha$, H_0 is rejected and H_1 is accepted.

If the obtained probability p-value $> \alpha$, H_0 is not rejected, and H_0 is accepted



	Variable 1	Variable 2
Mean	1,6000	2,4000
Variance	0,2571	0,2571
Observations	15,0000	15,0000
Pearson correlation coefficient	0,3889	
Hypothetical mean difference	0,0000	
Degree of Freedom	14,0000	
Statistical t	-5,5268	
P(T<=t) one-tail	0,0000	
t Critical one-tail	1,7613	
P(T<=t) two-tail	0,000075	
t Critical two-tail	2,1448	

There is a significant difference in the accuracy criterion before and after the application of the five-session treatment. It is concluded that the use of English song activities has significant effects on the learners' accuracy at Advanced Studies School of Colombian National Police. On average, there was an increment in the accuracy criterion from 1,60 to 2,40.

Rate

Statement. The research group is evaluating the effect of a treatment of English song activities during five class sessions on learners' pronunciation and fluency. To this objective, the activities are applied with fifteen learners at Advanced Studies School of Colombian National Police.

Hypothesis. There is a significant difference in the intonation criterion before the five class sessions with song activities (Pre-test) and after having applied the mentioned treatment (Post-Test) to the Advanced Studies School of Colombian National Police learners.

H₀ (Null Hypothesis) = There is no difference in the intonation criterion before and after the treatment application.

H₁ (Alternative hypothesis) = There is a significant difference in the intonation criterion before and after the treatment application.

Establish the significance level or Alfa

Alfa=5% Level of error or significance

Analysis of normality. As the study sample is < 30 individuals, it must be used the Shapiro Wilk test for small samples. The following criteria must be evaluated to determine whether it is or not a normal distribution:

p-value $\geq \alpha$ Accept H₀ The data comes from a normal distribution.

p-value $< \alpha$ Accept H₁ The data does not come from a normal distribution.

A normality test is performed, yielding the following results:

NORMALITY						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Rate_pretest	,485	15	,000	,499	15	,000
Rate_posttest	,535	15	,000	,284	15	,000
a. Lilliefors Significance Correction						
p-value(rate-before) =.000				<	$\alpha=0,05$	
p-value(rate-after) =.000				<	$\alpha=0,05$	

The data does not come from a normal distribution.

Apply Student's T for paired samples. A Student's T test for paired samples is performed, yielding the following results:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Rate_pretest	1,20	15	,414	,107
	Rate_posttest	2,07	15	,258	,067

It can be observed that the rate mean after the treatment application increased from 1,20 to 2,07.

A paired sample test is performed to establish the significance level and come to the final conclusion:

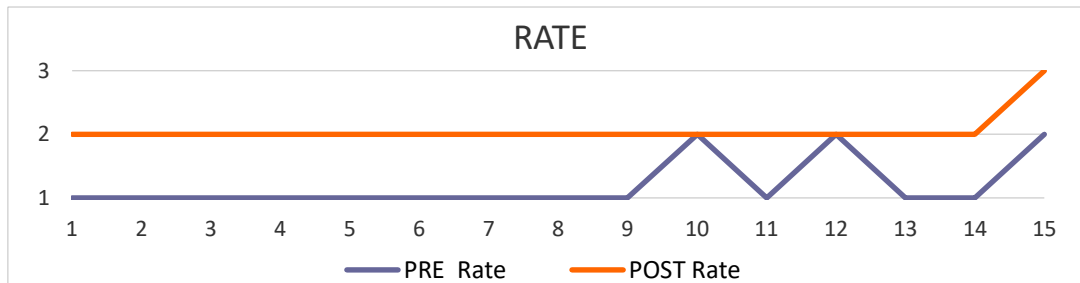
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Rate_pretest - Rate_posttest	-,867	,352	,091	-1,062	-,672	-9,539	14	,000

$$p\text{-value}=0,000 < \alpha=0,05$$

The criterion to decide is:

If the obtained probability p-value $< \alpha$, H_0 is rejected and H_1 is accepted.

If the obtained probability p-value $> \alpha$, H_0 is not rejected, and H_0 is accepted



There is a significant difference in the rate criterion before and after the application of the five sessions treatment. It is concluded that the use of English song activities has significant effects on the learners' rate at Advanced Studies School of Colombian National Police. On average, there was an increment in the rate criterion from 1,20 to 2,07.

Discussion of the Results

As it was demonstrated quantitatively in this chapter, the results show a significant increment in each one of the criteria, i.e. intonation, stress, rhythm, expression, accuracy and rate, which indicates that the use of English karaoke songs indeed contribute to the improvement of the students' oral fluency and pronunciation. These findings show that the combination of songs with a good instructional design which involves karaoke activities can make a difference on students' progress and results concerning speaking skills like pronunciation and fluency in regards of their suprasegmental features.

The importance of this strategy relied on the possibility of creating a relaxing environment where it was sought to generate an ego permeability as Yoshida (2010, p.2) suggests, enable them to let go their fears and resistance to lose their impeccable attitude with a motivating and less formal activity that involved everyone and then, they

could produce more spontaneous and confident speech. In this sense, the learners were not asked to produce appropriately phonemes, but the strategy was focused on suprasegmental features that, according to Hussain and Sajid (2015, p. 2), are essential to establish good communication which facilitates listening comprehension due to a natural spoken language. Therefore, the strategy has a positive effect concerning the importance of teaching and learning suprasegmental features so that the learners start producing fluent utterances with pronunciation features that go beyond the merely phoneme aspects as it was the case with the participant group.

In relation to fluency we accept the general alternative hypothesis, which states that there is a relationship between the acquisition of fluency as the result of the acquisition of language as an unconscious process and the independent form as it arises at the moment in which the acquirer has developed the linguistic competence through his comprehension.

Although the results still present low levels in the different evaluated features, it cannot be disregarded the language level of this group of learners who had not taken English classes previously and were initially placed in A1 level according to the Pearson's placement test and who. Additionally, they were subjected to the strategy only during five sessions, which means that they improve their speaking performance in five weeks. It would lead us to think that the implementation of the strategy could bring better results if the strategy continues being used, bringing a really satisfactory oral performance in a relatively short time.

Also, though Smith and Nelson (1982, cited in Rogerson-Revell, 2011, p. 9) affirm that the pronunciation learning goal may be intelligibility, we consider that Rogerson-Revell's perspective (2011, p. 8) is more suitable in basic levels of language learning according to this research experience. The participants did not reach an actual intelligible performance according to the proposed suprasegmental criteria which would

indicate according to Smith and Nelson that the learning goal was not achieved.

Nevertheless, based on Rogerson-Revell statement and the results of this study, we could think that the pronunciation teaching goal should depend on the learners' needs, in this case, to have any significant improvement (even though it does not reach the intelligibility criterion) in consideration of their beginner level in language learning.

But on the other hand, with regard to the results obtained with the use of Rubrics for evaluating pronunciation and fluency skills. We find that they are related to what is expressed by Richards, Platt, and Weber (1985) that has described fluency as "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (p. 108). This is consistent with what the study finds.

Intonation. The intonation results presented a significant change according to the Student's t-test due to their improvement from 1,73 to 2,60 in the average results of the pretest and posttest. Based on this, it is possible to affirm that the treatment a very positive change between the first and last test in consideration of the difficulty and relativity of this feature. We know that intonation is, according to Roach (2010) an auditory sensation experienced by the hearer. When learners have not been exposed to enough input, it could be difficult for them to get that *auditory sensation* and therefore to incorporate it to their speech so as to convey meanings. Dale and Poms (1987, p. 144) state that it is normal that learners make several mistakes when rising or falling the voice in the correct way.

As teachers, we have had the opportunity to observe that learners tend to be influenced by their mother tongue's pitch when speaking a L2. For that reason, although the participants still have a low intonation level, the analysis shows us that their progress is significant and it must be remarkable in consideration of the previous reflection because as Yoshida (2010, p.2) states, the first language aspect plays an

inevitable role in pronunciation learning and it cannot be disregarded. Additionally, it was one of the criterion that had a highest improvement since their mean difference was 0,87.

Stress. On basis of the average stress results, it was evidenced an improvement from 1,40 to 2,20, which, according to the Student's t-test, disclosed a significant change. Stress is not an easy aspect to teach in learners with low language level, because they do not know yet enough vocabulary nor have been exposed to enough input to identify and use the strong syllable of each word because as Dale and Poms (1987, p. 123), explain, it is very common that learners stress a wrong syllable, stress more than one vowel or unstressed syllables. However, as the results show, this group of students was able to improve in this aspect despite their beginner level in English learning, which is really satisfactory because this skill will help them to be easily understood by speakers with higher levels (Lázló, 2014, p 18).

Rhythm. The Student's t-test also indicates a significant improvement in *rhythm* criterion, taking into account the change from 1,40 to 2,00. Rhythm in English is a very special characteristic as Dale and Poms (1987, p. 122) explain. These authors analyze how learners tend to make rhythm mistakes when they stress every word equally, do not use contractions or pauses between words instead of reducing, changing or omitting it. To learn how to speak English with an appropriate rhythm is necessary to be immersed or receive a good amount of input to adopt unconsciously these language features since English uses specific words linking or separation. That is why the results of the students in this feature are very interesting since songs have musical rhythms that do not correspond to the spoken rhythm of the language; nevertheless, the students did show an improvement which might respond to the anxiety-free environment created after the karaoke that helped them to speak naturally and coming unconsciously to mind all pronunciation input previously received by their teacher and media.

Expression. Although expression was the featured which obtained the lowest improvement since its mean difference is 0,40, the Student's T-test also showed a significant progress according to the pretest and posttest results. As Bathnagar (2010) describes, expression is a characteristic that requires a proficient use and change of the tone and pitch of the voice so as to manage in different discourse situations. It is normal that these beginner learners have obtained the lowest results in this features since even native speakers might find difficult to express correctly in various contexts. In any event, it must be remarked the fact that they obtained a significant progress, constituting another evidence of the efficacy of the applied strategy.

Accuracy. Observing the accuracy T-tests results, it is possible to find a significant change after comparing the increment from 1,60 to 2,40 after the treatment application in the accuracy feature. Errors are totally normal in foreign language speakers, a fortiori in the case of students how are starting to produce speech and considering their special contextual characteristics. A mean difference of 0,80 results quite positive when analyzing that speaking accurately is not common in learners of this level.

Rate. The Student's T-test also produced as result in the rate feature a significant improvement considering the average between the pretest and posttest – from 1,60 to 2,40-. This feature had the highest mean difference along with the intonation one. Anxiety and nervousness cause a lot of rate problems when beginners are tested orally. It is very interesting that these students, despite their attitude obstacles, had gotten that important improvement in this feature because it could show how the strategy actually reduced the stressful situation that speaking were previously for them.

It is also relevant to suggest that the karaoke strategy where every student was exposed to the same engaging and funny activities, could have generated a 'group

affiliation' sense (Kenworthy, 1987, p.8), where they lost their fears and shyness when they saw their partners doing the same, and it could have allowed them to loosen up.

It is worth stating that the significant improvement that the participant group obtain in each one of the six features of pronunciation and oral fluency demonstrates the validity of the proposals by Murphy (2002), Brewer (cited in Farmand and Pourgharib, 2013, p. 840), Chen & Chen (2009), among others about the positive impact of music on the mood and class atmosphere, improving speaking skills that had presented hindrance at the very beginning of the process.

Chapter 7: Conclusions and Implications

Considering the research question of this project and based on the results of the data analysis of the study, it could be concluded by the researchers that the use of English karaoke song activities can have a significant effect on students' pronunciation and oral fluency of major advancement course for the colonel rank at Advanced Studies School of Colombian National Police; since the results showed a significant change from the pre-test to the post-test. These tests showed an increment in the average of each one of the evaluated suprasegmental criteria of pronunciation and oral fluency (intonation, stress, rhythm, expression, accuracy and rate) after the use of English song karaoke activities.

As it was presented at length in Chapter 6, the results are considered significant on the basis of statistical significance concepts. Thus, the statistical analysis and results allow us to affirm that the applied teaching strategy related to English songs karaoke had a positive effect on pronunciation and oral fluency in the participant group in terms of the improvement of the speech results regarding suprasegmental criteria. It can be confirmed, taking into account the results generated by the SPSS program, that the students' intonation criterion had a very significant change since their ratings progress from 1,73 in their pre-test to 2,60 in their post-test. There is a difference of 0,87, which

is a very significant change, statistically speaking; but also, an important improvement in the student performance. These relevant results were found not only on intonation but also in all the aspects evaluated: Stress 1,40 to 2,20, Rhythm 1,40 to 2,00, Expression 1,67 to 2,07, Accuracy 1,60 to 2,40, Rate 1,20 to 2,07. The average of all the results is 0,72, which shows that the treatment was effective in improving each of the suprasegmental aspects evaluated throughout the 5 sessions. It is important to consider that the changes shown can be more relevant taking into account that the treatment was implemented in a short period of time. This finding coincides with the studies by Bansal (1969) who analyzed Indian English and by Hahn (2004) who examined content recall from three formats of an ITA's lecture. These studies serve as evidence of the importance of suprasegmental in communication.

Furthermore, it is important to indicate that the results might have been also influenced by the instructional design of this study and the additional activities that were applied by the teacher in the sessions. Extra activities were also applied in the lessons and they supported or complemented the main song activity and the impact that it had on the students' oral skills.

Additionally, other factors such as class input, autonomous work or the normal language learning process throughout the course might be related to the improved results obtained with the post-test, since teachers' role is very important in the implementations of the treatment. Without a careful implementation and consistent use of tools, this study could not have had the same results; For this reason, it is very important to highlight the good management that teachers should have when implementing this type of strategy if they want to achieve significant results.

Some of the students mentioned after class that songs helped them to feel comfortable and relax during the session, which coincide to what Purcell (1992) said "the benefits of song even resound in the songs themselves. Because by singing hearts are made glad."

This research study leads us to think that the use of a didactic strategy, karaoke activities with English songs, are positive for foreign language learners to improve their speaking due to the positive impact in their motivation and attitude toward the class and participation. The participants had not taken part in a similar activity, considering they were not just EFL beginners, but also because of their formal and solemn work field. This represented a new strategy which generated a pleasant learning environment, allowing them to feel relaxed and less anxious when speaking. That is why then use of songs should be applied by a teacher who has affinity to this type of activities, since according to the results the students tend to be inhibited by grief or bullying of their classmates, reason why they need a teacher who encourages assurance and confidence, providing the appropriate accompaniment and class managing during all sessions.

In consideration of the above, it is possible to ponder this project as a « green light » for students and teachers of the Advanced Studies School of Colombian National Police, as well as other education and language institutions to continue exploring this sort of activities which involves listening to target language songs and karaoke as a possible strategy to improve oral skills with the additional advantage of generating a confidence and relaxing environment even with learners who have high levels of fear of ridicule. Moreover, this research renews the pedagogical perspective of the use of songs and karaoke in foreign language teaching after being considered a stereotypical activity of language teachers and presents it as an effective strategy to work on specific communicative skills like oral ones with the extrinsic motivational contributions previously mentioned.

Chapter 8: Limitations and Further Research

There were two important limitations along the study. During the first session the teacher did not have the necessary and adequate conditions for its development, for instance to carry out the activities was a little bit difficult for students and this situation could probably have had an impact on the students' pre-test ratings.

Other important factor to bearing in mind is that classes were taught just for one of the researchers, because of the strict entrance restrictions of the school. For that reason, the data collection took more time and the difficulties to record or carry out journal fields made impossible to develop a mixed study with qualitative analysis. To use a mixed study could allow the researchers to observe and reflect upon other situation in the classroom.

This research can encourage future researchers to look for more valuable information about how adult students, in an age range from 30 to 40, can learn and improve their oral abilities in a second language acquisition process through the use of English karaoke.

Since this research was developed just with people older than 40 years, it would be also important to carry out similar studies with younger participants, so that the results can be compared. The younger learners should be members of a police or military institution so as to compare the results of learners of the same context, having age as the variable. An additional option would be a comparative study with different age or military rank groups, or merely with an experimental group vs. a control group.

Other similar quantitative researches could be carried out in long period of times in order to establish whether it is really possible to reach a very good level in these speaking features. Also, it could be done a comparison between the progress and variations of the results along all sessions and analyzing the results obtained in each one of them.

Furthermore, a qualitative study of this topic and population would be very valuable as it would provide a wider analysis about the reasons why karaoke activities influence positively the development of oral skills or determine new factors that affect the process whether good or bad. Furthermore, the studies would extent to other communicative (oral or written) skills.

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Annexes

Annex 1. Characterization Survey

This survey has been created by us.

Generalities

1.1. Place of birth: _____

1.2. Gender: Female ☐ Male ☐

1.3. Age: -25 ☐ 25 - 30 ☐ 35 - 45 ☐ 45 - 60 ☐ + 60 ☐

1.4. Military rank: _____

1.5. Studies:

Secondary ☐ Technical degree ☐ Under-graduate degree ☐ Post-graduate degree ☐

2. Language

2.1. Do you speak another language besides Spanish and English?

Yes ☐ No ☐ In case you do, which one? _____

2.2. How long have you been studying English?

Less than a year ☐ 1 - 3 years ☐ More than 3 years ☐

2.3. Have you taken English private classes? Yes ☐ No ☐

2.4. Have you studied English in a language institute? Yes ☐ No ☐

2.5. Which are your main interests in learning English? (You can choose more than one option)

Work ☐

Traveling ☐

Academic / Study reasons ☐

Personal motivations ☐

Other ☐

Which one? _____

2.6. How do feel learning English?

Comfortable

Cheerful

Bored

Confuse

Under pressure

Nervous

2.7. How would you like to learn a new language? Give us an example.

2.8. What skills are your strengths? (You can choose more than one option)

- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing

2.9. What skills are your weaknesses? (You can choose more than one option)

- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing