



Use of songs to enhance speaking skills in preschoolers

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Introduction

In the context of teaching English, there has been a worldwide tendency to start this process with younger students, using a variety of techniques and strategies to achieve this goal. This gives students the opportunity to develop skills that will enable them to communicate in English as a second language and access a wealth of information.

The aim of this research is to investigate the effectiveness of a technique to improve the speaking skills of preschool children enrolled in a bilingual programme with English as a second language. The research aims not only to study the development of this skill in the students, but also to reflect and analyse the teacher's performance and the impact the technique may have on her professional development.

In this context, the school part of this research belongs to the private education system and covers from preschool to high school, starting with students aged two years old. The school is also part of an international group of schools whose focus is on academic excellence, global perspective and character development.

It is important to mention that this particular school has two approaches for teaching English, both starting from three years old. One is the bilingual project, which aims to create an immersive environment around the language, and the other is the traditional programme, where students have more English lessons per week.

In general terms, the school's programme states that English is taught as a second language and that the approach is mainly communicative, with particular emphasis on speaking and writing skills. The aim is for students to be able to communicate at B2 level of the Common European Framework of Reference for Languages (CEFR) in high school.

Regarding the bilingual programme, this is not described in the school's official documents, but it has been observed that the emphasis is not only on language instruction but also on integrating English into all aspects of the curriculum. Therefore, the goal is to make English a natural part of students' daily interactions and school experiences. This approach may foster language proficiency, cultural awareness and communication skills.

However, the school does declare that in preschool years students will be exposed to the language in 90% of the classes, with only the Language and Communication class taught in Spanish. In this context, students have at least three educators: the main teacher who

speaks English and must be a preschool teacher; the co teacher who is usually an English teacher; and a Spanish teacher.

It is also important to mention that an international curriculum is used at the preschool level, the International Early Years Curriculum (IEYC). This document declares to cover all aspects of early childhood education, respecting students' developmental stages and including motivating and entertaining teaching methodologies that foster children's curiosity and wonder.

Additionally, students are assessed at the end of their preschool years with an online Individual Proficiency Test (IPT), which consists of a structured oral interview specifically designed to assess English-speaking students. Regarding the aspects assessed, the test focuses on vocabulary, grammar, comprehension and verbal expression. Therefore, students are expected to answer the questions in English entirely.

However, the school does not suggest a specific approach or methodology for teaching English as a second language or to develop speaking skills. Nevertheless, its practices may align closely with the principles of content-based instruction (CBI) approach, which involves teaching content through a second language, encouraging students to learn it by acquiring information and that usually follows the structure of a language teacher and a content co-teacher. This approach stems from the need to promote communicative competence, which is the ability to use language appropriately for different communicative purposes and with attention to the specific context (Richards, 2015).

More specifically, the characteristics of the school would match the principles of sheltered subject-matter instruction, which refers to a class taught by a content teacher who adjusts his or her teaching to the language-proficiency level of the students. In this way, students are helped to fully understand the contents of a course without changing the content itself (Richards, 2015).

These characteristics are in line with the structure used by the school in the pre-school years and are also in line with their general aim of students reaching level B2 in the CEFR and the importance that is given to the communicative factor, which is assessed during all their school years.

On the other hand, in addition to the school's requirements regarding communicative performance, there is also the factor of the expectations of the families, who want to see the

results of all the years that the students have been in the bilingual programme. So, during the school year, there was a constant curiosity about how the children were doing in English and a desire to hear them speak.

With this in mind, it was noted that students needed to improve their speaking skills as they seemed to struggle more with this aspect and because it is an essential aspect of the bilingual programme, of their families' expectations and of their final assessment before moving on to primary school, where they will also be assessed to Cambridge standards. Therefore, it was decided that the main topic for this research would be the improvement of students' speaking skills.

All these factors had to be taken into account when deciding what kind of technique to use to meet all these demands. In addition, it was the first year that the class teacher was working with the bilingual programme and she lacked some basic knowledge about teaching English as she was a preschool teacher. Therefore, the technique had to be something familiar, easy to implement and highly recommended for pre-school children.

In this context, the technique selected for this research was the use of songs, as they are a familiar and fun activity for young learners. Moreover, these types of techniques allow students to actively participate in class, both by singing and following directions, meeting the characteristics and needs of this particular group of students.

It is important to note that in this research the use of songs will be implemented as a technique and not just as a resource. Therefore, songs will be accompanied by other resources to ensure the improvement of speaking skills and will be the main focus of the reflection carried out by the main teacher.

Moreover, the use of songs as a technique provides an appropriate input for young learners to learn a second language, as it supports the improvement of pronunciation, memorisation, vocabulary, listening and speaking skills. In addition, the use of songs allows students to practice the intonation and stress patterns of the target language and to enjoy the learning process (Almutairi and Shukri, 2016).

On the other hand, while implementing this research it was noted that there is a lack of studies regarding young students learning a second language, since most research is conducted with children from elementary school. Therefore, this gap in literature represented another challenge in this research.

Even more, there is a small amount of evidence on the impact of songs on young learners. This technique is generally accepted as useful, but there is a lack of reflection on how it should be implemented in the classroom and what other uses it might have. In this context, results of this research may contribute to fill the gap in the field and to promote future research.

Finally, it is interesting to note the gap in the literature on the development of speaking skills in preschool children, given the global trend towards teaching English as a second or foreign language to young learners. This gap provides an opportunity to reflect on our own practices and the impact that different techniques may have on students.

Therefore, the present research could help to shed light on these unexplored areas of my practice and provide insights for future innovations, in order to explore and deepen the reflection on second language teaching and the strategies that can be used with students from preschool level.

All things considered; the present research is organized based on the following question and objective:

- Research question: How can I implement songs to enhance speaking skills in preschoolers learning English as a second language?
- Objective: Explore the influence that songs have in the development of preschoolers' speaking skills.

From these statements, four specific objectives were created:

- Identify students speaking skills.
- Examine the influence of songs in the development of speaking skills.
- Analyse students' attitude towards the use of songs.
- Reflect about the influence of songs in the enhance of speaking skills in preschoolers.

Theoretical Framework

Young learners

In the first place, it is necessary to take into account the specific characteristics of students from preschool level, in terms of their cognitive development, their learning characteristics and their motivation to learn a second language.

In this context, it has been stated that around five years old children are highly creative due to their tendency to give an explanation for almost all natural phenomena taking place around them, even though these explanations lack any logic and show no interest in explanations different from their own (Feldman, 2004). This is related to the egocentric thought, which makes it difficult to see “things from more than a point of view at a single moment in time” (Feldman, 2004, p. 206).

In addition to it, Lightfoot (2009) proposes that children in this stage show initiative and are eager to join peers and adults in different activities, such as constructing, planning and making things, seeing themselves as social participants who can actually “contribute to the plans and goals of a group” (p.495).

Regarding their learning process, Richards (2015) states that young learners usually learn through experience, have short concentration spans (hence, they enjoy short activities), are active learners and learn through interaction. However, they lack the ability to be aware of their own learning process and need constant motivation in classroom tasks and activities rather than with long-term goals.

Also, some principles are proposed for teaching a second language to young learners. It is important to mention that the expert addresses the topic considering elementary students, but his ideas still may be applicable for younger students.

As explained by Richards (2015), to teach English to young learners it is necessary to: include physical movement, use tasks, build lessons around linked activities, provide scaffolding, create resources with students, use themes for the lessons, use content children’s are familiar with, include collaboration, create a supportive learning community in the classroom, use enjoyable activities that children can accomplish without frustration, provide feedback, use the language for classroom management and use mother tongue when needed.

In the same line, Moon (2005) states the importance of making activities enjoyable, since if students enjoy an activity, they will be more involved in it, which can increase their motivation and desire to continue learning. Furthermore, students will be exposed to the target language for a more extended period.

Additionally, it is pointed out that young learners learn through doing, with activities such as games, rhymes, drama and action songs. In this manner, young learners can get clues about the meaning of words from the activity that accompanies the language, while at the same time actively learning and participating.

In this context, it is also important to take into consideration young students' motivation, related to their learning process. According to Richards (2015) motivation is the "learner's attitude, desire, interest and willingness to invest effort in learning a second language" (p. 149).

Moon (2005) established that young students' motivation is influenced by their feelings for their teacher, their parents' opinions, the learning atmosphere and the methods used. In this context, young students tend to be more concerned about the way a class is carried out, focusing on the fun, rather than analysing the necessity of learning a second language.

Regarding their motivation and attitudes, some studies have found interesting gender differences in learning English. In this context, a study conducted by Inostroza, Pérez and Tabalí (2024) with Chilean elementary students, found that girls displayed a more positive attitude and motivation than boys, towards learning English as a foreign language.

In fact, studies conducted in different countries arrive at the same conclusion, stating that girls perform better than boys in questionnaires and tests regarding motivation and attitudes in learning a second language, including aspects as intrinsic regulation, reading, interest in foreign countries and enjoyment (Pérez and Tabalí, 2024; Oga-Baldwin and Nakata, 2017).

Moreover, a study conducted in Japan with elementary school students, proved that gender plays an important role in motivation, with boys tending to have lower motivation and engagement in foreign language learning, as well as a tendency towards maladaptive and externally controlled motives (Oga-Baldwin and Nakata, 2017).

Speaking Skills in Young Learners

Just as important as the previous concepts is to provide some basic definitions of young learners' second language acquisition, especially their speaking skills, as this is the main topic of this research.

In this context, Garton and Copland (2019) state that it is a productive skill related to the active use of language to express meaning, whether to express opinions, ideas or needs, or to establish and maintain social relationships. For young learners, spoken language is the medium to encounter, practice, learn and understand the new language.

However, speaking is a very demanding skill for young learners, because it requires finding the appropriate words and grammar to properly communicate their meanings (Cameron, 2001). Besides, students this young lack adequate language to express themselves and, in general, they are not prepared for spontaneous communication (Garton and Copland, 2019).

With this in mind, it is essential to properly implement a course or lesson on speaking skills, especially with young learners. In this regard, Richards (2015) established the need to analyse the genre of discourse, the course's objective and the activities to use.

In this regard, the first decision is the goal of the course, which can be general or specific, depending on the context; then the genre that is going to be used (small talk, conversation, transactions, discussions, presentations, etc.) and the activities to suit them. In terms of activities, a cycle for teaching speaking is recommended which includes: focusing learners' attention on speaking, providing input, carrying out speaking tasks, focusing on language/skills/strategies, repeating speaking tasks and facilitating feedback on learning (Richards, 2015).

Finally, in order to assess speaking, it is stated the necessity to take into account the aspects of speaking that are being assessed, the stage in a course at which it takes place, what language and discourse features are being assessed, what tasks are being used and how learners' performance is being assessed.

Use of Songs to Enhance Speaking Skills

In general terms, songs are a cultural phenomenon present in every culture throughout history, carrying parts of those cultures and individualities. Moreover, songs are easy to remember, as people often recall phrases or complete lyrics with no conscious effort to do so (Tomczak and Lew, 2019; Kumar, Akhter, Yunus and Shamsy, 2022).

Additionally, at an early stage of life, children are more attached to song-like language, even before being capable of using their articulators for speaking. Also, there are musical features in the way parents talk to their children, which plays a significant role in language development (Fernández and Fonseca, 2019)

Regarding the acquisition of a second language, songs are useful because of their accessibility, repetitiveness, memorability and universality, along with engaging students through verbal and non-verbal modes. Along the same lines, this technique allows to enhance students' motivation and improve the integration of the four language skills (Tomczak and Lew, 2019).

Songs also help to create an anxiety free and relaxed classroom atmosphere. In general, music tends to relax, soothe and motivate students while enhancing their self-esteem, making them more attentive and willing to communicate. Besides, songs take away academic pressure and keep students excited about learning (Asmali and Dilbaz, 2020; Kumar, Akhter, Yunus and Shamsy, 2022).

Regarding speaking skills, Lawson-Adams, Dickinson and Donner (2021) also propose that songs are multimodal, meaning that they provide verbal and nonverbal stimuli to children enhancing their understanding and learning of words. Therefore, songs can assist children in learning new vocabulary by “drawing attention to words embedded in the song lyrics, and enhancing memory” (pp. 88). Moreover, Duarte, Tinjacá and Carrero (2012) suggest that the combination of language, music and action allows students to retain more vocabulary.

Another advantage of using songs with young learners is that they facilitate the enhancement of pronunciation and retention of new structures and vocabulary through the use of melody, rhythm and intonation, besides including repetition in a suitable manner. It is important to keep in mind that songs need to be simple, short, with an

easy-to-learn and a known melody, to avoid overloading students with stimuli (Albaladejo, Coyle and de Larios, 2018; Garton and Copland, 2019).

In this manner, some experts have proposed additional resources to support the use of songs. For example, Lawson-Adams, Dickinson y Donner (2021) stated that the use of picture cards to teach new words in a song context have proven to deepen the knowledge of words in children with low vocabulary knowledge. Moreover, their findings indicate that the use of pictures and songs may help students to direct their attention to semantic features and information.

Similar statements can be found on the research led by Castro and Navarro (2014) as they state that it was necessary to include visual or physical referents to enhance the understanding of songs' vocabulary and meaning. These referents support students in the building of meaning webs, which allow them to connect the concepts with their previous knowledge.

Even more, some studies have found out an interesting relation between the use of songs and YouTube videos. These studies stated that activities that include music and videos create a positive atmosphere and increase students' motivation, allowing students to improve their performance in language skills (Toleuzhan, Sarzhanova, Romanenko, Uteubayeva and Karbozova, 2023).

Among the same lines, Kumar, Akhter, Yunus and Shamsy (2022), proposed that students' disinterest may be approached by using songs with a video that shows the meaning of the lyrics. In this manner, students can be encouraged to sing while watching the video simultaneously.

Finally, research conducted by Kaminski (2019) found that the combination of resources, such as videos and songs, allowed students to enjoy the activity more while constructing meaning from what they saw and joining in the speech presented.

Research design

First of all, it is important to establish that the study is based on the principles of action research, understanding this as an “inquiry conducted by educators in their own settings in order to advance their practice and improve their students’ learning” (Efron and Ravid, 2013, pp. 2) Thus, the results from this type of research are not applicable in other settings.

Moreover, Efron and Ravid (2013) state that the goal in this type of inquiry is to improve the practice of the researcher and foster their professional growth, either to deepen their understanding about their students, to solve problems or to develop a new skill. In this manner, the researchers are subjective, involved and engaged with the topic and the context.

In this context, the present action research focuses on a problem observed in teaching practice regarding the development of language skills in a group of preschool children in a bilingual context. Furthermore, it was decided that the main technique for this research would be the use of songs in English.

Taking this into consideration, hereunder it is presented a table with the question for this action research project, next to the objective, specific objective and the instruments to monitor the progress:

Action research question

Research Question	General Objective	Specific Objectives	Instruments
How can I implement songs to enhance speaking skills in preschoolers learning English as a second language?	Explore the influence that songs have in the development of preschoolers' speaking skills.	Identify students speaking skills Examine the influence of songs in the development of speaking skills	Checklist based on Cambridge “Handbook for teachers” (2021) indicators Rubric based in Cambridge “Handbook for teachers” (2021) indicators

		Analyse students' attitude towards the use of songs	Focus group
		Reflect about the influence of songs in the enhance of speaking skills in preschoolers	Reflective journal

Finally, this study can be defined as mixed as it uses both qualitative and quantitative research methods. In this context, quantitative and qualitative techniques complement each other and allow different aspects of the research question to be explored, focusing on finding solutions to the proposed problem. Moreover, this study can be classified as integrated research, since both methods have equal weight and are used simultaneously (Efron and Ravid, 2013).

Description of participants

In order to provide a better understanding of this project, the characteristics of the students are going to be detailed.

In first place, the students were selected because the researcher is their headteacher and, therefore, it was the only class available for the study. This is a bilingual kindergarten, integrated by 30 students, with seventeen boys and thirteen girls aged 5 to 6 years old. Most of them have been together in the bilingual programme since nursery school; therefore, they are familiar with the English language and are highly proficient at understanding it.

However, it has been observed that they do not perform as well in speaking, using mostly ready-made phrases to express themselves and survival vocabulary. In this context, students are capable of listening and following instructions given entirely in English, without the need of extra support or translation. Besides, they can understand stories and tales presented in this second language, being capable of answering simple questions about them. However, they struggle to answer in English and mostly use one word to do so. Besides, some of them constantly need to be reminded of the ready-made phrases they have learned so far.

Taking this into consideration, it was decided that the main topic of this action research is about the enhancement of speaking skills, as students seem to struggle more with this aspect and it is expected from them to be able to communicate in English, as they are also going to be tested at the end of the year and next year in primary school.

In concordance with above, the technique selected is the use of songs to improve speaking skills. This technique was chosen as it allows to introduce movement and enhance active participation from the students, taking into consideration that they also show great interest in physical activities.

It is important to mention that in this class there is one student with autism spectrum disorder (ASD), which subtly modified the implementation of this research. In this context, the student was notoriously upset when songs were presented without a video, therefore the song selected for this research was presented along with the video - to secure his well-being.

This decision is also supported by the fact mentioned earlier that the students have a preference for physical activities. This way they could listen to the song and follow the suggested movements, which also helped them to stay focused and interested in the activity.

Data collection methods and procedures

Data sources and sampling

In order to support the statements from the previous section, students were assessed regarding their English listening and speaking skills by using a checklist based on Cambridge “Handbook for teachers” (2021) indicators (Appendix A). In this context, the results of this assessment verified that students are proficient in activities related to listening and understanding spoken language, but still have not developed the same level of proficiency in speaking, presenting more difficulties in tasks like describing and naming objects.

On the other hand, students were also assessed in their learning styles in order to determine if the technique selected was appropriated for them. The test applied was based on the VAK model, which proposes that there are three main systems to mentally represent information: visual, auditory and kinesthetic (Puello, Fernández and Cabarcas, 2014).

The test used was an adaptation found online, as it suited better the characteristics of the students since it presented the information through pictures and had only eight questions, attending to their short concentration spans.

Regarding the results, it was immediately clear that students have a preference for kinesthetic activities. Therefore, the technique selected for this research is useful as it allows children to move and actively participate in the activities. Hence, the resources selected also needed to be coherent with this characteristic.

It is important to mention that both of these instruments were applied before the implementation of the activities related to this project, so the interventions were contextualized and coherent with the characteristics of this group. Thus, the data collected in this part of the research was used to support the general assumptions of this study and to plan the sessions appropriately.

In order to examine the influence of songs in the enhancement of speaking skills, it was decided to use a rubric based in Cambridge “Handbook for teachers” (2021) indicators (Appendix B), which assess vocabulary, pronunciation and interaction. This instrument was applied by observation during the first two sessions of the implementation and in the last one, in order to observe students’ progress.

On the other hand, it was also important to analyse the students' attitudes regarding the use of songs. As they are very young learners, it was decided to do a focus group (Appendix C) with only fifteen students, creating questions that were suitable for their age and understanding. The data from this instrument was collected by audio recording the session and questions were organized in three categories: attitudes, use of songs and enhancement of speaking skills.

Finally, as this research is based on the principles of action research, it was necessary to keep a register of all relevant events that took place during the implementation, in order to make the proper adjustments and to reflect about the students' progress, the effectiveness of the technique selected and the pedagogical practice in general. For this purpose, it was decided to use a reflective journal with eight questions created by the researcher (Appendix D) completed weekly.

Data collection validation

To ensure theoretical validity, the focus group and the reflective journal were subjected to expert appraisal, so all questions were validated before applying them. All the experts consulted to validate the questions were university professors with Masters or PhD degrees working in areas such as the didactics of teaching English and research. For the focus group, one teacher validated the instrument, while for the reflective journal, two teachers provided feedback.

In order to request for their validation, a formal letter was sent with the draft questions for each instrument. The procedure proposed was to choose an option, whether to eliminate the question, to keep it with modifications or to keep it without modifications. Besides, they were given the option to write comments in order to guide the necessary adjustments. With their guidelines, the instruments were modified and later used during the intervention.

Regarding the checklist and the rubric, it was not necessary to validate them, as they were based on an already standardized document, which is Cambridge "Handbook for teachers" (2021). It was decided that students would be assessed with these indicators, rather than the whole format for the speaking test.

Data collection timeline

In this context, the data collected before and during the implementation of this research was used to plan the activities and select the resources, adding some modifications in order to attend students' necessities and interests. After a careful consideration of these aspects, it is presented the planification of the intervention and its timeline:

Sessions and timeline

Sessions n° / Date	Session Objective	Procedure
Session 0 May 2 nd	To assess students' learning styles.	Pre: Explanation of the test While: Application of the test Post: Analyse the results
Session 1 May 10 th	To present the song to learn, related to the contents of the new unit (Blast Off!)	Pre: Comment they are going to learn a song While: Play the song 3 times: -First: listen and try to recognize familiar words. -Second: listen and watch the video of the song. - Third (optional) sing along. Post: Answer questions about planets
Session 2 May 15 th	To review some key vocabulary To practice the unit song (Use of rubric)	Pre: Comment and orally review new vocabulary While: listen and sing the song twice. Repetition of planets' names. Post: Small trivia with visual aids (PPT)
Session 3 May 16 th	To review some key vocabulary To practice the unit song (Use of rubric)	Pre: Review of vocabulary. While: Students sing

		<p>together and then in small groups.</p> <p>Post: Trivia about the name of the planets. Use of wordwall.</p>
<p>Session 4 May 22th</p>	<p>To review some key vocabulary</p> <p>To practice the unit song</p>	<p>Pre: Name key vocabulary with no visual support.</p> <p>While: students practice the song together and are encouraged to follow the movements proposed.</p> <p>Post: Small trivia about the name and characteristics of the planets.</p>
<p>Session 5 May 25th</p>	<p>To review some key vocabulary</p> <p>To practice the unit song</p>	<p>Pre: Comment about the topic and vocabulary of the unit.</p> <p>While: New song is presented.</p> <p>Post: Small trivia about the name of the planets with visual aids from the new video.</p>
<p>Session 6 May 26th</p>	<p>To review some key vocabulary</p> <p>To practice the unit song</p>	<p>Previous activity is implemented again, as they are learning a new song with new visuals.</p>
<p>Session 7 May 29th</p>	<p>To review some key vocabulary</p> <p>To practice the unit song</p>	<p>Pre: Students remember the planets by using the sentence starter I am...</p> <p>While: Students practice the song twice:</p> <ol style="list-style-type: none"> 1. Listen and sing. 2. Video is paused and students are asked to repeat the

		<p>characteristics of each planet.</p> <p>Post: Small trivia about the characteristics of the planets.</p>
<p>Session 8</p> <p>May 30th</p>	<p>To review some key vocabulary</p> <p>To practice the unit song</p> <p>(Use of rubric)</p>	<p>Previous activity is implemented again, in order to practice before the recording.</p> <p>A new trivia is presented.</p>
<p>Session 9</p> <p>May 31th</p>	<p>To review some key vocabulary</p> <p>To practice the unit song</p> <p>(Use of rubric)</p>	<p>Pre: Review vocabulary with cards (wordwall)</p> <p>While: Students practice the song twice.</p> <p>Post: Students see pictures of the planets and are encouraged to say their characteristics</p>
<p>Session 10</p> <p>June 9th</p>	<p>To carry out the focus group</p>	<p>Students' video singing the song is shown and then are asked the questions from the focus group.</p>

Ethical considerations

Regarding ethical considerations, this research was presented for approval to the headmistress of the early years' education area and the principal of the school. The procedure was similar to the one used for the validation of the assessment instruments, as a letter was sent to both of them detailing the main aspects of the research (Appendix E). The implementation only took place after their approval was received.

Also, a consent letter was sent to students' families (Appendix F), in order to inform them about the research and its implications. It was clearly stated that students were not under any risk at participating in the research and, on the contrary, they would benefit by improving their English skills.

To obtain the consent from the families, the letter was sent by email as it is the official means of communication within the school context. The format of the letter was changed to a digital format to simplify the process of responding and collecting information.

Limitations

Finally, it is important to acknowledge some limitations inherent in this research given its design and methodology. First, the timeframe for the implementation of this study was rather short, with only ten sessions in a one-month period, which may limit the understanding of the long-term effects of the technique.

On the other hand, it is necessary to recognize that the sample size of this study is small, which may limit the generalizability of the findings to a broader population. Besides, the characteristics of the school are not the general reality of Chilean educational system, especially regarding the English teaching aspect. Therefore, the methodology and results of this study may not be applicable in a different context within the same region.

Finally, it is interesting to note that although the use of songs to teach English has been widely accepted and promoted, there is not much research in the context of early years education. Therefore, it was difficult to find evidence to support the theoretical framework of this research.

Results

This section presents the findings after the implementation of this action research, which aims to answer the question: How can I implement songs to enhance speaking skills in preschoolers learning English as a second language? The results are presented in accordance with the specific objectives of this research.

Identify students' speaking skills

In order to assess students' speaking skills, a checklist was adapted based on the indicators from Cambridge "Handbook for teachers" (2021), which took into consideration speaking and listening skills. This instrument was used before the implementation, so as to verify students' necessity in this regard. To analyse the instrument, Microsoft Excel was used and the results are presented below.

Table 1

To identify students' speaking skills (information about listening)

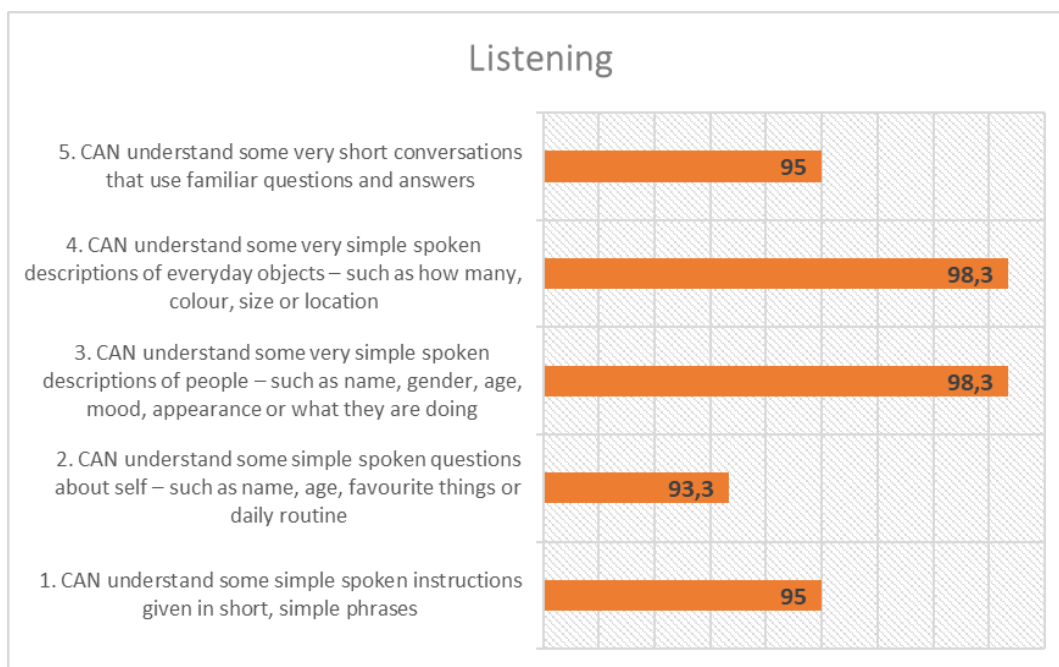
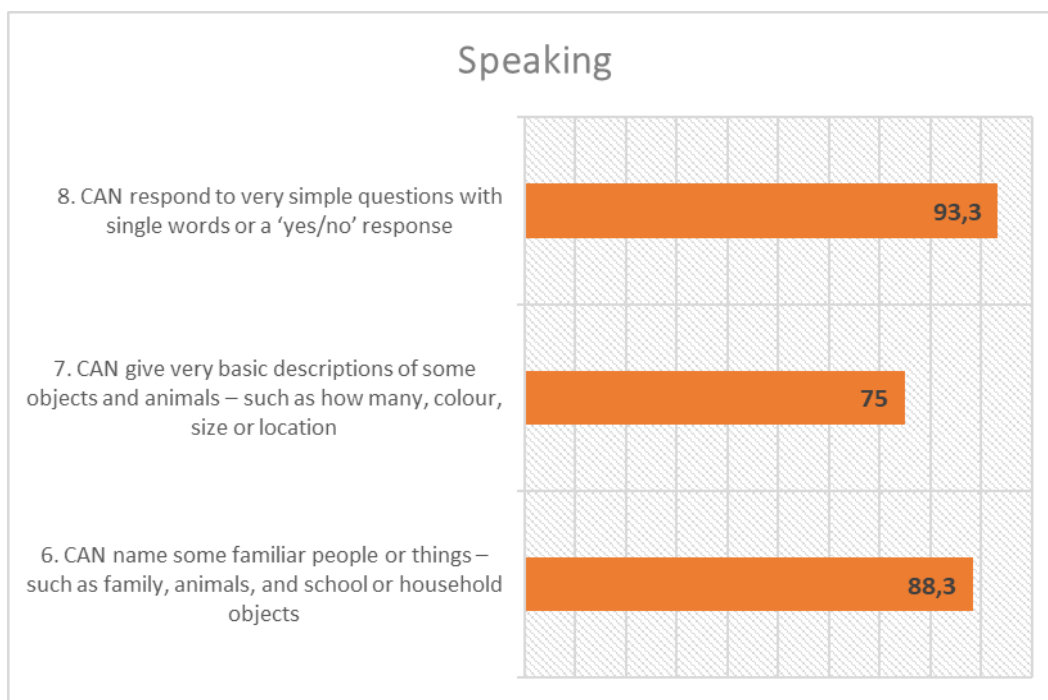


Table 2

To identify students' speaking skills (information about speaking)



The first table shows the students' performance regarding their listening skills. In all areas assessed students proved to be highly efficient, with results over the 90%, supporting the statements presented by the teacher at the beginning of the research. The indicators included the understanding of: spoken instructions, questions about self (name, age, mood, gender), description of people and everyday objects and short conversations.

On the other hand, the table for speaking skills shows a lower percentage of achievement. The highest score is related to answering simple questions with single words or yes and no (93,3%), which, as mentioned before, was a problem because students are part of the bilingual programme and were going to be tested orally at the end of the year.

The other two indicators are related to naming familiar people or things, with a score of 88,3%; and giving simple descriptions of objects or animals, with a score of 75%. Even though these are positive results, they are still lower than the previous indicator and show the students' necessity to improve in this area as the indicators are broader and present more difficulty.

Examine the Influence of Songs in the Development of Speaking Skills

As it was mentioned before, a rubric from Cambridge was used to examine how songs impact on the development of speaking skills in preschoolers. In this context, the rubric assessed various dimensions of language such as vocabulary, pronunciation and interaction, with three levels of performance ranked from 1 to 3. The aim was to observe improvements in this area based on the use of the technique.

Taking this into consideration, the instrument was used at the beginning and end of the implementation, to observe students' progress, and later analysed using an online measuring device. The results of this application are presented below.

Table 3

Speaking assessment: session two and three

	Minimum	Maximum	Mean	Standard deviation
Vocabulary	1	3	1.18518519	0.395847391
Pronunciation	1	3	2.25925926	0.594370552
Interaction	1	3	1.44444444	0.751067616

Table 4

Speaking assessment: final session

	Minimum	Maximum	Mean	Standard deviation
Vocabulary	1	3	2.2962963	0.724027986
Pronunciation	1	3	2.51851852	0.64273277
Interaction	1	3	2.33333333	0.67936622

In the Table 3 it is observe that the mean for the vocabulary indicator is 1,1 with a standard deviation of 0,39; meanwhile pronunciation shows a mean of 2,2 with a standard deviation of 0,59 and the interaction indicator holds a mean of 1,4 with a standard deviation of 0,75. In the Table 4 the changes after the implementation can be observed, as vocabulary presents a mean of 2,29 and a standard deviation of 0,72;

pronunciation shows a mean of 2,5 with a standard deviation of 0,64 and finally, interaction presents a mean of 2,3 and a standard deviation of 0,67.

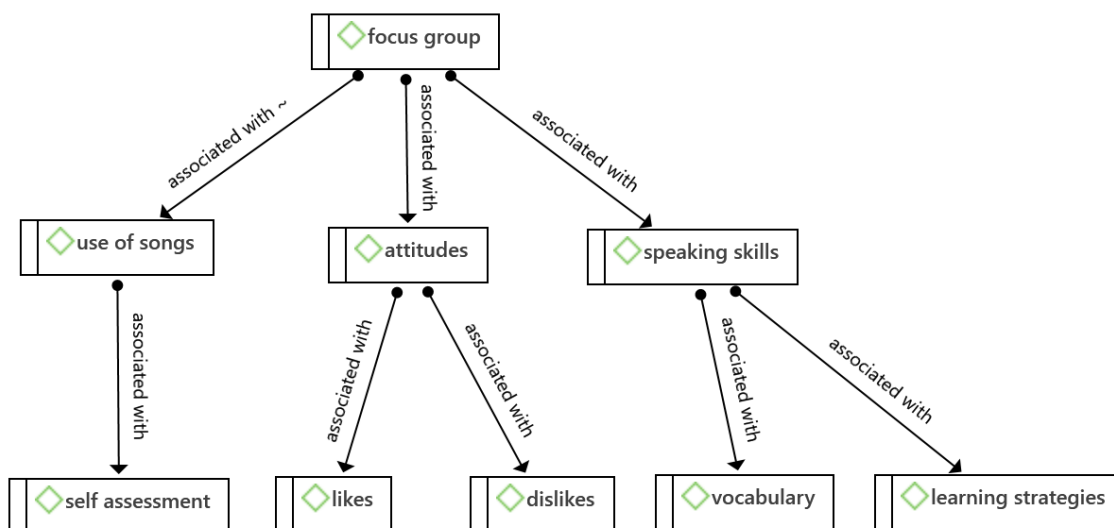
From these results, it can be observed that vocabulary presents the greatest gain, as students were capable of recognizing and naming all of the planets at the end of the implementation. On the other hand, the results for pronunciation show less variation from the first to the last session, increasing from a mean of 2.2 to 2.5, which may be explained by the fact that most of the students have been part of the bilingual programme since nursery school and have been explicitly taught about the sounds of English through phonics' classes.

Regarding the interaction component, it was included in the pre and post activities of each session. In this way, students were invited to answer questions about the contents of the songs through small trivias. It is relevant to note that the rubric contains descriptors as “support may be required” or “although there may be hesitation”, as it aims to assess young students. Considering this, an important group of students reached the highest level, even if they struggled with some questions.

Even though the interaction indicators varied from a mean of 1.4 to 2.3, it is important to notice that even in the last sessions students showed a tendency to answer with one word only and had difficulties to answer about the characteristics of the planets by using complete sentences. Therefore, there were clear gains in interaction, but they did not differ from what was observed before the implementation.

Analyze Students' Attitude Towards the Use of Songs

In this section, the contents of the focus group are analysed, in order to know the students' attitude towards the use of songs. This analysis followed a process of axial and open coding. This type of coding makes it possible to transform the data collected into general categories, so that connections can then be made between them. In this manner, the coding allows the understanding of the central phenomenon of the data (Bisquerra, 2014). To support the coding process, the ATLAS.ti software was used. Based on this software, a conceptual network of the main aspects identified in the analysis is presented below.

Figure 1*Focus group conceptual network*

Before analysing the results from this figure, it is important to mention that students' opinions are paraphrased or translated as they were made in Spanish. This decision was made because it is their mother tongue and allows them to communicate their ideas in a more suitable way.

Taking this into consideration, the first component to analyse is *Use of songs*. In this context it was found that songs create a joyful atmosphere for students to learn a second language, as most of them pointed out that they enjoyed learning through this technique. However, as the focus of the research was on the use of songs solely, they were not asked about the use of the other resources, therefore it is not possible to determine if they enjoy only the songs or the combination of resources.

Regarding this category, students were also asked to assess their performance, whether it was difficult or easy to learn the song. At first, they all answered it was easy, but when asked a second time some students raised their hands to point out it was difficult for them and one of the students stated that it was “a bit difficult” (S3). It was necessary that one of them stated they struggled with the song, for the rest to be encouraged to answer again. Nevertheless, most of them stated that learning the song was easy.

Regarding their *Attitudes*, the questions proposed for the focus group aimed to understand the reasoning behind students' preferences and feelings in relation to the use

of songs. However, students did not provide many hints in order to understand why they had certain likes or dislikes.

Even so, during the implementation it was observed that boys were not willing to participate with the first song presented as it displayed only girls in the video, whereas girls participated with both songs equally. Moreover, students were asked about this change and only girls affirmed they liked the first song better, while boys only preferred the second song. In this context, one of the boys explicitly commented that “the song with the planets was easier” (S6), referring to the second song.

The last aspect included in the focus group is the development of *Speaking Skills*. It is relevant to mention that students needed support to come up with ideas or to understand the questions. Nevertheless, it is interesting to mention some of the ideas they came up with to learn English, such as: repeating, talking to their classmates (turn and talk strategy), playing, reading and through apps.

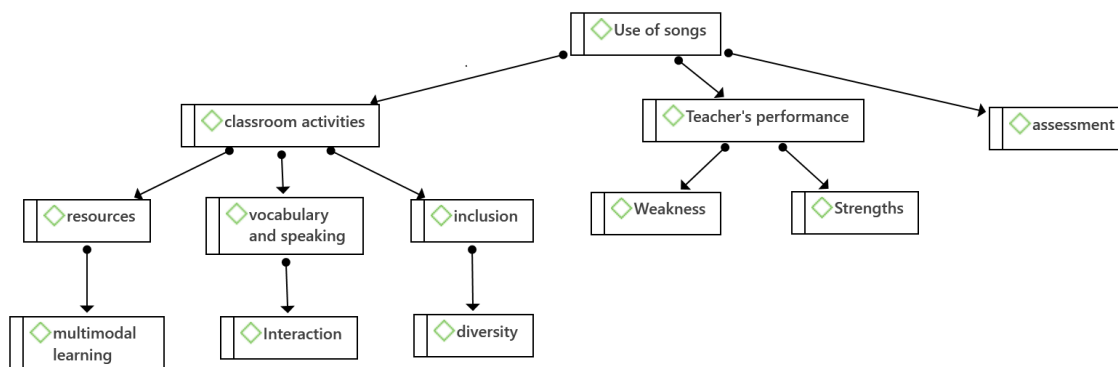
On the other hand, students were enthusiastic to participate when they were asked if they remembered the vocabulary from the song and mentioned an important amount of the words reviewed. Furthermore, when they were exposed to the song again, they were capable of remembering it all. In this context, this finding can be connected to the analysis of the rubric, as it supports the idea that vocabulary is the aspect with greater gains in terms of the use of songs.

Reflect About the Influence of Songs in the Enhance of Speaking Skills in Preschoolers

The last instrument to analyse is the reflective journal used by the teacher and the analysis plan is the same proposed for the focus group. Therefore, below it is presented a conceptual map with the most relevant aspects of the reflective journal, created using the ATLAS.ti software.

Figure 2

Reflective journal conceptual network



After analyzing the instrument with the software, three main categories emerge. One related to the *Classroom activities* used during the implementation, which include the development of the target skill; *Teacher's Performance* and the decisions made during the process; and *Assessment*.

Regarding *Classroom Activities*, it was necessary to consider the diversity within the classroom to present the technique, whereby students showed a clear preference for kinesthetic activities. Therefore, it was decided that “the song is presented with a video that allows movement and visual support. Besides, there is one student with ASD (autism spectrum disorder) that needs to see the video and not only listen to the songs, so this strategy allows him to participate” (entry 1).

However, in the first entries it was noticed that the song and video selected was not suitable for the group of students as “it seems to be a bit tricky for them and for some prejudices that they feel as only girls are shown on the video” (entry 1). In this context, it was necessary to analyse the possibility of changing the song.

This aspect can also be analysed from the *Teacher's Performance* and possible *Weaknesses* of the implementation. Therefore, as sessions went on, it was decided to introduce a new song within the same topic. The teacher commented that “as the song was changed, students seemed more willing to participate in the singing. Besides, their pronunciation of tricky words has improved as well, such as Earth and Uranus” (entry 3).

Even though the song was changed, it was decided to keep the strategy of using videos as “students would have more than one input in order to include more than one learning style and to avoid so much change, considering that some students have issues with sudden changes” (entry 3). In this manner, both *Diversity* and *Strengths* of the implementation were taken into consideration to make this change.

On the other hand, related to the *Resources* category, the use of video to present the song was considered a positive aspect by the teacher, who established that it allowed the students to “remember more about the contents” (entry 3). Additionally, as this research aimed to enhance the development of speaking skills in English, students were encouraged to interact through questions presented in small trivias in the format of games during the sessions. Even though these trivias were not the main focus of the implementation, they proved to be a key component in achieving the main objective and also became part of the *Strengths* during the implementation.

In this regard, the entries of the journal point out that “students seem especially motivated to participate when the pre and post activity is a trivia with score, whether it is on Wordwall platform or PPT (Microsoft PowerPoint) format” (entry 3). In this manner, *multimodal learning* is approached, as students were exposed to more than one means to develop their speaking skills, which allowed them to keep motivated.

Another important category to analyse is the *Assessment*. Regarding this didactic dimension, it is important to remember that a rubric from Cambridge was used, as it suited the age of the students and the purposes of this research. In this context, the teacher established that “as the instrument (rubric) was created to assess young students, it fits their characteristics and it has been easy to use. It sets realistic outcomes for students; therefore, everyone has been able to show progress” (entry 4).

Therefore, the rubric supported the process of enhancing students’ speaking skills, providing key information since the beginning of the implementation, which also allowed the researcher to focus on certain aspects that needed more attention. At the end of the process, the instrument also allowed the researcher to verify the conclusions from the reflective journal.

Discussion

In this section the outcomes of the implementation are analysed, connecting them with the existing literature regarding the phenomenon under study. Besides, some ideas for future research are proposed and implications for professional practice are suggested.

Taking this into consideration, it is important to keep in mind that the research question of this study is: how can I implement songs to enhance speaking skills in preschoolers learning English as a second language? as it leads the analysis process of the results and guides the conclusions.

In general terms, after the analysis of the results some main findings came to light, such as the advantages of using songs to teach vocabulary and pronunciation to young learners; the benefits of this technique to create a enjoyable environment for this age group; the positive impact of using more than one mean to present the information and the necessity to adjust the resources to the characteristics of the group of students.

Moreover, this research may provide hints about the process of acquiring a second language in young learners, highlighting the differences in the development of the skills involved in this process and some issues related to gender differences. Hence, these findings may contribute to a better understanding of the learning process in preschoolers and be a starting point for future research.

Taking this into consideration, the findings of this research are presented below, in correspondence with the specific objectives.

Identification of students' speaking skills

As it has been established before, this objective aimed to explore students' necessity regarding the development of speaking skills, especially taking into consideration the context of the school and the requirements of the bilingual programme.

In this regard, results showed that students performed well in all areas assessed and it was confirmed that they were more proficient in listening rather than speaking, validating their necessity in this matter. Moreover, the checklist allowed to verify that students answered with mostly yes or no, or using one word only, which was considered an issue given the bilingual context.

These results also created a necessity for the teacher to find the proper technique to support students in this process, in order to prepare them for their final assessments in a way that was suitable for them. Therefore, after careful consideration it was decided that songs were the most suitable technique for this group of students.

This decision was also based on the ideas of Moon (2005) about the necessity to present enjoyable activities to young learners, in order for them to be more motivated and, therefore, exposed to the target language for a longer period of time. Moreover, songs give students the opportunity to actively learn and participate, which was considered a key element to develop their speaking skills.

The efficacy of this technique is further analysed in this section, but it may be possible to hypothesize that students' level of performance in speaking skills is appropriate for young learners, as the descriptors from the checklist did not stipulate the use of complete sentences or a more elaborated discourse. However, this issue is approached in the next section.

Influence of Songs in the Development of Speaking Skills

Regarding the use of songs to enhance speaking skills in preschoolers, the results from this research confirm the initial statements about the benefits of using this type of technique with young learners. It was noted that the two of the areas assessed (vocabulary and interaction), had significant gains, while the pronunciation dimension presented positive results at the beginning and ending of the implementation.

These results match those observed in earlier studies, which proposed that songs are a valuable resource to teach a second language, specially to present new vocabulary and to improve pronunciation (Albaladejo, Coyle and de Larios, 2018; Lawson-Adams, Dickinson, and Donner, 2022). However, the interaction component is not mentioned in previous research, therefore this study may contribute in this aspect to the understanding of how young learners develop speaking skills in a second language.

In this context, the results from this research demonstrated that the interaction component benefits differently from expected, as the aim of this study was for students to speak using complete sentences or using more than one word to express themselves, which was not observed during the implementation. Therefore, most of the students were capable of answering all the questions proposed with the target vocabulary, but

they were not equally proficient in using the rest of words and structures presented in the songs.

These findings can be connected with the ideas proposed by Cameron (2001) about young learners facing more difficulties with speaking skills, since it is more demanding as it requires finding the appropriate grammar to communicate. In this context, students achieved a significant level of success, but continued to express themselves using one word.

These results may indicate that students from this age and younger are more proficient in understanding the language over producing full sentences or utterances. Moreover, it can be concluded that the use of one word to answer questions or to express themselves is the highest level of performance they can achieve at this age and with this type of technique.

In conclusion, the results are consistent about the positive impact of songs on vocabulary and pronunciation, while also highlighting the challenges regarding the interaction component. These findings provide valuable information for educators and researchers, as they set inquiries for future studies and suggest some strategies for pedagogical practice.

Analysis of Students' Attitude Towards the Use of Songs

Regarding this objective, it was confirmed that songs create a joyful atmosphere as most of the students stated that they enjoyed learning through this technique and were enthusiastic to participate one last time singing and reviewing the vocabulary. Therefore, the ideas of Tomczack and Lew (2019) regarding songs being useful to engage students into learning and enhance their motivation are confirmed and extrapolated to young learners.

Moreover, students stated their willingness to learn a new song for the next unit, even though they did not know the topic for it. This dynamic is in line with what was stated by Moon (2005) regarding young learners focusing more on the methods used and the learning atmosphere, over the necessity of learning a second language. Therefore, it is recommended to carefully select the techniques and resources while working with preschoolers as it was observed that it directly affects students' response and learning.

On the other hand, there is an interesting factor to analyse considering students' preferences. As it was stated before, the song and video used for the implementation was changed due to boys' negative feelings towards it, which ultimately caused that they did not participate in the singing. What is more, in early sessions boys stated that they did not like the video as it showed only girls and in the focus group one student mentioned that "the song with the planets was easier" (S6), referring to the second one.

On the contrary, girls mentioned that they liked the first song better, but still participated with the second song and video, showing a more positive attitude towards the technique. Related to this issue, previous researches have come to similar findings, concluding that girls are more motivated towards learning a second language, displaying more enjoyment and interest than boys (Pérez and Tabalí, 2024; Oga-Baldwin and Nakata, 2017).

Consequently, it may be concluded that girls have a better attitude towards learning a second language, being more flexible about their preferences and easily enjoying the activities presented, whereas boys have a tendency to be less adaptable and more rigid regarding their likes and dislikes.

Another aspect to analyse is students' self-assessment regarding the use of songs. In this context, they did not provide meaningful answers nor deepen their explanations, with only some students mentioning that learning the song was "a bit difficult" (S3). Even though this may be a disadvantage for the research, their answers are in line with the ideas of Richards (2001), which state that young learners are not aware of their own learning process. Therefore, it was natural for them to struggle with answering the proposed questions.

Notwithstanding the above, the strategy selected to gather the information may not be the best for young students, as they did not deepen their explanations about how they felt or what they liked about the activities, answering mostly with yes or no.

Therefore, it is suggested for future research to ask attitudinal questions in a more personalized way, in order to have more time to adapt the questions to the characteristics of the students. In addition, it may be more appropriate to use individual interviews rather than large group activities.

In conclusion, the attitudinal aspect represents a limitation of this study as it did not provide enough information about students' perceptions and ultimately limited the understanding of the phenomenon as a whole. This limitation joins the ones related to the short timeframe for the implementation and the sample size, which difficult the generalization of the findings, as it was explained in the methodology section.

Reflection About the Influence of Songs in the Enhance of Speaking Skills in Preschoolers

In relation to the reflective process carried out during the implementation of this study, it is important to mention that the nature of the action research methodology was pivotal to make decisions and changes along the way, allowing planning to be adapted to the context in order to make the most of the circumstances.

One of the most interesting factors that arose from the reflection and that had a meaningful impact on the outcomes of this research, was the combination of resources during the implementation, in this case song and video. This decision was based on the necessity to match students' characteristics, principally considering learners with special educational needs.

In this context, it was found out that the combination of resources allowed students to retain more information and increased their motivation. The teacher mentioned that with this strategy students "remember more about the contents" (entry 3), besides it allowed to "have more than one input in order to include more than one learning style" (entry 3). These findings are similar to the ones from Castro and Navarro (2014) regarding the necessity to include visual or physical referents to enhance the understanding of songs' vocabulary and meaning.

Moreover, previous studies have proposed that the combination of songs and videos allow to create a positive atmosphere, to enhance students' motivation, to approach disinterest and, in general terms, to make activities more enjoyable (Toleuzhan, Sarzhanova, Romanenko, Uteubayeva and Karbozova, 2023; Kumar, Akhter, Yunus and Shamsy, 2022); Kaminski, 2019). These statements are confirmed after the implementation, allowing to conclude that this combination of resources is also suitable for young learners.

Besides, it may be concluded that this combination of resources was crucial in the enhancement of speaking skills, which is relevant for the practical applications that these findings may have in the preschool context. Even more, these results may promote a better understanding of the learning process of young children and the necessity of multiple means to engage students and encourage them to speak in a second language.

Still, there is little investigation about the combination of songs and videos to support the process of learning English as a second language in the preschool context. Therefore, it may be a gap in knowledge that future researchers can address, next to determine which strategy has a more significant impact in the learning process of young learners.

On the other hand, it is important to remember that the song and video were changed during the implementation, which turned out to be a fundamental decision as it allowed students to actively participate and meet the objectives of the research. The reasons for the change were students' preferences and willingness to participate, besides the teacher's reflection about the song since it "seems to be a bit tricky for them" (entry 1) as it has a fast pace.

These findings provide evidence that not every song or resource is suitable for teaching English to young learners, even when they are labelled as children's material, as it depends on the context and the group of students. Moreover, it reinforces the necessity to use simple songs with children, as it was stated by Albaladejo, Coyle and de Larios (2018), about songs needed to be simple, short, with an easy-to-learn and a known melody.

Therefore, the importance of selecting the appropriate resources is reaffirmed, as it may prevent or encourage children to participate in the activities. These conclusions have implications for educational practice as it seems to be necessary to try different songs, or resources, in order to provide an appropriate input to the students.

Conclusions

In order to present the conclusions from this action research, it is necessary to remember the main objective and research question that guided the process. In this regard, the objective was to explore the influence that songs have in the development of preschoolers' speaking skills; while the question was how can I implement songs to enhance speaking skills in preschoolers learning English as a second language?

It is important to note that prior to the implementation, songs were only used as part of the daily routine, for example to say hello, without deepening the vocabulary presented or actively practicing the pronunciation or structures in them. Therefore, although the students were familiar with the songs, they were not using them to their full potential.

Regarding the outcomes of this research, after the implementation the benefits of using songs with young learners were confirmed, concluding that they create a joyful atmosphere, decreasing pressure from students and making them feel comfortable while learning the language, which allowed to reinforce vocabulary and pronunciation.

Along these benefits, some challenges came to light, regarding the interaction component and some gender differences, related to how boys and girls respond to musical activities. It may be interesting to explore this last topic in future studies, in order to deepen the understanding of these gender differences and how they can help to improve or create new teaching strategies.

Another important aspect to highlight is the use of multiple means to present information to young learners. In this specific research, video and song were used, which allowed to have auditory and visual input at the same time, enhancing students' performance regarding vocabulary, pronunciation and memory. In the same line, the importance of selecting the right resources or materials was stressed, as it may or may not encourage students' participation.

From these ideas, it may be concluded the importance of incorporating multimodal resources to enhance the process of learning a second language. Some other strategies that could be explored are picture books, puppets and interactive digital tools, as they combine visual, auditory and tactile elements, which help to maintain interest and support different learning styles.

Regarding the development of speaking skills, it was concluded that the use of one word to communicate may be the highest level of performance for students this age and with this type of technique, as they showed great improvement in most of the areas assessed, but not at the level that was expected by the bilingual programme.

In this context, the proposed activities moved from the word level to the sentence level, gradually increasing the complexity of the questions used to encourage students to respond using the structures presented in the song. Students proved to be quick at memorizing the target vocabulary at word level, but struggled when asked to respond using complete sentences.

Taking this into consideration, it may be possible that young learners need more explicit prompts to progress to the sentence level, which could be explored in a future implementation. It may be suggested to design activities like “finish sentences”, games or interactive storytelling that can encourage young learners to use full sentences.

Nevertheless, it is interesting to notice that at the beginning of the research students proved to be highly proficient in listening tasks, showing understanding of an important part of spoken language. This may prove that the level of exposure they have to the target language is appropriate and reaffirms the idea that young learners face more difficulties with speaking skills. Therefore, it is essential to keep the level of exposure to the language, in order to provide enough input for students to naturally develop speaking skills.

In terms of the reflection process, it was relevant because it allowed important issues to be identified during implementation and necessary changes to be introduced in order to achieve the aims of this study, also highlighting the importance of adjusting assessment methods to evaluate children's progress. In this regard, this reflective process was crucial to make the appropriate decisions, such as the change of song and video and the use of multiple resources.

After the study was conducted, another important reflection emerged related to the way young students are being taught a second language and how they are being assessed in this regard. As it was mentioned before, students from this research were going to be assessed at the end of the year with a placement test and that is why they needed to improve their speaking skills.

In this context, it is necessary to reflect about these assessment processes as they may be too demanding for young children, taking into consideration the limitations they face regarding productive skills. It is then recommended to vary the assessment techniques, using recordings, checklists and portfolios, which can provide a comprehensive view of their language development without the stress of a formal assessment.

In conclusion, the use of songs proved to be the right technique for young learners, as it was stated before students enjoyed the activities and rapidly progressed in vocabulary, pronunciation and memorization. The outcomes from this research help understand how early exposure to music and language activities affect the development of language skills and this provides valuable insights for early childhood education.

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Appendix A. Checklist

	LISTENING					SPEAKING		
Name	1. CAN understand some simple spoken instructions given in short, simple phrases	2. CAN understand and some simple spoken questions about self – such as name, age, favourite things or daily routine	3. CAN understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing	4. CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location	5. CAN understand some very short conversations that use familiar questions and answers	6. CAN name some familiar people or things – such as family, animals, school or household objects	7. CAN give very basic descriptions of some objects and animals – such as how many, colour, size or location	8. CAN respond to very simple questions with single words or a 'yes/no' response

Appendix B. Rubric

	Vocabulary	Pronunciation	Interaction
3	<p>Uses the vocabulary reviewed during the unit. Produces simple utterances but makes occasional mistakes. Generally, responds at word or phrase level but may also produce some longer utterances.</p>	<p>Generally intelligible, although some sounds may be unclear. Most of the sounds are clear Has limited control of word stress</p>	<p>Generally, responds appropriately to instructions, questions and visual prompts, although some support may be required. Is able to ask for support if required. Often responds promptly, although there may be hesitation.</p>
2	<p>Uses the <i>most of the</i> vocabulary reviewed during the unit. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally, responds at word level but may also produce phrases.</p>	<p>Sometimes intelligible. some sounds may be unclear.</p>	<p>Responds to instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and responses may be delayed or halting.</p>
1	<p><i>Uses some</i> vocabulary reviewed during the unit. May attempt a few simple utterances but basic mistakes and lack of language prevent communication. Responds only at single word level, or does not respond.</p>	<p>Attempts to produce the sounds of the language but is often difficult to understand.</p>	<p>Requires support throughout and often may not respond to instructions, questions and visual prompts. Hesitation requires a great deal of patience of a listener.</p>

Appendix C. Focus group

Actitudes

1. ¿Cómo se han sentido al practicar la canción de la unidad? (Mostrar imágenes alusivas a la canción y a las emociones para orientar la discusión)
2. ¿Les has gustado aprender palabras nuevas con una canción? ¿Por qué?

Uso de canción

1. ¿Fue fácil o difícil aprender la canción de la unidad? ¿Por qué?
2. ¿Les gustaría aprender otra canción para la nueva unidad? ¿De qué les gustaría que tratara la canción?

Desarrollo de “speaking skills”

1. ¿Recuerdan de qué se trataba la canción de la unidad? ¿Qué palabras aprendimos con la canción?
2. ¿De qué otra forma podemos aprender palabras nuevas para hablar en inglés?

Appendix D. Reflective journal

1. What are the tasks used to implement songs activities to develop speaking skills in the classroom? How do they contribute to the enhancement of speaking skills?
2. How is diversity considered in the development of speaking skills, considering the resource and strategy used?
3. What are some of the strengths of using songs to improve speaking skills?
4. What are some of the weaknesses of using songs to improve speaking skills?
5. What action(s) will I implement in the future considering the weaknesses detected in my performance?
6. What kind of assessment tasks and tools does the lesson plan design include? Why does it include these assessment tasks and tools? Are these assessment tasks and tools appropriate for students? Why?
7. What learning objective is included in the lesson plan design and lesson plan implementation? Why does it have these objectives for learning? Are these learning outcomes appropriate for students? Why?
8. What resources are in the lesson plan design? Why does it include these resources? Are these resources appropriate for students? Why?

Appendix E. Consent letter

Carta de Autorización para Proyecto de Innovación Pedagógica “La influencia de las canciones en el desarrollo de las habilidades de habla en niños y niñas de preescolar”

Sra. Heidi Zambrano
Directora de estudios de Educación Parvularia
Presente

De mi consideración, solicito a Ud. la autorización para realizar una investigación acción que tiene por objetivo mejorar las habilidades de hablar en estudiantes de kínder C del establecimiento educacional. La investigación será llevada a cabo durante el primer semestre del presente año y será conducida por la profesora jefe Belén Rodas Medina, candidata a Magíster en Didáctica del Inglés en Educación Parvularia y Educación General Básica de la Universidad Católica de Temuco.

El estudio es de carácter cualitativo y los datos serán obtenidos utilizando una prueba inicial para identificar el nivel de las habilidades de habla en inglés de los y las estudiantes del kínder C antes de la intervención pedagógica, y posteriormente se aplicará un cuestionario o entrevista (a evaluar) para conocer las opiniones y actitudes que tienen los estudiantes hacia la instrucción mencionada. Se han contemplado 6 a 8 semanas de clases para implementar este proyecto de innovación en las que el enfoque se centra en una investigación y reflexión sobre el propio proceso de enseñanza-aprendizaje del curso. Específicamente será el uso de canciones infantiles para mejorar las habilidades de hablar y actividades para reforzar los conocimientos adquiridos durante la implementación pedagógica.

Para garantizar la correcta conducción del proyecto, cumpliendo los requerimientos éticos de la investigación con personas, antes de iniciar la investigación se les solicitará una autorización a los apoderados, mediante un consentimiento informado, para que autoricen a sus hijos e hijas menores de edad a participar, antes de iniciar el proyecto de innovación.

Los datos de los participantes serán estrictamente anónimos y de carácter privado y los resultados de este estudio sólo serán utilizados con fines académicos pudiendo ser publicados en revistas académicas y/o presentados en conferencias con fines informativos para la comunidad educativa.

Una vez concluida esta investigación usted como Directora de Estudios de Educación Parvularia y los apoderados de los estudiantes participantes tendrán derecho a conocer los resultados, los que deberán ser solicitados a la investigadora responsable, profesora Belén Rodas Medina. Este estudio no representa ningún riesgo físico, psicológico o académico para los estudiantes, por lo que el objetivo principal apunta a mejorar los resultados académicos de la enseñanza de inglés, junto con contribuir positivamente a la comunidad educativa.

Agradezco de antemano la acogida y valioso apoyo que usted pueda brindar a este proyecto.

Saludos cordiales,

Belén Rodas Medina
Investigadora Responsable
Proyecto de Innovación: (nombre)

AUTORIZACIÓN DIRECTOR(A)

Yo _____, Directora de Estudios de Educación Parvularia en Colegio Pumahue Temuco, autorizo la participación de este establecimiento en el proyecto “nombre del proyecto”.

El propósito y naturaleza de la investigación me han sido explicados por la investigadora responsable, Belén Rodas Medina, me han quedado claras las implicancias de la participación de nuestro establecimiento en el proyecto y se me ha informado de la posibilidad de contactar ante cualquier duda al investigador responsable del estudio, Belén Rodas Medina (b.rodas2016@alu.uct.cl) y/o a la directora del programa del Magíster en Didáctica del Inglés en Educación Parvularia y Educación General Básica cuyo email de contacto es lubilla@uct.cl

Nombre _____ del Director(a):

Firma del Director(a) : _____

Fecha : _____

(Este documento se firma en duplicado, quedando una copia para el Director del Establecimiento y otra copia para el investigador responsable)

Appendix F. Consent letter to families

Carta de Consentimiento Informado Padres y Madres

Su hijo(a) ha sido invitado(a) a participar en el estudio "La influencia de las canciones en el desarrollo de las habilidades de habla en niños y niñas de preescolar" a cargo de la investigadora Belén Rodas Medina, candidata a Magister en Didáctica Del Inglés En Educación Parvularia Y Educación General Básica de la Universidad Católica de Temuco. El objetivo de esta carta es informar a usted sobre el propósito del proyecto de innovación para tomar la decisión de aprobar o no la participación de su hijo(a) en este estudio.

¿Cuál es el propósito de esta investigación?

El objetivo de este estudio es mejorar las habilidades de habla en inglés mediante el uso de canciones infantiles. Para cumplir con este objetivo se desarrollarán diferentes actividades durante la jornada de las clases, las cuales apoyarán el proceso de aprendizaje de los estudiantes.

¿En qué consiste la participación de su hijo(a)?

Para participar en este estudio necesitamos que usted como padre, madre o apoderado legal firme este consentimiento informado que permite:

- Evaluar el nivel de inglés de su hijo(a) antes y después de la intervención (mediante estrategias de observación)
- Que su hijo(a) participe de las actividades pedagógicas propuestas para esta investigación.

Es importante que usted tenga presente que la participación en este estudio es voluntaria.

¿Cuánto durará la participación?

La participación en este estudio considera 6 a 8 semanas aproximadamente, contempladas dentro del primer semestre del presente año.

¿Qué beneficios puede obtener de su participación?

Mejorar las habilidades de habla en inglés.

¿Qué riesgos están presentes al participar?

El niño(a) no corre riesgo alguno al participar de este estudio.

Por el contrario, tendrá beneficios inmediato en el desarrollo de sus habilidades de habla en inglés.

¿Es obligación participar? ¿Puede arrepentirse una vez iniciada su participación?

Su hijo(a) NO está obligado de ninguna manera a participar en este proyecto.

¿Qué uso se va a dar a la información que yo entregue?

Los resultados globales de la investigación se publicarán en informes y artículos que se presentarán en el marco del magíster y en congresos y publicaciones académicas y de divulgación general.

¿Qué pasa con la información y los datos que se entregan?

Se mantendrá confidencialidad con respecto a cualquier información obtenida en este estudio. Solo la profesora que está con los estudiantes conocerá su nombre pues, una vez la información se ingresa a las bases de datos que utilizaremos para análisis, los nombres serán cambiados por pseudónimos. Finalmente, los datos obtenidos en el proceso serán utilizados para actividades académicas.

¿A quién se puede contactar para saber más de este proyecto, o si hay dudas?

Si tiene cualquier pregunta acerca de esta investigación, puede contactarme a mi correo electrónico (belen.rodas@cognita.com) o al de la directora del magíster, Lucía Ubilla (lubilla@uct.cl).

HE TENIDO LA OPORTUNIDAD DE LEER ESTA DECLARACIÓN DE CONSENTIMIENTO INFORMADO, HACER PREGUNTAS ACERCA DEL PROYECTO DE INVESTIGACIÓN, Y ACEPTO QUE MI HIJO(A) PARTICIPE EN ESTE PROYECTO DE INNOVACIÓN.

** Indica que la pregunta es obligatoria*

1. Autorizo a mi hijo o hija a participar de la presente investigación. *

Marca solo un óvalo.

Sí

No

2. Nombre de padre, madre o apoderado legal *

3. Nombre del o la participante (hijo o hija) *

Appendix G. Focus group's transcription

Teacher: Ahora sí que sí, vamos a ver kínder C, pregunta número 1 dice así: que levante sy manito el que se acuerde de qué se trataba la canción de la unidad anterior que hicimos.

¿Renata?

R (S1): de los planets

Teacher: ¡De los planets! Juancri

JC (S2): de los planetas

Teacher: de los planetas. ¿Martín?

M (S3): De las estrellas aprendimos

Teacher: very Good, about stars. El Benja Freire y luego la Ljuba

BF (S4): de los planets

Teacher: ¿Ljuba?

LO (S5): para aprender del sistema solar

Teacher: para aprender del solar system. Y a ver, me pueden decir ustedes...

M (S3): y también a decir los planetas en inglés

Teacher: Muy bien Martín, ¿y se acuerdan del nombre de algún planeta en English? ¿Renata?

R (S1): Earth

Teacher: ¿Martín?

M (S3): Saturn

Teacher: ¿Benja Freire?

BF: Mars

Teacher: ¡very Good! ¿Juancri?

JC (S2): Jupiter

Teacher: ¿Ljuba?

L (S5): Neptune

X (S6): ¡Uranus!

Teacher: Ahora que nos acordamos de algunos, vamos a ver el video que ustedes prepararon para las familias. Lo vamos a ver aquí en grande y después vamos a responder unas preguntitas más que son easy peasy lemon squeezy, así que atención, a ver si salen ustedes o no a la cuenta...

X (S6): ¡Jupiter!

Teacher: very Good, thank you. A la cuenta de one, two, three.

(se muestra el video y los niños cantan la canción)

Teacher: ¿les gustó el video?

Everyone: ¡Sí!

Teacher: Ahí salían todos en ese video

X (s6): a mí me encantó

Teacher: y, ¿cómo se sintieron al aprender la canción?

Everyone: ¡bien!

Teacher: pero a ver, se sintieron contentos, felices, enojados, tristes...

Everyone: ¡felices!

Teacher: yo quiero que me digan ahora, boys and girls from kínder c, aprenderse la canción de la unidad, ¿estuvo easy peasy or difficult?

Everyone: ¡easy peasy!

Teacher: ¿cómo estuvo?

Everyone: ¡easy peasy!

Teacher: easy peasy. ¿Hay alguien que se le haya hecho un poco más difícil aprenderse la canción? Que levante su manito. AL Juancrí ya, a la Ljuba, ¿fue un poco difícil? Ok. La Renata, así un poquito difícil. ¿Martín?

M (S3): un poco difícil

Teacher: un poco difícil. ¿Y qué canción fue más fácil, la que hicimos al principio con el video de las niñas o el que hicimos después sólo con los planetas? ¿Cuál fue más fácil?

R (S1): la de las niñas

Teacher: ¿la de las niñas era más fácil?

Girls: ¡Sí!

Teacher: ¿y la de solo los planetas?

X (S6): la de los planetas era más fácil

Teacher: para algunos fue más fácil la canción con las niñas y para algunos fue más fácil la canción con los planetas. Yo le quiero preguntar a los boys and girls from kínder C, ¿a ustedes les gusta aprender con canciones? ...a ver, que levante la mano a todos los que les gusta aprender con canciones en el colegio...wow, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, so many! Y ahora que estamos en la unit about bugs, ¿les gustaría aprender otra canción?

Everyone: ¡sí!

Teacher: no escucho, ¿les gustaría sí o no?

Everyone: ¡sí!

Teacher: por ahí sí. Ok, y la última pregunta que les tenía para hoy día. A ver si ustedes pueden ayudar a las misses, ¿a ustedes se les ocurre de qué otra forma podemos aprender palabras en inglés? Piensen y yo lo voy a anotar aquí y le voy a tomar una foto para que con las misses tengamos ideas. ¿Juancrí? ¿cómo se te ocurre a ti que podemos aprender otras palabras en inglés? ...Ah, la Renata (no se entiende)

Teacher: A ver la Ljuba

LO (S5): ¡con las misses!

Teacher: ya, con las misses (risas) ¿Martín?

M (S3): con las misses

Teacher 2: pero, ¿qué otra cosa podemos hacer para aprendernos las palabras nuevas en inglés?

M (S3): repetir

Teacher: repetir, muy bien, ¿Juancrí?

JC (S2): estar súper atento

Teacher: ya, muy bien. La Renata ahora sí

R (S1): con los compañeros

Teacher: ¡con los compañeros! Podemos practicar las palabras nuevas haciendo un turn and talk, quizás lo podemos hacer en distintas clases. Ya, súper bien.

Teacher: ¿y alguien más tiene alguna otra idea antes de terminar? A ver, Emiliano

E (S7): jugar para aprendernos las palabras

Teacher: súper bien. A ver el Antonio, ¿tiene alguna idea? ¿cómo podemos aprendernos las palabras de esta unidad?

A (S8): estudiando

Teacher: estudiando, muy bien, excelente. ¿Alguien más tiene alguna idea antes de que terminemos? ¿la Trini? (...) Dejen que la Trini piense. Y luego, ¿la Amparito quiere decir algo? Ok. ¿Trini?

T (S9): con bichitos

Teacher: con bichitos, ya muy bien. ¿Renata?

R (S1): leyendo

Teacher: leyendo, muy bien, podemos leer libros aquí entre todos juntos, muy bien Renata, muy buena idea. ¿Martín?

M (S3): con un libro para aprender inglés

Teacher: súper bien Martín, excelente. ¿alguien más tiene una idea? ¿Ljuba?

L: ¡open English!

Teacher: ¡open English! (risas) Muchas gracias boys and girls, big applause for you. Vamos a tomar una foto de esto y estamos listos. Thank you very much!

Appendix H. Reflective journal

Session 2

1. What are the tasks used to implement songs activities to develop speaking skills in the classroom? How do they contribute to the enhancement of speaking skills?

In the first session, the key vocabulary was reviewed using visual aids to help students get familiar with the name of the planets in English. The planets chosen for these sessions were the ones that they could recognize more easily (Earth, Saturn and Venus), which turned out to be the right decision as they could actively participate by saying the names of these planets.

After listening to the song, students participated in small trivia to review the main content of the song. The trivia was presented in a PPT presentation, which worked well with students as they enjoy this type of strategy and it encouraged them to participate and speak. However, as they are still learning the song, some of them still answer in Spanish.

2. How is diversity considered in the development of speaking skills, considering the resource and strategy used?

The song is presented with a video that allows movement and visual support, as students demonstrate to have a preference for kinesthetic activities (learning styles test). Besides, there's one student with TEA that needs to see the video and not only listen to the songs, so this strategy allows him to participate.

3. What are some of the strengths of using songs to improve speaking skills?

As this is the first session, students were excited to start the new unit because the whole classroom was modified to fit the "space" topic. They were really interested in learning about the planets and in sharing their own experiences, so at least the topic is motivating and interesting for all of them.

Another kinder class joined us, so students were even more enthusiastic, as they had the chance to share with different classmates.

4. What are some of the weaknesses of using songs to improve speaking skills?

In this specific class, a weakness of the use of songs is that they're not that enthusiastic about learning it, as it seems to be a bit tricky for them and for some prejudices that they feel as only girls are shown on the video. Even though some of them tried to participate, most of the boys complained about the song and did not participate in that part.

5. What action(s) will I implement in the future considering the weaknesses detected in my performance?

I will keep on using the same song, as it has been selected by the whole team of teachers. However, I will propose to change the song to a simpler one, in order to see if students are more enthusiastic about it.

6. What kind of assessment tasks and tools does the lesson plan design include? Why does it include these assessment tasks and tools? Are these assessment tasks and tools appropriate for students? Why?

Students commented what they knew about the planets and then they listened to the song. They were encouraged to try and sing along and to follow the movements. They were asked again about the name of the planets in English, in order to be able to assess them regarding pronunciation, vocabulary and interaction.

The rubric was applied in the first two sessions in order to observe students' progress.

7. What learning objective is included in the lesson plan design and lesson plan implementation? Why does it have these objectives for learning? Are these learning outcomes appropriate for students? Why?

Objective: Reproducir chants, rimas y canciones muy breves y simples para familiarizarse con los sonidos propios del inglés.

The objective for this implementation was taken from the Ministry proposal, so it has been specially made for young students. Besides, it fits the objectives of this research, but it may not be in total concordance with the song selected, as it is a bit tricky for students.

8. What resources are in the lesson plan design? Why does it include these resources? Are these resources appropriate for students? Why?

The song was not that successful with the students in the first session. It's important to notice that the song was selected by the whole team of teachers that work with kindergarten, but in my class they're not that interested in singing as they feel it's "a girls' song" (comment made by students). Another explanation is that the song selected is too fast for their skills and the rhythm is a bit tricky.

Session 3 and 4

1. What are the tasks used to implement songs activities to develop speaking skills in the classroom? How do they contribute to the enhancement of speaking skills?

In the first two sessions, the key vocabulary was reviewed using visual aids to help students remember the name of the planets. The planets chosen for these sessions were the ones that they could recognize more easily (Earth, Saturn and Venus), which turned out to be the right decision as they could actively participate by saying the names of these planets.

After listening to the song, students participated in small trivias to review the main content of the song. Trivias were presented in PPT and wordwall. Both platforms worked well with students as they enjoy this type of strategy and it encouraged them to participate and speak. However, in session 3 as they are still learning the song, some of them still answer in Spanish. In the fourth session it was easier to note their progress, especially in those students that are more enthusiastic. In this context, it is going to be important to support more individually those students who struggle with concentration and/or with speaking.

2. How is diversity considered in the development of speaking skills, considering the resource and strategy used?

The song is presented with a video that allows movement and visual support, as students demonstrate to have a preference for kinesthetic activities (learning styles test). Besides, there's one student with TEA that needs to see the video and not only listen to the songs, so this strategy allows him to participate.

Regarding the boys, most of them are still reluctant to participate in singing the song, as they feel it is a girls' song. However, they are eager to participate in the trivias, so maybe it will be necessary to change the song in order to keep their enthusiasm.

3. What are some of the strengths of using songs to improve speaking skills?

So far, the combination of songs and video has been proved to work, as students remember more about the contents and get the chance to listen to the pronunciation before answering to the questions. Besides listening, with the song they can practice the pronunciation many times, as the song is usually played twice.

4. What are some of the weaknesses of using songs to improve speaking skills?

In this specific class, a weakness of the use of songs is that they're not that enthusiastic about learning it, as it seems to be a bit tricky for them and for some prejudices that they feel as only girls are shown on the video.

5. What action(s) will I implement in the future considering the weaknesses detected in my performance?

I will keep on using the same song, as it has been selected by the whole team of teachers. However, I will propose to change the song to a simpler one, in order to see if students are more enthusiastic about it.

6. What kind of assessment tasks and tools does the lesson plan design include? Why does it include these assessment tasks and tools? Are these assessment tasks and tools appropriate for students? Why?

Students commented what they knew about the planets and then they listened to the song. They were encouraged to try and sing along and to follow the movements.

The rubric was also applied in the third session, as students grew a little bit more confident about the use of the vocabular. The rubric will be applied again at the end of the implementation, to observe their progress.

As the rubric was taken from the Cambridge suggestions, it fits the characteristics and abilities of the students and their context (bilingual program).

7. What learning objective is included in the lesson plan design and lesson plan implementation? Why does it have these objectives for learning? Are these learning outcomes appropriate for students? Why?

Objective: Reproducir chants, rimas y canciones muy breves y simples para familiarizarse con los sonidos propios del inglés.

The objective for this implementation was taken from the Ministry proposal, so it has been specially made for young students. Besides, it fits the objectives of this research, but it may not be in total concordance with the song selected, as it is a bit tricky for students.

8. What resources are in the lesson plan design? Why does it include these resources? Are these resources appropriate for students? Why?

The resources used so far for the pre and post activity have been successful with the students, as they enjoy the platforms used. They're familiar with these resources and already know how they work. Besides, the resources used allow all students to see pictures that they can relate to the song.

However, the song has not been that successful with the students. It's important to notice that the song was selected by the whole team of teachers that work with kindergarten, but in my class they're not that interested in singing as they feel it's "a girls' song" (comment made by students). Another explanation is that the song selected is too fast for their skills and the rhythm is a bit tricky.

Session 4, 5 and 6

1. What are the tasks used to implement songs activities to develop speaking skills in the classroom? How do they contribute to the enhancement of speaking skills?

After implementing the firsts sessions, students seem to easily remember some names of the planets, even when they didn't have a visual input. They performed very well in the questions after practicing the song, with only one mistake in their answers. The whole group was able to correctly name the planet when they were asked. However, they kept on just listening to the song and only a few of them followed the actions presented. This is why it was decided to change the song, for one that has a slower pace and easy rhythm.

2. How is diversity considered in the development of speaking skills, considering the resource and strategy used?

In order to attend to all students' interests, the song was changed, so it could meet all students' necessities. The strategy continued to be based on video, so students would have more than one input in order to include more than one learning style and to avoid so much change, considering that some students have issues with sudden changes.

3. What are some of the strengths of using songs to improve speaking skills?

So far, the combination of songs and video has been proved to work, as students remember more about the contents and get the chance to listen to the pronunciation before answering to the questions.

As the song was changed, students seem more willing to participate in the singing. Besides, their pronunciation of tricky words has improved as well, such as Earth and Uranus.

4. What are some of the weaknesses of using songs to improve speaking skills?

Less time to practice the song, as it was change.

5. What action(s) will I implement in the future considering the weaknesses detected in my performance?

To keep having three sessions during the week, so students can practice more often, taking into consideration the they enjoy more the new song.

The song was changed and it was an improvement for students, as they seem to be more willing to participate. At least they hum the song, as they still haven't learned it completely.

6. What kind of assessment tasks and tools does the lesson plan design include? Why does it include these assessment tasks and tools? Are these assessment tasks and tools appropriate for students? Why?

Students seem especially motivated to participate when the post activity is a trivia with score (use of platform wordwall).

Improvement of students' attitude since changing the song.

7. What learning objective is included in the lesson plan design and lesson plan implementation? Why does it have these objectives for learning? Are these learning outcomes appropriate for students? Why?

Objective: Reproducir chants, rimas y canciones muy breves y simples para familiarizarse con los sonidos propios del inglés.

The objective for this implementation was taken from the Ministry proposal, so it has been specially made for young students. Besides, it fits the objectives of this research, but it may not be in total concordance with the song selected, as it is a bit tricky for students.

Since the song was changed for an easier one, it fits better with the Ministry proposal.

8. What resources are in the lesson plan design? Why does it include these resources? Are these resources appropriate for students? Why?

The resources used so far for the pre and post activity have been successful with the students, as they enjoy the platforms used. They're familiar with these resources and already know how they work. Besides, the resources used allow all students to see pictures that they can relate to the song.

Students seem especially motivated to participate when the post activity is a trivia with score, so it has been decided to keep on using this type of activity. This allows the whole group to participate and to feel that they're all winning.

Regarding the song, it was changed and students' attitude improved. Still, they're not capable of singing it completely as they have not been exposed to it enough time. However, so far it seems to be more effective than the previous one.

Session 7, 8 and 9

1. What are the tasks used to implement songs activities to develop speaking skills in the classroom? How do they contribute to the enhancement of speaking skills?

After implementing the new song several times, students are more enthusiastic about the song and try to sing along. In these sessions, the song was paused and students were encouraged to repeat the characteristics of the planets presented in the song, in which everybody participated and show improvement in their pronunciation.

Besides, they are really interested in the games presented after the song, so everybody participates and answer the questions.

2. How is diversity considered in the development of speaking skills, considering the resource and strategy used?

In order to attend to all students' interests, the song was changed, so it could meet all students' necessities. The strategy continued to be based on video, so students would have more than one input in order to include more than one learning style and to avoid so much change, considering that some students have issues with sudden changes.

All students are already familiar with the song and seem to enjoy it. Changing the song proved to be the right decision, as it allows everybody to actively participate.

3. What are some of the strengths of using songs to improve speaking skills?

So far, the combination of songs and video has been proved to work, as students remember more about the contents and get the chance to listen to the pronunciation before answering to the questions.

As the song was changed, students seem more willing to participate in the singing. Besides, their pronunciation of tricky words has improved as well, such as Earth and Uranus.

4. What are some of the weaknesses of using songs to improve speaking skills?

Students still struggle to use complete sentences or other structures presented in the song.

5. What action(s) will I implement in the future considering the weaknesses detected in my performance?

The song was changed and it was an improvement for students, as they seem to be more willing to participate. At least they hum the song, as they still haven't learned it completely.

The progress of the students is going to be shared with families by sending them a video of students talking about the planets (name and one characteristic). In this way, families can see part of the results of the research.

6. What kind of assessment tasks and tools does the lesson plan design include? Why does it include these assessment tasks and tools? Are these assessment tasks and tools appropriate for students? Why?

The rubric was applied in the last sessions, showing an important improvement in the areas assessed. As the rubric was created to assess young students, it fits their characteristics and it has been easy to use. It sets realistic outcomes for students, therefore everyone has been able to progress.

Even though most of the students showed progress regarding the indicators, it was not the outcome expected as so of them still answer with one word or struggle to remember or say whole sentences,

On the other hand, only 2 students were not assessed, as they were not in class most of the sessions due to being sick.

7. What learning objective is included in the lesson plan design and lesson plan implementation? Why does it have these objectives for learning? Are these learning outcomes appropriate for students? Why?

Objective: Reproducir chants, rimas y canciones muy breves y simples para familiarizarse con los sonidos propios del inglés.

The objective for this implementation was taken from the Ministry proposal, so it has been specially made for young students. Besides, it fits the objectives of this research, but it may not be in total concordance with the song selected, as it is a bit tricky for students.

Since the song was changed for an easier one, it fits better with the Ministry proposal.

8. What resources are in the lesson plan design? Why does it include these resources? Are these resources appropriate for students? Why?

The resources used so far for the pre and post activity have been successful with the students, as they enjoy the platforms used. They're familiar with these resources and already know how they work. Besides, the resources used allow all students to see pictures that they can relate to the song.

Students seem especially motivated to participate when the post activity is a trivia with score, so it has been decided to keep on using this type of activity. This allows the whole group to participate and to feel that they're all winning.

Regarding the song, it was changed and students' attitude improved. Still, they're not capable of singing it completely as they have not been exposed to it enough time. However, so far it seems to be more effective than the previous one.

After these sessions, students have been trying harder to sing along and it has been easier for them as the rhythm of the song is slower. For the post activity, they are still doing the trivias, answering with no errors, demonstrating that they can use the vocabulary and that they understand the content of the song.