

**STRATEGIES TO MOTIVATE STUDENT'S ORAL PRODUCTION IN
ENGLISH CLASSES**

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Abstract.

Getting students to participate in oral activities in English classes in a public school is a challenge for most teachers.

This research seeks alternatives to implement in English classes and thus motivates students to participate in a communicative exchange.

This article presents the analysis of the qualitative and quantitative results of the effects obtained by implementing music

strategies and authentic tasks in the eighth grade of a public school in Cali city, taking into account the conclusions of the results of this research, teachers are encouraged to use these strategies to improve participation in oral activities in the classroom.

Key words: speaking, music, authentic tasks, motivation,

I. Introduction

For every English language teacher, the most important job in the teaching-learning process is to develop the four skills of English: reading, listening, writing and speaking in their classes to indicate in this way the student acquires a real knowledge of a language, (Pérez Niño, 2010). But several types of inconveniences affect the good performance of these four skills by the teacher in classes, so it is necessary to investigate what those reasons that do not let them facilitate a better learning of the language are (Leong (2017).

Learning is considered as a constant natural change since the teacher puts the change in the students with strategies to develop specific abilities, the change of attitude or the understanding of special scientific laws that are developed while learning.

It is a challenge for teachers who teach English in public school to get our students to participate in activities where they must do oral production in class because most of the strategies that teachers use do not involve students in speaking activities, it does not happen in all context, and sometimes it is due to a large number of students, that the teacher places more emphasis on reading, listening, and writing, and very little or almost none on oral activities (Leong (2017).

That is why in this research project, the teacher-researcher wants to implement strategies that motivate students to participate in the oral activities of the class. The teacher investigated and found that there are many strategies to solve this problem, but the teacher will focus only on implementing the strategies that the students preferred in the first survey made as a diagnosis. These were music, Pérez Niño

(2010), shows how young learners who study English at Universidad Nacional de Colombia in the foreign language extension courses develop their oral production by making and listening to music. The study took place in the first semester of 2009. The author describes how young learners view music as a ludic tool that will improve their oral performance and how the activities applied by a music teacher helped to reinforce the language topics studied in other English classes.

Eng, (2013), argues “the use of music and song in the English language-learning classroom is not new. While many teachers intuitively feel that music is beneficial in teaching English language, there is sometimes a lack of the theoretical underpinnings that support such a choice. There are examples in the literature to argue the strong relationship between music and language that are substantiated by research in the fields of cognitive science,

anthropology, sociolinguistics, psycholinguistics, First Language Acquisition (FLA) and Second Language Acquisition (SLA)”.

Al-Smadi (2020) in his paper aims to investigate the effectiveness of using songs on young student’s motivation in Jordan. The participants were two different groups from a private school in Jerash. Their motivation was examined with and without implementing music. Analysis of the data using a t– test suggested that using songs in teaching English for young learners was significantly effective in raising their motivation to learn the language. The study also concluded with some implications about the effective use of songs to enhance the effect of these results.

Authentic tasks, Ramirez et al (2018), studies the effects of authentic tasks in oral production with a group of tenth graders in a public high school in the south

of Colombia. Considering the conclusions of the study teachers are encouraged to use authentic tasks in the classroom to involve students in meaningful learning to foster oral production.

The purpose of Nunan's (1989) book is to provide teachers with a practical introduction to the design and development of communicative language learning tasks, and it is believed that they are an alternative to involve students in communicative exchanges.

This research project presents the results of a qualitative and quantitative study of the effects that these strategies have on motivation and oral participation with a group of eighth-grade students at Jesus Villafañe Franco public school in the city of Cali, Colombia. Thus, this project's Research Theme: *Implementing strategies for English learners to participate in oral interactions* leads to the research question: What English teaching strategies can a

teacher implement to motivate learners' participation in oral interactions in the classroom? The main objective is: To implement English teaching strategies to motivate students to participate in oral interactions in the classroom

From that main question and objective, to solve this problem and motivate students to participate in oral activities, three questions arise and will be answered throughout this research project. In the first place, it will be taken into account why the oral language skill in teaching English is one of the most relevant components in the language acquisition process. The teacher will establish a connection with international and local problems in order to create an interaction with other teachers who present this inconvenience in the field of language teaching.

The importance of speaking is indicated by the integration of other

language skills, Leong (2017), admits that “speaking is one of the most important skills to be developed and enhanced as means of effective communication. The speaking skill is regarded as one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems using the foreign language”. This study can be useful to teachers and researchers to consider their language learners ‘speaking needs in English language teaching and learning contextst.

Pronunciation in communication exchange was one of the reasons given by the students in their responses in the fourth question, in the first survey, What English teaching strategies do you think will motivate students to participate in oral activities in the English class?

For (11, 42) students response (57, 1%) thought that the activity with music help improve oral participation and singing a

song improves their pronunciation. for this reason, Gilakjani, (2012) adds “English pronunciation instruction is difficult for some reasons. Teachers are left without clear guidelines and are faced with contradictory practices for pronunciation instruction. There is no well-established systematic method of deciding what to teach, when, and how to do it. As a result of these problems, pronunciation instruction is less important and teachers are not very comfortable in teaching pronunciation in their classes. This paper reviews some of the important issues of English pronunciation instruction”.

The second question is refered if teachers want to help students overcome their difficulties in learning the ability to speak, they must identify what the problems are and the factors that affect students to make correct use of oral English skills, Leong, (2017), illustrates in his paper that “many language learners find it difficult to express themselves in spoken language.

They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions". Current modernity and the mass media need knowledge of

Spoken English. His writing aims to know the factors that affect the speech of English in language students. His article reviews research on the concept of speaking; importance, of speech performances, problems and factors that affect it.

According to the review of the literature, it was found that the priority is to attend to the needs of the students. This study may be useful for teachers and researchers to consider the speaking needs of their language learners in the context of teaching and learning the English language.

Pangket, (2019), declares that "to be proficient in language could be the greatest

achievement of a language teacher to a learner, but before achieving such goal, understanding the factors affecting the oral proficiency of learners are worthy of attention". His study aimed to investigate the factors affecting the oral English proficiency of the grade 5 pupils of Bontoc Central School. The study used a sequential mixed method. A questionnaire for teachers and Focus Group Discussion were used in identifying the factors affecting the oral proficiency of the pupils.

And the final question is, what is the consequence of linguistic motivation and self-confidence in relation to the oral interaction of the student? Teacher shows these authors to respond this question.

Ihsan, M.D. (2016) points out that "motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context and then performed". This is a descriptive quantitative research. The data

was obtained from the questionnaire distributed and analyzed to get the result. The data taken from the students of Muhammadiyah 1 Senior High School Gresik in an Easy-Speaking course. The researcher wanted to know the students' motivation in practicing speaking English in an Easy-Speaking course.

Molberg, (2010) in his thesis discusses which consequences motivation and linguistic self-confidence have on pupils' oral interaction in the English classroom. The author brings up aspects such as the importance of oral interaction and pupils' willingness to communicate, as well as a theory regarding motivation and linguistic self-confidence. His findings with six 10th graders at a secondary Norwegian school in the municipality of Tromsø- and their English teacher show that motivation and linguistic self-confidence do have an

impact on oral interaction, where the pupils' motivation and linguistic self-confidence is linked to the output they produce and that the topic and the setting have a crucial impact on pupils' willingness to interact orally in the classroom.

The results of these studies are particularly relevant to this work. Given that language development can occur through oral communication, it can be assumed that further interaction leads to further language development and learning. Still the disposition of the students to oral classroom interaction differs and to develop their proficiency in English, students should take every opportunity to practice this skill. Therefore, the objectives and the questions that arose in this research will have clear answers that will serve to solve the context problem of eighth grade students in oral participation in English classes.

II. Justification

This project is a very important action research because it focuses on developing strategies in the teaching of English that a teacher needs to motivate the participation of students in oral interaction in the classroom. As an English teacher at the basic secondary level at Jesús Villafañe Franco public school, I noticed that there is a learning-teaching problem with eighth-grade students whose ages range from 13 to 17 years. This problem happens since they were in sixth grade. It is about the difficulty to participate in oral activities in class, they do not like to do dialogues, presentations, or any activity that involves oral interactions. They say that they are afraid to do it, they feel embarrassed in front of their peers.

Some examples show the problem: students had to do a small dialogue about asking and giving personal information or a brief presentation on a poster about their favorite celebrities. But they did not. Despite

giving instructions on pronunciation and giving examples to them, they could not do it. They always gave the same excuse, “We are afraid to do it, we feel embarrassed in front of our peers.”

Given the conditions, the need arises to research and develop strategies in English teaching to engage students to participate in oral interactions. It will start with a case study in eighth grade and the strategies found will be developed throughout the research project.

It is necessary that this investigation serves so that the teacher knows the importance of oral skills in the teaching-learning of a language, as well as knowing a little about the factors that affect students when speaking in class in front of their peers, it is necessary to consult theories and research on this topic and check if they happen with 8th-grade students in the context where they live. As well as implement pedagogical strategies such as music and authentic tasks

that have been of great use for many researchers to motivate their students and carry out oral activities with pleasure and without fear of their classmates or teachers. At the end of the project, it is observed if these strategies motivate students to participate in oral activities in class. In addition, with the realization of this research project that the teacher is doing for the master's degree at Icesi University in which she has learned a lot that will bring an incalculable transformation to her work life. In addition, it will improve the social development of her environment since she will transmit knowledge, skills, aptitudes, and countless useful tools to improve her teaching practice, with the knowledge that she will acquire in this research project, she will try to respond to bilingual education needs requested by the Ministry of National Education, whose objective is that all my students have good communication skills in English.

Her contribution in the participation in the master's program will be of great growth, the teacher will be attentive to all the contributions of her tutors and other groupmates; because through the exchange or communication with others, multiple pieces of knowledge are achieved, enriching experiences, the teacher will delve into the didactic knowledge for the teaching-learning of the English language and its orientation to the three fundamental purposes that this program has, such as new tendencies, better practices and build a better future.

The teacher will be a more critical and self-critical teacher since this master's will provide her with many tools, she will innovate and make her classes more creative. She will be very dedicated, and responsible and work as a team with the other classmates in the master's program since that she will achieve the goals that she set more easily for all the knowledge acquired as a student of the master's degree

and the teacher will be a leader in her educational institution and she will work to

improve the quality of the English language with her colleagues in the area.

III. Objectives

The research question: What English teaching strategies can a teacher implement to motivate learners' participation in oral interactions in the classroom?

3.1 General objective

- Implement strategies to motivate student's oral production in English classes.

From that main question and objective, to solve this problem and motivate students to participate in oral activities, three questions arise:

1. Why are oral skills in teaching English one of the most relevant components in the language learning process?

2. What are the problems and factors that affect students to make correct use of oral English skills?

3. What is the consequence of motivation and self-confidence in relation to the oral interaction?

3.2 Specific Objectives

- Recognize the importance of oral skills in the English learning process.
- Identify what those factors that affect the correct use of oral skill in class are.
- Put in practice the benefits of student's oral motivation in English classes.

IV. Theoretical Framework

Being a language teacher is hard work if it is taken into account that teachers are trying to get the student to learn a new and different language, so this project is a very important action research because it focuses on implementing strategies in the teaching of English, a teacher needs to motivate the participation of students in oral interaction in the classroom with eight-grade students in a public school on the east of the city of Cali-Colombia. In addition, students must recognize the importance of oral skills in their language learning process since this way they will be able in the future to communicate with others in the second language.

Likewise, teachers must realize the factors that affect the realization of orality in the classes since teacher research projects can solve the problems that arise in the work in teaching English when teachers answer the inconvenience and see their students motivated to participate in the different oral activities that teacher proposed to them.

Here there are some theories related to the concepts that will be developed throughout the action research process, starting by recognizing the importance of orality as a skill to learn English, it was also mentioned earlier in the introduction that there are many factors that prevent the students to carry out the oral activities and finally to know the strategies of the music and the authentic tasks that will be implemented to motivate the students to participate in oral activities in the class.

4.1 Oral language skill

Why are oral skills in teaching English one of the most relevant components in the language learning process?

One of the skills to acquire knowledge of English is speaking because it helps us establish a conversation with spoken words in real situations. Teachers have been giving more attention to reading and writing skills (Leong, (2017). After realizing the importance of oral communication skills, speaking is not easy, it is quite difficult for foreign or second language learners because students must know many components such as pronunciation, grammatical structures, and vocabulary to communicate effectively with other people. Speaking is essential because ideas and opinions are communicated, and information is shared with others in a conversation with friends, families, or for school presentations. It is, therefore, for

teachers to emphasize orality in their classes, implement various teaching strategies, changing methods and materials to involve their learners more in learning speaking skills in their English classrooms with regular practice of this skill until the learners know vocabulary and grammar so that they can develop through orality and can deliver short speeches. Moreover, they build self-confidence among themselves and become able to express their emotions, and ideas, tell stories, ask and answer, and all of this can be done in the classroom and used later in their real lives. Leong (2017) posits that “oral language interaction and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language and very soon after teacher model the language, learners like to imitate what have been said” (p. 2).

Gilakjani (2012), on the other hand, says that one of the primary goals of teaching pronunciation in any course is -intelligible pronunciation- not perfect pronunciation.

Intelligible pronunciation is an essential component of communicative competence. The attainment of perfect pronunciation should no longer be the objective. Instead, more realistic goals that are reasonable, applicable and suitable for the communication needs of the learner. To her, the learner needs to develop functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), increased self-confidence, and the speech monitoring abilities and speech modification strategies. Therefore, it is vital that students learning English for international communication learn to speak it as intelligibly

4.2 The problems and factors that affect motivation

What are the problems and factors that affect students to make correct use of oral English skills? To answer this question, the teacher is guided by the research and findings made by many authors regarding

and comprehensibly as possible – not necessarily like natives, but well enough to be understood (p. 1).

By following this last citation assigned to the importance of oral skills in the English learning process by Gilakjani (2012), they show that intelligible pronunciation is not perfect. Intelligible pronunciation is an essential component of communicative competence, this author is cited because to make good use of orality in the class the teacher must pronounce the words to the students many times and thus the students learn to pronounce most appropriately, intelligible and understandable as possible, not necessarily like natives, but what they say is understood in oral practices.

what those causes, problems, or factors that affect the refusal of students to not want to perform oral activities in the classroom are.

Leong (2017) posits that “there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are

inhibition, lack of topical knowledge, low participation, and mother tongue use” (p. 3). The first factor is inhibition, it is considered a negative feeling, in which students are afraid and worried about making mistakes and afraid of the attention that their speech attracts. Inhibition refers to a temperamental tendency to display wariness, fearfulness, or restraint in response to unfamiliar people, objects and situations. This factor affects students language learning; they may also be worried about being criticized, so they look anxious.

Anxiety: According to the online dictionary of psychology, anxiety is defined as “an unpleasant emotional state resulting from stress or conflict and characterized by fear and apprehension.” However, anxiety is not only found in this field, it is also found in the educational field. Many researchers suggest that anxiety as an affective factor in a learning language process. Molberg (2010), states learners tended to become

anxious when they compared themselves with other learners in the class and found themselves less proficient. The learners perceived themselves as becoming more proficient, and therefore better able to participate, and their anxiety decreased. What we have seen so far is that anxiety, and particularly language use anxiety, is complex constructs with numerous aspects. There is no doubt that anxiety affects L2 performance and conclude that “anxiety is quite possibly the affective factor that most pervasively obstructs the learning process” (Molberg, 2010, p.18).

Leong, (2017, p.8) studies the factor that caused anxiety for learners in learning the speaking ability and the impact of anxiety on the target language communication. The obtained results indicated that learners, feeling stress and anxiety stop their language learning and performance abilities.

This emotion affects students losing face. What is losing face in psychology?

It describes conditions where people feel devalued, humiliated or unappreciated.” This act provokes a wide range of negative feelings in front of the rest of the class and it disturbs their personality so they can not make oral participations in classes. They always believe that their classmates, if they make any grammatical or pronunciation mistake, will immediately criticize them, for how their peers or even the teacher sees them. Some factors that cause inhibition are cognitive (grammar, vocabulary, pronunciation). Affective (lack of motivation, shyness, self-confidence, self-esteem, language ego, classroom interaction, and fear of language evaluation). Those arguments indicate that inhibition is an important factor in language acquisition and should be solved by teachers.

The second problem is lack of topical knowledge where students express that they

do not remember anything to say and they do not have any motivation, in all probability because their teachers have selected a topic that is not appropriate for them. Therefore, the teacher must select student’s materials with preferred topics, in the teacher’s opinion select them in advance from everyday issues in the real world and encourage students with collaborative work to make them more motivated to participate in classes (Leong, 2017).

The third problem in the oral class is that participation is low due to a large number of students in public schools (Leong, 2017). Teachers observed that this factor considerably affects participation since there are more or less 35 to 40 students per grade. It makes it very difficult to do oral activities because a large number of students make a lot of noise, it does not allow them to concentrate and they make mistakes therefore they also refuse to continue with the activity, because it is more complicated

to participate in oral classes with a large number of students since learning is better when there are few students involved, interacting and when they have better opportunities for good feedback, some experts suggest making work discussions in small groups of 3 to 5 students.

The use of the mother tongue in class is another factor that influences poor performance in a foreign language oral production, because of they lack of cognitive knowledge, they use Spanish in their presentations, because it seems easier to them, it has been observed that many students have to memorize their repertoire in a dialogue, but sometimes they forget and resort to looking in their notebook or use their mother language to solve it.

Also, Leong (2017) asserts that

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance

conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. The second factor is related to affective ones, learning a language is the affective side of students, a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers (p.4).

By following this last quote assigned to the factors that affect oral production made by Leong (2017), the teacher cited it to clarify that the first two factors are the student's performance, while the last ones are referred to as a student's affective problems in speaking activity the teacher took these factors into account in the research project to motivate the

students to participate in the oral activities.

Emotions play a fundamental role and reveal the mental and emotional state of the learners' affective factors such as anxiety are altered by the student's emotions and alter behavior and performance before or after any oral activity in class. This means that language learners must be emotionally prepared, as this can affect their learning. The teacher totally agrees since many students participate in the classes if they find them motivating, helping them to relax and enjoy themselves.

In the affective factor, motivation stands out as the main instrument in this research project, it has been pointed out that motivation plays a central role in learning a second or foreign language. Apart from bringing motivating activities to class, it is also recommended to have a good affective relationship with the students, talk to them,

touch them, avoid barriers, this also influences their motivation to participate in class (Pangket, 2019).

And finally other factors that affect motivation are the listening ability, topic knowledge, and feedback during speaking activities for students to engage in speaking activities in class, Students will feel unmotivated and afraid to speak when they develop speaking ability. Listening to their classmates will make them understand what the other says to have an excellent dialogue, speaking and listening activities must be developed at the same time. The knowledge of the topic or information that is addressed in the class activities is another factor that makes the student remain registered in the long-term memory, that is, he will participate in the classes if he has previous knowledge and according to the feedback, it affects a lot of the students who don't want to participate in the speaking activities, it is suggested that the teachers can do it after

class, so they don't interrupt the flow of the dialogue, they will feel embarrassed if the teacher always corrects them, they will be unmotivated and afraid to speak (Leong, 2017).

Either positively or negatively; consequently, affective factors need to be an integral part to the teaching methodology because the ignorance of this would affect the learning process.

At the moment taking into account the role of the teacher in relation to the affective factors of the students in the teaching speaking classroom, it is important to mention that the teacher has to face many issues related to the affective factors, for instance, unmotivated or anxious students. The learning environment in which learners are is very important, so the teachers' role

should be, to make the environment comfortable and enjoyable and where students can express their feelings and oral participation of 8th-grade students from a public school in Cali, Perez Niño, (2010).

If in that environment the students feel uncomfortable or tense, the input that they receive from the teacher will be unproductive. Teachers should take into account affective factors when they are trying to teach any subject, in this case, the speaking skills, because those affective factors can take place and affect student's oral performance and therefore their learning, because the teacher observed that with the strategy of music the students and environment were more relaxing and the student's participation improved.

4.3 Strategies to motivate oral participation

What English teaching strategies can a teacher develop to motivate the participation of students in oral interaction in the classroom? In order to solve this learning problem of lack of motivation in 8th-grade students, at the beginning of the investigation, the teacher-researcher investigated some didactic strategies that motivate students to participate in oral activities in class, so she found many, such as music, gamified activities, collaborative group work, and authentic tasks among others, but when the students answered the first survey the students showed more interest on the music strategies. The most that called their attention were English-speaking singers for them, as well as for the authentic tasks, which caught their attention because it dealt with topics of interest to

young people, leaving aside the other proposals. This research project will use songs in English as a strategy to encourage oral production in eighth-grade students. It seeks to provide a solution to the poor performance of our students in speaking English and the complexity of working with large groups. This is how the teacher planned a didactic sequence with the lyrics of a song called "bad guy" by the American singer, "Billi Eilish" and the activity of authentic tasks was done with the theme of what were the advantages and disadvantages of the use of social media networks. Some strategies will be implemented, such as music and authentic tasks, taking into account the choice made by the students about their preferences among the strategies offered by the teacher in the first survey carried out.

4.3.1 Music

Music strategy is used as an important pedagogical tool, mainly in English as a Second Language (ESL). It is excellent for pleasant and relaxing educational environments, in order to develop speaking, reading, listening and writing skills. As it also helps to increase vocabulary and culture. The student improves the pronunciation of English, repeatedly singing the lyrics of the songs.

There are different authors and studies that consider music to be an important part of language learning. They consider music and rhythm essential parts of language learning for young learners because they enjoy learning and singing, Perez Niño, (2010), Engh (2013), Al-Smadi, M. (2020) In addition, they refer to the use of music as an element that is much easier to imitate and remember and state that there are many songs that give them the advantage of being part of the English- speaking culture.

Also, songs are flexible. They are the product of culture, share values, commitment responsibility, customs, love, traditions, history, and the characteristic of a spoken language. They can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool, Al-Smadi, M. (2020, p.2). In this case the teacher selected, singing songs as a motor to motivate students to participate in oral interaction.

The authors mentioned before propose four important factors that can be addressed with music in children and adolescents in any kind of context. The teacher took them into account for the research project:

- Music focuses students' attention, encourages group unity, involves everyone, and allows creative self-expression.

- Everybody has the ability to sing. From the earliest cultures, probably before humans learned to speak, they had contact

with words through some celebrations or rituals.

- Working with songs provides the teacher with the opportunity to reinforce vocabulary and grammar structures and with the possibility of developing the students' four skills.

- Songs have to fulfill students' and teachers' expectations.

Regarding teaching English through songs and the relation with communicative abilities, they refer to the enthusiasm provided by songs. Pronunciation of the lyrics among students arises easily since students propose the singers and songs, not the teacher. When students select a song or activity that is meaningful to their life, they learn its meaning quickly and well (Engh, 2013).

Music has proven to be an excellent strategy to improve students' skills in terms of vocabulary, grammar, and pronunciation. Music not only reinforces the skills, but also

acts as a great source of motivation for students to participate in classes, (Pérez Niño, 2010) Besides, Engh (2013) posits that "The affective filter hypothesizes that the most favorable learning occurs in an environment of low anxiety, self-confidence, and high motivation. Based on the SLA research, the hypothesis establishes that it acquires with a low affective filter, seeks and receives more information, the eighth-grade students interacted with confidence and were observed to be more receptive to the information they received in each activity proposed during development of the planning of the didactic sequence. An exploration of the literature on how affective filters can be related to the use of music and songs in the language classroom, music reduces affective barriers and helps students to be more relaxed and therefore more receptive to learning of languages". (p. 5).

By following this last quote assigned to the Affective filter hypothes made by

Engh (2013), the teacher cited it to remember that the eighth-grade students presented anxiety, lack of self-confidence and lack of motivation when carrying out oral activities in class, therefore music strategy made these affective factors decrease and they felt relaxed in oral activities.

The use of alternative strategies in the learning process is not new in foreign language learning. Music is a subject that has been used in education as a teaching tool for a long time. Music has been proven to be a trigger that improves skills such as vocabulary and grammar, it was observed in the responses and activities that the eighth-grade students answered and did with the music strategy, because, in the didactic sequence of the song, they knew new human body vocabulary, in addition to developing language skills. As a playful activity, music is a discipline that not only reinforces these skills but also acts as a great source of

motivation that helps teachers make the class more enjoyable, it was true because the teacher observed students felt more relaxed in classes. The role of music has to do especially with cognitive skills that students can improve not only having fun listening to and singing their favorite songs but also learning grammar and pronunciation.

In the case of pronunciation, the eighth-grade students did it, repeating the words in a great and clear way. In language development, the relationship is somewhat more indirect, but at the same time important: what is written, what is read, and what is heard are words used and understood in a given context.

These contexts can be seen as spatial networks that involve words with related words, words with their historical background, this can be done with a song as the singers transmitted real expressions used by them such as native speakers use in real life, and students like it very much. Also,

when students listen to a song they are learning from the culture and society the singers are from.

While listening to a song we can read and write opinions or answer questions about our understanding of the song. These types of listening activities, in addition to being good teaching and learning alternatives, are useful and effective for language learning (Perez Niño, 2010).

There are three important findings from the authors' recent research on the effective use of music in the English classroom. One suggested that there was strong support for the use of music in the language learning classroom, but that it actually happened very little in most connected classrooms, but a separate issue involved that while many teachers intuitively felt that music was beneficial for English language teaching, there was also a perception that there was a lack of

understanding of the theoretical underpinnings behind such a choice. Therefore, some educators felt unable to defend the decision of the use music in the classroom before administrators, this is true many administrators complain to teachers that the classroom becomes chaotic when oral activities are carried out by the noise that arises from the students singing loudly, and that affects the normal development of the other teachers who are teaching classes, the research teacher had to talk to the coordinator and defend her position against the performance of the activity, and the systems room was lent to her where she would have the use of the video bean to project the lyrics of the song so that the students could sing without fear of making noise that would disturb their co-workers (Eng, 2013).

Teachers always try to implement different strategies to facilitate language acquisition for young learners and motivate

them to learn new vocabulary, pronunciation and grammar. Listening is paramount when working with songs. It makes itself known by giving and receiving information. Songs help with listening practice because they are used in contexts that are meaningful to students.

Singing a song students practice their pronunciation because most of these words are being sung by native speakers with no

4.3.2 Authentic tasks

Authentic tasks are posited and proved by Ramirez et al, (2018) and Nunan, (1989) to be useful in exposing real language to learners and help build motivation in learning. For this reason, this research project aims to describe the implementation of authentic materials to improve students' motivation to participate in oral activities in English classes. The teacher carefully selected and appropriately implemented by considering the students'

pronunciation mistakes, and students like it and learn easily pronunciation, also with songs' lyrics students learn new vocabulary and the grammar rules of the English language and increase their motivation to participate in classes and learn in a fun way (Al-Smadi, 2020). The teacher researcher had the experience of working with songs when she was in high school

topics of interest according to their answers in the first survey. This strategy naturally increases their engagement and motivation in learning. Teachers are encouraged to use authentic tasks in class to engage students in meaningful learning to increase oral production, the relevance of inducing learners to the knowledge acquired in the classes with their real lives so that this information can be used in new authentic situations. Often students refuse to participate in oral activities because they do

not see any relevance between these topics or activities and their daily life. Not only did this action research project aim at involving students actively in what Nunan (1989) suggests regarding tasks, but also in the search and selection of topics and information, the preparation and presentation of content for the tasks, and a meditation on the development of these. This suggests the contribution of students in important situations where they can use orality to understand and interpret their reality, acquire new learning and develop communication skills at the same time.

In turning to the concept “tasks”. The first thing we need to do is decide just what we mean by the term itself. According to Nunan (1989)

“An activity or action which is carried out as the result of processing or understanding language (i.e as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as

tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative... since it provides a purpose of a classroom activity which goes beyond the practice of language for its own sake”. (p.6)

Ramirez et al, (2018), define the concept in the following manner,

“An authentic task, therefore, might be considered as such as long as it has a clear and direct relationship with the things that happen in daily life. Task authenticity depends on four aspects: a genuine purpose, real world purpose, classroom interaction, and learner’s engagement. To integrate input and output, reception and production, is to mirror real world communicative processes, and is something that all teachers concerned with moving towards authenticity should aim to do”. (p.4)

The teacher's intent with genuine real-world goals and purposes for the authentic task's activity was clear because the students intended to engage with real problems in their environment problems that would lead them to reflect and interact with their peers in the real

4.3.3 Benefits of student oral motivation

What is the consequence of motivation and self-confidence in relation to the oral interaction? One of the most complex problems in learning and teaching a second foreign language is finding the correct meaning and application of what motivates students to carry out the activities proposed by the teacher in the classroom.

Motivation is a concept that cannot be seen, but is felt, perceived; we see effort, interest, attitude and desire. When speaking, when doing things, we see the desire to carry out an action that leads us to achieve goals, desires, and purposes. It is observed that a student is motivated or unmotivated to the

world classroom on topics such as what were the advantages and disadvantages of using social networks so that they knew and committed to when and how to use them without making mistakes and apply them to their real-life contexts.

extent that he or she approaches or moves away from the competence proposed by the teacher to be achieved. It is considered that a motivated student is one who raises his hand to participate in class, is interested in the subject and likes to face the challenges that are presented to him and feels comfortable with himself and with the class environment (Ihsan, 2016)

Molberg (2010), emphasizes

Regarding motivation, an important aspect will be to find out if eighth-graders are motivated to interact in the classroom. To do this, the teacher will observe if they are engaged in the culture of the English

language. In other words, it will be interesting to study if the students have an integrative motivation, perceiving their positive attitudes towards the English culture, such as the literature they read, the English-speaking television programs they watch, and what music they listen to. Students' attitudes towards plenary and small group discussions will also be examined, as evidenced by the performance of their authentic homework presentations at the final stage, where they actively participated in their oral productions, despite their mistakes in the pronunciation they were motivated to do oral participation in front of their peers without fear of felt embarrassed as they felt in sixth grade when they were asked to do oral activities, another motivational factor is to find out if students are motivated to speak English to get a good grade (instrumental motivation). Or because they are interested in learning the language for fun. Motivation is a very complex

phenomenon consisting of several variables. Motivation is of crucial importance in the classroom, whether students come with it or acquire it through classroom experiences. Although motivation is abstract and quite difficult to observe, it probably has an impact on students' willingness to communicate. On the other hand, the success or failure in oral interaction can be considered a reflection of the motivation of the students. It is worth examining the extent to which students participate in class, to see if this reveals their motivation in the communication process.

Another important condition of oral interaction in the classroom is that students and the teacher learn together. This means that each student has something to give. For instance, structuring the attitude and thoughts of others, learn to accept different opinions and appreciate that others may have a diverse opinion on a certain topic, the teacher believes when students feel

comfortable, they are more friendly and sociable, so the class will be more united, when students feel motivated they will work more independently, and there will be no rules and penalties for those who do not participate: they will do all the oral activities because they like them. The teacher made observations to several students who talked more, participated more, seemed interested in the classes about the activities they were doing with the implementation of the strategies of music and authentic tasks and, came to the conclusion that these activities were of great importance in oral interaction in the classroom to develop their language and be able to communicate in language 2. It is clear that motivation is self-confidence, it has a consequence for oral interaction in the classroom. According to the theory, the perceived L2 competence is vitally important in oral interaction. The way in how the students rate all the activities as good and innovative at the end of the

activities reflects the level of oral interaction (Molberg, 2010; Ihsan, 2016). A combination of high linguistic self-confidence, lack of anxiety about the use of language, and a high integrative motivation seem to be the most valuable aspects that produce oral interaction in the classroom. Students with language anxiety and instrumental motivation, often choose to avoid interaction.

The teacher thinks that the consequence of motivation and self-confidence about oral interaction is reflected in the attitudes, and interests that the student shows by actively participating in all the activities that the teacher proposes in class, the students are seen as more sociable and feels comfortable, this means that a motivated student is perceived when he integrates with others to plan his activities when he raises his hand and participates voluntarily to speak in front of his classmates and teacher without fear of making grammatical or pronunciation errors

and does not do it to earn one more grade of the course but rather out of interest and pleasure, in this way the teacher notices the behavior of her students and realizes if she is

doing the right thing in the teaching process or should change his strategy to motivate them to participate in oral communication in class.

V. Methodology

Table 1. Research project activities delivery timetable

Activity	Select theme and objectives	Design Survey to apply	Design Activities To Apply	Apply Pre and post survey To Students	Apply Song Strategy To Students 2 session And Assessment	Apply Authentic Task To students 1 session And assessment	Tabulate and analysis of data collection	Present the results and conclusions	Write a final report
Month									
October									
November 2020	X								
January 2021	X	X							
February 2021									
March 2021									
April 2021									
May 2021									

June 2021									
July 2021									
August 2021									
September 2021			X	X	X				
October 2021			X			X			
November 2021			X	X	X	X	X	X	
December 2021							X	X	
January 2022								X	
February 2022							X	X	
March 2022							X	X	
April 2022									X

Source: Own elaboration

5.1 Socio academic context

In 2021, the research-teacher carried out the present investigation project, at Jesús Villafañe Franco School, which is located in the Agua Blanca district in Marroquín 3 neighborhood, commune 13 of the city of Cali-Colombia.

The institution was made up of a principal, 1600 students and 45 teachers. The teaching staff includes 3 coordinators, 1 psychologist, 1 social worker, 2 secretaries, and there are 2 professors appointed for the English area and 2 more teachers of English as overtime. The institution is divided like this; on the first floor there is a preschool and primary school, on the second floor there is a secondary school and the headquarters called "Omaira Sanchez", in the morning there is a primary school and in the afternoon there is secondary school until ninth grade.

The teacher researcher teaches English from sixth to eighth grade with an intensity of 4 hours per week with each degree, regarding the profile of the students, it was found that it is a population with a low level of self-esteem, and limited in their aspirations in terms of personal qualification. The precarious situation of the families, of which the student is aware, generates an intention to graduate quickly to look for work. The students are from strata 1 and 2, most of them live in Marroquín 3 and the surrounding neighborhoods, Los Lagos and La Paz, these sectors have many social and economic problems, some live with dysfunctional families for example uncles, stepfathers, grandparents, etc. very few with both parents. Despite this situation, many of them are studying alternate courses at the SENA, occupying their free time.

The pedagogical model that the institution has is constructivist with a humanistic

approach: which allows us to develop human potentialities and, in addition, provide tools to our students that allow them to access knowledge on their own.

There are strengthened processes aimed at the development of new structures of thought; that allow us to enhance the interpretation, analysis, and understanding of memory; that guide the development of emotional intelligence and affective relationships; self-esteem and recognition and respect for diversity.

The evaluation is carried out: Always keeping in mind that it is comprehensive and integrating because:

- It is permanent (not surprising)
- It promotes and accompanies learning (as a team)
- It is flexible (dialogued)
- It is qualitative – Evaluative
- Democratic (participatory)

- Reflective (assessed) -Formative – Summative; therefore the teacher have created a rubric to assess students in this research project (see appendix 4).

Nowadays the institution acknowledges the importance of the foreign language in a globalized world and is presented in the English area plan to open borders, understand other contexts, appropriate knowledge and make it circulate, understand and make us understand, enrich ourselves and play a decisive role in the development of the country. Be bilingual is to have more knowledge and opportunities to be more competent and competitive and improve the quality of life of all citizens.

The area plan establishes that the main goal that is expected to be achieved from the practice teacher and the teaching of the foreign language is to train students capable of handling skills in English and put them into practice in their immediate contexts,

that students can easily understand texts, interact orally with other people and present basic development in the production of written texts such as: essays, stories, notes, letters, newspaper articles autobiographies etc. The topic of globalization is included in its specific objectives as well as education for peace, environment and democracy, all closely related to the importance of cultural diversity and the recognition of the foreign language as a fundamental tool for the global citizens that it seeks to form. It would then be suggested, in the context of teaching and learning English, the development of competencies in a foreign language since its domain empowers its users and helps them to break inequality gaps, in addition to providing more and better opportunities for progress. The relationship with parents in the teaching-learning process is done through meetings scheduled periodically to inform them of academic and disciplinary performance, and teachers also take

advantage of social networks to maintain more direct and assertive communication with parents and students.

It is to be recognized, in a certain way, what teachers manage to do with the limited resources they have, the few hours assigned, and the conditions in which they must try to develop the four skills in their classes. It is difficult for teachers to stick to a methodology that seeks, with good intentions, to develop communication skills in students, but that, when evaluating them, measures them by the amount of grammar or vocabulary they have learned in their educational process. According to the institution's Saber 11 average score has been 46, below the national score, which has been 51. Its level remains at – A, with an average standard deviation of 8.25. It is understood that the results of the Saber 11 tests in the school are not those expected at a general level. There could be many factors that are affecting their process, as evidence, such as

the little attention that students pay to the subject, the situations of indiscipline that teachers have to deal with during the sessions, and other situations that make educational work difficult. Teachers then have to become motivators and help students

5.2 Participants

The research participants were the 8-1 grade students who had been studying for more than three years in the school, there were 10 boys and 10 girls, from 13 to 17 years old, students belonged to the first and second socio-economic levels in Colombia.

5.3 Survey questionnaires

Regarding questionnaire surveys, Urrutia, et al., (2010) stated that questionnaires can be used to get many different types of data, the teacher used questionnaires to know research students' knowledge, opinions, ideas, and experiences. For that reason, she believes

find reasons to develop foreign language skills. On the other hand, it is also necessary to review infrastructure conditions, resources, times, group size, content, and methodologies, among others, to establish their impact on the results.

At the beginning of September 2021, the student-participants were underage, it was necessary to ask all of them as well as their parents to sign a consent letter indicating their acceptance to participate in the study.

that a questionnaire was a useful tool to collect data. The teacher should pay attention to the way in which he/she writes the questions; they can not be complex or ambiguous or unable to ask about more than one topic at a time; In addition, the questionnaires can be closed or open

depending on the needs of the project or the purposes of the teacher.

Questionnaires were used because, thanks to them, the teacher could learn how students felt before and after the applications of the two implemented strategies, music and authentic tasks and in which of the two they felt safer and freer to speak without fear and with confidence.

The teacher sent them a link to the survey by cellphone using a tool called "Google Forms," using multiple-choice questions, to inquire about the participants' opinions and ideas about the problematic situation.

5.4 Field notes

Based on Perez Niño, (2010), the teacher used observation because through it, real data can be abstracted from real situations. Through observation it is possible to analyze and study the environments from which the data originates. In other words,

The results of the survey produced qualitative and quantitative data, both of them extremely important for choosing the strategies and analysis on the results of the research project. In the middle of September 2021, the teacher selected and organized the activities and carried out a didactic sequence, every 15 days, in the English classes for four hours a week. The strategies consisted of music and authentic tasks that not only reinforce the skills but also act as a great source of motivation that helps teachers make the class enjoyable.

through observation we can perfectly describe not only the characteristics of the participants, but also the context to which the participant belongs. Field notes are one of the best data observation techniques because it is used to write down what happens in class as the most important

supplement. The notes help the researchers to record some relevant events that happen to the participants at a specific time. The teacher's expectation was to use notes as a primary way of collecting information basic data when the music class was taught and authentic tasks were implemented in classes.

The diary, like the notes, also belongs to the observational techniques or, according to Nunan (1992), introspective methods. Diaries are much like field notes in terms of the observation component; however, this technique is more systematic

5.5 Pictures and video recording

The teacher used two more instruments for data collection, they were photos and video recordings because she wanted to analyze the characteristics of students' oral production in the implementation of the strategies in the classes, as well as to register the impressions of the students, recorded feelings during the

and has a specific design in terms of order. In diaries, you can write down important events that you are observing and carefully sort them by date or time of occurrence. Field notes helped the teacher record relevant events observed in class and consolidate information that was also collected through other instruments. In other words, the diary was more linked to the personal notes that teacher, as a researcher, wrote about the student's performance in the class and the strategies applied by her.

lessons in which the data was collected. Video is a natural choice for data collection. Video recording is considered to be an invaluable tool in an action research project because it consists of a free selection in which we can examine not only the student's language patterns, but the role of body language, facial expressions and many other things that are happening in the at the same

time as research-action activities are carried out.

5.6 Didactic sequence of the song

This didactic sequence incorporates the strategies to improve oral participation to the target audience, it has 6 session classes organized in this way: grammar (verbs in present), vocabulary (parts of the human body), and lyric words pronunciation. so this didactic sequence has the following stages:

- Title of each lesson plan
- Time and date
- Topic
- Learning objectives
- Basic standards and DBA
- Sequence of the activities
- Assessment tools
- Resources

5.7 Lesson plan of the authentic tasks

To continue with the development of the activity of authentic tasks, the teacher took into account the following. Ramirez et al, (2018), proposes a task-based lesson with three stages:

1. Pre-task: The moment when the teacher explores the topic with the class, highlights useful words and phrases, and presents examples to learners. Some useful procedures in this part involve using materials to lead into a topic, brainstorming for ideas, comparing and

sharing ideas, providing a model, doing a similar task, and allowing the student's time to plan.

2. In the task cycle, students do the task in pairs or small groups and prepare the report while the teacher monitors the process. When students present the report, the teacher listens and comments. This report indicates the process learners have followed to accomplish the tasks as well as the conclusions they reached.

3. The final stage is language focus which provides opportunities for

students to analyze and practice specific linguistic forms. (p.5)

Therefore, the teacher carried out the suggested steps for the activity of authentic tasks as follows:

First in Pre-task: the moment in which the teacher brainstorms with real-world topics that the young people are interested in addressing and presents them to the students in the first survey so that they choose one of their interests and, in turn, agree on the times and materials required to plan the activity.

In second stage cycle of tasks, the students carry out the activity in small

groups and prepare the report with the help of the internet to investigate while the teacher supervises the process. When the students present the report, the teacher listens and comments on what changes need to be made, as well as the conclusions they have reached.

And in the final stage of the linguistic approach was carried out in the classroom, where the students had the opportunity in their different work groups to participate orally in their opinions and conclusions on the subject. (See development's stages of the didactic sequence of the song and, authentic tasks lesson planning in appendices 1 and 5).

VI. Result and discussions

To collect information from eighth-grade students, the teacher used different instruments. During the preliminary stage of the project, some techniques such as survey, the field diary, and the video recordings were assembled inside the classroom.

The first source of information was a survey used to inquire into students' opinions about the problematic situation. It involved qualitative and quantitative analysis. The surveys were written in Spanish for better understanding since students find it difficult to understand English. This investigation was good for describing, comparing, evaluating, and understanding different aspects of this research problem.

During the implementation of the strategies, information came from direct observation and the analysis of students' attitudes, performances, and reflections. "A qualitative observation is when the

researcher takes field notes on the behavior and activities of individuals on the research site". In that sense, by sharing with the participants in their sitting, the teacher could know more about the problematic situation and identify some concerns in student's work when there were speaking activities in the classroom.

The field diary contained detailed descriptions of the classes and the observed behavior of the students at the time of carrying out the different planned oral activities. The field diary recorded opinions, and impressions on the development of pedagogical strategies. Another technique used was video recording to observe the performance of the students' body attitudes in a more real way. Finally, a survey was applied before the end of the course to learn about their experiences and perceptions of the pedagogical strategies implemented (Ramirez, et al., 2018).

6.1 Surveys

Surveys help us request specific information and better understand our target audience; with this information, the teacher will be able to better respond to their needs and expectations.

The themes for each implementation session were selected based on the results of a survey applied at the beginning of face-to-face classes in September 2021 and designed to determine the common strategy and topics students were selected in, taking into account their interests and likes. The selected strategies were English pop music, singers, songs, and topics for authentic tasks among others proposed in the survey. The last survey was implemented at the end of November, the teacher wanted to know their appreciations feelings regarding if they liked the strategies implemented in class.

Question 1. What English teaching strategies do you think will motivate

students to participate in oral activities in the English class?

The items to respond were:

A. Activities with music help improve oral participation, and singing improves pronunciation.

B. Authentic tasks help the student in fostering oral production.

C. The games promote the development of oral skills, fostering an atmosphere of friendship.

For 12 students response (60 %) thought that the activity with music help improve oral participation and singing a song improves their pronunciation, with this high percentage in the first item response is positive because it indicates that for the students the use of songs will improve their participation and pronunciation, which is one of the biggest problems they have in order to participate and the negative may be that the teacher did not write that with the

music will also improve their emotional part, feeling more relaxed and losing their embarrassment when speaking, and in the second item for 8 of students (40%),believe that authentic tasks help them promote oral production. According to these answers, the teacher takes into account the preferences of the students to implement the strategies to motivate them to participate in oral interactions, the students did not choose the games. The teacher assumes that the negative responses in item C, about implementing games is because the students feel more mature than when they were in the sixth grade and the teacher with these answers will focus on selecting real-world topics as provided by music and authentic tasks that make the student reflect and at the same time feel comfortable in class and thus improve the process of teaching and learning of English.

Question 2. Which of these topics are the favorites of a teenager? Mark with an x.

The items to respond were:

A. Couples relationships.

B. Drug use and addictions.

C. Gender violence.

D. Internet and social networks: benefits and risks.

In the second question the teacher wanted to know what topics could select to apply in the activity of authentic tasks. For 8 of students (40%) liked the internet, social networks, benefits and risks, other 8 of students (40%) preferred topics about drugs, consumption, and addictions, and for 4 of them (20 %) liked gender violence, with a high percentage of these two topics, the teacher developed them in the class. The teacher interprets with these answers that the students are interested in topics that affect them in their context and they hear about the frauds that are committed through the Internet by giving a lot of information through their social networks as well as the

problems of daily living in terms of the use and abuse of the drugs that young people do in their adolescent stage and the latest issue of gender violence that threatens their integrity to know how to act and put into practice all these reflections obtained in the classes, the negative responses in the first item about couples relationship is due to the fact that many of them do not have a sentimental couple because of their young age and are interested in other topics.

Question 3. What impressions did you get from the use of songs and authentic tasks in English classes?

These are their responses:

- well since we learned a little more
- The truth was something different from what we are used to, but it was nice to do it.
- Good

- A great impression and very happy since it made English a little easier, a great experience.
- Something very amazing.
- You learn better and in a didactic way by listening to the songs in English.

Question 4. Which of the two strategies (songs-authentic tasks) implemented in classes did you like more and why?

Students' responses:

- I liked all of them because it was fun to learn that way.
- I can't tell you which one I liked the most because I didn't know any of the singers or the songs.
- Help me express.
- Songs since there we could express ourselves a little more.
- Songs.

- I like it better with the songs in English because it's more fun.

- Yes, because when the class is very didactic. I interpret and there is more expression.

Question 5. Do you think that students with these strategies carried out in class, (songs-authentic themes) are motivated to participate more in oral activities in English?
Yes-No Why?

These are the responses:

- Yes, since it is very fun to learn that way.
- Yes, because if you work hard, you can achieve anything.
- Yes, because I express my opinions with my classmates.
- Yes, because it makes it more interesting, creative and fun.
- Yes, because it is more fun and we are losing our embarrassment and that is how we are also learning.

According to the opinions given by the students in the surveys, the field notes, pictures and video recording techniques used by the teacher the students expressed that the use of songs and authentic tasks taught them in a different, fun way that there were pleasant, more didactic classes, to which they were not accustomed, despite feeling a little fear and sorrow at the beginning, they felt calm and ready to participate in the oral activities. They also believe that the strategies developed were good for making them lose their fear of speaking in front of their classmates but the negative responses part was that students had very short time to implement the strategies in a good way since the interference that occurred at that time due to the alternation due to the pandemic.

6.2 Observation

The purpose of the observation allows the teacher to obtain information about such a phenomenon or event, it is a fundamental element of any research process; the researcher relies on it to obtain the greatest number of data and to be able to resolve the conflict.

According to these results from 25 items in the five questions selected the teacher did her observation focused her analysis only on 5 of them, she found more relevant and connected with her research question. *What English teaching strategies can a teacher implement to motivate learner's participation in oral interactions in the classroom?*

Item 1. Activities with music help improve oral participation, and singing improves pronunciation. In the observation 1

is about the activity with music that help improve oral participation and singing a song improves their pronunciation, this student's response indicates that it is positive because music strategy will be an excellent tool to engage students, in order to motivate their participation in oral exchange communication. And maybe the negative aspect that the teacher did not write in this item is with the music strategy the students could learn grammar too.

Item 2. Authentic tasks help the student fostering oral production. This indicates that students are interested in selecting real-world topics to implement in the investigation, providing them to reflect and promote oral production.

While items 3, 4 and 5 refer to student's feelings and appreciations regarding what they achieved with the implementation of music and authentic tasks

strategies as motivators to participate in oral interaction in the classroom.

- I liked all of them because it was fun to learn that way.
- I express my opinions to my classmates.
- Yes, I am motivated to participate in oral activities in class with the implementation of these strategies, they are more fun and we are losing our embarrassment and we also are learning.

6.3 Questionnaire

The teacher used questionnaires in her surveys to find out the knowledge, opinions, ideas, and experiences of eighth-grade students. For that reason, she thought a questionnaire was a useful tool for collecting data. Questionnaires were used because,

In these items students say that they liked the two implemented strategies, it is positive because for them they were fun activities that helped them lose their embarrassment, and also, they could express their oral opinions in front of their peers. The negative part that they expressed regarding the implementation of the strategies was that there was not enough time to see more songs or topics of their interest, because the interference that occurred at that time with the alternation of classes due to the covid virus pandemic. -19.

thanks to them, she could know in writing what strategies she uses according to the preferences of the students and in the end knows if students felt more confident and free doing oral activities in class. The teacher will present them in a chart.

Chart 1.Aspect analysis from the questionnaire.

Question	1	2	3	4	5
1. Why do you think it is important to participate in the oral activities of the class to learn the English language? Mark with an X	a. Helps develop vocabulary (20)students (100 %) selected that oral activities help them to develop vocabulary	b. Improve grammar and writing -----	c. Helps express your emotions. -----		
2. What do you think are the problems that affect students' participation in oral activities in the English class? Mark with an X	a. Concern about making mistakes and being criticized by peers. (17) students (85 %) thought that one of the reasons they don't do oral activities was because they were worried about making mistakes and being criticized by their	b. Students do not remember anything to say, they are not motivated. (3) students (15 %) thought they did not remember anything to say and were not motivated	c. The teacher does not select the activities appropriately. --		

	classmates when they spoke in class and a				
3. Do you like music in English? Why?	Yes, because it helps to know the vocabulary	Yes, because I learn to speak English	Yes, because through music in English I can pronounce words	Yes, because I can sing and learn English.	Yes,I can learn something and have fun
4. What are your favorite English music singers?	Lewis Capaldi	Billie Eilish	Beyoncé	Michael Jackson	N.W.A
5. Write the name of some favorite songs of that singer.	Before you go	Bad guy	Dangerously in love.	Billie jean.	Fuck tha police
6. Which of these topics are a teenager's favorite? Mark with an X	a. Couple relationships. -----	b. Drug use and addictions. For 8 students (40 %) liked this topic	c. Gender violence. For 2 students (10 %) preferred this topic.	d. Internet and social networks: benefits and risks. For 10 students (50 %) liked internet, social networks, benefits and risks,	

<p>7. What English teaching strategies do you think will motivate students to participate in oral activities in the English class? Mark with an X</p>	<p>a. Activities with music help improve oral participation, singing improves pronunciation. For 11 students (55 %) thought that the activity with music help improve oral participation and singing a song improves their pronunciation</p>	<p>b. Authentic tasks helps the student in fostering oral production. For 9 students (45 %) believe that authentic tasks help them promote oral production</p>	<p>c. The games promote the development of oral skills, fostering an atmosphere of friendship. -----</p>		
<p>8. 1. What impressions did the use of authentic tasks and music generate in the English classes? Comment</p>	<p>Very well since we learn a little more</p>	<p>The truth was something different from what we are used to but it was nice to do it.</p>	<p>Good A great impression and very happy since it made English a little easier, a great experience</p>	<p>Very amazing, We learned better and in a didactic way.</p>	<p>Very fun listening the songs in English</p>
<p>9. Which of the two strategies</p>	<p>I liked all of them because it was very fun to</p>	<p>Songs help me express, since there we could</p>	<p>Songs</p>	<p>I liked it better with the songs in</p>	<p>Authentic tasks because I was able to give my</p>

implemented in class, did you like more? Why?	learn that way	express ourselves a little		English Because it's more fun	opinion on a topic
10. Do you think that students with these strategies carried out in class are motivated to participate more in oral activities in English? Why?	Yes, since it is a lot of fun to learn this way	Yes, because if you try hard you can achieve anything	Yes, because I express my opinion to my classmates.	Yes, because it makes it more interesting, creative, and fun.	Yes, because it's more fun and we are losing our embarrassment and we also are learning.

The opinion of the teacher regarding the previous chart was that the questionnaire with its respective answers was helping her to select and plan the activities taking into account the preferences of the students, she did not want to impose anything so that the students felt capable and free to decide what to do and were motivated to participate in oral interaction.

The teacher concludes that she achieved the objective of motivating her

students to participate in the oral activities of the class, implementing the two strategies of music and authentic tasks. She can verify through the instruments of data collection techniques implemented in the investigation such as surveys, field diaries, photos, video recording, observation, and at the end questionnaire with the students' opinions about the impressions they experienced with the implementation of the strategies.

Table 2. Categories derived from the data analysis

THE ROLE OF MUSIC AND AUTHENTIC TASKS IN STUDENT'S ORAL PRODUCTIONS.	
The presence of music and authentic tasks activities as a speaking trigger	Student's perceptions about the music and authentic tasks activities
Vocabulary emphasis: A tool to grasp key concepts.	A motivator to progress
Listening Activities: The steering force for speaking	A funny way to learn

Source: Adapted from Pérez, Niño (2010)

6.4 The role of music and authentic tasks in student's oral production

From the research process described before, and following Pérez Niño (2010), the teacher categorized, codified, and interpreted what has been captured in the classroom. Table 2 shows the categories and subcategories found in the study. Music activities and authentic tasks as a trigger for speech. This is the category that encompasses a set of facts that helped

eighth-grade students to be motivated to participate in oral activities in class. follows an explanation of the type of activities that the teacher implanted with authentic songs and themes. For this, it was divided into two subcategories, each linked to the class actions and how they affected the oral production of students. Now let's examine each one of the subcategories in detail.

6.4.1 The presence of musical and real topic activities as a speaking trigger

In this category, a set of events that help students to speak in class are observed.

Next, the types of activities used by the English teacher to encourage the oral

6.4.1.1 Vocabulary Emphasis: A tool to grasp key concepts

The teacher noticed that one particular aspect of the several exercises that the teacher prepared for students was that all of them focused on teaching students specific vocabulary related to present verbs, the human body, colors found in the song, advantages, and disadvantages of using networks. In other words, the main emphasis of this developed strategy in the class was vocabulary learning and listening comprehension, as evidenced in the

production of the students will be explained.

For this, a division of three subcategories was made, each of them associated with the actions in class and how it influences the oral production of the student. Now let's examine each of the subcategories in detail.

following response in question number 1 of the first survey.

The first question that the teacher asked in the survey was. Why do you think it is essential to participate in oral activities in class to learn the English language?

In the first question, according to Leong (2017) "Speaking is the most important skill because it is one that is needed to carry on a conversation. Speaking in English is not an easy task because speakers must know many important components such as pronunciation,

grammar, vocabulary, and have sufficient ability to communicate easily and effectively with other people” (p.2).

This quote is important since the students answered 100% that in order to speak in class they need to know components such as vocabulary.

Graphic 1. First response of the students in the first survey about why is important to participate in oral production

1. ¿Por qué cree que es importante participar en las actividades orales de la clase para aprender el idioma inglés? Marca con una x



According to the result of the first question in the pre-survey, about the importance in participate in oral activities in class from 20 students (100 %) of the them selected that oral activities help them to develop vocabulary, but none of them think

that it helps them to express their feelings and emotions, so is important to improve the knowledge of vocabulary in English classes to students must be able to participate actively in oral interactions.

6.4.1.2 Listening Activities: The Steering force for speaking

In connection with this category, the teacher should highlight the kind of listening activities the teacher used in class such as listening and practicing the pronunciation of singing the song several times, and students repeating each stanza. The students recognized how the position of their lips was and their mouths to pronounce very well each word.

In the proposed activity in authentic tasks students read their opinions, students asked the teacher pronunciation questions so as not to make mistakes when they were reading and listening to their peer's opinions. The teacher was amazed because the students were receptive and participatory in the class, this activity was a lot of fun for them since they laughed listening to their peers, but not in a way of ridiculing the other, it was more like they were united participating and that they read and say that

their pronunciation was better than before developed the strategies. This piece of data exemplifies these kinds of strategies in the class, with students practicing the listening and speaking parts. Also, the teacher noted the students were relaxing with music and authentic tasks, second learn some unknown words useful to them to understand the meaning of the lyrics. Finally, the teacher noted that this time they did not apologize as they did in 6th grade in oral activities, who often said they did not want to do the activity.

On the other hand, Pérez, Niño (2010) pointed out that “oral language is an interactive and social process, and using songs with authentic meaning is a natural way to experience rich language in a pleasurable way”. Songs are a good way for teaching students not only theoretical concepts related to music, but also vocabulary we use daily. In order to exemplify this fact, the teacher extracted the

following samples from the teacher's warm up activity about ask the students some questions (p. 9).(see appendice warm up didactique secuencia)

1. T: What is her nationality) - S: she is from Los Angeles USA.

2. T: How old is she? - S: She is 19 years old.

3. T: When she was born? - S: She was born on December 18th 2001.

4. T: Is she married or single? - S: she is single.

5. T: How many sisters or brothers does she have?-

6.4.2 Student's perceptions about the music and authentic tasks activities

This category is made up of three subcategories which help the teacher organize and identify the most important perceptions students had in relation to the strategies they attended in the three months of the strategies implemented. The teacher

asked this question to the students. Do you think that students with these strategies carried out in class are motivated to participate more in oral activities in English? Why? They were kind and comfortable and answered it, they expressed what they felt and thought about the English class problem.

6.4.2.1 The strategies in the class as a motivator toward progress

When the teacher asked for the homework, many did not do it apologizing that they had lost the song photocopy, others

simply said that they had forgotten it at their house, so the teacher felt a bad sensation and wonder about the possible solution, as a result of that the teacher took out new photocopies for them to do the activity.

Then, when they were singing the song some students commented that the singer sang very quickly and they said next time it would be another slower song, the teacher replied that this song was chosen as their preferred song in the survey. This was another inconvenience during the development of the music activity, and the students felt bad when they had to sing in English class. Nonetheless, encouragement was a key factor to engage them in the class processes, the teacher put the song verses when the singer sang slowly.

6.4.2.2 Music as a fun way to learn

It is common knowledge that music and authentic task activities are good alternatives for relaxing and having fun. People in general play music when they are working or studying. In most cases, music can be used in the language learning field. Students seem to be naturally “wired” for

As Pérez, Niño (2010) remarked, one important aspect to take into account about students’ self-confidence is encouragement. Now the two examples above, from the oral activities, demonstrated that the students were able to recognize and did the activities proposed and continued working in the rest of the classes without problems, the teacher can conclude that the music and authentic tasks were a good motivator for students to improve their oral participation (p. 11-12).

sound and rhythm, in our case most of the students in the English class agreed that this subject could be used in a language learning classroom to make the class nicer and more pleasant. Also, through music, students can learn structures or vocabulary faster. (Niño, 2010, p. 12).

The questions in the first survey were to inquire about their feelings, and likes

about English music, some of them answered that they like music in English, because it helps them learn new vocabulary, improve pronunciation, and the teacher took into account these answers to elaborate on the music strategy to develop in the project.

In the previous extract, the teacher can confirm that music and authentic tasks are a fun way to learn English, because young learners enjoyed doing listening activities with popular songs and real topics. They like to learn unknown vocabulary related to actual music preferences, it is used to stimulate wide and strong listening, stimulate dialogue about attitudes and feelings, encourage creativity and imagination, create a calm environment in the classroom and provide variety and fun to learning.

The class as an alternative to know more about music and real-life problems. When the implemented strategies ended, the

teacher did a second survey to observe reactions, opinions and feelings about how students felt doing the activities in the English class.

If we analyze the opinions of the students, we can see that they agree with the fact that this kind of strategy is good to have the chance to learn English and develop speaking skills in class. Ludic activities such as singing a song or giving opinions with authentic tasks are a good trigger for teaching in the sense that students enjoy the class and feel comfortable in the classroom. As can be seen, there is clear evidence about the positive view of the strategies developed in the research project, students think that these activities done in these three months are a good learning opportunity.

Students also expand their participation in speaking activities, regardless of their pronunciation and vocabulary problems. Students were able to

create meaningful and consistent messages and share them with their peers (Ramirez, et al. 2018). So, I consider it important to plan sequential activities that develop all English skills, and speaking is the last because the student must be mastering each skill and thus acquiring the knowledge of English. The teacher agrees with the author about the

6. 4.3 Perceptions and experience of the teacher- researcher

During the implementation of the strategies the teacher observed that Little by little, the students increased their participation in the different activities. This was primarily because their needs and interests had been taken into account. The students were not seen as empty entities and language learners, but also as people who could give important opinions and be taken into account by the teacher.

Therefore, the teacher thinks that carrying out this investigation and with the

use of the authentic task strategy because we as teachers must take into account the topics that most interest the students and thus, the classes will be more motivating and participatory. Authentic tasks are one teaching strategy implemented in this research project.

implementation of the strategies she got that desired participation that she had not when the students were in sixth grade, they simply excused themselves by saying that doing oral activities embarrassed them and they did not do it, they did not care if they got a bad grade.

It should be noted that from the beginning of the process, students were encouraged to choose the strategies and topics they wanted to talk about. This turned out to be very positive as it is evidenced in the answers given by them in the first survey.

In addition, the teacher could see the change through their writings in the field diary, along the process she observed the student's faces were more calm, enthusiastic and willing to participate, and the student took an active role in the learning process, they felt more comfortable when speaking. And at the end of the process, the teacher confirmed his observations with the opinions and impressions that the students showed since they had improved their self-confidence and adopted a different perception towards participating in oral English activities.

This can be seen when analyzing the answers to the questions about how they felt when carrying out the activities and which strategy they liked the most, and if they believed that with these strategies they were motivated to carry out oral activities in class.

Here are some of the responses:

S1: I was a little nervous at first, but it gradually passed.

S2: The disadvantage was that it was difficult for me to pronounce some words and the advantage was that my embarrassment gradually disappeared.

S3: I liked all the strategies because it was fun to learn that way.

S4: I liked both strategies and with them, I can express my opinions to my peers.

The teacher concluded it was a great experience for her and she felt very satisfied, objectives and the final product were significant, essential, attractive, and appropriate.

VII. Conclusions

Knowing the importance of speaking skills in the teaching-learning of English, as well as the problems and factors that prevent students from making good use of their speaking skills, and regarding the main objective behind this research study, which was to discover whether with the implementation of music and authentic tasks strategies students were able to motivate themselves to participate in oral activities in the classroom.

The results of this research project reveal that the purpose was an achievement since the planned strategies and the anxiety, and shyness presented in students greatly decreased, their fear of speaking diminished in English classes.

The implemented strategies, music, and authentic tasks, filled the students with confidence and they made good use of oral interactions in the classroom, the teacher findings confirmed this.

“Music has proven to be an excellent strategy to improve students' skills in terms of vocabulary, grammar, and pronunciation. Music not only reinforces the aforementioned skills but also acts as a great source of motivation for students to participate in classes” (Pérez, Niño, 2010).

The teacher confirmed with all the theoretical references seen in the literature review of the project that all are true that with the use of songs in the classes, the students learned grammar and feel more relaxed. In the song there were many verbs in the present tense, so the teacher emphasized the grammar of the simple present tense and they also learned the vocabulary of the external and internal parts of the human body. As well as a lot of emphasis was placed on the pronunciation so that they could sing without fear of making mistakes.

When the teacher made the video with the voices of the students participating singing,

they seemed relaxed doing the activity without fear of making mistakes in front of their classmates, they were more receptive to language learning.

The main motivation and effect of the use in class of the authentic tasks strategy, was to put the students' oral production in terms of producing a real communicative situation taking to account their likes and interest in certain topics about their daily lives. In the activity they gave their different opinions about the advantages and disadvantages of using social networks, where many of them realized that using certain information can bring them advantages such as having contact with people from many parts of the world, communicating with family and friends more easily, it has many advantages to offer and needing commercial products, getting a job.

And some disadvantages they recognized is that excessive use could bring

them addiction, or also many problems due to the comments they made through these networks. They should not give much information about their lives since people could use them to harm them such as robberies, or rapes of the girls when they meet people and date through them. All of them worked actively on this activity in groups and everyone participated giving their opinions on the subject. They were more willing to speak, all the comments had use and application for real life, and they were involved in their learning process. This happens when students are encouraged and supported by their partners and, little by little, gain confidence and start playing a more active role in speaking activities.

According to the opinions given by the students in the second survey, I also observed that the students not only showed greater progress in their oral production but also showed a relaxed, interested, and

participatory attitude when we used the songs and particularly when they concentrated more on the free expression of ideas than on the correct way of saying them.

They expressed that the use of songs and authentic tasks taught them in a different, fun way that they were pleasant classes, more didactic, classes, to which they were not accustomed, than despite feeling a little fear at the beginning, they felt calm and ready to participate in the oral activities. They also believe that the strategies developed were good for making them lose their fear of speaking in front of their classmates but very short to the interference that occurred at that time due to the alternation due to the pandemic.

The teacher concludes with a research project carried out in her master's degree in the teaching of English as a

foreign language. Which left her with gains in the part as an academic person, because she must be a leading agent and promoter, changing her attitude and practice to be able to provide solutions to the inconveniences that arise in the teaching-learning process of English. Always seeking to increase students' knowledge of the language from the master's degree through the different courses seen gave her many tools to solve them.

As didactic person, she built a friendly relationship with her students, so that the students feel happy in class and that they have a feeling of enthusiasm for studying English and speaking it on occasions when they need it in their real life and that they do it without worrying about making mistakes, also since the teachers are protagonists and they make schools alive.

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IX. Appendices

9.1 Appendix 1: Didactic Sequence of the song

LET'S KNOW THE HUMAN

BODY

A didactic sequence for eighth grade student's public school

This didactic sequence incorporates the strategies to improve oral participation to the target audience: 13 to 17 year's old students, 8th grade A-1 level of English, The students take English class 2 times per week and due to the return of face-to-face classes, during the pandemic, the guidelines given by the Minister of Education were to return to

classes with alternative attendance, therefore the teacher was working alternately, and the 8th-grade students were divided in two groups A and B, so this didactic sequence had 5 session classes organized in this way: grammar (verbs in present), vocabulary (parts of the human body), and lyric words pronunciation in this way:

- First session: Warm up activity.
- Second session : Find present verbs in the song
- Third session: Draw the human body vocabulary.
- Fourth session: Find in the song human body vocabulary.
- Fifth session: Lyric words pronunciation.

Lesson Plan grade 8th

Warm up

Class time: 2 hours class, 55 mins

Date: September 21th group A and 22th group B of 2021

TOPIC	Listening and answer oral questions
Learning Objective	<ul style="list-style-type: none">● To express ideas, sensations and feelings with short and clear sentences and an understandable pronunciation.
Basic standards And DBA	<ol style="list-style-type: none">1 I use my general knowledge of the world to understand what I hear.2. I respond with short sentences to simple questions about topics that are familiar to me. <p>DBA: Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.</p>
Sequence of Activities	<ol style="list-style-type: none">1. The teacher will start the class showing a picture of the singer “Billie Eilish” and asked to the students, if they know her? Confirming with their answers to the first survey their preferences about favorite singers written by them.2. Then teacher divided the students into small groups. They had one hour to investigate by internet about the life of the

	<p>singer, and the second- hour class the students practiced the answer pronunciation in each group. The teacher asked a question in oral form to each group and they answered in loud voice to the rest of the class.</p>
<p>Sequence of activities</p>	<ol style="list-style-type: none"> 1. After the first hour investigation the teacher wrote in the blackboard some personal questions about the singer and asked orally to the student's pronunciation each question very slowly and waited to their oral answers that each group gave in loud voice to the rest of the class. 2. Finally the teacher wrote in the blackboard all the responses given by the students and ask them to write them in their notebooks.
<p>Assessment Tool</p>	<p>- The teacher will present the evaluation rubric to the students and will give them the first grade depending on each group participation.</p>
<p>Resources</p>	<p>Image.1 Vogue https://www.vogue.es/moda/modapedia/personajes/billie-eilish/787</p>
<p>Teachers in charge:</p>	<p>Martha Mejia.</p>

Teachers in charge:	Martha Mejia.

Source: Francy Nohemy Ledesma Aldana didactique sequence format.

9.1.1 Appendix 2: Sample Warm up of the song

Image.1 Vogue <https://www.vogue.es/moda/modapedia/personajes/billie-eilish/787>



Source: Internet

1. T: What is her nationality) - S: she is from Los Angeles USA.
2. T: How old is she? - S: She is 19 years old.
3. T: When she was born? - S: She was born on December 18th 2001.
4. T: Is she married or single? - S: she is single.
5. T: How many sisters or brothers does she have?-

Lesson Plan grade 8th “ Bad Guy” lyric song (Sessions 2-5) Class time: 55 mins Date: September 28th to October 20th	
TOPIC	Verbs, vocabulary and pronunciation of a song.
Learning Objective	<ul style="list-style-type: none"> ● To use appropriate vocabulary to give coherence to the writings.
Basic standards And BLR	<ol style="list-style-type: none"> 1. I write short messages for different purposes related to situations, objects or people in the immediate environment. 2. My pronunciation is clear but I still make mistakes and I have a foreign accent.

	DBA: Recognize specific information in short oral and written text on topics of general interest.
	Session # 2: September 28th, group A and 29th group B, 2021.
Sequence of Activities	<p>1. The first activity that the teacher did in the first-hour class was to give the students in 8th class the photocopy of the lyrics of “Bad Guy” by Billie Eilish, and ask the students to find into the song all verbs in present, and colored them in red</p> <p>2. In the second hour the students wrote a list of verbs in their notebooks with their respective meaning in Spanish. Total verbs were 23, the teacher wrote the list of verbs on the blackboard and ask the students to repeat the pronunciation. The teacher selected this activity because in this way the students are more interested in learning grammar than in the use of a book course.</p>
	Session # 3: October 6th, group A and 7th group B, 2021.
Sequence of activities	<p>1. According to the themes found in the song, the teacher asked to make the vocabulary of the human body and place it in two drawings, one with the external parts and the other with the internal parts, and she would review it after the week of recess planned for October 11th to 15.</p> <p>The purpose of this activity was to draw pictures or cut and paste them as a way for students to learn English vocabulary visually since with the striking images, the student learns and remembers new vocabulary, and these drawings help their minds to remember what they learn in class.</p>

	<p>Session # 4: October 19th, group A and 20th group B,</p> <p>Session # 5: October 26th, group B, and 27th, group A of 2021</p>
<p>Sequence of activities</p>	<ol style="list-style-type: none"> 1. The teacher reviewed the task on locating the parts of the human body, and in turn, the students should color in the photocopy of the song parts of the body with blue color. 2. The students read a sentence describing a part of the body and they wrote the correct part of the body, they helped themselves with the translator of their cell phones and with the dictionary they should work alone, not let their peers copy them. 3. At the end of the class, they came to the board to check if they have successful the part mentioned in the activity (e.g. This fill with oxygen when you breathe? Lungs. This beats 60-100 times a minute? The answer was the heart. 4. Teacher went with students to the systems room put a video to sing the song, first, the teacher pronounced the lyric of “bad guy” to the students, noticing the pronunciation of each word, then they practiced the pronunciation of each verse of the song several times until they sang the complete song in choir in a good pronunciation.

Assessment Tool	<ul style="list-style-type: none"> - Teacher will continue assessing with rubric where they will receive a grade depending on their performance. (see appendix 8)
Resources	<p>Link of the song:</p> <p>https://es.scribd.com/document/405138814/Billie-Eilish-Bad-Guy-Lyrics-AZLyrics-com-pdf</p> <p>link guess body parts game:</p> <p>https://www.baamboozle.com/game/51560</p> <p>link of the video of the song:</p> <p>https://www.youtube.com/watch?v=Jqi4GBxmwgg</p>

Teachers in charge:	Martha Mejia.

Source: Francy Nohemy Ledesma Aldana didactique sequence format.

9.1.1.2 Appendix 3: Samples of activities in session #2 to session #4

Image 6. Verbs and parts of the human body found in the song

Source: own elaboration

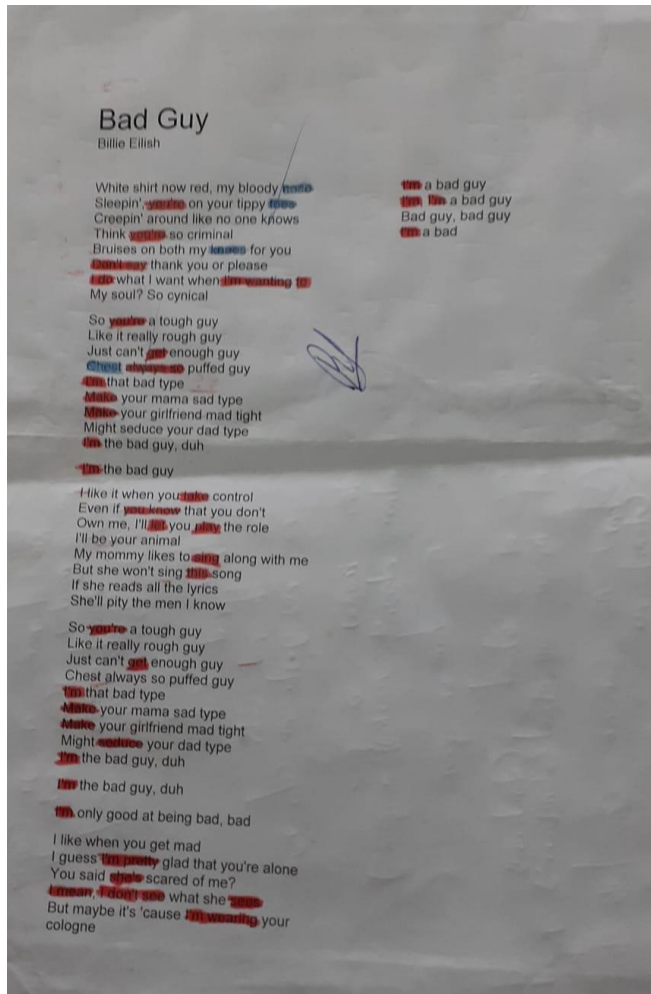


Image 7. Students singing the song.



Source: own elaboration

9.1.1.3 Appendix 4: Sample of rubric used to assess eight-grade students.

Martha Liliana Mejía Q.

ENGLISH RUBRIC GRADE 8th

This rubric was designed to assess the student's participation in classes.

Aspects to evaluate	Superior performance (4.6-5.0)	High Performance (4.0-4.5)	Basic Performance (3.0-3.9)	Low Performance (1.0-2.9)
Answer question orally	Answer questions that listen in English correctly	Answer questions that listen in English very good	It is difficult to answer questions that listen in English	Lack of answer questions that listen in English
Recognize vocabulary	Recognize vocabulary in a text and is able to represent it graphically	Recognize vocabulary in a text but still needs to represent it graphically	It is difficult to recognize all vocabulary in a text to represent it graphically	Unable to recognize vocabulary in a text to represent it graphically
Express ideas	Express his/her ideas, sensations and feelings with short and clear sentences and an understandable pronunciation.	Express his/her ideas, sensations and feelings with short and clear sentences but lack of understandable pronunciation	It is difficult to express his/her ideas, sensations and feelings with short and clear sentences and an understandable pronunciation.	Absent to express his/her ideas, sensations and feelings with short and clear sentences and an understandable pronunciation.
Show respect for the opinions expressed by their peers.	Show respect for the opinions expressed by their peers and work with pleasure as a team.	Show respect for the opinions expressed by their peers even though do not work with pleasure as a team	It is difficult to show respect for the opinions expressed by their peers and to work with pleasure as a team	Is recommended to show respect for the opinions expressed by their peers or work with pleasure as a team

9.2 Appendix 5: Authentic tasks lesson

planning

Date of authentic tasks application two hours class: November 2th group A, and November 3th group B.

1. Pre-task: (February 13th 2021). In this moment the teacher gave a brainstorming of topic ideas for students in the first survey which many

topics previously investigated among these were: Couple relationships, drug consumption and addictions, gender violence, internet and social networks: benefits and risks.

Teacher presented to the students the topic most chosen for them that was internet and social networks: benefits and risks.

2. in the task cycle: the teacher in the first hour started class dividing students in small groups and asked them to investigate in Internet the pros and cons of using social networks, the teacher monitored the work of each group helping them when they needed to ask something to her.

3. In the final stage the teacher asked them to write their opinions on the advantages and disadvantages of using social networks. They were very receptive

and participatory in the class, they worked using their cell phones, doing research on Google about the topic, then the teacher asked them to please each group to read their contributions, the students asked the teacher pronunciation questions so as not making mistakes when they were reading.

The teacher made videos of the students doing the activity. This was very funny for them since they laughed listening their peers, but not in a way of ridiculing the other, it was more like they were united participating and that they read and said that they looked like foreigners. The teacher noted that this time they did not apologize as they did in 6th grade, in oral activities, who often they said they did not want to do the activity out of shame that their classmates would make fun of their pronunciation.

When students present the report, the teacher listens and comments. This report

