

PROMOTING SINGING AS A FORM OF ORAL PRODUCTION IN EFL CLASSES:
EFFECTS OF USING A MUSICAL INSTRUMENT WITH FIFTH GRADERS

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ABSTRACT

In Colombia, there have been many studies about the use of music in the EFL classes. However, regarding the use of music with a musical instrument to promote the oral production by singing, the studies are scarce. Moreover, there are certain effects manifested in attitudes that the participants of this research showed when the teacher used a musical instrument to carry out the EFL classes focusing on the oral production. This study is managed with action research and qualitative methodology. The study was carried out with a fifth graders classroom composed by forty-three learners.

To gather the data, an observation, focus group and interview were implemented. The data collected was analyzed taking as a central point the attitudes showed by the participants. Findings suggest that there are three main categories brought by the data collected. They are: Music as a motivator, music in the class management and effectiveness of music in oral production.

Finally, the study attained the next conclusions. Most of the attitudes showed by the learners during the EFL classes demonstrated a high level of motivation, so the use of a musical instrument to promote the oral production by singing increases the motivation of the learners. Moreover, it helps to improve their behavior during the activity. Finally, the good environment, the motivation and confidence that these activities bring allow the learners to get interest for learning English.

Keywords: Music, attitudes, oral production, motivation

LITERATURE REVIEW

This inquiry addresses the use of music in the EFL classes. Thus, I performed a review of the literature to get informed on the ways in which music is used in academic contexts, particularly in EFL contexts. Although there are many studies that explore how music is used as a teaching tool, the studies that explore the use of a musical instrument inside the EFL classes are scarce. In the following lines, I will present some of the most relevant studies in the field that emerged from my review of the literature in several national and international journals.

Morales (2007) performed one of such research in Bogotá. In his study, he attempts to explain the usefulness of rock music as a teaching tool. The participants of this study were two students whose ages were 21 and 26 years old. Morales framed his work in a qualitative research paradigm using some instruments as questionnaires, research journal, field notes and the artifacts which are the written material developed by the students during the research.

Morales used the case study as a methodology. The results of the research suggest that the students learnt more vocabulary using rock music as a teaching learning tool. Also, that rock music allowed making an integration of the the four skills “Listening, reading, writing and speaking”. Finally, rock music filled the real interests of the students, this means that the use of rock music as a teaching-learning tool gave them vocabulary that they could use in real life situations when using English.

Another research that used music as a teaching-learning tool was carried out in the same city (Bogota) in the same year (2007) but this one focused on the teaching and learning of vocabulary in English. It was developed by Bonilla, Herrera, Leal, and Parra. The participants of their study were primary school students from a private institution whose ages ranged from 8 to

10 years old. They used the qualitative approach focusing on action-research, and the instruments used were an interview, video recordings and audio recordings. The results of this research suggest that there is an explicit motivation of the students, which contributes to the memorization and assimilation of the vocabulary and an improvement in the fluency and pronunciation.

Pérez and Leganés conducted a similar study in Castellon, Spain. In their study, they explore the use of music as an interdisciplinary tool. The participants of their study were 20 English teachers from 20 public schools. This study went deeper and researched the knowledge that those teachers had about music, music as a teaching tool and the design of didactic tools with music. To do this, they made an exploratory study with a quantitative approach using as an instrument a questionnaire. The results in this case seemed to confirm the hypothesis that the researchers had about the teachers; the use of the music is minimal because most of the teachers do not know about music.

There is a lot of insecurity on behalf of the teachers to implement music in the classroom or to design some didactic tools to work with music in an integrated way, in other words, using the four skills “Listening, reading, writing and speaking” Just 25% of the teachers knew how to use music in a didactic way in the classroom. However, most of them were aware of the benefits of music in terms of motivation and about half of them considered music a useful tool for improving the learning of English. In conclusion, all the teachers knew the benefits in terms of motivation that the music could have in the classroom but most of them did not know how to implement this tool.

In the same vein, another research uses music as a didactic resource focusing on the

teaching; it was carried out by Duque in 2014 in Quito, Ecuador. She chose 10th grade students from a public school as the participants of her research. The exploratory, descriptive and explicative nature of the studies lead the methodology of this research, also it is based on analytic-syntactic, inductive-deductive methods carried out in the field work for the data collection methods. Duque finds that the traditional way that the teachers use in the school do not provide students with the tools to foster their speaking and writing skills, because that methodology does not motivate the students to learn English.

Also, the factors that affect the acquisition meaningful learning in the English subject are related with the first finding; the teachers teach using the traditional way, and all this because they do not know how to use the new technological tools to teach English. However, research unveiled that the teachers consider English as an interesting and enjoyable subject so they have a good disposition to use alternative methodologies to motivate the students to learn English.

In conclusion, all these research projects focused on music used in an educational field, mainly in the EFL subject. Moreover, they share an important issue which is that all discuss the use of music as a didactic tool from different approaches, but all of them focus on the teachers, on how they use those didactic tools. It is important to take the English process from the point of view of the student because all the research projects were focusing on the view from the teacher.

This research focuses on the learners, how they are affected by the use of music during the EFL classes and with an element as a musical instrument such as the acoustic guitar.

STATEMENT OF THE PROBLEM

Learning English as a second or as a foreign language has become an issue of paramount

importance for students at all levels in many nations across the globe. Accordingly, the exploration of different approaches, methods and strategies for teaching the language has gained relevance in academic contexts. In this vein, the use of music in the EFL classroom for different purposes, in different contexts and from various perspectives has been studied. However, few studies have addressed the usefulness of music as a tool to improve pronunciation and even fewer have been performed in rural areas of Colombia.

In my internship as a preservice teacher with the fifth-grade students from a public institution located in La Unión, Antioquia, I noticed how they showed different attitudes in the classroom depending on the activities that the English teacher asks them to do. For example, when the teacher asked them to do writing activities such as filling the empty spaces, translating, and writing texts, they did not seem engaged and they would start bothering their partners, to stand up from their seats, and to speak about different things that were not related to the EFL class. Although the students misbehaved and did not seem motivated, these activities were the most used during the class.

The behavior of the students seemed to be the same with the other activities that the teacher proposed, that is to say, during the activities involving listening, reading or speaking. However, when the teacher carried out speaking activities such as singing music made for teaching English the students got really engaged, the students were paying attention while he was showing them the song and playing the guitar. This activity motivated all the students to participate and to try to pronounce the words in English. Besides, it also inspired me to study this phenomenon.

RESEARCH QUESTION

What are the effects of using a musical instrument to promote oral production by singing in an EFL class with fifth graders?

JUSTIFICATION

This research aimed to explore the experiences of EFL students when using a musical instrument to promote the oral production by singing. It was carried out in a public school with fifth graders. Therefore, this research could provide some contributions to the field of foreign language teaching and particularly to the practices of teachers in similar EFL contexts. Public institutions, especially those in rural areas, often lack didactic resources. Some teachers struggle to find ways to teach the language while keeping the students engaged. This is why understanding the impact that the use of music has in the classroom could be beneficial for them.

Additionally, this research aimed at finding alternative ways for promoting the development of the skills that are not tested in high-stakes tests such as the national test “Saber”, this standardized test is made for high school students who are close to graduate, in this one there are evaluated some subjects including English, but they take into account the reading and writing skills but no the speaking and listening when testing this subject. This exclusion usually leads teacher to focus on the skills that are actually tested and avoid the practices that focus on the development of the other skills. Gaining insights on the usefulness of music as a resource for promoting the oral production of the students could provide elements for more balanced classes in terms of the skills.

This research could influence educational institutions and teachers to take into account the

use of the music to promote the oral production when teaching and learning a foreign language, particularly, teachers who play musical instruments. In the same vein, this study had the intention of helping me to improve my own practice as a teacher and to explore music as a didactic tool in the EFL classroom.

OBJECTIVES

General objective

To identify the effects of using a musical instrument and singing in order to promote oral production in a fifth grade EFL classroom.

Specific objectives

1. To characterize the behaviors of the fifth graders when using a musical instrument to promote oral production by singing in an EFL class.
2. To describe students' experiences with musical instruments and singing activities.
3. To recognize the feelings that the students have when the teacher uses a musical instrument to promote the oral production in the EFL classes.

CONCEPTUAL REFERENCES

This research is based on some concepts which are important to have in mind when collecting the data and the later analysis of it. In the next paragraphs I will define the concepts that shape this study, they are attitudes, music and speaking, also I will cite Krashen's (1987) Affective Filter Theory of which I consider relevant for this research.

Attitude

Hogg & Vaughan (2005) affirm that an attitude is a grouping of feelings, beliefs, and behavioral predilections towards socially significant events or objects. This meaning is closely related with the concept “attitude” which is defined by Dawson (1992) who states that the attitude is a disposal against or to specific people, phenomena or things.

Affective filter theory

The Affective filter theory of Krashen (1987) states that there are three attitudes that need to be present in the learner to acquire in an effective way the learning of a second language. These are the attitudes that Krashen took into account when talking about second language acquisition. First of all, Krashen (1987) affirms about the anxiety that a learner who is not defensive can acquire a second language easily, so having a low level of anxiety is key when learning a second language. About the motivation Krashen (1987) states that having a major level of motivation the major level of acquisition of a second language. He affirms that there is two types of motivation, the first one is the instrumental motivation which appears when the learner feels the urgency of using the language in a practical way. The other one is the integrative motivation in which the learner acquires the language to be accepted in a group or to be identified by it. Finally, Krashen (1987) talks about the self-confidence in which he explains that a learner with a high self-esteem and confidence acquires the second language more easily.

Music

The use of music is one of the central points of this study, as Pérez (2009) states the music

is a fascinating element to use in the classrooms which uses the sound to express itself, it is an educational instrument that puts together the comprehension and expression capacities which make part of the verbal language, also as a logical order and abstraction capacity which makes part of the numeric language. The use of music in the classroom is a tool which provides a good and different environment inside the lessons. It is pertinent to say that this research is asking about the causes of the attitudes which are more related with the expression capacity that the music promotes in the students.

Speaking and Oral Production

Speaking is defined by Burns & Joyce (1997) as an interactive process of constructing meaning that involves producing, receiving and processing information. Its forming and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Besides the previous definition, it is important consider this other one that is pertinent to this work. Thus, Brown (2001) defines six types of classroom speaking performance which are: Imitative, intensive, responsive, transactional (Dialogue), interpersonal (Dialogue), and extensive (Monologue).

Imitative is the type that is pertinent for this research since “Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form” (Brown, 2001). Furthermore, the Council of Europe (2001) categorizes three types of activities when teaching speaking. They are the oral production, speaking interaction and oral medication. The one that is pertinent for this research is the oral production considering its definition which states that producing an oral text for one or more listeners, for example giving

information to an audience in a public address. This may involve reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously, improvising [...] or singing a song. Singing a song is the mainly activity which is involved in this research, for that reason this is the most accurate definition of speaking for this study.

METHODOLOGY

In the following lines, I will present the description of the procedure I used in my study. In the first part, I will describe the research paradigm and the methodology. Secondly, I will introduce the considerations for choosing the participants as well as the description of the data collection methods, and finally I will describe the ethical issues taken into consideration.

This study is framed in the qualitative paradigm considering that it aimed at exploring, describing and analyzing the attitudes demonstrated by primary students in a school located in Eastern Antioquia during some activities with music in an EFL class where the preservice teacher - researcher used a musical instrument to promote the oral production by singing. It is essential to emphasize that this study focused on the attitudes showed by the students rather than in the effectiveness of the activities in their learning process during the EFL classes.

Qualitative research inquiries about the connotations that certain individuals attribute to a situation. Additionally, it allows the data collection to be done in the natural environment in which participants are involved (Creswell, 2007). The author also stresses that this research paradigm supports the formulation of patterns which allow the researcher to combine the voices of the participants as well as his interpretations of the phenomenon. This approach allowed me to give the necessary importance to the experiences and feelings of the participants and let me incorporate my view through the implementation of research instruments and their analysis.

The aim of this research was to explore the data collected during the fieldwork rather than measuring any of it. Thus, the case study methodology fit into my work considering that there was a “case”, a group of students in which the teacher - researcher used a musical instrument to promote the oral production during the EFL classes. As Robson (1993) claims, the case study is a strategy used for studying a phenomenon that takes place in its real life context.

Yin (2014) points out that case studies focus on covering real time situations which contain attitudes that cannot be shaped. The attitudes showed by the participants during an activity are the phenomenon of this research which implies to have a deep and close observation of this situation, for this reason the exploratory nature is the appropriated for this case study.

Participants

The participants of this study were fifth graders from a public institution in Eastern Antioquia. In total, there were forty-three students who lived in the area. While doing my practicum I had some interaction with them and noticed that the students of this grade showed interests towards activities involving music. Besides, because of my experience as a preservice teacher in that institution I was easily granted access to perform my study and was allowed to choose the grade. The institution is located in La Unión, a town in the Easter Antioquia, it is close to the central park, and it is one of the two public institutions in the town. The build had enough classrooms for all the grades of primary, secondary and high school, all of them are divide in two or three groups. There are students of different socio-economic status and they are divided in two times during the day, in the morning attend the secondary and high school, in the afternoon is the primary school. In the secondary and high school there are teacher for each subject, in the

secondary the English teacher are studying a postgraduate in teaching English, and the high school English teacher is a Magister in foreign languages. The socio-economic status of the grade chosen for this study is diverse and all of them are around the ten and eleven years old.

Data collection method

In the following lines I will present the data collection methods taking into account to gather the data which will help to build the categories. Moreover, to accomplish with every objective. These are the data collection methods used: Observation, focus group and interview.

Observation

It is essential to take into account the pertinent ways to collect the data. As Yin (2014) states the observation and the interview are parts of the sources of evidence implemented by the case study strategy. The use of the scientific observation was pertinent for this study as it aimed to characterize the attitudes that students manifested in observable actions. Sabino (1992) explains that to observe scientifically is to perceive the external reality actively in order to orient us towards the data collection previously defined as the interest in the course of a research.

The participant observation implied a link among the observer and the students because the researcher was the teacher and had direct access to the participants for applying the observation. Thus, it was necessary to register all the information about the actions that reflected the attitudes in a field notebook.

Therefore, the non-structured observation helped this study to take note of all the phenomenon in the most detailed and wide way, Sabino (1992) states that observations take into account important events that could happen during observation, because it has the advantage of

being adaptable towards unexpected events and important aspects. Consequently, to achieve this objective it was necessary to use this type of observations.

Focus Group

As the attitudes are manifested in the actions they are internal processes of the individuals as well. Therefore, it was important to use the speech as a resource to bring a comfortable environment, it helped them to express their ideas in an accurate way in order to obtain the pertinent data to the research. Thus, the semi structured interview, and more precisely the focalized interviews contributed to this purpose.

Regarding the focalized interview, these are normally employed in experimental situations in order to fully explore an experience in precise conditions (Sabino, 1992). Therefore, this is the most pertinent technique to enquire about previous experiences, and as the experiences are not as emotionally charged as the feelings, the focal group is a way to debate about the topic. They are characterized for treating just one topic (Sabino, 1992). In this case, the prior experiences with the music and its use in the classroom activities.

The researcher led the debate letting the participants talk about the topic proposed, when they started to go off topic, the researcher helped them to return to the original topic.

Interview

As the feelings are internal issues of the individuals as well, it was necessary to resort to the use of the speech to guarantee the access to the information about their feelings. Using a guideline for the interview helped me to obtain the information. As Sabino (1992) affirms, it is used in cases where the studied individuals prefer a more flexible development of the interviews. Also, to consider their own cultural attitudes or other reasons.

Sabino (1992) affirms that the emotional commitment implies to be more flexible when using the interview. Moreover, it guarantees the access to the data because it allows the participants to feel more comfortable.

Phases and time for the data collection

The criteria to define the phases and times for the data collection were based in an important point, this research was led by one person. Thus, the phases started the first scholar week of the year 2017. All this was to make feasible the process of transcribing the data gathered and the analysis of it. During the second week the application of the data collection methods took place. It was important to consider the schedule of the students to plan a timetable with their current English teacher for the activities using a musical instrument to promote the oral production by singing.

The first three English classes of the second scholar week were used for the observation of the students. During the observation of the activities the researcher took notes in the field notebook considering the actions that the entire classroom showed towards the activity. After the observations, the principal assigned an empty auditorium to be used for the focal group and the interviews. For the focus group, the participants and the researcher were in a circle and all the discussion were around their previous experiences with music, musical instruments and the activities inside the institution where music or musical instruments were used. It lasted one hour, and took place while the other students were in class because there was less noise that could distract the participants. The audio recorder was in the middle of the circle.

Finally, the interviews took place during the fourth week of the scholar calendar. They took among 45 minutes and 1 hour because it was important to set a comfortable environment with each participant because the last interview was about their feelings when the teacher used the musical instrument. Also, an audio recorder was used to record each interview.

After all this process, it was important to consider that the research was being developed by one person. Thus, the transcription of all the data collected was made during the next two weeks.

Data analysis

The inductive approach is the one chosen to follow during the data analysis. As Suter (2012) affirms in this approach the categories emerge from the data collected. In contrast, in the deductive approach the data is guided by previous theories. In addition, to analyze the data collected it was pertinent to have certain sequences to guide the procedure. So, as Richards (2003) states regarding the analysis process there are some guidelines to follow: a) To collect the data, b) To think about the data having in mind the aims of the research to inform categorization, c) To code the data in order to assign it in to categories, d) To add notes, insights and comments, e) To arrange the categories in different ways to see the data from other perspectives, looking for patterns, connections, themes and relationships, f) To link the discoveries achieved by the procedures to theories and concepts looking for explanation and understanding, g) To collect further data in order of the insights gained.

Regards the data collection sources, I analyzed three observations contained in the field notebook, two focus groups with four participants each group and seven interviews. The analysis was carried out with a software called Atlas ti. Moreover, the transcribed observations, focus

groups and interviews were uploaded in to that software which helped me to code and bring out the categories.

Ethical consideration

Because It was essential to have a plan to carry out all these stages in a viable way, it was necessary the permissions of the principal, the teachers and the parents of the students, the exploration with the participants of the process in which they were going to be involved and the explanation of the way data was going to be collected during four weeks. all the participants were aware of the possibility of withdrawing at any point of the research.

Because the students were underaged, it was necessary to have the permission of their parents. This took place through the signing of a consent form during first scholar week of the Institution. I scheduled a date with the principal of the institution to expose her/him the research and to tell her to facilitate me a meeting with the parents of the participants to explain them all about the research.

FINDINGS

This research intended to identify the effects of using a musical instrument to promote oral production by singing in an EFL class with fifth graders. To do that, I analyzed the data collected through the instruments, and after comparing them, the following three categories emerged: music as a motivator, music in the class management and effectiveness of music in oral production. These categories might help to answer my research question.

In the following lines, I will present the findings which will be supported by the data collected. Furthermore, the analysis of each category taking into account all the cases that showed

positive effects in the use of a musical instrument as well as the discrepant cases and the non-conforming data.

Music as a motivator

The data analysis suggests that motivation is one of the main effects for the majority of the learners involved in the EFL classes. Furthermore, it is manifested by different issues collected during the implementation of the different instruments. For example, some of the aspects that evidence the influence of music when motivating the learners are their prior experiences, the use of a musical instrument as an engager, the use of imitation to bring confidence and the influence of the classmates.

It is likely that the prior experiences with the music of each learner affects the motivation showed by students during the implementation of this study. In this case, those who had prior positive experiences or the closest contact with music during their daily life context showed greater willingness to participate during the activity. Dany, Arya, and Jon illustrated this point when they answer to the question in the following excerpt.

¿Alguno toca algún instrumento musical o le gustaría aprender a tocar?

Dany: A mí me gustaría aprender a tocar el piano, porque a la iglesia donde voy tocan el piano. (Dany, Focus Group 1)

[Does anyone plays a musical instrument or would like to learn how to play it?

Dany: I would like to learn to play the piano because there is someone who plays the piano in the church where I go]

Dany had had a close contact with music in her daily life when attending church and listening to someone playing the piano. This evidences that the piano or the sound of it caught her

attention which made her want to learn how to play the piano. It is likely that she likes music so this motivates her to participate.

¿Antes habían tenido actividades con música?

Arya: En un colegio donde yo estudiaba había una materia de música. (Arya, Focus Group 2)

[Had you had class activities with music?

Arya: In the school where I studied before, there was a music subject]

Arya claims that in the school where she studied before, there was a subject on music. This evidences that she feels comfortable in a context where the music is used inside a classroom. It is highly likely that her previous contact with music in the same academic environment motivated her to actively participate in singing.

¿Antes habían tenido actividades con música?

Jon: Yo tocaba batería en la casa de la cultura. (Jon, Focus Group 2)

[Had you had classes with music activities?

I played drums in the cultural center]

Jon had close contact with music when he played drums at a cultural center. This suggests that he likes music which motivated him to sing in front of their classmates. Further, Jon stated:

¿Te gusta la música y sabes tocar algún instrumento?

Jon: Si, tengo dos guitarras en la casa y estoy aprendiendo. Incluso por eso, porque me gustó mucho cuando usted tocaba guitarra y le dije a mi tío que me enseñara. (Jon, Interview)

[Do you like music and do you play some musical instrument?

Jon: Yes, I have two guitars in my house and I am learning how to play them. I liked a lot when you played guitar and for that reason, I asked my uncle to teach me how to play the guitar]

This evidences that the motivation did not only last during his active participation in the EFL classes but it motivated him to learn how to play the instrument that the teacher played.

Furthermore, in the class observations, it was evidenced that Dany, Arya, and Jon participated at different times during the three observations in both ways, singing in front of all their mates and helping their mates from the seat.

Durante las observaciones de las clases, la mayoría de los estudiantes participaron activamente, cantando en varias ocasiones. Algunos estaban particularmente motivados. (Field Notebook)

[During the observations of the classes, the major part of the students actively participated singing several times. Some of the students were particularly motivated]

In the other hand, there are cases in which the prior experiences or close contact with music did not motivate them to participate singing. Euron affirmed that he wants to learn to play a musical instrument and that he liked the intervention using music in the English class but he did not participate actively on it.

¿Alguno toca algún instrumento musical o le gustaría aprender a tocar?

Euron: Me gustaria aprender a tocar la batería. (Euron, Focus Group 1)

[Someone plays a musical instrument or do would like to learn how to play it?

Euron: I would like to play drums]

This evidenced that Euron has seen someone playing the musical instrument and it caught his attention, or he has just listened to it so he likes it. He has a close contact with music as can be seen in the following excerpt.

Definan como han sido esas experiencias con las actividades donde el profesor ha usado la música.

Euron: Excelente, yo no participé pero muy bueno. (Euron, focus group 1)

[Define the EFL classes where the teacher used music.

Euron: Excellent, I did not participate, but they are very good]

Euron enjoyed the EFL classes with music because he would like to learn to play the drums, but it did not influence him to actively participate in singing.

It is likely that the musical instrument is an engager since it triggered some effects in the major part of the learners during the EFL classes. In this respect, I will describe some of the evidence to show that the musical instrument brings a different environment to the classroom which engage and motivate the learners to participate singing.

There was an interest for the musical instrument:

Algunos se paraban para ir donde el profesor a tocar las cuerdas de la guitarra y resolver dudas para salir a cantar. (Field notebook)

[Some of the learners stand up to go to the teacher to touch the strings of the guitar and work out doubts to participate singing]

As the evidence stated the musical instrument caught the attention and interest of some learners.

Muchos estuvieron atentos a cómo el profesor tocaba la guitarra. (Field notebook)

[A lot of learners focused on how the teacher played the guitar]

Moreover, Euron confirms that musical instruments are engagers when he stated that:

¿Qué opinan cuando el profesor hace esas actividades pero usando un instrumento musical como la guitarra?

Euron: Uno se concentra más cuando tocan la guitarra que cuando el otro solo canta. (Euron, Focus Group 1)

[What is your opinion about the teacher doing these activities using a musical instrument?

Euron: I get more focussed when someone plays the guitar instead of when someone just sing]

Additionally, since the very first time when the learners see the teacher with the musical instrument they started to feel motivation for the EFL class. There are some learners that illustrated this issue.

¿Cómo te sentías cuando veías al profesor entrar al salón con la guitarra?

Cersei: Pues yo quería que ya llegará la hora de salir al frente y cantar. (Cersei, Interview)

Jon: Todo mundo era como que “Si, hoy estudiamos con música”. Porque era muy divertido. (Jon, Interview)

Sam: Sentía que iba a ser más emocionante, que no teníamos que ver del tablero o un dictado del profesor o ver de la guía para hacer una actividad, ya sabía que era una actividad buena. (Sam, Interview)

[How do you feel when you saw that the teacher bought the guitar to the classroom?

Cersei: Well, I just wanted my time to come out and sing.

Jon: All my classmates say: Yes, today the class will be with music. Because it was funny.

Sam: I felt that it was going to be exciting. Instead of watching the board, a grammar test or some other activity with the English book. I already know that it was a good activity]

This evidences show that the learners demonstrate certain motivation to see and to listen the musical instrument involved in the EFL classes, especially in comparison with the classes developed with an audio device:

Ver al profesor tocando un instrumento ¿Los motiva más a participar que solo con la grabadora poniendo la canción?

Dany: Si uno participa más al ver al profesor tocando. (Dany, Focus Group 1)

Jon: Sí, porque mientras uno canta ahí con la grabadora no es tan bueno que cuando uno la canta al frente con el instrumento. (Jon, Focus Group 2)

Arya: Uno es más atento con la guitarra. (Arya, Focus Group 2)

Sam: Sí, porque es mejor, uno es atento ahí a la guitarra a ver cómo se toca. (Sam, Focus Group 2)

[Do you get more motivated to participate when you see the teacher playing a musical instrument instead of putting the song in an audio device?

Dany: Yes, I participate more when I see the teacher playing the musical instrument.

Jon: Yes, to sing along with the audio device is not that good that when singing along with the musical instrument.

Arya: I pay more attention when it is with the guitar.

Sam: Yes, because it is better, I pay attention to the guitar seeing how to play it]

However, there are few learners as Samsa that affirmed that she preferred the audio device:

¿Prefieres cantar con el instrumento musical o la grabadora?

Samsa: Con la grabadora estoy más tranquila, porque si me equivoco no se va a escuchar tanto. (Samsa, Interview)

[Do you prefer to sing along with the musical instrument or the audio device?

Samsa: With the audio device I feel quiet, because if I make a mistake it will not hear that loud]

This illustrates that Samsa feels more comfortable singing along with an audio device because with the musical instrument her classmates can listen if she make a mistake while singing.

It is very probable that the majority of the learners prefer to participate in activities where a musical instrument is involved. Therefore, it caught the attention of the learners and helped to engage them with EFL class. In addition, it brought a different type of activity for the classes they used to have. This evidence illustrates it:

¿Qué opinan cuando el profesor hace la clase de inglés usando un instrumento musical?

Arya: Muy bueno porque mire que hay profesores que no se cansan de copiar o dictar y es uno ahí pegado del cuaderno y uno quiere algo diferente. (Arya, Focus Group 2)

[What is your opinion about the teacher doing the EFL class using a musical instrument?

Arya: Very good, because there are other teachers that just want to make us write all the time and I want something different]

As Arya stated, the major part of the students get bored when writing all the time in their notebooks, and the use of the musical instrument gives them a different environment in the classroom which motivates them to keep engage with the activities and to actively participated of them. Cersei and Jon supported this.

¿Cómo te hacen sentir las actividades donde el profesor usa la música?

Jon: Pues bueno porque ningún otro profesor hace eso, entonces es como más bueno porque uno está aprendiendo de otra manera. (Jon, Interview)

Cersei: Muy bueno, porque no era como todos los profesores que se copiaban y que uno tenía que escribir, sino que me parece más chévere que era una actividad más distinta que con música y así. (Cersei, Interview)

[How do you feel about the activities where the teacher uses music?

Jon: Good, the other teachers do not teach that way, so it is good because we are learning in another way.

Cersei: Very good, because the other teachers do the same thing making us writing all the time, but this one is a different activity with music]

Thus, this illustrates that using a musical instrument in the EFL classes motivates and engage the learners to actively participate of the activities. Since, the instrument brings a different environment to them, triggering their motivation.

It is probable that the imitation brings confidence to the learners which results in motivation towards the EFL classes. I will present the evidence that illustrates how the learners practiced the songs through imitations, which gave them confidence to come out and sing in front of their classmates.

Al principio de cada clase, el profesor les mostraba cómo era la canción, cantando con la letra escrita en el tablero, algunos estudiantes lo imitaban cantando en voz baja. Y como calentamiento los ponía a cantar por filas haciendo concursos entre ellos. (Field notebook)

[At the beginning of each EFL class, the teacher shows them the song singing it aid by the lyrics written down in the board. As a warm up the teacher make them sing line by line making a competition among them]

This evidence shows that teacher is trying to give them some confidence at the beginning of each EFL class by the use of a warm up. It could be interpret as a motivator considering that there were a lot of learners imitating quietly what the teacher was singing.

Pasado un rato salieron 3 niñas ya que el profesor dijo que les ayudaría a los que salieran a cantar. Pero él lo haría en voz baja. (Field Notebook)

[After a while, three girls come out to participate of the activity since the teacher told them that he was going to help them sing. He helped them in a quietly voice]

It evidenced that the major part of the learners want to participate since they were imitating the teacher while singing, but no one was motivated enough to come out, so the teacher gave them more confidence telling them that he was going to help them.

¿Cómo te sentías con el profesor ahí acompañándolos en la actividad y ayudándoles?

Jaimie: Bien, importante, me sentía importante. (Jaimie, Interview)

[How did you feel when the teacher was there in the activity helping you?

Jaimie: Good, I felt important]

As a result, the teacher brought them the confidence to make them participate singing in front of their classmates. Then, the ones who come out to participate motivate some others that are in their seats:

Muchos de los compañeros que estaban en sus asientos estaban atentos a lo que sus compañeros participando cantaban en frente de ellos. Imitandolos en voz baja. (Field notebook)

[A lot of the learners that were in their seats were paying attention to the classmates that came out and participate, imitating the song in a quietly voice]

This evidenced will illustrate that some learners get motivated by the classmates who were participating:

¿Qué opinan cuando están del otro lado? Cuando están sentados viendo a sus compañeros.

Sam: Dan ganas de salir. (Sam, Focus Group 2)

Arya: Y más cuando uno está escuchando al compañero uno se anima. (Arya, Focus Group 2)

[What is your opinion about your classmates when you are watching them participating?

Sam: I want to come out.

Arya: When I am listening to my classmates I get motivated]

It shows that the learners get engage with the EFL class and at the same time they practiced the song to come out and participate.

Nevertheless, there was a few that did not engage with the activity, they did not imitate what the teacher was singing and did not participate of the activity.

Dos estudiantes estaban distraídos mirando por la ventana hacia el patio, uno estaba escribiendo en un cuaderno, dos hablaban en voz baja y se reían. (Field Notebook)

[Two learners were distracted looking at the window near to the playground, other two were talking quietly and laughing, one of the students was writing in the notebook]

In fact, the major part of the learners imitated the teacher and their classmates, all that helped them to get confidence which result in the motivation to participate.

The influence of the classmates could affect the motivation during the EFL class. There are some issues to consider about the influence of the people that make part of the activity and they will be mentioned in the next paragraphs.

There was a general behaviour by the ones who were listened to the learners that participated. When the participant person or group did it well, the ones in their seats manifested positive reactions like to applaud them.

¿Cómo te sentías al ver a tus compañeros al frente cantando?

Cersei: Cuando uno escucha al compañero y lo hace bien uno se siente muy bien, cómo orgulloso de él. (Cersei, Focus Group 2)

Dany: Cuando lo hacían muy bien yo veía que a ellos como que los felicitaban, pero como que yo también quiero salir. A veces cuando lo hacían mal, no importa pues porque todo mundo se equivoca en algún momento. (Dany, Interview)

[How did you feel when you looked at your classmates singing?

Cersei: When I listen to my classmate and he do it well I feel very good, proud of him

Dany: When they did it well I saw that the others congratulate them; it made me feel like I want to come out as well. Sometimes they did it wrong, but it does not no matter, everyone could make a mistake anytime]

As Dany stated the majority in the classroom have an evident fellowship to not to judge if someone did it wrong. However, there was few learners who laugh at those who do not did it well, but even that they applauded the effort of their classmates:

Algunos se burlaban cuando otros compañeros no cantaban bien, pero aplaudían el esfuerzo. (Field Notebook)

[Some learners laugh at those who did not sing well, but they applaud the effort]

Despite the remarkable fellowship in the classroom, the laughings of some learners could affect the confidence and motivation of others. There were those who had enough confidence to participate despite the laughs.

¿Qué sentías cuando estabas al frente de todos cantando?

Dany: Para mi normal. (Dany, Focus Group 1)

Jon: No, se sentía uno normal. (Jon, Interview)

Sam: Cómo que voy a tratar de dar lo mejor para no equivocarme y si me equivoco para eso está la clase para seguir aprendiendo. (Sam, Interview)

[How did you feel when you were singing in front of your classmates?

Dany: Normal.

Jon: I felt normal.

Sam: I was like; I will try to do my best to not make any mistake and if I make a mistake that is what class is for, to keep learning]

In contrast, the major part of the learners could be affected by the laughs. This is what -
declared about it.

¿Qué opinan de salir al frente y cantar en inglés para sus compañeros?

Euron: Que pena. (Euron, Focus Group 1)

Cersei: Y uno no quiere que se rían de uno si uno se equivoca. (Cersei, Focus Group 2)

[What do you think about singing in English in front of your classmates?

Euron: What a shame.

Cersei: And I do not want that they laugh at me if I make a mistake]

Moreover, there are learners that start to get nervousness since the seat because they assume
that they will make a mistake and their classmates will laugh at them.

¿Que sienten cuando el profesor les pide que salgan a cantar la canción?

Cersei: Uno le da miedo porque uno no sabe lo que va a pasar, eso da mucha pena. (Cersei, Focus Group 2)

[What do you feel when the teacher asks you to come out and sing the song?

Cersei: I am afraid because I do not know what is going to happen, that is embarrassment]

In spite of the influence that the majority felt when they thought or listened to the laughs
of their classmates. They get some confidence and motivation to participate, but the effects could
be observable when they participated:

La mayoría se recostaban en el tablero con las manos hacia atrás mirando al profesor o al
suelo pero no a sus compañeros. (Field Notebook)

[The majority of the learners were reclined against the board, with the hands behind while looking at the teacher or the ground but not to their classmates]

This is highly likely the reason why the major part of the learners participated coming out in groups to sing during the EFL classes and just a few came out to sing alone. These physical expressions demonstrated nervousness about the reactions of their classmates when they came out and participated.

Muchos de los estudiantes que salían en grupo seguían a uno o dos dentro del grupo que cantaban más fuerte y guiaban al resto. (Field Notebook)

[The major part of the learners participated by groups in which there was one or two that guided the others singing aloud]

The evidence shows that the classmates had an impact to the others when getting some confidence to participate. To not to be afraid of making mistakes or being the reason of the classmates' laughs the major part decided to participate in groups.

There are some particular cases that are pertinent to mention about the music as a motivator. It is interesting to point out that the major part of the students that participate singing in front of their classmates were women, including Dany and Arya. It happened in all the three EFL classes where the observation was implemented.

La mayoría de los estudiantes que participaron saliendo al frente a cantar fueron niñas. (Field notebook)

[The major part of the students that participated singing in front of all their classmates were women]

This evidenced a major motivation by the women. Moreover, there were two learners that did not show any interest for the EFL class during the first observation.

Un alumno se fue de su escritorio, tomó otro y se sentó al lado de una compañera con cual habló durante toda la actividad. (Field Notebook)

[A learner went to another seat next to a classmate. Both talked all the activity long]

In the second observation, this is what was evidenced:

Salió a participar uno de los estudiantes que no participó y habló durante toda la clase en la primera observación, salió en grupo con otros dos compañeros. (Field Notebook)

[The learner who talked with another all the first EFL class observation participated coming out and singing with other two classmates]

Finally, it was very interesting at the last EFL class observation:

Los estudiantes que habían estado hablando durante la primera observación cantaban desde sus escritorios atentos a la actividad, al final salieron a participar con otro compañero. (Field Notebook)

[The learners who talked during the EFL class first observation were singing from their seats and were paying attention to the activity, at the end of the EFL class they came out and participated with another classmate]

The evidence shows a progressive motivation in which the learners took time to get engage by the EFL class, to get confident and motivated to actively participate singing in front of their classmates.

Music in the class management

The findings highlight that there was a better behaviour by the major part of the learners when the teacher used music during the EFL classes to promote their oral production by singing instead of when he made the regular activities that involved writing and reading. As Arya stated:

Cuando el profesor usa la música en el salón ya todos no son tan cansones. (Arya, Focus Group 2)

[Everybody better behave when the teacher uses music in the classroom]

As she affirmed during the use of music in the EFL classes, the major part of the learners behave better than in the regular classes. In the other hand, there were some learners who did not well behave during the first observation.

Unos pocos hablaban en voz baja con los compañeros del lado. (Field Notebook)

Uno que estaba en la fila del lado de la ventana paso la gran parte de la actividad mirando por la ventana, en especial cuando estaba por terminarse la clase. (Field Notebook)

Otro alumno estaba acostado en el escritorio. (Field Notebook)

[Few learners were talking with other quietly.

A learner was all the EFL class long watching through the window, he was in the row next to it.

Another learner was lying in the table of his seat]

All this evidence was collected in the first observation of the EFL class. The first class with the use of music showed that there was some learners who did not get motivated by the activity so they manifested disinterest by these behaviors. Part of these learners that showed disinterest manifested some interest during the other observations, even some of them participated as it was described in the progressive motivation cases.

The time in which the EFL classes were developed did not show a relation between the behaviour of the learners and the hours in which the activities were carried out. Moreover, it is pertinent to mention that the learners were organized in rows, in the traditional way.

Effectiveness of music in oral production

The motivation showed by the learners during the activities could influence in the effectiveness of music during the EFL classes to promote the oral production. Moreover, the major part of the learners manifested an inclination to more participate in an actively way in the activities.

¿Qué pasaba por tu mente mientras se llevaba a cabo toda la actividad?

Dany: Muy bueno, porque aprendes inglés, y aprendes también de música porque también cuando uno canta se divierte. En cambio cuando uno es copiando en el cuaderno no tanto. (Dany, Interviews)

[What was happening through your mind when all the activity was carried out?

Dany: Very good because you learn English, you learn about music as well and when you are singing you are having fun. Instead, writing in the notebook is not that funny]

As Dany stated, she felt good during the activities so it could influenced in her motivation to actively participate of the activities. Moreover, she mentioned that she had fun which could be a key factor to have an effective participation of the learners in the oral production activities.

¿Cómo te sentías cuando veías y escuchabas tus compañeros cantar?

Jon: Pues se sentía bueno porque uno sabía que estaban aprendiendo y si se equivocaban pues normal, porque yo me equivoque también muchas veces. (Jon, Interviews)

[How do you felt when you saw and heard your classmates singing?

Jon: It felt good because you know that you were learning and if they made mistakes it was normal. I made a lot of mistakes]

It is pertinent to highlight in this evidence that some of the learners did not have fear of making mistakes while they were singing. Thus, the fear could be considered as a barrier when learning English and to avoid it could be a key to the effectiveness in the participation when promoting the oral production.

The evidence not only showed a motivation and effectiveness of promoting the oral production but effectiveness in the EFL learning as well.

¿Qué les ha dejado las clases de inglés con música? ¿Sienten que han mejorado la pronunciación?

Cersei: Si, mucho.

Arya: Si, uno antes se sabía muchas palabras en inglés pero no la pronunciación ahora uno trata de buscar cómo se dicen.

Jon: Yo se me casi todas las canciones que nos enseñó.

Sam: Por ejemplo en una canción que dice people, uno ya sabe que es gente. (Arya, Cersei, Jon and Sam, Focus Group 2)

[What had left you the EFL classes with music? Do you feel an improvement in your English pronunciation?

Cersei: Yes, a lot.

Arya: Yes. I knew a lot of English words but not its pronunciation. Now, I try to look for the pronunciation.

Jon: I almost know all the songs that you taught to us.

Sam: For example, a song says “People”, I already know that it is people]

It is highly possible that this kind of activities during the EFL classes motivate the learners not only to actively participate but to learn English in an effective way. Moreover, the motivation lasted until the end of the EFL classes.

¿Cómo vivían el momento cuando ya ha terminado la actividad?

Dany: Pues yo me quedo repasando la canción.

Euron: Muy bueno que tocara más.

Jaime: Y como cuando uno pasa bueno el tiempo se va volando. Entonces uno como que ¡No! Yo quiero más. (Dany, Jaime and Euron, Focus Group 1)

[How did you live the time when the activity was already finished?

Dany: I keep reviewing the song.

Euron: It will be good if you play more.

Jaime: When you are having fun the time flies. So, I am like “No, I want more”]

As they stated, the EFL classes using a musical instrument to promote the oral production to only motivated the major part of the learners to actively participate singing but to learn English and to keep reviewing the songs.

DISCUSSION AND CONCLUSIONS

This research focused on studying the effects of using a musical instrument during the EFL classes with fifth graders to promote the oral production by singing. Moreover, during these activities the participants showed certain attitudes towards the use of the musical instrument and the activity on the whole.

The data analyzed brought certain results which are in the findings section. In that section there are three main categories. First, the music as a motivator which can be considered the principal category since most part of the data analyzed was related with it. Moreover, inside this category there are ideas which nourish the main idea. They are: The prior experiences with music, the use of the musical instrument as an engager, the use of imitation to bring confidence and the influence of their classmates. There was also an interesting case of progressive motivation and it was included in this first category. Second, the next category is the music in the classroom management. Finally, the third category is the effectiveness of music in oral production. So, in the next paragraphs I will explain what these findings mean and the importance of them in the educational field.

The main category founded was the music as a motivator; it is divided in certain sub categories that can give a sustentation to the category. First of all, the prior experiences related with music in the educational field and the daily life. It is certain that the findings showed that those learners who are in a closest contact with music as playing a musical instrument demonstrated certain willingness for participating in an active way during the activities. Thus, the prior experiences with music influences in the level of motivation for participating in EFL classes to promote the oral production with a musical instrument. A major affinity with music in the daily life fields a major motivation to actively participate.

The second sub category of music as a motivator is the use of the musical instrument as an engager. The findings suggested that the musical instrument works as an engager considering that it is not a commonly object in the classroom. Moreover, it could help to catch the interest of the major part of the learners which would allow engaging them to the class and as a result they demonstrate a major level of motivation to participate. Therefore, the learners had a major level of motivation when watching the musical instrument because the object catches their attention and bring them a different environment during the EFL classes. Also, they manifested that they prefer to sing along with the musical instrument that the audio device.

The third sub category is the use of imitation to bring confidence. At the beginning of the classes the teacher shows to the learners the song, singing it and playing the musical instrument. A lot of learners imitated quietly what the teacher was singing while all their attention was in the mouth of the teacher to imitate it or in the musical instrument watching how the teacher played to it. All this action gives the learner certain confidence to get motivated and to participate of the EFL class; it worked as a chain since the learners who participated motivated the other learners.

Thus, the confidence that gives the imitation during these EFL classes triggered the motivation to actively participate of the activity.

The last sub category of the music as a motivator is the influence of the classmates. The findings showed that the classroom had a fellowship which could influence in the motivation to participate of the EFL classes. Here is where the confidence worked as a key issue since there were some learners who actively participated despite the laughs of a few learners in their seats. Those who did not have enough confidence but actively participated showed certain gestures of nervousness and embarrassment of making any mistake during their performance. Therefore, the classroom mates affected the level of motivation during the EFL classes considering that the ones who had enough confidence did not pay attention to the laughs and did not even mind about mistaking.

Then, the second category is the music in the classroom management. The learners showed a better behavior during the EFL classes with the musical instrument. It is worth to mention that some of the learners did not show any interest for the activity in the whole, but the major part showed engagement and motivation during the activity. Moreover, it was transmitted by their behavior. Thus, this could suggest that the presence of the musical instrument in the classroom engage the learners which help to have a good behavior by them. Also, most of them had affinity with music which catch their interest and that influenced to get a better behavior in the EFL classes.

Finally, the third category is the effectiveness of music in oral production. Some learners manifested to feel good and to have fun during the EFL classes using music, it was a key issue to increase their motivation to participate. Moreover, to feel comfortable and being motivated help

in the effectiveness of the English learning process because some of them did not mind about making mistakes, they keep imitating quietly from their seats when the teacher or their classmates were performing, also even when the EFL class had finished they keep reviewing the songs and singing to them. Thus, a good environment and motivation were key issues for the major part of the learners to have success in learning the song as well as keep their interest in learning.

These findings are relevant contributions to the educational field, and highlight the importance of the music in the daily life. This study evidences the importance of using a musical instrument during the EFL classes which can engage the learners, keeping their interest even when the classes have done. Furthermore, it showed effectiveness to improve the pronunciation of the learners in English and a decrease of the misbehaving by them toward the classes.

There is a theory that is very related with this study, it is the affective filter theory of Krashen in the learning of a second language. Furthermore, one of the main points of this study is the motivation and Krashen (1987) affirms that a major level of motivation a major level of acquisition, this can explain the effectiveness when using music to promote the oral production during the EFL classes.

Also, Krashen (1987) mentions two types of motivation. First of all, the instrumental motivation which occurs when the learner has the desire of using what he is learning; this may explain the high level of participation and interest during the EFL classes. The other one is the integrative motivation in which the learner forces himself to learn in order to be accepted in a group; when a major part of the learners actively participated of the EFL classes this could trigger this kind of motivation in the other learners who were not that active during the first minutes of

the classes.

Moreover, a low level of anxiety can facilitate a second language acquisition considering that the learner is not defensive Krashen (1987) stated. The musical instrument brought a different environment as well as singing which could help to decrease that anxiety which allowed effectiveness when improving the pronunciation.

There was some sub categories worth to mention which were unexpected findings in this research. The data collected did not help to bring a clear explanation about them. One of them is the participation by gender, the women more participated than the men, and even the women were the first of participating during every EFL class. The other one is the progressive motivation showed in a few cases. There were some learners who did not show any interest for the activity in the first observation of the EFL class, but during the next two observations start to actively participated of the activity.

To conclude, it is pertinent to mention the limitations of this study. The musical instrument trigger the interest and attention of the learners because it is not an usual object of the classroom but what would happened if it would have used more often until becoming a regular object during the EFL classes?

Furthermore, this study focus on describe and interpret certain attitudes that the learners had towards the use of a musical instrument to promote the oral production by singing; it would be interest to go beyond in a psychological way which could explain more accurately the reasons of that attitudes. Moreover, the effectiveness of this research was measure by the improvement of the learners during the observations and what they said during the focus groups and interviews.

So, it would be pertinent to design an instrument which could measure the improvement in the pronunciation of the learners through this kind of activities.

Thus, this limitations help to suggest further research about the use of a musical instrument in the educational field. Moreover, how to know if the musical instrument could become a regular object during the classes and what impact could it have in the interest of the learners? For further research it is also pertinent to design an instrument which could measure the improvement in the pronunciation of the learners. Finally, the attitudes were an important point to this research but they just were interpret and describe, what about going beyond and find the causes of that attitudes which could be very related with the psychological field.

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APPENDIXES

Appendix A. Focus Groups (Questions).

Grupo focal 1:

- ¿Qué opinan de las actividades donde el profesor usa la música?
- ¿Por qué?
- ¿Qué opinan de las clases del docente cuando usaba la música?
- ¿Qué opinan de salir al frente y cantar en inglés para sus compañeros?
- ¿Qué opinan cuando están del otro lado? Cuando están sentados viendo a sus compañeros.
- ¿Qué opinan cuando el profesor hace esas actividades pero usando un instrumento musical como la guitarra?
- ¿Alguno toca algún instrumento musical o le gustaría aprender a tocar?
- Ver al profesor tocando un instrumento ¿Los motiva más a participar que solo con la grabadora poniendo la canción?
- Entonces que prefieren ¿Qué pongan la canción en la grabadora o con el instrumento musical?
- Que experimentan cuando saben que el profesor les va a dar la clase con música.
- Como viven el momento cuando se está desarrollando la actividad con música mientras unos participan y otros ven y escuchan.
- Pero ¿Solos o con otros compañeros?
- ¿Cómo viven el momento cuando ya ha terminado la actividad?
- Y ¿otros profesores han usado la música para enseñarles?
- En una palabra definan como han sido esas experiencias con las actividades donde el

Grupo focal 2:

- ¿Antes habían tenido actividades con música?
- ¿Qué opinan de las actividades donde el profesor usa la música?

- ¿Qué opinan de salir al frente y cantar en inglés para sus compañeros?
- ¿Qué opinan cuando están del otro lado? Cuando están sentados viendo a sus compañeros.
- ¿Qué opinan cuando el profesor hace esas actividades pero usando un instrumento musical como la guitarra?
- Ver al profesor tocando un instrumento ¿Los motiva más a participar que solo con la grabadora poniendo la canción?
- Entonces que prefieren ¿Qué pongan la canción en la grabadora o con el instrumento musical?
- Que experimentan cuando saben que el profesor les va a dar la clase con música.
- Cómo viven el momento cuando se está desarrollando la actividad con música mientras unos participan y otros ven y escuchan.
- ¿Que sienten cuando el profesor les pide que salgan a cantar la canción?
- ¿Y luego de que ya salió el primero a cantar?
- ¿Cómo viven el momento cuando ya ha terminado la actividad?
- Y ¿otros profesores han usado la música para enseñarles?
- ¿Y les gustaría aprender inglés de esa manera?
- ¿Qué les ha dejado las clases de inglés con música? ¿Sienten que han mejorado la pronunciación?
- ¿Porque creen que algunos de sus compañeros no se animan a cantar al inicio de la actividad?

Appendix B. Interviews (Questions).

- ¿Tú participaste cantando varias veces?
- ¿Cómo te sentías cuando cantabas?
- ¿Te daba nervios estar ahí al frente mientras todo te miraban y escuchan cantar?
- ¿Cómo te sentías cuando veías y escuchabas tus compañeros cantar?
- ¿En otras materias los profesores han usado la música en sus actividades?
- ¿Cómo te hacen sentir las actividades donde el profesor usa la música?
- ¿Qué te decían tus compañeros cuando salías a cantar?
- ¿Qué sentías al ver al profesor usando un instrumento musical durante la clase en vez de una grabadora?
- ¿Qué sentías cuando estabas al frente de todos cantando?
- ¿Qué pasaba por tu mente mientras estabas ahí al frente cantando?
- ¿Qué recomendaciones harías para esta clase de actividades?
- ¿Qué sentías cuando veías al profesor con la guitarra y sabías que iba a ser una clase de inglés con música?
- ¿Te gusta la música y sabes tocar algún instrumento?
- ¿Te gusta la música en inglés?
- ¿En una sola palabra cómo definirías toda la actividad?

Appendix C. Informed Consent.

FORMATO DE CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIÓN

Título de la investigación:

PROMOTING SINGING AS A FORM OF ORAL PRODUCTION IN EFL CLASSES:
EFFECTS OF USING A MUSICAL INSTRUMENT WITH FIFTH GRADERS

Ciudad y fecha: La Unión, Antioquia. 6 de Marzo de 2017.

Asesor: (Juan David Murillo)

Su hijo(a) ha sido invitado(a) a participar en el proyecto de investigación titulado como aparece en la parte inicial del presente documento. Fue invitado por haber tenido una experiencia en la clase de inglés en un contexto urbano. Antes de que decida aprobar la participación de su hijo(a), es necesario que usted conozca en qué consiste la investigación y el tipo de aporte que realizaría. Por favor tómese el tiempo para leer cuidadosamente la siguiente información antes de aceptar la invitación. No dude en preguntar si algo de lo que lee no está claro o si le gustaría tener más información al respecto.

Propósito y objetivos de la investigación:

El propósito de esta investigación es identificar los efectos de usar un instrumento musical para promover la producción oral a través del canto en las clases de inglés con los estudiantes de sexto grado de la Institución Educativa Pio XI. Por eso, el primer objetivo es caracterizar las reacciones que estos estudiantes tienen frente al uso de la música. El segundo objetivo es describir las experiencias previas que ellos han tenido con la música. Y por último, el tercer objetivo es reconocer los sentimientos que los estudiantes tienen frente al uso de un instrumento musical para promover la producción oral en las clases de inglés.

Metodología utilizada:

El tipo de esta investigación es descriptivo. Las técnicas que se llevarán a cabo para obtener los datos serán una observación, un grupo focal semi-estructurado y entrevistas individuales las cuales serán semi-estructuradas. Los datos que se obtendrán de cada una de estas técnicas será un diario de campo con la información de la observación y audios grabados que contendrán el grupo focal y las entrevistas individuales. Todo esto será registrado, grabado y hablado en español.

¿Qué está involucrado?

Si usted está de acuerdo con la participación de su hijo(a) en este proyecto, la labor del estudiante consistirá en hacer parte de entrevistas y grupos focales. Estas sesiones serán grabadas usando equipo de grabación.

Tiempo y lugar en que se llevará a cabo la investigación:

Esta investigación tendrá lugar en la Institución Educativa Pio XI, el salón asignado para la observación será 6C, y los salones para desarrollar el grupo focal y las entrevistas serán el salón 30 o el salón de preescolar. Todo esto durante los meses de Marzo y Abril.

Beneficios derivados del estudio:

Por su participación en el presente estudio no recibirá algún tipo de gratificación, beneficio, remuneración o similares. Al contrario, participar en este estudio permitirá la generación de conocimiento en torno al tema de interés de los investigadores.

Participación voluntaria:

Su participación en este estudio es totalmente voluntaria. Si usted decide participar, nosotros le pediremos que firme este formato para demostrar que usted está de acuerdo con participar. Usted tiene el derecho de retirar su consentimiento o de suspender su participación en cualquier momento sin consecuencias y sin necesidad de explicaciones. Si usted se retira del estudio, sus datos solamente serán considerados si usted lo autoriza por escrito a los investigadores; de lo contrario, su registro o cualquier material relacionado serán destruidos.

Confidencialidad, acceso a la información y salvaguarda de la información:

Su confidencialidad y la confidencialidad de los datos estarán protegidos en todo momento. Las grabaciones se almacenarán en los computadores de los investigadores con contraseña. Copias impresas de las transcripciones serán almacenadas en la biblioteca personal de los investigadores. El acceso a los computadores estará restringido a los investigadores y al asesor del trabajo de grado (Juan David Murillo).

Nombre del investigador:

Alexander Montoya Marulanda

Correo electrónico:

alex1878mu@gmail.com

Luego de haber leído y entendido la anterior información, manifiesto libre y espontáneamente el interés de participar en el presente estudio.

Nombre:

Firma:

Documento de identidad: Tipo: _____ N°: _____ De: _____

Huella:

*Adaptado de: Carrasco Aldunate, P., Rubio Acuña, M., y Fuentes Olavarría, D. (2012). *Unisabana*, recuperado de http://aquichan.unisabana.edu.co/index.php/aquichan/article/view/32-41/html_1

OBSERVACIÓN		#1		
OBJETIVO ESPECIFICO		Caracterizar las reacciones que los estudiantes de sexto grado de la Institución Educativa Pio XI tienen cuando el profesor de inglés usa música como herramienta didáctica para promover la habilidad del habla		
Fecha: 10 de Marzo	Lugar: Salón 6C (Institución Educativa Pio XI)	Hora: 6:55 am	Participantes: 45	Tipo: 43 Estudiantes 2 Docentes
<ul style="list-style-type: none"> ● Al principio de la actividad, cuando el profesor estaba cantando la canción para hacerles una demostración algunos estudiantes lo imitaban cantando en voz baja ● Otros solo escuchaban atentamente ● Unos 4 o 5 estudiantes estaban distraídos mirando por la ventana hacia el patio, escribiendo en un cuaderno o hablando en voz baja con un compañero. ● Cuando el profesor pidió que participaran en la actividad saliendo a cantar la gran mayoría de ellos no quiso salir a participar ● Pasado un rato salieron 3 niñas ya que el profesor dijo que les ayudaría a los que salieran a cantar. ● Solo dos estudiantes salieron a cantar solos ● Ya que el resto de los que participaron salieron a cantar en grupo ● La mayoría de los estudiantes que participaron saliendo al frente fueron niñas. ● Quienes salieron, mientras cantaban miraban al profesor les daba un poco de risa cuando se equivocaban ● Algunos jugaban con sus manos y dedos mientras cantaban ● Uno de ellos se recostó en un lado del tablero mirando la letra de la canción escrita en el tablero y al profesor, pero no a sus compañeros. ● Muchos de los estudiantes que salían en grupo seguían a uno o dos dentro del grupo que cantaban más fuerte y guiaban al resto ● Algunos se recostaban en el tablero con las manos hacia atrás y mirando al profesor o al suelo mientras se daban pequeños impulsos en el tablero. ● Muchos de los compañeros que estaban en sus asientos estaban atentos a lo que sus compañeros participando cantaban en frente de ellos ● Algunos trataban de imitar lo que cantaban sus compañeros al frente en voz baja ● Unos pocos hablaban con compañeros ● Dos estudiantes se pararon para irse a sentar al lado de un compañero, hablaron durante una parte de la actividad y en la otra estuvieron atentos a sus compañeros. ● Dos de los que estaban en la parte de atrás del salón escribían en un cuaderno que tenían en la mesa de sus asientos ● Uno que estaba en la fila del lado de la ventana paso la gran parte de la actividad mirando por la ventana, en especial cuando estaba por terminarse la clase. ● Algunos compañeros trataban de acercarse para escuchar cuando algún o algunos compañeros cantaban en voz baja. ● Algunos pocos se reían cuando se equivocaban los compañeros al frente cantando ● Dos estudiantes hicieron un gesto de negación ante la participación de sus compañeros y ninguno de ellos participo saliendo a cantar. 				