Songs for enhancing oral communication through the acquired of vocabulary

Canciones para mejorar la comunicación oral mediante la adquisición de vocabulario

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RESUMEN

A la hora de aprender una lengua extranjera, es necesario tener en cuenta que existen varios factores que influyen en su adquisición, entre ellos la metodología que utiliza el docente en el aula. Es necesario considerar cuál es el papel que juegan los profesores de lenguas extranjeras en el proceso de enseñanza de idiomas, sus características son sus límites, objetivos y cómo alcanzarlos. La música didáctica es la metodología que se lleva a cabo cuando una persona necesita desarrollar los sentidos como el auditivo, intelectual, sensorial, el habla y principalmente el sentido motor del niño. Esta investigación fue exploratoria, con un enfoque cuantitativo. La población fueron los estudiantes de primer año del Bachillerato General Unificado (BGU) de la Unidad Educativa Fiscal "Galo Plaza Lasso" de Jipijapa – Manabí, a quienes se les aplicó una encuesta. Los resultados sugieren que el uso de canciones ayuda a los estudiantes a obtener y adquirir nuevo vocabulario, así como expresiones gramaticales.

Palabras clave: Lenguaje, Pedagogía, Didáctica Musical, Auditiva, Metodología de Enseñanza-Aprendizaje.

ABSTRACT

When learning a foreign language, it is necessary to take into account that there are several factors that influence its acquisition, including the methodology used by the teacher in the classroom. It is necessary to consider the role of foreign language teachers in the language teaching process, their limits, goals and how to achieve them (Abdullaev, 2021). Didactic music is the methodology that is carried out when a person needs to develop the senses such as auditory, intellectual, sensory, speech and mainly the child's motor sense. This research was exploratory, with a quantitative approach. The population was the first year students of the Unified General Baccalaureate (BGU) of the Fiscal Educational Unit ""Galo Plaza Lasso"" of Jipijapa – Manabí, to whom a survey was applied. The results suggest that the use of songs helps students to concentrate and acquire new vocabulary, as well as grammatical expressions.

Keywords: Language, Didactics, Teaching-Learning Methodology, Vocabulary Acquisition.

Introduction

When learning a foreign language, it is necessary to take into account that there are innumerable factors that influence its acquisition. If these exist, it is necessary to consider the importance of knowing them and, at the same time, understanding them to achieve the goal of the optimal language learning process. Within these factors we can find those related to the development of communication skills in another language. There is a need to understand how these can influence and to what extent in the development process of oral productive and perceptual skills. By better understanding these phenomena, it is possible to consider the role that foreign language teachers can play in the language teaching process, its limits, objectives and how to achieve them (Abdullaev, 2021).

In the teaching of English, a series of methods, techniques, strategies and materials are used to make teaching more effective. The teaching of oral communication is a challenge for teachers in the area of languages. One reason may be that, in most cases, the student has no way to practice this skill outside of English class. Also, in some cases, not enough time is spent practicing this skill; or the activities are not appropriate for that purpose.

That is why getting the student to communicate is a great responsibility of the teacher, who must have strategies and techniques that facilitate the student's development of this skill, oral production (Toro y otros, 2019).

Learning English, as well as any other foreign language, can be done in a simple, easy and fun way, facilitating the acquisition of words and phrases of greater practical use in the most appropriate contexts. In recent years, the use of songs in the English learning process is a useful complement that helps develop linguistic levels such as phonetic-phonological, grammatical and semantic, as well as psycholinguistic aspects. However, there are still problems in the acquisition of the English language due to the lack of interest and attention of the students during their learning.

Currently, one of the most common problems that are evident regarding oral communication in a foreign language is the mispronunciation of the letters of the alphabet and the fact of not taking into account the segmental sounds within it. The difference between sounds ending in T or TH is not marked, which limits the pronunciation of new vocabularies. Most of the students do not know and do not clearly understand the basic knowledge of English, such as personal pronouns, the verb Be and its use within a conversation, since most of the verbs in English depend a lot on the pronouns to give a meaning. correct meaning of the sentence within a given context (Mustapha, 2019).

There are English grammars that involve the use of the verb BE and how it should be involved and function in the present and past tenses. In English, most words except foreign words lack accents to emphasize the vowel sound. For this reason, the lack of correct intonation in the words of the vocabulary that is taught is a latent problem in institutions, which is why teachers have seen the need to implement new tools, such as songs, not only to arouse interest but to guarantee the learning process.

This problem does not allow to differentiate the sounds of one word from another, for example, the singular and plural of words or the use of verbs in the present and past. When pronunciation and intonation are not clear to students, trying to organize conversations or learn greetings in English becomes frustrating. Verb tenses cannot be differentiated orally when a conversation takes place both in the present and in the past. The lack of complementary materials for the development of topics in English is another obstacle that limits the teaching of the foreign language. Many of the books in English that the institutions have within their reach are not complemented with didactic

materials that can effectively reinforce the teaching of learning (Vásquez Aguiar & Toala Angulo, 2022), so this research aims to establish the importance of songs to improve oral communication, in such a way that so that the songs put into practice in the classroom create a pleasant environment that reduces anxiety and the affective filter.

Development

Literature Review

Didactic music

The methodology is carried out when a person needs to develop the senses such as: auditory, intellectual, sensory, speech and mainly the child's motor sense, although this can be done at any age. The characteristics of didactic music must be appropriate and simple so that these senses can be activated in a pleasant way.

The music has its origin in Latin music that derives from the Greek term mousike and that in ancient times was a reference to worship, controlled by high civil and religious authorities. It is formed by a system of sounds, melodies and rhythms, being pleasant to the ear. Some theories affirm that it was born more than 50,000 years ago, and its origin derives from the imitation of the sounds of nature. However, it is also said that music is born with the human being due to the sounds emitted by the heart, considered a cultural representation. (Romanelli, 2020).

Educational music offers a series of benefits to children and adolescents, generating a variety of feelings, in which they are taught to have self-esteem and recognize their personality. Some of the benefits are as follows:

- Allows children to develop their musical ear.

- Promotes artistic expression.

- It will allow to participate, organize and synchronize the movements.

- Singing with an instrument helps stimulate touch

- Develops imagination and creative ability.

- Strengthens memory

- Helps in the treatment of language problems.

- Helps externalize emotions.

- It facilitates social relationships and is a cultural reference (Kreutz & Nater, 2021).

Currently, the teacher is the one who creates pedagogical training, focusing on the area of language and literature, paying special attention to musical dictations. These could have good results in spelling, writing, improving memory and hearing of the child. The teacher will guide and evaluate the results obtained. The child's education can reflect his future personality, which mainly comes from the family and the characteristics of didactic music to achieve a better intellectual society (Aguayo et al., 2021). Educational music is easy to understand and memorize, it has simple, repetitive and rhythmic lyrics, which are generally accompanied by movements, gestures or motor games. It is considered a pleasant music because children play and, at the same time, participate in cultural activities (Zainuddin y otros, 2019).

The songs

Music education involves verbal language, body language and graphic or plastic language. The integration of music in the teaching-learning process has the following advantages:

- It stimulates training in values such as mutual respect, diversity of opinions and criteria, discipline, socialization, development of self-image and self-esteem.

- Respect for the rules that are established.

- Motivation towards responsibility and decision-making with freedom.

- It values the work of the student population as a whole and at the same time individually, which allows teamwork to be implemented and leadership to be promoted (de Freitas Martins y otros, 2018).

- The collaboration of a specialist in the area of music would facilitate a coordinated approach to the set of learning and be able to use music in learning the language and, in this case, English, to learn other musical content, as well as carry out the following Appreciations about the songs and their didactic use:

- Singing is an instrument of exchange, favors socialization and is also a significant content in school.

- The words are internalized and incorporated when singing, especially when creating songs.

- The value of words is enriched or incorporated internally when accompanied by music. The process of this integration causes words and music to flow continuously from expression to communication.

Music, as a didactic strategy for teaching a second language, can emphasize that this process is basic, where it is necessary to arouse the pleasure of listening, become familiar with and recognize the basic characteristics of sound in terms of height, duration, intensity and timbre. of the door. Continuing with this line of argument, the following benefits of the use of music, in general, and songs, in particular, in second language teaching classes are listed.

- Introduce new words, expanding the grammatical structure.

- Sing popular songs from the culture of the language.

- Learn about the history of a country through its music and performances such as dances, auditions, authors.

- Facilitate phonetic intonation of speech.

- Use sound structures previously used in music class.

- Investigate the sound to apply it to a proposed grammatical structure.

- Enrich vocabulary.

- Carry out motivating experiences (Mujica Medina, 2019).

It can be considered that the songs are an indisputable tool to develop listening and expression skills, which by joining them to the most frequent words or expressions of the English language can make students more familiar with the language, thus facilitating its teaching-learning.

Oral communication

Humans, unlike other animals, can express ourselves through words. Today's society demands a high command of both oral and written communication. All those people who cannot express themselves clearly and coherently, with minimal correction, are lowering their professional and relationship expectations. Oral communication must consist of the emission of information or message through a communicator or sender and a reaction or response to the message or information received by the communicator or receiver.

To ensure that the communication is easily understood by the interlocutors, some principles must be taken into account, such as:

- Definition: Briefly indicate the reason for the exhibition before beginning, what is to be achieved with it, the reasons that lead us to intervene, etc.

- Structure: It must be ensured at all times that the message to be broadcast is well ordered by stages and in a coherent manner.

- Emphasis: Here it is about praising those words or phrases that reinforce the presentation, applying strategies such as raising the tone of voice a little more or making small pauses.

- Repetition: It is convenient to deepen and repeat all those words and phrases that help capture the attention of the interlocutor and thus enable a better understanding of the message.

- Simplicity: try to expose the ideas in the clearest and most direct way, using the most accessible vocabulary for the interlocutor (Javed, 2022).

- In addition to the aforementioned principles , care should be taken at all times that the message has the following characteristics:

- Clarity: Avoid confusing words, technical expressions, etc., and use short paragraphs and sentences.

- Brevity: It is important to stay on topic.

- Courtesy: You have to greet and introduce yourself before you start speaking, maintain a positive attitude during the introduction, etc.

- Closeness. Expressions must be used in the first person and avoid impersonal treatment of the recipient.

- Oral communications can be classified according to the number of participants:

- Singular: One or more receivers do not have the immediate possibility of responding and, therefore, of playing the role of emitter, as in political speeches, keynote presentations or recorded songs.

- Dual: Two interlocutors can alternatively adopt the roles of sender and receiver. Telephone calls, interviews and dialogues between friends are of this type.

- Plurals: Three or more interlocutors can alternatively adopt the roles of sender

and receiver. This type of oral communication occurs in situations such as a neighborhood meeting, a class debate or a conversation between several friends (Harappa, 2020).

Dialogue, in its different variants such as a conversation, a debate or a round table, is the basic oral communication between two or more people. For dialogue to occur, these five conditions are required:

- The presence of two or more interlocutors.

- An alternation in replicas.

- An exchange of information.

- A specific linguistic form or common language for both interlocutors.

- Cohesion and coherence in the exhibitions.

For the dialogue to be effective, both interlocutors must try to maintain the attitudes listed below:

- Confidence.

- Respect.

- Distension.

- Interest.

The speech or exposition consists of the ordered exposition by a speaker of the ideas, thoughts or knowledge on a certain subject to try to inform or convince another person, as well as to question other beliefs on the exposed subject. Before any oral presentation before any other person or public, it is necessary to prepare a script or outline that contains the central ideas of our speech. To do this, some guidelines must be followed:

- Establish, with accuracy and precision, the central idea of the message through a brief introduction to the topic.

- Use a pleasant, concise and direct language that should not be difficult to understand and with which it will be possi-

ble to capture the attention of the public.

- Reinforce the central idea with few essential points.

- Pay special attention to quotes, anecdotes, statistics, etc., as they help make the presentation more enjoyable, attractive and intelligible.

In the exhibition, and as part of the argument, the following behaviors should be avoided:

- Disqualify otherwise.

- Be automatic.

- Ramble.

- generalize without distinction.

- Ask a multitude of questions that are difficult for the interlocutors to answer.

- Use false assumptions (Goman, 2019).

Vocabulary acquisition

Learning vocabulary is one of the basic elements to be able to develop communication. Generally, expressions such as basic vocabulary, specific vocabulary, vocabulary richness and vocabulary poverty are often used to refer to the degree of linguistic proficiency of a person. Vocabulary mastery consists of both the knowledge of words and the concepts to which they refer, as well as the various strategies for using them effectively and appropriately. Knowing a word implies:

Pronunciation and spelling

- Know the sounds and phonemes that form it.

- Know how to orally recognize and be able to pronounce words.

- Know your letters.

- Know how to decipher it and write it.

Morphology

- Know and correctly use all its forms

- Know its composition (suffixes, prefixes, compound words, etc.).

- Know other words formally related to it.

Syntax

- Know how to use it in a context.

- Know the category, verbal regimens, etc. and the rules that regulate its syntactic use.

Semantics

- Know its semantic value.

- Know its semantic value according to the linguistic context.

- Recognize its denotative meaning and its connotative value.

- Relate the word with a concept associated with a real element.

- Semantically relate the word with other lexical units.

Pragmatics

- Use the word as part of a text in relation to a context.

- Use the word to achieve a specific purpose.

- Sociolinguistics

- Know your dialect and record the value.

- Use it appropriately to the communicative situation.

Pronunciation and spelling, morphology, syntax and semantics make up linguistic competence and pragmatics and sociolinguistics the communicative intention (Pérez & Alvira, 2017). Generally, when talking about vocabulary, reference is made to:

General vocabulary

It is made up of the entire repertoire of words that can be considered in common use to function in human relationships and in everyday life.

Specific vocabulary

It includes those words that can be said to have a more restricted use in the different socio-professional fields, although not all of them are technical terms.

Active vocabulary

It is that set of words that the user habitually uses in daily communication.

Passive Vocabulary

The one, a user can understand even if he does not actively use it. The passive vocabulary is greater than the active vocabulary.

Among the consequences that it has in the teaching of vocabulary will be that we not only have to increase the student's vocabulary, but we also have to work so that the new acquisitions are incorporated into the active vocabulary. Memorizing vocabulary is important but insufficient if the student does not actively internalize the vocabulary. The acquisition and development of vocabulary has to do with the knowledge or discovery of new frames of reference, as students get to know other subjects, disciplines and other realities, they have to associate the ways of naming the different frames of fact. (Nordquist, 2019).

If the referents of other worlds are not enriched, words are unnecessary. The acquisition and development of vocabulary is a primary activity that the language teacher and the listening comprehension and language teacher should have, although this responsibility is not exclusive, the other teachers have to add their specific vocabulary according to each of the fields of knowledge . It is not an area goal but also a stage goal. To work on the lexicon and increase vocabulary, there are two main procedures:

Immersion: What it does is create a situation where when a new term appears in a text, the text contains data so that the student can deduce the meaning from there.

Learning: Conscious learning involves a whole variety of situations in which, through very diverse procedures, words are worked on both orally and in writing. The task of the teacher is hyperonymy and hyponymy, although the students do not know it.

There are words that are hyperonyms or hyponyms and they are spoken of when there is a hierarchical organization. Teachers should stimulate hyperonymy or hyponymy in students, initially children use hyperonyms, which is the time to introduce hyponyms. As new realities appear, hyponyms must be intensified in order to more accurately name the reality. It is important for the teacher to be aware of what vocabulary to teach, there is a standard vocabulary, but properly contextualizing the learning of vocabulary is important since there are not the same expressive needs in a rural environment as in an urban environment.

Specifically, primary school students have to use the dictionary as a regular resource in their work. Motivation in students is very important so that there is a positive predisposition towards words. When the dictionary is incorporated, it must be dosed, if not, teachers can become very rigorous with the use of the dictionary, it can lead to its abuse and the difficulty that it means for students to constantly consult it, can turn against what we want to achieve. You have to alternate that the teacher is a dictionary aloud and the use of this. It is difficult for students to become fond of reading if they must constantly search for words, it is necessary to develop other types of micro-skills for reading. The use of the dictionary is necessary, useful

and positive, but not its abuse, integrating other tools that ensure the adequate learning of the new vocabulary, especially when it comes to another language (Viera, 2016).

Methodology

The population under study will be made up of all the students enrolled in this school in the 2019-2020 academic year.

From which a probabilistic sample will be drawn based on the inclusion criteria propo-

sed by the researcher, these are "first-year high school students from the Galo Plaza Laso school" the estimated number is 50 students.
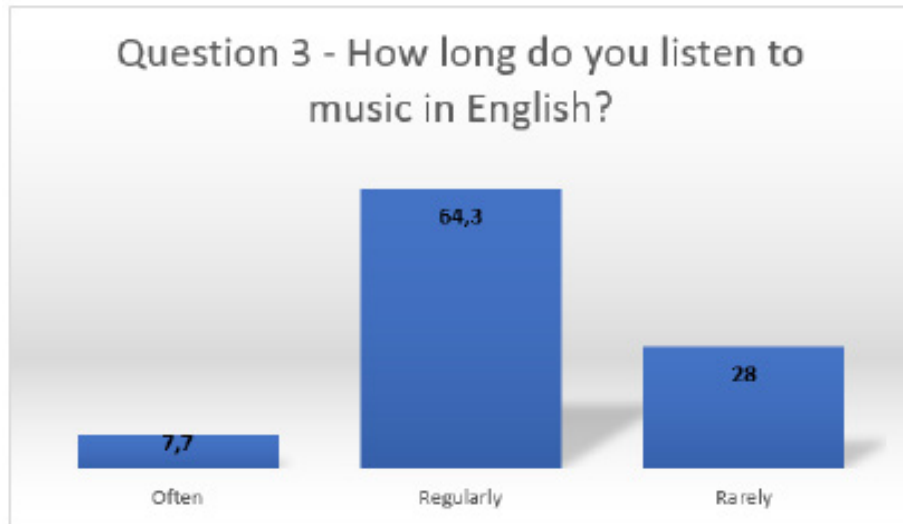
The questions that were asked in the survey are based on our previously stated research objectives and were measured through the Linkert scale, these questions were evaluated through the Cronbach Alpha test, which gave a 0.8 on its scale, which gives us indicates that the questions are relevant to our investigation.
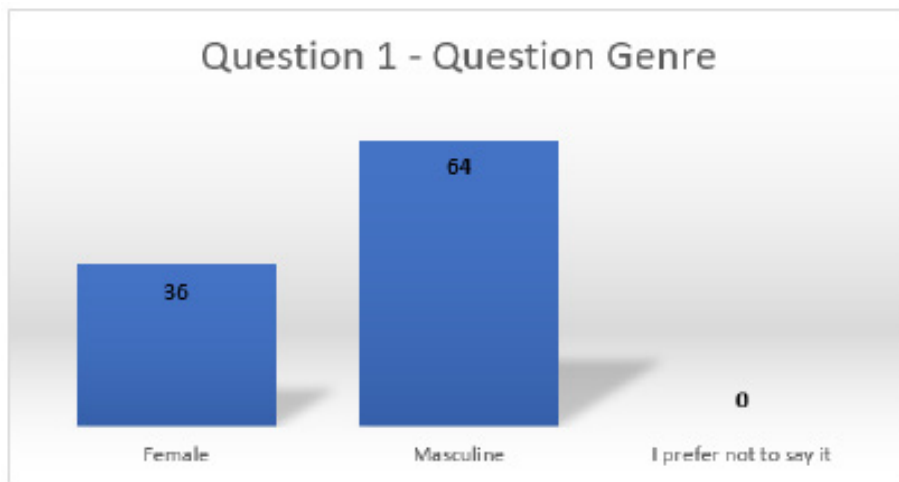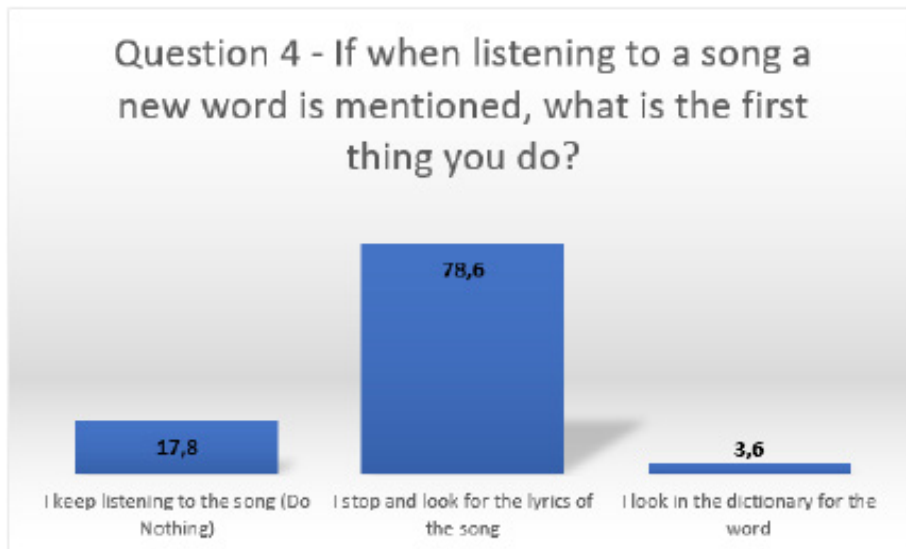

From those interviewed, 64% are men and 36% are women within the Fiscal Educational Unit ""Galo Plaza Lasso"" of Jipijapa - Manabí.
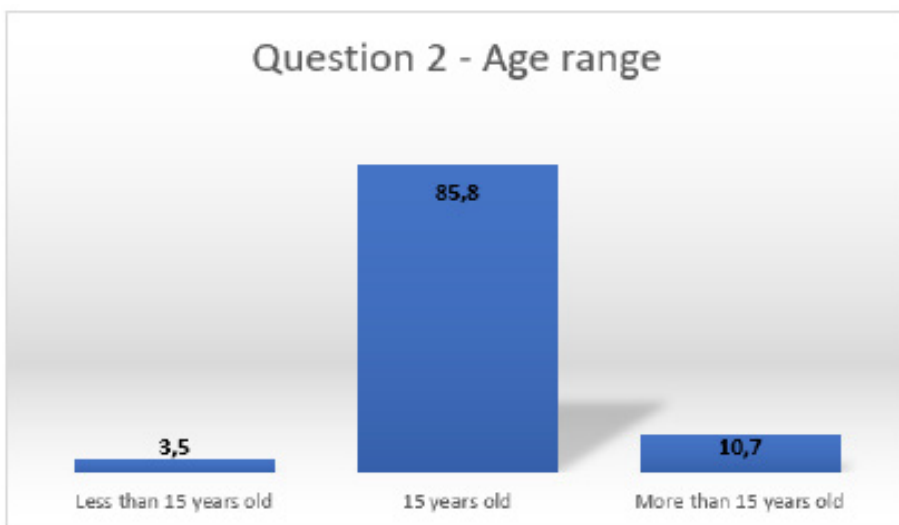
85.80% are 15 years old, 10.70% are over 15 years old and 3.50% are under 15 years old.
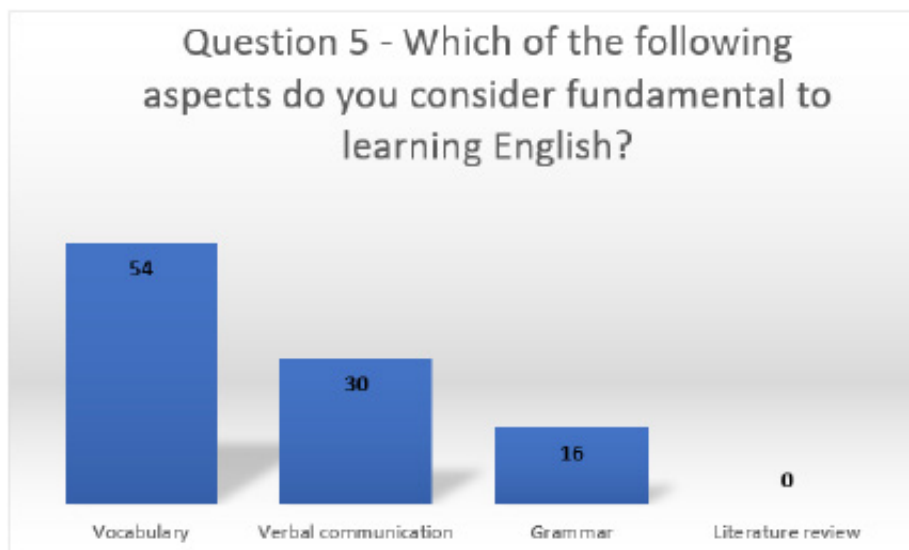
Question 3 - How long do you listen to music in English?

- Often: 7,7
- Regularly: 64,3
- Rarely: 28

64.30% of the students surveyed listen to music in English on a regular basis, while 28% listen to it rarely and finally 7.70% listen to it often.

Question 4 - If when listening to a song a new word is mentioned, what is the first thing you do?

- I keep listening to the song (Do Nothing): 17,8
- I stop and look for the lyrics of the song: 78,6
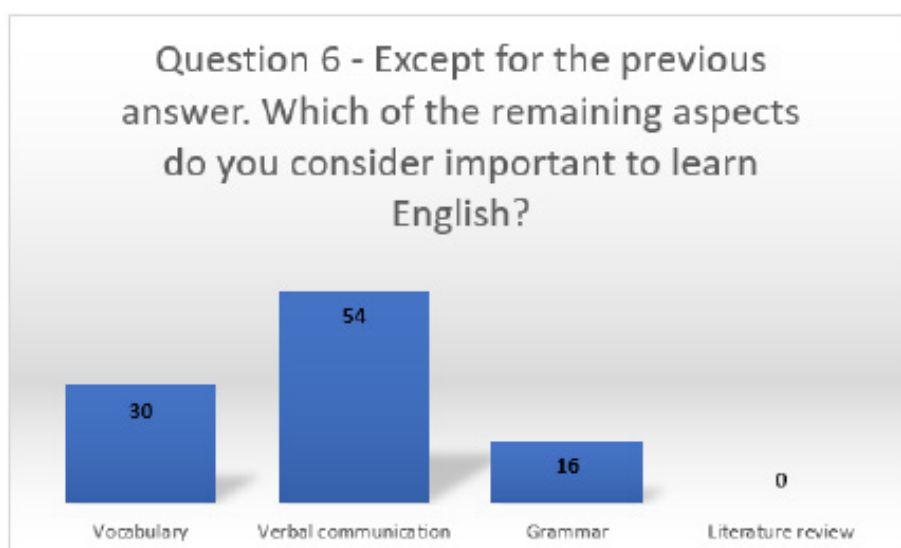- I look in the dictionary for the word: 3,6

78.6% of the students interviewed, when a new word is mentioned during a song, prefer to stop and look for the letter of the word, while 17.80% choose to continue listening to the song and 3.6% resort to dictionary to look up this new word.

Question 5 - Which of the following aspects do you consider fundamental to learning English?

Vocabulary	Verbal communication	Grammar	Literature review
54	30	16	0

The aspect most considered by the interviewees for learning English is vocabulary with 54%, followed by verbal communication with 30%, grammar with 16% and finally for none of the respondents is the literature review.

Question 6 - Except for the previous answer. Which of the remaining aspects do you consider important to learn English?

Vocabulary	Verbal communication	Grammar	Literature review
30	54	16	0

The other aspect considered important to learn English by the participants is verbal communication with 54%, followed by vocabulary with 30%, grammar remains with 16% compared to the previous question and the literature review did not obtain any opinion.

In question 7, this search finds the statistical distribution of the data, so it is described in a bar chart. Therefore, know in advance the most informed level about the level of satisfaction. the next figure describes the grouped level.

Question 7 - Would you recommend learning the English language through music?

From the range of 1 to 5. Where 1 is the lowest score, 3 is neutral and 5 is the highest level. In this document we can describe that students recommend the use of music-based learning since it allows to know mainly: vocabulary and oral expression for language management. Additionally, it is identified that students require motivation to learn music, which is why they seek to read the lyrics of the songs to better pronounce the words and know what the song wants to mention.

Discussion

People are currently incorporating songs as part of the educational process, in which they can improve oral expression in a simple way by looking for the meaning of those words that are not understood during a song, but have not been considered relevant enough to be a song. tool used in the classroom. Similar to this discovery is the study by Castro (2021), where the use of songs improves oral comprehension skills in students, since listening to the song's lyrics, humming and intoning, creates a favorable climate for learning a second. language fluently. Condori's research can also be highlighted (2017), who considered that the fundamental means of human communication is oral language, voice and speech, which allows the child to express and understand ideas, thoughts, feelings,

knowledge and activities. Spoken language occurs as a result of a process of imitation and maturation through the wealth of stimuli that exists in the environment. For all these reasons, the main objective of this work is to identify the influence of music on vocabulary learning in the English language, reaching the following conclusions: music as a strategy can become a real strength and therefore raise the quality of learning. English language learning. The students sing with their teachers with joy and enthusiasm, responding positively to music as a learning strategy, acquiring vocabulary through music since the lyrics of the songs make them repeat words unconsciously or naturally, that is, they show clarity in their oral expression, since music and its melody is a stimulus for learning the English language.

The analyzed technique is a methodology through which the student is empowered to concentrate on the songs and thereby internalize both the new vocabulary and the form of expression of the grammar and arrangements of the English language. an empathic and learning dynamic. Also, this is a new tool to enhance vocabulary and give way to good communication that allows you to interpret, correctly articulate the phonemes corresponding to the different stages of learning the English language, where learning can become an entertaining moment through of the use of music, allowing the

infant to learn in a participatory and above all fun way. Similar to the findings of Aquino & González (2022), where it was possible to determine that musical intelligence favorably influences the development of oral language in children between 4 and 5 years of age, since the frequent use of children's songs allows the child to improve their articulation, fluency, continuity and pronunciation of speech, so that they can express their current state of mind, feelings, emotions, in an appropriate way. On the other hand, it enriches their vocabulary to generate new knowledge of their environment.

The problem of both the pronunciation and the vocabulary of the students is described as one of the reasons why new strategies are needed, or even the development of pre-established teaching-learning strategies such as didactic music. With respect to the application of the songs during the learning in the English language, students can be favored, since through the songs they allow benefits in the improvement of the language of the infants in a positive way, acquiring the opportunity to develop in an outstanding way. In the cognitive, family and social spheres, the songs also helped the little ones to expand their creativity, fantasy, vocabulary, expressiveness and fluency. Result that can be highlighted with the study by Santos and Maceda, (2019)which concludes that singing from an early age generates stimulation in maturational processes, the more they sing in games and activities, the more skills they will develop, including oral expression.

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