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Teaching Strategies to Apply Music in English as a Tool to Enhance Listening and Speaking Skills in Latin American EFL Classrooms

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Resumen

Esta síntesis de investigación tiene como objetivo reportar las estrategias de enseñanza más efectivas utilizadas para aplicar la música en inglés como herramienta para mejorar las habilidades de habla y escucha de los estudiantes en las aulas del inglés como lengua extranjera de América Latina. Para responder a las preguntas de investigación establecidas sobre el tema, se recopilaron y analizaron 20 estudios empíricos. Todos los estudios seleccionados se llevaron a cabo en un contexto de aprendizaje del idioma como lengua extranjera en aulas latinoamericanas que involucraban todos los niveles educativos y que sean publicados en los últimos 15 años. Después del análisis de datos, se obtuvieron resultados que indican que seis estrategias, las cuales son: folletos; actividades relacionadas con la expresión oral; tareas de canciones; repetición, imitación y memorización de canciones; movimiento corporal; y tener dos profesores en el aula; obtuvieron resultados positivos como el aumento de la motivación y la mejora en la pronunciación; por lo tanto, son las estrategias más efectivas a reportar. Dos estrategias, las canciones como calentamiento de clase y las tareas de canciones, obtuvieron efectos negativos como distracción y pérdida de interés. Finalmente, algunas de las razones de las diferentes desventajas son la falta de actividades de seguimiento y estrategias metodológicas, y el pobre repertorio de canciones. Basándose en los resultados encontrados, las recomendaciones para los maestros e instituciones son implementar estrategias que resultaron en la mejora de ambas habilidades y considerar las razones de desventajas. Las recomendaciones para futuras investigaciones son realizar estudios sobre el tema en países latinoamericanos y crear una guía para maestros sobre cómo implementar efectivamente la música en inglés como herramienta de enseñanza.

Palabras clave: Estrategias de enseñanza, pedagogía, lengua extranjera, enseñanza del inglés, métodos de enseñanza

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Abstract

This research synthesis aims to report the most effective teaching strategies used to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms. To answer the research questions established on the topic, 20 empirical studies were collected and analyzed. All the selected studies were conducted in an EFL context of language learning in Latin American classrooms involving all educational levels and published within the last 15 years. After the data analysis, the results obtained are that six strategies, which are booklets; oral-related activities; song tasks; song repetition, imitation, and memorization; body movement; and having two teachers in the classroom; gathered positive results as the increase in motivation and the improvement in pronunciation; therefore, they are the ones reported as the most effective strategies. Two strategies, songs as warm-up activities and song tasks, reported negative effects as distraction and loss of interest. Finally, some of the reasons for the different drawbacks are the lack of follow-up activities and methodological strategies, and poor songs repertoire. Based on the found results, the recommendations to teachers and institutions are to implement strategies that resulted in students' improvement in both skills and to consider the reason for obtaining drawbacks. Additionally, the recommendations for future research are to conduct studies on the topic in Latin American countries and to create a teachers' guide on the topic of how to effectively implement music in English as a teaching tool.

Key terms: Teaching strategies, pedagogy, foreign language, English teaching, teaching methods

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Introduction

In Latin American English as a Foreign Language (EFL) classrooms, the emphasis on listening and speaking skills has been comparatively low in relation to reading and writing skills (Pérez, 2010). Additionally, this author points out that the use of traditional methods, which mainly involve grammatical exercises, is the principal problem in Latin American educational institutes that teach EFL. Therefore, to achieve a complete understanding of the target language, students need to be taught the four main skills of the language: reading, writing, speaking, and listening.

In modern times, educational institutions have recognized the significance of highlighting listening and speaking as relevant language abilities. The ability to listen well is crucial in language acquisition as it enables students to comprehend individuals speaking in the language they are studying (Kurita, as cited in Gonzalez et al., 2015). Furthermore, the skill of speaking is important as it facilitates the communication of information (Oradee, as cited in Gonzalez et al., 2015). Fundamentally, the abilities of listening and speaking are necessary for employing language for its primary objective, which is to communicate. Communication is, in fact, a complex process employed to engage with other individuals not just by speaking but also by attentively listening to other people's thoughts. As Rivers (as cited in Segura, 2012) stated, speaking alone does not constitute communication unless the message is understood by someone else. Hence, the skills of listening and speaking are fundamental abilities that necessitate cultivation in EFL classrooms (Segura, 2012).

As a result, instructors in Latin American EFL classes have been searching for inventive and efficient ways to enhance both listening and speaking abilities. According to Pérez (2010), the success of the learning process heavily depends on the methods utilized by the teacher or instructor, which should aim to facilitate the learning process. In addition, in order to attain genuine progress in language acquisition that is applicable in day-to-day situations and ensure a smooth learning experience, novel teaching methodologies need to be employed (Cuestas, 2006). One such method that has been implemented to enhance listening and speaking abilities is incorporating English music into the curriculum. Nonetheless, the effectiveness of this method on students' listening and speaking proficiency may be either positively or negatively impacted depending on the teaching strategy employed.

Various settings have utilized music for educational purposes. To illustrate, songs have the potential to assist English as a Foreign Language (EFL) learners in improving their listening and speaking abilities by allowing them to practice recognizing and reproducing diverse intonations and rhythms (Millington, 2011). Additionally, Millington (2011) pointed out that youngsters are typically enthusiastic about acquiring knowledge of fresh sounds, which necessitates a considerable amount of training.

For this research synthesis, the following research questions were formulated.

1. What strategies have been used in Latin American EFL classrooms to apply music in English as a tool to enhance students' listening and speaking skills?
2. What strategies used to apply music in English as a tool to enhance students' listening and speaking skills have improved students' overall language performance?
3. What strategies used to apply music in English as a tool to enhance students' listening and speaking skills have decreased students' overall language performance?
4. What are the possible reasons why some strategies used to apply music in English as a tool to enhance students' speaking and listening skills resulted in drawbacks?

This research synthesis consists of five chapters. The first chapter includes the description of the research divided into the background, the problem statement, the justification, the research questions, and the objectives of the study. The second chapter is the theoretical framework, which contains the concepts of the most important terms and strategies related to the use of music in the EFL classroom. Additionally, in the second chapter, the literature review encompasses the description of the different articles selected for the analysis. The third chapter entails the methodology by describing the process by which the research synthesis was conducted, and the criteria contemplated for the studies selection and inclusion. The fourth chapter, the data analysis, comprises the examination of the studies by classifying them into different categories. The final chapter presents the conclusions and recommendations for teaching and further research.

Chapter I: Description of the Research

Background

For a long time, in Latin American EFL classrooms, listening and speaking skills have been developed and explored on a minor scale compared to the other skills, reading, and writing (Pérez 2010). This author also mentioned that the biggest problem in different Latin American educational institutes that teach English as a foreign language (EFL) is that teachers try to teach the language by using a traditional method in which they just write, show, and explain some grammatical structures to the students. However, to achieve real learning of the language, students need more than just structures, they need complete command of the language: that is, to speak, listen, write, and read it (Pérez 2010).

Nowadays, educational systems have realized the importance of emphasizing listening and speaking as imperative language skills. The listening skill is essential in language learning since it allows students to understand speakers of the target language (Kurita, as cited in Gonzalez et al., 2015). Additionally, the speaking skill has tremendous importance because it allows the transmission of information (Oradee, as cited in Gonzales et al., 2015). Basically, both listening and speaking skills create the essential conditions to use the language for its main purpose, to communicate. Indeed, communication is a complex process used to interact with other people not only by speaking but also by listening to other people's ideas. As Rivers (as cited in Segura, 2012) mentioned, "speaking does not of itself constitute communication unless what is said is comprehended by another person" (p. 196). For that reason, listening and speaking skills are primary skills that need to be developed in EFL classrooms (Segura, 2012).

Therefore, educators have been looking for innovative and effective methods to accomplish the improvement of both listening and speaking skills in Latin American EFL classes. Pérez (2010) claimed that the learning process relies in great magnitude on the methods used by the teacher or instructor, which must make the learning process easier. Moreover, to achieve a real improvement of the language, which must be focused on everyday usage, and to achieve a comfortable learning process, innovative tools must be used (Cuestas, 2006). One of these tools used to improve listening and speaking skills is the use of music in English; however, depending on the teaching strategy used to apply it, students' listening and speaking skill outcomes may be positively or negatively affected.

Music has been used as a teaching tool in different contexts. For instance, songs can help EFL students enhance listening and speaking skills by practicing listening to different forms of intonation and rhythm and producing them by themselves (Millington, 2011). In addition, Millington (2011) mentioned that "children are often keen to learn how to make new sounds and this can take a great deal of practice" (p. 135).

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One teaching strategy used to implement music as a technique to improve the mentioned skills was the creation of a booklet based on a survey about students' musical interests and educational context. The booklet included nursery rhymes, songs with their lyrics, and different activities such as completing missing words or phrases, filling in the blanks and replacing words with correct ones, among others (Alvarado & Matailo, 2012). The results of this study indicated that students improved their pronunciation as well as their listening skills perhaps due to the fact that, from the beginning of the study, the researchers took into account not only the academic context of the students but also their social and personal context (Alvarado & Matailo, 2012). In another study (Bolaños, 2020), the teaching strategy used was a didactic sequence; which consisted of a listening comprehension activity and a listening production activity. A pre-test that measured just students' listening proficiency level was also applied. The results of this study showed that students did not make any improvement in their listening proficiency level; a possible reason for these results is that the chosen music did not have any context related to the participants, so instead of being involved in the learning process, they were distracted (Bolaños et al., 2020).

Problem Statement

Listening and speaking skills, especially in EFL classes in Latin America, have not been taken into account for foreign language development (Pérez, 2010); however, over the years, educational systems have come to appreciate the great importance that these two skills have in creating communicative competence, which is the goal of every EFL class (Brown, as cited in Gonzales et al., 2015). Due to educational changes and evolution, innovative methods, such as the use of songs, have been used to achieve meaningful foreign language learning in Latin American students, especially in listening and speaking skills (Cuestas, 2006).

It can be inferred then from the information described above that students' academic improvements or drawbacks depend directly on the teaching strategy used to implement music in English as a tool to enhance listening and speaking skills. Although studies have shown that music in English as a learning tool to develop listening and speaking skills in EFL classes can generate several improvements like the increase in students' motivation to participate in the activities (Castro & Navarro, 2014), the increase in students' cooperation with one another, the increase of students' relaxation during the classes, and the increase of students' self-confidence (Cuestas, 2006), there has not yet been a study indicating specific teaching strategies to apply this tool to achieve success in students' listening and speaking performance (Juste, 2014). As Andrade (2017) mentioned, although the use of English songs could encourage students in the class, the teacher was not able to apply this technique adequately.

Therefore, the purpose of this research synthesis is to report the most effective teaching strategies that have been used to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms.

Rationale

As Gonzales et al. mentioned, "listening and speaking skills constitute primordial aspects when learning English" (2015, p. 94) since both skills allow human interaction to emerge. Consequently, in order to achieve a significant improvement in both skills, music in English has been used as an innovative tool to improve students' performance in both skills (Gonzales et al., 2015), especially in Latin American EFL classrooms (Villalobos, as cited in Gonzales et al., 2015).

The rationale for using music in English as a tool in EFL classes lies in the multiple benefits of this tool for foreign language learning. As Orlova (as cited in Duarte et al., 2012) mentioned, some of the positive effects of using music in English as a way to improve listening and speaking skills are practicing rhythm, stress, and intonation patterns; teaching vocabulary and grammar; and developing speaking and listening comprehension which work as a learning stimulus. Nevertheless, if the use of songs is not carefully planned, the results can be discouraging. As Purcell (1992) mentioned, "loudly playing songs may disturb neighboring classes, and some learners get too excited and may forget about discipline" (p. 193). Also, Bolaños et al. (2020) mentioned that "the students instead of having a good performance while working with songs used to get distracted by them and started to dance in their seats, to sing along with the classmates next to them, and to hum" (p. 69).

To achieve the objective of reporting teaching strategies to apply music in English as a tool to enhance listening and speaking skills in Latin American EFL classrooms, a research synthesis was chosen as the most suitable option because it integrates previously collected data and findings to discover a research gap and formulate future research proposals (Wyborn et al., 2018).

Research Questions

1. What strategies have been used in Latin American EFL classrooms to apply music in English as a tool to enhance students' speaking and listening skills?

2. What strategies used to apply music in English as a tool to enhance students' listening and speaking skills have improved students' overall language performance?

3. What strategies used to apply music in English as a tool to enhance students' listening and speaking skills have decreased students' overall language performance?

4. What are the possible reasons why some strategies used to apply music in English as a tool to enhance students' speaking and listening skills resulted in drawbacks?

Objectives

General objective

To report the most effective teaching strategies that have been used to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms.

Specific objectives

- To analyze the positive learning outcomes reported of the use of different strategies to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms.
- To analyze the negative learning outcomes reported of the use of different strategies to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms.
- To identify the possible reasons why some strategies used to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms resulted in drawbacks.

Chapter II: Theoretical Framework and Literature Review

Theoretical Framework

The theoretical framework, as mentioned by Eisenhart (1991), refers to a specific section within an academic work that contains definitions of the formal theory that would provide the basic knowledge to explain the topic of matter (as cited in Grant & Osanloo, 2014). Additionally, the content of the theoretical framework consists of laying out the concepts and definitions of different aspects closely related to the main topic (Grant & Osanloo, 2014). The aspects that are going to be defined in this section of the chapter, to provide background to the study, are music as an innovative tool in the English classroom, the relationship between music and the learning styles of EFL learners, music as a tool to enhance listening and speaking skills, and strategies using music to enhance listening and speaking skills.

Music as an Innovative Tool in the English Classroom

As said by Griffee, music is closely related to language development, and both have strong connections because of the several aspects they have in common, which are rhythm, oral transmission, and communication use (as cited in Torras Vila, 2021). Therefore, the use of music as a tool in teaching EFL can enhance the acquisition of different aspects of the language (Torras Vila, 2021). Music can improve not only concentration but also speech abilities since it produces vibrations in the brain, which results in learning (Routier as cited in Juste, 2014); furthermore, there appear to be significant neurological connections between language and music. Additionally, training in music appears to have advantageous impacts on brain and cognitive development, as mentioned by Neville et al. (as cited in Torras Vila, 2021). Those positive effects are the increase of imaginative abilities since childhood (Brewer as cited in Torras Vila, 2021) and the promotion of relationships between sound patterns and meaning and between sound patterns and syntactic structure (Koelsch as cited in Torras Vila, 2021). Therefore, music has been considered a powerful tool for the development of the English language since its use helps to increase students' academic skills, which include grammar, vocabulary, listening, speaking, reading, and writing (Durango, 2017).

Relationship Between Music and the Multiple Intelligences of EFL Learners

Musical ability is described as one of the nine multiple intelligences proposed by Gardner who expressed that every person has different aptitudes that need to be developed in classrooms (as cited in Torras Vila, 2021). Additionally, musical intelligence develops first since children are exposed to different sounds from early ages in their lives (Gardner as cited in Hartmann & Gafor, 2020). Furthermore, thanks to the oral nature of music, it is closely related to the linguistic work necessary to learn a language. Therefore, music and

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music-related activities have been considered as an innovative teaching tool that could enhance children's listening and speaking skills (García & Juan, 2015).

Listening Skills

Whereas hearing is considered as the physical activity of receiving sounds, listening is the mental act of giving meaning to those received sounds (Lundsteen as cited in Borisoff & Purdy, 1997). As defined by Borisoff and Purdy (1997), listening involves actively and dynamically engaging in the process of paying attention, perceiving, understanding, retaining, and reacting to the verbal and nonverbal cues, requirements, worries, and information shared by other individuals. Moreover, Wolvin (2010) considered the Hurier model of the listening process which relates six main skills. The first one is called hearing and refers to deciding what to focus on within the specific context in which the listener is involved; the second skill is understanding, which consists of giving the literal meaning to what was heard. The third one is remembering which involves the ability to recall information about the listening context; it is directly related to responding. The fourth skill is interpreting, which refers to the ability of giving meaning to verbal and nonverbal information in relation to comprehending the entire message. The fifth skill is called evaluating; it is the process of assigning judgments about the precision of the information gathered. The last skill is responding, which is the conclusion of listening; this skill involves the verbal or nonverbal message given as an answer, and it is influenced by all the previously done (Wolvin, 2010). Furthermore, there are different factors that affect and influence listening skills, which are divided into those inside-the-head and outside-the-head factors (Samuels, 1984). On the one hand, inside-the-head factors are intelligence, which involves the ability to comprehend what is being said; language facility, which refers to the knowledge of accuracy and automaticity, vocabulary, syntax, dialect and idiolect, and anaphoric terms; background knowledge, which includes the previous knowledge that the students have towards the topic; speech registers, which involve the knowledge of the style of the language in use; metacognitive strategies, which refers to self-assessing techniques; kinesics, which consists of non-verbal factors in conversation such as facial expressions and eye contact; and motivation, which places an important role in maintaining concentration towards the task to comprehend it (Samuels, 1984). Motivation is directly related to enjoyment, which is important because when learners listen to something that they enjoy, they are more likely to know the vocabulary necessary to comprehend it (Egamnazarova & Mukhamedova, 2021). On the other hand, outside-the-head factors involve discussion topics, which refer to the ability to understand and give meaning to utterances in a particular context; speaker awareness of listener needs, which consists of the speaker being aware of the different factors like the information that the listener has about a certain topic; clarity of the message,

which involves the speaker's ability to provide clear messages to the listener; and context, which refers to the environmental aspects around the conversation (Samuels, 1984).

Speaking Skills

Speaking involves the act of creating and exchanging significance through the utilization of both verbal and nonverbal language within diverse situations (Chaney as cited in Leong & Ahmadi, 2017). In addition, this skill involves two main characteristics: the first is fluency, which refers to the capacity to respond in a logical manner by establishing connections between words and phrases, articulating sounds accurately, and employing appropriate emphasis and tone. The second characteristic is accuracy, which involves the use of correct grammatical structures, vocabulary, and pronunciation (Mazouzi as cited in Leong & Ahmadi, 2017); in order for accuracy to take place, learners must use the language in a meaningful way (Swain as cited in Tsou, 2005), which is accomplished by classroom participation (Ely as cited in Tsou, 2005). These characteristics have been considered to achieve effective communication (Leong & Ahmadi, 2017). Moreover, there are certain factors that affect speaking skills: performance, affective issues, listening comprehension, knowledge of the topic, and feedback while speaking (Tuan & Mai as cited in Leong & Ahmadi, 2017). The first one involves aspects such as pressure over time, the planification, the support given, and the quality of the performance (Nation & Newton as cited in Leong & Ahmadi, 2017). Regarding the affective factors, motivation, self-confidence, and anxiety are the ones that directly influence speaking skills (Krashen as cited in Leong & Ahmadi, 2017) because if learners have a friendly reaction towards the language, they become more aware of improving language features as pronunciation and accent (Merisuo-Storm as cited in Leong & Ahmadi, 2017). The third factor shows the importance of the relationship between listening and speaking; as mentioned by Doff (as cited in Leong & Ahmadi, 2017), if students do not understand what is being said to them, they will not respond correctly and will not achieve an effective dialogue. The next factor refers to the knowledge, vocabulary, pronunciation, syntax, and semantics on the topic (Mahripah as cited in Leong & Ahmadi, 2017); when students know information about the topics involved in the conversation, they could use the language effectively to develop the dialogue (Leong & Ahmadi, 2017). Lastly, regarding feedback, Harmer explained that if teachers constantly and directly correct their learners every time they make mistakes, the flow of the performance will be affected (as cited in Leong & Ahmadi, 2017); therefore, it is suggested that teachers should correct their students in a positive way by giving constructive feedback with support (Leong & Ahmadi, 2017).

Music as a Tool to Enhance Listening and Speaking Skills

Among the various benefits of the implementation of music in the classroom as a means to improve language skills is the development of both speaking and listening skills as mentioned by Torras Vila (2021). This is because thanks to music and the various musical activities, aspects such as pronunciation, auditory discrimination, vocabulary learning, voice control, coordination of sounds with movement, fun when learning, motivation, classroom environment, and student participation in class can be enhanced. Additionally, the practice of listening to and singing songs allows students to internalize rhythm and intonation patterns that boost listening skills (Millington, 2011); likewise, by working on the aspects of rhythm, intonation, and melody of various songs, students can develop the pronunciation of the foreign language thanks to the management of the various phonetic skills within the lyrics of the songs they practice (Ludke as cited in Torras Vila, 2021).

Teaching strategies

Hamruni (2009) expressed that a strategy has been defined as a set of methods, plans, or series of activities developed in order to accomplish a particular learning goal (as cited in Syafrizal & Haerundin, 2018). As defined by Lawton (as cited in Sarode, 2018), teaching strategies refer to the general plans designed for a lesson, which include the desired behavior of learners to achieve a determined goal and a guide with steps for implementing the strategy. Additionally, teaching strategies aim to help students internalize the different contents planned for a course (Sarode, 2018).

Teaching Strategies for Developing Listening and Speaking Skills

Several teaching strategies have been used to improve speaking skills. Namely, creating dialogues, which is used to practice language functions; performing role-plays, which can include clues, be totally guided, or be free type; giving opinions-ideas, which refer to arguing about controversial contexts; solving problems, which are solved by students while interacting in groups; conducting surveys and interviews, which involves conversations between an interviewer and another individual to find out information; describing visual comprehension, which consists of presenting a picture and asking questions about it; talking about dreams or ambitions, which involves students asking questions about their future lives; repeating rhymes and tongue twisters, which is a way to acculturate the language; and answering questions about songs' lyrics (Hussain, 2017).

Furthermore, various teaching strategies to enhance listening skills have also been proposed. Among them are listening and performing actions and operations such as listening and drawing a picture; listening and transferring information through completing a story or filling in the blanks; listening and solving problems by playing word games or completing jigsaw activities; listening, evaluating, and manipulating information by making

predictions; interactive listening-and-speaking through answering questions; listening for enjoyment, pleasure, and sociability by listening to songs, stories, poems, etc. to identify personal topics and social issues (Khan & Karim, 2014).

Strategies Using Music to Enhance Listening and Speaking Skills

Music has been used as a tool in several strategies to enhance listening and speaking skills. For example, the song tasks strategy, in which students perform exercises related to songs in English such as dictation, fill in the blanks, organization of the lyrics, oral discussion about the topics of songs, etc (Morales, 2008). These types of activities and several others, which are presented in the following paragraphs, could help students develop not only listening comprehension but also pronunciation among other aspects of both previously mentioned skills (Moobs & Cuyul, 2018).

Booklets.

Booklets have the appearance of textbooks but are shorter in length; they also have the advantage of being customized to the educational purpose and target audience; they often have better tasks and questions to be solved than the typical textbook (Using Booklets for Guided Notes, 2020).

Oral-related activities.

Speaking is described as the way to interact with other individuals in order to accomplish a particular goal; simultaneously, listening is connected with speaking as an integral way to achieve communication (Torky, 2006). Therefore, oral-related activities have been used as a strategy to enhance both speaking and listening skills. Some oral-related activities that use music as a teaching tool are choosing the song, interviewing the singer, explaining the selected new words, discussing topics of the song (Cuestas, 2006), recording videos and audios, and expressing feelings, thoughts, ideas, and opinions about the selected songs (Palacios, 2014).

Song tasks.

Tasks are defined as every activity that students do to speed up the process of acquiring a language (Williams and Burden as cited in Littlewood, 2004). Those activities that conform to a task can be of various degrees of difficulty from an easy short exercise to a difficult long one (Breen as cited in Littlewood, 2004). Additionally, all tasks involve a communication purpose and a realistic use of the language (Stern as cited in Littlewood, 2004) to achieve the desired learning outcome (Willis as cited in Littlewood, 2004). These variations are what make tasks different from mere exercises (Ellis as cited in Littlewood, 2004). Therefore, a song task is an activity with a communicative and realistic learning focus. Some examples of song tasks are dictation, vocabulary search, translation exercises, jig-saw lyrics organization, new vocabulary search, creation of oral and written examples with new words,

scrambled lyrics organization, crosswords about the vocabulary (Morales, 2008), workshops based on a song (Reina, 2010), song selection activities, presentation of songs and new vocabulary, and discussions of the vocabulary and the topics of the songs (Duarte et al., 2012). Some other activities include listening exercises, reading comprehension with short questions (Morales, 2008), listening activities with the songs' video clips (Reina, 2010), writing sentences, filling the gaps, role-playing, (Millington, 2011), modeling and practicing pronunciation, and practicing singing the song with the whole class and in groups (Duarte et al., 2012).

Song repetition, imitation, and memorization.

Repetition is considered an advantageous way to enhance the process of learning a language; therefore, this activity has been implemented when using songs in the classrooms with positive results. When students listen to a song several times and repeat the lyrics after the singer, they can avoid mispronunciation as well as other aspects related to the language structure, and progressively, sing along (Batluk, 2015). Furthermore, Cook expressed that intonation is also relevant for language development, which can be enhanced by repeating, imitating, and memorizing songs since correct intonation can help learners avoid mispronunciation and, as a result, misunderstandings (as cited in Batluk, 2015).

Body movement.

Body movement refers to the ability to employ the body in different situations to solve troubles, convey ideas and emotions, and interact with items in order to accomplish a specific goal (Gardner as cited in Michelaki & Bournelli, 2022). Furthermore, Čok et al. expressed that physical activity improves learners' attention promoting verbal, visual, and kinesthetic learning in the classroom (as cited in Pegan et al., 2015). Simultaneously, music and body movement are naturally connected and developed from children's early ages since both begin before children develop language (Bayless and Ramsey as cited in Shin, 2017). For instance, the connection between music and body movement occurs from rocking or clapping during the first ages; in the following years, children tend to sing, move, and do finger plays while they listen to different songs; later, when the interaction between these two elements is more advanced, children can reproduce melodies and integrate movement with rhythm while they sing in a classroom (Pica as cited in Shin, 2017). In addition, Shin (2017) mentions some of the most popular songs that have been implemented in classrooms: "Head, Shoulders, Knees, and Toes," "Hokey Pokey," "The Wheels on the Bus," "B-I-N-G-O," and others since these songs, as well as others, have their respective movements that make learners use different gestures and mimics while singing, which results in an improvement in children's motor skills and retention (Shin as cited in Shin, 2017). Therefore, this strategy has been used to enhance not only the listening skill but also the other previously mentioned

skills since children demonstrate what they have comprehended by using body movements (Pegan et al., 2015).

Having two teachers in the classroom.

Having two instructors or teachers working together in a classroom refers to a team teaching environment (Jones & Harris, 2012) that has several characteristics that will be defined in the next lines. Some of those positive effects include showing students how to interact with colleagues, how to learn in collaboration, and how professionals think together (Wenger and Hornyak as cited in Jones & Harris, 2012); however, problems can also be found in communicating ideas between teachers and students and among teachers, organizing the classes and topics to be explained, and finding the main guider of the classroom (Dugan and Letterman as cited in Jones & Harris, 2012). When music is used as a teaching tool in a team-teaching classroom, one of the teachers plays the role of the regular teacher and the other plays the role of the specialist. The regular teacher is in charge of teaching the four main language skills in a general way, while the second teacher is a music specialist and teaches the target language using his or her knowledge of the musical field through activities such as singing and playing musical instruments (Pérez, 2010).

Songs as warm-up activities.

Warm-up activities are those activities done at the beginning of a class to catch the attention of the students and allow them to get adjusted to the mood of the class; therefore, warm-up activities are also called engaging activities (Diril, 2015). For a warm-up activity to be effective, it needs to be closely related to the learning objectives and language aspects of the lesson and it must provide students with a comfortable feeling of success to help them be willing to participate and work during the class (Diril, 2015). Additionally, during this type of activity, it is recommended to the teacher to not interfere with any error correction but to provide assistance if needed (Diril, 2015). Based on this information, it can be established that songs as warm-up activities refer to the application of a song as part of an engaging activity at the beginning of a class to get students involved in the process (Diril, 2015).

The concepts and definitions that have been presented in this section will contribute as a background to better understand the literature review and the analysis of the data collected for this research synthesis.

Literature Review

Listening and speaking skills constitute the basic parameters in the English language that allows people to communicate and interact (Gonzales et al., 2015). Therefore, English learners need training not only on the linguistic aspects of the language but also on the pragmatic aspects to accomplish communicative competence, which refers to giving learners enough and significant opportunities to be in contact with the language and have effective

communicative encounters (Hedgcock as cited in Gonzales et al., 2015). Effective communication needs the understanding of the language, which is mastered with the development of the listening skill (Kurita as cited in Gonzalez et al., 2015), and the enhancement of the speaking skill (Oradee as cited in Gonzales et al., 2015). However, the success of this training depends on using the most appropriate and innovative methods, strategies, and tools to help students learn easily and effectively (Pérez, 2010). According to Philips (as cited in Cuestas, 2006), music could be one of these tools as it plays an important role in language learning by making students enjoy the learning process and improve their listening skills as well as speaking skills (Murphey as cited in Millington, 2011). Nevertheless, depending on the strategy used to apply music as a teaching tool, students' listening and speaking skills can be positively or negatively affected.

To accomplish the goal of reporting the most effective teaching strategies that have been used to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms, this section provides a systematic review of different studies to consolidate the background for further analysis. This section consists of three main parts: positive results obtained from the strategies applied to use music in English to teach listening and speaking skills, negative results obtained from the strategies applied, and possible reasons why some strategies implemented in the studies resulted in drawbacks.

Strategies Applied to Use Music in English to Teach Listening and Speaking Skills that Resulted in Positive Outcomes

Several studies have demonstrated that using music in English as a tool to enhance listening and speaking skills can result in students' improvements in these two skills depending on the strategies used in the classrooms.

One of the strategies used was the application of booklets containing nursery rhymes, songs, lyrics, and listening activities (Alvarado & Matailo, 2012; Calle & Zhagui, 2013). In the case of Alvarado and Matailo (2012), a questionnaire allowed the researchers to know students' opinions about the use of songs in the classes, and their likes and desires for the course. Similarly, in the study by Calle and Zhagui (2013), students' contexts and interests were gathered through a survey and an observation of their behavior in classes while doing different activities. While positive results obtained from both studies were the increase in motivation and enjoyment, the mind's disposition to acquire new information was reported only by Alvarado and Matailo (2012), and encouragement to participate in classroom activities only by Calle and Zhagui (2013).

Another strategy used was the design, creation, and implementation of oral-related activities. In the study made by Cuestas (2006), there were four oral activities: choosing the song, interviewing the singer, explaining the selected new words, and discussing topics of the

song; each of the mentioned activities was implemented one by one in each of the English classes and repeated along the teaching period with adaptations according to the students' improvement and needs. The result of using this strategy was an increase in students' participation, cooperation, relaxation, freedom, expression of ideas, and fluency (Cuestas, 2006). In another study conducted by Palacios and Chapetón (2014), the oral activity implemented was using students' videos and audio recordings in which they expressed their feelings, thoughts, ideas, and opinions about each of the nine songs with social content selected for the class. The researcher reported positive changes in students' attitudes towards the use of songs with social content and in students' connection with real-life experiences (Palacios & Chapetón, 2014). This strategy was also implemented in the study conducted by Hernández (2020), in which the activities developed were exchanging opinions about the songs through answering questions, writing and brainstorming classmates' ideas, writing short expressive sentences, asking specific questions, and analyzing classmates' opinions. An increase in participation, motivation, and interest were the positive results obtained in this study (Hernández, 2020).

A third strategy applied was the use of song tasks developing reading, speaking, listening, and writing activities. In Morales' (2008) study, the strategy consisted of song tasks which included listening exercises, dictation, vocabulary search, reading comprehension with short questions, discussion of the topic proposed, translation exercises, jig-saw lyrics organization, gap-filling, new vocabulary search, creation of oral and written examples with new words, discussion about the titles of the songs, scrambled lyrics organization, and crosswords about the vocabulary. In this study, the results of applying this strategy were the improvement of listening comprehension, speaking, pronunciation, reading, and writing in an interconnected way (Morales, 2008). Also, in the study made by Reina (2010), the strategy consisted of the application of different song-listening tasks which were divided into three stages: pre-listening activities, while-listening activities, and post-listening activities; these activities complemented the required language focus of the textbook, workshops based on a song, and listening activities with the songs' video clips. In Reina's (2010) study, the results were an increase in students' motivation, cultural knowledge, listening comprehension skills, and pronunciation skills. Furthermore, in Millington's (2011) study, this strategy was implemented too, and, as in Reina's study, the song tasks were applied in three stages: the preparation tasks, in which students activated the vocabulary and grammar to be used and got engaged in the class; the core tasks, in which students sang the song several times with different varieties on speed, pace, and volume; and the follow-up tasks, which complemented the core tasks with activities that make students used what they had learned by listening and singing the song; those activities were writing sentences, filling the gaps, and role-playing.

The results of the study were the students' improvement of pronunciation skills such as intonation, stress, and rhythm; memory skills; and brain recognition of the English language patterns of stress-timed rhythm and intonation. Nevertheless, this study also presented negative results that will be discussed in the next section. In another study conducted by Duarte et al. (2012), this strategy of using song tasks implemented activities such as song selection activities, presentation of songs and new vocabulary, modeling and practicing pronunciation, discussions of the vocabulary and the topics of the songs, listening to songs, filling the lyric blanks, and practicing singing the song with the whole class and in groups. This study resulted in some benefits like an increase in students' vocabulary, pronunciation, grammar structure usage, motivation, and participation in the class; however, as in the case of Millington's study, some negative results were also reported, which will be presented in the next section. This strategy was also implemented in the study conducted by Franco (2021); the song tasks developed were practicing the lyrics of the songs and writing assignments related to the songs' topics. The results obtained from this study were an improvement in students' attitudes; an increase in vocabulary comprehension, oral production, pronunciation, relaxation, satisfaction; and a willingness to study and learn (Franco, 2021). Finally, in the study made by Davis (2017), the song tasks were singing, choral repetition, games, story-telling, vocabulary presentations, the practice of actions and words from the songs, and storybooks. Receptive and productive vocabulary acquisition, motivation increase, pronunciation improvement, communicative abilities improvement, and literacy improvement were the main results in this study (Davis, 2017). To conclude, all the mentioned studies reported a positive result of the improvement in students' oral skills by using the strategy of song tasks.

A fourth strategy used was song repetition, imitation, and memorization. For instance, in the study conducted by Durango (2017), each song was sung repeatedly over two weeks until students had memorized the new vocabulary, pronunciation, and lyrics. In this study, this strategy increased dynamism, fun, and motivation in the classroom (Durango, 2017). Furthermore, in Molina's (2011) study, the activities implemented by using this strategy were reading and listening repeatedly to the songs to imitate the pronunciation of the lyrics and memorize them, which resulted in students' improvement in memorization skills, expression skills, pronunciation skills, intonation, stress, rhythmic, grammar skills, and the reduction of students' anxiety. Finally, in the study conducted by Castro and Navarro (2014), the activities that complemented the strategy were memorizing new vocabulary through visuals and physical referents and constantly repeating new words and structures of the song imitating their pronunciation from the songs. In this study, the results were students' improvement of their self-confidence, happiness, and enjoyment (Castro & Navarro, 2014).

A different strategy used in the studies made by Juste (2014) and Rodriguez-Bonces (2017) was the implementation of body movement while working with songs in English. From the study made by Juste (2014), students worked by singing and listening to songs that were simple and linear, had a specific verb tense that matched the students' proficiency level, did not use colloquialisms, and had a vocabulary that was appropriate for the students' age. In addition, gestures and body movements were used to help students understand the songs' meaning. Also, the lessons implemented well-organized and selected activities to work on different aspects of the English language like filling gaps, finding mistakes, answering open-ended questions, and developing rhyme exercises. This study concluded that the usage of this strategy caused an improvement in students' rhythm and melody of the English language since songs can activate the right part of the brain, which has the ringtone aspect, and the left part, which has the speech, comprehension, and rhythm aspects. Furthermore, improvements in vocabulary, pronunciation, and grammatical structures were reported (Juste, 2014). In the study conducted by Rodriguez (2017), students' activities included a mixture of drama and music, so it was a collaboration between the program of arts and the one of language teaching. Then, the activities used in this study were improvisation plus phonemic awareness, mimesis plus setting literature, imitation plus percussion, physical theater plus music, props, and costumes plus rhythm, gesture and emotion plus composition, puppets plus vocal reproduction, acting plus intonation, among others. The results obtained by using this strategy were an increase in students' motivation.

A final strategy applied in the study made by Pérez (2010) consisted of having two teachers to execute each class. One teacher, the regular teacher, was in charge of teaching the basics of the English language through the practice of the four main skills: speaking, listening, reading, and writing; this teacher worked in the first part of the course which was called "theoretical feedback" (p. 243). The other teacher, the specialized teacher, reinforced the mentioned skills based on different disciplines apart from the language teaching class; this teacher worked on the second part of the course, the "practice and reinforcing" part (p.243). Both teachers used musical instruments and songs to teach their students; they applied different activities such as listening comprehension with short questions, searching for unknown words, defining the new vocabulary, discussing with classmates, and imitating pronunciation. The results of this study were an increase in students' motivation, confidence, and an improvement in students' pronunciation aspects like intonation and rhythm (Pérez, 2010).

Strategies Applied to Use Music in English to Teach Listening and Speaking Skills that Resulted in Negative Outcomes

Even though some studies have shown that music in English can improve students' listening and speaking skills, other studies have demonstrated that the use of some strategies to apply this tool, music, as a way of learning the language, can result in drawbacks in students' learning process regarding the mentioned skills.

One of the strategies used was found in the study of Andrade (2017); in this study, the author implemented a strategy in which songs were used just as warm-up activities, not throughout the lesson as a way of introducing new information to the class. The results were that students lost their attention and concentration, and their class participation decreased. Additionally, the possible reasons why these negative results might have occurred were that the teachers used unknown vocabulary, which was not learned in the lessons, and that they did not apply follow-up activities (Andrade, 2017).

Another strategy used consisted of the implementation of song tasks along different class stages. In the case of Bolaños et al. (2017), the song tasks were implemented in a didactic sequence that contained a listening comprehension activity and a listening production activity. The results of the implementation of this strategy were that students were distracted when working with the songs, misunderstood the lyrics and themes of the songs, got lost in the activities, and showed rejection towards the language. The reasons why this study presented drawbacks in students' performance could have been the use of activities that did not match students' context, needs, interests, and levels. Similarly, in the study made by Cardona et al. (2018), the song tasks were implemented within three stages: the pre-listening stage to introduce the name of the song to be used in the class and apply short warm-up activities to engage students, the while-listening stage to introduce seven music activities to practice and reinforce knowledge, and the post-listening stage to discuss the feelings students had about the previous activities. In this study, the negative results reported were that students got anxious, stressed, and confused while performing the activities (Cardona et al., 2018) which could have happened due to students' misunderstanding of the language.

Third, Millington (2011), as mentioned in the first section of this literature review, conducted a study divided into three task stages using the strategy of song tasks: the preparation stage, in which students activated the vocabulary and grammar to be used and got engaged in the class; the core stage, in which students sang the song several times with different varieties on speed, pace, and volume; and the follow-up stage, which complemented the core stage with activities that made students use what they had learned by listening and singing the song; those activities were writing sentences, filling the gaps, and role-playing. The results

reported by Millington (2011) were that students lost interest in the songs and were worried about pronunciation; however, in the study, some positive results were previously mentioned in the first section of this literature review. As mentioned in the article, the reason for the stated drawbacks is that the songs did not match completely with the language covered in class.

Finally, in the study conducted by Duarte et al. (2012), as mentioned in the previous section, the song tasks implemented were selecting song activities, presenting songs and new vocabulary, modeling and practicing pronunciation, discussing the vocabulary and the topics of the songs, listening to songs, filling the lyric blanks, and practicing singing the song with the whole class and in groups. Even though this study obtained some positive results like an increase in students' vocabulary, pronunciation, grammar structure usage, motivation, and participation in the class; some negative results were also reported such as students' concern and shyness towards their pronunciation and speaking skills. The reason for those negative results could have been the poor repertoire of songs since the selected songs were too old for the students; therefore, they did not match students' context leading to a loss of interest and difficulties in understanding the songs' language (Duarte et al., 2012).

Possible Reasons Why Some Strategies Implemented in the Studies Resulted in Drawbacks

As previously mentioned, several strategies used to apply music in English as a tool to enhance students' listening and speaking skills have resulted in drawbacks in students' performance. Therefore, it is of great importance to understand and identify the main reasons behind those drawbacks.

The main reason why some strategies implemented in the studies resulted in drawbacks could be that teachers used songs incorrectly by doing and not doing different things. First, some teachers used songs that had vocabulary lists that were different from the ones students were learning and using in the units of the book as mentioned by Andrade (2017) "the teacher did not use songs correctly. Second, the vocabulary from the songs was not the same from the unit" (p.10). Third, teachers did not do follow-up activities after listening to the songs as Andrade (2017) claimed that" after listening to the song, the teacher introduced the lesson vocabulary, the students practiced only by listening and repeating" (p.10) which was the most used technique by the teacher in this study. Fourth, teachers did not use methodological stages to use the songs in classes since they used songs only in the first stage of the lessons. As Andrade (2017) mentioned, "the teacher used the Ludic Methodology employing songs just like warm-ups and not throughout the lesson, introducing new content, so some students lost their concentration, their participation decreased and they started to talk" (p.10). Therefore, Andrade (2017) concluded, "teachers from the

referred level and institution need some methodological orientations to use songs as a technique for teaching the contents of the students' course books" (p.16).

In addition, other reasons may be that some teachers did not use activities that matched the context of their students; this means that the activities employed were disconnected from the educational program that was being used. For instance, Bolaños et al. (2020) concluded, "the students instead of having a good performance while working with songs used to get distracted by them and started to dance in their seats, to sing along with the classmates next to them, and to hum" (p. 69). In addition, Bolaños et al. (2020) mentioned, "they did not seem to completely understand what the songs were about and that caused them to get lost in the activities, began to lose interest in them and finally to show rejection towards the language" (p. 69). Furthermore, as stated by Richards (as cited in Millington, 2011), "the language, vocabulary, and sentence structure of some songs can be quite different from that used in spoken English" (p. 136), which limits the use of songs to teach a specific grammar point instead of developing the speaking skills, which was the main intention of the study. Also, the songs teachers used did not match students' needs, interests, and levels; and the teachers did not have a varied repertoire of songs to continuously catch students' attention as in the study conducted by Duarte et al. (2012) who concluded that although the song they chose had "very simple grammar structures and vocabulary," it was old-fashioned and did not match students' preferences (p. 21).

Another reason why the studies obtained negative results could be that students did not understand the language because they were not used to speaking and listening to English, so they did not catch up with the instructions given even though their level of English should have been higher according to their age and level of education (Cardona et al., 2018). As Cardona et al. (2018) concluded in their study, "students were not used to listening to their teacher talking in English all the time; it was a problem at the moment we started the implementations because they always asked us to translate everything in their mother tongue" (p. 68). Additionally, since students were not used to communicating in English, they were afraid of making mistakes in pronunciation, so they became shy and uncomfortable while speaking; as expressed by Cuestas (2006), "some students felt nervous when speaking because they were afraid of pronouncing words incorrectly and some of them were shy when they began to speak" (p.53).

In brief, this literature review analyzed the different strategies used to apply music in English as a learning tool that allows students to improve their academic performance in speaking and listening skills. Therefore, all the information was divided into three main points: strategies that obtained positive results, strategies that resulted in drawbacks, and reasons why certain strategies obtained negative results. To conclude, the data analyzed and

presented in this chapter will serve as the basis for the deeper analysis needed to achieve the objective of reporting the most effective teaching strategies that have been used to apply music in English as a tool to enhance students' speaking and listening skills in the context of Latin American EFL classrooms.

Chapter III: Methodology

The process chosen to carry out this study is a research synthesis, which is the association of related data from different sources to generalize information (Cooper & Hedges, 2009). To obtain the reliable evidence needed to report the most effective teaching strategies that have been used to apply music in English as a tool to enhance students' speaking and listening skills in Latin American EFL classrooms, the research sources were found within the following online databases: Redalyc, Google Scholar, and Scielo. To conduct this study, the key terms used in the research process were 1. listening and speaking skills, 2. music as a teaching tool, 3. effects of music as a teaching tool, 4. strategies to apply music as a teaching tool, 5. Latin American EFL classrooms, and 6. improvements and drawbacks of music as a teaching tool.

The established criteria to manage the selection of different resources for this research synthesis was. First, the methodology of the studies could bequalitative, quantitative, or mixed with no design restrictions. Second, all the resources were virtually searched and found due to their ease and availability. Third, since this research synthesis is written in English, all the selected studies were written in the same language to provide specific terminology related to the topic. Fourth, the studies had to be empirical to collect reliable outcomes from primary sources. Fifth, the sources had to focus on strategies used to apply music in English as a tool to enhance listening skills, speaking skills, or both. Sixth, all the studies used had to be published within the last 15 years. Finally, the age range of all the participants in the different studies was from 7 to 24 years old, which means that this range involved all levels of education from elementary to college to provide an extensive report on the use of music as a tool to enhance the mentioned skills in all students' levels.

The potential journals selected to accomplish the research process are PROFILE Issues in Teachers' Professional Development, English Language Teaching, Universidad de San Buenaventura, GIST Education and Learning Research Journal, and Cuadernos de Lingüística Hispánica, Repositorio BECENE, Universidad Nacional Abierta y a Distancia, ELT journal, which provided reliable information that can help reach the goal of this research synthesis. Lastly, the analysis procedure concentrated on categorizing the strategies used in the different studies according to those that generate improvements or drawbacks in students' academic performance related to their listening and speaking skills.

Chapter IV: Data Analysis

Data Analysis

The following chapter presents the analysis of the research studies selected to find answers to the research questions previously formulated. In order to achieve an organized presentation of the results of this research synthesis, the aforementioned studies have been classified as follows: Strategies that have applied music in English as a tool to enhance listening and speaking skills, positive effects and negative effects of using some of the mentioned strategies, and reasons why some strategies resulted in drawbacks.

To illustrate the presentation of the findings, different tables are included in this section.

Strategies

This category presents the different strategies that have been used in the studies analyzed in this research synthesis.

Table 1 seeks to enlighten readers about the topic itself with a guide to the aforementioned strategies that have applied music in English as a tool to enhance students' listening and speaking skills in the Latin American context.

Table 1.

Strategies

Strategy	Author/Year
Booklets	(Alvarado & Matailo, 2012) (Calle & Zhagui, 2013)
Oral-related activities	(Cuestas, 2006) (Palacios & Chapetón, 2014) (Hernández, 2020)
Song tasks	(Morales, 2008) (Reina, 2010) (Millington, 2011) (Duarte et al., 2012) (Franco, 2021) (Davis, 2017) (Bolaños et al., 2017) (Cardona et al., 2018)
Song repetition, imitation, and memorization	(Durango, 2017)

	(Molina, 2011) (Castro & Navarro, 2014)
Body movement	(Juste, 2014) (Rodriguez-Bonces, 2017)
Having two teachers in the class	(Pérez, 2010)
Songs as warm-up activities	(Andrade, 2017)

This category establishes the starting point of this research as it concentrates on the main focus of the study. Moreover, as it can be seen in Table 1, there are seven strategies on which the analysis of this research synthesis will focus, with the Song Tasks strategy presenting the largest number of research studies that evidence its use and the Having Two Teachers in the Classroom and Songs as Warm-up Activities strategies presenting the fewest number of studies that evidence its application in classrooms. The strategy called song tasks refers to the use of any class activity that has a communicative goal and a focused use of the language plus the implementation of songs (Williams and Burden as cited in Littlewood, 2004); for example, reading comprehension with short questions task (Morales, 2008), role-playing (Millington, 2011), or singing the song (Duarte et al., 2012). Having two teachers in the classroom strategy refers to having a class environment guided by a team teaching (Jones & Harris, 2012) conformed by one language specialist and one music specialist (Pérez, 2010). Finally, the strategy called songs as warm-up activities refers to the use of songs at the beginning of the class to engage students (Diril, 2015).

Positive Effects

There are several positive effects that can be obtained by using some of the strategies presented in Table 1. To illustrate, Table 2 below shows that each research study presents several positive effects, which are repeated among these same studies.

Table 2.

Positive Effects

Strategy	Author/Year	Positive Effects												
		Enjoyment	Motivation	Pronunciation	Listening comprehension	Vocabulary	Participation	Ideas expression	Self-confidence	Interaction	Engagement	Interest	Grammar	Rhythm
Booklets	Alvarado & Matailo, 2012	▪	▪	▪	▪									
	Calle & Zhagui, 2013	▪	▪			▪	▪							
Oral-related activities	Cuestas, 2006		▪				▪	▪	▪	▪				
	Palacios & Chapetón, 2014	▪	▪	▪		▪	▪	▪	▪	▪	▪	▪		
Song tasks	Morales, 2008		▪	▪	▪	▪					▪	▪	▪	
	Reina, 2010		▪	▪	▪	▪	▪			▪	▪	▪		
	Millington, 2011	▪		▪	▪	▪							▪	▪
	Duarte et al., 2012		▪	▪		▪	▪		▪	▪				
	Franco, 2021			▪		▪								
	Davis, 2017		▪	▪		▪								

Strategy	Study	1	2	3	4	5	6	7	8	9	10	11	12	13
Song repetition, imitation, memorization.	Durango, 2017	■	■	■		■					■	■		
	Molina, 2011	■	■	■	■		■	■		■			■	■
	Castro & Navarro, 2014	■	■			■			■					
Body movement	Juste, 2014			■	■	■							■	■
	Rodriguez-Bonces, 2017		■				■	■			■			
Having two teachers in the class	Pérez, 2010		■	■					■					■

Table 2 reflects the 13 most repeated positive effects when using six strategies: booklets, which was used in two studies; oral-related activities, which was used in three studies; song tasks, which was used in six studies; song repetition, imitation, and memorization, which was used in three studies; body movement, which was used in two studies; and having two teachers in the class, which was used in one study. These 13 effects are an increase in motivation (obtained in 14 studies); an improvement in pronunciation and vocabulary (obtained in 12 studies); an increase in participation (obtained in eight studies); an increase in enjoyment (obtained in seven studies); an improvement in listening comprehension (obtained in six studies); an increase in interaction, interest, engagement, and self-confidence (obtained in five studies); and an improvement in the expression of ideas, grammar, and rhythm (obtained in four studies). Although all of these effects are of significant importance in the learning process, only the six most repeated positive effects will be analyzed in depth, which are the increase in motivation, the improvement in pronunciation, the improvement in vocabulary, the increase in enjoyment, the increase in participation, and the improvement in listening comprehension.

The first positive effect is the increase in motivation. One of the studies that obtained this effect was the one conducted by Calle and Zhagui (2013), which used booklets. In this study, a booklet that contained nine soft English songs with different activities and lesson plans was used, which resulted in the improvement of students' motivation, vocabulary, enjoyment, encouragement to learn English, and listening skills. The next strategy in which this positive effect was also obtained is in the study conducted by Cuestas (2006) through the use of oral-related activities, which included activities such as choosing the song,

interviewing the song's singer, explaining new words of the song, and discussing topics of the song; this study showed motivation, participation, cooperation, relaxation, and self-confidence as positive factors in students' oral production. In addition, the study conducted by Duarte et al., (2012), through the use of song tasks, consisted of the implementation of song selection activities, presentation of songs and new vocabulary, modeling and practicing pronunciation, discussions of the vocabulary and the topics of the songs, listening to songs, filling the lyric blanks, and practicing singing the song with the whole class and in groups; which showed some benefits when speaking English, such as an increase in motivation, vocabulary, pronunciation, grammar structure usage, and participation in class. Moreover, the reason for these positive results was because kids and teens enjoyed listening to music and learning English by using the different activities related to the selected songs (Duarte et al., 2012). Another strategy that resulted in this effect is called song repetition, imitation, and memorization. This strategy was applied in the study made by Durango (2017), in which each song was sung repeatedly over two weeks until students were able to memorize the vocabulary, pronunciation, and lyrics used in the songs; some of the results from this study included an increase in motivation, vocabulary, pronunciation skill, dynamism, and fun in the classroom. Furthermore, Durango (2017) indicated the importance of selecting songs based on the students' preferences so that they can learn the English language appropriately. Body movement is another strategy in which the mentioned positive effect occurred. In the study conducted by Rodriguez (2017), this strategy consisted of the implementation of drama and music; therefore, activities such as improvisation plus phonemic awareness, physical theater plus music, props, and costumes plus rhythm, gesture and emotion plus composition, etc., were included, which showed that there was a considerable increase in students' motivation to learn English in class and use it to orally communicate ideas. The final strategy in which motivation was obtained is called having two teachers in the class. This strategy was implemented by Pérez (2010), in which one teacher, the regular teacher, was in charge of teaching the basics of the English language through the practice of the four main skills: speaking, listening, reading, and writing during the first part of the course; the other teacher, who was the specialized teacher, reinforced the mentioned skills based on different disciplines apart from the language teaching class. Moreover, both teachers implemented musical instruments and songs to teach learners by using activities such as listening comprehension with short questions, searching for unknown words, among others; this study resulted in an increase in the students' motivation, pronunciation, and confidence.

The second positive effect is improvement in pronunciation. This effect was obtained in different studies, which include Alvarado and Matailo (2012), Palacios and Chapetón (2014),

Morales (2008), Durango (2017), Reina (2010), Duarte et al., (2012), Franco (2021), Davis (2017), Molina (2011), and Pérez (2010). Similarly, this effect was obtained in the study made by Juste (2014), in which the strategy called body movement was also implemented. In this study, the students worked by singing and listening to songs that were simple and linear, had a specific verb tense that matched the students' proficiency level, did not use colloquialisms, and had a vocabulary that was appropriate for the students' age. Simultaneously, gestures and body movements were used in order to help students understand the songs' meaning; moreover, the lessons implemented well-organized and selected activities to work on the development of listening and speaking skills, such as filling gaps, finding mistakes, answering open-ended questions, and developing rhyme exercises; the results from this study showed students were able to improve their pronunciation, listening comprehension, vocabulary, and grammatical structures as well as their rhythm and melody of the English language. Another study in which this positive effect was obtained is the one made by Millington (2011), in which the use of song tasks as a strategy was also implemented. This strategy consisted of three different task stages: the preparation stage, the core stage, and the follow-up stage, which made students activate their vocabulary and grammar; practice by singing several times with different varieties on speed, pace, and volume; and apply what they have learned through different activities; the results showed an improvement in the students' pronunciation, listening comprehension, vocabulary, grammar structure usage, enjoyment, and participation in class. However, this study also showed negative effects, which will be analyzed in the next section of this chapter.

The third positive effect that was obtained is an improvement in vocabulary. This effect can be observed in studies conducted by Calle and Zhagui (2013), Palacios and Chapetón (2014), Morales (2008), Reina (2010), Millington (2011), Duarte et al. (2012), Franco (2021), Davis (2017), Durango (2017), Castro and Navarro (2014), and Juste (2014). The improvement of this skill, as mentioned by Morales (2008), is an aspect of the language learning process that can be acquired appropriately through the use of songs since the meaning of the words that are presented in them can be easily recognized due to the context presented in each one. In addition, Duarte et al. (2012) claimed that since students repeat the lyrics constantly, they are able to memorize new vocabulary easily.

An increase in enjoyment is another positive effect that was observed in several studies (Alvarado & Matailo, 2012; Calle & Zhagui, 2013; Palacios & Chapetón, 2014; Millington, 2011; Durango, 2017; Molina, 2011; and Castro & Navarro, 2014). As Molina (2011) mentioned, the role of music in English learning plays an important role since the use of this tool helps create a relaxed, pleasant, and enjoyable environment where students can learn the English language effectively by improving their pronunciation and developing speaking

and listening skills. Similarly, the use of songs about relevant topics for learners such as love, jealousy, friendship, among others, made students enjoy the English learning process (Calle & Zhagui, 2013).

The next positive effect is participation improvement that was obtained in the studies conducted by Calle and Zhagui (2013), Cuestas (2006), Palacios and Chapetón (2014), Hernández (2020), Reina (2010), Duarte et al. (2012), Molina (2011), and Rodriguez (2017). For instance, in the study conducted by Molina (2011), the students increased their participation in the different activities related to songs that were applied in class which was observed through the happiness they felt due to the use of songs in each activity. Similarly, in another study, whichused activities related to songs, students felt motivated to freely participate in each activity (Palacios & Chapetón, 2014).

The final positive effect is improvement in listening comprehension which was evidenced in several studies (Alvarado and Matailo, 2012; Morales, 2008; Reina, 2010; Millington, 2011; Molina, 2011; and Juste, 2014). As mentioned by Alvarado and Matailo (2012), the use of booklets that included songs improved their listening comprehension as well as their pronunciation skill since the learners enjoyed listening to music most of the time; therefore, this strategy was effective in order to help students learn the English language. Furthermore, Reina (2010) claimed that the use of songs is a helpful tool to help students to develop their listening comprehension since the songs that were used in class fit the students' preferences; therefore, learners felt motivated when they developed the activities based on the selected songs.

Negative effects

Several research studies have presented negative effects on the academic development of students in a Latin American context (Table 3).

Table 3.

Negative effects

Strategy	Author/Year	Negative Effects							
		Distraction	Decreased participation	Loss of interest	Concern about pronunciation	Misunderstanding of the language	Anxiety	Stress	Confusion
Songs as warm-up activities	Andrade, 2017	▪	▪						
Song Tasks	Millington, 2011			▪					
	Duarte et al., 2012				▪	▪			
	Bolaños et al., 2017	▪		▪		▪			
	Cardona et al., 2018		▪			▪	▪	▪	▪

Table 3 presents the nine negative effects found in the different studies: misunderstandings of the language (obtained in three studies); distraction, loss of interest, and decreased participation (obtained in two studies); and getting lost in activities, anxiety, stress, concern about pronunciation, and confusion (obtained in one study). All these effects were observed when two strategies were applied: songs as warm-up activities and song tasks. Due to the repetition of certain negative effects in the chosen studies, four repeated effects will be analyzed in depth: misunderstanding of the language, distraction, decreased participation, and loss of interest.

The first negative effect in which language incomprehension took place was the strategy called song tasks was used. As mentioned by Duarte et al. (2012), some of the students

reflected rejection towards the use of songs in English in the classes because they could not understand the meaning of the lyrics. Additionally, as reflected by Bolaños et al. (2017), students seemed to have trouble understanding what the songs were about which led to rejection towards the activities and the language itself. Similarly, as expressed by Cardona et al. (2018), the students did not understand the language both in the songs and in the instructions provided by the teachers since they did not even know the basic and common vocabulary of the language, so the mother tongue had to be used, causing a lack of effort to learn English.

The second negative effect is distraction. Andrade (2017) mentioned that since songs were used only at the beginning of the class and not throughout the class to teach new content, students began to talk among themselves and lose concentration on the activities and topics to be covered. Likewise, Bolaños et al. (2017) revealed that students did not perform the activities with songs since they were distracted by the songs and began to dance and sing with other classmates.

The negative effect of the decrease in participation was also perceived. In this regard, Andrade (2017) established that, as previously mentioned, because the songs were not used throughout the class as a learning method, student participation dropped considerably, and thus, they began to perform other activities. Furthermore, Cardona et al. (2017) mentioned that students did not want to participate in the class activities even though the teacher motivated them to do so, and when they did some only used their first language.

The last negative effect, which is the loss of interest, was only seen when the song tasks strategy was used. One of the studies that illustrates this situation is the one conducted by Millington (2011), in which it is mentioned that since the teacher only used the same song for all the activities performed, students lost interest in both the song and the activities. In addition, in the study conducted by Bolaños et al. (2017), it was established that since the students did not understand the songs, they lost interest in listening to them and working on them.

Reasons for Drawbacks

As demonstrated in the previous sub-theme, the use of two strategies in five studies analyzed has resulted in obtaining negative effects on the academic environment of the students, so it is of great importance to analyze the various reasons why these negative effects occurred (Table 4).

Table 4.

Reasons for Negative Effects

Strategy	Author/Year	Reasons
Songs as warm-up activities	Andrade, 2017	-The songs had unknown vocabulary. -There were not any follow-up activities. -There were not methodological stages when using the songs.
Song Tasks	Millington, 2011	-The songs did not match the language learned in classes, specifically grammar and vocabulary. -There was a poor repertoire of songs.
	Duarte et al., 2012	-The activities did not match students' context, needs, interests, and levels. -There was a poor repertoire of songs.
	Bolaños et al., 2017	-The songs and activities did not match students' context. -The topics of the songs and the classes did not match those from the school program. -The use of the method was introduced without considering the academic program.
	Cardona et al., 2018	-Students were not used to use the language all the time in classes. -Students did not have the required proficiency level.

Table 4 shows six reasons that justify the negative results of these studies, which are closely linked to decisions made by the teachers: the chosen songs had a different language than the one taught, lack of follow-up activities and methodological strategies, poor repertoire of songs, songs and activities did not match the context of the students, the academic program was not considered, and lack of the target language use in the classes.

The first reason for obtaining setbacks in the academic process of the students is that the teachers selected songs that had a different language than the one taught in the classes. As mentioned by Andrade (2017), the teacher did not use the songs in the correct way since the vocabulary of the songs was not related to the vocabulary of the corresponding unit that the teacher was teaching. Similarly, Millington (2011) reflected that teachers should be aware of establishing a relationship between the language, more specifically the grammar and

vocabulary, of the songs and what was taught in the classes since some songs, "for example, the children's song or nursery rhyme, Jack Be Nimble, is not likely to help the learner in the use of the be verb: Jack be nimble, Jack be quick, Jack jump over the candlestick" (Millington, 2011, p.136).

Another reason for obtaining drawbacks, as expressed by Andrade (2017), is the lack of follow-up activities and methodological strategies related to the songs presented at the beginning of the class. In this case, the teacher used two songs, but these were only used as warm-up activities, which means that the songs and their content were only used as soon as the class began and then were not used again throughout the class itself; in addition, the teacher did not use any type of activities that followed the thread of the songs and aimed to deepen the content of the songs (Andrade, 2017).

The poor repertoire of songs presented by the teachers is another reason that caused the negative effects mentioned above. Millington (2011) mentioned that the teacher's use of the same song throughout the sessions caused a loss of interest in that song, so it is very important that the teacher maintains a variety of songs in the class. Moreover, as established by Duarte et al. (2012), even though the teachers chose songs that contained the grammar and vocabulary that the students needed and were learning, these songs were old and were not known by the students, causing disinterest, so the teachers should have chosen a repertoire of songs that were known by the students and that met their needs.

Another reason is that the songs and activities chosen by the teachers had no connection with the context of the students. In the study conducted by Duarte et al. (2012), it was mentioned that the songs used were not related to the students' interests since they were very old, as mentioned previously, and that the activities chosen were very difficult to handle at certain times because the students were not used to using the language in an academic and formal context. Furthermore, as established in the study conducted by Bolaños et al. (2017), the songs presented to the students had nothing to do with situations that presented a real context to which the students could relate, which resulted in disinterest and distraction, but when the activities began to employ audios and videos about real situations, the students demonstrated progress.

The lack of consideration of the academic program is another reason why negative effects were obtained. In the study conducted by Bolaños et al. (2017), the use of songs in English to improve students' skills was done unexpectedly since the teacher implemented this tool without considering the educational program that was in place in the institution. Therefore, the teacher had to analyze the current program and introduce the new tool, the use of songs, little by little so that it could be mixed with what was already established and thus allow students to become familiar with it (Bolaños et al., 2017).

The last reason to present is the lack of use of the target language in the classes. Cardona et al. (2018) mentioned that one of the reasons why the implementation of songs and activities with the songs resulted in drawbacks is that the students were not used to listening to the teacher speak in the target language, English, so they did not understand even the basics of the language. Also, the students did not have the proficiency level that they should have had considering they were in tenth grade and were 15 and 16 years old (Cardona et al., 2018).

Through this data analysis, it has been possible to present answers to the research questions posed at the outset of this research synthesis. As presented above, this analysis was divided into four sections. The first section presented the strategies used in the studies to apply music in English as a tool to enhance students' speaking and listening skills in a Latin American context. In this section, each research study was categorized according to the strategy used in it. In the second section, the positive effects found in each study were presented. Despite having 13 positive effects, the six most repeated effects in the studies were analyzed. In the third section, the negative effects obtained in the studies were presented. And as a last section, the various reasons why some studies resulted in negative effects on students' academic development were presented. These reasons are closely related to actions taken by the teachers which prevented the correct use of this tool, music in English. Once the respective analysis of the data related to the mentioned sections has been made, the necessary relationships have been connected to elaborate on the respective conclusions.

Chapter V: Conclusions and Recommendations

Conclusions

The purpose of this research synthesis is to report the most effective teaching strategies that have been used to apply music in English as a tool to enhance listening and speaking skills in Latin American EFL classrooms. Based on the data analyzed from different studies, three main aspects were considered: the positive and the negative effects obtained by using the analyzed strategies as well as the reasons why some strategies resulted in those negative effects. Due to the importance of innovating educational methods in classrooms, especially when helping students develop the listening and speaking skills as a means to achieve communication (Gonzales et al., 2015), music in English has become a tool to enhance both skills (Cuestas, 2006) depending on the strategies applied.

As mentioned by Hussain (2017) and Khan and Karim (2014), among others, there are strategies like answering questions about the lyrics of songs and identifying topics and issues that involve the use of music in English as a tool to improve both, listening and speaking skills. The strategies implemented in the studies analyzed for this research project were booklets; oral-related activities; song tasks; song repetition, imitation, and memorization; body movement; having two teachers in the classroom; and songs as warm-up activities. However, it was found that not all these strategies resulted in academic improvements regarding the mentioned skills.

Therefore, the first conclusion that can be drawn from the analysis is that six strategies reported positive effects from the use of music as a teaching tool. Those strategies were booklets; oral-related activities; song tasks; song repetition, imitation, and memorization; body movement; and having two teachers in the class. From those strategies, the six most repeated positive effects were reported. The first one is the increase in motivation. According to Calle and Zhagui (2013), the use of booklets with different activities and lesson plans was an effective way in order to motivate students to develop the activities in class. Motivation is an important factor that influences listening and speaking since it can help students improve speaking factors such as pronunciation (Merisuo-Storm as cited in Leong & Ahmadi, 2017) and increase concentration in listening tasks (Samuels, 1984). The second positive effect is improvement in pronunciation. As mentioned by Juste (2014), this effect was obtained through the implementation of body movement, which included activities such as well-organized and selected activities in order to develop different aspects of the language. Pronunciation constitutes a primordial aspect of accomplishing accuracy; therefore, it allows an effective development of speaking skills (Mazouzi as cited in Leong & Ahmadi, 2017). The third one is an improvement in vocabulary. The development of this skill can be accomplished using songs since the words that are presented in them can be learned easily

through the context presented in each song (Morales, 2008). Vocabulary is also a relevant part of accuracy (Mazouzi as cited in Leong & Ahmadi, 2017) and constitutes the knowledge that the students have towards a topic to comprehend what they hear and what they can respond (Mahripah as cited in Leong & Ahmadi, 2017). An increase in enjoyment is the next positive effect that was obtained. According to Molina (2011), the implementation of songs in an EFL classroom is an important aspect in order to create a comfortable learning environment where students can learn the target language successfully. Enjoyment allows students to better understand topics since they are already familiar with the terminology used in them (Egamnazarova & Mukhamedova, 2021). The next positive effect is participation improvement. As mentioned by Palacios and Chapetón (2014), the use of songs plays an important role in the classroom since it motivates students to participate actively in different activities. Participation creates awareness since it is the only way in which students can use the language meaningfully (Swain as cited in Tsou, 2005). The final positive effect is improvement in listening comprehension. The use of songs in ELF lessons is an effective aspect to be considered in order to improve not only students' listening comprehension but also their pronunciation skills since they enjoy listening to music (Alvarado & Matailo, 2012). Listening comprehension improves speaking by allowing students to effectively respond when the message that they received was correctly understood (Doff as cited in Leong & Ahmadi, 2017). Additionally, listening comprehension constitutes the skill of interpreting information, which is essential to master the listening skill (Wolvin, 2010).

The second conclusion is that by the implementation of two strategies, negative results were obtained. The strategies are songs as warm-up activities and song tasks, and the most reported drawbacks were four. The first negative effect is the misunderstanding of the language, which was mentioned by Cardona et al. (2018) by stating that students could understand neither the language of the songs nor the one from the instructions given to carry out the activities. The second negative effect is distraction, which, as reported by Andrade (2017), occurred because students started to talk with their classmates instead of being focused on the class. The third drawback is a decrease in participation since students were rejected to participate in classes even when the teacher encouraged them (Cardona et al., 2017). The last drawback is loss of interest, which was mentioned by Bolaños et al. (2017), who concluded that thanks to a lack of language understanding, students lost interest in listening to and working with songs.

Finally, the last conclusion includes six reasons why the reported drawbacks regarding students' listening and speaking skills occurred. First, the language from the songs was different from the one already taught in classes since teachers did not relate the language

from the songs with the one already known by the students (Millington, 2011). Second, there was a lack of follow-up activities and methodological strategies using the selected songs. The songs used in the study were just implemented at the beginning of the class, and their content was no longer used for any further class activity (Andrade, 2017). Third, the repertoire of songs was poor; the teacher implemented just one song throughout the entire course causing principally a loss of interest (Millington). Fourth, songs and activities did not match the students' context; the songs selected for the classes had nothing to do with students' situations, so they could not feel related to them (Bolaños et al., 2017). Fifth, the academic program was not considered when implementing the song tasks. The educational program created for the students did not include the use of songs as part of the activities selected for educational purposes; therefore, the students were not used to that new tool (Bolaños et al., 2017). Sixth, there was a lack of use of the target language in classes. Since the teachers did not speak English to instruct the students in the majority of the classes, the students were not used to the language, and they did not have the expected proficiency level (Cardona et al., 2018).

To sum up, the use of music as a tool to enhance students' listening and speaking skills in Latin American EFL classrooms depends on the strategy used in classes. However, from the analysis done, it can be mentioned that the majority of the strategies implemented in the studies collected resulted in positive effects on students' development and improvement of their listening and speaking skills. Therefore, to meet the main objective of this research synthesis, the strategies of booklets; oral-related activities; song tasks; song repetition, imitation, and memorization; body movement; and having two teachers in the class can be reported as the most effective ones for the use of music in English as a tool to enhance students' listening and speaking skills in Latin American EFL classrooms since all their positive results

Recommendations

After conducting this research synthesis, recommendations at different levels can be mentioned. For teaching purposes, teachers and institutions should consider implementing the strategies that resulted in an improvement in students' listening and speaking skills since the use of music in English as a teaching tool has been proven to be effective for communicative purposes. Additionally, it can be recommended to select songs that include the target language and to apply methodological strategies and follow-up activities that include the use of the selected songs. Furthermore, it is recommended to have a varied repertoire of songs to engage students, to consider the context of the students before selecting the songs to be used in class, to take into account the academic program before

implementing a new strategy, and to use the target language as much as possible in each session.

Although some studies regarding the use of music as a teaching tool in the Latin American context were found, research in our context is still very scarce; consequently, the first recommendation for further research is to conduct more studies about the implementation of music through innovative strategies in Latin America and in Ecuador. Moreover, another recommendation for future research could be to create and implement a teachers' guide on how to effectively implement music in English as a teaching tool and measure its effectiveness.

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