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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Using Songs to Enhance English as Foreign Language in the Classroom
with Children of Sixth Level of Basic Education at “Juan Girón Sánchez”
Elementary School of San Fernando

**Trabajo investigativo del Curso de
Graduación previo a la obtención del
Título de Licenciada en Ciencias de la
Educación en la Especialización de
Lengua y Literatura Inglesa.**

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RESUMEN

El objetivo de utilizar canciones en el aula es para mejorar el inglés como lengua extranjera. Este proyecto se aplicó en la Escuela Juan Girón Sánchez, en San Fernando. Veintisiete estudiantes participaron en la investigación, niñas y niños de 10 años. En esta institución se ha detectado un problema en el que los estudiantes no están aprendiendo de acuerdo con el plan de estudios, y que no pueden recordar las palabras en inglés que el docente les enseña.

Por otra parte, a través de esta investigación, queremos motivar a los estudiantes a aprender vocabulario, estructuras gramaticales, y la correcta pronunciación de las palabras en inglés. Con el fin de obtener un excelente resultado y llevar a cabo este proyecto, fue necesario aplicar tres métodos: el primero fue el bibliográfico, seguido por el cuantitativo, y finalmente el cualitativo.

A través del uso de las canciones los estudiantes aprenden Inglés con menos dificultad. Se hizo una comparación entre una clase tradicional y una clase activa. De esta manera, los estudiantes en el aula valoran más una clase activa que la tradicional.

Por último, el uso de canciones en la clase ha mejorado increíblemente su porcentaje de concentración y adquisición de nuevas palabras en Inglés y ayudó a que los niños pudieran reforzar, recordar y aprender más rápidamente. Es recomendable usar las canciones al final de una clase porque los niños están en su máximo potencial, y el docente les deja motivados para seguir aprendiendo inglés.

Palabras clave: canciones, niños, aula, música, actividades.



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ABSTRACT

The aim of using songs in the classroom is to enhance English as a foreign language. This project was applied at Juan Girón Sanchez Elementary School in San Fernando. Twenty seven students participated in the investigation, boys and girls.

This project has been chosen because the children were not learning according to the curriculum, and they could not remember the new English words. Using songs was a good strategy to help teachers when they were teaching children.

Moreover, through this investigation, students were motivated to learn new vocabulary, grammar points, and pronunciation in their classroom. In order to obtain an excellent result and carry out this project, it was necessary to apply the three methods: bibliographic, quantitative, and qualitative.

The students learned English with less difficulty even if the topic or the structure was challenging. A comparison was made between a traditional and an active class to observe and validate this project. In this manner, the students in the classroom appreciate more an active class than a traditional.

Finally, the use of songs in the class improved English because children could reinforce, remember, and learn faster. It is recommendable to play songs at the end of a class because children are at their highest potential, and they would leave the classroom highly motivated to continue learning English.

Key words: Songs, children, classroom, music, activities



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TABLE OF CONTENTS

RESUMEN	2
ABSTRACT	3
TABLE OF CONTENTS	4
AUTHORSHIP	8
DEDICATION	11
ACKNOWLEDGEMENT	12
INTRODUCTION	13
CHAPTER I.....	14
The Problem	14
1.1 Topic.....	14
1.2 Description of the Problem	14
1.3 Justification	14
1.4. Objectives	15
CHAPTER II.....	16
Literature Review	16
2.1 THE TERM SONGS.....	16
2.2 Why introduce songs in the classroom?	17
2.3 Tools to teach EFL through the Use of the Songs	19
2.4 Enhancing Pronunciation through the Use of Songs	19
2.5 Singing a song	20
2. 6 Benefits of using Songs in the classroom.....	21
2.6.1 Enhance language skills	21
2.6.2 Language in Context.....	22
2.6.3 Repetition without the drudgery	22
2.6.4 Fluency and natural English.....	22
2.6.5 Multiple Intelligences	22
2.6.6 Enjoyment is always motivating	23
2.6.7 ESL songs are non-threatening and confidence building	23
2.7 Reasons for using Songs in the Classroom.....	23
2.7.1 Affective Reasons.....	24



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2.7.2 Cognitive Reasons.....	24
2.7.3 Linguistic Reasons.....	25
2.8 Activities using Songs for children.....	25
CHAPTER III.....	29
Methodology	29
CHAPTER IV	32
DATA ANALYSIS AND INTERPRETATION.....	32
4.1 Descriptive Analysis of the Survey	32
4.2 Descriptive Analysis of the Pre and Post test	40
4.3 Descriptive Analysis of the expert's Interview:.....	48
CHAPTER V	50
CONCLUSIONS AND RECOMMENDATIONS.....	50
5.1 CONCLUSIONS.....	50
5.2 RECOMMENDATIONS.....	51
WORK CITED	52
APPENDIXES	55



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Mónica Alexandra Giñin



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DEDICATION

First, I want to thank God, who has guided me through this project. I also want to express my gratitude to my parents who have helped me with their patience and unconditional support every day. Finally, I would like to dedicate this work to my husband and my precious son, Roberto and Justin Villacis, who have encouraged me to reach my goal.

LORENA CALLE

Thanks to my Lord for giving me strength and directing me to the guidance I needed. I also thank my dear parents, Jose and Zoila, for their encouragement and support.

I hope my efforts will make them all proud of me. Finally, I would like to dedicate this work to my son, Kevin Lozada. He is a wonderful person, who has been a daily blessing to me.

MONICA GIÑIN



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INTRODUCTION

This title of our project is “Using Songs to Enhance English as Foreign Language in the Classroom with Children of Sixth Level of Basic Education at Juan Girón Sánchez Elementary School of San Fernando.” It has been written with the purpose of giving educators ideas, tools, and strategies to implement into the English classroom. Through songs, students will be developing their abilities and skills to learn English as a foreign language, while acquiring new words and expanding their vocabulary.

Songs have been implemented in classrooms in the past, and it has shown positive results. For that reason, it is considered an effective tool to teach English. Using songs to enhance English is the best way to teach, reinforce, practice, memorize new words, and acquire more vocabulary.

In the First Chapter we find the topic, problem, justification and objectives where the researchers present the reasons for choosing the project. The project had ups and downs and the details are given in the description of the problem. After identifying the problem, the researchers set a list of goals and objectives to achieve positive results.

The Second Chapter is about opinions, ideas and studies done by experts. Most of them pointed out that songs play an important role in the classroom, not only because this tool helps to develop the four skills of the language, but also because they say that with the use of the songs students improve their concentration and memorization.

In the Third Chapter, we mention the resources used as methods and practices, as well as the participants, and materials.

In Chapter Four, there are descriptions about the results obtained in the survey and in the application of the project.



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Finally, in the last chapter, we present some conclusions and recommendations.

CHAPTER I

The Problem

1.1 Topic

Using Songs to Enhance English as Foreign Language in the Classroom with Children of Sixth Level of Basic Education at “Juan Girón Sánchez” Elementary School of San Fernando

1.2 Description of the Problem

Previous experience has shown that the students from Juan Girón Sánchez Elementary School, who are in sixth level, have trouble in comprehension; also, the students do not remember what the teacher says. Besides, the students have attention deficit and they think English is boring. The effects of this situation are that students have low marks, and at the end of the semester, they have not acquired any English vocabulary. One possible solution is to improve their knowledge through dynamic songs. It would help them to remember, understand the meaning of words, and pronounce in the correct form. In addition, it would help teachers to introduce new material.

1.3 Justification

Introducing new English vocabulary to children is really complicated. Teachers have to look for a good tool to introduce new English words; in addition, the classes have to be active and motivating. We, as future educators, must keep students' attention during class.



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Educators require a proper tool to teach English, and the use of songs is a good one. This tool is an easy way to learn new English vocabulary for young learners.

Using songs in the EFL classroom is very entertaining. For many teachers, it is easier to teach English in this way, and the students understand the message right away. Also, students could learn the correct pronunciation as a native speaks.

Finally, through this project, we want to show teachers how to use songs to help learners improve their listening and pronunciation skills; they can also be useful to teach vocabulary and sentence structures. Also, students could enhance their language skills such as speaking, listening and writing. We can use songs in the classroom at the beginning, during, or at the end of a class to illustrate particular structures, or to reinforce and review material.

1.4. Objectives

General Objective

- To incorporate the use of songs in the EFL classroom in order to enhance English acquisition.

Specific Objectives

- To reinforce English pronunciation and vocabulary with songs.
- To contribute to the English learning process through songs.
- To contribute to English listening comprehension.



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CHAPTER II

Literature Review

2.1 THE TERM SONGS

In the book *Songs in Action*, written by Dale T. Griffiee, the term songs is defined as follows: “The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio.” Also, this author mentions that songs contain the power of music as well as the power of lyrics (3).

While music touches our hearts, the lyrics and their words flow into our minds and so they draw us into their own world.

Dale T. Griffiee characterized a song as follows. Although songs have elements in common with speech and poetry, they are a unique form. Songs are linguistically meaningful and have melody. Songs use words to convey meaning, can be put to music and can be listened to e.g., a concert for songs.

Nevertheless, songs have their own identity and their own function. It is possible to note at least three features of songs:

- 1) Songs convey a lower amount of information. Even though poetry can be heard, we usually read it, which permits longer and denser information.
- 2) Songs have a redundancy. Songs achieve redundancy by devices such as the borrowing of lines from other songs, proverbs, catch phrases, and cliché.



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3) Songs have a personal quality that makes the listener react as if the song were being sung for the listener personally. We are joined through the direct quality of the song words (unlike a movie actor in a film, talking to another actor) to the singer and through the singer to others in the audience even if we are at home rather than at a concert.

Thus, songs have a socially unifying feature for the selected audience. Songs create their own world of feeling and emotion, and as we participate in the song, we participate in the world it creates.

2.2 Why introduce songs in the classroom?

Mario Papa and Giuliano Iantorno offer a very persuasive explanation. “Recent researches in the field of foreign language teaching have pointed out that students’ motivation and interest are among the most important factors for the learning of a foreign language. There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, filmstrips, sound films, songs, comics, newspapers, and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life.

We think that among these teaching aids, pop and folk song are materials that best reflect young people’s concerns as they often relate to important trends in modern society. Young people enjoy original folk and pop songs because of their authentic cultural content.” (7)

Moreover, there is one more advantage in order to introduce songs in the classroom. Mario Papa and Giuliano Iantorno claims that “singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people” (8).

Moreover, there is one more advantage why introduce songs in the classroom. According to Mario Papa and Giuliano Iantorno claiming that

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“singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people” (8).

In the book entitled *The Primary English Teacher's Guide*, Gail Ellis and Jean Brewster report that it is easier to teach new vocabulary to children who show affection for both songs and teachers.

Using songs in a classroom, therefore, is an ideal strategy to support the new English vocabulary acquired. There are a lot of resources in English that children love such as videos, songs, cassettes, etc. However, teachers have to be careful when selecting them.

Ellis and Brewster also mention the necessity of developing new materials and affective resources, which, based on the application of EFL theories and approaches to motivate, focus on making the young learner's attention become an excellent tool. Songs are the best example of this kind of tool. The authors also name some topics about the use and language learning at the primary level such as the way that children think and learn, teaching methodologies, development of the four skills, English across the curriculum, resources, and management skills for teachers. Therefore, it is necessary to include chapters about culture, it is important to use new technology in the classroom, and to follow the students' progress and evolution. In addition, Ellis and Brewster also provide in-depth analysis of several teaching techniques and learning strategies.

In the third part of the book, *Songs, Rhymes and Chants*, the authors explain how to use songs in the EFL classroom. As linguistic resources, songs, rhymes, and chants help students to reinforce vocabulary and to develop the



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four skills, while improving their pronunciation. In addition, the young learners experience natural and enjoyable repetition. Furthermore, when a song is accompanied by actions or gestures, the understanding of the meaning is reinforced. Finally, songs help children to develop good study habits in a fun and interesting way (162-163).

This source is very valuable for the purposes of our investigation. The information presented in it is ideal for teachers, teacher trainers, and trainees. Moreover, the authors quote from diverse sources, successfully supporting the information they provide.

Simple, thought-provoking tasks encourage in the reader to reflect on the context of what he/she is reading. *The Primary English Teacher's Guide* takes the reader further, it brings him/her up to date, not only telling him/her what he/she needs to know, but also directing him/her where more information can be found.

2.3 Tools to teach EFL through the Use of the Songs

Mona Khame uses songs and puppets as a tool to teach in her class every day. The author has created a book of songs which are related to the units, and she uses it as warming up activities. These songs are about the language structure and vocabulary of each unit. Moreover, Mona has created puppets to use in dialogues with her students. She said that she uses this tool twice a week (6).

2.4 Enhancing Pronunciation through the Use of Songs

Songs help students' development in listening, speaking, writing, and reading skills. Besides, songs help them to increase their pronunciation. In our country, most students have a lot of problems in English pronunciation, and it is because they do not have a natural intonation pattern to listen to. According to



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pronunciation problems, Millington mentions that “Songs ... have a natural rhythm with a recurring beat that is similar to the stress pattern of spoken English” (136).

Nuria Villalobos says that “Pronunciation plays an important role in language learning because, even when grammar and vocabulary are used correctly, if vowel and consonant sounds and aspects such as intonation, linking, rhythm and stress are not produced accurately, the intended message cannot be delivered comprehensibly” (7).

For that reason, Karen M.Ludke cites Murphey who says that “Songs provide an excellent opportunity to practice pronunciation, intonation, and fluent, connected speech. Song lyrics usually have words to half the speed of spoken material.” Ludke also mentions that songs do not have to be fast or have a difficult melody or rhythm because if students cannot sing, they are going to feel frustrated; moreover, it is better to work in groups (24).

Nuria Villalobos says that vowels are difficult to pronounce for Spanish speakers because it is hard to recognize and to identify them. Villalobos recommends Spanish speakers to listen to songs because it helps to improve vowel pronunciation. Villalobos says that songs have a lot of examples to practice (8).

2.5 Singing a song

Ludke says that when teachers are going to play a song in the classroom, the song has to be related to the topic that is going to be taught as new vocabulary, grammar, etc. The author says that “The best choices for singing are songs with simple, catchy melodies, without too many difficult



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rhythms or wide leaps in pitch” (30). Ludke also says that singing a song could be enjoyable if it is sung several times. On the other hand, Neil, says that students respond when the teacher uses songs in the classroom. He mentions that songs have the following benefits in the classroom.

1. The routine in the class changes constantly.
2. Singing a song in choral creates an informal environment and a relaxed environment.

So, singing a song reduces the stress, anxiety, and increases the interest and motivates students.

2. 6 Benefits of using Songs in the classroom

According to Shelley Vernon in her article “English Songs for Children in the ESL Classroom” there are teachers that already teach English through songs. Using a song in the classroom is a good tool because it motivates and encourages students to learn English as a foreign language. Also, Vernon describes seven benefits of English songs for children learning (2).

2.6.1 Enhance language skills

Using songs with vocabulary, grammar points, and syntax help students increase their language skills. Also, students through songs learn the alphabet, days of the week, numbers, and colors. Songs can be used to help ESL students memorize phrases and words set to a melody.



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2.6.2 Language in Context

The language used in simple songs is in context, enabling quicker comprehension. This makes the words and phrases more meaningful to the students, and gives them a frame of reference that is easy to retain. They absorb knowledge subconsciously during fun activities and can draw on that knowledge later.

2.6.3 Repetition without the drudgery

While memory by rote is a time-honored form of teaching language, adding songs to the mix allows a break from mere repetition and gets children involved on an interactive level. The songs used can be catchy and recyclable – many songs can be adapted easily to personalize them to a particular lesson, child or group.”

2.6.4 Fluency and natural English

Songs are one of the best ways to learn English. They present the rhythms of language in a way that encourages fluency; when performed by a native speaker, the natural stresses and rhythms are clearly audible, helping students achieve not only the correct pronunciation but a natural flow of speech.

2.6.5 Multiple Intelligences

Auditory learners will find songs to be the perfect learning tool. Actions can be easily integrated into singing time for kinesthetic and tactile learners, and visual learners can also benefit from watching the group using actions or by the implementation of flashcards.



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2.6.6 Enjoyment is always motivating

Motivation is a wonderful reason to start using English songs for children in a ESL classroom. Most children love music and singing, and this portion of classroom time can be used as a reward for a harder section of class being completed, or as a break when the class becomes boring or frustrating.

2.6.7 ESL songs are non-threatening and confidence building

Songs also can build the self esteem of the group as well as each individual student. They provide a non-threatening way for students to join in at their own

comfort level without being singled out. Each can learn at their own pace, becoming more and more comfortable with the song with each repetition. Children allowed to learn at their own speed build confidence along the way (2 - 7).

2.7 Reasons for using Songs in the Classroom

In the article “Reasons for Using Songs in the ESL/EFL Classroom” Schopp exposes that “Songs have been part of the human experience for as long as we can remember. As Gugliemino (1986) stated, adults sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value” (2).

Also, Schoepp affirmed that there are two processes involved in listening, and both can be utilized when songs are used in the classroom.”The first is bottom-up processing where the listener builds up the sounds into words, sentences, and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening



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comprehension.” (4). The author of this article focuses on the reasons for using songs by demonstrating their effectiveness as a learning tool. Schoepp mentioned three reasons for using songs: affective reasons, cognitive reasons, and linguistic reasons.

2.7.1 Affective Reasons

It is interesting to teachers because it provides an explanation to why some students learn and others do not. Teachers have accepted the need for students to have a positive attitude in regard to learning. Krashen explains that “For optimal learning to occur the affective filter must be weak. A weak affective filter means that a positive attitude towards learning is present. If the affective

filter is strong, the learner will not seek language input, and in turn, not be open for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one tool for achieving a weak affective filter and promoting language learning.” (4)

Eken states that songs can be used:

- ❖ To present a topic, a language point, lexis, etc.
- ❖ To practice a language point, lexis, etc.
- ❖ To focus on common learner errors in a more direct way.
- ❖ To encourage extensive and intensive listening.
- ❖ To stimulate discussion of attitudes and feelings.
- ❖ To encourage creativity and use of imagination.
- ❖ To provide a relaxed classroom atmosphere.
- ❖ To bring variety and fun to learning (46).

2.7.2 Cognitive Reasons

Using songs give opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and



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Segalowitz define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs can help automate the language development process (473).

Also, Gatbonton and Segalowitz state that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion." The nature of songs is fairly repetitive and consistent. For example, a song such as "Sailing" by Rod Stewart provides ample opportunities for students to focus on the present progressive tense.

The repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest. After listening to the song, students create their own lyrics following the same tune as the song. Lyrics such as: I am writing, I am writing, in my notebook with my friends, are common examples of the type of language that students produce (476).

2.7.3 Linguistic Reasons

Besides, the author considers that "Automate has a linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English, that is, the language of informal conversation. A song such as "My Best Was Never Good Enough" by Bruce Springsteen is a prime example of a song that demonstrates colloquial language use. This song is full of phrases like "Every cloud has a silver lining." and "Every dog has his day." Of course, the majority of language most ESL students will encounter is in fact informal. Using songs can prepare students for the genuine language they will be faced with." (478)

2.8 Activities using Songs for children

Fauziya Abliakimova in her article "Teaching English with songs" says that using songs is the best way to teach English. Also she mentions that "They are an invaluable tool in creating a learning environment, building listening



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comprehension, developing speaking, reading, and writing skills, as well as increasing learners' vocabulary and expanding their cultural knowledge.”

The author states that music helps to promote topics such as love, jealousy, friendship, money, and many others. Fauziya gives us enough activities to work with our students when we listen to a song. She mentions that it is a good activity when the teacher gives student a piece of paper with the incorrect words.

When the teacher plays the song the student has to find and fill the blank spaces with the correct word. Another activity that the author gives us is to remove the words of the lyrics in a box, so the student when listen to the song that the teacher plays again, the student has to match with the right word.

Another activity is to listen to the different types of dialect that a songs can have and she suggests pop music.

The author shows sample vocabulary building activities:

- 1) Listen to the stanza of the song and fill the blanks with the words from the box.
- 2) Listen to the stanza in which some words have been misplaced. Spot them and write the lines in the correct order.
- 3) Put the lines of the chorus in the correct order.
- 4) Find the word that matches the definition.
- 5) Match the words from the stanza to their antonyms.
- 6) Match the words from the stanza to their synonyms.

Also, Tim Murphey describes the following selected list of activities that can be use in the language teaching process.



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- 1) Listen.
- 2) Sing, whistle, tap, and snap fingers while we listen.
- 3) Sing without listening to any recording.
- 4) Talk about the music.
- 5) Talk about the lyrics.
- 6) Talk about the singer / group.
- 7) Use songs and music to set or change an atmosphere or mood, as 'background furnishing.'
- 8) Use songs and music to make a social environment, form a feeling of community, dance, and make friends.
- 9) Write songs.
- 10) Perform songs.
- 11) Do interviews.
- 12) Write articles.
- 13) Do surveys, make hit lists.
- 14) Study grammar.
- 15) Practice selective listening comprehension.
- 16) Read songs, articles, books for linguistic purposes.
- 17) Compose songs, letters to singers, questionnaires.
- 18) Translate songs.
- 19) Write dialogues using the words of a song.
- 20) Use video clips in many ways.



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- 21) Do role-plays (as people in the song).
- 22) Dictate a song.
- 23) Use a song for gap-fill, cloze, or for correction.
- 24) Use music for background to other activities.
- 25) Integrate songs into project work.
- 26) Energize or relax classes mentally.
- 27) Practice pronunciation, intonation, and stress.
- 28) Break the routine.
- 29) Do choral repetition.
- 30) Teach vocabulary.
- 31) Teach culture.
- 32) Learn about your students and from your students, letting them choose and explain their music.
- 33) Have fun (9, 10).

If we look at this list carefully, we can see that all four skills (speaking, reading, listening, and writing) can be very well and equally practiced.



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CHAPTER III

Methodology

This project focuses on using songs to enhance English as a foreign language for children. Through this investigation, students will be motivated to learn new vocabulary, grammar points, and pronunciation in their classroom. In order to obtain an excellent result and carry out this project, it was necessary to apply the following methods.

The Bibliographic Method was used in order to collect scientific information regarding to the use of songs to enhance English as a foreign language. Through this method, the sources used to collect information included books, web sites, and articles.

The Qualitative and Quantitative Methods were taken into account in order to collect data from students as well as an interview with an expert.

The qualitative method studies human behavior and their changes. This method describes certain principles that are not found in the quantitative method. Besides, there are not numbers just details and descriptions. This method was used because the researchers had to explain the qualitative that all students have, so this method was useful because the researchers saw how students were improving their knowledge.

On the other hand, the quantitative method refers just to numbers. It is used to show statistics, and this method is objective and consistent. Moreover, the quantitative method does not show enough details as the qualitative method. This method was used because the researchers had to get the right

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information about the statistics on the surveys that were being applied. Through the surveys, the researchers knew why students did not pay attention in the English class.

This project is credible because the researchers had obtained the information on safe sources; e.g. gov., edu. net. Also, the project is transferable because English for children songs can be use with students of all ages.

Human resources:

The project was applied to twenty-seven children (boys and girls), who are ten years old. They started to learn English and they were performing poorly in the subject. Moreover, the students had difficulty retaining new words, paying attention, and pronouncing. It was applied at Juan Girón Sanchez Elementary School, a public institution. First, a class of twenty-seven students received a traditional class, which was presented through books, basic lectures, and explanation. After that, the students got the same class, but this time songs were applied to motivate the class.

This project was applied on June 11. The classes were taught on Tuesday and Thursday

To show that using songs was an effective technique to teach English as foreign language four, (4) topics were presented:

1. ABC's
2. Colors
3. Numbers
4. Animals

Participants

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Interview:

An expert was interviewed about this topic. She talked about the experiences that she had when she used to teach children. She explained that when she used songs, students were active and motivated in the classroom.

She considered that songs are very good tool to teach English as a foreign language because songs improved and reinforced her class. Besides, she said that she used a play recorder and gave her students a piece of paper with the lyrics. The expert recommended playing songs such as Mother Goose at the end of the class.

Survey:

A survey was applied to the students to investigate the reasons that they had low scores. Also, most of the students on this survey were shy and they were not ready. Before the survey was applied, there was a short conversation with the students. The students reported that they have never listened to songs in their English classes. During the survey, the students were sometimes confused with the questions; for that reason, we had to translate them into Spanish.

Materials:

The researchers used some pieces of paper, a play recorder, a computer, and a camera. In the next chapter we are going to explain the data, analysis and interpretation of the surveys and the interview that were applied. This is going to be done through graphics, statistics, and a little summary about the results that the researchers got.



CHAPTER IV

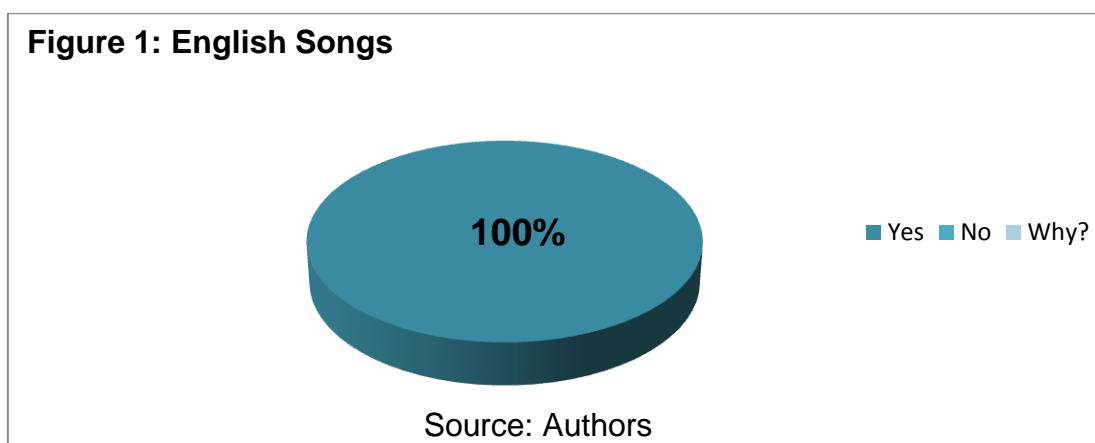
DATA ANALYSIS AND INTERPRETATION

4.1 Descriptive Analysis of the Survey

We collected the data of the surveys and the interview. We are going to represent and interpret the results in graphics and summaries. The following graphs show the results of the survey.

Results

Question 1: Do you like English songs?



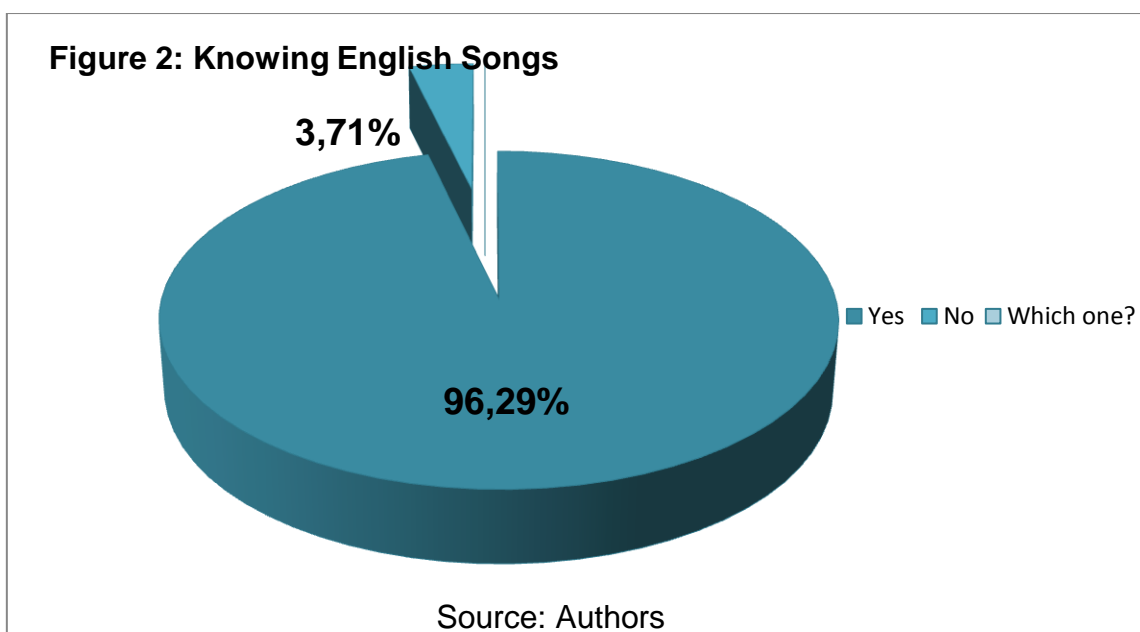
Question 1 show 100%, which means that the whole class likes English. Students said that English was an interesting language, somehow complicated



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yet not impossible. We concluded that students are willing to learn the subject, but they need teachers to encourage them to do so.

Question 2: Do you know any English song?

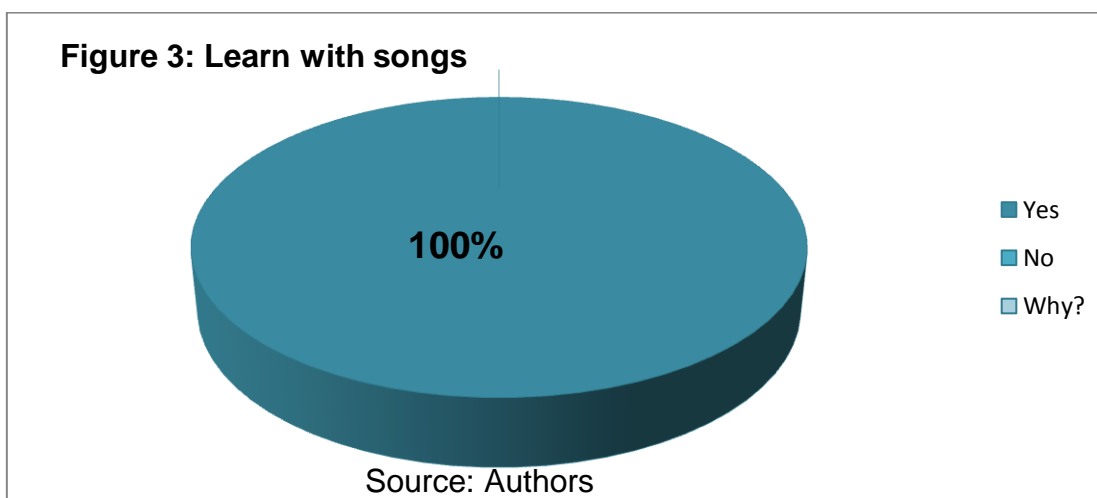


In this question, 96, 29 % of the students responded that they listened to songs in English, but they did not know what the lyrics meant. Most students reported that they could only sing Happy Birthday. On the other hand, 3, 71% of the students said that they did not know any song in English. Besides, they said that they did not like any kind of English songs.



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Question 3: Would you like to learn English through songs?

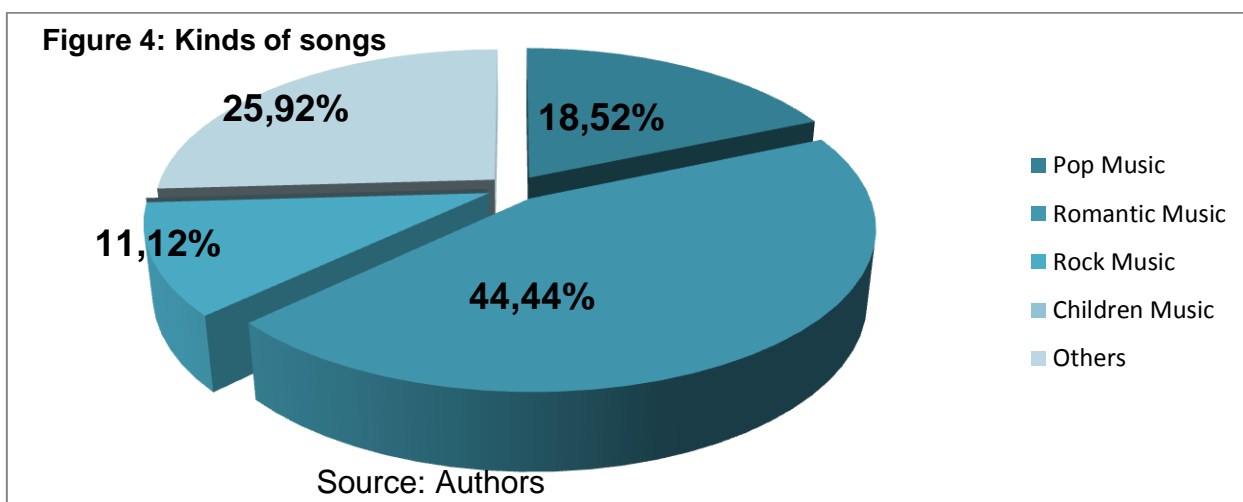


The whole class said that they would like to learn English through songs because they thought that songs were dynamic, entertaining, and fun activities. Children wanted teachers who used more songs in the class, but their teachers disagreed. Teachers thought that songs could bother other teaches.

Question 4: What kind of music do you like?



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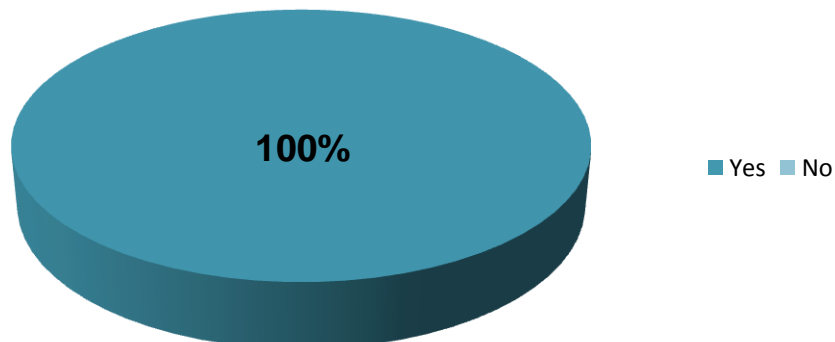
44, 44% of the children answered that they enjoyed romantic music because this kind of music it not as fast as the other ones. Besides, they said that romantic music stressed them out. 25, 92% of the children said that they liked other kinds of music such as hip-hop, reggae, etc. 18, 52% of the children responded that they were fond of pop music. They thought that pop music is modern and fun. 11, 12% of the children thought that rock music was fun because their relatives listened to it.

Question 5: Have you ever been in class where the teacher used English songs?



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Figure 5: English class with songs



Source: Authors

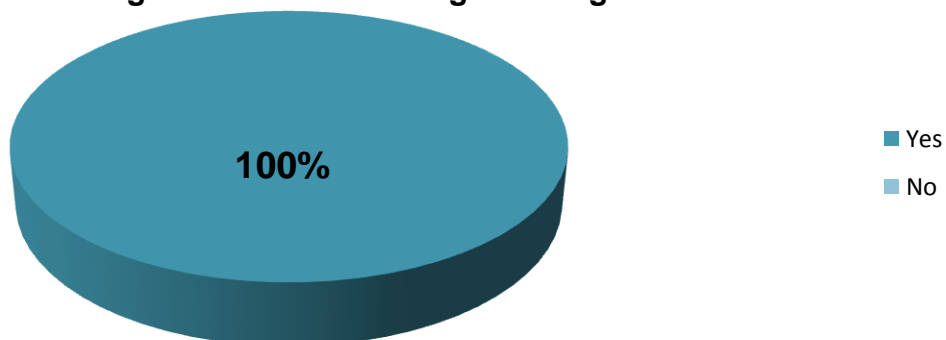
The whole class answered that they had been in class where the teacher used songs, but the teachers only played the song once. Children reported that they wished to have more classes that included songs in English.

Question 6: Have you ever learned English through songs with your teacher?



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Figure 6: Learning with the teacher English songs

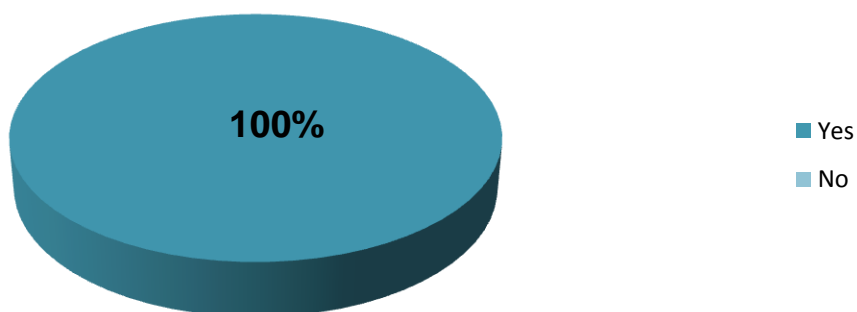


Source: Authors

Everyone answered that they had learned some English vocabulary with songs, but they had just memorized it instead of understanding the meaning. For that reason, the children would like to learn more vocabulary but listening to songs more than once.

Question 7: Do you think that songs help you to learn English faster?

Figure 7: Songs help to learn English



Source: Authors

All the children in the class agreed that songs helped them to learn English faster. They thought it was better than writing or reading.



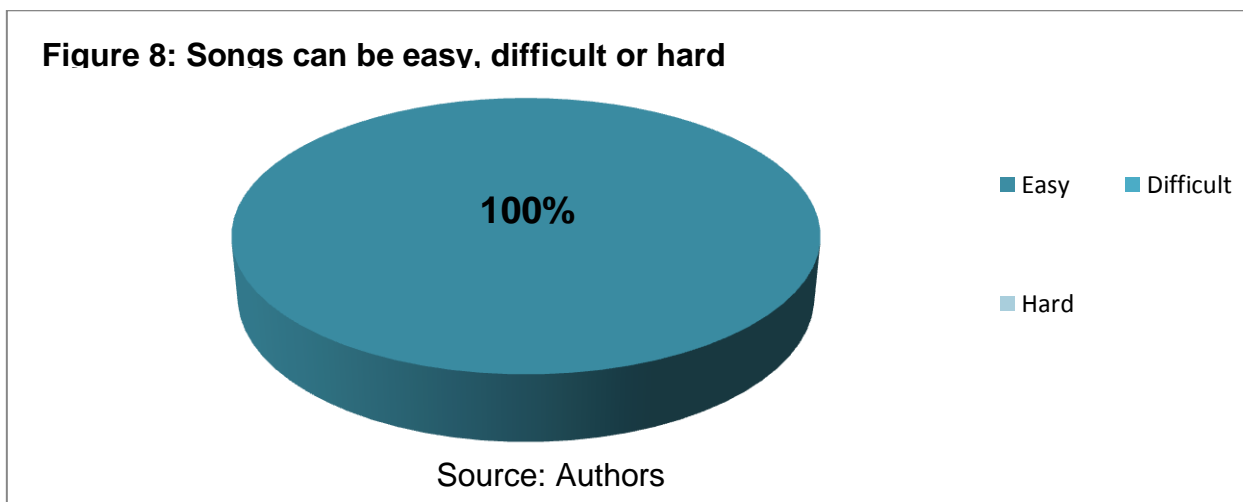
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Question 8: Do you think that learning English through children's songs is

Easy?

Difficult?

Hard?



The whole class thought it was easier to learn English through songs, especially when they were learning new vocabulary. This technique helped them to memorize and reinforce the knowledge acquired. Children loved songs which had movements.

Question 9: Do you think that learning English through songs is

Boring?

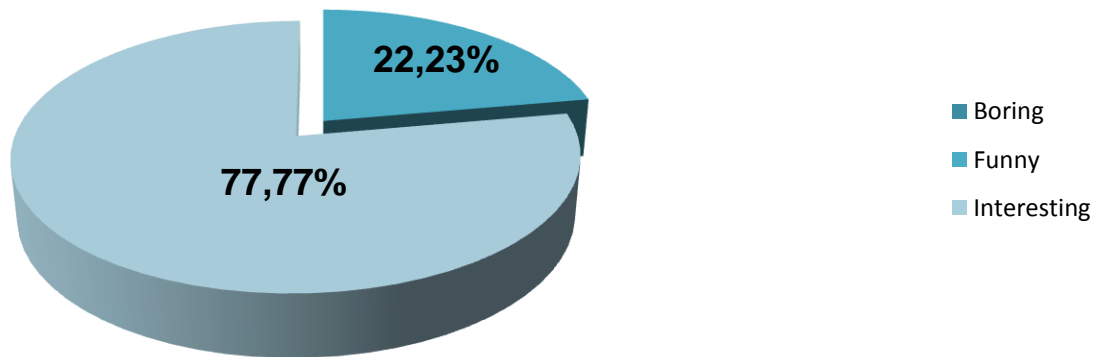
Fun?

Interesting?



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Figure 9: Songs are boring, funny or interesting



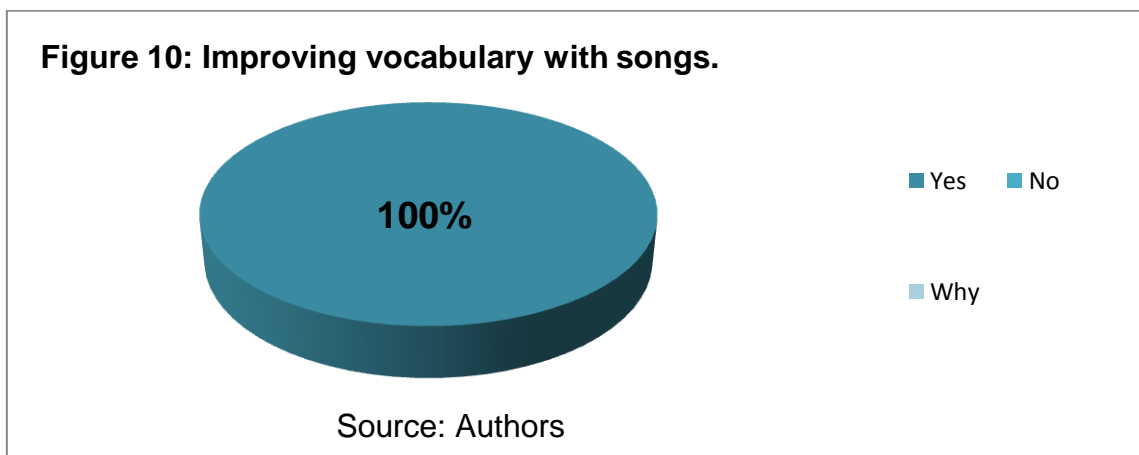
Source: Authors

77, 77% of the children found that songs were really interesting since they could sing and be active in class. The children said that when they were bored and heard a song, his boredom disappeared. On the other hand, 22, 23% of the children said that songs were fun because they have enjoyed the class.



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Question 10: Do you think that you can improve your English vocabulary with songs?



Children agreed that English songs helped them with their vocabulary, particularly through dynamic songs. The children could interact with this type of songs, and they were not passive.

4.2 Descriptive Analysis of the Pre and Post test

We have the results of the pre-test and the post-test that were applied to the children. First, we did an activity which consisted of spelling; the students had to form a word; for example, /ti/ /i/ /ei/ /ci/ /eich/ /i/ /ar .



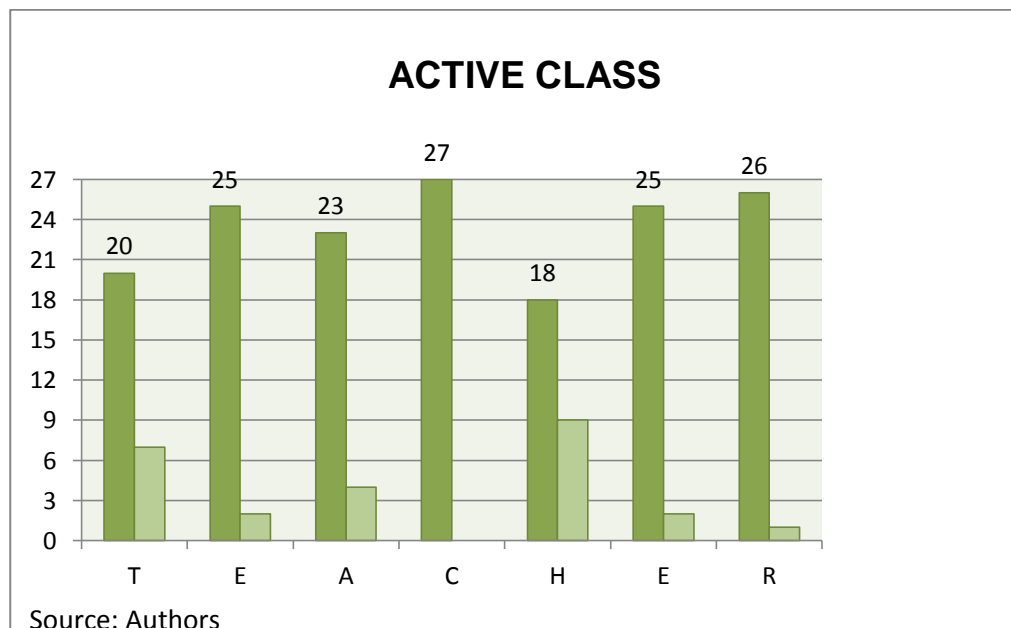
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Most students had bad results because they could not identify the correct letter. Most of them were confused when they wrote the letter d instead of t. On the other hand, many of them wrote the letter c of the word teacher correctly. After that, the students had another class but this time it was active and they could listen to the Alphabet song and they sang along. The students were amazed with this class; for that reason, they could remember the letters of the alphabet.



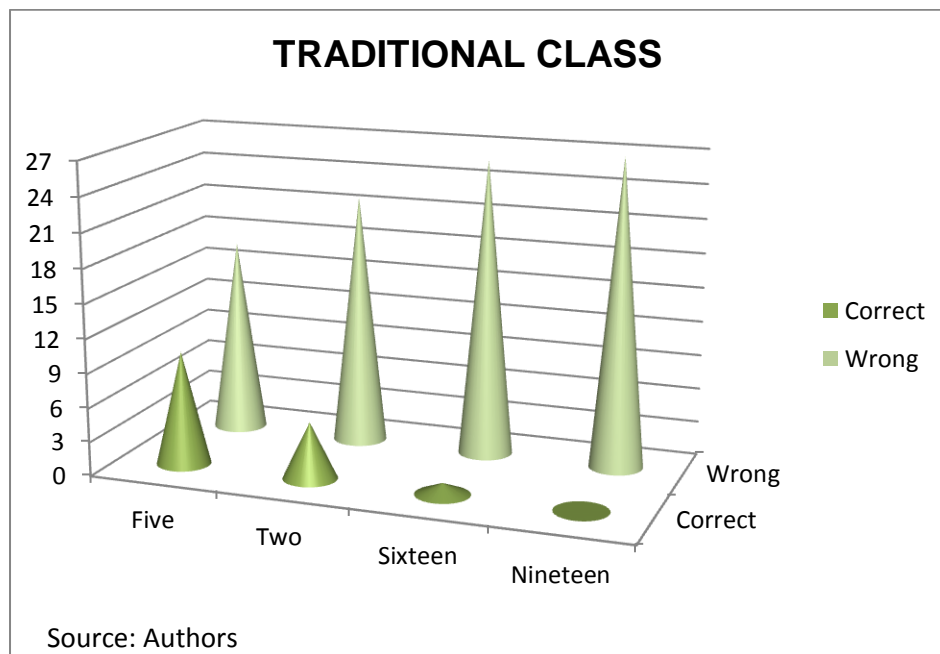
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The results on the second graphic were better; the students improved a lot after listening to the ABC song. For that reason, we conclude that the use of songs in the classroom is an important tool because the second graphic showed us that the students improved 90% percent. Many of them could recognize and identify the correct letters of the alphabet.



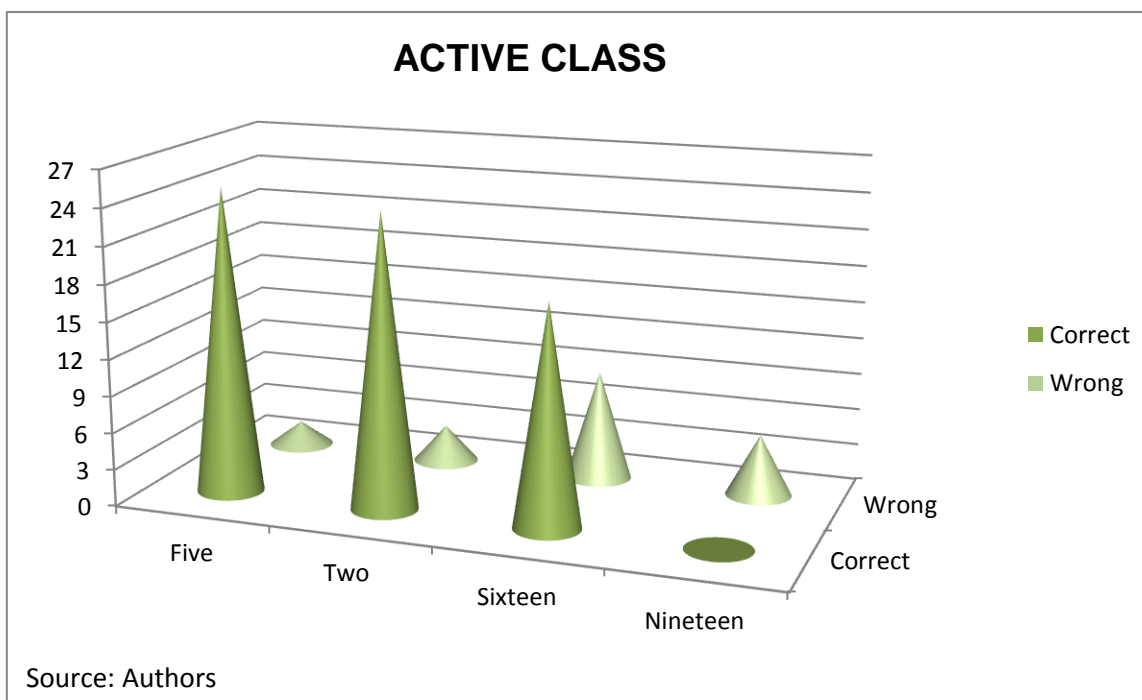
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We asked the children to write and draw different numbers, but most of them knew the number in Spanish instead of English. The students could draw, but they could not write the number that we asked them. In the second class, students sang the song 123 and the results were awesome; the students could develop all the activities mentioned before.



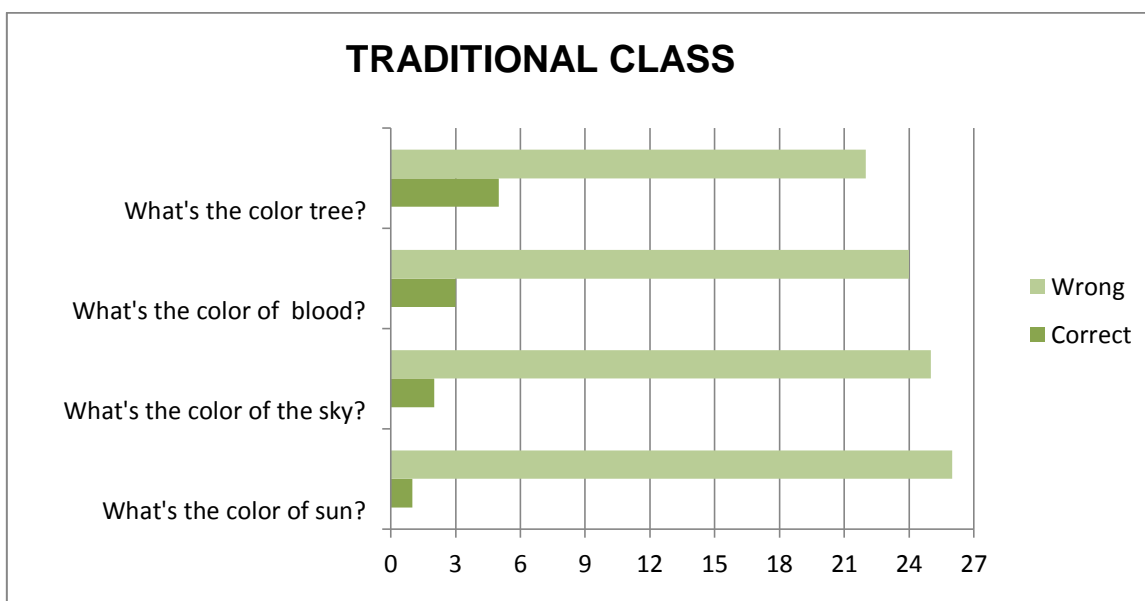
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As we can observe, the students increased their knowledge 89% percent. The students enjoyed themselves singing because the song was like a tongue-twister. The students wanted to listen to the song more than once, and they were very active. Then another topic was applied, it was the colors. First in the traditional way, and we had similar results as before. The students knew the color in Spanish instead of English, and they always gave the answers in their mother tongue.



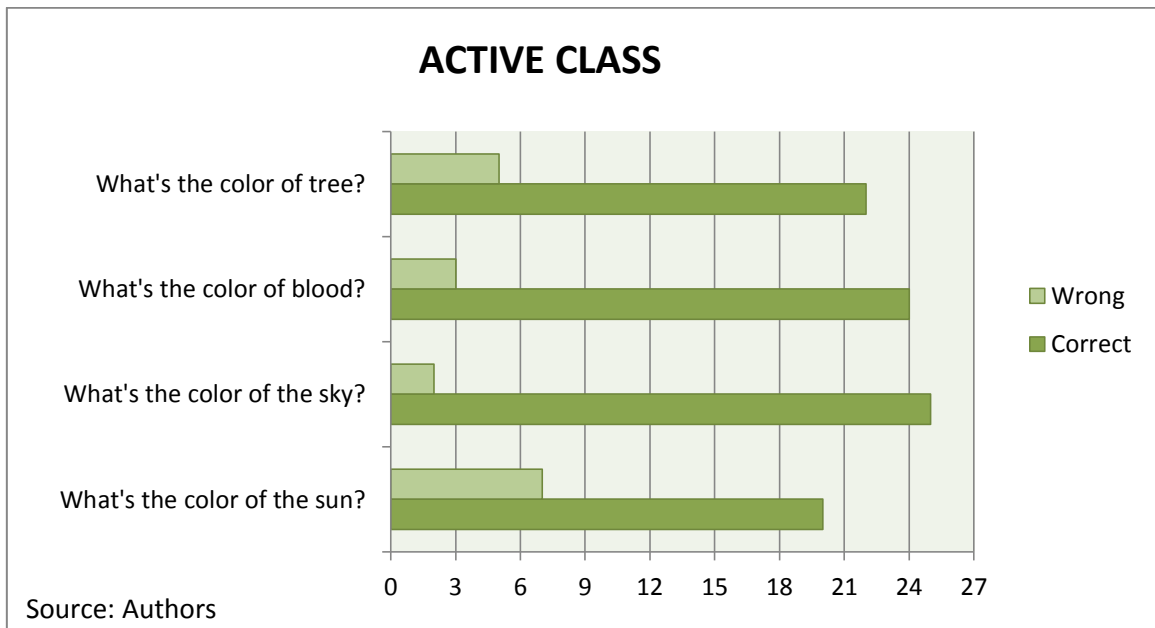
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The results were almost the same as in the traditional class. The students knew the colors in their mother tongue, but they were a little confused when they had to say them in English. For that reason, we changed the tool in the active class. First, we showed the students some flashcards to introduce in the unknown words, and then they sang a song about the colors. And after that, we asked them to sing it.



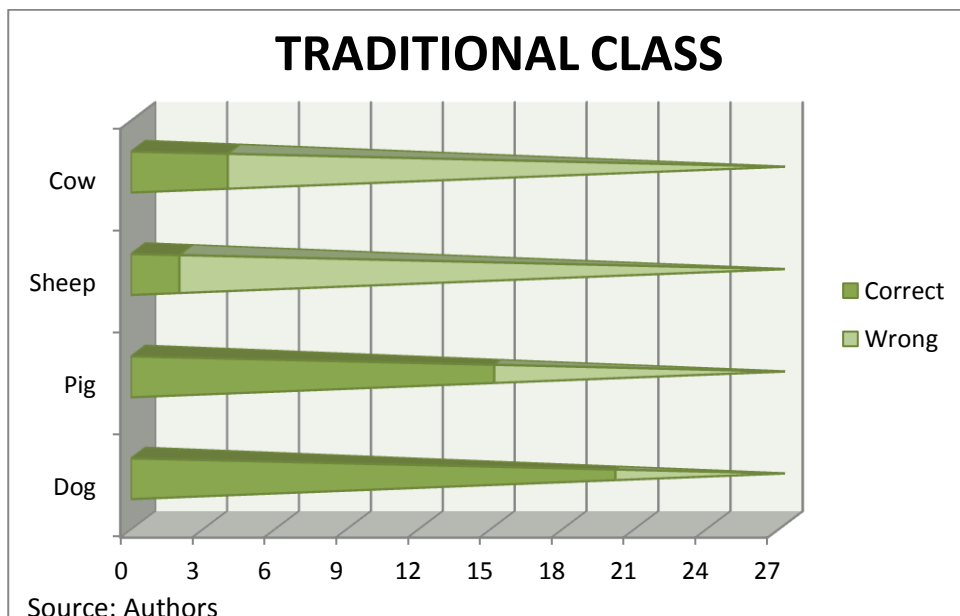
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The students got 90%. They wanted to participate by themselves. The students could link the colors song with the flashcard. On the last graphic, we applied the topic of the animals to the students. They did not like the traditional class because it was not interesting, so they became bored. For that reason, they asked for an active class, but they received the class in the traditional way to validate our project.



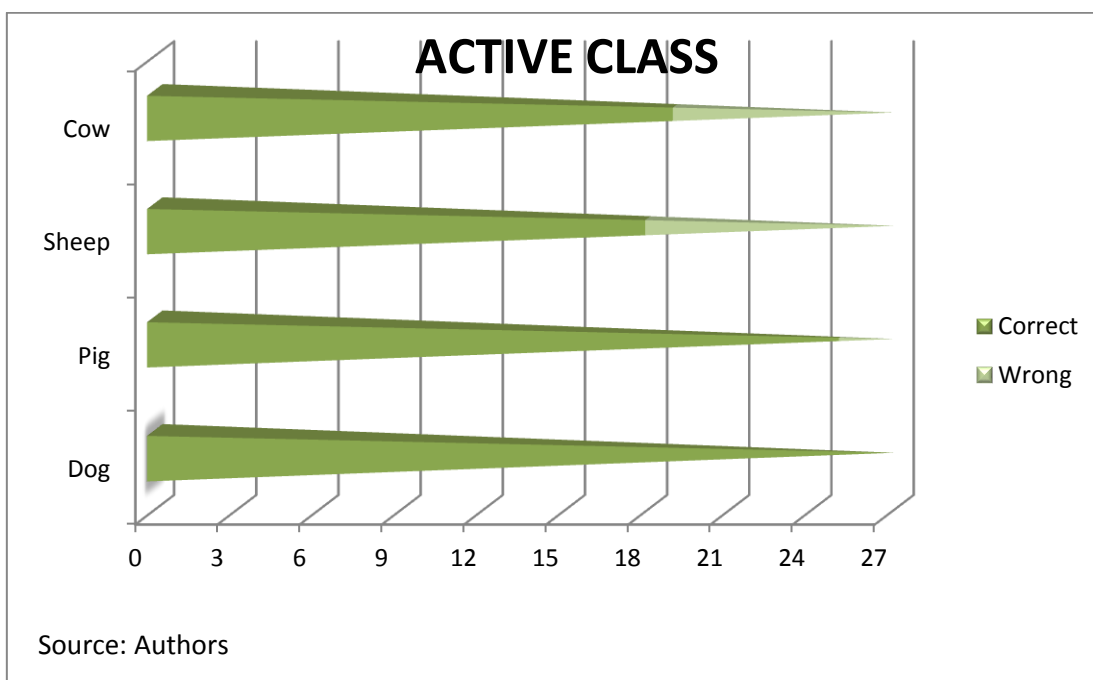
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When we worked this topic, we were surprised because 20 students answered dog when we showed them the animals' flashcard; however, when we showed them the next flashcards, the students did not answer right. For this reason, in the active class, first they listened to the Old McDonald song, and then they had to recognize and identify each animal.



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According to the last results, we can observe that the students liked to work with songs because they enjoyed them a lot. The students wanted to listen to the song many times to identify the correct animal. They sang the song with enthusiasm and passion and laughed at the sounds that animals made.

4.3 Descriptive Analysis of the expert's Interview:

An interview was applied to an expert about our topic. She thought that using songs in class was helpful because it increased student's attention. Also, she thought that it helped to introduce new vocabulary. She used to use a CD player and gave the students a paper with the lyrics. The teacher recommended playing songs at the end of the class. She suggested songs such as Mother Goose.



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The results confirmed that the use of songs in the classroom is an excellent technique to teach English as much for the teacher as for the students. The results clarified our expectations and demonstrated that students really learn and not only memorize through games, playing, and singing. This investigation showed that this technique really works to teach languages since it is based on the premise that children learn their mother tongue through many activities, making the learning process meaningful and validating our study.



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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The implementation of the project teaching English through music did help the learners to develop abilities and skills in reading, writing, and speaking. It also motivated them. Students felt more encouraged and enthusiastic to participate in class. They became more active and willing to interact with the different activities presented by the teachers. Through songs, we presented new vocabulary and introduced new concepts. These skills were reinforced by formal and informal evaluations. Students were tested orally and in a written form in order to keep track of their learning. We could appreciate that children felt more involved in the teaching-learning process.

Based on the evidence of the progress made by the students, it is proved that music gives a new way of learning a second language. English is a difficult language, not only in terms of grammar but also because writing and speaking have different conventions. Learning a language should be a natural process. Therefore, songs are tools that provide this natural opportunity. Who does not like music? Well, everyone likes it. Children are not the exception. Culturally speaking, music has had an influence in our lives; therefore, children have been able to adopt the new language through singing songs. As an example, with the support of technology, teachers can play karaoke. This is an interactive activity that helps to develop pronunciation, vocabulary, reading, and listening skills.

There are many different forms to implement songs in the classroom. Songs can be played or listen to for calming down or for movement. However, it is important for teachers to keep in mind that students have a unique way of learning.



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Therefore, the planning of a lesson and activities should reach each student. Not all students learn at the same pace, and learning a second language requires lots of practice. It is important to have a variety of materials that includes a CD player as well as CDs with songs picked by the children. Usually this gives students a sense of responsibility of their own learning.

5.2 RECOMMENDATIONS

Nowadays, the educational system is changing. New curriculums are being introduced as technology advances. As a result, teachers must continue developing new strategies and methods to apply in the classroom. If the teachers are going to implement songs in their curriculum, it is important for them to keep in mind the learning environment, the personality of the students, and the learning style so the teaching can become more effective.

As future teachers, we have realized how crucial it is the introduction of a theme or the review of a difficult concept. Getting the attention of students depends on how well the introduction of the lesson is presented. Therefore, a good song can play an important role. Different types of music should be played as the lesson is developed. In this way, students are given opportunities to listen to it and sing along as well. Students are more likely to participate when their favorite songs are played. Thus, we recommend teachers to apply a survey to their students and have a list of songs they would like to sing or listen to.

Finally, effective teachers reinforce their teaching by reviewing what they have taught. In other words, this is called the closing of the lesson. In this stage, teachers would sing a song or songs that cover the skill being taught.



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For instance, if the lesson is about learning, the body parts, students should sing the song “Head, shoulders knees, and toes.” This is a great song where teacher and students can point the body parts as they sing. Children like interactive songs because they have a lot of energy and teacher should use this energy positively.

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APPENDIXES



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Appendix 1: Survey

The following survey intends to collect information related to “Using songs to enhance English as Foreign Language in the classroom with children of 6th Basic Education in “Juan Girón Sanchez” in San Fernando.

Age:

Class:

1. - Do you like English songs?

Yes.....

No.....

Why?.....
.....

2. - Do you know any English song?

Yes.....

No.....

Which one?.....
..

3. - Would you like to learn English through songs?

Yes.....

No.....

Why?.....
.....

4. - What kind of music do you like

Pop music? romantic music ? rock music? children music?

Others?

Why?.....
.....

5. - Have you ever been in class where the teacher English songs?

Yes.....

No.....



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6. - Have you ever learned English through songs with your teacher?

Yes.....

No.....

7. - Do you think that songs help you to learn English faster?

Yes.....

No.....

Why.....
.....

8. - Do you think that learn English through children's songs is

Easy?

Difficult?

Hard?

Why.....
.....

9. - Do you think that learn English with songs is

Boring?

Fun?

Interesting?

Why.....
.....

10. – Do you think that you improve your English vocabulary with songs?

Yes.....

No.....

Why?.....
.....

THANK YOU FOR YOU COLABORATION



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Appendix 2: Questioner

Questions for the interview

1. Have you ever used songs to teach English? What was the result?
2. Do you think that songs improve students' attention?
3. What are the strategies that used you to teach English with songs?
4. When is the right moment to play songs in class?
5. What kind of topics can you teach through songs?
6. What kind of songs do you think will get their attention?
7. What are the advantages of using songs to teach English?
8. What is your opinion about teaching English through songs?



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Appendix 3: Interview Transcript

LORENA: Have you ever used songs to teach English?

TEACHER: Yes, many years ago when I used to teach in the Bilingüe High School, here in Cuenca, I used to teach with songs all the time to the young children.

LORENA: What was the result?

TEACHER: Very good, they enjoyed it very much.

LORENA: Do you think that songs improve students' attention?

TEACHER: Yes, especially with young children and some teenagers, depending of the songs, they enjoy the song and pay attention to the words; it's a way to introduce and explain vocabulary, definitely.

LORENA: What are the strategies that used you to teach English with songs?

TEACHER: Well, usually I would bring a recording of the song; so they could hear the song and maybe give them some sheets with the words of the song on the sheets, and of course you can also use it with older teenagers children or kids you can used the elimination of certain words so they have to figure it out what words are in there so they have to pay attention to the words of the song.

LORENA: When is the right moment to play songs in class?

TEACHER: Well, you mean as one activity not during the whole class, you mean if I want to do just use one activity with music. I would say more likely towards the end of the class because the students could have something quitter and they when they start to get bored you could bring music and they would more likely enjoy that. If you get them exited with music, and then, they don't want to do anything else after words.



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LORENA: What kind of topics can you teach through songs?

TEACHER: I think is a good way to teach English, an excellent way, especially if you're getting trouble getting the attention of young children or teenagers because music all the times can be the key to their being interested and learning the language, definitely.

LORENA: What kind of songs do you think will get their attention?

TEACHER: For young children, typical song like the ones that are circulating the ones that are based on mother goose, for example, for older children, the rock. Romantic song, rock song are the ones the ones that teenagers like.

LORENA: What are the advantages of using songs to teach English?

TEACHER: Well, the advantages are that it can be fun, it can be easy even increase vocabulary... if you have a musically inclined class it could very enjoyable for the whole group well you could teach about anything based of the song like you are teaching to the children or to the teenagers. According to the song or the theme of the song you could teach them about anything because you know some of the famous rock songs have themes the words have some poetry and they are telling you something. There is a message there; so, for teenagers that can very interesting and a good way to learn English.

LORENA: What is your opinion about teaching English through songs?

TEACHER: According to the song or the theme of the song you could teach them about anything because you know some of the famous rock songs have themes the words have some poetry and they are telling you something. There is a message there; so... for teenagers that can very interesting and a good way to learn English, and for young children also the poetry of the song can be easy for them to pick up and can learn vocabulary in a nice way not to much with messages that's more for teenagers but it can be a good way to learn.



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THANK YOU FOR YOU COLLABORATION

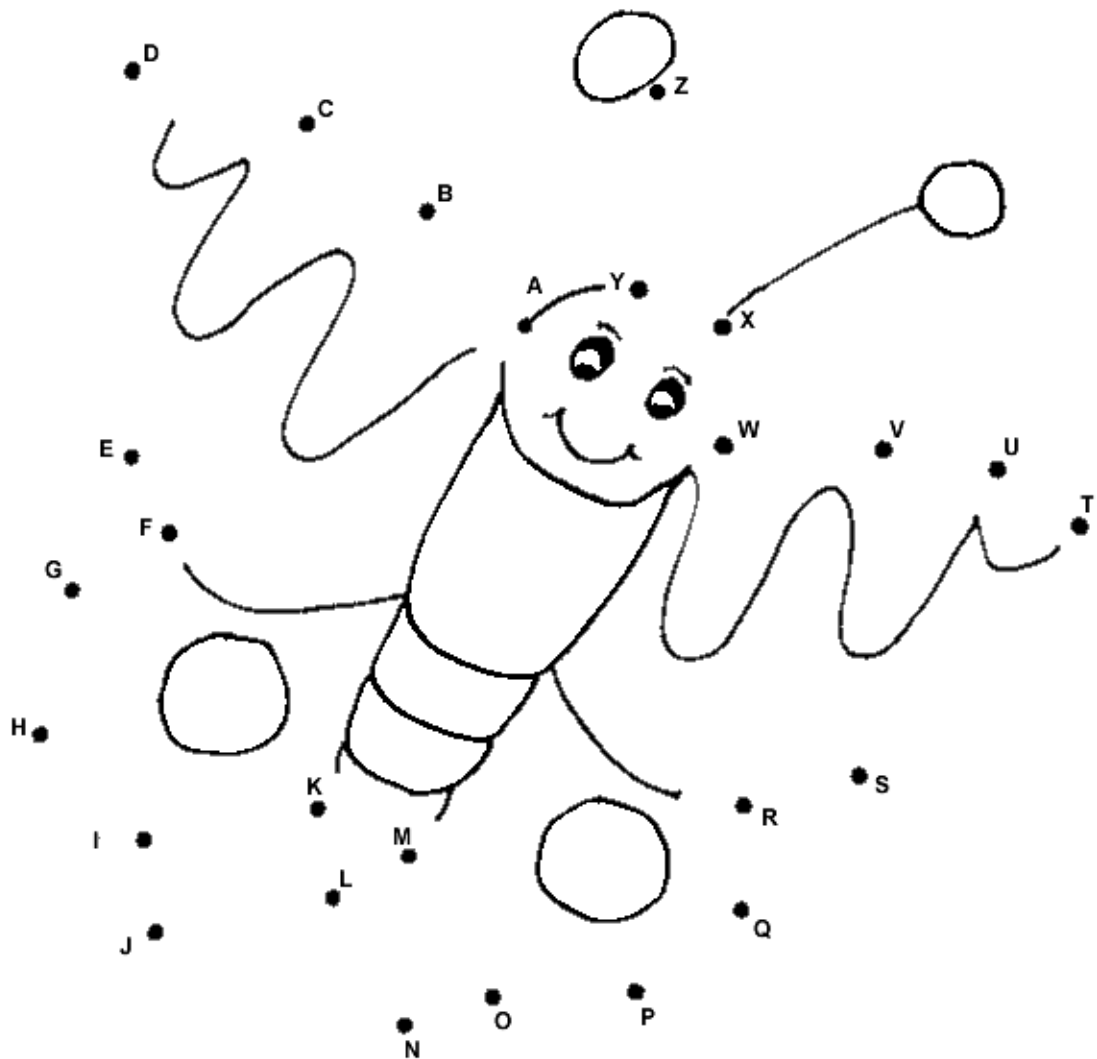
Appendix 4: Pre-test and Post-test 1

Alphabet

“The Alphabet” Worksheet

Name:

1. Join the dots in alphabetical order.





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2. Write the letters according to the sounds you read.

/ou/ _____ /pi/ _____ /kiu/ _____ /ar/ _____
/es/ _____ /ti/ _____ /yu/ _____ /vi/ _____
/dabliú/ _____ /ex/ _____ /uái/ _____ /ze/ _____

3. Teacher sells letter by letter in order to built a word, while the students try to listen and form the word.

Window	house
Alphabet	grapes
Teacher	elephant
Student	ice cream



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Appendix 5: Pre-test and Post-test 2


COLOURS


1.- Do the crossword


The crossword puzzle grid consists of 8 numbered clues:


- 1: Vertical, 5 letters
- 2: Vertical, 5 letters
- 3: Horizontal, 5 letters
- 4: Horizontal, 3 letters
- 5: Vertical, 3 letters
- 6: Horizontal, 3 letters
- 7: Horizontal, 5 letters
- 8: Vertical, 5 letters


Clue 1:  1


Clue 2:  2


Clue 3:  3

Clue 4:  4

Clue 5:  5

Clue 6:  6

Clue 7:  7

Clue 8:  8



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2.- Complete the sentences with the correct colour.



This is a bus.



This is an car.



This is a window.



This is a chair.



This is a umbrella.



This is a butterfly.

4. -Find the colours in the wordsearch: blue, green, yellow, brown, black, white, pink, red.

Q	W	E	R	T	W	U	I	O	P	B	S	D	F	G
H	B	L	U	E	X	H	V	B	N	R	Z	A	Q	X
S	W	C	D	E	V	F	I	B	G	O	N	H	Y	M
R	U	K	I	L	O	P	O	T	G	W	T	N	D	S
I	E	G	A	P	Q	S	G	X	E	N	R	E	L	F
L	C	D	D	I	J	F	R	O	I	R	T	P	O	Q
R	B	T	G	N	L	Y	E	L	L	O	W	V	S	K
J	L	P	I	K	E	R	E	T	H	N	G	N	L	K
J	A	D	H	L	R	U	N	T	R	O	Q	I	W	Y
E	C	U	B	N	D	S	A	I	O	D	M	N	B	X
Z	K	C	V	O	R	A	N	G	E	E	D	C	E	F
F	R	V	E	F	R	V	B	R	B	T	N	H	T	M
Y	J	S	K	I	O	L	O	P	M	N	B	V	C	X
Z	A	W	E	R	T	Y	P	O	I	L	F	K	J	A
S	Q	W	E	R	W	E	S	K	D	F	J	H	G	U

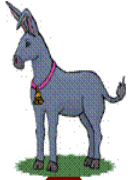











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APPENDIX 6: Pre-test and Post-test 3


ANIMALS

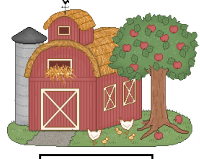
1. - Match the words to the pictures.

cat, duck, rabbit, horse, mouse, dog, cow, donkey, hen, frog					1.- _____
 1.	 2.	 3.	 4.	 5.	2.- _____
 6.	 7.	 8.	 9.	 10.	3.- _____
					4.- _____
					5.- _____
					6.- _____
					7.- _____
					8.- _____
					9.- _____
					10.- _____

2. - Listen to the Old McDonald song and fill in the missing words:

Old MacDonald had a  E-I-E-I-O!

And on that farm he had some,  E-I-E-I-O!
 With a moo-moo here,
 And a moo-moo there
 Here a moo, there a moo,
 Everywhere a moo-moo

Old MacDonald had a  E-I-E-I-O!



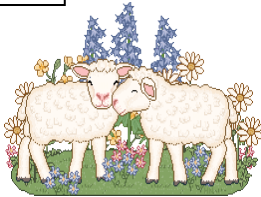
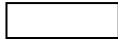
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And on that farm he had some , E-I-E-I-O!
With a cluck-cluck here,
And a cluck-cluck there
Here a cluck, there a cluck,
Everywhere a cluck-cluck



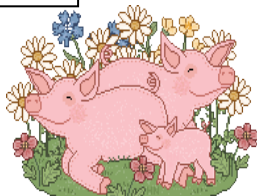
Old MacDonald had a , E-I-E-I-O



And on his farm he had some, E-I-E-I-O
With a "baa, baa" here
And a "baa, baa" there
Here a "baa" there a "baa"
Everywhere a "baa, baa"



Old MacDonald had a , E-I-E-I-O



And on his farm he had some , E-I-E-I-O
With an oink-oink here
And an oink-oink there
Here an oink there an oink
Everywhere an oink-oink

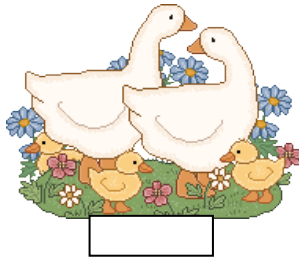


Old MacDonald had a , E-I-E-I-O!





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And on his farm he had some ,
With a quack-quack here
And a quack-quack there
Here a quack there a quack
Everywhere a quack-quack

E-I-E-I-O









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Appendix 7: Pre-test and Post-test 4

Numbers

1. - Count and match

1 	2 	3 	4 	5 	6 
One <input type="checkbox"/>	two <input type="checkbox"/>	Three <input type="checkbox"/>	four <input type="checkbox"/>	five <input type="checkbox"/>	six <input type="checkbox"/>

2. - Count and write the correct number:

					
1	2	3	4	5	6
<input type="checkbox"/> own kangaroos	<input type="checkbox"/> Red birds	<input type="checkbox"/> Grey dolphins	<input type="checkbox"/> yellow horse	<input type="checkbox"/> black penguin	<input type="checkbox"/> white swans
→ picture number ○	→ picture number ○	→ picture number ○	→ picture number ○	→ picture number ○	→ picture number ○



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Appendix 8: Pictures





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