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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Developing English Vocabulary Through the Use of Songs in Students of Fourth Level of Basic Education at “Unidad Educativa Fiscomisional Don Bosco”

Trabajo Investigativo del Curso de Graduación previo a la obtención del Título de Licenciado en Ciencias de la Educación en la Especialidad de Lengua y Literatura Inglesa.

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2013



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Resumen

Este tema es como desarrollar el vocabulario Inglés para los estudiantes en el cuarto grado de la educación básica mediante canciones. Las canciones tienen un papel importante en la motivación de los niños para aprender Inglés. Las canciones pueden desarrollar habilidades alumnos en lectura, escritura, comprensión auditiva y expresión oral. También pueden proporcionar oportunidades de aprendizaje de la pronunciación, la gramática y el vocabulario. Además, las canciones suelen ofrecer cambio de actividades habituales de aula y permita que los niños se involucren en el proceso de enseñanza-aprendizaje. El uso de las canciones en la clase puede alentar a los niños a usar el idioma Inglés y para mejorar la comprensión oral. Por esta razón, esta investigación es un trabajo acerca de cómo las canciones pueden desarrollar el vocabulario Inglés para niños en el cuarto nivel de la educación básica. Esta idea comienza con una hipótesis que indica que el uso de canciones es una buena manera de enseñar a los niños el vocabulario Inglés. Yo para esto he investigado en diferentes libros, revistas y diarios, realicé una entrevista y aplicó un cuestionario a quince profesores que me ayudaron a apoyar esta hipótesis. Esta investigación se aplicó en una clase de treinta y cuatro estudiantes que asistían a cuarto grado de educación básica. De acuerdo con los temas del libro que se utilizan, se aplicaron dos canciones. Eran la canción sobre el clima y los meses del año. En la aplicación de las canciones, los datos muestran importantes resultados.

Palabras clave: desarrollo, vocabulario, niños, canciones, folleto.



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Abstract

This topic is about developing English vocabulary for students at the 4th level of basic education using songs. Songs have a significant role in motivating children to learn English. Therefore, songs can develop learners' abilities in reading, writing, listening and speaking. They can also provide opportunities for learning pronunciation, grammar and vocabulary. In addition, songs usually offer change from routine classroom activities and allow children to get involved in the teaching-learning process. Songs in class can encourage children to use the English language and to improve their oral comprehension. For this reason, this research is work about how songs can develop English vocabulary for children at the fourth level of basic education. This idea begins with a hypothesis stating that the use of songs is a good way to teach English vocabulary to children. For this I researched in different books, magazines, and journals, conducted an interview, and administered a questionnaire to fifteen teachers who helped me support this hypothesis. This investigation was applied in a class of thirty-four students who were attending fourth grade of basic education. According to the topics of the book that they used, two songs were applied. They were the weather song and the months of the year. Through the application of the songs, the data show important results that answer the question as to whether songs help to develop vocabulary for children. I hope that this work can be useful for other teachers that think songs are a good technique to encourage.

Key words: develop, vocabulary, children, songs, booklet.



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DEDICATION

To God who always guides my actions. To my dear wife, my daughter and my mother who have given me the strength to not give up and also to all the people who believed in me. They were my inspiration to finish my career.



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I am very grateful to the University of Cuenca and the Major of English language and literature for giving me the opportunity to accomplish my goals, especially my director, Lcda, Verónica León for guiding me in my project.



Introduction

The project is titled “Developing English Vocabulary Through the Use of Songs for students at the Fourth Level of Basic Education at Unidad Educativa Don Bosco”. The purpose of this work has taken into account the importance that songs have for children especially for learning a second language. Songs motivate students and keep them from getting bored. In addition, they are an important tool to develop students’ skills in writing, listening, speaking and reading.

Through the use of songs, children feel more relaxed because they like listening and singing songs. In consideration of these ideas, the project has been established to develop children’s vocabulary through songs and some activities that reinforce their learning. The work will begin with investigating many bibliographies to support the idea that songs are a good technique to develop vocabulary in children. Next, a booklet will be made with fifteen songs and activities. The songs will be chosen according to the topics of the student’s book. Two songs will be applied in order to develop children’s vocabulary. The methodologies to be administered will be interviews and questionnaires and a pre-test and a post-test in order to have clarity if songs are a good technique or not. Some important data will be obtained from this application to support that using songs is a good technique to teach vocabulary.



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CHAPTER I

The Problem

1.1 Topic

“Developing English Vocabulary Through the Use of Songs in Students of Fourth Level of Basic Education at Unidad Educativa Fiscomisional Don Bosco”

1.2 Description of the problem

It is important to add other forms of teaching English in order to maintain the learners motivated. They do not like memorizing isolated words. That is why children are often distracted and lose interest in learning, since many of the activities they do in class seem boring, unmotivated and monotonous. Most of children do not pay attention and feel insecure while learning English. Therefore, many times they become tired of just seeing a flashcard and having to repeat the words many times. This work will demonstrate that songs are meaningful to teach English.

1.3 Justification

The research is important for two reasons: students feel more interested and motivated in learning the English language through the



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use of songs. Also, it is easy to develop vocabulary that will be useful for a communicative competence.

Songs have a significant role in motivating children to learn English. Therefore, songs could develop the learners' abilities in reading, writing, listening and speaking. Also, they can provide opportunities for learning pronunciation, grammar and vocabulary. Songs usually offer a change from routine classroom activities. The use of the songs in class can encourage children to use English. This is a very good way to stimulate children to speak English. In addition, children improve their oral comprehension.

When a teacher uses songs, they allow the children to repeat and to memorize expressions and have fun at the same time. Repetition is needed to help young learners remember new words. For this reason, songs can be an effective method of helping children learn vocabulary that can be naturally recalled during communication. In other words, songs can help the ability to use language naturally and without effort. While the children sing, they can relax from the pressure of conversation. In addition, young learners can sing at home, with friends, using new vocabulary or expressions learned in class.

For this reason, it is important to learn more about using songs to develop the vocabulary and the types of songs that could be used for



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different topics, and research the different techniques to introduce new themes through songs. In addition, to find more information, facts that supports the idea that using songs is a good technique to teach new vocabulary in order to develop speaking and writing skills.

1.4 Objectives

1.4.1 General Objective

- To analyze the importance of songs in the development of English vocabulary in students of fourth level of basic education in elementary school.

1.4.2 Specific Objectives

- To design and elaborate a booklet including songs and activities to develop vocabulary for students of Fourth level of Basic Education at “Unidad Educativa Fiscomisional Don Bosco”
- To collect information that supports the theoretical aspects of the use of songs to develop vocabulary.
- To select songs as a task to reinforce speaking skills in an English class.



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CHAPTER II

LITERARURE REVIEW

2.1 Reasons for Using Songs in the ESL/EFL Classroom

2.1.1 Affective Reasons

Affective Filter Hypothesis is one of many hypothesis proposed by Steven Krashen, author quoted by Schoepp in his article, “Reasons for using songs in the ESL/EFL classroom” This hypothesis is mainly based on searching for affective factors that are directly related to learning a foreign language. It gets a lot of attention from teachers because it helps teachers understand why some students learn and others do not. (Krashen, n.pag.)

Teachers have long been convinced that students should have a positive attitude in the teaching-learning process. Krashen reports that an affective filter must be weak to make learning meaningful. This means that if the affective filter is weak then a positive attitude towards learning can be found and if the opposite happens where the affective filter is strong, the student is not interested and therefore does not know how to acquire the new language. It is very easy to apply this hypothesis. The only thing teachers have to do is creating a positive environment for students where they can be immersed in learning a second language. Songs are a way of motivating students and are a weak affective filter and also help students learn a foreign language. (Krashen,n.pag.)



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Metin and Saricoban say that through songs they have found a weak affective filter where through these one could develop the four skills such as reading, writing, listening and speaking.(Krashen,n.pag) Eken, author quoted by Schoepp, says songs could 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 (Eken 46)

Others authors, Lo and Li, quoted by Kevin Schoepp, report that a change of routine in the class may be implemented with songs and with this learning is more fun. More relaxed students are ready to learn the four language skills or just improve it. Through songs, affective factors are directly related to what the child likes to do, in this case singing. (Schoepp , n.pag.)

2.1.2 Cognitive Reasons

Fundamental based songs create opportunities for the development of automaticity; this is the most important cognitive reason for using songs in the classroom. These authors, Gatbonton and Segalowitz, quoted by Schoepp



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define this as "a component of language fluency which involves both knowing what to say and producing language fast and without pause"(473) Automated language can be accomplished through the use of songs. Previously it was thought that automation was learned through exercises repeated many times in an environment without communication. Therefore, the main thing that leads to communicative teaching methodology requires automation, but given in a different way.(Schoepp n.pag.)

Other writers, Segalowitz and Gatbonton, quoted by Schoepp say that place students in an environment where it is appropriate to use everyday expressions in actual communication. Songs bring much repetition and are very consistent. An example is the song "Sailing" by Rod Stewaef. This helps students to learn the present progressive tense. Through this song and repeating it, students can create their own sentences in present progressive according to what they want. Something that could be done is to have students listen to the song and then create their own sentences, but with the same melody of the song.(Schoepp,n.pag.)

2.1.3 Linguistic Reasons

Not only automation is important, there are other reasons for using linguistic songs in the classroom. Colloquial or informal English can be found in many songs. Songs like "My best was never good enough", demonstrate the use of colloquial language. This song has many colloquial expressions such as:



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"every cloud has a silver lining." and "every dog has his day." Through songs can give students a way to understand informal English. Finally, two linguists, Domoney and Harris investigated the importance of pop music for students of English as a second language. Music is a very important tool for students outside the classroom because they can sing songs at home. Songs teach real-life language that is very important for learning a foreign language. This is linked to the affective filter and automaticity. If students often hear the songs that they are given, they may understand song phrases and repeat and then develop language themselves because repetition is a very important factor to get automation in an informal language.(Schoepp,n.pag.)

2.2 The importance of the use of songs for children

Karen Seberg says Music has been shown to be so successful for second language acquisition that it is now a common practice to use songs and music in the classroom to teach many concepts. For example, use music to teach basic vocabulary, including colors, body parts, simple actions and phrases, clothes, and names of people and animals. (15)

In other words, songs are a very good way to teach English. Also, rhymes, and music activities give children amazing language experiences for young learners. In addition, music has a great importance for children because it allows them to develop vocabulary. All children love music. They like to listen and sing. Many concepts can be taught with songs. For example, teachers use



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songs to teach vocabulary related to names of people and animals, colors, body parts, phrases, simple actions and clothes. (Seberg 15).

These are some of the reasons why songs are important to learn a second language:

- It is much better to sing a song than just saying words. This benefits the children because it allows them to remember and imitate the language.
- When children sing, they learn a sense of rhyme.
- Songs, rhymes, and chants are a few good ways to teach the patterns of language learning.
- Music makes children more motivated and interested in learning.
- Create a context for language is important games through musical games.
- Sounds and rhymes of English can be taught right through songs and chants.
- In songs lots of words are repeated many times. This can be used to memorize words easily because repetition is very important.
- Songs also help, so that children can be linked with others more easily.
- Music also helps children develop aesthetic taste and they can express their feelings.(Seberg 15)

Jack Richards reports that most children enjoy singing songs. They are often a welcome change from the routine of classroom activity. Pleasure for its own



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sake is an important part of language learning, a fact which is often overlooked by the teacher in his/her quest for teaching points, or by the course designer focusing on presentation or repetition because they may help when they reinforce teaching. In this way, they can be useful in learning vocabulary, pronunciation, structures and sentence patterns. (161).

Another author, Sarah Phillips comments that songs are good for fun, and also for doing actions to the music, and the best ones are good for both. In fact, you can use songs and chants to teach children the sounds and rhythm of English to reinforce structures and vocabulary.(94).

2.3 The importance of teaching English to young learners through the use of songs

Yuliana say that nowadays, it is very important to teach English to young learners as well. When a second language is taught to children, it is not the same way as adults are taught because children learn in different ways. Knowing that children like to play and have fun, is why it is necessary to implement appropriate methodologies for children. Music and songs are one of the funniest ways for children to have fun and learn. Through songs, children can develop their skills of speaking, listening, reading and writing.(Yuliana,n.pag.)

“The definition of Young Learners is children between the ages of about 5 years old to 12 years old (Rixon, n,pag.), while according to Lynne Cameron; young learners are those under 14 years old.”(Cameron,n.pag.). Some



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psycholinguists say that for someone to learn a language is to start young since it will be easier to learn a second language. (Brumfit,n.pag.)

"First, the brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousness at an early age and also because young children have more opportunities than adults. Children are learning all the time without having the worries and responsibility of adults" (Brumfit,n.pag.)

"Children learn through play."(Isenberg, n,pag.) This is a phrase that has been the educators' guide for children for a long time. Children prefer fun games more than studying. Isenberg says that children have a need to play, and thanks to this they may develop properly. Games are very important in childhood development and children learn by having fun. Music is one form of game they like the most. Singing games helps children learn through imitation. These activities help the children to move from sensorimotor experience to symbolic transformation.(Isenberg, n,pag.)

Music also allows children to improve their language skills and develop their cognitive ones. While children sing, they learn vocabulary and rhymes. In this way rhymes and vocabulary are part of the child linguistically and improve their speaking and writing skills.(Yuliana, n.pag.)



2.4 Developing vocabulary through the use of songs.

Atta-Alla Monir says that vocabulary is very important in the teaching learning process. Nobody learns vocabulary looking the words up in a dictionary. When somebody learns vocabulary they remember orthographically, phonologically and remember their meanings. There are two types of vocabulary, receptive and productive, which are both essential for those who want to learn a second language. Productive vocabulary occurs both in oral and written form. Receptive vocabulary is based on understanding what the other person produces, written or spoken, making it impossible to reproduce by memory itself. With the acquisition of vocabulary, people can understand. The most relevant thing in a language is learning vocabulary because this is necessary for comprehension. (Monir, n.pag.)

Alicia Sanchez says that comprehension involves "a more generalized understanding of the word characterized by the ability to categorize a word, understand its use in a sentence and understand similar and dissimilar words and their relationships" (17). Vocabulary development is an essential part of communication with others, so teachers should find the best ways for students to acquire vocabulary. Singing songs is one of the learning activities that students like the most. Rhymes and songs make the acquisition of language easier and learning will not soon be forgotten. (Monir, n.pag.)



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It is very necessary to use music in an ESL class. There are many advantages of using music to teach English. Literature reports that there is a relationship between music and language development. Music can help improve listening and oral comprehension. It also helps students to attend and improve their memory and abstract thinking. Music and songs are full of authentic language. Songs also develop listening, speaking, reading, writing, vocabulary and grammar, and help learners distinguish between different sounds.(Monir,n.pag.)

The best way to teach a foreign language is through music and songs since they encompass lot of vocabulary. They also offer more authentic linguistic exercises than many classroom activities. (Monir, n.pag.)

The most significant way to teach with songs is through repetition. Children like to remember each word in the song. Repetition through a variety of forms also increases children's vocabulary and provides more comprehensive understanding of concepts. Songs are enjoyable for children, they love to repeat them.(Oman,n.pag.)

Karen Seberg quoted by Monir explains that learning vocabulary through songs is a good technique that is very fun for children. Also, it has a significant role in motivating young learners. In addition, songs develop the learners' abilities in reading, writing, listening and speaking. Another advantage is that



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singing and memorizing a song lets children learn phrases that later could be used in normal speech.(Seberg,n.pag.)

Finally, Karen Seberg reports that the teacher should use a recording that contains the vocabulary related to the topic. For example, if the goal is to teach animal names, he/she uses a recording of “Old MacDonald” or “The Farmer in the Dell” in order to introduce the new vocabulary. Then he/she shows the children pictures of the animals related to the songs in order to have visual support. Next, he/she writes the names of the animals or the new vocabulary on the whiteboard and reads the words loudly. (15)



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CHAPTER III

METHODOLOGY

3.1 Basic methodology

The methodology used in this research is through the collection of bibliographies in books, journals, magazines, articles and other documents which were a guide for better understanding the importance of songs to develop English vocabulary in children in the fourth year of basic education. At the beginning of this project, a questionnaire was administered to fifteen English teachers who work in elementary schools. It had yes/no questions. The purpose of the questionnaire was to discover the teachers' opinions about the use of the songs as a teaching technique for the acquisition of English vocabulary.

Second, I applied an interview with a teacher who has many years of experience with children and teenagers. The questions of the interview were structured with open questions. This interview was conducted with Lic. Edgar Picon, who works in the English department at the "Dirección de Educación de Morona Santiago". Nowadays, he works in the University "Católica de Cuenca" in the city of Macas. Lic. Edgar Picon said that working with children is a nice experience because children are spontaneous. They love games and enjoy doing things just for fun. The use of songs are very important to motivate children to learn English. Also, he argued that songs are a way of teaching English, but not a unique teaching tool. We can use a lot of techniques, but the



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use of songs in teaching English vocabulary provides children motivation. They learn unconsciously because they feel so happy when they sing. Mr. Picon also empathized that there are many strategies of learning and teaching vocabulary. A good way can be through songs, but it depends on the teacher. The teacher is who plans the class and how to teach a topic using songs. He said that with songs a teacher can develop communicative competence. In this way, students can talk about the song that they heard. The interview was beneficial because it eliminated any doubts that songs are important in the mastery of vocabulary.

This research was administered to 34 children (15 girls and 19 boys) in the fourth year of basic education at “Unidad Educativa Don Bosco” elementary school in Macas, canton Morona, province of Morona Santiago. These children were eight years old, and taking into account these children can already write, the goal will be based on them writing and pronounce vocabulary correctly. These children attended the English class three times a week for 45 minutes each lesson. The application was applied in three periods of class. For this application, a booklet was designed containing 15 songs for children with activities included for each one. Consideration of the children’s age, interests and abilities was useful in helping students to acquire new vocabulary. The songs chosen were related to the themes of the book that the kids used, “Our little world N. 4”. At this time, children learned vocabulary related to the weather and the months of the year. The songs used for this were “The Weather Song” (Windy, Sunny, Cloudy, Rainy, Snowy, Hot and Cold) and “The Months of the



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Year” (January, February ,March, April, May, June, July, August, September, October, November and December).

At the beginning of each application a pre-test was given by means of using prior knowledge. This pre-test was mainly for activities such as matching, filling in the blanks, unscrambling words and multiple-choice. To start each class a warm up was necessary to encourage children. The vocabulary was presented through flashcards so children were familiarized with the vocabulary and the pronunciation of each word. The children repeated the words several times with the teacher and then the songs were incorporated. The songs were played two or three times and the teacher showed the flashcard when they listened to the key word. Finally, they sang the song. During the class some writing activities were carried out such as writing the word in the correct picture, completing some sentences, pointing and holding up the flashcards and pronouncing the words. These activities were very important to demonstrate if they learned the new vocabulary.

After each application, the children were evaluated by a post-test in order to obtain data with the purpose of knowing if the songs helped the children to develop their vocabulary in writing and speaking skills.



3.2 Data-collection techniques

- The responses taken from the teachers were analyzed by quantitative methods by assigning numerical values. These were inserted in a graph that showed the responses.
- The interview was structured and the responses helped to obtain meaningful information about the importance of songs in developing vocabulary.
- Pre-tests gave information about the children's prior knowledge.
- Post-tests gave information about the correct pronunciation and writing of the words.



CHAPTER IV

RESULTS: ANALYSIS AND INTERPRETATION

4.1 Results: Analysis and interpretation

The questionnaire was administered to twenty teachers about the use of songs in class to increase vocabulary with children. In the first question, 90 % of teachers thought that songs are a useful tool to teach English vocabulary while 10% of them do not think this.

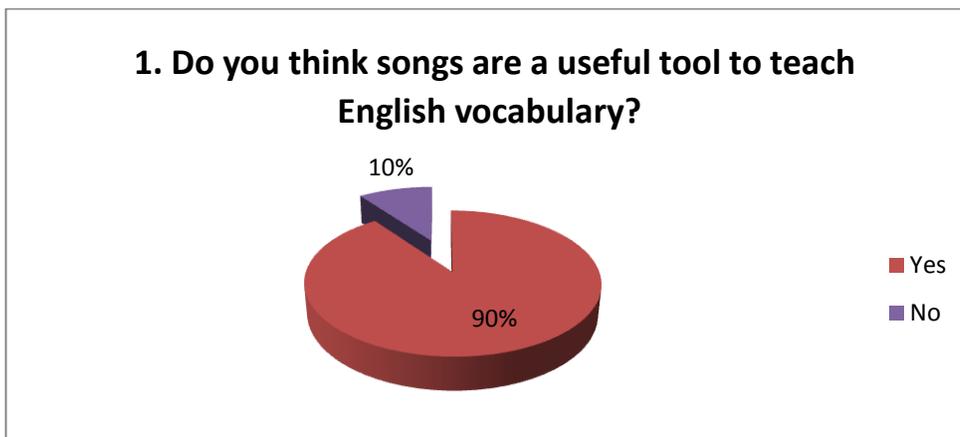


Figure 1: Fernando Urdiales.

In the second question, 85% of teachers surveyed thought songs should be used in the classroom while 15% disagreed with the use of the songs in the classroom.

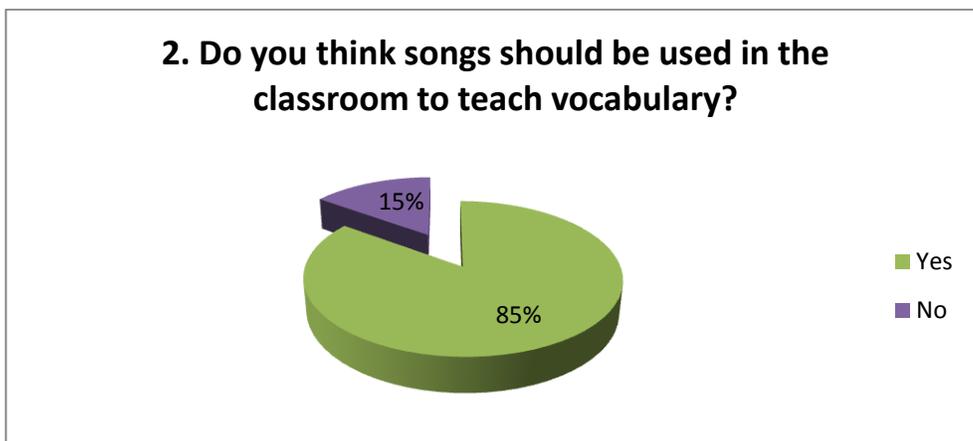


Figure 2: Fernando Urdiales

For the next question, 60 % of teachers used songs to introduce new vocabulary. On the other hand, 40% of them did not use songs.

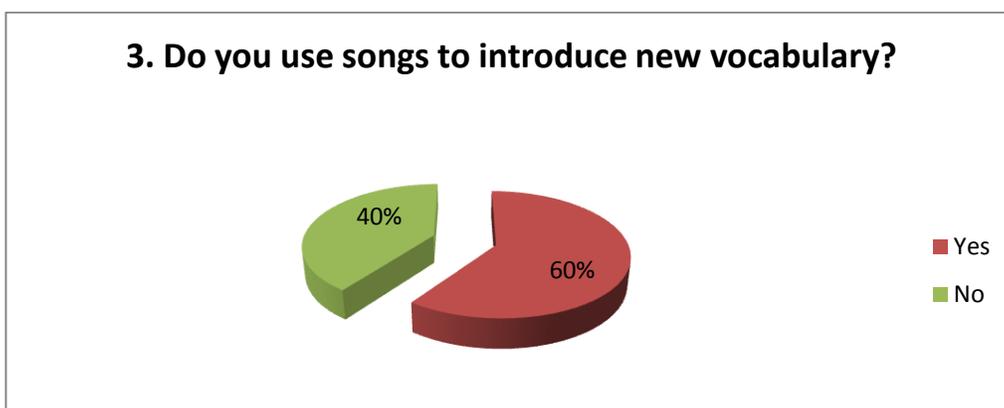


Figure 3: Fernando Urdiales.

In the fourth question, 80% of teachers credited the use of songs in helping children to better understand new vocabulary, while 20% thought contrary to this.

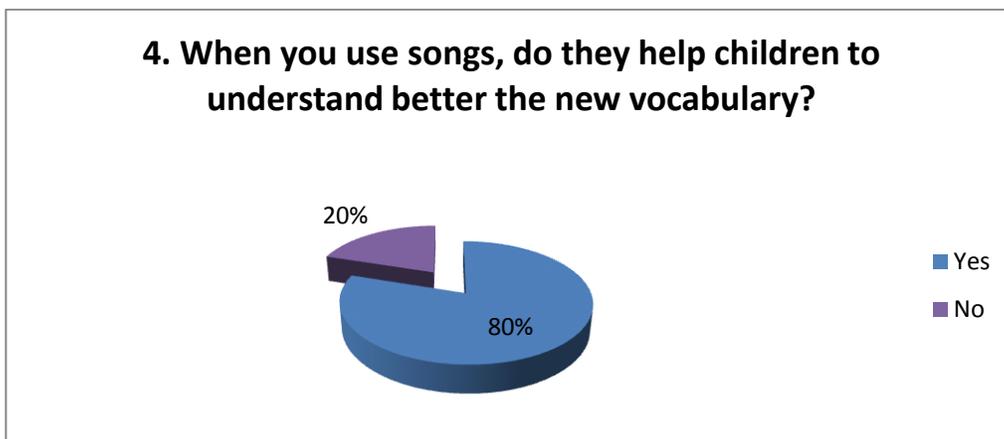


Figure 4: Fernando Urdiales.

For the question, “do children like it when songs are incorporated in the classroom?.” The result was a 100 percent.

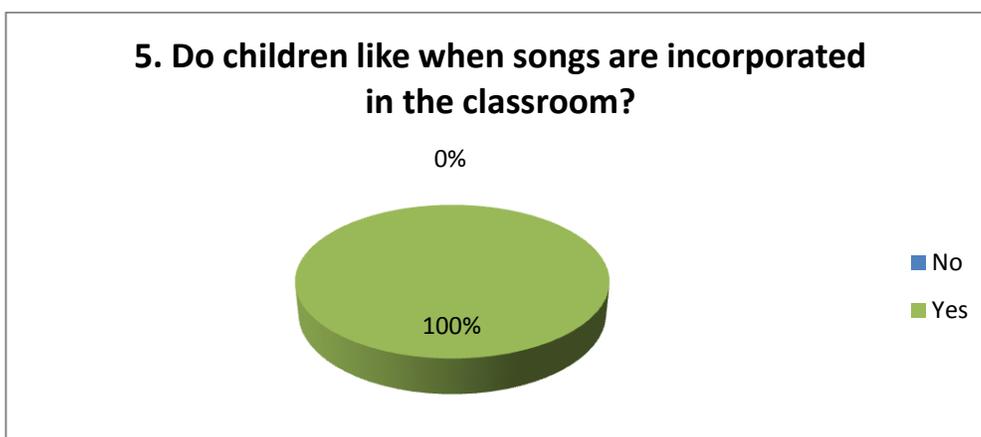


Figure 5: Fernando Urdiales.

In the sixth question, 80% of teachers used songs to develop speaking skills while 20% of them did not use songs to develop listening skills.

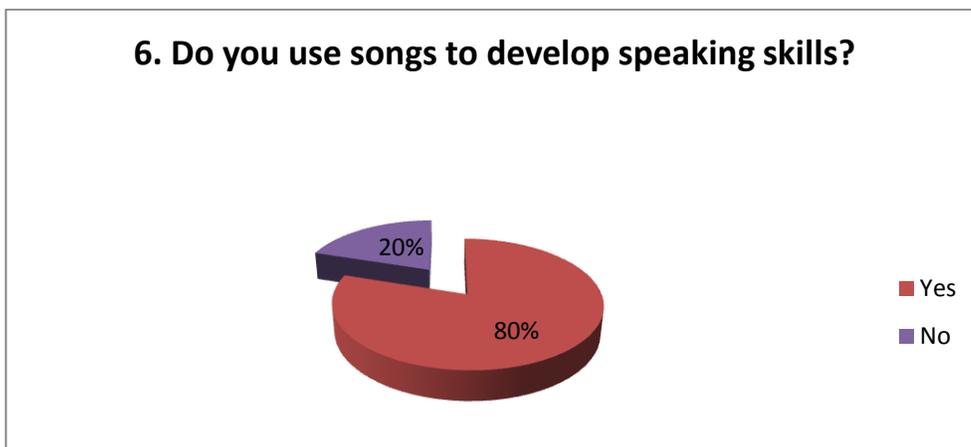


Figure 6: Fernando Urdiales.

In the seventh question, 90% of teachers used songs to develop listening skills while 10% of them did not use songs to develop listening skills.

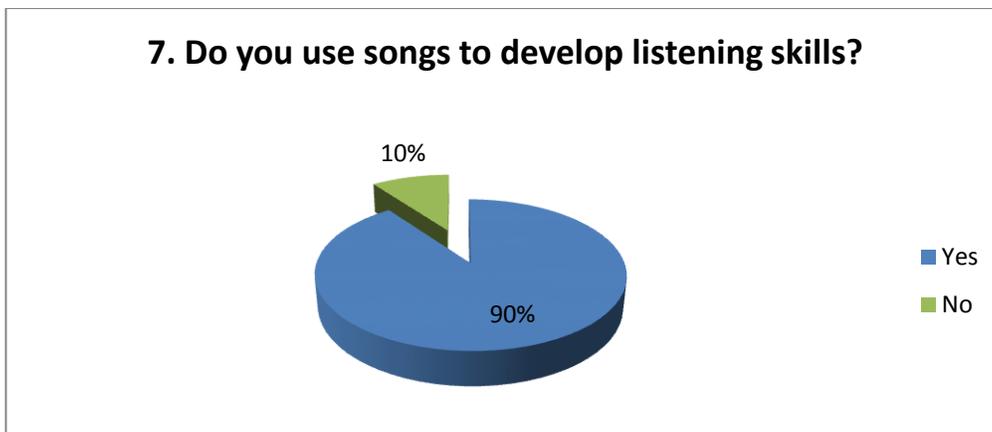


Figure 7: Fernando Urdiales.

In this question, 70% of teachers answered that they used songs with different topics, while 30% of them did not use varied topics.

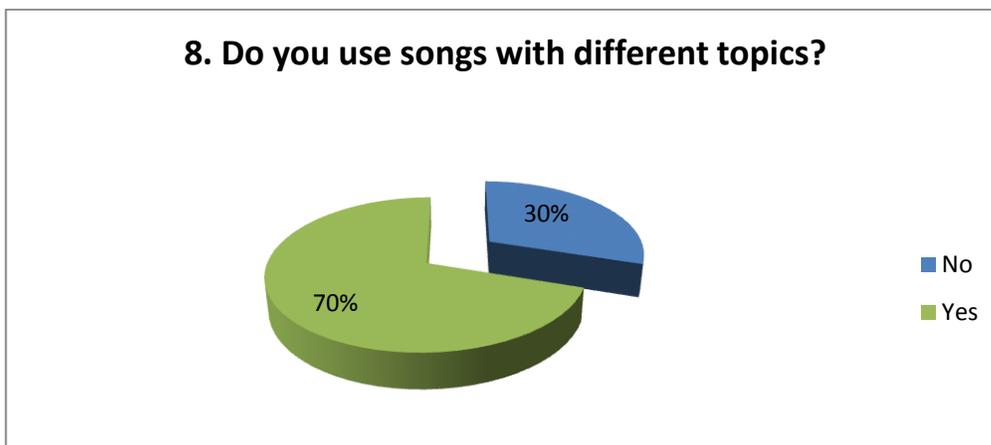


Figure 8: Fernando Urdiales.

Finally, in the last question, 80% of teachers use songs in the teaching-learning process with good methods to develop communicative competence. On the other hand, 20% of them think that songs are not good for this propose.

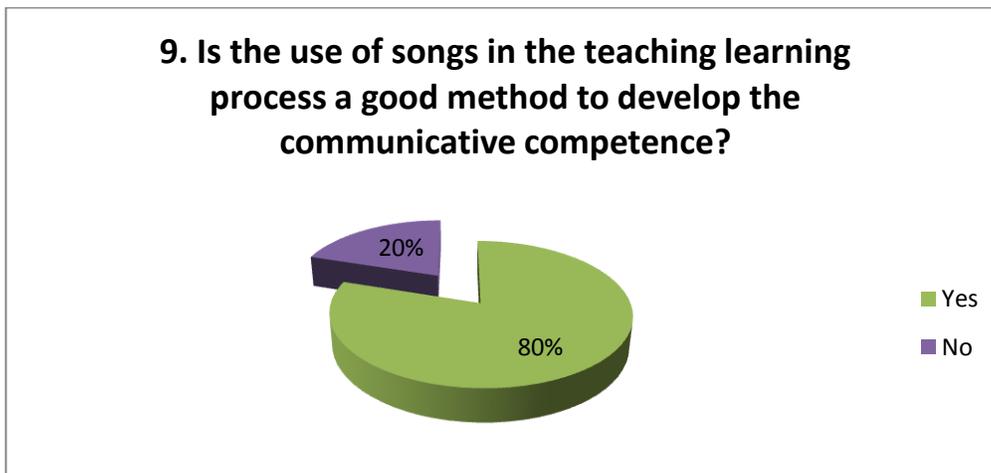


Figure 9: Fernando Urdiales.

If any conclusions may be drawn from the questionnaire it is that most of the teachers use songs to teach English vocabulary, being that songs are a good tool to introduce and develop new vocabulary.



Pre-test (How's the Weather?)

The pre-test was administered at the beginning of the class to measure what the students knew before of the application. The teacher gave it to students and they had to answer questions in the form of multiple choice, matching, listening and circle the picture. It contained vocabulary related to the weather. In this pre-test most of the students corresponded to 30% that were able to answer all the questions correctly, while the rest of students did not know the responses.

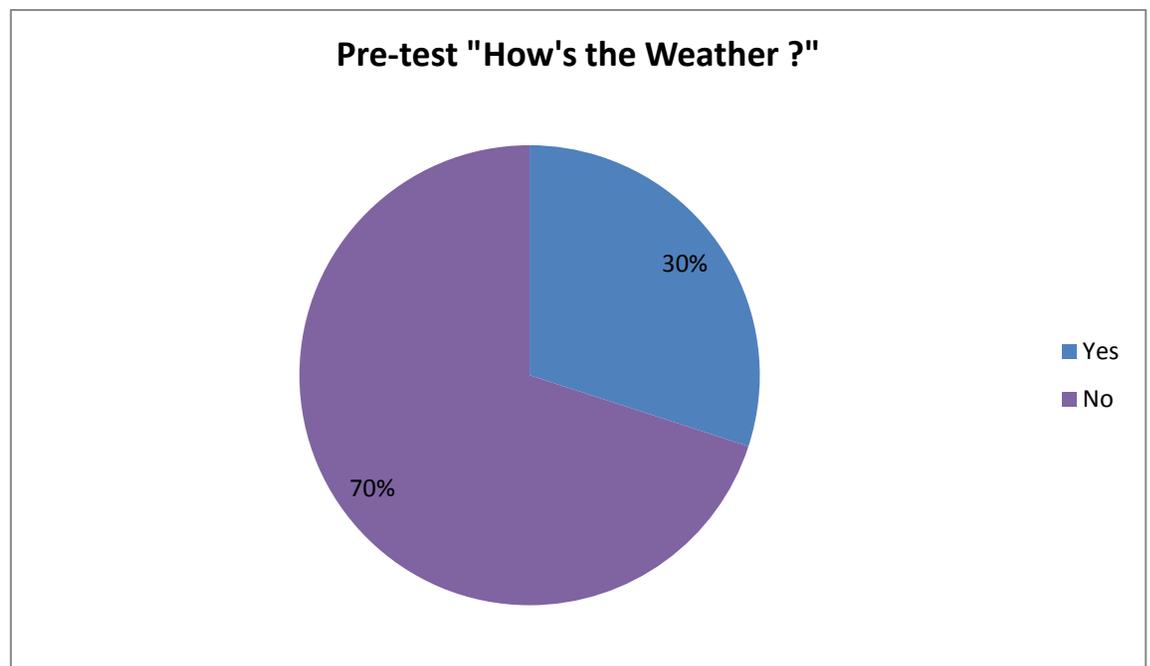


Figure 10:Fernando Urdiales.



Post-test (How's the Weather?)

The post-test helped to measure how much students learned by the end of the application. The results of this test showed that songs are a good technique and very useful in class to develop English vocabulary. The graph indicates that the 80% of students acquired vocabulary corresponding to this topic.

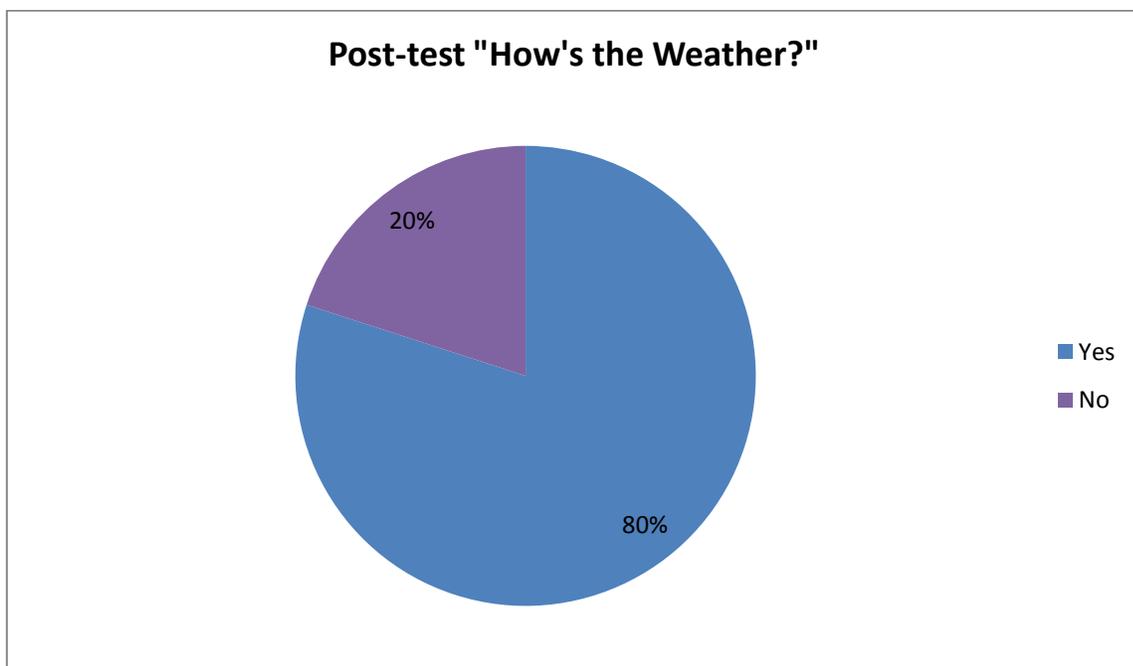


Figure 11: Fernando Urdiales.



Pre-test (Months of the Year)

After analyzing the pre-test about the months of the year, 60% did not understand the months of the year in English. They had many difficulties especially with the first month of the year “January”. Forty percent of them answered properly.

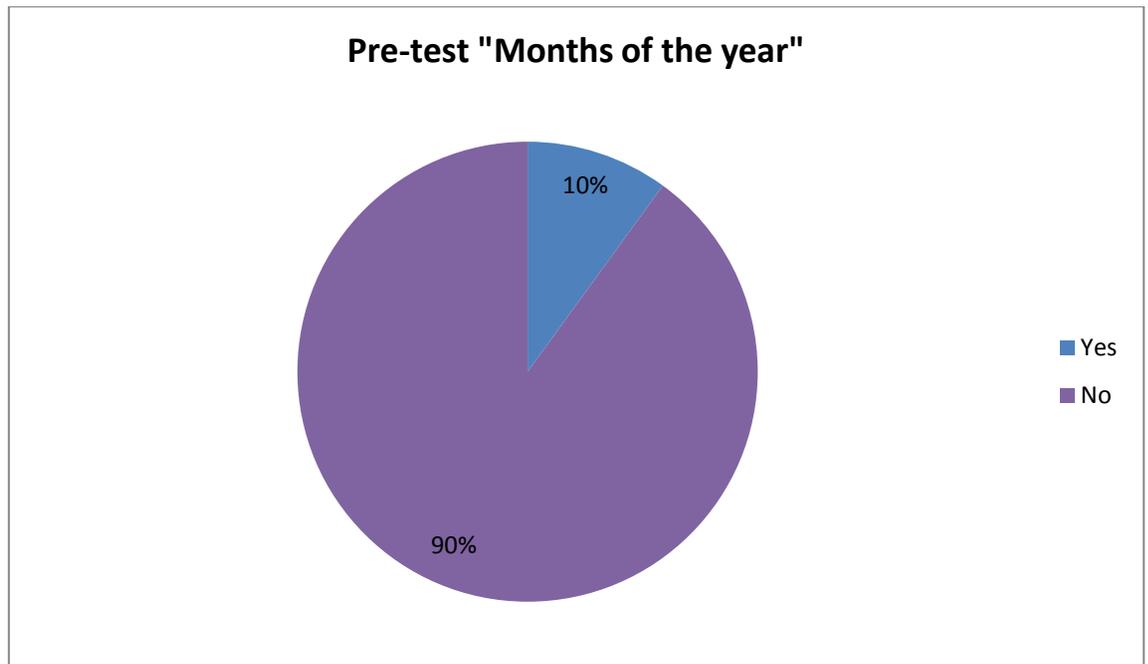


Figure 12: Fernando Urdiales.



Post-test

The post-test gave some important data that supported the idea that the use of songs in class helps to develop vocabulary. From the post test, 80% of students can write and recognize vocabulary learned through songs.

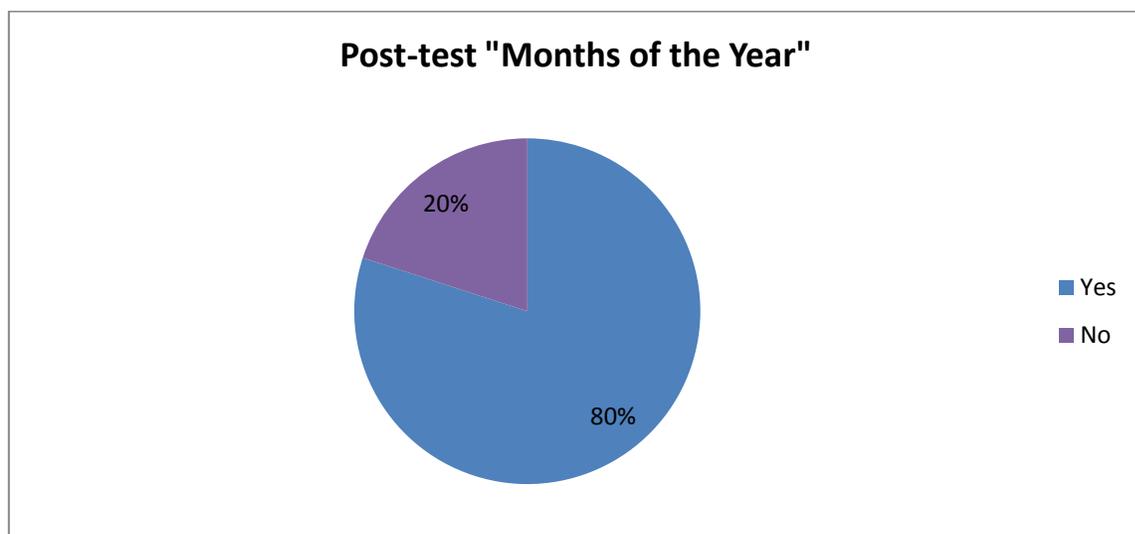


Figure 13: Fernando Urdiales.

4.2 Interpretation

After applying the songs to children at fourth level of basic education in order to develop English vocabulary, the data gathering gave the following results.

- Teaching through the use of songs is a good technique because an average of 75% of children learned the vocabulary. This shows that the songs applied worked and that children learned English vocabulary in a fun and enjoyable way.



Conclusions and Recommendations

English is a very important language around the world. For this reason English teachers should find new ways to teach English to children. This work shows the importance of songs in the teaching-learning process especially to develop vocabulary, since the acquisition of new words is essential to learning a second language. Songs should be used in class to avoid students getting bored and losing interest in learning English. Songs provide a change of routine in the classroom and provide a relaxed atmosphere which motivates students. They also can help to develop the four skills: listening, reading, speaking and writing. All the strategies used in this project were very important because it allowed the realization that songs are a good way to encourage children to get involved in learning. Songs that are in the booklet were chosen taking into account that they were clear and not too fast. In the application, a disadvantage was found dealing with the large group of children, being sometimes difficult to guide them to do the activities. Moreover, all the students wanted to go to the front of the class to do some activities and it was impossible for the whole class to participate in them.

It is recommended that a teacher should update his/her methodologies in trying to find better ways to teach English. In this way he/she may design interesting activities that can create a good atmosphere in order for students to feel motivated. Songs may be a good tool to teach English, especially to develop vocabulary. A teacher should take in account his objectives, the grammar points



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to be studied, the songs, the techniques, and the number of students that are in the course. In this way he/she is prepared to support his/her students; and not only work with songs and listening activities because through the use of songs in class four skills can be integrated. Depending on the aims, a teacher should create activities for the skill that he/she wants to develop. Songs must be clear and have good rhythm.



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APPENDICES



APPENDIX 1

Photo Gallery

Treatment Group



Figure 14



Figure 15



Figure 16



Figure 17



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Figure 18



Figure 19

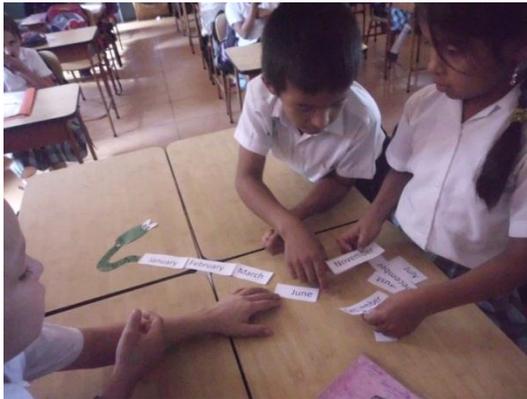


Figure 20



Figure 21



Figure 22



APPENDIX 2

Interview with an expert (transcription)

Questionnaire

Q: Do you have any experience teaching children?

A: Yap, I had a little bit experience teaching children. I have worked in some primary schools. I love teaching, eh, English teaching children ok because they are spontaneous. They love games. They love a lot of things, just for fun. Learning English is a nice thing that happens to them.

Q: What do you think about teaching English vocabulary through the use of songs?

A: Ah, teaching English specially vocabulary through the use of songs. It motives students. It provides them a lot of aspects that they didn't go learning, and they practice the songs and repeat and repeat. It's important the use of songs to teach English specially vocabulary to students.

Q: In what way songs are a unique teaching tool?

A: Songs are a way of teaching English, but not the unique teaching tool. Ah use a lot of techniques, a lot of skills, strategies with children but songs provide



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students, ah, motivation. Students feel so happy when they sing. They learn ah unconsciously. Students learn in an easy and in a happy environment.

Q: Is it recommended the use of songs to teach new vocabulary in every class?

A: It could be a good suggestion to use songs teaching English depending on the topic. Ah you can plan if you have songs or lessons. It is very important. Students have a different tool in this case ah songs. Don't use songs everyday so use this technique keep our students motivate in a good environment inside our classrooms.

Q: Is it possible that songs are more effective than memorization in isolation?

A: Teaching songs help not memorize the songs memorize any kind of vocabulary. They practice. They don't learn by hard. They learn English using many different techniques. One of this using songs. I don't think that this kind of thing is isolated. It's a good way to provide students. It's a different way of learning that's it.



Q: Are there any special techniques of teaching English songs?

A: There are a lot of strategies a lot of ways of learning and teaching English vocabulary. Teaching many different topics through songs. They depend on the teacher. The teacher is the responsible of planning how to teach a topic English using songs.

Q: Is the use of the songs in the teaching learning process a good method to develop the communicative competence?

A: Yes there is a good approach because the students listen to the song then they can discuss. The teacher can organize the students. Teacher motivates students. Students talk about what this song is about. Students discuss in pairs, teams or groups.

Q: How to choose the best song for the lesson?

A: It is hard to say choosing the best song. It depends on the topic. How to decide to teach and I don't think there is the best song. It could be important for students to listen the song that they like and they will practice the songs. One of the aspects choosing a song, it will be suitable for the topic that the teacher wants to teach for example any kind of vocabulary.



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Q: Can you present a typical classroom activity using English songs?

A: You can do it. You can do activities some task using English songs. It depends on the teacher. The teacher must be very motivated and organize the materials in this case, songs that he is going to teach.



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APPENDIX 3

Questionnaire

Survey about the use of songs to teach English vocabulary

Circle one of the options

1. Do you think songs are a useful tool to teach English vocabulary?

Yes No

2. Do you think songs should be used in the classroom?

Yes No

3. Do you use songs to introduce new vocabulary?

Yes No

4. When you use songs, do they help children to understand better the new vocabulary?

Yes No

5. Do children like it when songs are incorporated in the classroom?

Yes No

6. Do you use songs to develop speaking skills?

Yes No



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7. Do you use songs to develop listening skills?

Yes No

8. Do you use songs with different topics?

Yes No

9. Is the use of songs in the teaching learning process a good method to develop the communicative competence?

Yes No

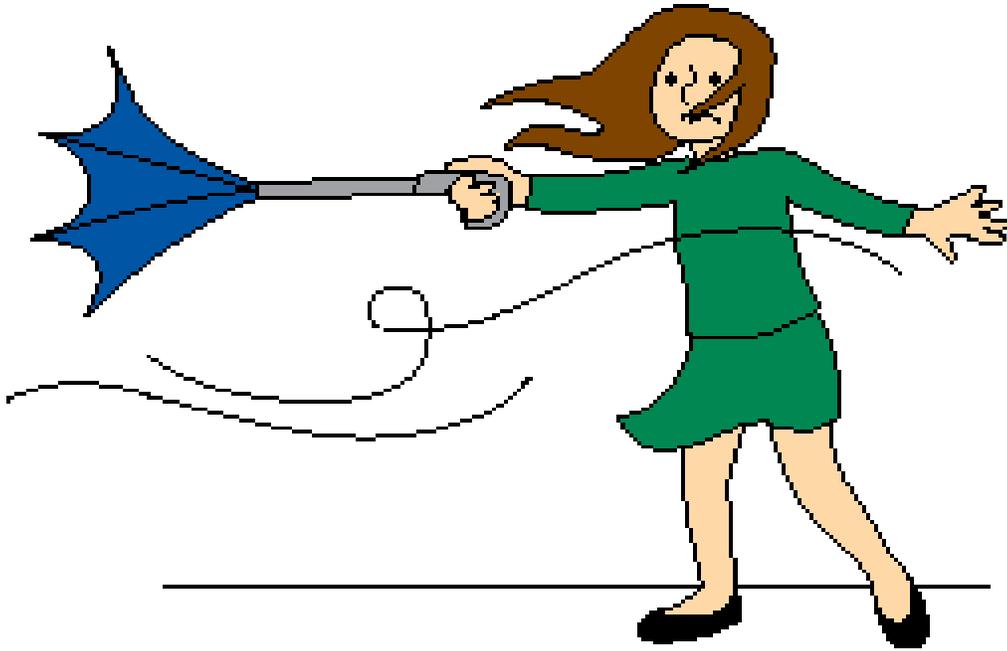


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APPENDIX 4

FLASHCARDS

The Weather

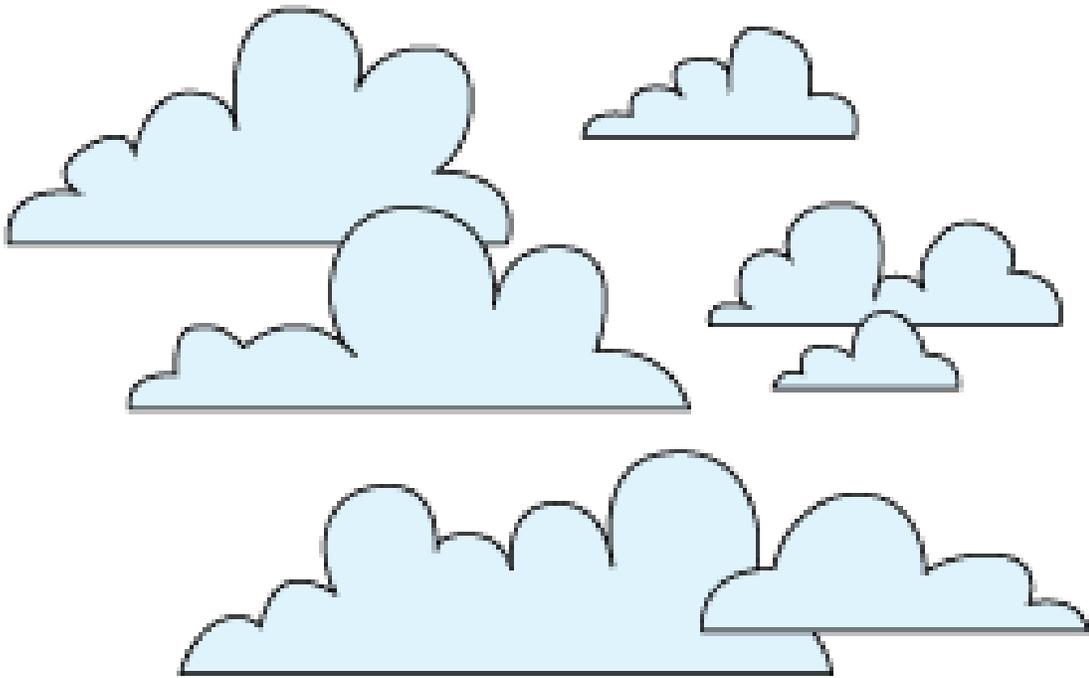


Windy

Figure 23 www.wsl-library.com



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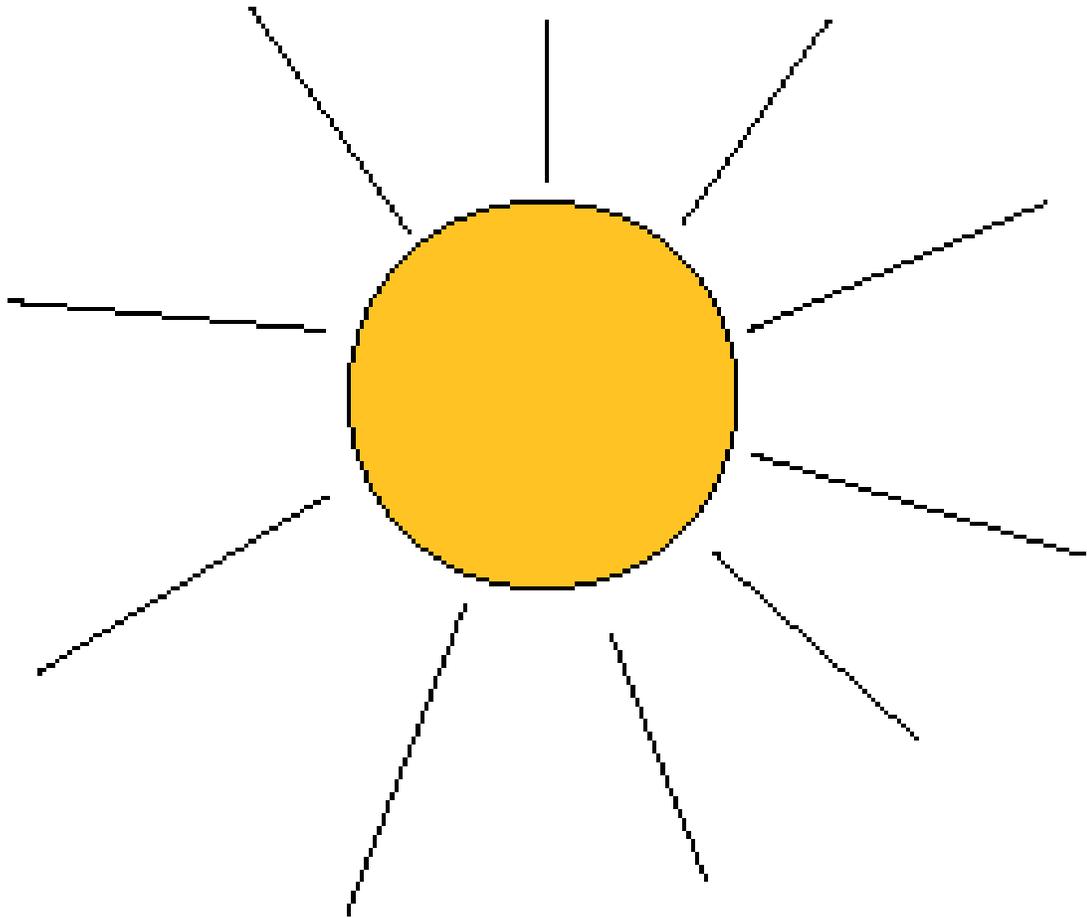


Cloudy

Figure 24: www.esl-library.com



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Sunny

Figure 25: www.esl-library.com



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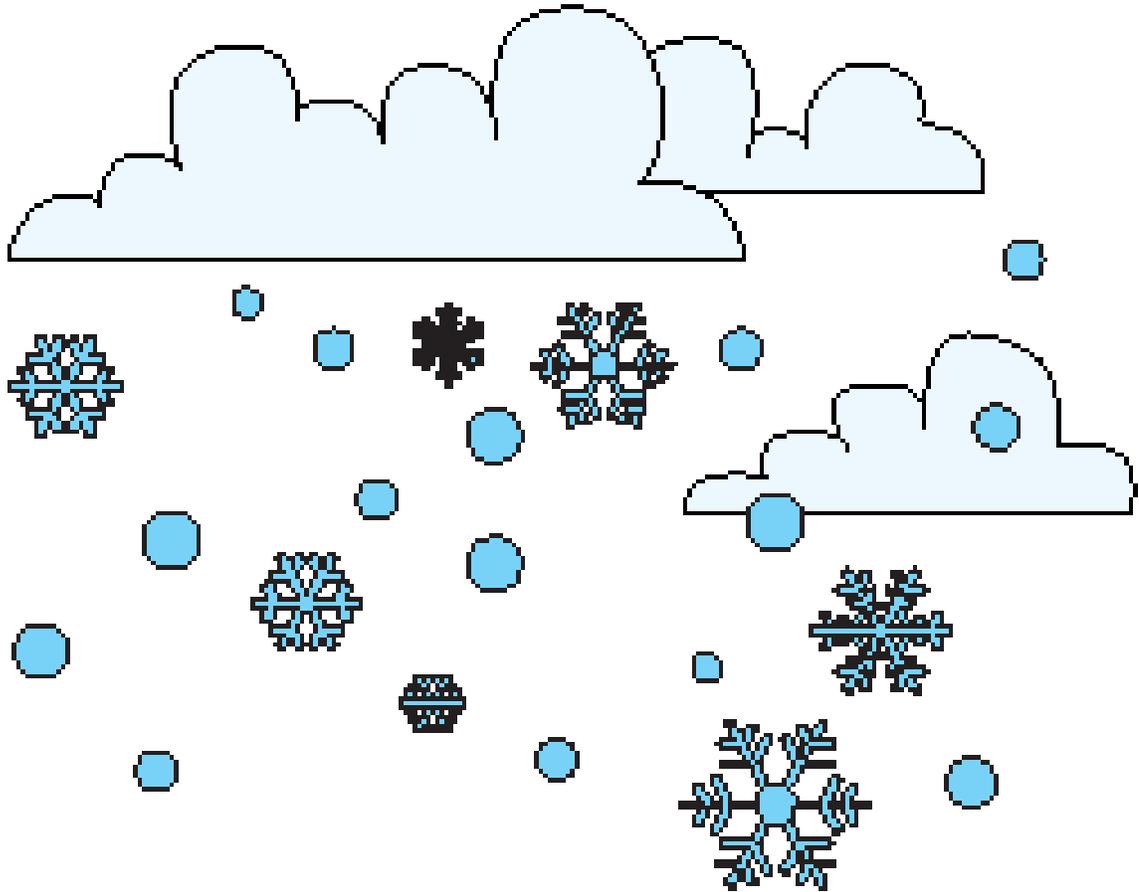


Rainy

Figure26:www.esl-library.com



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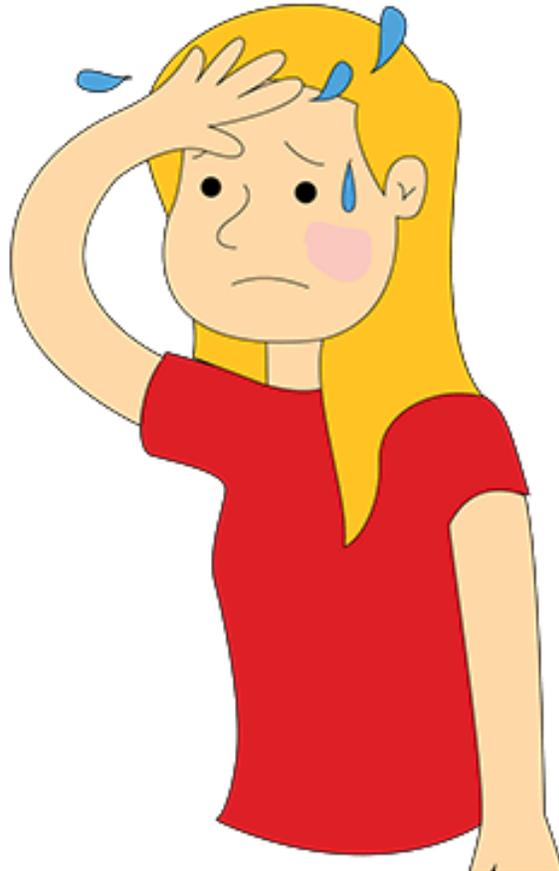


Snowy

Figure 27: www.esl-library.com



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Hot

Figure 28: www.esl-library.com



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Cold

Figure 29: www.esl-library.com



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Months of the Year



Figure 30: webramiroangles.blogspot.com



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APPENDIX 5

LESSON PLAN

Lesson Plan 1

Informative Data

Institution: Unidad Educativa Fiscomisional “Don Bosco”
Level: Elementary school
Subject: English
Topic: The weather
Duration: Three periods of 40 minutes each.
Objective: By the end of the lesson the students are going to write and pronounce vocabulary related to the weather
Property
Skills: Listening, Speaking, and writing.

Contents	Methodological strategies	Resources	Evaluation
Cognitive Windy, sunny, cloudy Rainy, cold, hot, warm	Warm up: Game: Simon says. -Presentation -The teacher uses flashcards to present the new vocabulary. <ul style="list-style-type: none"> - The teacher starts asking these questions to children - What is the weather like today? - Is it rainy in picture 1? - The teacher presents the song. 	Photocopies: Handbooks Flashcards Audio Cd	-The students pronounce and write the words by themselves. -Matching -Answer questions. -Filing in the blanks. -Complete sentences. -label pictures.



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	<ul style="list-style-type: none">- The students repeat the vocabulary and the phrases after the teacher as many times as necessary.- The song is played to students for the students to listen.- Then they sing along with the teacher.- They sing the song by themselves. <p>Practice</p> <ul style="list-style-type: none">- Children receive a flashcard.- When the children listen to the words, they have to raise the correct flashcard.- The children are asked to point the correct flashcard.- They have activities of matching and circle the correct word.- Students look at the flashcards and write the names of the pictures.- Students find words in the crossword puzzle.- Teacher asks some questions and shows a flashcard in relation to Them. What is the weather like today? Students answer : It is sunny... <p>Production</p> <ul style="list-style-type: none">- The students work in pairs. Student A asks student B to answer the questions. What is the weather like today? Student B answers today is sunny. Depending on the	Radio pencils markers	-Order the months of The year.
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	picture, they can answer: sunny, cloudy, windy, rainy, cold, warm, and hot. Then students switch roles.		
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Lesson Plan 2

Informative Data

Institution:	Unidad Educativa Fiscomisional “Don Bosco”
Level:	Elementary school
Subject:	English
Topic:	Months of the Year
Duration:	Three periods of 40 minutes each.
Objective:	By the end of the lesson the students are going to write and pronounce vocabulary related to the months of the year property.
Skills:	Listening, Speaking, and writing.

Contents	Methodological strategies	Resources	Evaluation
<p>Cognitive January, February, March, April, May, June, July, August, September, October, November, December.</p>	<p>Warm up: Game: Solve a word puzzle -Presentation</p> <p>-The teacher uses flashcards to present the new vocabulary</p> <ul style="list-style-type: none"> - Months of the year with related pictures for example: December with Santa Claus. <p>-The teacher starts asking some questions to children</p> <ul style="list-style-type: none"> - What is the first month of the year? - The teacher presents the song. - The students repeat the vocabulary with the teacher as many times as necessary. 	<p>Photocopies: Handbooks</p> <p>Flashcards</p> <p>Audio Cd</p> <p>Radio</p> <p>pencils</p>	<p>-The students pronounce and write the words by themselves..</p> <p>-Order the months of The year.</p> <p>-Write the months of the year in order.</p>



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	<ul style="list-style-type: none">- The song is played to students for the students to listen.- Then they sing along with the teacher.- They sing the song by themselves. <p>Practice</p> <ul style="list-style-type: none">- Children work in groups of six.- They receive some flashcards with the months of the year and a snake of paper.- Students have to put the months of the year in order to form the body of the snake.- Some students complete the months of the year in the white board in order.- Students write the months of the year in order on their handbook.- Unscramble the letters and write the months of the year correctly. <p>Production</p> <ul style="list-style-type: none">- Each group shows their snake with the months of the year.- The students take turns to say the months of the year in order.	markers	
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