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ENGLISH LANGUAGE CAREER

TITLE

“USING SONGS TO IMPROVE THE VOCABULARY IN THE ENGLISH LANGUAGE AMONG SIXTH YEAR STUDENTS IN, PARALLEL “B” AT “DANIEL RODAS BUSTAMANTE PUBLIC SCHOOL” DURING THE ACADEMIC PERIOD 2013 – 2014”

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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José Jamil Abad Alverca

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

To my Family, for being the mainstay in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved, who taught me that even the largest task can be accomplished if it is done one step at a time.

José Jamil Abad Alverca

MATRIZ DE ÁMBITO GEOGRÁFICO

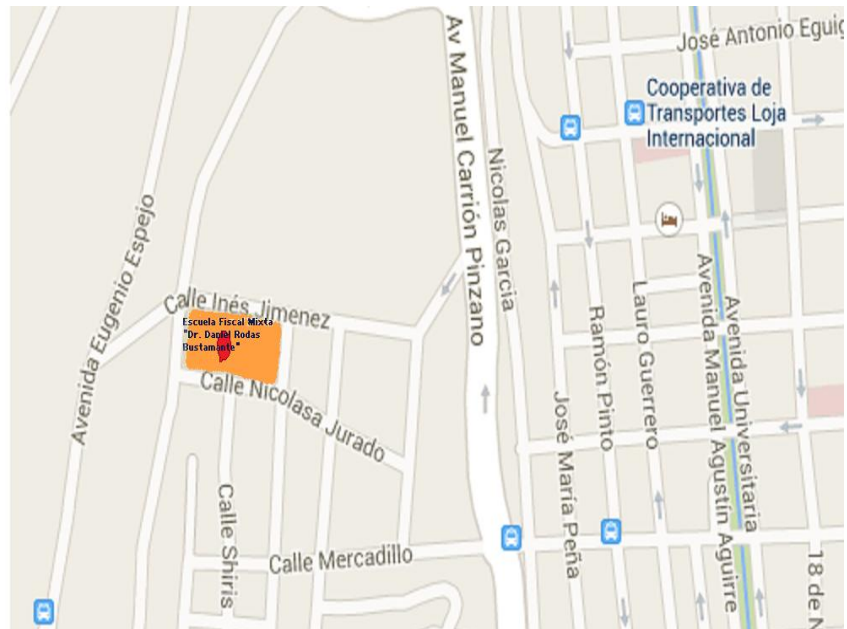
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MAPA GEOGRÁFICO Y CROQUIS



Fuente: google maps

CROQUIS



Fuente: adaptado de google maps por Jamil Abad

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a. TITLE

“USING SONGS TO IMPROVE THE VOCABULARY IN THE ENGLISH LANGUAGE AMONG SIXTH YEAR STUDENTS IN, PARALLEL “B” AT “DANIEL RODAS BUSTAMANTE PUBLIC SCHOOL” DURING THE ACADEMIC PERIOD 2013 – 2014”

b. RESUMEN

Este estudio de investigación-acción se enfocó en mejorar el vocabulario en los 24 estudiantes del paralelo sexto B en la Escuela Pública "Daniel Rodas Bustamante" a través del uso de canciones. El plan de intervención, de seis sesiones, se llevó a cabo para mejorar el vocabulario con el uso de canciones. Pruebas y cuestionarios diseñados por el investigador fueron utilizados para medir el progreso y la percepción del uso de las canciones de los estudiantes. Además, instrumentos como listas de control se utilizaron en cada sesión para chequear el progreso de los estudiantes. Los resultados indicaron que el uso de canciones apoyó de manera significativa al incremento del vocabulario, lo que se vio reflejado en el notable aumento de las puntuaciones en el post-test respecto del pre test, y en la evolución de los estudiantes durante la intervención. Los datos recibidos de las listas de verificación y cuestionarios confirmaron también el entusiasmo y la actitud positiva hacia el trabajo con canciones. En conclusión, este estudio ayudó a los estudiantes a ampliar su vocabulario en inglés y al investigador a mejorar sus habilidades en el proceso de enseñanza.

ABSTRACT

This action research study was focused on the improvement of the vocabulary with the use of songs with 24 sixth-B year students at “Daniel Rodas Bustamante” Public School. The intervention plan of six sessions was carried out to improve the vocabulary with the use of songs. The researcher applied tests and questionnaires which were designed and used to measure the students’ progress and perception of song use. Additionally, instruments like checklists were used every session to demonstrate the students’ progress. The results indicated that the use of songs facilitated meaningfully the improvement of the vocabulary which was reflected in the noticeable increase of the posttest scores and students’ progress during the intervention. The data received from the checklists and questionnaires also confirmed the enthusiasm and the positive attitude toward working with songs. To conclude, this study helped the students to increase their English vocabulary and the researcher, to master his teaching skills.

c. INTRODUCTION

This study was focused on the use of songs to improve the vocabulary learning with children from ten to eleven years old in a public school. The students had English classes in a small room once a week without the support of resources and activities that motivated and facilitated the learning of it. Furthermore there was a lack of interest in English language learning and the students did not practice English using the new expressions and vocabulary taught. The study examined the use of songs as a strategy through the question; *how do songs improve the vocabulary in the English language among sixth year students in parallel "B" at "Daniel Rodas Bustamante Public School" during the academic period 2013 – 2014?*

The relevance of this research is remarkable, because this research has not been done before in the English Language Department of the Universidad Nacional de Loja. Thus, it should be mentioned that this work allowed the practitioner to be involved into the educative context and to have an approach with the educative reality. It was also relevant for sixth "B" grade students since it helped them to improve their vocabulary

The current study worked with a sample of 24 sixth-B year students (fifth grade elementary school) in an urban school. The action research with an intervention plan of six lessons. It also had a pre and post tests, pre and post questionnaires and a checklist. This intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enable students to recognize and master new

words, as well as let students to remember and understand the vocabulary in context.

The organization of this written report is done in five parts. The first one is the literature review which describes the variables: Vocabulary and songs. Most of the vocabulary literature is based on information taken from Lojano, (2013), (Ostojic, 1987)) and contributions of works of similar researches. The second part refers to methods and materials that provides details about the design of the action research, the methods that helped to develop this study and the five points that were considered in the study.

The third part presents the data received from questionnaires and tests which are displayed in tables and figures. A logical analysis is done after each table or figure where the students' progress can be appreciated as well.

The aim of this study was to improve the vocabulary of sixth-B year students of basic education" at "Daniel Rodas Bustamante" public school. To achieve this goal, the researcher investigated the theoretical references about vocabulary and songs. Then, he diagnosed the issues that limited the vocabulary learning with sixth-"B" year students. After that the researcher designed an intervention plan with the use of songs to improve the vocabulary of the students to apply it as part of the classroom activities in order to solve the limitations in the learning of vocabulary. Finally the researcher reflected upon the effect that songs had on the vocabulary of the sixth-B year students of basic education.

Participation of the sixth-“B” year students in this research was significant. It was a great group, they were cooperative, enthusiastic, interested and respectful. One strength was good disposition of the classroom teacher and the school director to let the researcher carry out the intervention. However, during the intervention also some limitations occurred. The reduced size of the classroom (24 students) which made a little hard to manage the class. Another limitation was the number of the weekly class-periods; they only attended two periods per week and it no was long enough to develop more useful activities to help students better.

The use of songs assured the improvement of students’ vocabulary as a result of the strategy provided. The pre-test showed that most of the students obtained a score below the average expected (4.6/20). However in the post test, after the intervention, the results indicated that students reached a good progress. Most of the students obtained scores higher than the average expected (17.4/20); Thus, it might be concluded that the students’ vocabulary knowledge was improved with the use of songs which is according to Coromina (1993) who suggests that students enjoy learning English through songs. As they learn the lyrics, they are often surprised to discover their meaning”. Children like to be taught English through songs because they develop listening skills, produce creative writing, improve the vocabulary and improve their pronunciation and intonation. This action research provides practice to the researcher and it was also great for gaining experience as a future teacher. During the intervention how the use of songs in classes can help students to improve English vocabulary was evident. But also the

weaknesses of applying it in teaching vocabulary were revealed. This research done, got the researcher and others to be aware about the importance of making practice as teacher using a specific strategy before starting as a professional. Questionnaires and the tests were essential for getting the quantitative and qualitative data. Making action research is a necessary work that should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain strategies used in teaching-learning process.

d. LITERATURE REVIEW

VOCABULARY DEFINITION

As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into “grammatical words”, such as preposition, articles, adverbs, and so on, and content words.

Ika (2003) remarks in her study that vocabulary is the foundation to build a language and sums up the importance of vocabulary languages, which plays a fundamental role in learning. Another important contribution was made by Nilawati (2009) who point out that vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker’s interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

It is important to note that in her work research cites some of experts who deal with different concepts about vocabulary such us Hocket (in Celce-Murcia and Mc Intosh, 1978) who states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. By the same token Hornby (1995) defines “vocabulary as a list of words used in book, etc. usually with definition and translation”.

According to Finnochiaro (1974) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

In 2003 through a research work Arianto claimed that vocabulary is one of the important points of English learning. It is one of the language components and as a base of a language. That is why vocabulary building should be given to children. Getting much vocabulary is better because they will have stronger base in learning and simple vocabulary is the best choice for children.

IMPORTANCE OF TEACHING VOCABULARY

To give a response to this point Nilawati (2009) remarks that vocabulary is very important for foreign language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

In order to provide a completely explanation of the importance of vocabulary Nilawaty cites Finochiaro, (1974) who claims that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on his/ her teaching materials. When teachers have to teach the students about vocabulary, they should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

For these reasons vocabulary is one of the most important aspects of the foreign language learning. Further, vocabulary is meaning associated with spelling form. The focus of definition is in the meaning. Thus, teaching vocabulary is the instruction that used to develop student's ability to use vocabulary items in free in meaning conversation. In addition Arianto in a study cites Wallace (1982) who argues that vocabulary is one of the important parts of languages, because if someone speaks a language, he needs several words to convey ideas. So people can understand what we

mean. He also mentions two aspect of the Importance of vocabulary, they are:

1. Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself.
2. Actually, vocabulary is one of the important of the four language skills. Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it.

FACTORS THAT SHOULD BE TAKEN INTO COUNT IN TEACHING VOCABULARY

Evidence for in support of this position, can be found in Arianto's research work written in 2003 in which he cites to Wallace (1982:207) who explains that teaching vocabulary should consider these following factors:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words.

Therefore, the teacher should select new words, which can be easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

THE ROLE OF VOCABULARY IN LANGUAGE

Arianto in 2003 made an important contribution to give an explanation about the role of vocabulary in language. He argues principally that the aim of teaching language is in order to make students are able to speech, listen, read and write. Furthermore, Arianto cites to Tarigan (1984) who explains many of roles of vocabulary in language, they are:

1. Quantity and quality of someone vocabulary is a better individual index for his/her mental development in which, the quality of someone language ability depends on quantity and quality of vocabulary that she/he has.
2. Development of vocabulary is the conceptual development, which is one of the educational goals for everyone in order to mastery they language competence.

In the same way Anh (2010) argues that it is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. She cites in her work some experts who deal with ideas about vocabulary, they are: According to Wilkins (1972): without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. Harmer (1992) shared the same idea that: "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used". To sum up this

ideas vocabulary is an essential part of a language and it plays a fundamental role in language acquisition.

Concerning about the significance of vocabulary, Mc Carthy, (1990, pág. 7) stated, “Without words to express a wide range of meanings, communication in the second language cannot happen in any meaningful way”.

Anh (2010) concludes that vocabulary is the decisive component of all uses of language. Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others. Additionally, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening and reading.

Lastly Langan, (20113 pag 26) supported that: “A good command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with a strong vocabulary and students who work to improve limited vocabulary are more successful in school. In addition, one research school study found that a good vocabulary, more than any other factors, was common to people enjoying successful careers. To make it short, vocabulary is considered a vital part of effective communication; therefore, teaching vocabulary is necessary.

CLASSIFICATION OF VOCABULARY

There are various ways to classify vocabulary. In first place, in terms of semantics (meaning of the words), it is classified into Notional words and functional words. The former, whose meanings are lexical, have certain terminal meaning and serve as members of the sentence such as subjects, attributes, adverbials (Anh, 2010).

She also explains that notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on. Whereas, functional words have grammatical meaning, they only have meanings in relation to other words. They play structural roles and show the relationship between words or between other parts of the sentences, or help to build various tenses, voices and moods, etc.

Functional words are articles, prepositions, conjunctions, interjections, and so forth. Moreover, Anh cites to Doff (1988), vocabulary can be classified into active vocabulary and passive vocabulary in terms of methodology. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing.

Another category to classify vocabulary is in terms of communicative language teaching. Anh (2010) cited, in Nguyen Bang and Nguyen Ba Ngoc (2002, p. 36) argues that learner's vocabulary is divided into receptive and productive vocabulary. Receptive vocabulary refers to learner's understanding of vocabulary when he hears or reads it. In other words, it is words learners achieve while hearing, listening or reading. Productive vocabulary denotes the understanding of words or phrases in verbal or written scenarios (Belisle, 2007). It means that productive vocabulary is what learners can use effectively in communication to express their idea.

DEFINITION OF SONGS

The World English Dictionary defines a song as a piece of music, usually employing a verbal text, composed for the voice, especial one intended for performance by a soloist. in the other hands Flattum argues that songs are a combination of melody and lyric. Sometimes a song is just a melody sung or a sequence played on a Reed flute, such as in prehistoric times. Adding harmony and rhythm, songs become much more interesting. Songs have structure, usually repeats of verses and choruses.

SONGS IN THE EFL CLASSROOM

“Music is one of the basic expressions of the human spirit” (Ostojic, 1987). Nowadays, teachers have access to a variety of resources which help to motivate students in their learning process. Songs, for example, are one of

these resources which are applied in the classroom. A teacher uses songs to open or close lessons, to explain new topics or vocabulary, to change students' moods, to remind known language, etc. Since songs have become a significant part of foreign language teaching, teachers should know their purposes, principles, and some activities that can be used with children before applying songs in the classroom (Lojano, 2013).

ADVANTAGES OF THE USE OF SONGS IN THE ENGLISH CLASS.

There are many key studies that have proved that including songs in learning English processes is a very useful tool. Morales (2008) Considers that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reactions about the contents of the songs.

According to Orlova (2003) these are some of the advantages for working in class with songs:

- Practicing the rhythm, stress and the intonation patterns of the English language.
- Teaching vocabulary, especially in the vocabulary reinforcement stage.
- Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.

- Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
- Teaching listening. Music can be helpful for comprehension.
- Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

FIVE REASONS FOR USING SONGS IN CLASSES

Peachey (2011) provides 5 reasons for using song in classes:

1. They are authentic materials.
2. You can also teach culture and history.
3. Songs contain repetitions and repetitions enhance learning.
4. Good way to teach vocabulary and pronunciation.
5. They are fun and can easily energize the unmotivated students.

PURPOSES OF USING SONGS IN THE EFL CLASSROOM

Because songs foster children's learning process, some purposes for using them in the EFL classroom such as developing listening skills, creating creative writing, improving vocabulary, improving pronunciation and intonation, and helping memory should be considered.

First, teachers can develop children's listening skills through the use of songs. According to Coromina (1993) "students enjoy learning English through songs. As they learn the lyrics to songs ..., they are often surprised to discover their meaning". Since children like to be taught English through songs, the teacher should use them in order to develop the listening skill as well as the topic he/she wants to teach. For developing listening skills, students need to have a purpose for listening. There are many techniques to fulfill this goal. However, these techniques should be carefully selected. For example, activities including body movement and gestures are especially the most recommended.

Second, the use of songs provides creative listening and writing. As Ostojic, (1987) claims, "While listening to music the students are encouraged to express their feelings and ideas in the words of the foreign language". Therefore, the teacher should use songs whenever it is possible because music provides inspiration. For example, if a teacher wants to develop writing skills, he/she can use songs to stimulate and develop feelings and sensations. Like this children can express their feelings, emotions, and ideas in their writings in a creative way depending on the kind of songs used by the teacher. Moreover, songs should motivate children to write creatively. If a song is melancholy, children might not feel motivated to write, but if songs are exciting, children might feel motivated; and they may create exceptional writings by themselves. The result of this children's expression of feelings through the interaction with songs helps development of the musical intelligence.

Third, children acquire new vocabulary and expressions in context through the use of songs. According to Addulvahit Cakir.1999 (page vii) songs make it easier to learn English words when students sing them instead of learning words that are just spoken. In other words, the more children have fun, the more they tend to learn. Also, because songs stimulate and increase children's interest to learn, students tend to learn the lyrics of songs by heart which help them to learn vocabulary as well as common phrases that are used in English language. In addition, songs can help children to learn blocks of language which they can use in latter situations (Lojano, 2013).

Fourth, the use of songs improves children's pronunciation and intonation. According to Coromina (1993) children's interaction with songs allows them to become familiar with the pronunciation and intonation of native speakers. Also, in order to facilitate pronunciation and intonation, recommends that a teacher should avoid "songs that are too fast-paced, songs in which the music buries the singer's voice, songs which mock religious beliefs". Children can realize how the pronunciation and intonation of a word is when a song is correctly chosen. Once children notice the pronunciation and intonation of words, they will be able to pronounce and intone English words correctly.

Finally Ostojic (1987) states that "the students' memory is helped by the rhythm and melodies of the songs" Since words in the songs are repeated several times; they are easily memorized by students, helping them to keep the words in memory. In addition, Mary Jackson indicates that "both hemispheres of the brain are engaged when music is played" Therefore,

when children are involved in listening to songs, their brains are working; as a result, children receive thoughts, feelings, and emotions which come to their minds and can be discussed with the teacher in the classroom. Songs in which children sing along with movements help them recall information.

PRINCIPLES FOR USING SONGS IN THE EFL CLASSROOM

Since the use of songs helps children to develop listening skills, to create creative writings, to improve vocabulary, to improve pronunciation and intonation, and help children's memory, there are some principles for using songs in the EFL classroom which a teacher should take into account.

The first principle according to Harrington (2000) is that students need a reason for listening. Sometimes children are not interested in listening to a song because they think that they will not understand what the singer is saying. However, when they have to complete a task, they will listen to a song ensuring the understanding of it.

The second principle is that listening material should be contextualized. Harrington (2000) remarks that teachers should choose songs related to the context of children and related to something that children knew or learned in order to understand and assimilate the meaning of the lyrics of songs. Moreover, these activities should include body movements in order to make the children realize that the teacher is focusing on their contexts. According to the article "Using their heads, hands, and feet", movement is fun to young

learners because it is almost a game for them. Also, movement makes each child enjoy the activity including the slower children who observe the faster children and learn by copying them.

The third principle is that students need preparation for listening. Harrington (2000) states that teachers should prepare pre-listening tasks such as showing pictures in order to let the children realize what the song is going to be about. In this way, children will be motivated to listen to a song instead of feeling obligated to do it because they have to complete a task.

The fourth principle is that students need practice in the different listening skills (Harrington, 2000). When using songs, a teacher should create activities whose aim would be to develop in children the different listening skills such as listening for gist, listening for specific information, listening for key words, and making inferences.

All in all, songs can be used and introduced into a classroom because they serve as resources to foster English learning. For this reason, teachers should keep in mind these four principles for using songs in the EFL classroom.

TECHNIQUES FOR USING SONGS IN THE EFL CLASSROOM

Jim (2000) suggests 10 ways for using songs in the classroom: extra words, correct, ordering, counting, stand up, bingo, categorize, and write a letter, a new verse, and illustration.

1. Extra words: the teacher should provide children the lyrics of a song, but the song provided should contain more words than the lyrics really have so that children have to listen to the song and cross out the word they do not hear.
2. Correct: The teacher gives children the lyrics of a song but with some words misspelled. Children have to listen to that song and correct the mistakes.
3. Ordering: Each child is given a line of the song. When they listen to the lines, they have to stand up and come to the front in the same order as the lines appear.
4. Counting: Children have to count how many times a word or phrase is repeated.
5. Stand up: Children are given one or two words from the song. Then they have to stand up when they hear the words. They can sit down when they hear the word again.
6. Bingo: The teacher tells the title of the song to the children. After that, the children have to complete a Bingo with the words they think are in the song. Then they have to listen to the song and tick the words if they hear them. The winner is the one who has crossed out the most words.
7. Categorize: Children listen to the song and categorize the words they have heard, for example, colors, fruits, verbs, etc.
8. Write a letter: Children write a letter to any character of the song depending on the message of the song.
9. A new verse: Children will write a new verse depending on the style of music they are listening to.

10. Illustration: Children draw a picture about one part of the song that catches their attention.

In conclusion, these are some ways for using songs in the classroom. However, since the teacher is a creative person, he/she can create new ways for using songs in the classroom. There will be many varied ways for using songs depending on the purposes for using them.

e. MATERIALS AND METHODS

In this section, by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedures.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated his reflections of his teaching and improved his students' situation.

CONTEXT

"Daniel Rodas Bustamante" public school was selected as the place for the present research work, and it is the school where the researcher is

currently teaching and observing as a part of his teaching practicum; therefore, he has insight into the spectrum of English teaching within the school. “Daniel Rodas Bustamante” public school is located in Miraflores neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of Daniel Rodas Bustamante, the treatment of English as a subject within the curriculum of the school is compulsory but the periods of class devoted to teach it are limited to two hours weekly.

PARTICIPANTS

The 6th –B year students at “Daniel Rodas Bustamante” public school were the participants in this research work. They were 24 children, boys and girls among 10 and 11 years old. They had English classes once a week for two periods of forty minutes. “My favorite book” chosen by the Professor is used. In English classes it was not used any other kind of didactic material that helps them to learn in a meaningful way the English vocabulary language.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination included description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research.

The Scientific method assisted the study of the use of songs applied in the improvement of the vocabulary. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The analytic-synthetic method was

used to analyze the obtained results through two questionnaires, tests and observation check lists. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative and qualitative analysis of data derived from the two test and two questionnaire as well the qualitative text analysis of the data received from the observation done in checklists

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

- One researcher-made test about colors and fruits vocabulary of 4 mix questions (ANNEX 1 page 86-87 was used to gather the information at the beginning and at the end of the study

- Two choice Questionnaires about the didactic material used in the English vocabulary classes of 7 questions (ANNEX 1 page 88-89).
- Systematic observations through the checklists (ANNEX 1 page 90),
- An observation sheet (ANNEX 1 page 91), applied before the intervention.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the sixth-B year students(24) of “Daniel Rodas Bustamante” Public School. The cooperative teacher helped providing general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of the sixth-B year students in order to identify the issues the students were facing. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations, a theoretical framework was developed.

An intervention plan (ANNEX 1, page 77-81), organized in 6 lessons, was designed with the help of the literature framework. Then, the intervention plan was applied during six weeks between April and May. At this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to Blooms cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly.

After collecting the data it was tabulated and analyzed. Means for each test section were calculated to have a better overall view of performance of the class in each test.

The Pearson Correlation coefficient $r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis

was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated

f. RESULTS

In this section the data received from questionnaires and tests are presented in tables and figures. A logical analysis is done after each table or figure.

PRE TEST

Before the intervention plan was undertaken, the researcher performed a pre-test. It was followed by 24 students. The writer gave 5 multiple choices items in the first plan. The researcher provided 40 minutes for the students to do the pre-test but they consumed more time than she had expected. Most of the students took about 50 minutes to finish this pre-test. This case occurred, probably because they felt that the items were too difficult for them. The result can be seen in table 1.

a. TABLE 1

RESULTS: PRE TEST					
PRE TEST					
Student's Code	Remembering		Understanding		Total /20
	Q. 1	Q 2	Q 3	Q4	
DRB01	0	1	2	3	6
DRB02	0	0	0.5	0	0.5
DRB03	3	3	2.5	0	8.5
DRB04	2	0	2	3	7
DRB05	2	0	0	0	2
DRB06	0	0	2	0	2
DRB07	0	0	1.5	0	1.5
DRB08	3	3	4	0.5	10.5
DRB09	0	1	4	0.5	5.5
DRB10	0	0	1.5	0.5	2
DRB011	2	1	3	2.5	8.5
DRB012	0	1	2	0	3
DRB013	0	0	1	0.5	1.5
DRB014	0	0	0.5	0	0.5
DRB015	0	3	0	0	3
DRB016	0	4	2	0	6
DRB017	0	0	2.5	0.5	3
DRB018	0	1	4	0	5
DRB019	0	2	2.5	1.5	6
DRB020	2	1	2.5	0	5.5
DRB021	0	0	2.5	0	2.5
DRB022	0	0	0	0	0
DRB023	0	0	0	0	0
DRB024	0	1	3.5	3	ñ7. 5
Mean	0.5	0.9	1.9	0.6	4.6

NOTE. each parameter has an equivalent of 5 points its mean the total test has an equivalent of 20 points; Q= Question DRB01= Daniel Rodas Bustamante (name of the school)

b. LOGICAL ANALYSIS 1

According to the data of this table the scores of the majority of students in the pre-test were below the 50% of the score (20). The questions where students had more difficulties were: Q 1(remembering) students

labeled the words; Q 2 (remembering) students wrote the vocabulary Q 3 (understanding) students classified the vocabulary and Q 4 (understanding) where students used the vocabulary in context . Bearing this in mind, the intervention plan should be focused on the practice of the identification of the vocabulary for a long-term memory and used this knowledge to construct meaning in context in oral and written form.

a. TABLE 2

RESULTS: POST TEST					
Students code	POST TEST				Total
	Remembering		Understandi ng		
	Q 1	Q 2	Q3	Q 4	
DRB01	5	5	5	4	19
DRB02	5	5	5	5	20
DRB03	3	3	5	5	16
DRB04	5	3	4	5	17
DRB05	4	3	5	4	16
DRB06	5	4	4	4	17
DRB07	5	4	3	5	17
DRB08	5	5	5	5	20
DRB09	5	4	5	5	19
DRB10	3	4	3	4	14
DRB011	5	4	5	5	19
DRB012	5	5	5	5	20
DRB013	5	3	5	4	17
DRB014	5	3	4	4	16
DRB015	4	4	2	2	12
DRB016	5	4	5	4.5	18.5
DRB017	5	4	5	4	18
DRB018	3	4	4	5	16
DRB019	5	4	5	5	19
DRB020	5	4	3.5	4	16.5
DRB021	5	5	5	5	20
DRB022	5	4	4	3	16
DRB023	5	5	5	5	20
DRB024	5	5	5	5	20
Mean	4.5	4	4.4	4.4	17.6

NOTE. Each parameter has an equivalent of 5 points its meat the total test has an equivalent of 20 points; Q= question;DRB01= Daniel Rodas Bustamante (name of the school)

b. LOGICAL ANALYSIS

After the intervention plan, the post test was applied in order to assess the students vocabulary. The results in the table 2 indicate that most of the students obtained higher scores in each question which is 4 over 5. In the other side just one student got a lower score in Q 3 (understanding) and Q 4 (understanding) where students have to classify and use the vocabulary in context. Therefore, it can be seen that the strategy used during the intervention had a positive effect on the improvement of English vocabulary among sixth B students.

POST TEST

After the intervention plan the post-test was conducted. Before giving a post-test, the writer reviewed again all the words given during the intervention. Then, the researcher gave a post-test to measure the student's progress. He provided 40 minutes for the students to do the post-test, The test items were the same to the test items in the pre-test.

The result can be seen in table 3

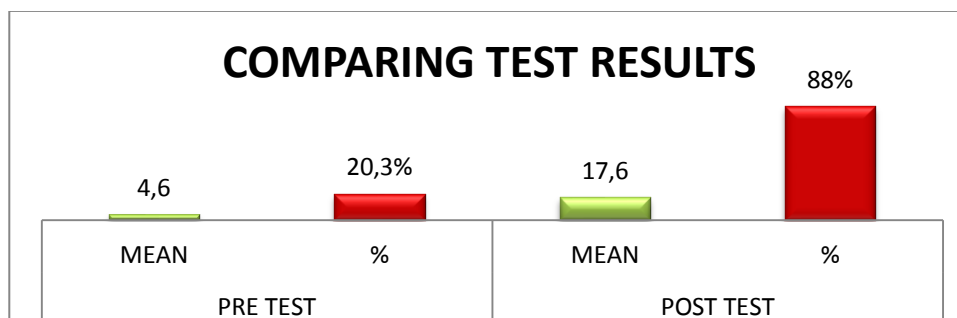
a. TABLE 3

RESULTS: COMPARING TESTS RESULTS

Students Code	COMPARING TESTS RESULTS						
	PRE TEST		POST TEST		XY	X ²	Y ²
	X		Y				
f	%	f	%				
DRB01	6	30%	19	95%	114	36	361
DRB02	0.5	2.5%	20	100%	10	0.25	400
DRB03	8.5	42.5%	16	80%	136	72.25	256
DRB04	7	35%	17	85%	119	49	289
DRB05	2	10%	16	80%	32	4	256
DRB06	2	10%	17	85%	34	4	289
DRB07	1.5	7.5%	17	85%	25.5	2.25	289
DRB08	10.5	52.5%	20	100%	210	110.25	400
DRB09	5.5	27.5%	19	95%	104.5	30.25	361
DRB10	2	10%	14	70%	28	4	196
DRB011	8.5	42.5%	19	95%	161.5	72.5	361
DRB012	3	15%	20	100%	60	9	400
DRB013	1.5	7.5%	17	85%	25.5	2.25	289
DRB014	0.5	2.5%	16	80%	8	0.25	256
DRB015	3	15%	12	60%	36	9	144
DRB016	6	30%	18.5	92.5%	111	36	342.25
DRB017	3	15%	18	90%	54	9	324
DRB018	5	25%	16	80%	80	25	256
DRB019	6	30%	19	95%	114	36	361
DRB020	5.5	27.5%	16.5	82.5%	90.75	30.25	272.25
DRB021	2.5	12.5%	20	100%	50	6.25	400
DRB022	0	00%	16	80%	0	0	256
DRB023	0	00%	20	100%	0	0	400
DRB024	7.5	37.5%	20	100%	150	56.25	400
Σ	97.5		423		1753.75	604	7558.5

NOTE. DRB01= Daniel Rodas Bustamante (name of the school)

b. FIGURE 1



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 3

Table 3 shows a remarkable difference between pre-test and post- tests results. The Pearson correlation coefficient used to find out the relationship between the learning outcomes before (x) and after (y) the intervention plan shows a positive change 0.24. The mean of the pre-test is 4.6 which corresponds to 20.3%. While the mean of post-test is 17.6 which corresponds to 88%. On the basis of these results, it may be concluded that the use of songs improved significantly the students' achievement in remembering and understanding the vocabulary. According to one of the purposes of using songs in EFL classroom children acquired new vocabulary and expressions in context through the use of songs.

QUALITATIVE DATA ANALYSIS

To add the data, the researcher used a questionnaire of seven multiple choice questions. The purpose of giving questionnaire was to support the primary data and to collect information related with the use songs to improve English vocabulary among 6th-B student. It was undertaken for 24 students in a period of 40 minutes.

QUESTIONNAIRES

QUESTION 1 Do you like English?

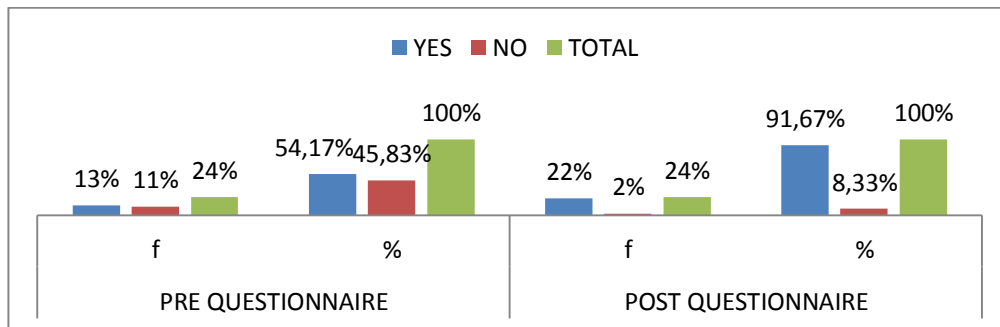
a. TABLE 4

INTEREST IN ENGLISH LANGUAGE.

	PRE -Q		POST- Q	
	f	%	f	%
YES	13	54.17	22	91.67
NO	11	45.83	2	8.33
TOTAL	24	100	24	100

Nota: PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. FIGURE 2



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 4

Table 4 shows the results of the interest of students in English language. The data in the pre-questionnaire reveals that in both answers “yes” and “not” have almost the same percentage (54% & 46%) related to the interest students had in the English language. In the post questionnaire there was a significant difference because most of students answered “yes” which means

that after the intervention plan students show more interest in the English language. According to Peachey (2011) there are five reasons for using songs in classes:

1. They are authentic materials.
2. You can also teach culture and history.
3. Songs contain repetitions and repetition and enhance learning.
4. Good way to teach vocabulary and pronunciation.
5. Songs are fun and can easily energize the unmotivated students.

QUESTION 2 Which of the following resources are used in the English classes to teach vocabulary?

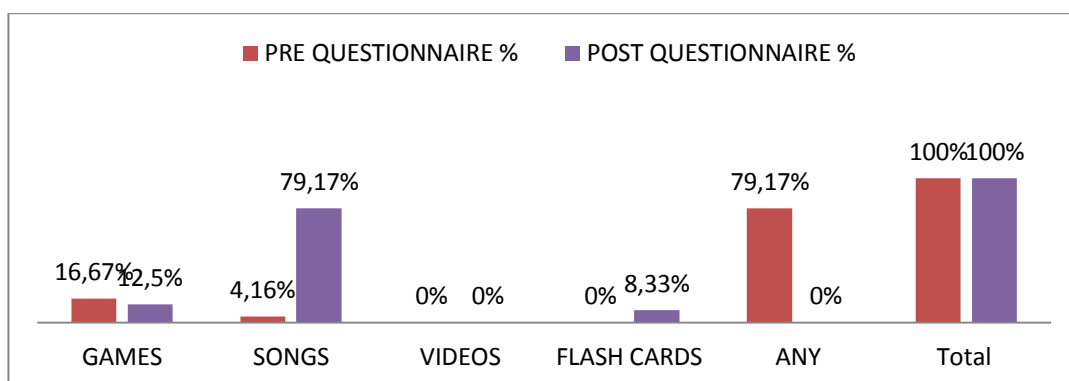
a. TABLE 5

**RESOURCES USED IN THE ENGLISH CLASSES TO TEACH
VOCABULARY**

RESOURCES	PRE- Q		POST- Q	
	f	%	f	%
GAMES	4	16.67	3	12.50
SONGS	1	4.16	19	79.17
VIDEOS	0	00	0	00
FLASH CARDS	0	00	2	8.33
NONE	19	79.17	0	00
Total	24	100	24	100

Note: None represents the number of students did not answer; PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. FIGURE 3



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 5

Table 5 presents data which refers to the use of resources in English classes. According to the results they shows that few students in the pre questionnaire chose games (16,67%) and songs (4,16%). It seems that these resources were not commonly used in the learning of the vocabulary. On the contrary, the data of the post questionnaire shows that almost all resources were chosen, showing that the use of songs got the 79%.it means that most of students identify the strategy used during the intervention. (Ostojic, 1987) emarks that nowadays, teachers had access to a variety of resources which help to motivate students in their learning process. Songs, for example, are one of these resources which are applied in the classroom. A teacher uses songs to open or close lessons, to explain new topics or vocabulary, to change students´ moods, to remind known language.

QUESTION 3 How often are these resources used in the English classes to teach vocabulary?

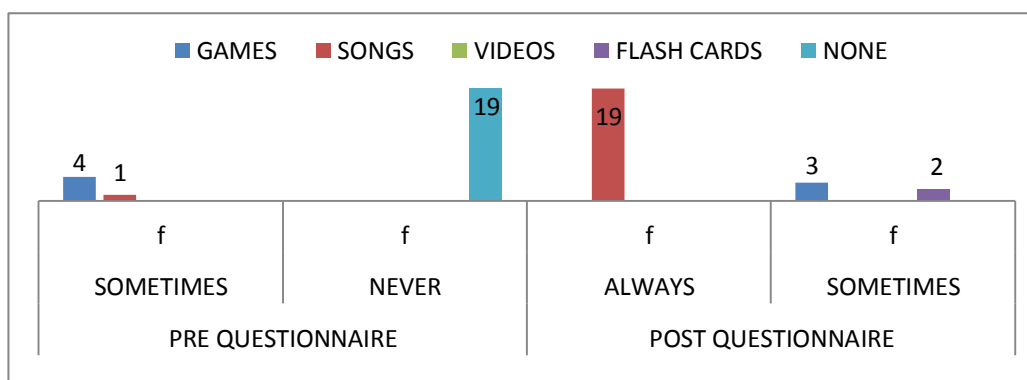
a. TABLE: 6

FREQUENCY OF THE RESOURCES USED.

	PRE- Q						POST- Q					
	ALWAYS		SOMETIMES		NEVER		ALWAYS		SOMETIMES		NEVER	
	f	%	f	%	f	%	f	%	f	%	f	%
GAMES	0	0	4	16.67	0	0	0	00	3	12.50	0	00
SONGS	0	0	1	4.16	0	0	19	79.17	0	00	0	00
VIDEOS	0	0	0	0	0	0	0	00	0	00	0	00
FLASH CARDS	0	0	0	0	0	0	0	00	2	8.33	0	00
NONE	0	0	0	0	19	79.17	0	0	0	0	0	00
Total	0	0	5	20.83	19	79.17	19	79.17	5	20.83	0	00

Note: PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. FIGURE 4



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 6

Table 6 shows data about the frequency of the use of resources in the English classes. The data of the pre questionnaire shows that 19 (79, 17%) students answered that none resources were used in English classes. On the

other hand, according to the data of the post questionnaire 19 (79.17 %) of students answered that songs were always used in English classes. It means that most of students were conscious about the benefits of songs which is in accordance to Morales (2008) who considers that when students sing they may improve English speaking skills and practice pronunciation, in other words, songs integrate the four language skills.

QUESTION 4 Do you like to learn English vocabulary through songs?

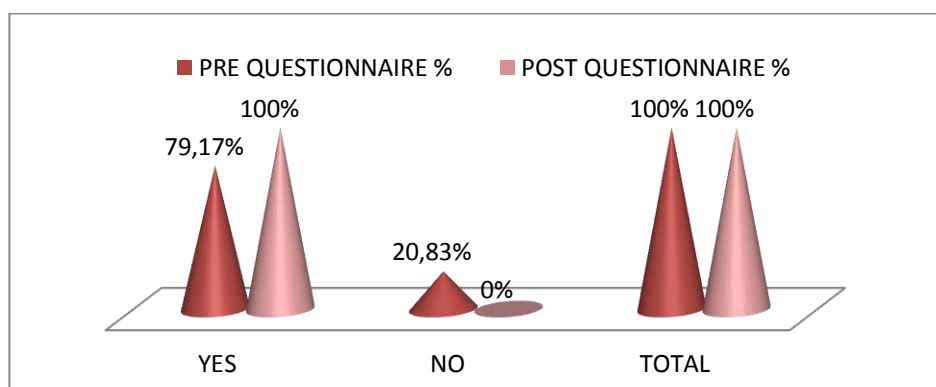
a. **TABLE: 7**

PREFERENCES OF STUDENTS IN ENGLISH LEARNING THROUGH SONGS.

RESOURCES	PRE-Q		POST-Q	
	f	%	f	%
YES	19	79.17	24	100
NO	5	20.83	0	0
TOTAL	24	100	24	100

Note: PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. **FIGURE 5**



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 7

Table 7 remarks data about the preference of students to learn English vocabulary through songs. According to the results gathered in the pre questionnaire this table shows that 79,17% of students like to learn English vocabulary through songs. In the post questionnaire the table shows a higher percentage, 100% of students really like to learn vocabulary through songs. It means that “songs are a good way for students to learn new vocabulary, since students feel motivated at the moment of learning English vocabulary through songs” (Orlova, 2003).

QUESTION 5 Do you enjoy performing these activities with songs in English vocabulary classes?

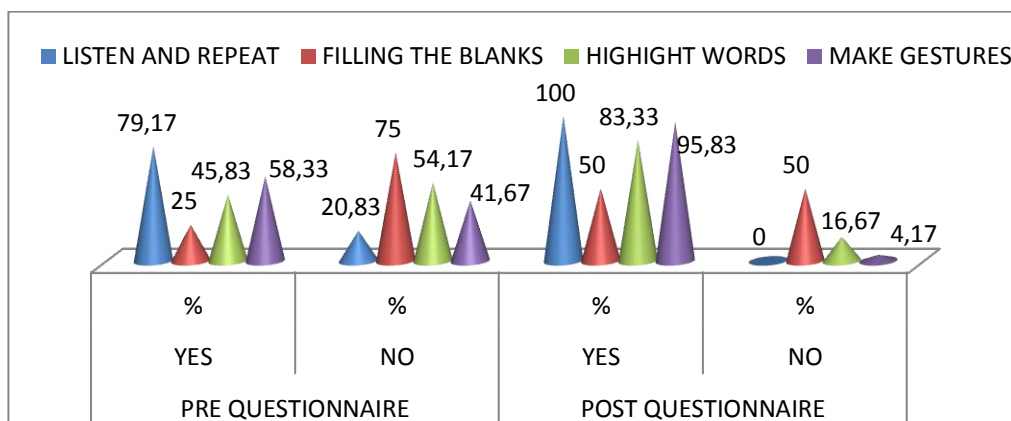
a. TABLE: 8

CLASS ACTIVITIES.

ACTIVITIES		PRE- Q				POST-Q			
		YES		NO		YES		NO	
		f	%	f	%	f	%	f	%
LISTEN	AND	19	79.17	5	20.83	24	100	0	0
REPEAT									
FILLING	THE	6	25.00	18	75.00	12	50.00	12	50.00
BLANKS									
HIGHLIGHT		11	45.83	13	54.17	20	83.33	4	16.67
WORDS									
MAKE GESTURES		14	58.33	10	41.67	23	95.83	1	4.17

Note: PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. FIGURE 6



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 8

Table 8 presents information about the preference of students to perform some activities in English vocabulary classes. The data gathered from the pre and post questionnaires show that students enjoy performing “*listen and repeat, make gestures and highlight words*” which gathered significant percentage of choices from students in both pre and post questionnaire. However, the data also shows that students dislike performing “*filling the blanks*” which gathered a significant percentage of choices in the pre and post questionnaires (75% & 50 %). (Harrington, 2000) says that when using songs, a teacher should create activities whose aim would be to develop in children the different listening skills such as listening for gist, listening for specific information, listening for key words, and making inferences.

QUESTION 6 Do you consider that singing an English song can help you to improve your vocabulary?

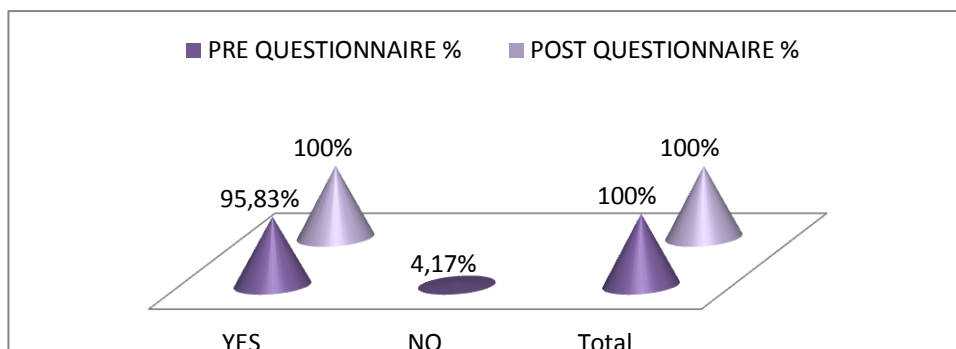
a. TABLE: 9

ENGLISH SONGS AS A WAY TO IMPROVE VOCABULARY.

RESOURCES	PRE- Q		POST-Q	
	f	%	f	%
YES	23	95.83	24	100
NO	1	4.17		
Total	24	100		

Note: PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. FIGURE 7



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

c. LOGICAL ANALYSIS 9

Table 9 shows data about students' perception of songs as a way to improve vocabulary. The data gathered from the pre and post questionnaire reveals that the 100% of students consider that singing an English song helped them to improve their English vocabulary, which is in concordance

with the advantages of the use of songs in English classes where it says that “working with songs is excellent to teach vocabulary and also for vocabulary reinforcement stage” (Peachey, 2011)

QUESTION 7 How often would you like to sing in the English vocabulary classes?

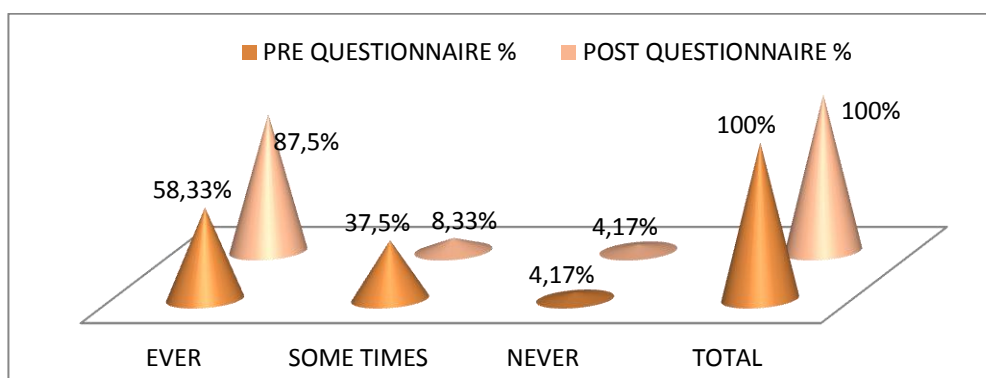
a. TABLE: 10

SING IN ENGLISH CLASSES.

RESOURCES	PRE-Q		POST-Q	
	f	%	f	%
EVER	14	58.33	21	87.50
SOME TIMES	9	37.50	2	8.33
NEVER	1	4.17	1	4.17
TOTAL	24	100	24	100

Note: PRE-Q= pre questionnaire; POST-Q= Post questionnaire

b. FIGURE 8



Source: questionnaires applied to sixth B year student at Daniel Rodas Bustamante School
Researcher: Jose Jamil Abad Alverca

C. LOGICAL ANALYSIS 10

Table number 10 presents data about the frequency in which students want to sing in English classes. The information gathered from both pre and post questionnaires shows that most of students prefer to always sing in their English classes because they consider that songs catch their attention and help them to improve their vocabulary and learn in a motivated and funny way. As Ostojeć, (1987) claims, “While listening to music the students are encouraged to express their feelings and ideas in the words of the foreign language”. Therefore, the teacher should use songs whenever it is possible because music provides inspiration.

g. DISCUSSION

Based on the findings of this study, results reveal that using songs to improve the vocabulary in the English language among sixth-B year students had a significant impact on students' vocabulary proficiency. Meaningful situations were established using songs. These findings were consistent with the literature, which claimed that vocabulary is an important part of language and of critical importance in a typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should reach vocabulary mastery. (Nilawati, 2009)

The findings in the pre and post-tests, pre and post questionnaires revealed an important change in knowledge and perception of the students on vocabulary. The pre-test showed that most of the students did not remember, understand and use the vocabulary of animals and parts of the body in sentences. However, in the post test, after the intervention, the results indicated that difficulties students were dealt in identifying and using the vocabulary in context change like it is explained in the means (4.6) from the pre-test and the posttest (17.6). The pre questionnaire reveals that most students do not identify the strategies used to learn the English vocabulary, probably because none strategy were applied before the intervention. On the contrary, the post questionnaire

showed that students were able to recognize the strategy used for the researcher to teach vocabulary (songs), and also their own view and interest about English learning has improved. These findings were consistent with Coromina's opinion in the literature who suggests that children acquire new vocabulary and expressions in context through the use of songs. According to Addulvahit Cakir, songs make it easier to learn English words when students sing them instead of learning words that are just spoken.

At the beginning of the intervention, both, students and teachers were enthusiastic about what the classes would be like. Students demonstrated a positive attitude and cooperation during the whole intervention. Also, they were so motivated, participative and always showed interest working cooperatively in each assigned task. At the end, students were a little worried, maybe sad, because had developed a special bond between teacher and students, and the intervention process entered its final stage.

Among the strengths of students from 6 "B" it can be said that it was an excellent group because they were cooperative, enthusiastic, interested and respectful. Classroom teacher and the principal of the school played an important role in the intervention success, because they were friendly, communicative, comprehensive and collaborative most of the time. On the other hand, there were some limitations such as the big sample size 24 students, the reduced space in the classroom which made a little hard to manage the classes. Another limitation was the weakly class-periods; they only attend two periods per week.

Based on the qualitative and quantitative data gathered from the two tests and two questionnaires it can be inferred that songs are an effective resource and strategy to teach vocabulary. Songs caught the attention of students and helped them a lot in remembering, practicing, and comprehension of vocabulary. Furthermore, songs became a good strategy for students to learn motivated in a different and creative way, and also for the researcher to refine his teaching skills.

This research had a positive impact in the researcher as a student teacher and as a future teacher, because carrying out action provides practitioners with opportunity to be engaged in such processes in a meaningful way. Also, it allowed getting confidence and teaching experience. Besides this research allowed the researcher to realize their strengths and weaknesses in the teaching of English, also to find the best alternatives to move towards the excellence of teaching. Likewise, the research has implications for both the researcher and others, because it can detect existing problems and find an appropriate solution to those problems. On the other hand, it can be said that the data collection methods were adequate because through them valid information was obtained to carry out the research work. At the same time, this study suggests to teachers do not stay stuck in ambiguous teaching methods but seek new strategies that are dynamic so that students can learn in a fun and different way in order to get good results and high achievement in the learning process.

h. CONCLUSIONS

- The issues that limited the vocabulary learning of sixth year students were the lack of exposures that students had to learn it with a strategy that facilitates the learning of it. The results gathered in the pre questionnaire according to the students revealed that the vocabulary was taught using only the textbook and the board. Students also answered that they did not like English. The pre-test showed also that they had more difficulties on identifying and labeling (remembering) the vocabulary and using it in context (understanding).
- To face these issues, 6 sessions were designed in the intervention plan to increase the learning of the student's vocabulary. The lessons were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering this approach helped with the use of songs as a strategy. The six lessons were reinforced with activities that enable students to identify and master new words, there were also activities where the students used the new words in context.
- Two kids' songs were used as a strategy to improve the vocabulary learning of sixth-B year students. It let students to get closer to the researcher; this relationship gave a positive effect to them. They enjoyed more in English subject, because they were given a new method to learn English that had never been given before by their classroom teacher

- The use of songs as a part of classroom activities reduced the student's limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they achieved performing their task. The changes from the pre (4.6/20) and post-tests (17.6/20) were a relevant evidence that demonstrates the positive impact that songs had in this intervention.
- To sum up the action research presented dealt with the influence that the songs might have on the improvement of the English vocabulary. The findings of the research showed that the use of them determined positively the improvement of the vocabulary and made the students more stress-free and cooperative.

i. RECOMMENDATIONS

- Teachers should not get stuck in ambiguous and outdated teaching methodologies but seek new teaching strategies where students can get the best results into the learning process and also learn in a fun and different way.
- Since songs motivate and inspire children to learn vocabulary teachers should integrate children's songs at the moment they plan their English classes especially a for students that have vocabulary deficiencies
- To apply this teaching strategy in other educational institutions in which students present similar vocabulary deficiencies in order to make learning a joy and facilitates the student's foreign language learning.
- To train teachers in the use of updated technology aids which will provide them significant support when preparing activities to make English language learning more enjoyable and meaningful.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

THEME:

“USING SONGS TO IMPROVE THE VOCABULARY IN THE ENGLISH LANGUAGE AMONG SIXTH YEAR STUDENTS IN, PARALLEL “B” AT “DANIEL RODAS BUSTAMANTE PUBLIC SCHOOL” DURING THE ACADEMIC PERIOD 2013 - 2014”

Project Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

AUTHOR: José Jamil Abad Alverca

LOJA – ECUADOR

2014



a. THEME

“USING SONG TO IMPROVE THE VOCABULARY IN THE ENGLISH LANGUAGE AMONG SIXTH YEAR STUDENTS IN PARALLEL “B” AT “DANIEL RODAS BUSTAMANTE PUBLIC SCHOOL” DURING THE ACADEMIC PERIOD 2013 – 2014”

b. PROBLEM

2.1. BACKGROUND.

It is important to know about the institution. On October 25 in 1962 the Reverend Redemptorists priests created a small religious primary private school called "VIRGEN DEL PEDESTAL". It is located in the Miraflores neighborhood of Loja city. The school began with 40 students and one teacher.

The institution has changed the name for three times. Today it is known as Basic Education School "Dr. Daniel Rodas Bustamante". The school has a staff of 22 teachers and 456 students.

The purpose of this institution is to involve students and parents in the learning-teaching processes, where the interaction among all the education community actors be sustained in a system of values, ethical and social coexistence that allows to work in a family and social environment.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The sixth year at "Manuel Rodas Bustamante Public School" is made up of 30 students, boys and girls. They are ten to eleven years old. They have English classes in a small room once a week; the period of class lasts 80 minutes. The English teacher is a certified one.

In the observation time the researcher realized that in the English classes there is lack of interest in learning of the English language by the students. The classes start without any warm up activities. They are taught using only the text book and the board; the students do not practice English using the new expressions and vocabulary taught. In class; there is no student's participation. Some of them do not interact applying the language.

Due to the issues mentioned above it seems students have not been using the English vocabulary language to communicate in class and mastering it. The researcher is presented an action plan focused on the use of songs to improve the vocabulary among sixth year students in parallel "B" at Daniel Rodas Bustamante public school.

2.3. RESEARCH PROBLEM

HOW DO SONGS IMPROVE THE VOCABULARY IN THE ENGLISH LANGUAGE AMONG SIXTH YEAR STUDENTS IN PARALLEL "B" AT "DANIEL RODAS BUSTAMANTE PUBLIC SCHOOL", DURING THE ACADEMIC PERIOD 2013 – 2014?

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The action research will take place in the academic period 2013 – 2014

b) Spatial

At “Dr. Manuel Rodas Bustamante Public School”, located in “Miraflores” neighborhood in the city of Loja.

c) Observation units

- The researcher, Jose Jamil Abad Alverca.
- Sixth year students in parallel “B” at Daniel Rodas Bustamante public school.

d) SUBPROBLEMS

- What kind of theoretical references about songs and vocabulary are effective to help sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014?

- What are the issues that limit the vocabulary with sixth year students in parallel “B” at Daniel Rodas Bustamante public school during the academic period 2013 - 2014?

- What are the important phases of the intervention plan that address the current issues of the vocabulary learning among sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014??

- Which songs are implementing to improve the vocabulary in English with sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014?

- How do songs as part of the classroom activities reduce the limitation of the vocabulary learning among sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014?

c. JUSTIFICATION

Dieng (2010) says we must discard the misconception which is that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and fun it is not learning. This assertion is entirely faulty simply because it is possible to learn a language as well as enjoy oneself at the same time. It appears then that one of the best ways of doing it is through performing songs. The reasons that motivated to do this action research about using, songs to improve the vocabulary learning of English are; to practice and involve into the educative context, to help 6th grade students parallel “B ” to improve the vocabulary and finally to obtain the bachelor’s degree.

Koshy (2005) affirms that action research facilitates practitioners to study aspects of practice- whether it is in the context of introducing an innovative idea or in assessing and reflecting on the effectiveness of existing practice, with the view of improving practice. It provides practitioners an opportunity to be engaging in such process in a meaningful way, the outcomes will then to contribute to the researching practitioner’s continuing professional development. Action research also involves practitioners into the educative context and allows them to have and approach with the educative reality.

Lack of English vocabulary is quite evident on 6th “B” students at Daniel Rodas Bustamante public school. For this reason this action research

based on songs will help them to improve their vocabulary in English. Since songs are enjoyable and interactive, students will respond naturally to this type of learning dynamic.

The finally reason to develop this work is to obtain the bachelor's degree in science of education, English language specialization. It is a requirement of the Universidad Nacional de Loja (UNL) to carry out a research in order to accredit the course and gets the degree; furthermore action research is the best one option to achieve this.

d. OBJECTIVES

General

To improve the English vocabulary using songs among sixth year students parallel “B” at “Daniel Rodas Bustamante public school”, during the academic period 2013 – 2014.

Specifics

- To investigate the literature related to vocabulary and songs to help sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 – 2014.
- To diagnose the issues that limit the vocabulary learning with sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 – 2014.
- To design an intervention plan based on the use of songs to improve vocabulary of sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 – 2014.
- To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the vocabulary among

sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 – 2014

- To reflect upon the effect that the songs had on 6th year students’ vocabulary in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 – 2014

e. THEORETICAL FRAMEWORK

5.1. CONCEPT OF VOCABULARY

According to Nunan (1999) Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into “grammatical words”, such as preposition, articles, adverbs, and so on, and content words.

Ika (2003) remarks in her study that vocabulary is the foundation to build sums up the importance of vocabulary languages, which plays a fundamental role in learning. Another important contribution was made by Nilawati (2009) who point out that vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker’s interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

It is important to note that in her work research cites some of experts who deal with different concepts about vocabulary such us Hocket (in Celce-Murcia and Mc Intosh, 1978) who states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in

the classroom. By the same token Hornby (1995) defines “vocabulary as a list of words used in book, etc. usually with definition and translation”. According to Finnochiaro (1974) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

In 2003 Arianto through a research work claims that vocabulary is one of the important points of English learning. It is one of the language components and as a base of a language. That is why vocabulary building should be given to children. Getting much vocabulary is better because they will have stronger base in learning and simple vocabulary is the best choice for children.

5.1.1. IMPORTANCE OF TEACHING VOCABULARY

To give a response to this point Nilawati (2009) remarks that vocabulary is very important for foreign language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an

interesting classroom so that the learners can gain a great success in their vocabulary learning.

In order to provide a completely explanation of the importance of vocabulary Nilawaty cites Finochiaro, (1974) who claims that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

For these reasons vocabulary is one of the most important aspects of the foreign language learning. Further, vocabulary is meaning associated with spelling form. The focus of definition is in the meaning. Thus, teaching vocabulary is the instruction that used to develop student's ability to use vocabulary items in free in meaning conversation. In addition Arianto in a study cites Wallace (1982) who argues that vocabulary is one of the

important parts of languages, because if someone speaks a language, he needs several words to convey ideas. So people can understand what we mean. He also mentions two aspect of the Importance of vocabulary, they are:

1. Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself.
2. Actually, vocabulary is one of the important of the four language skills. Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it.

5.1.2. FACTORS SHOULD BE TAKEN IN COUNT IN TEACHING VOCABULARY

Evidence for in support of this position, can be found in Arianto's research work written in 2003 in which he cites to Wallace (1982:207) who explains that teaching vocabulary should consider these following factors:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

5.1.3. THE ROLE OF VOCABULARY IN LANGUAGE

Arianto in 2003 made an important contribution to give an explanation about the role of vocabulary in language. He argues principally that the aim of teaching language is in order to make students are able to speech, listen, read and write. Furthermore, Arianto cites to Tarigan (1984) who explains many of roles of vocabulary in language, they are:

1. Quantity and quality of someone vocabulary is a better individual index for his/her mental development in which, the quality of someone language ability depends on quantity and quality of vocabulary that she/he has.
2. Development of vocabulary is the conceptual development, which is one of the educational goals for everyone in order to mastery they language competence.

In the same way Anh (2010) argues that it is undeniable that vocabulary, like grammar and phonetics, play an important role in mastering a foreign language. She cites in her work some experts who deal with ideas about vocabulary, they are: According to Wilkins (1972): without grammar, very little

can be conveyed, without vocabulary, nothing can be conveyed. Harmer (1992) shared the same idea that: "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used".

Concerning about the significance of vocabulary, Mc Carthy stated, "Without words to express a wide range of meanings, communication in the second language cannot happen in any meaningful way".

Anh (2010) concludes that vocabulary is the decisive component of all uses of language. Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others. Additionally, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening and reading.

Lastly John Langan supported that: "A good command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with a strong vocabulary and students who work to improve limited vocabulary are more successful in school. In addition, one research school study found that a good vocabulary, more than any other factors, was common to people enjoying successful careers. To make it short, vocabulary

is considered a vital part of effective communication; therefore, teaching vocabulary is necessary.

5.1.4. CLASSIFICATION OF VOCABULARY

There are various ways to classify the kinds of vocabulary. In the first place, in terms of semantics (meaning of the words), it is classified into Notional words and functional words. The former, whose meanings are lexical, has certain terminal meaning and server as members of the sentence such as subjects, attributes, adverbials (Anh, 2010).

She also explains that notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on. Whereas, functional words have grammatical meaning, they only have meanings in relation to other words. They play structural roles and show the relationship between words or between other parts of the sentences, or help to build various tenses, voices and moods, etc.

Functional words are articles, prepositions, conjunctions, interjections, and so forth. Moreover, Anh cites to Doff (1988), vocabulary can be classified into active vocabulary and passive vocabulary in terms of methodology. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing.

Another category to classify vocabulary is in terms of communicative language teaching. Anh (2010) cited Nguyen Bang and Nguyen Ba Ngoc (2002, p. 36) who argue that learner's vocabulary is divided into receptive and productive vocabulary. The receptive vocabulary refers to learner's understanding of vocabulary when he hears or reads it. In other words, it is words learners achieve while hearing, listening or reading. Productive vocabulary denotes the understanding of words or phrases in verbal or written scenarios (Belisle, 2007). It means that productive vocabulary is what learners can use effectively in communication to express their idea.

5.1.5. DEFINITION OF SONGS

The World English Dictionary defines a song as a piece of music, usually employing a verbal text, composed for the voice, especial one intended for performance by a soloist. in the other hands Flattum argues that songs are a combination of melody and lyric. Sometimes a song is just a melody sung or a sequence played on a Reed flute, such as in prehistoric times. Adding harmony and rhythm, songs become much more interesting. Songs have structure, usually repeats of verses and choruses.

5.1.6. SONGS IN THE EFL CLASSROOM

“Music is one of the basic expressions of the human spirit” (Ostojic, 1987). Nowadays, teachers have access to a variety of resources which help to motivate students in their learning process. Songs, for example, are one of

these resources which are applied in the classroom. A teacher uses songs to open or close lessons, to explain new topics or vocabulary, to change students' moods, to remind known language, etc. Since songs have become a significant part of foreign language teaching, teachers should know their purposes, principles, and some activities that can be used with children before applying songs in the classroom (Lojano, 2013).

5.1.7. ADVANTAGES OF THE USE OF SONGS IN THE ENGLISH CLASS.

There are many key studies that have proved that including songs in learning English processes is a very useful tool. Morales (2008) Considers that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reactions about the contents of the songs.

According to Orlova (2003) these are some of the advantages for working in class with songs:

- Practicing the rhythm, stress and the intonation patterns of the English language.
- Teaching vocabulary, especially in the vocabulary reinforcement stage.
- Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.

- Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
- Teaching listening. Music can be helpful for comprehension.
- Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

5.1.8. FIVE REASONS FOR USING SONGS IN CLASSES

Peachey (2011) provides 5 reasons for using song in classes:

6. They are authentic materials.
7. You can also teach culture and history.
8. Songs contain repetitions and repetitions enhance learning.
9. Good way to teach vocabulary and pronunciation.
10. They are fun and can easily energize the unmotivated students.

5.1.9. PURPOSES OF USING SONGS IN THE EFL CLASSROOM

Because songs foster children's learning process, some purposes for using them in the EFL classroom such as developing listening skills, creating creative writing, improving vocabulary, improving pronunciation and intonation, and helping memory should be considered.

First, teachers can develop children's listening skills through the use of songs. According to Coromina (1993) "students enjoy learning English

through songs. As they learn the lyrics to songs, they are often surprised to discover their meaning". Since children like to be taught English through songs, the teacher should use them in order to develop the listening skill as well as the topic he/she wants to teach. For developing listening skills, students need to have a purpose for listening. There are many techniques to fulfill this goal. However, these techniques should be carefully selected. For example, activities including body movement and gestures are especially the most recommended.

Second, the use of songs provides creative listening and writing. As Ostojic, (1987) claims, "While listening to music the students are encouraged to express their feelings and ideas in the words of the foreign language". Therefore, the teacher should use songs whenever it is possible because music provides inspiration. For example, if a teacher wants to develop writing skills, he/she can use songs to stimulate and develop feelings and sensations. Like this children can express their feelings, emotions, and ideas in their writings in a creative way depending on the kind of songs used by the teacher. Moreover, songs should motivate children to write creatively. If a song is melancholy, children might not feel motivated to write, but if songs are exciting, children might feel motivated; and they may create exceptional writings by themselves. The result of this children's expression of feelings through the interaction with songs helps development of the musical intelligence.

Third, children acquire new vocabulary and expressions in context through the use of songs. According to Addulvahit Cakir, songs make it easier to

learn English words when students sing them instead of learning words that are just spoken. In other words, the more children have fun, the more they tend to learn. Also, because songs stimulate and increase children's interest to learn, students tend to learn the lyrics of songs by heart which help them to learn vocabulary as well as common phrases that are used in English language. In addition, songs can help children to learn blocks of language which they can use in latter situations (Lojano, 2013).

Fourth, the use of songs improves children's pronunciation and intonation. According to Coromina (1993) children's interaction with songs allows them to become familiar with the pronunciation and intonation of native speakers. Also, in order to facilitate pronunciation and intonation, Coromina recommends that a teacher should avoid "songs that are too fast-paced, songs in which the music buries the singer's voice, songs which mock religious beliefs". Children can realize how the pronunciation and intonation of a word is when a song is correctly chosen. Once children notice the pronunciation and intonation of words, they will be able to pronounce and intone English words correctly.

Finally Ostojic (1987) states that "the students' memory is helped by the rhythm and melodies of the songs" Since words in the songs are repeated several times; they are easily memorized by students, helping them to keep the words in memory. In addition, Mary Jackson indicates that "both hemispheres of the brain are engaged when music is played" Therefore, when children are involved in listening to songs, their brains are working; as

a result, children receive thoughts, feelings, and emotions which come to their minds and can be discussed with the teacher in the classroom. Songs in which children sing along with movements help them recall information.

5.1.10. PRINCIPLES FOR USING SONGS IN THE EFL CLASSROOM

Since the use of songs helps children to develop listening skills, to create creative writings, to improve vocabulary, to improve pronunciation and intonation, and help children's memory, there are some principles for using songs in the EFL classroom which a teacher should take into account.

The first principle according to Harrington (2000) is that students need a reason for listening. Sometimes children are not interested in listening to a song because they think that they will not understand what the singer is saying. However, when they have to complete a task, they will listen to a song ensuring the understanding of it.

The second principle is that listening material should be contextualized. Harrington (2000) remarks that teachers should choose songs related to the context of children and related to something that children knew or learned in order to understand and assimilate the meaning of the lyrics of songs. Moreover, these activities should include body movements in order to make the children realize that the teacher is focusing on their contexts. According to the article "Using their heads, hands, and feet", movement is fun to young learners because it is almost a game for them. Also, movement makes each

child enjoy the activity including the slower children who observe the faster children and learn by copying them.

The third principle is that students need preparation for listening Harrington (2000) states that teachers should prepare pre-listening tasks such as showing pictures in order to let the children realize what the song is going to be about. In this way, children will be motivated to listen to a song instead of feeling obligated to do it because they have to complete a task.

The fourth principle is that students need practice in the different listening skills (Harrington, 2000). When using songs, a teacher should create activities whose aim would be to develop in children the different listening skills such as listening for gist, listening for specific information, listening for key words, and making inferences.

All in all, songs can be used and introduced into a classroom because they serve as resources to foster English learning. For this reason, teachers should keep in mind these four principles for using songs in the EFL classroom.

5.1.11. TECHNIQUES FOR USING SONGS IN THE EFL CLASSROOM

Jim (2000) suggests 10 ways for using songs in the classroom: extra words, correct, ordering, counting, stand up, bingo, categorize, and write a letter, a new verse, and illustration.

1. Extra words: the teacher should provide children the lyrics of a song, but the song provided should contain more words than the lyrics really have so that children have to listen to the song and cross out the word they do not hear.
2. Correct: The teacher gives children the lyrics of a song but with some words misspelled. Children have to listen to that song and correct the mistakes.
3. Ordering: Each child is given a line of the song. When they listen to the lines, they have to stand up and come to the front in the same order as the lines appear.
4. Counting: Children have to count how many times a word or phrase is repeated.
5. Stand up: Children are given one or two words from the song. Then they have to stand up when they hear the words. They can sit down when they hear the word again.
6. Bingo: The teacher tells the title of the song to the children. After that, the children have to complete a Bingo with the words they think are in the song.

Then they have to listen to the song and tick the words if they hear them. The winner is the one who has crossed out the most words.

7. Categorize: Children listen to the song and categorize the words they have heard, for example, colors, fruits, verbs, etc.
8. Write a letter: Children write a letter to any character of the song depending on the message of the song.
9. A new verse: Children will write a new verse depending on the style of music they are listening to.
10. Illustration: Children draw a picture about one part of the song that catches their attention.

In conclusion, these are some ways for using songs in the classroom. However, since the teacher is a creative person, he/she can create new ways for using songs in the classroom. There will be many varied ways for using songs depending on the purposes for using them.

f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is a quasi-experimental work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of songs and see the reflections of his intervention.

6.2. METHODS, TECHNIQUES AND INSTRUMENTS

6.2.1. METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the songs. Applied in the developing of the English vocabulary. It will help in the observations done

before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners and the observation of the researcher's check list. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and pre and post- test the qualitative text analysis of the data received from the observations, through the researcher's check list.

This work will use the research spiral cycles proposed by Kemmis and McTaggart since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional

development Koshy (2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

6.2.2. TECHNIQUES AND INSTRUMENTS

6.2.2.1. Data Collection

Researcher's close observations of students' performance during class, through the researcher's check list, two sets of structured questionnaires and a pre and post tests will be used to collect data in this study. Quantitative data will come from the questionnaires and test; qualitative data will come from the observations through the researcher's check list. All the data will be triangulated to confirm validity

6.2.2.2. Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of multiple choice questions will be used to collect students' answers about student's vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Another questionnaire will be used to collect students' progress about their motivation in the learning of E All questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

6.2.2.3. Observation

The researcher will carefully observe students' performance during lessons. he will use an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

6.2.2.4. Pre-test and post- test.

Two sets of test will be used. A test of multiple choice questions will be used to collect students' answers about student's vocabulary at the beginning and at the end of the intervention. This will allow the students to provide responses about what they have learned before and after the researcher's intervention. The two both pre and post tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

6.3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and tests. Two questionnaires and tests will be applied; at the beginning of the study to collect data on students. A variety of activities will be introduced to improve the vocabulary in the English language among sixth grade students in

parallel “B” A check list will be used as instrument to help the researcher to observe students’ performance during classes.

Finally, the second questionnaire and test will be applied to check the overall students’ progress after the intervention plan. The Students’ progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

6.3.1. Tabulation

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

6.3.2. Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3. Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.3.4. Population Sample

At "Dr. Daniel Rodas Bustamante" school in grade 6th parallel "B", 25 children, 15 boys and 15 girls, have English classes once a week. They attend to a two-period class of eighty minutes with a certified English teacher.

All students are beginners; they do not have enough vocabulary for expressing complete ideas in English. It can be said that this problem is due to some aspects such as: classes do not start with a warm up activity that allow students to motivate them with the new topic they will learn; the new vocabulary is presented by writing it on the board without any didactic material and the meaning of it is said in Spanish, so after each class students do not remember well the vocabulary.

Most of students have problems with English vocabulary learning, they have difficulties to identify the common vocabulary used in real life, including vocabulary implications such as spelling, meaning and pronunciation. Considering the different problems that learners have, it is developed an action plan to improve students' English vocabulary by songs.

6.4. WORK PLAN

This intervention plan comprises 6 lessons in periods of 80 minutes once a week.

	Objectives	Activities	Procedures.	Resources, Instruments	Observation notes
Week One	To take the pre-test test and questionnaire	Answering the pre- test and questionnaire	<ul style="list-style-type: none"> • Give the pre- test to the student. • Socialize the questions with student in order that they understand well each one. • Student takes the test. • Students have one hour (40min) to answer it. • Gives the questionnaire to the students. • Explain how to answer it. • Students take the questionnaire. • Students have one hour (40min) to complete it. 	Pen Hand out with questionnaire and the pre-test.	
Week Two	To identify the parts of the body by using the head, shoulders and	Singing the song Drawing	<ul style="list-style-type: none"> • Teacher gives students a hand out with the lyrics of the <i>“head, shoulders, knees and toes”</i> song. • Teacher and students read the song together. • Students identify the parts of the body in the lyrics song and underline them. 	Computer. Speakers. Handouts with the lyrics.	

	toes song.	and naming a picture of the body	<ul style="list-style-type: none"> • Teacher sings the song without music and also touches the parts of the body that the song mentioned. • Children listen to the song and make the action too. • Teacher plays the song and students listen • Teacher plays the song again and students sing. • Students sing the song many times. • Teacher corrects the mistakes on pronunciation. • Teacher ask student to draw and name the parts of the body in the order he mentions them. • At the end each student has to have a body picture with all the parts they sang on the song. 	Pencil.	
Week Three	To master the parts of the body through “head, shoulders, knees and toes” song.	Singing and practicing the parts of the body. Underling the parts of the body.	<ul style="list-style-type: none"> • Teacher gives students a hand out with the lyrics of the “head, shoulders, knees and toes” song. • Teacher and students read the song together. • Teachers read each phrase of the song and students repeat. • Teachers and students practice the song without music. • Teacher plays the song and students sing it aloud. • Students practice the song many times. • Teachers check pronunciation and correct mistakes. 	Computer. Speakers. Handouts with lyrics. Pencil colors.	

			<ul style="list-style-type: none"> • Students identify the parts of the body in the lyrics and highlight them. • All students read the song aloud. • Teacher check. • Students sing the song one more time in order to practice the whole vocabulary learned. 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week Four</p>	<p>To identify the names of the animals through the sounds.</p>	<p>Discovering vocabulary</p> <p>Singing the “animal’s sound song”</p> <p>Identifying animals.</p>	<ul style="list-style-type: none"> • The teacher tells the title of the song (<i>“animal’s sound song”</i>) to the children. • After that, the children have to complete a Bingo with the words they think are in the song. • Then they have to listen to the song and tick the words if they hear them. • The winner is the one who has crossed out the most words. • Teachers give students a handout with the lyrics of the song. • Students read the song. • Teacher explains pronunciation of the words. • Teacher read each phrase of the song and students repeat. • Teachers play the son and students just listening it. 		

			<ul style="list-style-type: none"> • Teacher plays the song again and pauses in each phrase and ask student to repeat. • Teacher play again the song n students sing it. • Students practice the song many times. • Teacher makes the sound of an animal and students say what animal is. • Teacher divides the class into two teams. • One team makes a sound and the other say the animal. Then change the roles. 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week five</p>	<p>To master the vocabulary taught of animals.</p>	<p>Singing the song.</p> <p>Filling the blanks</p>	<ul style="list-style-type: none"> • The teacher gives children the lyrics of the <i>“animal’s sound”</i> song • Teacher and students read the song together. • Students practice the song without music. • Teacher play the song and students sing • Students practice the song many times. • Teacher gives another handout with the lyrics but with some missing vocabulary of the animals. • Students have to fill the blanks. They could use the pictures on the board as a reference in order to find the missing word. • Students read the whole song. 		

			<ul style="list-style-type: none"> • Teacher checks and correct the mistakes. • Teacher plays once again the song to confirm the student's answers. 		
Week six	To take the questionnaire and the post-test	Answering the questionnaire and the test.	<ul style="list-style-type: none"> • Give the post- test to the student. • Socialize the questions with student in order that they understand well each one. • Student takes the test. • Students have one hour to answer each one. • Gives the questionnaire to the students. • Explain how to answer it. • Students take the questionnaire. 	Pen Hand out with questionnaire and the pre-test.	

g. TIMELINE.

PHASES	ACTIVITIES	2014												2015					
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.		
Project	Project presentation	█	█																
	Correction	█	█																
	Project approval		█																
	Apoiment of thesis Advisor		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Intervention/ action	Revision of the instruments		█																
	Plan the lessons		█																
	Act observe		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Thesis process	Data organization and tabulation					█	█	█	█	█	█	█	█	█	█	█	█	█	
	Interpreting and Reflecting					█	█	█	█	█	█	█	█	█	█	█	█	█	
	Writing up and reporting						█	█	█	█	█	█	█	█	█	█	█	█	
	Presenting the thesis report						█	█	█	█	█	█	█	█	█	█	█	█	
	Correction							█	█	█	█	█	█	█	█	█	█	█	
	Private review														█	█	█	█	
	Correction														█	█	█	█	
	Copying and Filling															█	█	█	
	Legal procedures																█	█	█
	Public presentation																	█	█

h. BUDGET AND FINANCING

RESOURCES

Human

- The researcher, Jamil Abad.
- The 6th students in parallel “B”

Material

- Printed materials
- Books
- Speakers.

Technical

- Computer
- Internet

BUDGET

Resources	Cost
Internet	\$200.00
Printed of the project	\$150.00
Print of reports	\$ 150.00
Printed of final report and thesis	\$300.00
Others	\$150.00
Total	950.00

FINANCING

All expenses related to the present research will be assumed entirely by the researcher conducting the investigation.

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➤ ANEXES

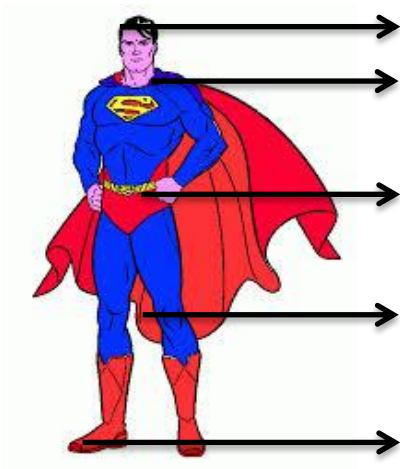
PRE AND POST TEST

Student's code: _____

Date: _____

1. Label the part of the body in the picture using the word in the box.

foot knee shoulder head hand



2. Complete the sentence with the name of each picture.



The _____ is white.



Rodillas

The _____ are white.



The _____ is green.



The _____ is pink.



The _____ is blue.

3. Complete the sentence using the words in the box.

Dog mouth shoulders
caw

- The Says squeak, squeak.
- The Says woof, woof
- The Says oink, oink.
- The Says moo, moo.
- I have 2
- I have 1
- I eat with my
- I have 2



4. Write the following words into the correct categories.

Elephant eyes frog rabbit
nose cat ears mouth lion foots
snake hands duck.

ANIMALS	PARTS OF THE BODY

QUESTIONNAIRE

The following questionnaire has the purpose to collect information related with the use songs to improve English vocabulary among 6th-B students. The information gathered will help in the development of an action research work. I need your collaboration answering the following questions with honesty.

Please write a tick next to your choice(s). *Escriba un visto junto a la opción(es) que selecciones.*

1. Do you like English?

Yes ()

No ()

2. Which of the following resources are used in the English classes to teach vocabulary?

- Games ()
- Songs ()
- Videos ()
- Flash cards ()

3. How often these resources are used in the English classes to teach vocabulary?

	Always (siempre)	Sometimes (a veces)	Never (nunca)
- Games	()	()	()
- Songs	()	()	()
- Videos	()	()	()
- Flash car	()	()	()

4. Do you like to learn English vocabulary through songs?

Yes ()

No ()

5. Do you enjoying performing these activities with songs in English vocabulary classes.

	Yes	No
- Listen and repeat	()	()
- filling the blanks	()	()
- highlight words	()	()
- make gestures	()	()

6. Do you consider that singing an English song can help you to improve your vocabulary?

Yes ()

No ()

7. How often would you like to sing in the English vocabulary classes?

Ever ()

Some times ()

Never ()

Thanks for your collaboration

Checklist for vocabulary

Teacher: _____ Date: _____

Theme: _____

Key Elements	Degree of Completion or Development				Notes
	Poorly	Fairly	Well	Well I Very	
vocabulary understanding					_____
Classroom students' work					_____
Students' participation					_____
Vocabulary spelling					_____
Use of vocabulary in a sentence					_____
Other elements:					_____

Observation Sheet				
Observer:				date:
Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Suggestions to the activities done	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			

Song 1

HEAD AND SHOULDERS, KNEES AND TOES

(Youtube, 2009) (Vinci., 2011)

Head and shoulders, knees and toes, knees and toes.

Head and shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose.

Head and shoulders, knees and toes, knees and toes

----- Shoulders, knees and toes, knees and toes.

----- Shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose

Head and shoulders, knees and toes, knees and toes.

----- Knees and toes, knees and toes.

----- Knees and toes, knees and toes.

And eyes and ears and mouth and nose

Head and shoulders, knees and toes, knees and toes.

<https://www.youtube.com/watch?v=gxphoOOwTbo>

<https://www.youtube.com/watch?v=ka7d-13iWbA>

SONG 2

SOUNDS ANIMAL SONG

(Jenkins., 2010)

The dog goes woof, woof, woof.

The cow goes moo, moo, moo moo.

The duck goes quack, quack, quack.

And the angle says to whit to whoooo.

The cat goes meow, meow , meow

The birth goes tweet tweet tweet tweet

The pig goes oink oink oink oink

And the little mouse squeak squeaks squeak squeak squeaks squeak

These are the sound that the animals make

These are the sound that the animals make

The horse goes neigh neigh neigh

The sheep goes baa baa baa baa

The rabbit goes thump thumpety thump

And the people they say bla bla bla blab bla bla

The snake goes hiss hiss hiss

The chicken goes cluck cluck cluck cluck

The frog goes ribbit ribbit ribbit

The biz says buzz buzz buzz buzz buzz buzz

These are the sound that the animals make

These are the sound that the animals make

The donkey goes haw hee haw hee haw

The elephant goes pawoooo

The bear growls grrr grrr

And the lion roars raaaar

These are the sound that the animals make

These are the sound that the animals make.

<https://www.youtube.com/watch?v=t99ULJjCsaM>

Matrix

Theme: Using songs to improve the vocabulary in the English language among sixth year students in parallel “b” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p>Main problem:</p> <p>How do songs improve the vocabulary in the English language among sixth year students in parallel “b” at “Daniel Rodas Bustamante public school”, during the academic period 2013 – 2014?</p>	<p>General</p> <p>To improve the English vocabulary using songs among sixth year students parallel “B” at “Daniel Rodas Bustamante public school”, during the academic period 2013 – 2014.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Concept of vocabulary. ➤ Importance of teaching vocabulary. ➤ Factors should be taken in count in teaching vocabulary. ➤ The role of vocabulary in language. ➤ Classification of vocabulary. 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> -observing the English classes -Starting the background of problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research 	<p>Questionnaires</p> <p>Tests</p> <p>Observation</p> <p>Checklists</p>

<p>Sub-problems</p> <ul style="list-style-type: none"> ▪ What kind of theoretical references about songs and vocabulary are effective to help sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014? ▪ What are the issues that limit the vocabulary with sixth year students in parallel “B” at Daniel Rodas Bustamante public school during the academic period 2013 - 2014? 	<p>Specific</p> <ul style="list-style-type: none"> • To investigate the literature related to vocabulary and songs to help sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014? • To diagnose the issues that limit the vocabulary learning with sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014? 	<p>Songs</p> <ul style="list-style-type: none"> ➤ Songs in the EFL classroom. ➤ Advantages of the use of songs in the English class. ➤ Five reasons for using songs in classes ➤ Purposes of using songs in the EFL classroom ➤ Principles for Using Songs in the EFL Classroom. ➤ Techniques for Using Songs in the EFL Classroom 	<p>-preparing an intervention plan</p> <p>Intervention and observation</p> <ul style="list-style-type: none"> -applying, observing and monitoring students’ performance according to the intervention plan <p>Presentation of research findings</p> <ul style="list-style-type: none"> -reflecting, analyzing and answering the proposed inquiries -organizing the final 	
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<ul style="list-style-type: none"> ▪ What are the important phases of the intervention plan that address the current issues of the vocabulary learning among sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014?? ▪ Which songs are implementing to improve the vocabulary in English with sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014? 	<ul style="list-style-type: none"> • To design an intervention plan based on the use of songs to improve vocabulary of sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014?? • To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the vocabulary among sixth year students in parallel “B” at “Daniel Rodas Bustamante Public 		report	
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<ul style="list-style-type: none"> ▪ How do songs as part of the classroom activities reduce the limitation of the vocabulary learning among sixth year students in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014? 	<p>School”, during the academic period 2013 - 2014?</p> <ul style="list-style-type: none"> • To reflect upon the effect that the songs had on 6th year students’ vocabulary in parallel “B” at “Daniel Rodas Bustamante Public School”, during the academic period 2013 - 2014? 			
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ANNEXES 2



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