

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

“USING SONGS TO IMPROVE VOCABULARY
LEARNING IN THE ENGLISH LANGUAGE WITH
STUDENTS OF 4TH AND 5TH YEAR OF BASIC
EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ”
SCHOOL. ACADEMIC PERIOD 2013-2014.”

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

AUTHOR: Ivan Patricio Labanda Cabrera

THESIS ADVISOR: Rosa Virginia González, Mg. Sc

LOJA-ECUADOR

2015

No lo *pon* los
mejores puestos, sino
los más preparados,
aunque no sean genios.

CERTIFICATION

Rosa Virginia González Mg. Sc.

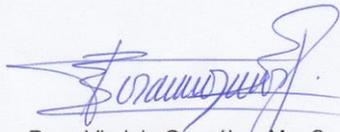
Professor of the Universidad Nacional de Loja

CERTIFIES:

That the present research work entitled **“USING SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4TH AND 5TH YEAR OF BASIC EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ” SCHOOL. ACADEMIC PERIOD 2013-2014.”** is the responsibility of the undergraduate student: **Ivan Patricio Labanda Cabrera**.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

July, 2015
Loja, Ecuador



Rosa Virginia González, Mg. Sc.

THESIS ADVISOR

AUTORÍA

Yo, Iván Patricio Labanda Cabrera declaro ser autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autor: Iván Patricio Labanda Cabrera

Firma:  _____

Numero de cedula: 1105601544

Fecha: Loja, Julio de 2015

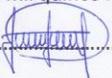
CARTA DE AUTORIZACION DE TESIS POR PARTE DEL AUTOR, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, Iván Patricio Labanda Cabrera declaro ser autor de la tesis titulada: **"USING SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4TH AND 5TH YEAR OF BASIC EDUCATION AT "DR. LUIS EMILIO RODRIGUEZ" SCHOOL. ACADEMIC PERIOD 2013-2014."**; como requisito para obtener el grado de: Licenciado en Ciencias de la Educación, mención: Idioma Ingles; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en la redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización en la ciudad de Loja, a los 09 días del mes de julio del dos mil quince firma el autor.

Firma.....

Autor: Iván Patricio Labanda Cabrera

Cedula: 1105601544

Dirección: Celén – Saraguro – Loja Correo electrónico: ivanlabanda4@hotmail.es

Teléfono: Celular: 0979023166

DATOS COMPLEMENTARIOS

Director de Tesis: Lcda. Rosa Virginia González Zúñiga Mg. Sc.

Tribunal de Grado: Dra. Silvana Isabel Trujillo Ojeda.

Lcda. Miriam Eucevia Troya Sánchez.

Lcda. María Augusta Reyes Vélez.

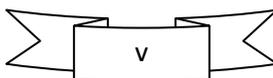
ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who provided me with the ability to complete this research work. I extend my gratitude to Universidad Nacional de Loja for all the help provided during my studies. Special thanks go to the English Language Department and all the staff members who helped me complete this research work.

Furthermore, I would like to acknowledge the crucial role of “**DR. LUIS EMILIO RODRIGUEZ**” School, for giving me the opportunity to practice and collect the data for this research. Last but not least, many thanks go to all students and teachers who facilitated and contributed with their time and knowledge during this research.

I wish to acknowledge Professor Rosa Virginia González, whose contribution with stimulating suggestions and encouragement helped me complete my research work especially with the writing of this thesis.

THE AUTHOR



DEDICATION

To the new generation of teachers

Iván Patricio Labanda Cabrera

MATRIZ DE ÁMBITO GEOGRÁFICO

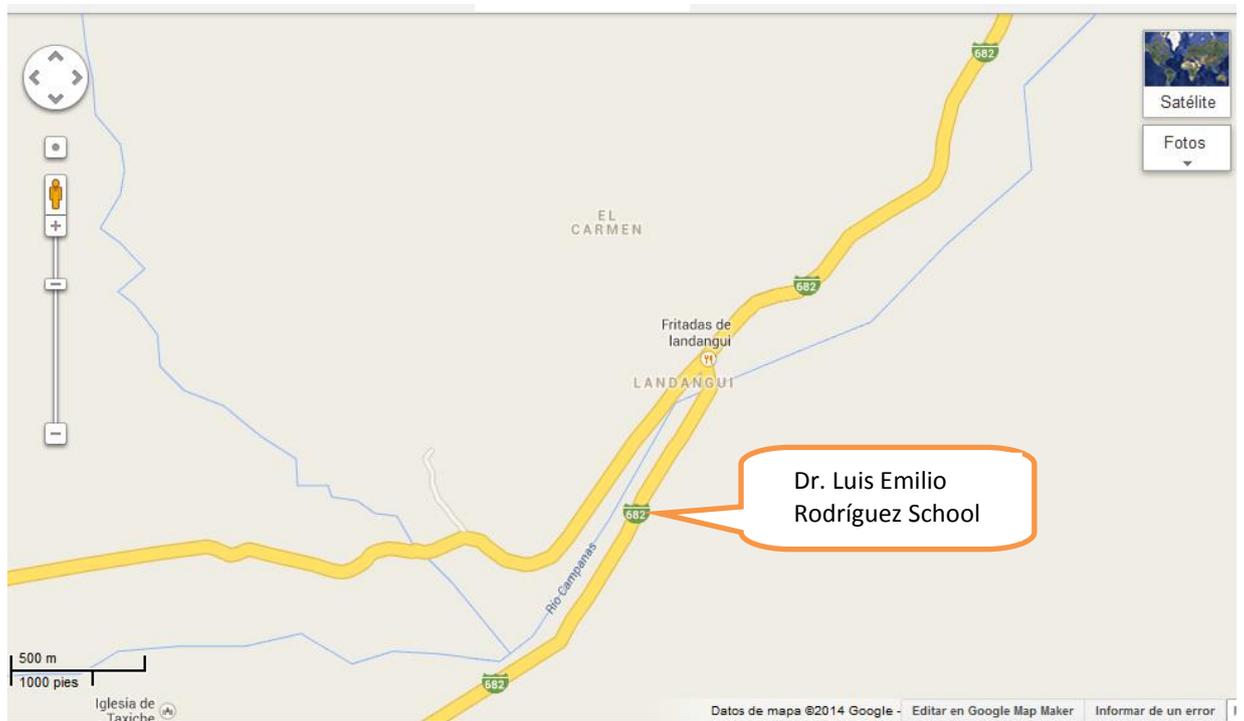
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
Tipo de documento	Autor y Título de la tesis	Fuente	Fecha/ año	Ámbito geográfico						Otras Desagregaciones	Notas Observaciones
				Nacional	Regional	Provincial	Cantonal	Parroquial	Barrios Comunidad		
Tesis	<p>“USING SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4TH AND 5TH YEAR OF BASIC EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ” SCHOOL. ACADEMIC PERIOD 2013-2014.”</p>	UNL	2015	Ecuador	Zona 7	Loja	Loja	Malacatos	Landangui	CD	<p>Licenciado en Ciencias de la Educación, mención Idioma Inglés</p>

MAPA GEOGRÁFICO Y CROQUIS



Loja, Mapa Division Politica (Google Maps, 2015)

CROQUIS



Ubicación de la escuela Dr. Luis Emilio Rodríguez (Google Maps, 2015)

THESIS SCHEME

- i. COVER PAGE
 - ii. CERTIFICATION
 - iii. AUTORY
 - iv. LETTER OF AUTHORIZATION
 - v. ACKNOWLEDGEMENT
 - vi. DEDICATION
 - vii. GEOGRAFICAL MATRIX
 - viii. GEOGRAPHIC MAP AND SKETCH
 - ix. THESIS SCHEME
 - a) TITLE
 - b) ABSTRACT (Spanish, English)
 - c) INTRODUCTION
 - d) LITERATURE REVIEW
 - e) MATERIALS AND METHODS
 - f) RESULTS
 - g) DISCUSSION
 - h) CONCLUSIONS
 - i) RECOMMENDATIONS
 - j) BIBLIOGRAPHY
 - k) ANNEXES
- INDEX

a. THEME

“USING SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4TH AND 5TH YEAR OF BASIC EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ” SCHOOL. ACADEMIC PERIOD 2013-2014.”

b. RESUMEN

Este estudio descriptivo en Ingles investigó el uso de canciones en el progreso del aprendizaje del vocabulario de los alumnos de cuarto y quinto año de la escuela Dr. Luis Emilio Rodríguez. Se llevó a cabo un Plan de Intervención con once sesiones para mejorar esta habilidad. Una prueba fue diseñada y utilizada por el investigador para medir el progreso y la percepción de las canciones de los ocho estudiantes. Herramientas como hojas de observación se utilizaron durante el proceso para diagnosticar el progreso de los estudiantes. Los resultados mostraron que el uso de canciones facilitó significativamente el progreso del aprendizaje del vocabulario lo cual fue reflejado notoriamente en el incremento de los puntajes en el post-test y el progreso de los estudiantes durante el proceso. Las respuestas a las listas de comprobación confirmaron el entusiasmo y la actitud positiva de trabajar con vocabulario. En conclusión este estudio ayudó a los estudiantes a mejorar su aprendizaje del vocabulario, al investigador a mejorar sus destrezas pedagógicas y a la comunidad a tener mejores profesionales.

c. ABSTRACT

This descriptive study investigated the use of songs in the improvement of English-vocabulary learning with fourth and fifth year students at Dr. Luis Emilio Rodriguez School. An intervention plan with eleven sessions was implemented to improve this sub skill. A researcher's-made test was designed and used to measure the eight students' progress and perception of songs. Additionally instruments like observation sheets were also used along the process to monitor the students' growth. The results showed that the use of songs facilitated meaningfully the improvement of vocabulary learning which was reflected in the increase of the posttest scores and students' progress during the intervention. The answers from the checklists confirmed the enthusiasm and the positive attitude toward working with vocabulary. In conclusion this study helped students to improve their vocabulary learning, the researcher to sharpen his teaching skill and the community to have better professionals.

d. INTRODUCTION

This study was focused on the use of songs to improve the vocabulary learning with children from eight to nine years old in a public school. These students had English classes once a week without the support of resources and activities that motivate and facilitate language learning. The current study explored research and strategy to facilitate the improvement of vocabulary learning. The study examined the use of songs taking into account M.Finocchiaro, (1974), who says that vocabulary is one of the language components which should be mastered by English learners, besides she states that vocabulary has a role, which parallel with phonology and grammar helps the learner mastering the four language skills. On the other hand Daniela (2011) states that, using songs in the classroom is not only fun but students can learn a lot of new vocabulary such as idioms, verbs, nouns, and even slang by listening to their favorite music. Because of the students' lack of vocabulary the researcher decided to apply songs as part of the solution to this problem, since songs are highly motivating and help students to memorize words in an easy way because of their rhythm.

Moreover, this research work was a significant importance for the institution, the students, the community and the researcher. This theme, Using Songs to Improve Vocabulary Learning, had not been done before in the English Language Department of the Universidad Nacional de Loja and at Dr. Luis Emilio Rodriguez School. It helped fourth and fifth year students of Basic Education to use the new vocabulary learned in an effective way, and provided facilities and opportunities to learn new things. This action research

increased the educative level and prestige of this institution, contributing to the improvement of the learning process among the students. Similarly, the researcher was beneficiated because he learned a lot of about how to use songs to improve vocabulary learning. The researcher chose songs as part of the solution for many problems students were facing such as; the lack of motivation for learning a foreign language also the lack of vocabulary that was a huge problem for them because it didn't allow them to express anything or facilitate further learning. Consequently, this research project helped students to improve their vocabulary learning and to have a better perception of the language.

The variable that was going to be monitored was Vocabulary (association between written word and image, association between oral word and written word and remembering word spelling), through the checklist to check students' daily improvement within each topic being studied. The current study worked with a sample of fourth and fifth year students in a rural school. The action research work involved pre and posttests, and an interview to the director of the institution, during the intervention.

The eleven-session intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enabled students to master new words. This intervention was developed in a sequence that included: first with the introduction of the new vocabulary then the establishment of image and written word association, and finally the use of the song as a strategy to practice

pronunciation, (repeating and mastering the new vocabulary learned in a fun way; therefore, memorizing new words.) The lessons were reinforced with activities such as: scramble activities to remember word spelling and the use of flashcards to associate oral word with written word, these enabled students to understand the new vocabulary learned appropriately.

This research work has given students the opportunity to increase their vocabulary and therefore use it in their learning process. For future educators, to take advantage of this research work and use it as part of their teaching process and the researcher to have more experience using this technique with different students and try to improve its application as much as possible. Also this research work inspires other educators to use action research and try to solve issues encountered within their daily practice through research and the application of scientific solutions for those problems.

e. LITERATURE REVIEW

1. VOCABULARY LEARNING

According to M.Finocchiaro, (1974), vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar helps the learner mastering the four language skills.

(M.Finocchiaro, 1974)

Vocabulary functions as a cornerstone without it any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The word “vocabulary” generally represents a summary of words or their combinations in a particular language.(Ur, 2000)

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages.

There has been increased focus on teaching vocabulary recently, partly as a result of “the development of new approaches to language teaching, which are much more ‘word-centered’.”(Thornbury, 2004)

• IMPORTANCE OF VOCABULARY

Vocabulary is central to English language learning because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This point reflects the importance of vocabulary because even without grammar, but with some useful words and expressions, it is possible to communicate. Lewis(1993) went further to argue, “Lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Furthermore, students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “Learners carry around dictionaries and not grammar books”. The students’ vocabulary learning helps and gives them more opportunities to understand and communicate with others in English. (TESOL)

Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success (ESL)

• CLASSIFICATION OF VOCABULARY

Finocciaro explains that the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. 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. The words or vocabularies can be spoken and also written.

(M.Finocchiaro, 1974)

There are two kinds of vocabulary: they are function words and content words

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).
- 2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- a) Words that refers to a person, a place or a thing that we might call them nouns.
- b) Words that express an action, an event or a state are called verbs

c) Words are used to describe the qualities of thing or actions called adjectives and adverbs.(Olshtain, 2000)

• **PROCESS TO TEACH VOCABULARY**

According to Armbruster and Osborne, (2001), students use vocabulary to understand (receptive) and use (expressive) words to acquire and convey meaning. It is an important prerequisite for developing reading comprehension and oral and written expression. When a student does not have a strong vocabulary he/she may struggle to gain meaning from text while reading and understand new concepts presented in oral discussions. Therefore, the following direct and indirect strategies, which have been effective in increasing students' vocabularies, should be considered when intervening with an individual student.

1. HELP STUDENT DEVELOP WORD-LEARNING STRATEGIES THAT THEY CAN USE WITH NEW WORDS THAT HAVE NOT BEEN TAUGHT DIRECTLY:

- a)** Utilize reference tools, such as dictionaries. First model its use. For example, with a dictionary, there is frequently more than one definition of a word. Therefore, an explanation of which definition applies and why, given the context of the text. Also, reviewing synonyms may assist in learning other words.
- b)** Information about word parts to figure out the meanings of words in text. Teach the student common prefixes and suffixes (affixes), base words, and root words, which can help the student to learn the meanings of

many new words. For example, if the student learns just the four most common prefixes in English (un-, re-, in-, dis-), he/she will have important clues about the meaning of about two thirds of all English words that have prefixes. Prefixes are relatively easy to learn because they have clear meanings (for example, un- means not and re- means again); they are usually spelled the same way from word to word; and, of course, they always occur at the beginnings of words.

Learning suffixes can be more challenging than learning prefixes. This is because some suffixes have more abstract meanings than do prefixes. For example, learning that the suffix -ness means "the state or quality of" might not help students figure out the meaning of kindness. Other suffixes, however, are more helpful. For example, -less, which means "without" (hopeless, thoughtless); and -full, which means "full of" (hopeful, thoughtful). Also, teach the word roots as they occur in the texts students read, as well as those root words that students are likely to see often. About 60% of all English words have Latin or Greek origins.

- c)** Use context clues to determine word meanings. Context clues are hints about the meaning of an unknown word that are provided in the words, phrases, and sentences that surround the word. Context clues include definitions, restatements, examples, or descriptions. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. The teacher models how to use context clues to determine word meanings. (Armbruster, 2001)

2. DIRECTLY TEACH THREE TYPES OF WORDS:

- a) **Important Words:** words that are critical for understanding a concept or the text. Therefore, before the student reads a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help the student learn new words and comprehend the text.
- b) **Useful Words:** words that students are likely to see and use again and again.
- c) **Difficult Words:** words with multiple meanings, idiomatic expressions (Armbruster, 2001)

3. PROVIDE MULTIPLE TEACHING AND LEARNING OPPORTUNITIES WITH TARGETED VOCABULARY WORDS OVER AN EXTENDED PERIOD OF TIME:

Words are typically learned from repeated encounters (often 8-10 exposures), rather than from a single context or encounter. Also, the more the student uses the new words and the more they use them in different contexts, the more likely they are to learn the words. At every opportunity, draw the student's attention to the words to be learned. Point out the words in textbooks and reading selections, and have the student use the words in their own writing. Have the student listen for and find in print the words as they are used outside of the classroom-in newspapers, magazines, at museums, in television shows or movies, or the Internet.(Armbruster, 2001)

4. ACTIVELY INVOLVE THE STUDENT IN CONSTRUCTING MEANING AND THE COMPONENTS OF VOCABULARY LEARNING RATHER THAN IN MEMORIZING DEFINITIONS OR SYNONYMS:

This type of activity should occur in all subjects to extend the content and context of vocabulary learning. Assist the student in developing a word consciousness-an awareness of an interest in words, their meanings, and their power. Word conscious students know many words and use them well. They enjoy words and are eager to learn new words-and they know how to learn them. Call the student's attention to the way authors choose words to convey particular meanings. Encourage the student to play with words by engaging in word play, such as puns or palindromes. Help the student research a word's origin or history. Encourage them to search for examples of a word's usage in their everyday lives.(Armbruster, 2001)

5. CONNECT VOCABULARY INSTRUCTION TO READING:

Discuss reading selection before, during and after reading, talking with student about new vocabulary and concepts and helping them to connect the words to their prior knowledge and background. Also, providing the student with many opportunities to read and/or listen to reading in and out of school. When you are reading aloud discuss the selection before, during and after you read. Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.(Armbruster, 2001)

- **TEACHING VOCABULARY IN FOREIGN LANGUAGE LEARNING**

- **APPROACHES AND TECHNIQUES TO VOCABULARY TEACHING**

There are a lot of approaches and techniques to vocabulary teaching but there are two traditional approaches that are the most common ways in which the mean of new items is conveyed as follows:

a) Teacher-Centred

This approach is divided into three main types: visual techniques, verbal techniques and translation.

- **Visual Techniques**

In teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word to be taught:

- a) Realia, i.e. objects in the class, including students themselves, and other brought to class;
- b) Pictures, photos, BB drawings, flashcards, slides, wall charts, transparencies, etc.
- c) Mime, gestures, actions, facial expressions.

Of course, not all vocabulary can be presented in this way. According to Doff (1998:14) should only be presented visually if it can be done quickly,

easily and clearly. However, for suitable vocabulary, it is a very effective method: it is direct, interesting and makes an impression on the class.

- **Verbal Techniques**

There are certainly other techniques which can be used to present vocabulary which are as follows:

- a) by giving examples of the type, e.g. to illustrate the meaning of superordinates
- b) by using illustrative situations, to explain abstract words, for instance
- c) through definitions
- d) with synonyms/opposites
- e) by using scales for gradable items

- **Translation**

Used sensibly, translation can be a useful way to convey meaning as:

- It saves times
- It allow us to check correct comprehension, if necessary (e.g. in the case of false friends)

On the whole, however, translation of vocabulary into the mother tongue should be kept into tight control. From the lower intermediate stages onwards it is better to resort to other techniques (e.g. a simple explanation in the target language). Apart of giving the student extra exposure to the target language (as students rarely listen so intently as when they are learning new words), this technique has another benefit: if on a future occasion he cannot remember the target item, he can always give an explanation or a synonym,

a technique that is in fact often used by native speakers of the language. The problem with students who have been taught through translation techniques is that they often give up if the exact lexeme does not come to mind, while those who are accustomed to operating in the target language will often fall back on some type of alternative communicative strategy (Wallace 1988:48).

Of course, it is also possible to use a combination of the techniques mentioned above.

b) Student- Centered Learning

Student-centered learning can also take place in different ways such as by allowing them to ask other students in the classroom, by using a dictionary or through contextual guesswork.

As regards the proper and efficient use of a dictionary, it is something that students certainly ought to be trained in, if only as a way of helping the student to be independent of the teacher and the classroom. On the other hand, many of the students' errors derive from its wrong usage. Nevertheless, recourse to the dictionary should not be typical of every reading session as:

- It may encourage the tendency to concentrate on individual words rather than on overall meaning.
- The learner may not attempt to use the context to decode meaning, and over-frequent use of the dictionary slows up the flow of reading, and makes the passage more boring to read and perhaps even more

difficult to understand since concentration is interrupted (Wallace 1988:43).

We may also choose to teach vocabulary within a written context, especially at intermediate and advanced levels. If we are thinking about a comprehension lesson the teacher should make sure that the SS have at least a general understanding of the passage. The usual procedure would be to ask questions to establish the general sense of the passage first and then continue with more specific questions about the meanings of pieces of the text and individual words.

This technique is probably the most efficient in the long run. As the teacher will only be able to teach the student a small percentage of the words that he or she later need, it seems to be a good idea to promote extensive reading so that the SS's vocabulary can grow naturally, and to spend some time on showing SS what Nutall (1988:66) calls "word-attack skills". Through these it is possible:

- To infer meaning from context in the same way native speakers or competent speakers of a foreign language learning do,
- To show SS that many words can just be ignored, probably the first and most basic word-attack skill and the difficult one to accept.

Students must be taught to use sentence structure to establish the grammatical category of the new item, word structure to find out the type of word it is and its meaning, as well as contextual, logical and cultural clues to

discover the meaning (Grellet 1990:14 -16). And the FL readers certainly do require specific training in using this skill for different reasons:

- Because L2 readers have less exposure to the language than L1 readers and, therefore, have to make more conscious effort to learn words (Nuttall 1998:70).
- Because most SS are not aware that it is possible to understand new words without being told what they mean (Bright & McGregor 1970).
- Because we need to encourage the students to adopt a positive attitude towards new lexical items instead of the negative one instinctively adopt.(Lopez, 2011)

• **TEACHING VOCABULARY THROUGH SONGS**

Daniela. (2011) states that, using songs in the classroom is not only fun but students can learn a lot of new vocabulary such as idioms, verbs, nouns, and even slang by listening to their favorite music. It is very simple for us teachers to create a short exercise and choose a song that you think is appropriate for the class you are teaching.

It is important, to start with a Pre-listening activity. By doing so students can get in the mood for the activity and predict what they will do. For example, eliciting vocabulary that they think will be used in the song, eliciting information about what the song will be about or simply explaining some of the vocabulary that will be used.

Then, here comes the fun part, students get to listen to the song and do an activity while doing so like a fill in the blanks exercise. It is very simple to create a fill in the blanks exercise; it will take you five minutes. Finally, the activity needs a wrap up exercise where students can practice the vocabulary learned in the song and they get to sing together.

Another good idea would be to have the students create an exercise with a song they like, and bring it to class for their classmates. They get to be the “teachers”. Their assignment is to bring the song, create an exercise and explain the new words. I tried this activity with high school students and they were really excited about it.(Daniela, 2011)

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

- **DIFFICULTIES IN VOCABULARY LEARNING**

There are different things that can go wrong in learning vocabulary. Probably the most basic type of problem is the inability to retrieve vocabulary that has been taught. In this situation either communication breaks down altogether or else the student has to convey the message in a different way by drawing on his strategic competence.

The use of vocabulary inappropriate to a given situation is another fault. Thus, for instance, “right/left” are usually acceptable ways of indicating direction, although not on a ship, where “starboard/port” are more appropriate.

Another common error is the use of vocabulary at the wrong level of formality, e.g “Be seated, ladies and gentleman” vs “Sit”: or possessing the wrong kind of vocabulary for one’s needs, e.g. academic instead of conversational English.

Further problems may be using vocabulary in an unidiomatic way or even in a meaningless way (“verbalism”), or the use of an incorrect grammatical form, spelling or pronunciation as well as the improper use of a dictionary, the source of numerous mistakes.

It is clear then that learning vocabulary is something more than just memorizing lists of words.

From the problems described above, some of them were found in the students who will participate in the present research work; for instance, they did not remember what the teacher teaches them. They use vocabulary in an inappropriate way and use the incorrect grammatical form; spelling and pronunciation of words which are the principal limitations to learn English as a foreign language.(Lopez, 2011)

3. SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

- **DEFINITION OF SONG**

According to Frank, M. (1972), a song is a sort of music with words that can be sung. Song is a short musical work set by a poetic text with equal

importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment. Song is an interesting media that offers high imagination. The language song is usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn. (Frank, 1972)

- **THE ADVANTAGES OF SONGS**

Brewer, C. (2010) says that as a teaching media, song prevents students' boredom in the language classroom. The use of song in teaching learning process has good implication, those are:

- 1) Create a welcoming atmosphere. It is the function of song as a warmer; students are expected to be enthusiastic in the learning process.
- 2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- 3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
- 4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.

- 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.
- 6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
- 7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.
- 8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
- 9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
- 10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning. (Brewer, 2010)

- **TYPES OF SONGS**

According to Hans Mol (2009), there are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of language learners. 'Real' music that children listen to and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they

may, for instance, contain slang or offensive words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on. (Mol, 2009)

- **WHAT CAN YOU DO WITH SONGS IN THE CLASSROOM?**

Hans Mol (2009) says that the sky is the limit! There are a few things to keep in mind: simple, repetitive songs often contain a recurrent grammatical pattern which is useful to teach (especially with younger children). More difficult songs often contain interesting vocabulary and idioms. Also there is often a message, a theme, or a story underlying a song which students can discuss, explain, debate, and write about at almost any level. (Mol, 2009)

- **PRACTICAL TIPS AND TASKS FOR USING SONGS**

- **Focus it**

Start with a focusing activity: anything that will get students thinking about the subject of the song. Have them think about the title of the song, in groups of pairs. Find a picture that relates to the subject of the song and have students make guesses about it. (Mol, 2009)

- **Highlight it**

Put a selection of important words from the song on your board. Have students ask each other what the words mean. Then, have students in groups write or tell a quick story that uses the words. You can also get

students to circle, underline or highlight specific words or word categories. (Mol, 2009)

- **Stop it**

Again, write a selection of words on the board. Students must shout STOP any time they hear one of the new words. You could also stop the song before a word you want them to guess. (Mol, 2009)

- **Lip sync it**

Have students lip sync the song before a team of judges in a Class Idol show. This allows them to become familiar with the words, rhythm, stress and intonation before actually singing the words out loud. (Mol, 2009)

- **Strip it**

Cut the song into strips. Give each student one strip to memorize. Students put the strips in their pockets. They get up and tell each other their part of the song, without looking at their part or showing their part to anyone else. Students then organize themselves in the right order, speak the song and then listen and check. You can also have students put the strips on a table in order. (Mol, 2009)

- **Question it**

Have students ask each other questions about the song (about the words, about the topics or about characters in the song). For more advanced students you could choose two songs of a similar theme, and

split the class into two teams. Have each group listen to their song and draw up a list of (open or True/False) questions. Pair each student with a member of the opposite team and have them take turns asking their questions. (Mol, 2009)

- **Gap it**

You can prepare a gapped version of the lyrics and let students complete them before listening and then check afterwards. (Mol, 2009)

- **Write it**

Have students write a letter to the main character or the singer, send an answer to a person referred to in the song, rewrite the song as a story, write a story which began before the story in the song and led to it, or write a story which will continue after the song. (Mol, 2009)

- **Change it**

Change words (adjectives, adverbs, nouns -names, places or feelings), and invent new lyrics for the melody. If you have karaoke versions of the songs you can then let students sing their own versions. (Mol, 2009)

- **Draw it**

Get students to draw or collage the song and compare the visualizations in class. The possibilities are endless. Music and songs are fun, and most people enjoy them. Make songs a regular feature in your lessons! (Mol, 2009)

- **STEPS FOR TEACHING VOCABULARY WITH SONGS**

1. Choosing the song

If you are teaching a song that you found from a website and want to teach vocabulary on a specific subject, you need to be very picky. Yildirim (2012) believes that most English songs are too difficult for younger learners. Moreover, they are not easy to learn and often contained lyrics that are not very useful at all. So go for the easiest and also at the same time the most useful one.

2. Quality check

If the song has a video that you want to share with your students, make sure to watch it in advance for two main reasons. First is the quality of the video, and the second one is the content. Sometimes videos, even if they are meant for little kids, might have some little surprises for you that you actually do not want your students to watch in the class. (Yildirim, 2012)

3. Learn the song before the lesson

Before teaching the song in the class, you as a teacher have to learn the song by heart. Even though you are very good at music, you forget the lines sometimes. So just to make it sure, you should put the lyrics somewhere close to your eyes. But if you keep looking at the lyrics and your

students recognize it, they might think you do not know the song at all. Probably it will create a bad image. (Yildirim, 2012)

4. Dance – Game or Drama

Teaching a song to your students is good. Teaching a song with a game or moves that go with it or simply just dancing while singing is awesome! you should let them dance while they are singing and they also do action movements that describe the song. You and our students should decide on the movements together and apply. Below you can watch an example. It is an adopted song, and it goes by the name 'You are my snowman'. The original song belongs to Johnny Cash 'You are my sunshine'. Here my students were asked to sing the song and do any movements that go with the lyrics. (Yildirim, 2012)

5. Teach the new words

You may both write the lyrics on the board or on a paper and introduce the new and important vocabulary. Or if you like, you can use colorful flashcards to teach the vocabulary items. Here it really depends on your vocabulary teaching style. (Yildirim, 2012)

6- Introduce the actual song

You can either ask them to only listen to the video or sing along with it. Have them sing the song at least 2 times.

7- Repetition

Young learners have a tendency to learn quickly which a good thing is for a teacher, but at the same time a tendency to forget quickly. One day you teach a song and they might forget everything by the next lesson. After teaching the song, do not forget to repeat it the following day and sing it at least one time a week until everybody learn it by heart. Or if you do not have time for that, you can also play it during the break time as a welcome or good-bye. (Yildirim, 2012)

8- Visualization

It is very helpful to visualize the things you teach. When you teach a new song, you should also prepare a song poster and put it to the music corner.

9. Challenge your students

Young learners are always hungry for new songs. You teach them one, but that is not enough. They want to learn other songs, they want to learn more and more, so unless they really like it, singing an old song can be boring for them.(Yildirim, 2012)

- **SONGS AS PEDAGOGICAL TOOLS**

Murphey (1992) states that one advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to

improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.

Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.(Murphey, 1992)

- **Listening**

Purcell (1992) states that students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody. Some songs, such as Hello, contain common expressions and can be used as good listening activities.

Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. (Purcell, 1992)

- **Speaking**

Moriya, Y. (1988) says that children always want to learn how to make new sounds and this can take a great deal of practice. Some teachers use minimal-pair drills, although these types of activities are rarely interesting for young learners. Songs, on the other hand, can allow young learners to practice a new sound without producing the same level of boredom. Songs

also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress.

Moriya emphasizes the value of using songs for pronunciation practice with Asian learners of English due to the phonemic differences between Asian languages and English. For example, there are several problematic areas for Japanese students learning English. (Moriya, 1988)

- **Vocabulary**

According to Murphey (1992) songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. The song Head, Shoulders, Knees and Toes, for example, could be used to review body parts, or the song I Can Sing a Rainbow might be useful for reviewing color names. Most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. (Murphey, 1992)

- **SENTENCE STRUCTURES AND SENTENCE PATTERNS**

Murphey. (1992) says that many children's songs have a simple sentence structure or sentence pattern that can become set in the mind of the learner. Songs could be used to reinforce questions taught in the classroom. The songs (Where is Thumbing? Hello, what is your Name? and Who is Wearing Red?), might be useful for practicing WH-question forms, for example.

Websites such as The Teacher's Guide (<http://www.theteachersguide.com/>) or NIEHS Kids' Pages (<http://kids.niehs.nih.gov/>) provide hundreds of children's songs with lyrics for teachers to use.

The length of a phrase in a typical children's song is short and often uses simple conversational language. Murphey states that the pauses after each phrase are typically longer in comparison to the phrase itself, which can allow learners to process the language and shadow in real time. Again though, the teacher needs to take care when selecting a song because some songs have irregular sentence structures that are not typically used in English conversation.

- **Culture**

According to Jolly, using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. (Jolly, 1975)

Songs reflect culture; Shen states, "Language and music are interwoven in songs to communicate cultural reality in a very unique way". (Shen, 2009)

Although this is probably more applicable to songs for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.

- **Enjoyment**

Murphey. (1992) says that probably the most obvious advantage to using songs in the young learner classroom is that they are enjoyable. Most children enjoy singing and usually respond well of using songs in the classroom, but there are more significant benefits of using songs, others than

just being fun. First, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable.(Murphey, 1992)

- **SONGS STIMULATES MEMORY**

Doscher, K. (2013) states the following question: “Have you ever wondered why you get a song’s refrain stuck in your head for days on end, but never sentences from a magazine or a dialogue from a movie you just watched?” according to him that is because music stimulates memory like nothing else, and think about it: When you were a kid, were not you taught all kinds of songs and tunes to help you remember stuff? the alphabet, the planets’ order in the solar system, irregular verbs, etc. Music is a powerful memory trigger, making it one of the best learning tools there is. You can listen to songs written in the language you are learning, but you can also make up your own! Pick your favorite melody and sing the days of the week to it, for example, or anything you have to memorize in a foreign language! You’ll see an improvement quickly.(Doscher, 2013)

- **SINGING AND LEARNING LYRICS INCREASES VOCABULARY**

Doscher, K. (2013) says that songs work in our own language, so why would it not be the same in a foreign language? According to him listening to a song in the language you are trying to learn will help you enrich your vocabulary much quicker. You will hear words as well as word combinations that you might not have heard in any other circumstances.(Doscher, 2013)

- **SINGING A SONG IMPROVES PRONUNCIATION**

Perhaps you will notice that your accent is less noticeable when you sing a foreign language than when you speak it. According to Doscher that is because the rhythm of the music makes it easier to articulate the words, and helps develop a proper pronunciation.(Doscher, 2013)

- **LISTENING TO MUSIC WILL IMPROVE YOUR COMPREHENSION OF THE LANGUAGE**

According to Dave Munger's Cognitive Daily article, the very first thing you have to figure out when you learn a new language is where the words begin and end. That step not only is the first, but also the hardest. Adding melody and pitch to speech can help make that step easier; Music makes the words more differentiable from one another.

f. METHODS AND MATERIALS

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, instruments, materials and procedure.

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 (practitioners) 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 practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated him reflected upon his teaching and improved his students' situation.

CONTEXT

Dr. Luis Emilio Rodriguez public school was selected as the place for the present research work since it is the school where the researcher is currently teaching his community teaching practices; therefore he has an insight of the spectrum of English teaching within the school. **Dr. Luis Emilio**

Rodriguez School is located in Landanguí a small village near to the city of Loja. This school is not organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of **Dr. Luis Emilio Rodríguez School**, the treatment of English as a subject within the curriculum of the school is optional and it is reflected in the limited class periods devoted to teach it. It does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

In **Dr. Luis Emilio Rodríguez School** the researcher teaches English to fourth and fifth grades of basic education. Within this group there are 8 students: 4 belong to the fourth grade and 4 others to the fifth grade. There are 3 women and 5 men and they are all from 8 to 9 years old. They receive 2 class periods per week and the textbook used is “Aprende Inglés y Colorea”, worksheets are also used as additional resources in the teaching process.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes 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 at describing 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 songs applied in the developing of vocabulary. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection 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 the tests. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the test and the qualitative text analysis of the data received from the observations and teacher's diary

TECHNIQUES

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

Questionnaires, interviews, conversations, students' grades, students' works (documentary evidence) field diaries & notes, systematic observations, (video recordings) and researcher's-made tests were used to gather the information.

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 fourth and fifth year students of Dr. Luis Emilio Rodriguez School; The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to

learn from the relevant moments were active subjects in the development of this work.

The personal computer, internet, removable memory stick, and multimedia were the **technological resources** used. And the **office supplies** like handouts, flashcards, videos, textbooks and bibliography made it possible.

PROCEDURE

The study started with the observations of the English classes of the fourth and fifth year of basic education in order to identify the issues the students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on the students' needs was done to support the questions raised along the observations.

An intervention plan, organized in lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

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

INTERVENTION PLAN

General Objective: To use songs to improve vocabulary learning in the English language of 4 th and 5 th year of Basic Education students at “Dr. Luis Emilio Rodriguez” School. Academic Period 2013-2014.			
Description: Teaching sessions (workshops) will be developed at “Dr. Luis Emilio Rodriguez” School, each workshop is going to be 90 minutes long, and the researcher is going to apply educative songs and worksheets to reinforce vocabulary learned with the song.			
LESSON	OBJECTIVES		RESOURCE
	Teacher	Student	
Workshop 1: Pre-test	To find out the prior knowledge of vocabulary through the pre-test. To know the issues that students have in vocabulary.	✓ To demonstrate their basic knowledge about vocabulary (animals, human body and family).	✓ Worksheets ✓ Makers ✓ Board ✓ Flashcards
Workshop 2: The animals	To introduce new vocabulary about animals.	✓ To recognize animals through pictures ✓ To associate pictures of animals with animals in the real world.	✓ Posters ✓ Spelling ✓ Picture cards ✓ Word cards ✓ Laptop
Workshop 3: The animals	To reinforce the topic with the song “African safari”	✓ To associate oral format of words and spelling. ✓ To recognize vocabulary about animals in song context	✓ Markers ✓ Laptop ✓ Speakers ✓ Lyrics
Workshop 4: The animals	To asses students understanding of animals vocabulary.	✓ To demonstrate vocabulary learning.	✓ Worksheets
Workshop 5: The human body	To introduce new vocabulary about the human body.	✓ To recognize some parts of the body through pictures ✓ To associate pictures of the human body with the human body in the real world.	✓ Posters ✓ Spelling ✓ Picture cards ✓ Word cards ✓ Laptop
Workshop 6: The human body	To reinforce the topic with the song “head, shoulders, knees and toes”	✓ To associate the letters with the sounds. ✓ To recognize vocabulary about	✓ Markers ✓ Laptop ✓ Speakers ✓ Lyrics

		the human body in song context	
Workshop 7: The human body	To assess students understanding of the human body vocabulary.	✓ To demonstrate what they learned during the class.	✓ Worksheets
Workshop 8: The family	To introduce new vocabulary about the family.	✓ To recognize some animals through pictures ✓ To associate pictures of the family with in the real world.	✓ Posters ✓ Spelling ✓ Picture cards ✓ Word cards ✓ Laptop
Workshop 9: The family	To reinforce the topic with the song "that's my family"	✓ To associate the letters with the sounds. ✓ To recognize vocabulary about the family in song context	✓ Markers ✓ Laptop ✓ Speakers ✓ Lyrics
Workshop 10: The family	To assess students understanding of the family vocabulary.	✓ To demonstrate what they learned during the class.	✓ Worksheets
Workshop 11: Post - Test	To verify the effectiveness of the instruments applied.	✓ To demonstrate what they learned during the lessons about the family, animals and the human body.	✓ Worksheets ✓ Makers ✓ Board

g. RESULTS

The quantitative data came from the pre-test vocabulary test administered to 8 students of 4th and 5th year of Basic Education at “Dr. Luis Emilio Rodriguez” school at the beginning of the intervention period. Participants’ performance was measured in terms of percentage to three parameters which describe the learning of English vocabulary and it can be seen in table 1.

Table 1

Vocabulary pre-test scores

<i>Vocabulary Learning Parameters</i>					
Students' code	I.W.A /4.5	R.S /3.5	W.O.A /2	TOTAL /10	%
AER01	2	1	0.5	3.5	35.00%
EER02	1.5	1	0.5	3	30.00%
GER03	2	1	1	4	40.00%
CER04	2	1	1	4	40.00%
DER05	1.5	0.5	0.5	2.5	25.00%
MER06	1	0.5	0.5	2	20.00%
RER07	2	1	1.5	4.5	45.00%
VER08	1.5	0.5	1	3	30.00%
M	1.69	0.81	0.8125	3.31	
%	37.50%	23.21%	40.63%		

Note. I.W.A=image and written word association; R.S= remembering spelling; W.O.A= written and oral word association

Source: vocabulary pre-test from 4th and 5th grade of Basic Education at Dr. Luis Emilio Rodriguez School.

Author: Ivan Labanda

As it can be seen in Table 1, the highest score is 4.5 which is represented by the (45%) and this value is below the passing percentage (80%) stated as the passing value for this research work even though in the Ecuadorian system it is the (70%).

The highest percentage is far away from the score expected by the researcher and it implies that students have not been exposed to English language learning and as a result they do not have the appropriate English knowledge for their grades. The lowest score is 2, stated by the 20% and it reveals that students' performance is far below the levels required by the Ecuadorian System and the researcher.

The parameter that has the highest value (40.63 percent) is written and oral word association which means that it was easier for students to associate oral with written word because they were looking and listening to the new words at the same time. The parameter that has the lowest value (23.21 percent) is remembering word spelling which implies that students are not able to remember word spelling because maybe they were not taught how to do it in an appropriate way.

The pretest level of difficulty is not as difficult as their English level expected for the application of it the researcher was based on basic skills for vocabulary learning also the researcher explained all the questions clearly enough for students to understand and give their best for completing its accomplishment.

Based on the interview addressed to the director there is a relation between the results obtained and his answers, the main reason that he

manifested by him is that this school have never had an English teacher before so students have never been exposed to and English learning process and this haven't allowed them to have a good knowledge of English.

The expectation for this research is to increase students' motivation to learn English and increase their vocabulary through the use of songs in order for them to enjoy and remember vocabulary for a long term memory.

Post-test results

After carrying out a 4-week intervention period of 16 hours distributed into two weekly sessions. A post-test was administered to the same group of students to check their progress after the vocabulary teaching process. The data of this post- test is shown in Table 2.

Table 2

Vocabulary post-test scores

<i>Vocabulary Learning Parameters</i>					
Students' code	I.W.A /4.5	R.S /3.5	W.O.A /2	TOTAL /10	%
AER01	4.5	3	1.5	9	90.00%
EER02	4.5	3	1.5	9	90.00%
GER03	4.5	3.5	2	10	100.00%
CER04	4.5	3.5	2	10	100.00%
DER05	4.5	3	1.5	9	90.00%
MER06	4.5	3	1.5	9	90.00%
RER07	4.5	3.5	2	10	100.00%
VER08	4.5	3.5	1.5	9.5	95.00%
M	4.5	3.25	1.69	9.44	
%	100.00%	92.86%	84.38%		

Note. I.W.A=image and written word association; R.S= remembering spelling ; W.O.A= written and oral word association

Source: vocabulary post-test from 4th and 5th grade of Basic Education at Dr. Luis Emilio Rodriguez School.

Author: Ivan Labanda

As it can be seen in Table 2 the highest scores are 9.5 and 10 that represent the 95 and 100 percent of this test. Since these values are over the limit adopted for this research which is (80 percent) they indicate that there is not a big difference between them and it means that students did well in the post-test. The lowest score in this post-test is 9 represented by the 90 percent and it is over the limit adopted for this research furthermore there is not a significant difference between the lowest and the highest scores; in fact, the difference is just one point. Therefore it can be concluded that this intervention has been quiet successful. The parameter which has the highest value (100 percent) is the association of image and written word which means that students have improved this parameter in relation to the pre-test value. Now the lowest value is represented by (84.38 percent) and it represents the parameter of the association between oral world and written word. Although this parameter is the lowest it has increased in relation to the pre-test as well.

The results of the post-test showed that most of the students reached a good level of proficiency, especially in the recognition of vocabulary through pictures and in the oral way, but because of the age and other factors some students' learning process was not as good as the older ones; in conclusion all students were actively involved during the intervention and they learned a lot. Finally all these values show that the intervention had been successful and the objective had been accomplished.

COMPARING TEST RESULTS

In **Comparing Test Results** the researcher's intention is to demonstrate the degree of knowledge/skill gained from the experience.

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r=0.823$$

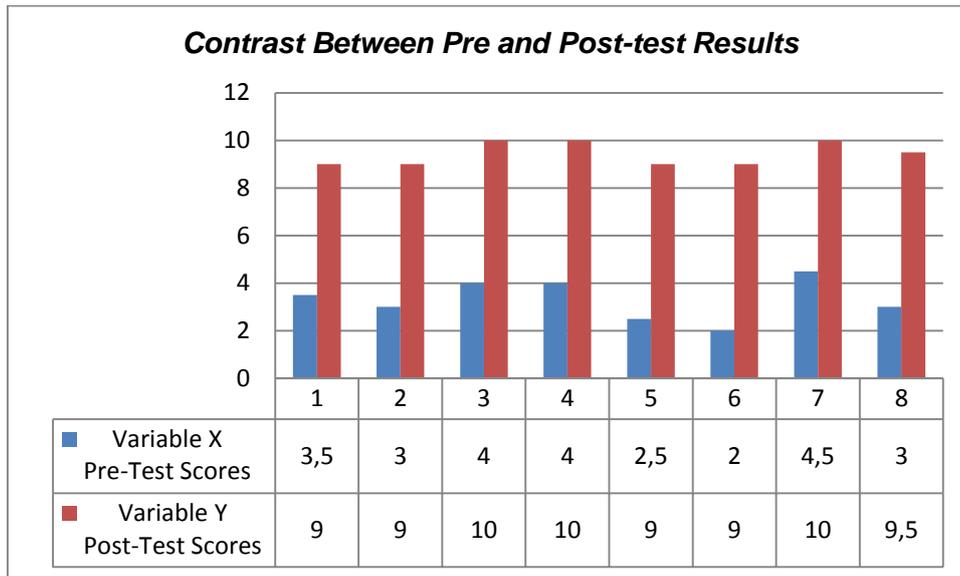
Table 3

Vocabulary Pre and Post-test results

Students' code	Variable X Pre-Test Scores	Variable Y Post-Test Scores	X ²	Y ²	XY
AER01	3.5	9	12.25	81	31.5
EER02	3	9	9	81	27
GER03	4	10	16	100	40
CER04	4	10	16	100	40
DER05	2.5	9	6.25	81	22.5
MER06	2	9	4	81	18
RER07	4.5	10	20.25	100	45
VER08	3	9.5	9	90.25	28.5
N=8	$\Sigma X=26.5$	$\Sigma Y=75.5$	$\Sigma X^2=92.75$	$\Sigma Y^2=714.25$	$\Sigma XY=252.5$

The coefficient r is +0.823 and it is near 1 which means that there is a positive relationship between the pre-test and the post-test values, therefore there has been an increase in the values of the variable under study although it is not certain that this variation could be the result of the implementation of the strategy.

Figure 1



This statistical measure confirms what has been showed in table 3, and it can be seen that students' knowledge increased in relation to the pre-test scores also each parameter was improved along the intervention which allowed students to have a better perception of the English language. In conclusion the strategy applied has had a positive influence on the results obtained.

QUALITATIVE DATA ANALYSIS

PRINCIPAL INTERVIEW

The following interview was addressed to the headmaster of “Dr. Luis Emilio Rodriguez” School, Lic. Marco Guerrero, who believes that English learning is very important for students nowadays because it is a universal language and they need to know at least the basis of this language. He considers that his school has a low English level and it is because this school has never had an English teacher before, just some years ago a group of students of the Universidad Nacional de Loja were teaching there as part of their community practices, this students made their practices one day per week (two hours).

Also the headmaster points out that, students from the Universidad Nacional de Loja were prepared to teach English, they used a plan model to develop their practices in a good way, and they all had a great English level so students learned successfully; furthermore they have also taught students values like respect, punctuality, honesty, helping them to be better people in life.

The school principal indicates that Universidad Nacional de Loja has provided a considerable help in the implementation of the English Language learning through the practitioners’ collaboration which was really helpful in the academic development of students, he even considered English as part of the school’s curriculum so students had a score for this subject.

FIELD DIARY

A field diary was also used in this action research. It consisted of questions that the researcher asked himself regarding the students' improvement. The researcher used forms at the end of each intervention sessions to help monitoring students' improvement along the process. His main goal for using the Field diary was to record the participants' progress regarding their vocabulary learning.

Table 4

It Shows percentages of students' progress along the intervention of 11 sessions

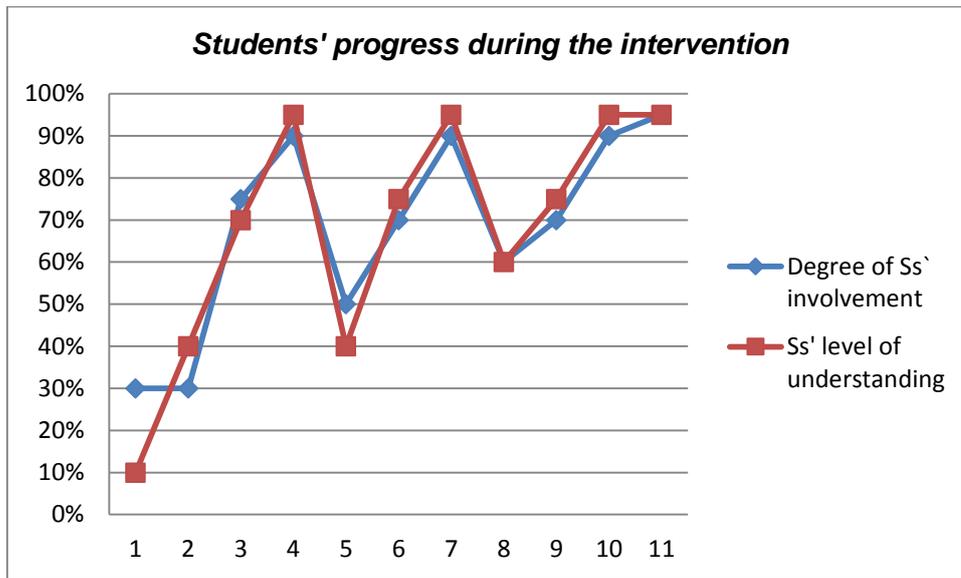
Students' progress during the intervention

sessions	Degree of Ss' involvement	Ss' level of understanding
1	30%	10%
2	30%	40%
3	75%	70%
4	90%	95%
5	50%	40%
6	70%	75%
7	90%	95%
8	60%	60%
9	70%	75%
10	90%	95%
11	95%	95%

Source: *Students' progress during the intervention*

Author: Ivan Labanda

Figure: 2



As it can be seen in figure 2 students' progress was significant. Although at the beginning of the intervention they showed a low degree of involvement within the activities developed in each session and their level of understanding related to the strategy applied was minimum; little by little students felt gradually involved within each theme being studied along the intervention, understanding and following the strategies that were applied.

Table 5:

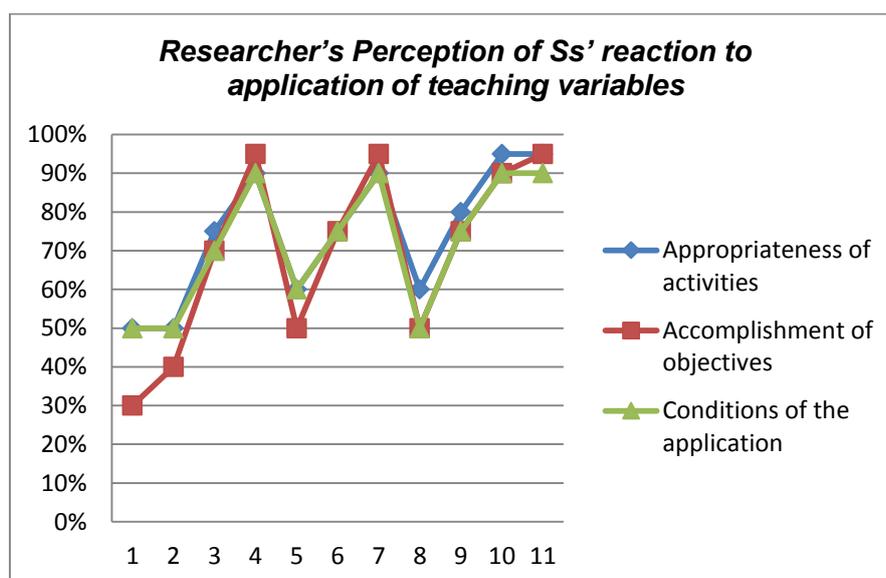
It Shows percentages about the researcher's perception of the students' reactions, towards qualities of teaching variables along the intervention of 11 sessions.

Researcher's Perception of Ss' reaction to application of teaching variables

sessions	Appropriateness of activities	Accomplishment of objectives	Conditions of the application
1	50%	30%	50%
2	50%	40%	50%
3	75%	70%	70%
4	90%	95%	90%
5	60%	50%	60%
6	75%	75%	75%
7	90%	95%	90%
8	60%	50%	50%
9	80%	75%	75%
10	95%	90%	90%
11	95%	95%	90%

Source: *Researcher's Perception of Ss' reaction to application of teaching variables*
Author: Ivan Labanda

Figure 3



The researcher observed a positive tendency towards the accomplishment of his teaching goals and the appropriateness of the strategy adopted for this intervention which was appropriate for the class; consequently students improved their vocabulary learning little by little after each session allowing them to be more self-confident.

h. DISCUSSION

This study performed a one group pretest-posttest experimental design to determine the relationship between songs and vocabulary learning and students' issues within the classroom. The post-test expectation was that there would be an increase in **vocabulary learning by implementing the songs in the learning process.**

The findings support the research hypothesis, which is also consistent with the previous literature. The data collected from this study indicated that the use of songs had a great effect in the improvement of the vocabulary. This research answers the main question done before the intervention.

How effective are songs to teach vocabulary learning in the English language with students of 4th and 5th year of basic education at "Dr. Luis Emilio Rodriguez" school? Academic period 2013 – 2014?

The data, measured through statistical techniques, indicate a significant increase in vocabulary learning after the four-week intervention. The intervention based on songs to improve vocabulary learning reached significant changes on students. The pretest showed that students had problems in *relating image with written word*, *remembering word spelling* and *recognizing oral word*. In the post test after the intervention the findings indicated that the proficiency in *relating image with written word*, *remembering word spelling* and recognizing oral word changed as it is explained by the mean (0,823). It seems that the intervention yielded positive

results in the parameters mentioned before therefore now students are better prepared to use new vocabulary in real life.

The intervention had three stages the first one was focused on the introduction of the vocabulary that was going to be taught, the second one consisted on the implementation of the song to practice all the vocabulary previously taught the song provided a good atmosphere because of its rhythm also it involved physical movements which made the class interesting, and the last step was about the evaluation of the vocabulary learned through some worksheets.

At the beginning of the intervention students were very excited about the new material for the intervention then with the song they were really motivated to sing. It was a good strategy to enhance student's confidence towards interaction with the teacher.

Authorities from the school facilitated a flexible schedule to carry out the intervention allowing the researcher to work in satisfactory. This study was also even more precise by the students' collaboration in each class, paying attention and participating in all the activities. On the other hand the development of the intervention did not have many limitations the class size was great the authorities collaborated by providing all the help needed for the development of it.

The strategy applied in this intervention was "songs" that really helped students to achieve a good vocabulary learning level. This strategy helped students to remember new vocabulary easily because of the rhythm of the

song it also encouraged students to love learning English. Before to starting the intervention a pre-test was applied and the results revealed that students didn't know any vocabulary about the topics taught.

While the intervention was taking place students were gaining more motivation to learn and that really helped them to learn new vocabulary in an effective way.

At the end of every intervention students demonstrated the knowledge gained by developing some worksheets which demonstrated the effectiveness of each session.

Finally the researcher would like to say that this experience has had a positive impact as a student teacher and as a beginning researcher. It really helped him to consolidate his vocation as a teacher in the way that he gained more experience managing children and making them feel more motivated learning English. He learned that English is taught the best way when the teaching process is attractive for students in this case students are really excited to learn about new things. He also learned that when you care about your students, they like learning and they do care about you. Therefore they pay attention to every single word you say and respect every decision you make.

This technique was really great because nowadays music plays a very important role in children and teenagers lives so this will be useful for them for all the rest of their life because it does not just motivate students to learn the language it also improves the relationship between teacher and students.

Action research is a great process of study that will help the researcher to analyze any problem in his professional future as a teacher and try to solve those problems through specific strategies related to the problems found. This will allow the researcher to give a solution to the students' limitations and improve their learning skills.

i. CONCLUSIONS

Results overall showed a relevant change in the ability to recognize and use vocabulary learned in the foreign language after the implementation of songs to develop vocabulary learning as it is indicated by the Pearson coefficient (0.823) which demonstrates that there is a correlation between vocabulary learning and songs.

Research on vocabulary learning indicates that it is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar helps the learner mastering the four language skills. (M.Finocchiaro, 1974)

The significant increase in vocabulary learning during the time of the study aligns with the work of several previous researchers like Daniela. (2011) who says that using songs is not only fun but students can learn a lot of new vocabulary such as idioms, verbs, nouns, and even slang by listening to their favorite music so songs have a very effective power in developing students vocabulary learning

The issues that limited the vocabulary learning of fourth and fifth year students were the lack exposures that students had to learn English with a strategy that facilitate the learning of it. The pretest revealed that they had more difficulties on *associating image and written word, remembering spelling and associating oral and written word*, as demonstrated by the statistical table

The 11 sessions designed in the intervention plan were planned to address the issues that students had in learning vocabulary. They were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering how this approach helped with the use of songs as a strategy. Finally the 11 lessons were reinforced with activities that enable students to master the new vocabulary, allowing them to remember and understand the new words, so all the sessions contributed satisfactorily to the success of the intervention.

Three songs were used to improve the vocabulary learned of fourth and fifth year students. At the beginning the songs were selected very carefully taking into consideration the students' interests. The researcher applied songs that contained simple lyrics that allowed students to catch the information more easily, also these songs involved movement which made them funny for students because they were not just singing the songs but also dancing.

The use of songs as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pre and posttests is relevant evidence that demonstrates the positive impact that songs had in this intervention. These results imply a positive impact for the students' future allowing them to have a better performance in the use of the language.

To sum up the action research presented dealt with the influence of songs in 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 relaxed and cooperative.

j. RECOMMENDATIONS

An analysis and reflection towards the implementation of songs in this study were conducted. Therefore there are some recommendations made by the researcher to the school principals, and the future researchers to conduct the follow up of the result of this study.

Since the implementation of songs was a successful strategy in improving students' vocabulary learning, especially in Associating Image with Written Word, Remembering Word Spelling and Associating Oral Word with Written Word, it is suggested for English teachers to utilize this resource in their teaching and learning activities. These tools can be used not only in teaching vocabulary, but also fostering students' competence in some other kinds of sub skills. It is also recommended for teachers to adjust the appropriate songs to the level and characteristics of students. It is also necessary for teacher to select the appropriate teaching technique before implementing the teaching and learning activities by using these resources.

For school principals, it is suggested to provide facilities to support the English teachers in implementing songs. Some main facilities which are needed in the implementation of songs are CD player, computer or laptop, and loud speaker. The implementation of songs in this study might also offer a satisfying result when it is applied in other subjects or by using another material and technique. Therefore, it is recommended for the future researchers to develop the application of songs and explore further applications for teaching and learning by using these resources and technique.

k. BIBLIOGRAPHY

Armbruster, B.B., Lehr, F., & Osborne, J.M. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: The National Institute for Literacy. Retrieved from http://www.ntuaft.com/TISE/Reading%20Problems/vocabulary_problems.htm

Brewer, C. (2010). *Music in The Learning Cycle*. Retrieved from <http://www.songforteaching.com/teachingtips/musicinthelearningcycle>.

Daniela. (2011). *TKT resources*. teaching-vocabulary-through-songs:Retrieved from <http://teachingenglishinmorelia.wordpress.com/2011/02/28/teaching-vocabulary-through-songs/>

Doscher, K. (2013). *The Conversation*. The Power Of Music: 5 Reasons Why Music Helps with Language Learning: Retrieved from <http://livemocha.com/blog/2013/09/03/power-music-5-reasons-music-helps-with-language-learning/>

ESL, F. E. (n.d.). A guide to learning English/*Parents Advice Vocab*. Retrieved from <http://esl.fis.edu/parents/advice/vocab.htm>

Frank, M. (1972). *Modern English, a Practical Reference Guide*. New Jersey: Prentice Hall, Inc, Englewood Cliffs.

Google Maps. (n.d.). Google Maps: Retrieved from <https://www.google.com.ec/maps/@-4.2061588,-79.2247657,17z>

Google Maps. (n.d.). Google Maps: Retrieved from https://www.google.com.ec/search?q=mapa+geografico+de+la+provincia+de+loja&es_sm=93&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ei=Be9XVKm5l8mngwSr44CIDQ&ved=0CBwQsAQ#facrc=_&imgdii=_&imgrc=VKNT4uMCLV3IHM%253A%3BhPBrAMENyQTm-M%3Bhttp%253A%252F%252Fwww

Jolly, Y. S. (1975). The use of songs in teaching foreign languages. *The Modern Language*: Retrieved from <http://dx.doi.org/10.2307/325440>

Lewis. (1993). *The lexical approach; The state of ELT and a way forward*. Hove,UK: LanguageTeaching Publications.

Lopez, R. (2011, 04 11). *Dialnet*. Teaching and Learning Vocabulary: An Introduction for English Students. Retrieved from dialnet.unirioja.es/descarga/articulo/2282507.pdf

M.Finocchiaro. (1974). *English As a Second Language*. New York: Regent Publishing Company.

- Mol, H. (2009). Humanising Language Teaching. Retrieved, from <http://www.hlomag.co.uk/apr09/less01.htm>
- Moriya, Y. (1988). *English speech rhythm and its teaching to non-native speakers*. Retrieved from <http://eric.ed.gov/?id=ED303033>
- Murphey. (1992). *Music and song*. Oxford, England: Oxford University Press.: Retrieved from <http://kids.niehs.nih.gov/>
- Olshtain, M. C. (2000). *Discourse and Context in Language Teaching*. New York. Cambridge University Press; Edición: 1 (3 de mayo de 2001)
- Purcell, J. M. (1992). Using songs to enrich the secondary class. *Hispania*, 75(1), 192-196.: Retrieved from <http://dx.doi.org/10.2307/344779>
- Schmitt, N. (2010). *An Introduction to Applied Linguistics/from Practice to Theory* Second Edition. River Design, Edinburgh University Press 22 George Square, Edinburgh ISBN 978 0 7486 3355 5
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English Language Teaching*, 2(1), 88-94.: Retrieved from www.ccsenet.org/journal.html
- TESOL. (n.d.). *Vocabulary and Its Importance in Language Learning*. Retrieved from http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974
- Thornbury, s. (2004). *How to teach Vocabulary*. Essex: Pearson Education Limited.
- Ur, P. (2000). *A course in Language Teaching* Second Edition: *Practice and theory*. England. Cambridge: Cambridge University Press.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: London: Arnold. Retrieved from <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1795132>
- Yildirim, N. (2012). 10 Tried And True Steps for Vocabulary Teaching With Music: Retrieved from <http://nihalyildirim.wordpress.com/2012/01/03/10-tried-and-true-steps-for-vocabulary-teaching-with-music/>

k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y
LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT



PROJECT

Using songs to improve vocabulary learning in the English language with students of 4th and 5th year of Basic Education at “Dr. Luis Emilio Rodriguez” School. Academic Period 2013-2014.

AUTHOR

Ivan Patricio Labanda Cabrera.

Loja - Ecuador

2014

No todos los que son los
mejores puestos son los
más preparados.
aunque no sean genios.

a. THEME

USING SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4TH AND 5TH YEAR OF BASIC EDUCATION AT “DR. LUIS EMILIO RODRIGUEZ” SCHOOL. ACADEMIC PERIOD 2013-2014.

b. PROBLEM

b.1. BACKGROUND

This project is going to be developed at “Dr. Luis Emilio Rodriguez” school that is why it is necessary to present a background of it.

At the beginning the school “Dr. Luis Emilio Rodriguez” which is located in Landangui, a small village of the Loja province, worked in rented places that were paid by the parents of the children who attended to it. In 1953 residents of the place with the support of the educational authorities, the local government, and the teacher Luis Emilio Rodriguez who donated the land for the building started to build a school where their children can study.

Its vision is to be an institution of basic education that follows the educational laws and regulations, with academic and administrative staff committed to change and respect the rights of others, with active, reflective responsible, critical creative and solidary children, with a high development of intelligence and thought that are capable to project students in different educational fields becoming useful to society.

The mission of “Luis Emilio Rodriguez” School is to provide an education of quality, through the implementation of new methodology, with the practice of values, grounded in objectives of basic education that allows them to develop individual skills in order to have success in the superior levels of education, and contribute with society.

Nowadays the school “Luis Emilio Rodriguez” works with 30 students, 5 full time teachers and some students from the “Universidad Nacional de Loja” who are teaching English as part of their community practices. The school educates students who live around the small village and it offers basic education for all the community.

b.2. CURRENT SITUATION OF THE RESEARCH OBJECT

The present project has the purpose of improving vocabulary learning with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” school. There are 8 students in the classroom, they are from 8 to 9 years old, and they also belong to a low economical background.

Now, talking about the students’ English level, they all have a real low English level, because they have not had an English teacher before, so the authorities of the school asked, to the English language career from the “Universidad Nacional de Loja” for some students to teach English in the school, so the students are the first teachers for them. Here the researcher has had the chance to work and find out some problem, so the aim of this project is to give a positive solution to it.

The main problems that students have are that students cannot express their feelings in class, for example they do not have enough vocabulary to request something or say something, they feel afraid to participate because of the lack of vocabulary and they are very shy at the time to talk in English. For this reasons songs would be a great alternative for them to increase and improve their vocabulary.

There are two main reasons why the researcher chose this topic. The first reason is a personal one because of his, own experience with this method. This is how the researcher learned by himself English before an English course. He used to look up the lyrics of his favorite songs in a dictionary. Listening to his favorite songs made him memorize, remember and learn a lot of words.

And the second reason is that there are many students at school who love and listen to music. There are problems with their pronunciation when they try to sing their favorite song even during lessons. Studying the lyrics of those songs are going to make the lessons more enjoyable and, hopefully, more effective. For this reason songs are very important to increase the students' vocabulary in a funny way, in this way students are going to feel motivated and also the confidence with the teacher is going to increase. That is why this intervention is going to be successful.

b.3. RESEARCH PROBLEM

How effective are songs to teach vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” school? Academic period 2013 – 2014

b.4. DELIMITATION OF THE RESEARCH

- a) Temporal: the present research work will be developed during the academic period February - April 2014.

b) Spatial: this research will be carried out in the school “Dr. Luis Emilio Rodriguez” located in Landangui a small village of the Loja province.

c) Observation Units:

People who will be part of the action research project are:

- The researcher.
- The students of 4th and 5th year of Basic Education.

d) Sub problems:

- What kind of theoretical references about songs are effective to improve the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.
- Which are the negative issues that limit the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.
- Which songs are useful to improve the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.
- How do songs as part of the classroom activities help to improve the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr.

Luis Emilio Rodriguez” School? Academic period 2013 - 2014.

- How successful was the application of songs in the vocabulary learning with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.

c. JUSTIFICATION

In the learning process, one of the most important parts in creating and understanding the language is vocabulary. People cannot express their opinion and ideas in English without knowing vocabulary. Low vocabulary also makes people unable to express their opinions properly.

From a scientific point of view, this project is very important because it is going to contribute with the solution to this problem in a successful way, using all the appropriate alternatives and instruments to make it real and useful.

In the educational aspect, this project is going to help to improve students' vocabulary allowing them to express their feelings and thoughts in an efficient way. One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.

This project is relevant because there has not been any kind of intervention like this before. Perhaps the greatest benefit of using songs in

the classroom is that they can be fun. Songs can add interest to the classroom routine and potentially improve student motivation.

In the social aspect, this project is going to help a group of children from a low economical background that cannot pay an extra English teacher to learn more effectively. Songs unite the group and bring students together. Music is connected to many areas of their lives for example, people who like similar kinds of music that others usually dress in a similar way. And it is part of people's way of living, of their world and it can be used as a means for a teacher to get into his or her students' world, to get closer to them.

Finally this project is justified because the students' parents agree with the project and students are interested in it. In addition it is necessary for the researcher to get the bachelor in arts degree in Sciences of the Education as English language specialization. And the researcher has the skills to be part of it and counts with enough resources to finish it successfully.

d. OBJECTIVES

d.1. GENERAL

Using songs to improve vocabulary learning in the English language with students of 4th and 5th year of Basic Education at “Dr. Luis Emilio Rodriguez” School. Academic Period 2013-2014

d.2. SPECIFIC

- To investigate the theoretical references about songs as a strategy to improve the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.
- To find out the negative issues that limit the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.
- To select the most appropriate songs to enhance the vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.
- To use the selected songs as part of the classroom activities in order to solve the limitations in the vocabulary learning with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.
- To reflect about the effectiveness that songs had on the vocabulary learning with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.

e. THEORETICAL WORK

1. Vocabulary Learning

1.1. Definition of vocabulary

According to Finocchiaro, vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar helps the learner mastering the four language skills. Finocciaro explains that” the students’ vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. 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. The words or vocabularies can be spoken and also written. (M.Finocchiaro, 1974)

1.2. Classification of vocabulary

There are two kinds of vocabulary: they are function words and content words

- 3) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

- 4) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- a) Words that refers to a person, a place or a thing that we might call them nouns.
- b) Words that express an action, an event or a state are called verbs
- c) Words are used to describe the qualities of thing or actions called adjectives and adverbs. (Olshtain, 2000)

1.3. Process to teach vocabulary

According to (Armbruster and Osborne) vocabulary is an essential skill for learning to read and write, and vocabulary strategies are necessary when students are reading to learn across the core curriculum content standards (CCCS). Students use vocabulary to understand (receptive) and use (expressive) words to acquire and convey meaning. It is an important prerequisite for developing reading comprehension and oral and written expression. When a student does not have a strong vocabulary he/she may struggle to gain meaning from text while reading and understand new concepts presented in oral discussions. Therefore, the following direct and indirect strategies, which have been effective in increasing students' vocabularies, should be considered when intervening with an individual student:(Armbruster, 2001)

6. Help student develop word-learning strategies that they can use with new words that have not been taught directly:

- d) Utilize reference tools, such as dictionaries. First model its use. For example, with a dictionary, there is frequently more than one definition of a word. Therefore, an explanation of which definition applies and why, given the context of the text. Also, reviewing synonyms may assist in learning other words.
- e) Information about word parts to figure out the meanings of words in text. Teach the student common prefixes and suffixes (affixes), base words, and root words, which can help the student to learn the meanings of many new words. For example, if the student learns just the four most common prefixes in English (un-, re-, in-, dis-), he/she will have important clues about the meaning of about two thirds of all English words that have prefixes. Prefixes are relatively easy to learn because they have clear meanings (for example, un- means not and re- means again); they are usually spelled the same way from word to word; and, of course, they always occur at the beginnings of words.

Learning suffixes can be more challenging than learning prefixes. This is because some suffixes have more abstract meanings than do prefixes. For example, learning that the suffix -ness means "the state or quality of" might not help

students figure out the meaning of kindness. Other suffixes, however, are more helpful. For example, -less, which means "without" (hopeless, thoughtless); and -full, which means "full of" (hopeful, thoughtful). Also, teach the word roots as they occur in the texts students read, as well as those root words that students are likely to see often. About 60% of all English words have Latin or Greek origins.

f) Use context clues to determine word meanings. Context clues are hints about the meaning of an unknown word that are provided in the words, phrases, and sentences that surround the word. Context clues include definitions, restatements, examples, or descriptions. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. The teacher models how to use context clues to determine word meanings. (Armbruster, 2001)

7. Directly teach three types of words:

d) **Important words:** words that are critical for understanding a concept or the text. Therefore, before the student reads a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help the student learn new words and comprehend the text.

e) **Useful words:** words that students are likely to see and use again and again

f) **Difficult words:** words with multiple meanings, idiomatic expressions (Armbruster, 2001)

8. Provide multiple teaching and learning opportunities with targeted vocabulary words over an extended period of time:

Words are typically learned from repeated encounters (often 8-10 exposures), rather than from a single context or encounter. Also, the more the student uses the new words and the more they use them in different contexts, the more likely they are to learn the words. At every opportunity, draw the student's attention to the words to be learned. Point out the words in textbooks and reading selections, and have the student use the words in their own writing. Have the student listen for and find in print the words as they are used outside of the classroom-in newspapers, magazines, at museums, in television shows or movies, or the Internet.(Armbruster, 2001)

9. Actively involve the student in constructing meaning and the components of vocabulary learning rather than in memorizing definitions or synonyms:

This type of activity should occur in all subjects to extend the content and context of vocabulary learning. Assist the student in developing a word consciousness-an awareness of and interest in words, their meanings, and their power. Word conscious students know many words and use them well. They enjoy words and are

eager to learn new words-and they know how to learn them. Call the student's attention to the way authors choose words to convey particular meanings. Encourage the student to play with words by engaging in word play, such as puns or palindromes. Help the student research a word's origin or history. Encourage them to search for examples of a word's usage in their everyday lives.(Armbruster, 2001)

10. Connect vocabulary instruction to reading:

Discuss reading selection before, during and after reading, talking with student about new vocabulary and concepts and helping them to connect the words to their prior knowledge and background. Also, providing the student with many opportunities to read and/or listen to reading in and out of school. When you are reading aloud discuss the selection before, during and after you read. Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.(Armbruster, 2001)

1.4. Teaching Vocabulary through Songs

According to Daniela, using songs in the classroom is not only fun but students can learn a lot of new vocabulary such as idioms, verbs, nouns, and even slang by listening to their favorite music. It is very simple for us teachers to create a short exercise and choose a song that you think is appropriate for the class you are teaching.

It is important, to start with a Pre-listening activity. By doing so students can get in the mood for the activity and predict what they will do. For example, eliciting vocabulary that they think will be used in the song, eliciting information about what the song will be about or simply explaining some of the vocabulary that will be used.

Then, here comes the fun part, students get to listen to the song and do an activity while doing so like a fill in the blanks exercise. It is very simple to create a fill in the blanks exercise; it will take you five minutes. Finally, the activity needs a wrap up exercise where students can practice the vocabulary learned in the song and they get to sing together.

Another good idea would be to have the students create an exercise with a song they like, and bring it to class for their classmates. They get to be the “teachers”. Their assignment is to bring the song, create an exercise and explain the new words. I tried this activity with high school students and they were really excited about it. (Daniela, 2011)

1.5. Some Techniques in teaching vocabulary

Teaching techniques are important in teaching learning process not only determined by teacher and students’ competence but also with in appropriate technique.

We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning vocabulary is a

boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant.

Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique.

From explanation above, it means that techniques in teaching learning are very importance and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process.

Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork". (Redman, 2003)

1) Visual Aids.

In this technique, a teacher can use paper of song lyrics and whiteboard. The teacher use paper to song lyrics and underline the words that we need. One of the visual aids is whiteboard. It is a writing the words and their meaning on the whiteboard. (Michael, 1982)

2) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the meaning of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but

usually the students become bored in teaching learning process.
(Michael, 1982)

3) Contextual Guesswork

In this technique, the students learn vocabulary from a text.

The students can understand the meaning of difficult words from a text through song lyrics. (Michael, 1982)

2. Negative issues that limit the development of vocabulary

2.1. Difficulties in Learning Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. (scribd)

Special problems involved in vocabulary understanding, such as the word's idiomatic usage, false cognates and distinction between homophones can also be solved by the context and the dictionary. Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn: how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates

(i.e. what other words are often used with it). Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary needs practice and time and in our days' time is a problem. We can face some difficulties, such as:

2.1.1. Deciding which words are worth learning

There are a lot of words in English compared with many other languages, and it is impossible to know them all - even native speakers frequently meet words they have never seen before in their reading.(scribd)

2.1.2. How to organize our vocabulary

Most people find that it is useful to organize the vocabulary they write down in some way, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word. Here are some ways of classifying your vocabulary that you might consider: according to alphabetical order; the order in which you found the words; topics; situations; 'families' of similar word meanings; frequency of occurrence.(scribd)

2.1.3. Remembering vocabulary

(Vocabulary learning has largely been construed as a memory problem) seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning is that what's 'learned' today is often forgotten tomorrow. (scribd)

3. Songs to improve vocabulary learning in the English language

3.1. Definition of song

Song is a sort of music with words that can be sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.

Song is an interesting media that offers high imagination. The language song is usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn. (Frank, 1972)

3.2. The advantages of songs

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are:

- 1) Create a welcoming atmosphere. It is the function of song as a warmer; students are expected to be enthusiastic in the learning process.
- 2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- 3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.

- 4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again.
 - 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.
 - 6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
 - 7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.
 - 8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
 - 9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
 - 10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.
- (Brewer, 2010)

3.3. Types of songs

According to Hans Mol, there are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of

language learners. 'Real' music that children listen to and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they may, for instance, contain slang or offensive words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on. (Mol, 2009)

3.4. What can you do with songs in the classroom?

The sky is the limit! There are a few things to keep in mind: simple, repetitive songs often contain a recurrent grammatical pattern which is useful to teach (especially with younger children). More difficult songs often contain interesting vocabulary and idioms. Also there is often a message, a theme, or a story underlying a song which students can discuss, explain, debate, and write about at almost any level. (Mol, 2009)

3.5. Practical tips and tasks for using songs

Focus it

Start with a focusing activity: anything that will get students thinking about the subject of the song. Have them think about the title of the song, in groups of pairs. Find a picture that relates to the subject of the song and have students make guesses about it.

Highlight it

Put a selection of important words from the song on your board. Have students ask each other what the words mean. Then, have students in

groups write or tell a quick story that uses the words. You can also get students to circle, underline or highlight specific words or word categories.

Stop it

Again, write a selection of words on the board. Students must shout STOP any time they hear one of the new words. You could also stop the song before a word you want them to guess.

Lip sync it

Have students lip sync the song before a team of judges in a Class Idol show. This allows them to become familiar with the words, rhythm, stress and intonation before actually singing the words out loud.

Strip it

Cut the song into strips. Give each student one strip to memorize. Students put the strips in their pockets. They get up and tell each other their part of the song, without looking at their part or showing their part to anyone else. Students then organize themselves in the right order, speak the song and then listen and check. You can also have students put the strips on a table in order.

Question it

Have students ask each other questions about the song (about the words, about the topics or about characters in the song). For more advanced students you could choose two songs of a similar theme, and

split the class into two teams. Have each group listen to their song and draw up a list of (open or True/False) questions. Pair each student with a member of the opposite team and have them take turns asking their questions.

Gap it

You can prepare a gapped version of the lyrics and let students complete them before listening and then check afterwards.

Write it

Have students write a letter to the main character or the singer, send an answer to a person referred to in the song, rewrite the song as a story, write a story which began before the story in the song and led to it, or write a story which will continue after the song.

Change it

Change words (adjectives, adverbs, nouns -names, places or feelings), and invent new lyrics for the melody. If you have karaoke versions of the songs you can then let students sing their own versions.

Draw it

Get students to draw or collage the song and compare the visualizations in class. The possibilities are endless. Music and songs are fun, and most people enjoy them. Make songs a regular feature in your lessons!

(Mol, 2009)

3.6. Here are some ideas for the use of songs in the ESL class:

Filling in the blanks

Songs are often used in this way in the ESL classroom. You can carefully choose which words to blank out depending on what lexical area you want your students to work on.

Listening Comprehension

Instead of doing your usual listening comprehension out of the course books, do a song instead. Get your students thinking about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc.

Phonetics

You can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes.

Strips of Paper

The lyrics you will find on this site can be cut up into strips which then need to be reconstructed as the song unfolds. Alternatively, each student is given a strip to memorize beforehand and the students then work among themselves to 'physically' rebuild the song.

Vocabulary

Some songs lend themselves well to vocabulary work. When possible, I have noted on the menu pages when vocabulary exercises are possible.

3.7. Tried And True Steps for Vocabulary Teaching With Songs

1. Choosing the song

If you are teaching a song that you found from a website and want to teach vocabulary on a specific subject, you need to be very picky. Yildirim believes that most English songs are too difficult for younger learners. Moreover, they are not easy to learn and often contained lyrics that are not very useful at all. So go for the easiest and also at the same time the most useful one. (Yildirim, 2012)

2. Quality check

If the song has a video that you want to share with your students, make sure to watch it in advance for two main reasons. First is the quality of the video, and the second one is the content. Sometimes videos, even if they are meant for little kids, might have some little surprises for you that you actually do not want your students to watch in the class. (Yildirim, 2012)

3. Learn the song before the lesson

Before teaching the song in the class, you as a teacher have to learn the song by heart. Even though you are very good at music, you forget the lines sometimes. So just to make it sure, you should put the lyrics somewhere close to your eyes. But if you keep looking at the lyrics and your students recognize it, they might think you do not know the song at all. Probably it will create a bad image. (Yildirim, 2012)

4. Dance – Game or Drama

Teaching a song to your students is good. Teaching a song with a game or moves that go with it or simply just dancing while singing is awesome! you should let them dance while they are singing and they also do action movements that describe the song. You and our students should decide on the movements together and apply. Below you can watch an example. It is an adopted song, and it goes by the name 'You are my snowman'. The original song belongs to Johnny Cash 'You are my sunshine'. Here my students were asked to sing the song and do any movements that go with the lyrics. (Yildirim, 2012)

5. Teach the new words

You may either write the lyrics on the board or on a paper and introduce the new and important vocabulary. Or if you like, you can use colorful flashcards to teach the vocabulary items. Here it really depends on your vocabulary teaching style. (Yildirim, 2012)

6- Introduce the actual song

You can either ask them to only listen to the video or sing along with it. Have them sing the song at least 2 times.

7- Repetition

Young learners have a tendency to learn quickly which is a good thing for a teacher, but at the same time a tendency to forget quickly. One day you teach a song and they might forget everything by the next lesson. After teaching the song, do not forget to repeat it the following day and sing it at least one time a week until everybody learn it by heart. Or if you do not have time for that, you can also play it during the break time as a welcome or good-bye. (Yildirim, 2012)

8- Visualization

It is very helpful to visualize the things you teach. When you teach a new song, you should also prepare a song poster and put it to the music corner.

9. Challenge your students

Young learners are always hungry for new songs. You teach them one, but that is not enough. They want to learn other songs, they want to learn more and more, so unless they really like it, singing an old song can be boring for them. (Yildirim, 2012)

3.8. Songs as Pedagogical Tools

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.

Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation. (Murphey, 1992)

Listening

Purcell states that students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody.

Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. (Purcell, 1992)

Speaking

Children are often keen to learn how to make new sounds and this can take a great deal of practice. Some teachers use minimal-pair drills, yet these types of activities are rarely interesting for young learners. Songs, on the other hand, can allow young learners to practice a new sound without producing the same level of boredom. Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress.

Moriya emphasizes the value of using songs for pronunciation practice with Asian learners of English due to the phonemic differences between Asian languages and English. For example, there are several problematic areas for Japanese students learning English.

Ohata shows the differences in vowels, consonants and syllable types that cause difficulties for Japanese learners of English. Practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills. (Moriya, 1988)

Vocabulary

Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. The song *Head, Shoulders, Knees and Toes*, for example, could be used to review body parts, or the song *I Can Sing a Rainbow* might be useful for reviewing color names. Most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. (Murphey, 1992)

3.9. Sentence structures and sentence patterns

Many children's songs have a simple sentence structure or sentence pattern that can become set in the mind of the learner. Songs could be used to reinforce questions taught in the classroom. The songs (Where is Thumbing? Hello, what is your Name? and Who is Wearing Red?), might be useful for practicing WH-question forms, for example.

Websites such as The Teacher's Guide (<http://www.theteachersguide.com/>) or NIEHS Kids' Pages (<http://kids.niehs.nih.gov/>) provide hundreds of children's songs with lyrics for teachers to use.

The length of a phrase in a typical children's song is short and often uses simple conversational language. Murphey states that the pauses after each phrase are typically longer in comparison to the phrase itself, which

can allow learners to process the language and shadow in real time. Again though, the teacher needs to take care when selecting a song because some songs have irregular sentence structures that are not typically used in English conversation.

Culture

According to Jolly, using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. (Jolly, 1975)

Songs reflect culture; Shen states, “Language and music are interwoven in songs to communicate cultural reality in a very unique way”. (Shen, 2009)

Although this is probably more applicable to songs for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.

Enjoyment

Probably the most obvious advantage to using songs in the young learner classroom is that they are enjoyable. Most children enjoy singing and usually respond well of using songs in the classroom, but there are more significant benefits of using songs, others than just being fun. First, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to

create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable. (Murphey, 1992)

3.10. Songs Stimulates Memory

Have you ever wondered why you get a song's refrain stuck in your head for days on end, but never sentences from a magazine or a dialogue from a movie you just watched? That is because music stimulates memory like nothing else. And think about it: When you were a kid, were not you taught all kinds of songs and tunes to help you remember stuff? the alphabet, the planets' order in the solar system, irregular verbs, etc. Music is a powerful memory trigger, making it one of the best learning tools there is. You can listen to songs written in the language you are learning, but you can also make up your own! Pick your favorite melody and sing the days of the week to it, for example, or anything you have to memorize in a foreign language! You'll see an improvement quickly. (Doscher, 2013)

3.11. Singing and Learning Lyrics Increases Vocabulary

It does so in our own language, why would it not be the same in a foreign language? Listening to a song in the language you are trying to learn will help you enrich your vocabulary much quicker. You will hear words as

well as word combinations that you might not have heard in any other circumstances. (Doscher, 2013)

3.12. Singing a Song Improves Pronunciation

Perhaps you will notice that your accent is less noticeable when you *sing* a foreign language than when you *speak* it. That is because the rhythm of the music makes it easier to articulate the words, and helps develop a proper pronunciation. (Doscher, 2013)

3.13. Listening To Music Will Improve Your Comprehension of the Language

According to Dave Munger's Cognitive Daily article, the very first thing you have to figure out when you learn a new language is where the words begin and end. That step not only is the first, but also the hardest. Adding melody and pitch to speech can help make that step easier; Music makes the words more differentiable from one another. (Doscher, 2013)

4. Songs to teach vocabulary learning

1. Head & Shoulders – Music with Mar.
<http://www.songsforteaching.com/esleflesol.htm>
2. That's My Family – Jeanne Nelson and Hector Marín
<http://www.songsforteaching.com/esleflesol.htm>
3. African Safari – Diana Colson
<http://www.songsforteaching.com/esleflesol.htm>

INTERVENTION PLAN

WORKSHOP 1		
Theme: PRE-TEST		ACTIVITY DESCRIPTION
OBJECTIVES:		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm-up (Simon says) ✓ Teacher does a brief review about the whole content that test contains. ✓ Students do some exercises about the contents that the teacher explained ✓ Teacher explains vocabulary connected with directions (match, fill in the gaps, scramble, draw) ✓ Teacher explains how students have to develop the test. ✓ Students complete the test.
Teacher	Students	
<ul style="list-style-type: none"> ✓ To find out the prior knowledge of vocabulary through the pre-test. ✓ To know the issues that students have in vocabulary. 	<ul style="list-style-type: none"> ✓ To demonstrate their basic knowledge about vocabulary of the animals, the human body and the family. 	
MATERIALS: COPIES, MARKERS, BOARD, WORKSHEETS.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		

WORKSHOP 2		
Theme: THE ANIMALS		ACTIVITY DESCRIPTION
OBJECTIVES		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up activity (Simon says) ✓ Teacher introduces the new vocabulary about animals. <ul style="list-style-type: none"> • Teacher shows students images of the animals on the laptop. • Students look at the image and mimic the animal sound. • Teacher names each image and students repeat after him several times. ❖ Teacher shows students the spelling cards of each animal. ❖ Teacher shows students the image of an animal on the laptop. After that students have to pick up the correct spelling card and stick it on the board, in that way they are going to relate the picture with the spelling card and they also are going to be able to recognize animals in real life.
Teacher	Students	
<ul style="list-style-type: none"> ✓ To introduce new vocabulary about the animals 	<ul style="list-style-type: none"> ✓ To recognize some animals through pictures. ✓ To associate pictures of animals in the real world. ✓ To reproduce pronunciation of vocabulary introduced. 	
MATERIALS: Posters, spelling cards, laptop.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		
RESOURCES: Song: African Safari – Diana Colson Source: http://www.songsforteaching.com/esleflsol.htm		EVALUATION: The teacher gives students a worksheet (worksheet #1) in order to practice the vocabulary learned.

WORKSHOP 3		
Theme: THE ANIMALS		ACTIVITY DESCRIPTION
OBJECTIVES:		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up activity (the shooter) in order to practice the vocabulary learned in the last class. ✓ Teacher hands out pictures of animals. ✓ Teacher plays the song and asks students to show the picture cards every time they hear the animals' name in the song. ✓ Teacher demonstrates how to pronounce the words of the song correctly then students repeat after him. ✓ Teacher sings the song and encourages students to sing alone. ✓ Teacher provides lyrics and reads them out for students to know how to pronounce the words in the correct way. ✓ After mastering the intonation of the song, teacher asks students to sing the song together,
Teacher	Students	
<ul style="list-style-type: none"> ✓ To reinforce the topic with the song “African safari”. 	<ul style="list-style-type: none"> ✓ To associate the letters with the sounds. ✓ To recognize vocabulary about animals in song context. 	
MATERIALS: Laptop, markers handouts, picture cards.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		
RESOURCES: Song: African Safari – Diana Colson Source: http://www.songsforteaching.com/esleflesol.htm		EVALUATION: Students sing the song by themselves, using lyrics.

WORKSHOP 4		
Theme: THE ANIMALS		ACTIVITY DESCRIPTION
OBJECTIVES:		
Teacher	Students	
✓ To assess students understanding of animals vocabulary.	✓ To demonstrate vocabulary learning.	<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm-up (the shooters) ✓ Teacher does a brief review about the vocabulary learned. ✓ Students remember vocabulary learned by singing the song previously taught. ✓ Teacher gives students a little test, for them to demonstrate vocabulary learned
MATERIALS: WORKSHEETS.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		

WORKSHOP 5		ACTIVITY DESCRIPTION
Theme: THE HUMAN BODY		
OBJECTIVES		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up activity (Simon says) ✓ Teacher introduces the new vocabulary about the human body. <ul style="list-style-type: none"> • Teacher shows students images of the human body on the laptop. • Teacher names each image and students repeat after him several times. ❖ Teacher shows students the spelling cards of the human body parts. ❖ Teacher shows students the image of a human body part on the laptop. After that students have to pick up the correct spelling card and stick it on the board near to the correct picture, in that way they are going to relate the picture with the spelling card and they also are going to be able to recognize the human body parts in real life.
Teacher	Students	
<ul style="list-style-type: none"> ✓ To introduce new vocabulary about the human body. 	<ul style="list-style-type: none"> ✓ To recognize some human body parts through pictures. ✓ To associate pictures of the human body in the real world. ✓ To reproduce pronunciation of vocabulary introduced. 	
<p>MATERIALS: Posters, spelling cards, laptop.</p>		
<p>TIME: 90 minutes</p>		
<p>STUDENTS' LEVEL: Beginners</p>		
<p>RESOURCES: Song: Head & Shoulders – Music with Mar. Source: http://www.songsforteaching.com/esleflesol.htm</p>		<p>EVALUATION: The teacher gives students a worksheet (worksheet #2) in order to practice the vocabulary learned.</p>

WORKSHOP 6		
Theme: THE HUMAN BODY		ACTIVITY DESCRIPTION
OBJECTIVES:		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up activity (the shooter) in order to practice the vocabulary learned in the last class. ✓ Teacher hands out pictures of the human body. ✓ Teacher plays the song and asks students to show the picture cards every time they hear the human body parts in the song. ✓ Teacher demonstrates how to pronounce the words of the song correctly then students repeat after him. ✓ Teacher sings the song and encourages students to sing alone. ✓ Teacher provides lyrics and reads them out for students to know how to pronounce the words in the correct way. ✓ After mastering the intonation of the song, teacher asks students to sing the song together.
Teacher	Students	
<ul style="list-style-type: none"> ✓ To reinforce the topic with the song “Head, shoulders, knees and toes”. 	<ul style="list-style-type: none"> ✓ To associate the letters with the sounds. ✓ To recognize vocabulary about the human body parts in song context. 	
MATERIALS: Laptop, markers handouts, picture cards.		
TIME: 90 minutes		
STUDENTS’ LEVEL: Beginners		
RESOURCES: Song: Head & Shoulders – Music with Mar. Source: http://www.songsforteaching.com/esleflesol.htm		EVALUATION: Students sing the song by themselves, using lyrics.

WORKSHOP 7		ACTIVITY DESCRIPTION
Theme: THE HUMAN BODY		
OBJECTIVES:		
Teacher	Students	
✓ To assess students understanding of the human body vocabulary.	✓ To demonstrate what they learned during the class.	
MATERIALS: WORKSHEETS.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		
		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm-up (the shooters) ✓ Teacher does a brief review about the vocabulary learned. ✓ Students remember vocabulary learned by singing the song previously taught. ✓ Teacher gives students a little test, for them to demonstrate vocabulary learned

WORKSHOP 8		ACTIVITY DESCRIPTION
Theme: THE FAMILY MEMBERS		
OBJECTIVES		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm –up activity (Simon says) ✓ Teacher introduces the new vocabulary about the family members. <ul style="list-style-type: none"> • Teacher shows students images of the family members on the laptop. • Teacher names each image and students repeat after him several times. ❖ Teacher shows students the spelling cards of the family members. ❖ Teacher shows students the image of a family member on the laptop. After that students have to pick up the correct spelling card and stick it on the board near to the correct picture, in that way they are going to relate the picture with the spelling card and they also are going to be able to recognize the human body parts in real life.
Teacher	Students	
<ul style="list-style-type: none"> ✓ To introduce new vocabulary about the family members. 	<ul style="list-style-type: none"> ✓ To recognize some family members through pictures. ✓ To associate pictures of the family members in the real world. ✓ To reproduce pronunciation of vocabulary introduced. 	
MATERIALS: Posters, spelling cards, laptop.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		
RESOURCES: Song: That's My Family – Jeanne Nelson and Hector Marín Source: http://www.songsforteaching.com/esleflesol.htm		EVALUATION: The teacher gives students a worksheet (worksheet #3) in order to practice the vocabulary learned.

WORKSHOP 9**Theme:** THE FAMILY MEMBERS**ACTIVITY DESCRIPTION****OBJECTIVES:****Teacher**

- ✓ To reinforce the topic with the song “that’s my family”.

Students

- ✓ To associate the letters with the sounds.
- ✓ To recognize vocabulary about the family members in song context.

- ✓ Teacher starts the class with a warm –up activity (the shooter) in order to practice the vocabulary learned in the last class.
- ✓ Teacher hands out pictures of the family members.
- ✓ Teacher plays the song and asks students to show the picture cards every time they hear a family member in the song.
- ✓ Teacher demonstrates how to pronounce the words of the song correctly then students repeat after him.
- ✓ Teacher sings the song and encourages students to sing alone.
- ✓ Teacher provides lyrics and reads them out for students to know how to pronounce the words in the correct way.
- ✓ After mastering the intonation of the song, teacher asks students to sing the song together.

MATERIALS:

Laptop, markers handouts, picture cards.

TIME:

90 minutes

STUDENTS’ LEVEL:

Beginners

RESOURCES:

Song: That's My Family – Jeanne Nelson and Hector Marín
 Source: <http://www.songsforteaching.com/esleflesol.htm>

EVALUATION:

Students sing the song by themselves, using lyrics.

WORKSHOP 10		
Theme: THE FAMILY MEMBERS		ACTIVITY DESCRIPTION
OBJECTIVES:		
Teacher	Students	
✓ To assess students understanding of the family vocabulary.	✓ To demonstrate what they learned during the class.	<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm-up (the shooters) ✓ Teacher does a brief review about the vocabulary learned. ✓ Students remember vocabulary learned by singing the song previously taught. ✓ Teacher gives students a little test, for them to demonstrate vocabulary learned
MATERIALS: WORKSHEETS.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		

WORKSHOP 11		
Theme: POS-TEST		ACTIVITY DESCRIPTION
OBJECTIVES:		<ul style="list-style-type: none"> ✓ Teacher starts the class with a warm-up (Simon says) ✓ Teacher does a brief review about the whole content that test contains. ✓ Students do some exercises about the contents that the teacher explained ✓ Teacher explains vocabulary connected with directions (match, fill in the gaps, scramble, draw) ✓ Teacher explains how students have to develop the test. ✓ Students complete the test.
Teacher	Students	
✓ To verify the effectiveness of the instruments applied.	✓ To demonstrate what they learned during the lessons about the family members, the animals and the human body.	
MATERIALS: COPIES, MARKERS, BOARD, WORKSHEETS.		
TIME: 90 minutes		
STUDENTS' LEVEL: Beginners		

11. Assessment of the Effectiveness of Songs in the Vocabulary Learning

<u>OBSERVATION GUIDE</u>				
Date: _____				
Grade: _____				
Topic: _____				
Session: _____				
Student: _____				
INDICATORS	Very Easily (10-9)	Easily (8-7)	Hardly (6)	Poorly (5-4)
Understands the new vocabulary				
Follows the teacher's instructions				
Summarizes in sentences the main message of the song				
Listens and circles the vocabulary throughout the process				
Writes the new words				
Follows the rhythm of the song				
Recalls the vocabulary learned				
Identifies the new vocabulary in pictures				
Spells and names the new words learned				
Understands the meaning of the words				
Participates and keeps motivated during the class				

f. METHODOLOGY

f.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because of the following reasons:

It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development.

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 a determined problem. It 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 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, observing and reflecting suggests.

The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

METHODS

In the present research work the following methods will be used:

- **COMPREHENSIVE METHOD:** This will be used as a means to study the vocabulary learning in children of 8 and 9 years old and how it is developed or taught. It will also help to understand the importance of vocabulary learning as a sub skill of the English language learning process.

It is important to know that by analyzing the development of the vocabulary learning it will be possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve the vocabulary learning by the application of SONGS during a period of time that let the researcher get effective results.

To make a theoretical relation between songs with the development of the vocabulary learning the researcher will use the analytic and synthetic methods.

- **ANALYTIC METHOD:** This method will help to know more about the benefits of songs to improve the vocabulary learning of the children who will participate in the project.

According to (M.Finocchiaro, 1974) the vocabulary is essential in the English language learning process because it is one of the language components which should be mastered by English learners. Vocabulary has a role, which parallel with phonology and grammar is to help the learner mastering four language skills, therefore, its development will let become more active learner into the English language teaching learning process. Moreover In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how children are improving in their vocabulary learning into the English language process.

- **SYNTHETIC METHOD:** It will help in the right understanding of the core problem in the vocabulary learning with students of 8 and 9 years old, which will help the research to synthesize the models of songs that are appropriate and useful to improve vocabulary learning in children.

To determine the negative aspects that limit the development of vocabulary learning in children the researcher will use the participative diagnostic method.

- **PARTICIPATIVE DIAGNOSTIC METHOD:** It will let the real situation of vocabulary learning of students to be diagnosed in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this sub-skill. It will let the researcher correct this reality by applying new strategies through songs as a possible solution that will help the children into the English Language process.

To select the appropriate songs to improve the vocabulary learning the proactive method will be used:

- **PROACTIVE METHOD:** This is useful to identify the difficulties that students have in the vocabulary learning and to determine the improvements that the application of songs have and which will help to solve the problem found in this SUB-SKILL. It will let select the best models or alternatives that songs have in order to improve the students' limitations in the vocabulary learning into the English language process.
- **WORKSHOPS METHOD:** It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of songs, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop

which are directly related to the improvement of students' limitations in the vocabulary learning and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

- **COMPREHENSIVE ASSESSMENT METHOD:** It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of songs and it will be checked in the observation guide which will include items that let the researcher specifically and detect the students' improvements in the development of the vocabulary learning.

f.2. TECHNIQUES AND INSTRUMENTS

- **Field Dairy and notes**

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen.

- **Pre-test**

With the pre-test the researcher is going to diagnose the students' vocabulary level.

- **Post-test**

Finally with the post-test the researcher is going to measure the vocabulary acquired during all the process of the project and show that the project has worked.

- **Observation guide**

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

- **Portfolio**

It will be used to collect the class activities that the researcher will use in every class, and it will include students' assignments, class activities, feedback and recommendations for improvement in class.

f.3. PROCEDURES

The action research work process will include the following stages:

- **INVESTIGATE:** In this step the researcher will apply a test in order to examine the students' vocabulary level and determine the most suitable activities for them.
- **PLAN:** the researcher will classify and select the most appropriate songs, which will be applied to improve the vocabulary learning. Also he

will apply some activities such as puzzles, and worksheets to reinforce the vocabulary learned.

- **ACT:** The researcher is going to teach two workshops per week. Each workshop will last 90 minutes, and he is going to apply 12 songs during all the intervention. The researcher will apply one song and one activity per workshop in order to reinforce the vocabulary acquired.
- **OBSERVE:** At this stage the researcher will do a deep analysis about the activities that were used to help students in the development of vocabulary learning acquisition and give them some feedback, through the observation guide and the field diary. All the results of each single workshop will be analyzed 5 minutes before the class finishes, in order to give students feedback for their improvement in vocabulary learning and self-confidence to use new words.
- **REFLECT:** In this stage the researcher will analyze and reflect about the activities used to help students in the development of the vocabulary learning.

The result of it will help the researcher to establish some conclusions and recommendations, based on the outcomes of the project.

- **DEMONSTRATION:** At this stage the researcher will show the main findings and ideas during the application of the project also it will allow the researcher to verify the effectiveness of the instruments applied.

f.4. POPULATION

The individuals who will be part of this project are the following:

CHART OF POPULATION

GROUP OF FOURTH AND FIFTH YEAR OF BASIC EDUCATION

	MEN	WOMEN	N° POPULATION	AGES
4TH YEAR	2	2	4	8
5TH YEAR	3	1	4	9
			TOTAL: 8	

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. Human

- Researcher
- English teacher
- English coordinator

1.2. Material

The materials used throughout this project are:

- **Office material:** paper, dictionary, book, copies.
- **Technical resources:** internet, computer, printer, flash memories.

2. BUDGET

Elaboration of the project	\$ 250.00
Copies and creation of the project	\$ 100.00
Elaboration of the thesis	\$ 200.00
transportation	\$ 200.00
Unforeseen	\$ 100.00
TOTAL	\$ 850.00

3. FINANCING

The researcher will be in charge of covering all the costs involved in the research project.

i. BIBLIOGRAPHY

Armbruster, B.B., Lehr, F., & Osborne, J.M. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: The National Institute for Literacy. Retrieved from http://www.ntuافت.com/TISE/Reading%20Problems/vocabulary_problems.htm

Brewer, C. (2010). *Music in The Learning Cycle*. Retrieved from <http://www.songforteaching.com/teachingtips/musicinthelearningcycle>.

Daniela. (2011). *TKT resources*. teaching-vocabulary-through-songs: Retrieved from <http://teachingenglishinmorelia.wordpress.com/2011/02/28/teaching-vocabulary-through-songs/>

Doscher, K. (2013). *The Conversation*. The Power Of Music: 5 Reasons Why Music Helps with Language Learning: Retrieved from <http://livemocha.com/blog/2013/09/03/power-music-5-reasons-music-helps-with-language-learning/>

ESL, F. E. (n.d.). A guide to learning English/*Parents Advice Vocab*. Retrieved from <http://esl.fis.edu/parents/advice/vocab.htm>

Frank, M. (1972). *Modern English, a Practical Reference Guide*. New Jersey: Prentice Hall, Inc, Englewood Cliffs.

Google Maps. (n.d.). Google Maps: Retrieved from <https://www.google.com.ec/maps/@-4.2061588,-79.2247657,17z>

Google Maps. (n.d.). Google Maps: Retrieved from https://www.google.com.ec/search?q=mapa+geografico+de+la+provincia+de+loja&es_sm=93&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ei=Be9XVKm5l8mngwSr44CIDQ&ved=0CBwQsAQ#facrc=_&imgdii=_&imgrc=VKNT4uMCLV3IHM%253A%3BhPBrAMENyQTm-M%3Bhttp%253A%252F%252Fww

Jolly, Y. S. (1975). The use of songs in teaching foreign languages. The Modern Language: Retrieved from <http://dx.doi.org/10.2307/325440>

Lewis. (1993). *The lexical approach; The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.

Lopez, R. (2011, 04 11). *Dialnet*. Teaching and Learning Vocabulary: An Introduction for English Students. Retrieved from dialnet.unirioja.es/descarga/articulo/2282507.pdf

M.Finocchiaro. (1974). *English As a Second Language*. New York: Regent Publishing Company.

RESEARCH MATRIX

THEME: Using songs to improve vocabulary learning.

PROBLEM: How effective are songs to teach vocabulary learning?

GENERAL OBJECTIVE: To use songs to improve vocabulary learning.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
<p>GENERAL: How effective are songs to teach vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” school? Academic period 2013 – 2014.</p>	<p>GENERAL: Using songs to improve vocabulary learning in the English language with students of 4th and 5th year of basic education at “Dr. Luis Emilio Rodriguez” School academic period 2013-2014.</p>	<ol style="list-style-type: none"> 1. Vocabulary Learning 2. Negative issues that limit the development of 	<p>INVESTIGATE Diagnose the vocabulary learning.</p> <p>PLAN: Workshop</p> <p>ACT/OBSERVE Songs to improve</p>	<p>Pre-test</p> <p>Lesson Plan</p> <p>Observation guide. Field Diary and</p>

<p>SPECIFIC: What kind of theoretical references about songs are effective to improve the vocabulary learning in the English language with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.</p> <p>Which are the negative issues that limit the vocabulary learning in the English language with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.</p> <p>Which songs are useful to improve the vocabulary learning in the English language with students of 4th and 5th grade of basic education at “Dr. Luis Emilio</p>	<p>SPECIFIC: To investigate the theoretical references about songs as a strategy to improve the vocabulary learning in the English language with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.</p> <p>To find out the negative issues that limit the vocabulary learning in the English language with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.</p> <p>To select the most appropriate songs to enhance the vocabulary learning in the English language with students of 4th and 5th grade of basic</p>	<p>vocabulary</p> <p>3. Songs to improve vocabulary learning in the English language</p> <p>4. Songs to teach vocabulary learning</p> <p>5. Applying the songs in order to improve vocabulary learning in the English language</p>	<p>vocabulary learning</p> <p>REFLECT: Value-Creative activities in Teaching Vocabulary</p>	<p>Notes</p> <p>Post-test and Portfolio</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	---------------------------------------------

<p>Rodriguez” School? Academic period 2013 - 2014.</p> <p>How do songs as part of the classroom activities help to improve the vocabulary learning in the English language with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.</p> <p>How successful was the application of songs in the vocabulary learning with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013 - 2014.</p>	<p>education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.</p> <p>To use the selected songs as part of the classroom activities in order to solve the limitations in the vocabulary learning with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodríguez” School? Academic period 2013-2014.</p> <p>To reflect about the effectiveness that songs had on the vocabulary learning with students of 4th and 5th grade of basic education at “Dr. Luis Emilio Rodriguez” School? Academic period 2013-2014.</p>	<p>6. Assessment of the effectiveness of songs in the vocabulary learning.</p>		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	--	--

TEST

Researchers' name: Ivan Labanda Cabrera

Student: _____

Date: _____

Objective:

- To find out the prior knowledge of vocabulary through the pre-test.
- To know the issues that students have in vocabulary.

1. Match the picture to the word. (2.5) points.



BEAR

CHICKEN

DOG

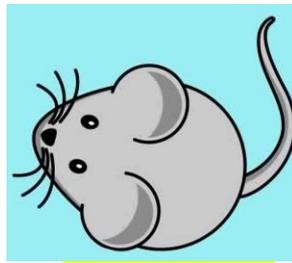
PIG

OWL

2. Look at the pictures and scramble words. (2.5) points.



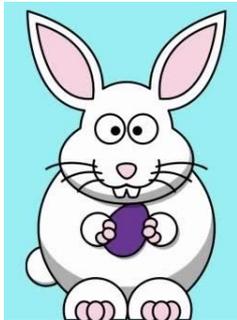
WOC



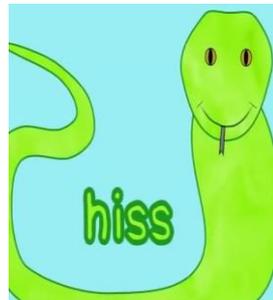
ESMUO



REHOS



BIRAT



KASEN

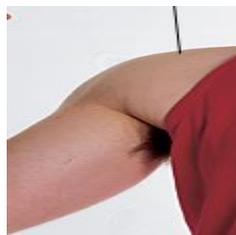


ROFG

3. Look at the picture and fill in the gaps to complete words. (1) point.



__E__D.

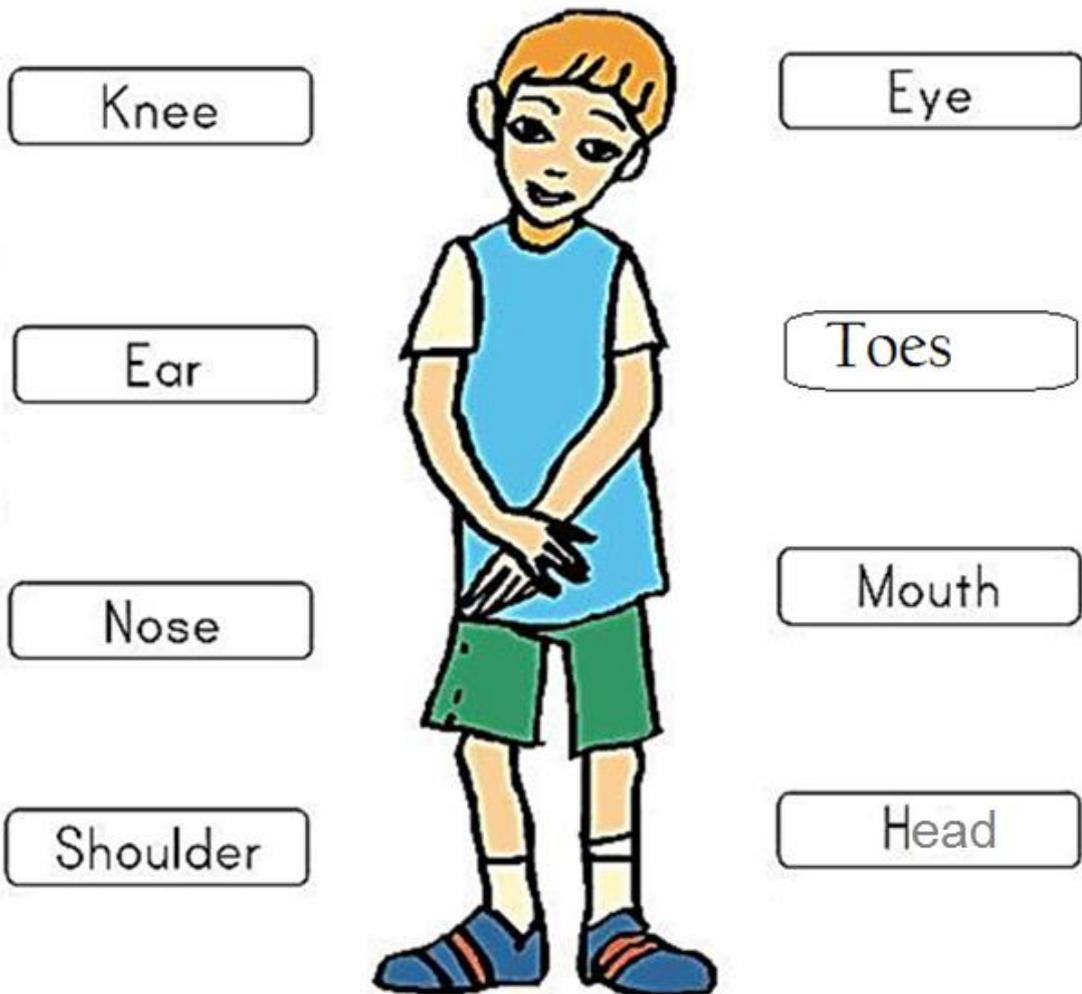


S__O__L__E__.



E__E__.

4. Draw a line from each word below to the correct part of the body. (2) points.



5. Listen to the name of each family member then number them in order.
(2) points.

FATHER MOTHER SISTER BROTHER UNCLE

COUSIN GRANDMA GRANDPA

HOW DID YOU FEEL TAKING THE TEST?



AWESOME



GOOD



BAD

X

Student



RESEARCHER FIELD DIARY.

SONGS.

Date:		Time:		
Objective:				
Content:				
Activity:				
ASPECTS TO BE OBSERVED	75-100%	50-75%	Less than 50%	
Were ss involved in the activity?				
Was the activity appropriate for the class?				
Did ss understand and follow the strategy being applied?				
Were the objectives of the activity accomplished?				
Were conditions favorable to the application of strategy?				
Comments:				
.....				
.....				
.....				
.....				
.....				



CHECKLIST FOR MONITORING SKILL DEVELOPMENT (VOCABULARY)

Date:	
Content:	
Activity:	

	Degree of Completion and Development					
	Understanding words			Producing words		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE, Y LA COMUNICACIÓN
DEPARTAMENTO DE IDIOMA INGLÉS

Estimado maestro solicito su colaboración respondiendo las siguientes preguntas que me permitirán llevar a cabo mi trabajo investigativo sobre: El uso de canciones para mejorar el aprendizaje de vocabulario en el idioma inglés con los estudiantes del 4^{to} y 5^o Año de Educación Básica de la Escuela "Dr. Luis Emilio Rodríguez". Le estaré muy agradecido por su colaboración.

ENTREVISTA AL DIRECTOR DE LA ESCUELA.

1. ¿Cree usted que el aprendizaje del inglés es importante para sus estudiantes? ¿En qué medida?

2. ¿En qué nivel considera usted que se encuentra el aprendizaje del Idioma Inglés en su institución?

3. ¿En qué horarios reciben la materia de Idioma inglés sus estudiantes?

4. ¿La asignatura de inglés está a cargo de un maestro especializado?

Si ()

No ()

Si este no es el caso, ¿A cargo de quien se encuentra la enseñanza del idioma inglés?

5. ¿Se aplica un modelo de planificación en su institución?

6. ¿Considera usted que los estudiantes de la Universidad Nacional de Loja brindan ayuda a la comunidad en el campo académico?

7. ¿Cree usted que la enseñanza del Idioma Inglés que brindan los estudiantes de la UNL favorece en la formación de los estudiantes?

8. ¿Se considera la asignatura de inglés dentro de la calificación formal del aprendizaje?

Gracias por su colaboración

ANNEX 2



Students from the 4th and 5th year before class

Photo taken by: Ivan Labanda



Students from the 4th and 5th year watching a video as part of a warm up activity

Photo taken by: Ivan Labanda



Students from the 4th and 5th year in class before the pre test

Photo taken by: Ivan Labanda



Student from the 4th year developing the post test

Photo taken by: Ivan Labanda

INDEX

THESIS SCHEME	ix
a. THEME	1
b. ABSTRACT	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
1. VOCABULARY LEARNING	7
• IMPORTANCE OF VOCABULARY	8
• CLASSIFICATION OF VOCABULARY	9
• PROCESS TO TEACH VOCABULARY	10
• TEACHING VOCABULARY IN FOREIGN LANGUAGE LEARNING	14
• TEACHING VOCABULARY THROUGH SONGS	18
2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING	19
• DIFFICULTIES IN VOCABULARY LEARNING	19
3. SONGS TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE	20
• DEFINITION OF SONG	20
• THE ADVANTAGES OF SONGS	21
• TYPES OF SONGS	22
• WHAT CAN YOU DO WITH SONGS IN THE CLASSROOM?	23
• PRACTICAL TIPS AND TASKS FOR USING SONGS	23
• STEPS FOR TEACHING VOCABULARY WITH SONGS	26
• SONGS AS PEDAGOGICAL TOOLS	28
• SENTENCE STRUCTURES AND SENTENCE PATTERNS	30
• SONGS STIMULATES MEMORY	32
• SINGING AND LEARNING LYRICS INCREASES VOCABULARY	33
• SINGING A SONG IMPROVES PRONUNCIATION	33
• LISTENING TO MUSIC WILL IMPROVE YOUR COMPREHENSION OF THE LANGUAGE	33
e. METHODS AND MATERIALS	34
f. RESULTS	41

g. DISCUSSION.....	51
h. CONCLUSIONS	55
i. RECOMMENDATIONS	58
j. BIBLIOGRAPHY	59
k. ANNEXES	61
a. THEME.....	62
b. PROBLEM STATEMENT	63
b.1. BACKGROUND	63
b.2. CURRENT SITUATION OF THE RESEARCH OBJECT	64
b.3. RESEARCH PROBLEM	65
b.4. DELIMITATION OF THE RESEARCH	65
a) Temporal:.....	65
b) Spatial:	66
c) Observation Units:.....	66
d) Sub problems:.....	66
c. JUSTIFICATION.....	68
d. OBJECTIVES	70
d.1. GENERAL.....	70
d.2. SPECIFIC	70
e. THEORETICAL FRAME	71
1. Vocabulary Learning.....	71
1.1. Definition of vocabulary	71
1.2. Classification of vocabulary	71
1.3. Process to teach vocabulary.....	72
1.4. Teaching Vocabulary through Songs	76
1.5. Some Techniques in teaching vocabulary.....	77
2. Negative issues that limit the development of vocabulary.....	79
2.1. Difficulties in Learning Vocabulary.....	79
2.1.1. Deciding which words are worth learning.....	80
2.1.2. How to organize our vocabulary	80
2.1.3. Remembering vocabulary	80
3. Songs to improve vocabulary learning in the English language.....	81
3.1. Definition of song.....	81

3.2. The advantages of songs	81
3.3. Types of songs.....	82
3.4. What can you do with songs in the classroom?.....	83
3.5. Practical tips and tasks for using songs.....	83
3.6. Here are some ideas for the use of songs in the ESL class:.....	86
3.7. Tried And True Steps for Vocabulary Teaching With Songs	87
3.8. Songs as Pedagogical Tools	90
3.9. Sentence structures and sentence patterns.....	92
3.10. Songs Stimulates Memory	94
3.11. Singing and Learning Lyrics Increases Vocabulary	94
3.12. Singing a Song Improves Pronunciation.....	95
3.13. Listening To Music Will Improve Your Comprehension of the Language.....	95
4. Songs to teach vocabulary learning.....	95
11. Assessment of the Effectiveness of Songs in the Vocabulary Learning.....	107
f. METHODOLOGY.....	108
f.1. DESIGN OF THE RESEARCH.....	108
f.2. TECHNIQUES AND INSTRUMENTS	112
• Field Dairy and notes.....	112
• Pre-test.....	112
• Post-test.....	113
• Observation guide	113
• Portfolio.....	113
f.3. PROCEDURES.....	113
f.4. POPULATION	115
g. TIMELINE	116
h. BUDGET AND FINANCING	117
i. BIBLIOGRAPHY.....	118
ORGANIZATION AND MANAGEMENT OF THE RESEARCH	117
ANNEX 2	129